ARMOND, ARLISA, Ed.D. Disabling the Disparity: Building the Cultural Competence of School and Teacher Leaders. (2018)
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There is a critical need for culturally competent school and teacher leaders to provide equitable and inclusive school environments for our nation's growing number of culturally and linguistically diverse students. This must begin with culturally competent educators who provide this multicultural educational experience for students. In a national public school system with majority White educators and over 50% students of color, there is a large cultural gap between teachers and their culturally diverse students. In addition, there has not been consistently documented professional development models for cultural competence that adequately connect and engage school and teacher leaders, students, and the communities which they represent. Students of color are underperforming on standardized assessments in comparison to their White peers at an alarming rate. In addition, students of color represent the lowest high school graduation rates and percentages of college admissions and graduations. Simultaneously, these same students have the highest school suspension rates and dropout rates as well as the highest representation in the juvenile justice system, among other concerning statistics.

My research addresses these issues and provides a viable solution which engages students, educators, and communities in this critical work. Using a design-based research approach, I created a professional development model, the Cultural Competence Innovation Model (CCIM-pronounced "Kim"). I created my CCIM professional development model to empower school and teacher leaders to implement a school-wide community engagement plan that equips school and teacher leaders with the necessary

tools to provide inclusive, equitable, high impact, results-oriented school environments. The professional core learning outcomes of knowledge, skills, and attitudes are addressed within my CCIM professional development model. My CCIM PD model provides the cultural competence training and support that enables school and teacher leaders to enact a collaborative, inclusive, flexible school environment.

After providing an introduction to my topic and study, I review existing research. I examine scholarship regarding the history of racism in our country, the current oppressive, national educational structures in place, and the potential impact of effective, strategic implementation of culturally relevant and sustaining pedagogy (CRSP) in ultimately developing students as global citizens. I discuss CRSP as the necessary training for school and teacher leaders to provide more inclusive school environments. CRSP, therefore, is an essential element of my CCIM professional development model. I next introduce my qualitative, design-based research methodology that included an adapted iterative design process known as ADDED. I used ADDED to create my CCIM professional development model. A team of thirteen research participant practitioners, referred to as a total school community, completed four design rounds to help me collaboratively construct my CCIM professional development model. The four design rounds consisted of individual interviews, focus groups, and opportunities for design feedback and proposed next steps. In conclusion, I reveal my finalized version of my CCIM professional development model and discuss my future goals for implementation in schools and/or school districts across the nation.

DISABLING THE DISPARITY: BUILDING THE CULTURAL COMPETENCE OF

SCHOOL AND TEACHER LEADERS

by

Arlisa Armond

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Approved by

Craig Peck_____
Committee Chair

This dissertation is dedicated to my father, Morris Carey, who always inspires me to be greater. Thank you for passing along your quest for knowledge, wisdom, and making a difference in this world.

This dissertation, written by Arlisa Armond, has been approved by the following committee of the Faculty of The Graduate School at The University of North Carolina at Greensboro.

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CHAPTER I

INTRODUCTION

The paradox of education is precisely this—that as one begins to become
conscious one begins to examine the society in which he is being educated.
(Baldwin, 2001-2017)

Experience-Informed Student Composite Profiles

Brian is an African-American, male, elementary school student in the fifth grade.

Brian's teaching and learning experiences since Kindergarten have been, at best,

inconsistent. Due to the fact that he never learned basic literacy skills, he has been

substantially behind in his schoolwork. This led to a level of frustration, which ultimately

turned into behavioral disruptions in the classroom. Since Brian's teachers have neither

the adequate background knowledge nor training to help close the gap in his learning

patterns, he is increasingly more disruptive and volatile in the classroom. In order to

maintain peace and safety in the classroom, Brian's teachers began to pacify his

behaviors by allowing him to play on the computer and/or sleep all day. Brian continues

to experience considerable challenges. Because he has been passed along the majority of

his grades, Brian has not mastered fundamental reading, math, nor social skills. Due to

his academic and now social challenges, the recommendation is to place him in an

"alternative" school environment. Brian, his mother, grandfather, and teachers are equally

as frustrated in trying to give Brian what he needs in order to be successful.

Ricardo is a Hispanic, male middle school student. Although he was born in the United States, his family is undocumented. Ricardo's parents speak limited English. As a result, Ricardo speaks conversational English and Spanish, lacking correct grammatical formatting. Due to the language barrier, Ricardo struggles significantly in school. His level of frustration increases significantly as he continues to advance through the grade levels without mastery of the content. Ricardo's teachers do not have the adequate background knowledge nor training to help close the gap in his learning and acquisition of the English language. As a result, Ricardo has begun disengaging from school. His attendance is sporadic, and his academic skills continue to diminish. Ricardo's older sister serves as the contact person and guardian for him. She is twenty-one years old, mother of two, and works two jobs to help support the family. Ricardo's mother is illiterate and never completed her education in her native country. She does not speak English. Ricardo's sister was unable to be reached by the school.

Jocelyn is an African American, female high school student. Jocelyn is a college-bound senior. Her goal is to become a lawyer due to her strengths in critical thinking, research, and collaboration. Jocelyn is an Honor Roll student and active member in her school. She is the Student Body President, member of the track team, and a community activist. Jocelyn attends community forums and speaks candidly about social justice, equity, and inclusion pertaining to the educational setting. Jocelyn is often commended for her extensive vocabulary and strong articulation of concepts, innovative ideas, and community engagement. Jocelyn noticed a lack of diversity in the curriculum taught school-wide and questions why students are only taught content from what she considers

a Eurocentric perspective. In her diverse high school, Jocelyn also questions why there are few minority students in accelerated classes (i.e., Advanced Placement [AP], Honors, etc.). Jocelyn proposed to the school's administration to have an African American club to have an opportunity for students to learn an "extended" curriculum and embrace their heritage in a positive, interactive light. This idea, along with additional ideas by Jocelyn over the years, was rejected by administration and characterized as divisive and exclusive. Jocelyn's teachers appreciate her level of intellect yet struggle when questioned about social consciousness. Jocelyn's questions are sometimes viewed as disrespectful and combative. Jocelyn has not had a consistent experience with culturally competent teachers who embrace her desire for a strong cultural identity.

"Brian," "Ricardo," and "Jocelyn" are experience-informed composite profiles based on the types of students I have encountered in my career as a school leader. In all three cases, the ongoing education they received (or lack thereof) was misaligned with their culture and did not provide an inclusive, interactive platform for student/teacher engagement. The students perceived the work as either too hard, irrelevant, or incomplete. All student profiles experienced significant cultural barriers between their school, home, and community lives. The students were identified or characterized, at some point (formally or informally), as having extreme behavior and/or academic challenges, or challenges with the school climate. Two of the profiles highlight students, Brian and Ricardo, who have been retained in one or more grade levels due to what are perceived as either academic or behavioral deficiencies. The third profile, Jocelyn, represents a common challenge of encountering a school culture that inadvertently

disconnects with her home culture. As shown by Jocelyn's profile in particular, not all students of color struggle in the classroom; however, data suggests that high achieving African American students score marginally compared to their White counterparts (Hurley, n.d.; Love, 2015). National numbers are staggering pertaining to the large percentages of these students who have experienced challenges, inside and outside of the classroom, as well as the significant challenge of not having a culturally competent teacher (Irizarry, 2006-2011; Smith, 2005). My research addresses this challenge and establishes a clearly defined purpose for conducting my research.

Statement of Purpose

The purpose of my research was to create a collaborative professional development model that equips school and teacher leaders with the knowledge, skills, and attitudes (Khalifa, Gooden, & Davis, 2016; Mu et al., 2015) to create a culturally inclusive community learning environment within the school. Currently, literature and educational practice lack a tangible, practical, real-world model of a cultural competence professional development model which brings about such a second-order change strategy (Duke, 2015) within our schools. My professional development model, which I call the Cultural Competence Innovation Model or CCIM (pronounced as "Kim"), addresses this problem. My outcome-focused model is intended to enhance educators' attitudes/dispositions, skills, and knowledge so that they can engage in culturally relevant and sustaining practices that improve the academic and life successes of students of color.

Research Questions

The following research questions guided my study:

1. What research-based strategies and design principles can I use to inform the creation of a professional development model for building cultural competence in school and teacher leaders?

2. What content and topics should I include in the professional development model?

3. Based on participant feedback, what modifications should be made in the professional development model?

Problem Statement

Although unique student profiles, unfortunately, there are many "Brians," "Ricardos," and "Jocelyns" represented in our nation's school districts. These students represent a growing demographic known as students of color, culturally and linguistically diverse students, minority students, and marginalized students. In this research, the terms will be interchangeable in describing our nation's students from diverse cultural backgrounds.

The following analogy and accompanying description are used to discuss the problem statement, thus foundation of my research: If a fish is floating upside down or "belly up" in a lake, there is an automatic assumption there is something wrong with the fish. If the next day several of the same type of fish are once again "belly up" in the lake, one should begin to question the lake [although some have historically believed there is a defect in that specific fish species]. If the same species of fish are "belly up" in multiple

lakes around the country, and research has proven that a deficiency does NOT exist in that fish species, then one should question the groundwater system which supplies the water source to the lakes (Love, 2015). "Brian," "Ricardo," and "Jocelyn," represent too many of our students of color (i.e. marginalized students, culturally and linguistically diverse students) who are overwhelmingly "belly up" in our nation's "lakes" or schools. The "groundwater" which supplies the lakes represents an oppressive national system built on the disenfranchisement of people of color (which informs the educational system). The history of the inception of the United States still contains the "residue" from this beginning. Our students of color are at the bottom of every aspect of every category of public school success in this country (Love, 2015). They have the lowest standardized test scores, lowest high school graduation rates, lowest percentage of college admissions and graduations, among other school success categories. However, these same students have the HIGHEST school suspension rates, highest school dropout rates, highest representation in the juvenile justice system, and highest incarceration numbers, to name just a few concerning statistics (Hurley, n.d.; Smith, 2005). It's time for a change. It is time for our school and teacher leaders to be equipped with the knowledge, skills, and attitudes to create inclusive, flexible, and equitable multicultural environments that give EVERY student every opportunity to succeed.

I am a student and educator of color. I, along with every diverse student in our educational system today, deserve an opportunity to be successful, validated, and celebrated for the cultural strengths I bring to any school or organization. I share my personal journey below.

Personal Journey

As an African-American woman and educator, I understand and live in a culture where I am marginalized, underestimated, overlooked, stereotyped, and criminalized through the media. In public school, being an African-American female with a speech impediment proved to be a challenging course. However, being raised by strong African-American parents, married to a phenomenal African-American man, influenced by a courageous African-American pastor, engaged by intelligent multicultural friends and colleagues, mentored by tremendous White and African-American, equity-oriented educators and entrepreneurs, and heavily influenced by my matriculation at an HBCU (Historically Black College/University), I have been fortunate to have a strong total school community who STILL encourages and supports me to this day. However, I never experienced a culturally competent teacher in my formative years who validated my culture or facilitated an inclusive curriculum that accurately and appropriately reflected the tremendous contributions of my people and culture. Although I was in the GT (Gifted and Talented) program in elementary and middle school, and AP (Advanced Placement) and Honors classes in high school, my scores on standardized tests were average. I did not have a culturally competent teacher who accessed the tremendous strengths I brought to the classroom nor had the capacity to transfer the school culture into a "common language" that I could learn and understand. My African-American heritage was rarely referred to in a positive light or discussed in depth to demonstrate the remarkable contributions of my people. Unfortunately, this is the case of many of our students of color nationwide who may not have culturally competent school or teacher leaders who

know how to create culturally relevant and sustaining success opportunities/environments for students. As a result, many students of color receive an education that is counterproductive and contradictive to the rich culture from which we are a part. The results show overwhelmingly in national statistics. The resulting statistics below provide the significance of my research study.

Background Context

To provide additional background context for my study, in this section I discuss lack of teacher diversity, the need for professional development and coaching, and the importance of culturally proficient leadership.

Lack of Teacher Diversity

Contributing to the percentage of struggling students of color is the lack of diversity and training among the nation's teaching force (Delpit, 2012; Gay, 2002; Ladson-Billings, 1995). This is especially troubling considering the growing numbers of diverse students in our nation's schools (U.S. Department of Education, 2011). Due to the primarily White racial make-up of our nation's teachers in comparison to a large percentage of students of color in their classrooms, ensuring the cultural competence of educators will require a transformative, intentional approach to the teaching and learning environment. Figure 1 displays the racial make-up of teachers in the U.S. from 1986 to 2011.
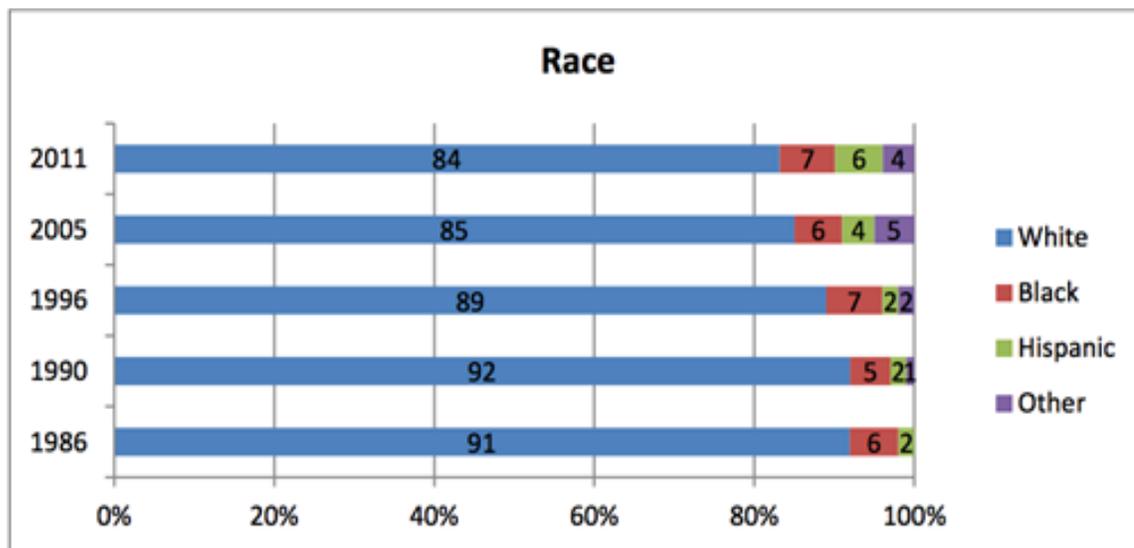
Figure 1. Profile of Teachers in the United States. Source: Feistritzer (2011).

Feistritzer (2011) highlights the lack of diversity in the nation's teaching force through the statistics provided by the National Center for Education Information. Eighty-four percent of the nation's teaching force was White in 2011. Black and Hispanic teachers represented seven and six percent of the nation's teachers respectively. Although the percentage of White teachers is dominant relative to other races and ethnicities, this is a slightly decreased presence from the previous percentages since 1986. Feistritzer (2011) explained, "Teaching is still an overwhelmingly female occupation. The profession is also strikingly White, but there is some shift toward more people of color entering the ranks of teaching" (p. 15). However, this shift is minimal in comparison to the growing student diversity in our nation's schools (U.S. Department of Education, 2011). Students of color make up approximately 50% of the students in the U.S. public schools (U.S. Department of Education, 2011). As our schools are increasingly more diverse, our nation's teaching force has not made significant changes in the area of diversity in the

past twenty-five years. This signifies an important cultural "gap" between the majority of educators and students of color. However, my research takes into consideration that all teachers of color are not innately culturally competent. Achieving cultural competence requires intentional, ongoing training which explores and sometimes challenges one's awareness of one's own belief system. Cultural competence is a skill and way of thinking that significantly impacts each student every day. Cultural competence encompasses a student's culture, lifestyle, traditions, and community inside and outside of the classroom. It is the ability to successfully communicate, learn from, respond, and teach others who come from cultures other than our own. It entails developing certain personal and interpersonal awareness and sensitivities, developing cultural knowledge, and mastering a set of skills that bring about positive, productive cross-cultural communication, collaboration, and empowerment (Gay, 2002; Irvine, 1997; Ladson-Billings, 2014; NEA Human and Civil Rights Department, 2008). Cultural competence within an organization (whether school or school district) requires consistent, ongoing, meaningful training which will transform into this way of "being" within an educational community.

A wise community activist once told me: "You can't teach what you don't know. You can't lead where you don't go." The underrepresentation of teachers of color provides an additional "barrier" for students of color when they don't see teachers who look like them or share similar experiences. This level of familiarity validates a student and reinforces self-worth as a gifted and talented individual. As an educator of color with varied successful personal and professional experiences, I am even empowered when I see or experience successful people of color who share similar experiences and situations.

Therefore, a student who is still developing cognitively and establishing his/her identity could be positively (or negatively) impacted forever by the presence or absence of an effective diverse teacher. Sleeter (2011) explained, "The situation of increasingly diverse student populations being taught by persistently non-diverse teaching forces exacerbates the problem of disparities in achievement" (p. 3). Not having a balanced representation of a students' culture among a school's adult staff may invalidate a student's culture and self-awareness. Students internalize deficit perspectives. This impacts school achievement as well as their mental health (Sleeter, 2011). In addition to equitable representations of diversity in the classroom, it is suggested that teacher knowledge, skills, and dispositions may have an indirect yet significant impact on the performance of culturally and linguistically diverse students (Gay, 2002; Ladson-Billings, 2006; Sleeter, 2011).

Professional Development and Coaching

Teacher preparation and training is the common ground for all pre and in-service teachers. The lack of efficient, effective, ongoing teacher training along with the underrepresentation of teachers of color contribute to culturally and linguistically diverse students who struggle in the classroom and eventually in the community (Darling-Hammond, 2014-15; Ladson-Billings, 2014). American teachers, in comparison to teachers around the world, receive less feedback, have larger class sizes, work under more challenging conditions, receive less time to collaborate, and receive less effective professional development to improve their practice (OECD, 2014). In addition, according to the OECD Teaching and Learning International Survey (2014), also known as TALIS,

American teachers reportedly work more hours in a week and longer work days than their international counterparts (Darling-Hammond, 2014-15; OECD, 2014). With approximately one in four American students living below the poverty line with inadequate access to food, healthcare, sometimes safe housing, American teachers (in high poverty schools) spend the majority of their time assisting students with managing these challenges while simultaneously trying to promote learning (Darling-Hammond, 2014-15). Receiving impactful professional development comprised of consistent, ongoing feedback has been an ongoing area of improvement for American teachers (Aguilar, 2013; Darling-Hammond, 2014-15).

The traditional professional development ("one-shot deal") model has been unsuccessful in impacting teacher practice within the school building (Aguilar, 2013; Fishman, Marx, Best, & Tal, 2003; Irvine, 1997). According to Ladson-Billings, Hyler, & Gardner (2017), effective professional development consists of the following attributes:

1. Is **content focused**

2. Incorporates **active learning** utilizing adult learning theory

3. Supports **collaboration**, typically in **job-embedded** contexts

4. Uses **models and modeling** of effective practice

5. Provides **coaching and expert support**

6. Offers opportunities for **feedback and reflection**

7. Is of **sustained duration**

Professional development that commits the time and resources to teacher development may produce desired results in student outcomes. According to Aguilar

(2013), up to fifty contact hours may be needed in order for teachers to experience a change in teaching practice which impacts student learning. These contact hours, which make the process iterative, are most successful when customized for the specific school and students they serve (Aguilar, 2013; Irvine, 1997). Various phases to effective professional development include building trust, engaging personal culture, confronting social dominance and social justice, transforming instructional practices, and engaging the total school community (Howard, 2007).

Coaching is an essential element involving the relational foundation of building trust that has been demonstrated as a critical professional development component. It has the capacity to lead to transformation of teacher practice (Aguilar, 2013; Cooper, n.d.). Just as the development of relationships is key to student achievement, the same concept holds true for the coaching model. The relational aspect built via a risk-free, non-judgmental environment allows the teacher the freedom to explore, make mistakes, and reflect on present practices. These vital components have not historically been present in recent professional development models. This training deficit perpetuates the "cultural gap" present between teachers and their students. In addition, there has not been a clearly defined solution for the gap separating school leaders and the needed skill set to enable this type of training in our schools' diverse student populations. This requires culturally proficient leadership.

Culturally Proficient Leadership

Effective leaders operating as transformative "cultural workers" (Cooper, 2009) can serve as the catalyst for a culturally proficient school and total school community

(Spencer, 2009). I define a school leader as someone who occupies the principal position and serves as the primary leader in a school building. I define a teacher leader as a teacher in the building, supporting the vision of the school leader, who has the skills to impact learning in her/his classroom but also to maintain an influence that extends beyond her/his own classroom, school, and sometimes district. With the abundance of failing schools in the country with predominantly culturally and linguistically diverse students, this type of leadership has not typically been prevalent. With long hours, fast-paced, often stressful settings, a school leader is expected to operate the school, serve as a community leader, and increase student achievement simultaneously (Spillane & Lee, 2013; OECD, 2014). Serving as the instructional leader (i.e. lead teacher) in the building, the school leader is also responsible for the climate, culture, and curriculum in this professional learning community. This is no easy feat and typically something that may not have been addressed in the leader's pre-service training. This lack of effective leadership training has often transferred over to and affected the classroom experiences for K-12 students.

Building cultural competence in school and teacher leaders can only be implemented through an intentional, strategic, systemic professional development (PD) model (Darling-Hammond, 2014-15; Gay, 2002; Howard, 2007; Irvine, 1997; Irvine, 2002) and contributes to the significance of my research study.

Significance of the Research Study

The glaring epidemic of the underperformance of students of color has gained national attention and continues to plague our educational system. There is a great need

for an equitable, culturally competent educational system that provides a holistic education for ALL students. This must begin with culturally competent educators who serve as a critical component to providing this all-inclusive, multicultural educational experience for students. "The home and community environment must be tapped into and connected to students' learning in addition to focusing on knowledge learned in the classroom" (Padron, Waxman, & Rivera, 2002, para. 2). Achieving cultural competence requires intentional, ongoing professional development which explores and sometimes challenges one's awareness of one's own belief system. As stated previously, my problem statement highlights the absence of a tangible, practical, real-world cultural competence professional development model [found in literature and/or educational practice] that is designed to bring about a first-order change strategy (Duke, 2015) in our nation's schools. My research addresses this gap in training and design as it pertains to the underperformance of marginalized students.

Chapter I Summary

In this chapter, I described the need for culturally competent school and teacher leaders to provide flexible, inclusive, equitable school environments for our nation's growing number of diverse students. This must begin with culturally competent educators who serve as a critical component to providing this all-inclusive, multicultural educational experience for students.

In today's diverse schools, there has not been documented, consistent cultural competence professional development models that connect school leaders, teacher leaders, students, and the communities which they represent. In a national public school

system with majority White educators and over 50% students of color, the results demonstrate a large cultural gap and lack of performance of culturally diverse students. The need for a second-order change strategy (Duke, 2015) surfaces in the achievement gap between our diverse students and their White classmates.

In this study I created a professional development model, the Cultural Competence Innovation Model (known as CCIM), that addresses this problem at all grade spans. I created my unique CCIM professional development model to empower school and teacher leaders to implement a school-wide community plan that equips school and teacher leaders with the necessary tools to provide equitable, high caliber, results-oriented school environments. The professional core learning outcomes of knowledge, skills, and attitudes are embedded within my CCIM professional development model. Driven by research, my CCIM PD model provides the cultural competence training needed by school and teacher leaders to enact an inclusive, flexible, collaborative school environment.

In my review of literature in Chapter II, I examine the history of racism in our country (past), the current oppressive, national educational structures in place (present), and the potential impact of CRSP in creating global citizens (future). In particular I discuss culturally relevant and sustaining pedagogy (CRSP) as necessary training for school and teacher leaders to provide more inclusive school environments. In Chapter III, I describe the qualitative research methodology I used to create CCIM. I adapted an existing iterative design process, known as ADDED, as my design-based research methodology. A collaborative team of thirteen research participants, referred to as a total

school community, completed four design rounds to help me construct my CCIM professional development model. The four design rounds consisted of individual interviews, focus groups, and opportunities for design feedback and proposed next steps. I report research findings in the form of critical research design feedback that was provided to me by the research participants in Chapter IV. Finally, in Chapter V, I reveal my finalized version of CCIM and discuss my future goals for implementing my CCIM professional development model in schools and/or school districts across the nation.

CHAPTER II

REVIEW OF LITERATURE

Introduction

In my review of related literature, I examine the evolution of culturally relevant and sustaining pedagogy (CRSP) within the United States. Theoretically traveling through time and using research as the medium, I constructed my review of related literature to examine the development (or lack thereof) of CRSP in our nation. Through exploration of the past, present, and future of cultural competence practice in the United States, I situated my review of literature to explore the capacity of CRSP practice to develop students as global citizens and leaders who make an impact in the world. I believe that our students are our future. As a result, my literature review ultimately discusses how we can develop our students into global leaders capitalizing on the power and possibilities of culturally relevant and sustaining pedagogy (CRSP) within our educational system. The outline below shows the progression or "journey" of my literature review. Following the outline is a description of each "destination."

Review of Literature Outline

I. History of racism in the United States (PAST)

II. Systemic and Organizational Inequities (PRESENT)

    A. Culturally Relevant and Sustaining Pedagogy (CRSP) as a response to inequity

    B. CRSP: Three core dimensions

C. Researcher response to educational inequities

III. CRSP leading to Global Citizens (FUTURE)

IV. Cultural Competence Innovation Model

Providing the itinerary for my exploration through time as seen above, I initially discuss the history of racism in the United States as a journey into our past and reminder of the historical foundation of the United States. Next, I examine systemic and organizational inequities that are seen in our present American culture. Within my examination of these inequities, I discuss CRSP as a response to systemic and organizational inequities, the three core dimensions of CRSP and the response of researchers pertaining to educational inequities. Next, I visit the heart of why my research even exists: our students, our future. Developing students into global leaders is the next stop on my journey. My final destination of my travel through time is my contribution to our nation's future through my Cultural Competence Innovation Model, or CCIM. My CCIM professional development model focuses on developing three professional learning outcomes: attitudes, knowledge, and skills.

Key Terms

In my research, "culturally and linguistically diverse students," "students of color," and "marginalized students" will be used interchangeably in describing our nation's students from diverse cultural backgrounds. The following glossary in Table 1 is used to clarify additional key terms as it relates to the students and concepts referenced in my research.

Table 1

Key Terms

Term	Definition
Cultural competence (also referred to as cultural proficiency)	Cultural competence is the ability to successfully teach students who come from cultures other than our own. It entails developing certain personal and interpersonal awareness and sensitivities, developing certain bodies of cultural knowledge, and mastering a set of skills that, taken together, underlie effective cross-cultural teaching (NEA Human and Civil Rights Department, 2008)
Marginalized	A dominant culture or group oppresses a person or group in an insignificant or unimportant position (Paris, 2012)
Culturally diverse	The cultural differences and varieties that exist in the world, society, or an institution (Azziz, 2011)
Students of color	Students who are characterized as non-White (Cooper, 2009)
Culturally and linguistically diverse students	Students who are born outside of the United States, speak different or multiple languages, and/or are affiliated with diverse cultural traditions (Cooper, 2009)
Culturally relevant and sustaining pedagogy	Instruction that validates the language, literacy, and culture of students who do not fit into the mainstream educational system (Paris, 2012)

My research provides a continuum of CRSP development spanning over two centuries. With a research focus, my review of literature visits the past, critically examines the present, and captures the future of CRSP implementation. The implications of CRSP are massive and developed from a long history of racial and cultural division in the United States.

History of Racism in the United States (PAST)

The history of the United States represents over four hundred years of the oppression of African Americans. While many diverse groups were oppressed during this time, the focus of my history analysis is on the disenfranchisement of African Americans. The inception of slavery served as the breeding ground for the inhumane treatment of Africans as well as a capitalist political system built from the wealth of a small, governing faction (Smith, 2015). The first African slaves were brought to the "New World" (United States) in the seventeenth century to the American colony in Jamestown, VA. They were immediately conditioned as being inferior to whites and less than human. This level of systemic oppression was critical in the annihilation of the African culture and identity. Thomas Jefferson, author of the Declaration of Independence (1776) and third president of the United States set the precedent of slaves of African descent being systematically conditioned to operate as inferior to Whites and unable to govern themselves mentally or physically: "I advance it therefore . . . that the blacks, whether originally a distinct race, or made distinct by time and circumstances, are inferior to the whites in the endowments both of body and mind" (as cited in Delpit, 2012, p. 10).

In 1896, the Supreme Court held as constitutional a "separate but equal" doctrine, which in part spawned the Jim Crow laws (Smith, 2015). These statutes perpetuated White supremacy, legalized segregation as well as the disenfranchisement of African-Americans. Although civil rights work has been done in the United States as early as 1866, Rosa Parks sparked a civil rights movement in 1955 in Montgomery, Alabama, by refusing to move out of her seat on the bus for a White passenger. She was arrested and

became nationally known as the "mother of the civil rights movement." Martin Luther King, Jr. led the resulting bus boycotts in Alabama and became nationally known as a civil rights leader, activist, and proponent of peace (Smith, 2015).

The Civil Rights Movement was integral in creating national attention to the blatant inequities happening in the United States. As discussed below, some of the same systemic and organizational inequities exist today and continue to plague our current educational system.

Systemic and Organizational Inequity (PRESENT)

Our present educational system still suffers from the remnants of the American history of oppression and elimination of a culture. This history of racism and denial of civil rights to people of color have plagued the United States since its inception. The achievement gap derives from a history of either minimal or no educational opportunities being afforded to people of color. This phenomenon has evolved into inequitable educational practices for culturally diverse people. The 21st century manifestation of this inequity can be seen through separatist curricula in the form of Honors, IB (International Baccalaureate) and AP (advanced placement) courses which provide opportunities for the "culturally mainstream" students while denying this access to others (Yosso, 2002). The reciprocal is the presence of Exceptional Children's programs (EC) resulting from IDEA (Individuals with Disabilities Education Act) originally designed to give students with disabilities equal access to an adequate education. However, due to teachers' lack of attitudes, knowledge and skill in teaching students of color, the program reveals an overrepresentation of African American and Latino students. These students receive

minimal instruction in the general curriculum and are plagued with low expectations of educators who teach them (Delpit, 2012). Similar to residents of California breathing in smog involuntarily and uncontrollably, we have no choice but to involuntarily "breathe" in the underlying biased culture that is a part of everyday society (Delpit, 2012). Whether looking at diverse cultures as having a deficit due to difference from mainstream society, or perpetuating "color blindness" (Terrell & Lindsey, 2009) through the school climate and curriculum, educators have inadvertently contributed to the disadvantage of culturally and linguistically diverse students in the U.S. school systems.

Research shows the systemic culture of bias and oppression of people of color, especially as it relates negatively to the African American culture. Statistics show that African Americans receive the least efficient healthcare, maintain the highest representation in the legal system, represent the least number of business loans, represent the lowest scoring subgroup on standardized tests in the educational system, maintain the highest number of sub-standard mortgage loans, and represent the lowest subgroup when it comes to economic development (Delpit, 2012; Ladson-Billings, 2006; Love, 2015). Ladson-Billings (2006) and Darling-Hammond (2014-2015) discuss an "education debt" with students of color in comparison to their White counterparts. Without this knowledge, it is nearly impossible to strategize solutions for the future.

Culturally relevant and sustaining pedagogy (CRSP) is a research-based solution for combatting the fabric of racism deeply ingrained in the United States. Marginalized populations are validated and empowered through CRSP practice. My next section below

[Response to Inequity: Culturally Relevant and Sustaining Pedagogy] discusses how this may look within our educational system.

Response to Inequity: Culturally Relevant and Sustaining Pedagogy

Culturally relevant and sustaining pedagogy serves as a response to systemic and organizational inequities. Building cultural competence through the implementation of culturally relevant and sustaining pedagogy (CRSP) is a recommended approach to an inclusive education (Banks, 2015; Cartledge & Kourea, 2008; Darling-Hammond, 2014-2015; Delpit, 2012; Gay, 2002; Ladson-Billings, 2006; Milner, 2015). However, the development of the principles and practices of CRSP has been a challenging journey to say the least. A term created by Ladson-Billings, culturally relevant pedagogy is described as "a pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes" (Coffey, 2015, para. 1). Students are acknowledged and recognized for being "sources and resources of knowledge" (Ladson-Billings, 2014, p. 79). Students are empowered culturally and identified as assets in the classroom. They are freely able to demonstrate sociopolitical consciousness by challenging the status quo of the present political structures in places that usually create a disadvantage for people of color (Ladson-Billings, 1995). In order for this transformation to take place, educators must first be made aware of the dominant culture that inherently puts White students at an advantage over their peers. Through the process, educators must understand their own identity as well as biases that are present within their personal cultural framework. Lastly, they must

be equipped with the tools necessary to successfully teach marginalized students in a way that empowers them holistically.

Although the groundwork of cultural relevance was developed by Ladson-Billings (1995), the development of the concept did not initiate a deep shift in pedagogical practices as originally anticipated and hoped. Despite intensive research that highlighted the needed cultural knowledge, attitudes and skills of teachers to create an inclusive school environment, the practical application of culturally relevant pedagogy (CRP) slowly evolved into superficial displays of cultural awareness, tolerance, and overall cultural misunderstanding and misinterpretation (Ladson-Billings, 2014). This may have been observed through teachers simply playing "ethnic" songs in a classroom or allowing students to dance or rap their responses/activities/projects to the same Eurocentric worldview curriculum.

Culturally sustaining pedagogy (CSP), however, confronts and debunks the deficit mindsets centered within the teaching and learning environments experienced by students of color (Ladson-Billings, 2014; Paris, 2012). Serving as the "next iteration of culturally relevant pedagogy" (Ladson-Billings, 2014, p. 81), culturally sustaining pedagogy highlighted academic success instead of classroom and behavioral management. Cultural competence is highlighted versus cultural eradication or assimilation. Sociopolitical consciousness is highlighted versus school-based projects or activities with no relevance or meaning (Ladson-Billings, 2014). Having a CSP lens provides clarity for school and teacher leaders concerning the school's culture, curriculum, and community to richly impact students of color (Paris, 2012; Paris & Alim, 2016).

Having the capacity to successfully teach students of color (Khalifa et al., 2016) requires a mindset shift that values their contributions while capitalizing on their cultural strengths. It involves the engagement of a flexible and inclusive curriculum that represents a balanced, multicultural perspective of educators as it relates to the world.

Culturally Relevant and Sustaining Pedagogy: 3 Dimensions

Educator cultural knowledge, skills, and attitudes are the core professional learning outcomes needed by school and teacher leaders to create inclusive environments with flexible precision. Culturally relevant and sustaining pedagogy (CRSP) also encompasses three dimensions that relate to the core professional learning outcomes. Importantly, I developed my Cultural Competence Innovation Model on the premise that culturally relevant and sustaining pedagogy encompasses these three dimensions: institutional, personal, and instructional (Lynch, 2012; Student Achievement Division, 2013). The CRSP institutional dimension relates to the knowledge core learning outcome. The CRSP personal dimension relates to the attitudes/dispositions core learning outcome, and the instructional dimension relates to the skills core learning outcome. The institutional dimension of CRSP is visited first below.

Institutional Dimension (Relates to Knowledge Core Learning Outcome)

Although my research speaks specifically to the cultural competence of school and teacher leaders operating within a culturally competent school-wide/community design, it is imperative to understand the educational system at national, state, and local levels and its impact on marginalized students. Knowing our history and fostering

authentic dialogue among multiple cultures will help provide the foundation needed to cast a vision for systemic change.

One such state level example is North Carolina. Effective as of the 2013-14 academic school year, North Carolina schools received a performance grade. In elementary and middle schools, this grade is comprised of proficiency and growth data. Eighty percent of the grade is reflective of the school's proficiency (based on Math/Reading EOG or End-of-Grade scores), and twenty percent is reflective of the school's growth. High school performance grades are determined differently due to the variety of graduation and course sequence requirements to receive a diploma. The eighty percent proficiency score is comprised of EOC (End of Course) tests, the ACT (percentage of students meeting the UNC system minimum admissions requirement), graduation rates, Math course rigor (percentage of students who take and pass high level math courses), ACT Workkeys exam (for Career and Technical Education concentrators), and graduation project (READY, 2015). Twenty percent of the score is determined by academic growth. North Carolina schools receiving the lowest school performance grades of a D or F are also schools with the highest percentage of students living in poverty (Henkel, 2015). More directly, these are also schools with the highest percentages of students of color (Henkel, 2015). This ongoing disparity outlines the need for political structures in place that begin to dismantle our systemic, oppressive society as well as implement a pedagogy that is culturally sustaining for everyone involved.

On a global level, Darling-Hammond (2010) fiercely advocates for a transformed education system that promotes equitable learning experiences for all students.

Highlighting the national disparities associated with the education of students of color, Darling-Hammond (2010) outlines several truths that describe the present situation of our national education system. In comparison to countries with high achieving educational systems, the United States ranks among the lowest in the world. With one of the least rigorous preparation programs for pre-service and in-service teachers, and lack of focus and clarity of a national, standards-based curriculum, our educational system has inadequately prepared students in critical thinking, problem solving, creativity, and independent learning skills. Culturally and linguistically diverse students have received even less preparation than the mainstream, dominant culture. Darling-Hammond (2014-2015) boldly states that to eliminate the achievement gap, we must first eliminate the teaching gap in our country. Her solutions include teacher training programs with a focus on globally competent skills.

My next section discusses the personal dimension of CRSP expressed through proper training, adequate teacher support and a special skill set of teachers to accomplish this great task.

Personal Dimension (Relates to Attitudes Core Learning Outcome)

Equity-centered researchers (Darling-Hammond, 2014-15; Irvine, 2002) agree on the dire need for pre-service and in-service teachers to have the necessary consistent and ongoing professional development that helps establish the mindsets needed to impact culturally and linguistically diverse students. Understanding the cultural gap between the majority of the nation's teachers and the students they serve, data suggests teachers must be equipped with the cultural skills needed to teach diverse populations. This involves

understanding one's self before having the capacity to understand the perspective of another. There is a dire need for teachers who have the necessary cultural attitudes needed to adequately teach students of color (Banks, 2015; Darling-Hammond, 2014-15; Gay, 2002; Irvine, 1997). Current research (Banks, 2015; Darling-Hammond, 2014-15; Gay, 2002; Irvine, 1997) addresses the need for professional development for school and teacher leaders to identify their own biases as they learn and develop the traits of culturally competent leadership in the school as well as classroom. The first step involves building a relationship of trust in the school (Howard, 2007) and empowering educators to embrace their heritage while eliminating deficit mindsets concerning other cultures. Lee, Menkart, and Rey-Okazawa (2008) explained, "For Whites, the process involves becoming aware of one's 'Whiteness' accepting this aspect of one's identity as socially meaningful and personally salient, and ultimately internalizing a realistically positive view of whiteness which is not based on assumed superiority" (p. 45). If healthy self-identity and self-perception are not present in teachers, then the same lack of identity and perception will be prevalent in the students. This is critical because being a part of a culturally proficient school involves everyone having healthy cultural identities involving love and respect for one's self, as well as their cultural backgrounds (Irvine, 1997; Irvine, 2002).

The shift in educators' attitudes will come from their own identity development. In addition, it comes from an intentional awareness of the complete history of our country that includes accurate, complete descriptions of the inequities experienced by people of color as well as the countless historical contributions we utilize today (Love, 2015).

Identity development of teachers and students is a precursor to academic achievement. Palmer (2011) and Irvine (2002) speak of the need for educators to be whole and comfortable within themselves to make a difference in the lives of others. In order for this to occur, they must "generate a sense of personal voice and agency" (Palmer, 2011, p. 45). Palmer (2012) continues, "insight and energy give rise to new life as we speak and act, expressing our version of truth while checking and correcting it against the truth of others. But many of us lack confidence in our own voices and in our power to make a difference" (p. 45). A culturally relevant and sustaining educator is bold and courageous standing up for the civil rights of students. To achieve healthy, functional classrooms, there must be an intentional approach to develop and nurture whole, healthy teachers (Irvine, 2002). This requires embracing a pedagogy of cultural relevance. A few critical steps include respecting and recognizing cultural differences, accessing cultural resources, capitalizing on the cultural gifts of students, and building a bridge between curriculum and culture (Irvine, 2002).

In order for this level of cultural awareness to saturate the classrooms and thus school community, there must be a culturally competent culture present within the school. This culture involves an inclusive, flexible environment that is welcoming to all stakeholder groups and maintains, acknowledges, and supports representations of the total school community. This cultural relevance and competence can only be jump-started by the school leader. According to Terrell and Lindsey (2009), the cultural responsiveness of a leader must operate on foundational guiding principles. These are

customized for each school but must encompass the core components of equity and social justice for all students.

Effective leaders operating as transformative "cultural workers" (Cooper, 2009) can serve as the catalyst for a culturally relevant and sustaining total school community. Community is the lifeline that bridges school and home cultures. This is especially vital for diverse students whose home cultures have traditionally rarely been represented in the school environment or curriculum. In a school that serves as a force for social transformation, educational leaders must embrace the concept of being cultural workers who "appreciate cultural difference, recognize the intradiversity of cultural groups, and acknowledge that people have varied attributes, challenges, and ways of knowing" (Cooper, 2009, p. 703). Dr. Cornel West, as cited by Cooper (2009), mirrors Ladson-Billings (1995; 2006) in encouraging the confrontation of inequities through the empowerment of oppressed groups as well as being open to constructive critique through challenging the present social order. Khalifa et al. (2016, pp. 9-13), aligning with Cooper's definition of cultural workers (2009), provide specific culturally relevant leadership traits which challenge a mainstream view of what school leadership has traditionally looked like in educational contexts:

1. Critically self-reflects on leadership behaviors

2. Promotes culturally relevant and sustaining school environments

3. Develops culturally relevant teachers

4. Engages students and parents in community contexts

Only the school leader can effectively fuel this type of awareness to ignite a school community to promote a radical change in the educational experiences for marginalized students. The school leader, being the manager of the building and ultimately assuming full responsibility for the teaching and learning environment, must cultivate a culture of learning in the building for the teacher.

The next dimension of CRSP discussed below is the instructional dimension. Once the teaching and learning school culture is established by the school leader, the teacher must possess the attributes needed to facilitate the high level of instruction needed for optimal student engagement and mastery.

Instructional Dimension (Relates to Skills Core Learning Outcome)

Learning must become meaningful and relevant in order for students to view it as an opportunity to connect with their communities. Students must also see that they are able to make a global impact through their unique contribution to the world. Unfortunately, the teaching and learning experiences in a classroom sometimes may consist of a myriad of decontextualized topics taught within a specified time frame. This may be the result of the lack of structure or focused approach to culturally relevant pedagogy within a school system.

Culturally relevant and sustaining pedagogy is an equity framework which gives all students a "face and place" in the curriculum. "Educators should recognize the importance of family and community influences and other critical out-of-school factors that influence the outcomes of schooling in addition to integrating these practices into the school environment" (Padron et al., 2002, para. 9). This understanding alone is not

enough to change educational outcomes for students like "Ricardo," "Essence," and "Jocelyn" whom I profiled in the Introduction. Instructional practices must be transformed as well. The journey to cultural competence is the marriage between culturally relevant pedagogy and effective, research-based instructional practices (Azziz, 2011). However, the catalyst for this change begins with transformation of the mindsets of educators as it relates to marginalized students.

In order for culturally relevant and sustaining pedagogy to exist as a norm within the educational system, educator mindsets must align. Our public schools must be "learner-centered and multicultural with transformative goals and ideals" (Banks, Darling-Hammond, & Greene, 1992, p. 15). Teachers are an integral part of the teaching and learning environment in the classroom. An effective, culturally competent teacher is highly skilled. He or she is a classroom visionary with the capacity to reach diverse learners using multiple strategies and platforms. On the contrary, a teacher who lacks the knowledge, skills, and attitudes needed for engaging a multicultural curriculum will indirectly promote underachievement of diverse students. This teacher may also create or intensify negative cultural stereotypes within the classroom. According to Ladson-Billings (1995, p. 160), a multicultural education focusing on culturally relevant pedagogy must meet three goals:

- Students must experience academic success.

- Students must develop and/or maintain cultural competence.

- Students must develop a critical consciousness through which they challenge the status quo of the current social order.

The demonstration of cultural relevance in the classroom is fueled by the cultural attitudes, knowledge and skills of the teacher. "For viable teaching and learning to take place, there must be connections between the home-community and school cultures" (Brown-Jeffy & Cooper, 2011, p. 68). Research indicates that students are validated when their cultural strengths are utilized in the classroom (Brown-Jeffy & Cooper, 2011; Darling-Hammond, 2014-2015; Gay, 2002, Ladson-Billings, 1995, 2006; Milner, 2015). Aligning with success for all students, Nieto (2002) discusses language and culture being tightly aligned with a student's academic development and desperately needed in the classroom to solidify students' learning experiences.

Culturally relevant standards-based teaching (CRSB) involves the union between two critical components of a viable curriculum: culturally relevant pedagogy and standards-based instruction. Both components are necessary for student growth and achievement (Saifer, Edwards, Ellis, Ko, & Stuczynski, 2011). The impact of incorporating CRSB in the classroom has unlimited potential as it provides a venue for students to engage teachers, families, communities, and the global world. However, more importantly, it provides a venue in which teachers can engage their students. A culturally competent teacher has the capacity to identify aspects of a curriculum that are conducive for all students to participate and collaborate. In teaching a curriculum that is written for and by the dominant mainstream culture, public schools have inadvertently caused culturally and linguistically diverse students to feel unsupported and estranged. The lack of recognition of one's cultural history or contributions to a field sends strong messages of insignificance and unworthiness to diverse students (Esposito, Davis, & Swain, 2012).

Instructional dimension: Culturally relevant and sustaining teaching strategies. Teachers, serving as an integral piece to the teaching and learning environment in the classroom, must display the skills needed to facilitate a balanced, viable, inclusive curriculum. Brown-Jeffy and Cooper (2011) note that students are validated when their cultural and social capital are recognized and celebrated in the classroom. Effective teachers implement sound, research-based practices in the classroom and provide a learning experience for students which is relevant, equitable, and rigorous.

Teaching and learning strategies MUST align with the cultural traditions of the students. Culture plays a significant role in the classroom through each person's outlook, perception, and environmental experiences. According to Gay (2000), our cultures are personal, intrinsic aspects of our beings. Culture is expressed through our actions, ideas, behaviors, as well as thought patterns and processes. Our culture informs the way in which we interpret events and experiences in our lives (Gay, 2000). These cultural differences present significant disparities in the learning process and educational experiences of students of color. As a result, students of color have fallen behind on standardized tests as a measurement of proficiency. Marginalized students have traditionally underperformed in comparison to their more privileged counterparts (Hurley, n.d.). These same diverse cultural groups are sometimes excluded from the educational curriculum. An example of this exclusion includes the omission of current and historical facts that demonstrate the vast contributions of culturally diverse individuals. Diverse students have an opportunity to engage the curriculum when relevant, standards-based, specific, representations of themselves are identified or

recognized. In order for this to happen, the truthful, cross-cultural conversations, followed by meaningful action, must begin and continue.

The following strategies have been identified as critical for impacting diverse students in the classroom. However, these strategies may also be beneficial for students of ALL ethnicities with multiple learning styles, cultures, perspectives, and life experiences. The strategy, source, and example are given for each. As the researcher, my professional experiences were instrumental in developing the specific examples provided in Table 2.

Table 2

Culturally Relevant and Sustaining Teaching Strategies

Strategy	Example
Data-driven classroom activities structured to reflect mastery (or non-mastery) of concepts for culturally and linguistically diverse (CLD) students	Teachers assess the levels of individual student mastery from the completion of the standards-based math stations below. Student groups are formed (in a subsequent class) based on the data collected from the assessments completed at each station.
*This includes weekly progress monitoring	MATH STATIONS A. Writing Equations *Context*: Students are asked to discuss various situations in their lives dealing with time constraints, money, shapes, etc. They will write equations to describe their scenario. B. Solving Word Problems *Context*: A story of a family who is facing eviction is introduced. They have a small amount of money with multiple needs. Students will identify the problem, identify key terms, and use math concepts utilized in class to solve. C. Vocabulary *Context:* Graphic organizers are developed by students. Organizers contain academic definitions, cultural definitions developed by students, along with ways to apply.

(Cartledge & Kourea, 2008, p. 356; Hefflin, 2002; Padron et al., 2002)

Table 2

Cont.

Strategy	Example
Implementation of movement and enthusiasm with activities (including ample academic responding opportunities, brisk pacing, positive reinforcement, and corrective feedback)	ANY CLASS/CONTENT: Call and Response: Class creates and learns a classroom chant incorporating the expected procedures in the classroom. EACH TIME any of the terms are used in class, students will respond with the appropriate response as well as designated beat or stomp. Sample "Call" made by Teacher: "Who are you"? Sample Response/Chant by Students: (spoken to a beat): I am gifted and talented! I am a high achiever! It's not my aptitude but my attitude that determines my altitude!

(Cartledge & Kourea, 2008, p. 356; Padron et al., 2002; Schmeichel, 2012)

Strategy	Example
Collaborative learning opportunities with peer-mediated activities	ANY CLASS/CONTENT: Collaborative groups are taught (roles determined) and used to discuss academic concepts using cultural references. Example 1: In 2014, 43 Mexican, male education students were abducted. The actual international movement is entitled "Missing 43". Students discuss the implications of the abduction within the culture and world. Example 2: The Ferguson verdict heavily impacted the African-American community. Students discuss the implications within the culture and world.

(Cartledge & Kourea, 2008, p. 356; Ladson-Billings, 1995; Padron et al., 2002)

Strategy	Example
Maintaining high expectations and consistent affirmation of students	ANY CLASS/CONTENT: Teacher consistently incorporates standards-based practices/activities in the classroom. Information is rigorous and relevant. Content is NOT "watered-down" or decreased in rigor to accommodate perceived student deficits. Students are recognized for mastery, appropriateness, and excellence exhibited.

(Brown-Jeffy & Cooper, 2011; Cartledge & Kourea, 2008, pg. 356)

Table 2

Cont.

Strategy	Example
Instructional Conversations	ANY CLASS/CONTENT: Students are taught and encouraged to have conversations in class which align academic and community language pertaining to the content. Conversations include cultural experiences of the students along with corresponding academic examples in order to make real-world connections. SCIENCE EXAMPLE: Students discuss genotypes and phenotypes in biology and discuss how family trees are impacted through biological traits.
(Ladson-Billings, 1995; Padron et al., 2002; Schmeichel, 2012)	
Cognitively guided instruction *developing critical consciousness of the social order	MATH: Relevant current event topics (i.e. bullying, drugs, gaming, pregnancy, etc.) are used as content for solving a math problem. Students are given the autonomy and encouraged to solve the problem using the skills/strategies they already possess. The teacher builds on students' skill sets and allows for student creativity and growth.
(Brown-Jeffy & Cooper, 2011; Hefflin, 2002; Ladson-Billings, 1995; Padron et al., 2002)	
Technology-embedded instruction	ANY CLASS/CONTENT: Teacher utilizes Web 2.0 tools to enhance instruction (i.e. polleverywhere, Edmodo, Prezi, etc.). Example: Teacher uses the polleverywhere website to collect student responses to a quiz and is able to give immediate feedback to questions.
(Padron et al., 2002)	

The teaching strategies described above provided a research-based "arsenal" of sample activities for teachers to engage the curriculum with students. Such strategies are integral for providing an equitable teaching and learning environment. Equity-oriented researchers agree that inclusive, equitable, pedagogically sound professional development trainings are needed by teachers to promote equitable, inclusive classrooms in the United

States. My next section focuses on the researchers' responses to present educational inequities and the power of CRSP as it correlates with each researchers' unique research focus.

Researcher Response to Educational Inequity

Although the majority of researchers agree with the need for culturally relevant and sustaining teaching and practices to provide an equitable learning environment for students of color, researcher voices are staggered in the intensity of their confrontation of organizational inequities. Ladson-Billings (2006) and Delpit (2012) offer strong stances on the impact of institutional racism as one of the major factors of the underachievement of students of color. Institutional racism refers to groups of people discriminated against, targeted, or treated unfairly due to their race and/or ethnicity.

Both Ladson-Billings and Delpit boldly attribute a history of the inequities of people of color have faced as the core of the challenges faced today. Darling-Hammond (2010), operating from a global educational lens, demands a national reform of the educational system. Her favored reform focuses on the improved training of teachers which will begin closing the education debt, which will trigger closing the cultural gap, which will eventually begin the closure of the achievement gap. Along the same lines, Gay (2002) calls for a strategic, purposeful approach to the training of pre-service and in-service teachers in the development of the knowledge, attitudes, and skills needed to teach marginalized students. Both acknowledge educational disparities with students of color and operate from a lens of "what is" and "what is needed to move forward."

However, practical, systematic solutions have been sprinkled in isolated incidences of success but not as a part of a collective effort (Ladson-Billings, 2014). Milner (2015), understanding the impact of poverty on communities of color, sees the detrimental effects of poverty on all racial groups. He builds on the collective works of Ladson-Billings (2014) and Darling-Hammond (2010) through challenging an isolated focus on achievement gaps which misses the big picture of opportunity gaps, a concept coined by Darling-Hammond. Milner (2012) adds to existing research by further exploring additional opportunity gaps: "(1) Colorblindness; (2) Cultural Conflicts; (3) Myth of Meritocracy; (4) Low Expectations and Deficit Mindsets; and (5) Context-neutral Mindsets and Practices" (p. 4). Jensen (2009) articulates the physiological and emotional impact of poverty on students without acknowledging race as a factor, although he, similar to Milner (2015), has detailed specific practices to offset the barriers that poverty brings into the educational arena. These researchers offer pieces to the puzzle for building an equitable educational system for students of color. Although fragments of each of their works provide valuable clarification and insight into the needed structures for a multicultural educational system, there remains the void provided by a lack of tangible, practical, real-world examples of the type of professional development needed to impact this type of first-order change strategy (Duke, 2015).

The future of CRSP rests in educators having the capacity to develop student leaders who operate as global citizens. This involves students who have the skill set to positively impact the world around them. In my next section, I explore how engaging

culturally relevant and sustaining pedagogy is used to develop global citizens, thus global student leaders.

Culturally Relevant and Sustaining Pedagogy Leading to Global Citizens

(FUTURE)

As our nation's schools continue to reflect more diversity in student demographics and learning styles, it is imperative for our students to gain the necessary cultural knowledge to operate as global citizens, thus global leaders. Ladson-Billings (2014) discusses culturally sustaining pedagogy with the result of students being socially and critically conscious of the world around them. Creating global citizens in a culturally relevant paradigm is the future educational goal of my research pertaining to our countries' classrooms, schools, districts, and national educational system. Culturally relevant and sustaining teaching practices involve students gaining the capacity to:

1. Investigate the world beyond their immediate environment

2. Recognize perspectives—others', and their own

3. Communicate ideas effectively with diverse audiences

4. Take action to improve conditions (Mansilla & Jackson, 2011)

The emphasis is placed on taking action. This vital step involves students applying their social consciousness and using the applicable skills to impact the world. These practices have the capacity to impact a student's community, district, state, and global world. Critical thinking and problem-solving skills are crucial for this level of impact. Saravia-Shore (2014) explained, "Teachers promote critical thinking when they make the rules of the classroom culture explicit and enable students to compare and contrast them with

other cultures. Students can develop cross-cultural skills in culturally and linguistically diverse classrooms" (para. 21). As global citizens, students, through their own cognitive development, learn to mobilize their passions and positively influence the world.

Although the multicultural curricular concept through culturally relevant and sustaining pedagogy may seem simple in nature, its implementation may be extremely challenging. It largely depends on culturally competent leaders taking the initiative to guide teachers in completing this work. Multiple researchers express "the need for educators to actively promote antiracist behaviors and attitudes among students in order to build a community of learners dedicated to making positive changes in the world" (Herrera, Holmes, & Kavimandan, 2012, p. 2).

My Cultural Competence Innovation Model (CCIM, pronounced as "Kim") was tailored to provide a small-scale example of the practical ongoing implementation of a professional development model that builds cultural competence in school and teacher leaders. My section below describes CCIM and outlines its three professional core learning outcomes of attitudes, knowledge, and skills.

Cultural Competence Innovation Model

My review of related literature provided the content for my initial ideas for a Cultural Competence Innovation Model (CCIM). My research participant feedback provided the content as well as delivery methods for ongoing revisions and versions of my CCIM professional development model. I discuss the process I used to gain participant feedback as well as design and make changes to my CCIM professional development model in future chapters.

Table 3 reflects the content of my initial conception of CCIM as well as unpacks the core learning outcomes needed by school and teacher leaders to operate as "cultural workers" (Cooper, 2009). My CCIM professional development model provides school leadership strategies along with sample teacher leader implementation steps. The core professional learning outcomes of knowledge, skills and attitudes (Khalifa et al., 2016; Mu et al., 2015) established the foundational principles and represent the content of my CCIM PD model. The core professional learning outcomes are discussed in the next paragraph.

Mu et al. (2015) situate KNOWLEDGE as the demonstrated application of understanding that encompasses four areas: 1. Content, 2. Pedagogy, 3. Awareness and instruction serving individual student needs, and 4. Context of educational practice and guiding laws (p. 573). SKILLS, articulated by California State University (n.d.) encompass the performance of a complex set of skills specific for the teaching and learning tasks/responsibilities while exhibiting professionalism.

ATTITUDES/DISPOSITIONS reflect how educators perceive people and events, think, see, and feel. These professional core attributes reflect the essential learning outcomes that school and teachers must gain from CCIM professional development in order to provide equitable, inclusive school environments.

Table 3 reflects a collective, combined visual representation of the initial CCIM model that is based on the works of Khalifa et al. (2016), Ladson-Billings (2014), Mangan (1995), and Paris (2012). I developed the implementation steps by relying on research by the previously mentioned researchers as well as Castro Valley Unified School

District Equity Plan and Development (2008). Studying and analyzing multiple equity

plans in the nation, I selected the Castro Valley Equity Development Plan because it

provided real-world, applicable, relevant examples of connections that can be easily

implemented by the participant.

In presenting the content for my CCIM professional development model, I

describe the three professional core learning outcomes, suggest key leadership behaviors,

and describe possible teacher leader implementation steps. Under each core learning

outcome heading [knowledge, skills, attitudes], I provide examples of school leader

behaviors. Under school leader behaviors are sample teacher leader implementation steps

or activities that can be incorporated within the classroom to demonstrate the specific

professional core learning outcome. See Table 3 for the content basis of my CCIM

professional development model.

Table 3

CCIM Professional Development Model Content: Culturally Relevant School and
Teacher Leader Core Professional Learning Outcomes and Strategy Steps

Core Learning Outcome: KNOWLEDGE
Knowledge is the core learning outcome demonstrated as the application of understanding in school leadership as well as teacher leadership. Special examples of this professional learning outcome are listed below each subheading.
School Leader Culturally Relevant Leadership Strategies exhibiting KNOWLEDGE (Khalifa et al., 2016) School leaders who demonstrate **knowledge** execute the following leadership strategies below. Specific examples are provided below each strategy: ❖ **Strategy**: Promotes culturally relevant and sustaining school environments

Table 3

Cont.

Core Learning Outcome: KNOWLEDGE (cont.)
Example: The school leader creates an inclusive school environment that maintains high expectations as well as facilitates a schoolwide culture of scaffolded support for students of color. The layers of support pertain to the mainstream curriculum, mainstream culture and academic language. ❖ **Strategy**: Engages students and parents in community contexts **Example**: The school leader creates an inclusive school environment that addresses community needs and provides home and school direct lines of communication. Many school programs and projects are conducted within the represented communities and welcomes the communities to the school.
Sample Teacher Leader Implementation Steps exhibiting KNOWLEDGE (Castro Valley Unified School District, 2008; Ladson-Billings, 2014; Mangan, 1995; Paris, 2012) Teacher leaders who demonstrate **knowledge** may implement some or all of the following classroom leadership implementation steps below. The list is not exhaustive. Examples are provided below the specific strategy: ➢ **Implementation Step**: Learn to interpret cultural information through a basic study of people and cultures **Example**: The teacher leader has intentionally engaged [through reading, professional development, community engagement, etc.] the diverse student cultures represented in his/her classroom. The information gained is infused within the curriculum. ➢ **Implementation Step**: Study the culture and history of ethnic groups in your school **Example**: [Same as above] The teacher leader has intentionally engaged [through reading, professional development, community engagement, etc.] the diverse student cultures represented in his/her classroom. The information gained is infused within the curriculum.

Table 3

Cont.

Core Learning Outcome: KNOWLEDGE (cont.)

➢ **Implementation Step**: Understand how the disconnect between the culture of a student's home and culture of a student's home puts students of color at a disadvantage.

Example: The teacher leader has received professional development, collaborated professionally, read pertinent articles and engaged multiple venues which provide understanding how culturally and linguistically diverse students are marginalized and the disconnect it provides within the mainstream school environment.

➢ **Implementation Step**: Recognize and address equity problems in the school

Example: The teacher leader is intentional and demonstrates courage in addressing disparities in the school environment (i.e. the overrepresentation of students of color in lower level classes, the overrepresentation of students of color labeled as having learning disabilities [EC-Exceptional Children], and the overrepresentation of students of color who are suspended in related to their Caucasian peers).

➢ **Implementation Step**: Participate in professional development opportunities to enhance respect, understanding and knowledge for diversity

Example: The teacher leader initiates and willingly attends equity-centered professional development.

➢ **Implementation Step**: Pursue relevant readings, professional conversations, and discussion opportunities to build cultural awareness

Example: The teacher leader actively engages school-wide, district, and national activities which promote cultural competence, initiates professional conversations pertaining to cultural competence, and engages activities which promote cultural competence.

➢ **Implementation Step**: Implement an "equity lens" to develop and monitor all areas of teaching and learning

Table 3

Cont.

Core Learning Outcome: KNOWLEDGE (cont.)

Example: The teacher leader implements an equity-centered, critical perspective when engaging all areas of teaching and learning (i.e. lesson planning, curriculum mapping, parental involvement, professional growth, etc.)
 	
  ➢ **Implementation Step**: Communicate with parents/guardians from the perspective of diversity
 	
Example: The teacher leader openly engages parents, guardians and the community with an open mind and lens of inclusion, diversity, and equity. The teacher leader embraces different opinions, different cultures, and different belief systems.
 	
  ➢ **Implementation Step**: Foster parent/guardian involvement opportunities to include strategies to support learning for their children as well as themselves
 	
Example: The teacher leader engages parents and guardians in the learning process which includes easy to use, easy to navigate strategies to engage their children in learning. The same strategies are transferrable and may be used to enhance the parent in additional learning opportunities as well.
 	
  ➢ **Implementation Step**: Solicit parent/guardian assistance and guidance in understanding cultural diversity in the classroom
 	
Example: The teacher leader engages and capitalizes on the strengths and expertise of the parents to enhance the teaching and learning classroom atmosphere.

Core Learning Outcome: ATTITUDES/DISPOSITIONS
Attitudes/Dispositions is the core learning outcome that reflects the belief system and perspective of how educators perceive people and events, think, see, and feel. Specific examples of this professional learning outcome are listed below each subheading.

Table 3

Cont.

Core Learning Outcome: ATTITUDES/DISPOSITIONS (cont.)
School Leader Culturally Relevant Leadership Strategy exhibiting ATTITUDES/DISPOSITIONS (Khalifa et al., 2016) School leaders who demonstrate **attitudes/dispositions** execute the following leadership strategy below. Specific examples are provided below each strategy: ❖ **Strategy**: Critically self-reflects on leadership behaviors **Example**: The school leader is a reflective practitioner and consistently promotes, models, and engages learning opportunities which advance cultural competence in school and community settings.
Sample Teacher Leader Implementation Steps exhibiting ATTITUDES (Castro Valley Unified School District, 2008; Ladson-Billings, 2014; Mangan, 1995; Paris, 2012) Teacher leaders who demonstrate **attitudes** may implement some or all of the following classroom leadership implementation steps below. The list below is not exhaustive. Examples are provided below the specific implementation steps: ➝ **Implementation Step**: Understand how your own perceptions, ideas, and beliefs are formed by your socialization with a particular cultural group. Recognize and realize this association with a positive, yet critical reflection. **Example**: The teacher leader demonstrates self-awareness and willingly accepts and recognizes his/her own biases. The teacher leader critically reflects on this revelation and adjusts accordingly to promote an inclusive, equitable teaching and learning environment. ➝ **Implementation Step**: Approach other cultures with respect, interest, curiosity, and civility. Learn to view from other's perspectives for understanding.

Table 3

Cont.

Core Learning Outcome: ATTITUDES/DISPOSITIONS (cont.)

Example: The teacher leader develops a genuine respect and willingness to engage diverse cultures. Difference is seen as a strength and not a deficit. The teacher leader engages continuous professional development for ongoing growth in this area.
 	
   ➤ **Implementation Step**: Believe that students from all cultural groups have the capacity to succeed academically. Hold a level of high expectations for each student.
 	
Example: The teacher leader believes, through interactions, personal reflection, and continuous professional and personal growth, that ALL students are capable of success and should continuously be held to high standards.
 	
   ➤ **Implementation Step**: Promote students' association with their cultural group. Only promote assimilation if it serves a legitimate educational or social purpose (code-switching).
 	
Example: The teacher leader accepts and promotes a student embracing their culture. The teacher leader provides real-world, socially conscious examples if there is the need to assimilate to the mainstream culture (all while maintaining, respecting and preserving one's culture).
 	
   ➤ **Implementation Step**: Reflect sensitivity to a diverse student population in classroom environment
 	
Example: The teacher leader engages and promotes a diverse, inclusive teaching and learning environment which includes posters, curriculum, communication context and language, specific activities within lesson planning, etc.
 	
   ➤ **Implementation Step**: Demonstrate an understanding of the values and cultural diversity in the classroom through teaching and learning practices
 	
Example: The teacher leader has an awareness and respect for the cultural diversity represented in the classroom and responds accordingly.
 	
   ➤ **Implementation Step**: Reduce language and cultural barriers through the use of inclusive teaching, learning, and communication strategies.

Table 3

Cont.

Core Learning Outcome: ATTITUDES/DISPOSITIONS (cont.)
Example: The teacher leader intentionally incorporates all cultures within the curriculum, communication with students, parents and community. The teacher leader communicates via multiple avenues such as telephone, website, social media, technological tools, face to face (community centers, churches, student homes, etc. ➢ **Implementation Step**: Develop a sense of classroom community where everyone feels welcome **Example**: The teacher leader is intentional and provides a welcoming, inclusive atmosphere for all students, parents and community. This may include having displays of diverse cultures, curriculum examples, communication in multiple languages, translators (when needed), etc. ➢ **Implementation Step**: Establish a classroom atmosphere that respects all students and their cultures **Example**: The teacher leader promotes a classroom environment representative of all cultures, beliefs, lifestyles represented within the student families.
Core Learning Outcome: SKILLS
Skills is the core learning outcome that encompass the performance of a set of proficiencies. Special examples of this professional learning outcome are listed below each subheading.
School Leader Culturally Relevant Strategy exhibiting SKILLS (Khalifa et al., 2016) School leaders who demonstrate **skills** execute the following leadership strategy below. Specific examples are provided below each strategy: ❖ **Strategy**: Develops culturally relevant teachers **Example**: The school leader intentionally creates a school environment that promotes cultural competence and provides ongoing professional development (support) for the staff.

Table 3

Cont.

<table>
<tr><td align="center">**Core Learning Outcome: SKILLS (cont.)**</td></tr>
<tr><td>

Teacher Leader Implementation Steps exhibiting SKILLS
(Castro Valley Unified School District, 2008; Ladson-Billings, 2014; Mangan, 1995; Paris, 2012)

Teacher leaders who demonstrate **skills** may implement some or all of the following classroom leadership implementation steps below. The list below is not exhaustive. Examples are provided below the specific implementation steps:

    ➢ **Implementation Step**: Improve one's skills in cross-cultural communication and conflict resolution.

Example: The teacher leader seeks professional development and/or ongoing training in cross-cultural communication and conflict resolution.

    ➢ **Implementation Step**: Learn a flexible and versatile variety of culturally relevant instructional strategies. Incorporate the research-based strategies to monitor the success of students and programs.

Example: The teacher leader is intentional about learning and implementing research-based culturally relevant instructional strategies with fidelity. The teacher leader utilizes data to monitor student success.

    ➢ **Implementation Step**: Incorporate teaching and learning practices that result in an inclusive classroom culture where "failure is not an option."

Example: The teacher leader maintains high standards for all students. Whenever needed to eliminate cultural barriers, various layers of support are provided to marginalized students to eliminate any gaps associated with understanding and navigating the mainstream culture.

    ➢ **Implementation Step**: Create classroom environment that promotes ongoing discussion opportunities for communication skills, cultural sharing, and defining student success.

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Table 3

Cont.

Core Learning Outcome: SKILLS (cont.)
Example: The teacher leader implements a classroom family atmosphere that collaboratively defines student success, communication expectations, and appropriately discusses cultural difference, equity, and inclusion. ➤ **Implementation Step**: Solicit parental help in understanding values and cultural diversity in the classroom **Example**: The teacher leader capitalizes on the cultural strength and expertise of parents to further understand values and cultural diversity represented in the classroom. ➤ **Implementation Step**: Develop student leadership that will reflect and be sensitive to the needs and concerns of the diverse classroom demographics while bringing forth the equity issues affecting their school lives. **Example**: The teacher leader diligently models bold and courageous leadership that transfers to students when addressing diversity, equity and inclusion. The teacher leader provides a classroom environment that allows students the freedom to express personal and community equity issues while providing solutions for their concerns. ➤ **Implementation Step**: Create communication links between school and homes so that everyone knows how to access information to help students. **Example**: The teacher leader is intentional about creating multiple communication links for all students, parents and community to engage. The teacher leader may create a survey to gain the input from parents and community their communication style of choice. ➤ **Implementation Step**: Create ongoing discussion opportunities for communication skills, cultural sharing, and defining school practice and student success. **Example**: The teacher leader creates a classroom system for open communication, cultural sharing and defining student success. ➤ **Implementation Step**: Set yearly goals for student achievement and regularly monitor progress toward attainment of the goals

Table 3

Cont.

Core Learning Outcome: SKILLS (cont.)
Example: The teacher leader is data-driven and sets quarterly and yearly goals for student achievement. The teacher leader builds in a system of progress monitoring to gauge the success of the goals.

Chapter II Summary

In my review of related literature, I explored the past, present, and future development of culturally relevant and sustaining pedagogy (CRSP). I also examined relevant research that substantiated the need for cultural competence practice in our American public school system. In my review of literature, the history of racism in the United States, systemic and organizational inequities within the three core dimensions of culturally relevant and sustaining pedagogy, and CRSP creating global leaders was explored. The absence or disconnect of demonstrated knowledge, skills, and attitudes of culturally competent school and teacher leaders have heavily impacted the real-world application of CRSP in our nation's schools. Understanding "knowledge" as the application of understanding, "skills" as the performance of a set of proficiencies, and "attitudes" as the reflection of how one thinks, sees, and feels, my review of literature discussed literature key to the progression of CRSP practice in our schools.

My review of literature also provided the content for my initial cultural competence professional development model, CCIM. Understanding the need for

culturally relevant and sustaining pedagogy in a national oppressive system towards people of color, my CCIM professional development model empowers school leaders to implement a school-wide community integration plan that equips teachers with the knowledge, skills, and attitudes to successfully engage culturally diverse students. The core professional learning outcomes of attitudes, knowledge, and skills served as the foundational principles I used to develop my cultural competence professional development model. I designed my professional development model, grounded in relevant research, to promote the core learning outcomes of school and teacher leaders to engage diverse students effectively and efficiently. My CCIM professional development model extends existing research by bridging the cultural competence gap between educational leaders (district, school and classroom based) and students.

In the next chapter, I present my qualitative research methodology along with pertinent design characteristics.

CHAPTER III

METHODOLOGY

Overview

In my qualitative research study, I designed a Cultural Competence Innovation Model (CCIM, pronounced "Kim") that empowers school and teacher leaders to implement a school-wide community integration plan that equips teachers with the core learning outcomes of knowledge, skills, and attitudes necessary to successfully engage culturally and linguistically diverse students. This chapter discusses my research study design, research methodology, data points, ethical considerations and research study limitations.

Research Questions

The following research questions guided my study and will be answered in subsequent chapters:

1. What research-based strategies and design principles can I use to inform the creation of a professional development model for building cultural competence in school and teacher leaders?

2. What content and topics should I include in the professional development model?

3. Based on participant feedback, what modifications should be made in the professional development model?

Research Study Design

According to Lichtman (2013), qualitative research is dynamic, holistic and iterative in nature. In designing my CCIM professional development model, I relied on a qualitative research approach that was ever changing and evolving to encompass a holistic perspective involving "description, understanding, and interpretation" (Lichtman, 2013, p. 20). Known as one of the iterative approaches of qualitative research, design-based research (DBR) was my selected design pathway.

Credited with the development of design-based research in 1992, Ann Brown and Allan Collins individually coined the methodology which is described as "a flexible yet systematic approach designed to impact educational practices through iterative cycles of analysis, design, development, and evaluation" (Shah, Ensminger, & Thier, n.d., p. 157). DBR creates partnerships between researchers and practitioners in real-world contexts. The hopeful end result is a product which leads to "contextually-sensitive design principles and theories" (Shah, Ensminger, & Thier, n.d., p. 157).

My chosen research methodology is critical for understanding why, how, and when innovations in education impact practice (Design-based Research Collective, 2002). I used DBR methodology to create my Cultural Competence Innovation Model (CCIM) with collaborative partners who represent a student's sphere of influence, also referred to as a "total school community" (Spencer, 2009). There are five strategic characteristics and details of DBR (Design-based Research Collective, 2002; Shah, Ensminger, & Thier, n.d.; Wang & Hannafin, 2005).

Five DBR Characteristics

1. **The central goals of education and theory are intertwined**: Integrative in approach, DBR requires data from multiple sources to enhance the reliability of the findings (Wang & Hannafin, 2005).

2. **Development and research take place through continuous cycles of inquiry**: Collaborative, interactive, and iterative in approach, DBR goes through multiple cycles of the design process: analyze, design, develop, evaluate, then redesign. As a result, DBR methodology is often a lengthy process.

3. **Research on designs must lead to sharable theories that promote collaboration with practitioners around community problems**: Being a theory-driven methodology, DBR capitalizes on creating and developing innovations that are grounded in theory and real-world contexts.

4. **Research must account for how designs interact and function in authentic settings**: DBR requires meticulous record keeping that indicates the progress (or lack thereof) of the educational innovation under development and investigation.

5. **The development of resolutions must connect processes of execution to outcomes of interest**: Researchers and practitioners have an integral role of creating and generating knowledge pertaining to theory as well as educational practice. Data are real, relevant, and executable. "DBR studies generates knowledge to inform stakeholders about the value of an innovation and

produces knowledge about what stakeholders can do to improve the

innovation within their contexts" (Shah, Ensminger, & Thier, n.d., p. 157).

Using DBR, I designed a professional development model that equips teachers

with the core professional learning outcomes to successfully engage marginalized student

populations. My CCIM PD model is outfitted for small or large-scale implementation.

This may entail a school, school district, or organization.

I used a design-based research iterative process as my research methodology.

Adapting it from a technological business model, I introduced ADDED as my adapted

research methodology design. My ADDED model is discussed below.

An Adapted Research Methodology: The ADDED Model

In my research, I adapted the ADDIE model (Peterson, 2003) to encompass the

iterative cycles within my CCIM professional development model. My adapted

framework is the ADDED model. The ADDIE model consists of five phases of

instructional design development: Analysis, Design, Development, Implementation, and

Evaluation (Peterson, 2003). My adapted ADDED model consists of the following five

phases: Analysis, Design, Development, Evaluation, and (re)Design. Each iterative round

of development represented either one or two of my ADDED model components. The

illustration below provides a visual representation of my ADDED process. Below my

ADDED model visual (Figure 2), Table 3 describes my CCIM iterative process. I provide

detailed descriptions of my data sources as well as data collection and data analysis

methods in subsequent sections.
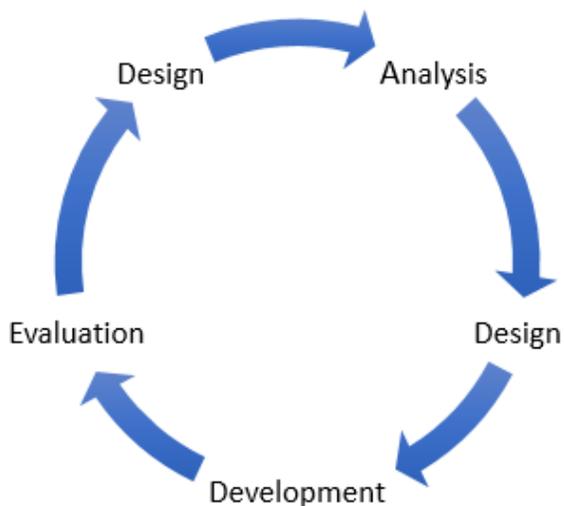
Figure 2. ADDED Model Visual.

Table 4

CCIM Iterative Process

ADDED Model Step	Design Round	Participation Overview	Action Steps (Discussed in Chapter IV)
Analysis/ Design	**1**	I conducted individual participant practitioner interviews which lasted on average 45-90 minutes at a location of participant choice.	**Step 1**: I created my CCIM process outline. **Step 2**: I analyzed and aligned my CCIM process outline development with current research. **Step 3**: I created Draft 1 of CCIM from my review of literature content and participant feedback from individual interviews.

Table 4

Cont.

ADDED Model Step	Design Round	Participation Overview	Action Steps (Discussed in Chapter IV)
Analysis/ Design	2	I conducted two focus groups: **Round 2A (Adult Focus Group)**: I facilitated an adult focus group of participant practitioners (representing 5 different counties). Participants represented a sample total school community. **Round 2B (Student Focus Group)**: I facilitated a student focus group (recent high school graduates). I empowered the recent graduates to voice their experiences, suggestions, and comments on cultural competence and the needed professional development for educators.	I developed Draft 2 of CCIM from both focus group feedback and reflections, my reflective questions of my process and critical analysis of Draft 1.
Development/ Evaluation	3	Individual participant practitioners submitted feedback to me pertaining to Draft 2 of CCIM. Practitioners were given the option to submit feedback either face to face, conference call or via email.	I developed Draft 3 of CCIM incorporating all participant feedback at varying levels.
Design	4	I made final revisions to CCIM based on individual participant practitioner feedback. In addition, I collected final reflections of practitioners of my design iteration process.	I developed Draft 4 of CCIM-Final Design.

Note. I completed multiple steps in each round to model my iterative cycle of development.

Research Setting and Participants

Adult Participants

Participants were selected on a volunteer basis. My inclusion criterion for participants involved their positions in their respective total school communities. I was looking for individuals with educational, professional, and personal ties to students. This included central office employees, school-based employees, members of the faith-based communities, community activists, community education partners and parents. Originally seven research participant groups were selected. My original seven participants were an assistant superintendent (i.e. diversity officer), principal, teacher, business executive, pastor, counselor, and curriculum facilitator. I later determined that balanced school and community perspectives were not present in that dynamic. As a result, I added the additional stakeholder groups: 2 community education partners, parent, community activist, graduation coach, and an assistant superintendent of curriculum and instruction. Another inclusion criterion I added for participants included people possessing diverse perspectives, whether it was cultural (as it relates to ethnicity), socio-economic or lifestyle/environment. Participants were willing to complete four rounds of my CCIM PD model with the understanding they had the liberty to leave my research study at any time. I obtained district-level approvals from multiple school districts to conduct my research study. All participants signed consent forms to participate.

I solicited thirteen participants through word of mouth, social media and a local church advertisement. Additional community stakeholders assisted me with the solicitations. They included current and retired educators, local church congregants and

my personal and professional affiliations. All selected participants represented members of a sample total school community (Spencer, 2009) needed to holistically impact culturally and linguistically diverse students within the schools and communities. The thirteen volunteer participants consisted of two central office employees (assistant superintendents of curriculum and instruction and equity affairs), teacher/coach, retired principal, corporate executive specializing in cross-cultural design innovations, social justice community activist, parent, two community education partners, graduation coach, counselor, curriculum facilitator, and a pastor. All participants held key leadership roles in their specific positions and/or roles and offered multiple diverse perspectives to my CCIM professional development model. Each participant symbolized an integral part of a student's life that helped to form the trajectory of the student's school and/or community experiences, thus impacting choices. Understanding that some adult influences in a student's life are never seen nor met by the student, my participant pool reflected major influences (seen and unseen) of our students. An example of this may be a school district's assistant superintendent of equity affairs who helps to ensure that there are equitable teaching practices within a district. Many students may not meet this person; however, this person's impact on the teacher who is facilitating instruction for the student is tremendous.

Participants represented five total school communities from surrounding districts and varying communities within the southeastern region of the United States. Their demographic data are provided below in Table 5. Following Table 5 are participant mini-biographies.

Table 5

CCIM Team Participants

Team Member	Name-Age Range	Demographic Data (Gender/Ethnicity)
Pastor	Doug-40's	White male
Central office: Assistant Superintendent of Equity Affairs	Troy-30's	African American male
Graduation Coach	Dana-50's	White female (Canadian)
Community Education Partner #1	John-20's	African American male
Central office: Assistant Superintendent Curriculum and Instruction	Cynthia-50's	White female
Retired Principal	Calvin-60's	African American male
Curriculum Facilitator	Danielle-40's	South African female (British roots)
Parent	Samantha-50's	African American female
Counselor	Gabriela-50's	Multi-racial
Community Activist	Sarah-40's	White female (Native American roots)
Community Education Partner #2	Jacob-20's	African American male
Business Executive (specializing in cross-cultural design innovations)	Madison-50's	African American female
Teacher/Coach	Faith-20's	Asian female

CCIM Participant Practitioner Mini-Biographies

Doug. Doug attended public schools in a mid-western US state and received his BS in Mechanical Engineering. He traveled a lot early in his career working in China, Germany and India. Doug is presently an associate pastor in a large, multicultural church. Doug grew up in a monolithic culture with limited diverse experiences. He has always been self-motivated with a personal emphasis on character and not skills. Being a successful engineer who was promoted into upper level management, he acknowledges having pertinent people who have always encouraged and motivated him to achieve in life. Despite his multiple interactions with people from many cultures and backgrounds, Doug states the biggest cultural gaps he's personally experienced as being mostly age based and generational as opposed to cultural or social.

Troy. Troy is an assistant superintendent of equity affairs in a large urban school district. Growing up in a home of educators where social justice, race, and equity were common themes, cultural competence is a lifestyle and passion in his life. Troy grew up in the northern United States as a child of two educators. Despite being educators, his parents had a lack of trust in the educational system due to his social position as a Black male. Troy's undergraduate experience was at an HBCU (Historically Black College/University) while his graduate experience was at a PWI (Predominately White Institution). Having a father figure with a strong belief system in education, Troy is a community activist and advocate for equity.

Dana. Dana is a graduation coach and former teacher in a diverse high school. She began working in the education field in the early 1980's with formal schooling

experience in Elementary Education, Educational Psychology, and Counseling. She has always worked in schools with lower income populations and has always been drawn to struggling students. Dana's formal schooling was completed in Canada where she experienced little to no diversity. Her biggest diverse experience was dealing with First Nations (i.e. Native American) families of Canada. Dana is creative and "used to ambiguity". As a result, she is open to new things and experiences.

John. John is a community education partner (#1) who works for a non-profit agency specializing in at-risk youth. He has had diverse experiences in both secondary and post-secondary schools. He attended both predominately White and predominately Black high schools and college. John cited very different schooling experiences that he felt coincided with the dominant race and cultural backgrounds of the attending students. He noticed the schools he attended that were predominantly Black focused heavily on discipline while the schools that he attended that were predominantly White focused largely on academics. John's younger brother was imprisoned at a young age for second degree murder. John feels that he personally failed his brother and wants to do everything possible to ensure other young Black men don't experience the same fate.

Cynthia. Cynthia is an assistant superintendent of curriculum and instruction in a small, rural school district. She acknowledges having significant gaps and limited exposure to a diverse perspective. Being self-motivated, Cynthia met with a college professor early in her college career to seek to seek opportunities beyond the scope of the class and syllabus to dig deeper in areas of U.S. and World History that she discovered were omitted from her educational experience.

Calvin. Calvin is a retired principal who went to all Black schools throughout his school career. Calvin attended public schools and attended all Black schools during his elementary and secondary years. He grew up in housing projects in the 1950's and 60's. At that time, housing projects were very nice places to live and were very tight knit communities. Calvin had extremely positive experiences in school as a part of a community that was completely reflective of his own cultural background. Calvin also attended an HBCU (Historically Black College/University) as a gifted musician. He was a music major and played in a renowned symphony in the southeastern part of the US. Calvin remembers always having exceptional diverse teachers (except for one teacher). He was in gifted and talented classes and was a model student. Calvin began his educational career as a music teacher who then advanced into the administrative role.

Danielle. Danielle is a curriculum facilitator in a large, diverse high school in the southeastern part of the United States. Danielle is originally from South Africa but has lived in the United States for over twenty years. She obtained her undergraduate degree in Sports Science and English in South Africa before moving to the US and getting her master's degree in Educational Leadership. She had some struggles when getting her undergraduate degree in South Africa as the university she attended delivered their curriculum primarily in Afrikaans. This posed a challenge because Danielle is primarily an English speaker. In spite of her initial experience with a cultural gap in her undergraduate studies, her biggest cultural shock was adjusting to living in the United States.

Samantha. Samantha is a parent who is heavily involved in the community. She is a leader in her church. Samantha attended both public and Catholic schools as a young girl. She changed schools often in elementary and high school. Samantha's first experience becoming aware of cultural inequity was when she was the only African American student in her second-grade class, and her teacher was very cold and distant towards her. Samantha dropped out of high school and obtained a GED at age 23.

Gabriela. Gabriela is a counselor who has been in the public school system for 32 years. Being multi-racial (African-American, White, Native American), she never felt as if she fit in with any particular "group." She was bullied as a child and felt ostracized by African-American students. She was accepted more by her White peers. Her love for counseling grew because she could reach out to disengaged and disconnected students and help them develop.

Sarah. Sarah is a community activist whose focus is social justice and equity. She attended elementary school during the Cold War. Sarah received a non-traditional education that shaped her view of education. Her "open school" had no grades and was standards-based. Sarah advocates for marginalized students as well as the Arts as a basis for literary instruction. Sarah is a former Speech Pathologist.

Jacob. Jacob is a community education partner (#2) who comes from a diverse background. Jacob works with a non-profit agency that trains and develops educators. He attended public school in elementary, middle, and high school. Jacob was the first person in his family to obtain a college degree and as a Black man, felt that was never an expectation of him growing up and he feels strongly obligated to make sure that he serves

as that example of an educated Black man that was completely foreign to him growing up.

Madison. Madison is a corporate executive who is a director of cross-cultural design innovations with a large Fortune 500 company. Madison attended integrated schools in her elementary and secondary education. Growing up as a "military brat", Madison has traveled around the world. She was heavily influenced by a high school teacher who encouraged her to attend college.

Fana. Fana is a teacher/coach with the public education system. Fana was born in Hong Kong and moved to America when she was five years old. As a non-English speaker and immigrant, Fana began her education as a cultural and linguistic "outsider." She has been completely immersed in American culture and schooling; however, she stills maintains her strong Chinese culture and traditions at home. Fana's parents have a very strong work ethic and stressed the importance of education in the home. Fana attended and completed undergraduate and graduate level work through obtaining her doctorate in Cell & Developmental Biology.

To reiterate, it is important to note that the participant practitioners in my research do not belong to the same total school community. They represent five, distinct school districts in the Southeastern United States ranging from urban, rural, large, to small in size, relatively speaking. The largest represented school district has over 160,000 students and 183 schools. The smallest district represented has slightly under 17,000 students and 31 schools.

Student Participants

A secondary group of participants comprising our student focus group were solicited based on recommendations from the initial adult focus group. Students solely participated in Round 2B. I selected student participants utilizing the snowballing sampling technique (Boise State University, 2018). Since the student participants were added as a part of our iterative process, I did not complete individual interviews with them. Student participants engaged solely through the student focus group meeting. My student focus group mini-profiles and selection criteria are provided in Chapter IV.

Settings

Initial interview locations for my research study were selected by participants. Participants selected venues such as the public library, Starbucks cafe, professional/community office buildings, university campus, and/or via telephone. I determined focus group locations based on participant availability and median distance to everyone involved. Locations selected were a local church (Adult Focus Group) and local university (Student Focus Group).

Data Collection/Data Analysis

There were four design rounds in my CCIM professional development model. I completed four rounds of interviews and gained feedback from the previously introduced thirteen participant practitioners. I conducted the following rounds with the research participants and implemented to create and develop my CCIM PD model. My data collection and data analysis processes were infused within my adapted ADDED model. I

incorporated my data into my iterative development of my CCIM professional development model.

Iterative Process for Creating CCIM: Round 1 Semi-structured Interviews

I conducted 13 semi-structured interviews. Each one lasted approximately 45-90 minutes. Participants selected a preferred location to complete the interviews. Prior to the interview, I reiterated the purpose of the study, and participants signed the consent form. I then granted participants the opportunity to ask questions and gain clarity on any aspects of my research.

All interviews were transcribed, member checked, and coded for emerging themes utilizing a coding strategy designed by Lichtman (2013, p. 252). According to Lichtman (2013), data collection and analysis involve a "circular model" (p. 247). My data analysis process began with participant interviews. "Having entered the first piece of data-an interview, some field notes, or the current teaching unit-a researcher begins the process of analysis" (Lichtman, 2013, p. 247). I engaged my data through data collection, organization, and final analysis to determine the larger picture (Creswell, 2009). I facilitated the member checking process and then analyzed the data through coding to surface emerging themes. Utilizing reflexive journaling throughout the process, I was able to capture significant details that may have been "lost" in the process. My journaling process reflected my reactions, questions, impressions, and follow up questions during my data collection and analysis processes.

Nine core interview questions, slightly differentiated based on each person's position/background in the community, were facilitated by me. This interview format was

flexible and beneficial because participants were asked personalized and extended questions based on their individual frame of reference (Lichtman, 2013, p. 191). I completed follow-up questions if the dialogue warranted. I strategically conducted all interviews to explore diverse participants' experiences and perspectives to serve as the foundation of my design round process for my Cultural Competence Innovation Model, or CCIM.

During my data analysis of the initial participant interviews comprising Round 1, a series of categories and overall theme emerged from the participant responses. I used the following coding strategy illustrated by Lichtman (2013): Coding strategy=Response (Raw Data) → Code → Category → Theme/Concept (p. 252). I extracted the raw data from the interview transcripts and established codes. Developing categories from the codes, I then interpreted and identified patterns to create a theme of the first-round data. My process aligned with Creswell's (2009) data analysis overview. According to Creswell (2009), the data analysis process involves "making sense out of text and image data, moving deeper into understanding the data, and making an interpretation of the larger meaning of the data" (p. 183).

Iterative Process for Creating CCIM: Round 2 (2A-Adult Focus Group; 2B-Student Focus Group)

Round 2 consisted of two separate data collection events, one with an adult focus group and the second with a student focus group. Specifics of each focus group are provided below.

Round 2A (Adult focus group). Lichtman (2013) describe how collaboration is an important element in the implementation of a focus group (p. 207). "Group interaction may trigger thoughts and ideas among participants that do not emerge during an individual interview" (Lichtman, 2013, p. 207). As a result, I facilitated the participants in an adult focus group. I used the "adult" designation because I later executed a "student" focus group as a result of feedback from my initial focus group.

I emailed participant practitioners an availability survey to determine a mutually beneficial time for the adult focus group collaboration. Since participants represented five counties within a 200-mile radius, a mid-point location was established. I collected data while I facilitated the adult focus group implementation. The focus group interview was transcribed externally. I coded the data and determined emerging codes and themes.

Round 2B (Student focus group). Recent high school graduates of color, including present college students and young adults involved in the work force, were recruited to participate in the student focus group. The suggestion to conduct the student focus group resulted from the collaborative feedback from the adult focus group. Recruitment came via research participant recommendation (social media recruitment and word of mouth), educator recommendation (present or former colleagues), and faith-based partner recommendations. Students were solicited through snowball sampling (Boise State University, 2018). Research participant practitioners, local educators, members of a local church, and some of my educational partners worked together to solicit students for the student focus group. The inclusion criteria for Focus Group 2 (student group) were that students were culturally and/or linguistically diverse, recent

graduates from high school [within 3 years], present college students and/or have full time employment. Although both male and female students of color were solicited for the student focus group, ten African-American, female recent high school graduates (either present college students or young adults in the work force) responded and participated. The student focus group participants were originally from various states throughout the country but currently resided in the southeastern region of the U.S. All student participants spoke English and identified with the African-American culture.

Since the student focus group came into being thanks to the adult focus group, I did not conduct individual interviews. I had minimal individual interactions with the student participants. As a result, I was able to create only mini-profiles for the students in an attempt to provide a snapshot of their character and interaction with our cultural competence dialogue. I present the student mini-profiles in Chapter IV.

Iterative Process for Creating CCIM: Round 3 Participant Feedback

I gave the research participants my CCIM professional development model Draft 2 and solicited their feedback on it. I provided them each with a feedback template consisting of guided questions to structure the participant feedback process (Appendix O). Initiating the feedback process, I distributed an electronic survey for participants to indicate the feedback format of their choice: written, verbal, or face to face. All electronic feedback was gathered by me, analyzed, and incorporated into my CCIM professional development model. I recorded the phone calls with the participants who selected that option. The phone interviews were transcribed externally. I analyzed all feedback and carefully adjusted CCIM to accurately reflect the participant submissions. My time frame

for data collection from each participant ranged from thirty to sixty minutes each, and

one to three hours per participant for my analysis and re-design into my CCIM

professional development model. I used all feedback to incorporate into CCIM yet at

varying degrees. Taking into consideration the expertise of the participants, I used some

ideas more vividly while other ideas were more subtlety integrated into my CCIM

professional development model.

Iterative Process for Creating CCIM Design: Round 4 Final Revisions of CCIM

I gave participant practitioners my updated CCIM professional development

model Draft 3 to provide final revisions as well as provide feedback of my entire design

process. I provided the template for participants to submit final revisions (Appendix F).

Prompting reflection and recommendations, I guided participants in my final CCIM PD

model step of observation, reflection and evaluation. In my final step, I guided

participants to provide recommendations indicated as "Next Steps" for future execution

of CCIM.

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Subjectivity/Positionality

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As a female, middle class, African-American administrator with teaching,

coaching, and administrative experiences, I have a personal connection with the learning

journeys of students of color. I am also a diverse student who has felt the impact of

marginalization. I am passionate about leveraging the playing field and giving

marginalized students a "face and place" in the curriculum through empowerment of

school and teacher leaders. In my research, I recognized my subjectivity and leveraged it

through reflexivity, my own self-awareness and growth (Lichtman, 2013). Lichtman

(2013) acknowledges that subjectivity is a personal journey through which researchers "need to face head on the subjective nature of their role" (p. 159).

Trustworthiness

I completed member checking and reflexive journaling to ensure trustworthiness and reliability of my data transcription and interpretation. During my member checking process, I provided participant practitioners the opportunity to view their interview transcripts and make applicable edits. In addition, I created each iterative design round to include opportunities for participants to provide feedback. I returned each participant practitioner's feedback to provide the opportunity to edit their input for each specific round. My reflexive journaling process involved detailed accounts of my observations, experiences, successes, and mishaps.

During my process of completing interviews, focus groups, and development of my CCIM professional development model, the voices of the total school community research participants were significant and strong. As a result, my participant practitioners offered invaluable experiences which added tremendous value to my CCIM professional development model. In my design-based research, Lichtman (2013) establishes a measure of reliability that "includes transparency of the process, data gathered for a purpose, search for multiple perspectives, change in the researcher and in practice, and results that matter" (p. 292).

Benefits and Limitations

The benefits of my design-based research method were that participants had an active voice in the shaping of my CCIM design. Design-based research brings about a

cooperative component that strengthens the team's voice as well as increases leadership skills involved in collaboration and cultural relevance (Leeman & Wardekker, 2011). A major piece of my research involved the participants' reflections as well as rich, diverse feedback from the total school community. Focused feedback from school district "experts" who specialize in diversity, inclusion, and professional development of teachers added additional value. Community feedback from the non-educators made the research real-world, relevant and balanced.

I am intimately involved in my design-based research process of educational practice. As a result, there may be a bias that may not be removed (Anderson & Shattuck, 2012). Due to the depth of information needed from participants, the small number of participants may limit a variety of data necessary to draw conclusions on a larger scale. It is difficult to know when the design-based process is completed since multiple iterations are part of my design. Patience, persistence, and thorough data collection were major components of my research methodology. In my research, time was a factor. Design-based research is rarely if ever a quick process. In order to be implemented fully to see progress, a researcher must be "true to the process." Culturally relevant and sustaining leadership that builds cultural competence is my passion and topic of future studies. Unfortunately for the purposes of my research design, due to the time, data, and resources need to initiate systematic transformation, the results of my study may not indicate significant results. However, extended study in my project after the conclusion of my formal research will hopefully, in time, bring about valuable data needed to impact the educational field.

Chapter III Summary

I developed my Cultural Competence Innovation Model (CCIM) for the implementation of a school-wide community engagement initiative that equips teachers and holistically interacts with diverse students and their families. Design-based research was my qualitative research approach in which a total school community of participant practitioners provided me feedback in helping collaboratively create my CCIM professional development model. My CCIM PD model was comprised of four iterative cycles of development (i.e. four design rounds). The four iterative design rounds are described below:

ROUND 1: I conducted 13 initial semi-structured interviews; Interviews were transcribed externally. I coded and analyzed my data for emerging themes. I created CCIM Draft 1.

ROUND 2: I conducted 2 focus groups (Adult/Student); Interviews were coded externally and transcribed. I analyzed data for emerging themes. I developed CCIM Draft 2 and shared with participants for feedback.

ROUND 3: I collected participant feedback of CCIM Draft 2; I utilized participant feedback to develop CCIM Draft 3.

ROUND 4: I collected participant reflections and made final revisions of CCIM for our final Draft 4.

My ADDED model (adapted from ADDIE) was the research methodology guiding my multiple iterations. ADDED [Analysis, Design, Development, Evaluation, Design] served as my developmental iterative process, or "engine" for CCIM.

In Chapter IV, the Findings of my CCIM PD model design Rounds 1–4 are discussed in detail. I will also present multiple drafts of my CCIM professional development model that I created through DBR.

CHAPTER IV

FINDINGS

My Cultural Competence Innovation Model, CCIM (pronounced "Kim"),
includes three core professional learning outcomes: attitudes/dispositions, knowledge and
skills (Khalifa et al., 2016; Mu et al., 2015). I created my CCIM professional
development model with the overall understanding of "knowledge" as the application of
understanding, "skills" as the performance of a set of proficiencies, and "attitudes" as the
reflection of how one thinks, sees, and feels. The term "Innovation" in CCIM is used to
describe the unique nature of my professional development model. CCIM strategically
combines school, family, and community resources to equip and empower school and
teacher leaders to effectively engage culturally and linguistically diverse students within
the curriculum, school, and community.

In this chapter, four design rounds, utilizing my adapted ADDED design-based
research iterative process [Analysis, Design, Development, Evaluation, re-Design], were
completed in my CCIM professional development model. The number of iterations was
decided by me at the beginning of my PD model. In design-based research, three
iterations are generally conducted for a full-scale project (Ford, McNally, & Ford, 2017,
p. 56). For the purposes of my research, I included a fourth iteration to allow for
participant final thoughts, reflections, and recommended "Next Steps" for proposed
future implementation of my professional development model. Four design rounds are

described in detail below. Each design round contains a **Process Overview**, **Participant Feedback**, **Reflection**, and **Action Steps**. The process overview contains a brief synopsis of my procedures involved in soliciting and engaging the participant practitioners as well as the correlation with corresponding research. I then summarize the results within the participant feedback and give specific details of data that were recorded. I utilized each interview question and aligned them with the professional core learning outcomes [attitudes, knowledge, and skills] discussed in previous chapters of my research. Overarching themes, concepts, and patterns of my data were identified. My reflections are observations of the identified themes which surfaced through critical analysis of my data. Action steps serve as my extensions to each round and opportunities to operationalize future implementation of CCIM.

Research Questions

The collaborative creation of my professional development model, developed by total school community participant practitioners, was based on the investigation of my research questions:

1. What research-based strategies and design principles can I use to inform the creation of a professional development model for building cultural competence in school and teacher leaders?

2. What content and topics should I include in the professional development model?

3. Based on participant feedback, what modifications should be made in the professional development model?

Design Round 1: Participant Interviews

Round 1 Process Overview

Research participants were selected based on a pre-determined criterion set.

Research participants completed four design rounds (rounds 1-4) of feedback. However,

demographic data and mini-biographies are only discussed in Round 1. Allowing

participant opportunities for engagement of the research guidelines and selection of

interview locations, I conducted thirteen semi-structured interviews which ranged from

forty-five to ninety minutes each. All interviews were coded externally and analyzed. My

Round 1 coding summary results are found in Appendix K.

Round 1 Participant Feedback

Through rich dialogue of participants and probing interview questions, I

determined a central theme of leadership development from the participant interview

responses. As I capitalized on participants' unique perspectives, I was able to establish a

list of effective leadership development traits that each practitioner witnessed and/or

embodied within their own experiences. These traits were used to further strengthen

practitioner input as well as strengthen my CCIM design structure. The traits that

emerged were influence, people-centered, mindfulness, making a difference,

transformation, cultural responsiveness, collaboration and connection, and organizational

development.

Round 1 data analysis results: Attitudes. I asked four interview questions to the

participant practitioners which were tailored to the attitudes professional core learning

outcomes. Due to each practitioner's individual attitude and/or belief system contributing

greatly to how they perceive and react to others, this core competency had the greatest number of questions associated with it. The four questions, shown previously in Chapter III, involved participants' educational background and experiences, ways to close the cultural gap between educators and families, greatest life impact that validated them culturally, and important information they wished their teachers and administrators would have known to help them grow holistically. I examined each interview question individually. The interview questions were asked in the same order (with some variation) for each participant. However, for analysis and structural purposes, interview questions were numbered.

  Round 1 Interview Question 1. *Tell me a little about your educational background and experiences.* When I engaged participant practitioners with the interview question which discussed their educational background and experiences, I recognized a topic of influence that emerged. For the participant practitioners, their encounters with influential leaders came in the form of mentors, educators, parents, etc. Their influence also came in the form of support. This support, emphasized by research participant practitioners, was expressed through familial support, teacher/educator support, or community support. Calvin, the retired principal, was delighted to share a major influence in his poverty-stricken yet educationally rich experiences in elementary school:

> My elementary school was in the middle of a housing project. And I guess in 1959 the housing projects for working class Black folks were the nicest places to live. A lot of time if you stayed in apartment housing they were run down and I remember my dad telling me when my sister was born, he would stay up at night because the rats would chew up through the floorboard and he would literally have to shoot them. So we lived in in the middle of the projects and it was a great school; the best educational experience I ever had was with my third and fourth

grade teacher –she now has her Ph.D. in philosophy and I was in her class in third and fourth grade. My first and second grade teachers were great, but her class was just different; so I was in her third grade class and then we went up with her to fourth grade and we read every day; we did vocabulary every day; we did math every day; we diagrammed sentences. This was in the third grade.

Samantha, the parent, experienced a different educational pathway yet was heavily influenced by her experiences:

I attended both public and Catholic school as a young girl. I changed schools probably every other school year. I attended at least maybe four different elementary schools and then three different high schools, ultimately to drop out and then get my GED when I was 23 years old. . . . I had a teacher in the eighth grade that allowed me to cut class—in his tutoring class—to tutor me off the record. He saw in me—well, he couldn't put me in his tutoring—but, he allowed me to cut in his class and I was being tutored.

Both Calvin and Samantha spoke of levels of support that came from teacher support and/or community support. Although these specific practitioners are from the baby boomers generation (1946-1955), they both initially referred to their early educational influences that heavily impacted the trajectory of their lives. All participants, in their individual interviews with me, made reference to their early years and how their education as well as influences heavily influenced their present-day lives.

Round 1 Interview Question 2. What are some ways that we can close the cultural gap between educational leaders, teachers, and students? The second interview question probed the topic of cultural gaps between educators and families. When participants were specifically asked about ways to close the cultural gap between educational leaders, teachers, and students, their responses consisted of concepts including building relationships, communication, PD, consistency, empathy, and

reflection. All of the concepts they prefaced involved one's ability (whether themselves or an educator) to be people-centered. Participant practitioners' emphasis on being people-centered fit within their central theme of leadership development which I determined. Being people-centered requires reflection. The teacher/coach, Fana, expressed the importance of self-reflection as it relates to our attitudes/dispositions:

> . . . I would like for us to examine our individual values and beliefs and our attitudes. Because sometimes, when you don't reflect upon those things – those are the things that impact your view of the world and your interaction with everyone else within your circle.

Madison, the business executive (manager of cross-cultural innovations in a Fortune 500 company), described with precision the importance of building relationships which incorporated a real-world component to educational practice:

> Ideally if educational leaders, teachers and students were more willing to step outside of their comfort zone and get to know other cultures on a personal level, that would really help . . . so ideally, how better to know another culture than to actually live in it. It's got to get down somehow to a personal level, so short of that, I know teachers that are always continuing education, but learning won't take place until it's in action.

John, the Community Education Partner #1, also highlighted relationship building with students:

> And one thing that I do to make sure that I identify with the students that I serve—you know sometimes, I listen to their music. I hate it, it makes my ears bleed, but sometimes I just listen to know what they're listening to—what are they motivated by, what are they aspiring to, how can I challenge them?

Sarah, the Community Activist, approached the question from a more global and holistic

perspective and expounded on the category of communication:

> The first word that comes to my mind is how do we communicate when we're
> speaking all different languages and in different places in a system that assumes
> we are all speaking the same language or have the same goals and
> motivations? . . . I think the first thing would be getting the government out of
> how to teach and get them into funding teachers and homes—families that need
> supplemental income or support, but that shouldn't be up for discussion of debate,
> that should be a given.

Cynthia, the assistant superintendent of curriculum and instruction, gave a succinct,

simple solution to closing the cultural gap between educators and families:

> Relationships—the only way that I can bridge that is to connect with you on a
> personal level.

Through their reflection, these participant practitioners prefaced important

relationship building and communication skills which stressed the importance of leaders

being people-centered. They provided specific examples how those skills can close the gap

between students and educators.

Round 1 Interview Question 3. What has been the greatest impact made in your

life to validate who you are culturally? I engaged each participant practitioner with this

interview question which discussed significant impacts made in each person's life to

validate them culturally. Participant practitioners discussed mindfulness as one of their

useful descriptions of how they were developed and validated culturally. Some of the

participant discussions revolved around reflection and courage, family/tribe, spirituality,

work ethic, and confidence. Danielle, the curriculum facilitator, expressed herself with a

level of reflective transparency:

> Well I'm very confused culturally [laughs] I don't know who I am and I don't
> know where to say where I'm from—I mean, you're born in a place and then you
> move to another place and become a citizen, so it can be a little confusing. So
> what has impacted the way I think of myself culturally? . . . I'm always grateful
> because I think that my parents gave me a really safe, secure childhood and
> upbringing. And we've had some challenges since then—moving countries,
> moving states, taking on some very challenging jobs. So even when I was the
> most stressed out and stretched to the limit, I always felt that I had a little
> confidence and if I worked hard enough, I could do it because of that solid
> foundation. I don't know where it comes from, but often I think that's where it
> comes from.

With this question, Dana, the graduation coach, also reflected on her international

background and process for becoming an American citizen:

> Having to come to US and be called an alien-and going through the process of
> being an American citizen. Being mindful of differences and that we all have
> different backgrounds and think differently—being mindful of that.

Doug, the pastor, showed appreciation for the people who consistently and positively

contributed to his life:

> I was fortunate to have people at every level in my life to pour into me: from
> school to jobs—I think the difference was I was eager to learn; I had a learning
> mentality. There are some people that don't want to learn and have no desire to
> learn and I know those people; I have no desire to spend a lot of time with that
> type of person and I was the opposite, so I guess in some respects I was the
> receiver. And now it's my job to cause students to learn and I think it was my job
> as a student I had the responsibility to attempt to learn.

Participant practitioners were aware and able to clearly articulate how their experiences impacted their present personal and professional roles. The participant practitioners who were born outside of the United States both spoke of the processes in becoming a U.S. citizen or acclimating to the American culture. The cultural "shift" experienced by them shaped their perspectives when it came to serving students. Other participant practitioners referred to influential people shaped their lives significantly.

Round 1 Interview Question 4. *What do you wish all teachers/principals/ school personnel would have known about you that would have helped you holistically grow academically, socially, and emotionally?* Participant practitioners were open and candid about things that would have helped them develop holistically within their unique educational settings. They all expressed various aspects of how an educator could have made a difference in their lives. Some important concepts that were magnified in their discussions were lack of opportunity afforded to "outsiders," surrounded by great leadership, product of high expectations, take the time to understand me, who I am, and how I am motivated, and desire to make a difference. Going back to the central theme of leadership development which emerged from participant practitioner responses, I determined that the participant focus highlighted intrinsic factors of true leaders that may be "invisible" to others. Participant question responses indicated how small acts of kindness and/or awareness would have made a difference in their lives. Madison, the business executive, expressed a delicate time in her life that she wished a teacher/educator would have noticed her situation and shown empathy:

> . . . many of my school years I was really going through some stuff at the house and I never expected or thought that my teacher or the principal or the school were there to help me or would even care about what I was going through and certainly what I was going through really affected me; being in the school for all those hours we expect kids to be in school. It's not right or wrong, it's just a fact—some kids are going things outside of school and that really affects them inside. And we know all the teachers and principals are not social workers or psychologists, but I just wish that more of the educational, academic world understood or could have some empathy or sympathy for what a lot of what kids are going through outside of school. And there were years that I was one of those kids.

Sarah, the community activist, shared a home experienced that she wishes a teacher/educator would have noticed:

> If I felt at any point that my family life and the things that were going on at home and they weren't awful things; existing as a family and going through the things that families go through and with half of my family being Cherokee, they don't handle alcohol well—well, half of my mother's family . . . we walked in the school and all of that was just left behind and no one ever asked.

Participant practitioners shared delicate moments of time in which educators "missed the boat" of having opportunities to engage them in ways that would have positively impacted them forever. This question evoked emotional responses from the participants. Their heartfelt descriptions and authentic engagement provided me with an intimate, personal journey of their experiences in which I was honored to be a part.

Round 1 data analysis results: Knowledge. I asked two knowledge core learning outcome questions to all participants. One question dealt with how the participant's life experiences impacted how they teach and lead others. Another question addressed an educational experience where the participant experienced a cultural gap in understanding with school personnel. I established cultural responsiveness, relevancy and

transformation as common topics that surfaced from interview discussions. Tying back into the central theme of leadership development, I saw a pattern of the participants [through their dialogue] of the belief that effective leaders who exhibit cultural responsiveness, relevancy, and sustainability are also transformational. The interview question numbers are in chronological order to reflect the complete interview and not specifically within the core competency question categories. Therefore, the knowledge questions will begin with interview question 5 and not knowledge interview question 1. See below:

Round 1 Interview Question 5. How have your educational and/or cultural life experiences impacted how you teach and lead others? When discussing personal encounters which impacted their own leadership, participant practitioners shared heartfelt experiences which included appreciation of diversity, empathy, communication and connection, and helping students succeed. Doug, the pastor, prefaced the importance of communication and connection with his response:

> I want to make sure I'm communicating effectively and whenever I'm teaching now, I just always think about that—am I being understood? Is it relevant; how do I make this more relevant?

The business executive, Madison, discussed the impact of her international teaching audiences with an emphasis on helping students succeed through her own teaching practices:

> When I'm teaching others I'm always talking about learning and education and the need to change. As far as my leadership, I've studied leadership and my cultural experiences have taught me as a leader that I can't lead everyone the

same or everyone is not the same and I have to be keenly aware of that. I can't treat everyone the same so to speak, in the different times that I've been privileged to lead others.

Fana, the teacher/coach, shared how she models the expectation for her students. She shares her own life experiences and how they have impacted how she teaches and leads—more specifically how it impacts her students' success:

> I think my students also see that I work hard for them, in the sense that I let them know I'm studying as much as you are to help you learn the content. I let them know, I don't know all of it off the top of my head—I do have to study similar to how you have to study. I think when they see that, it motivates them a little bit—to want to engage, to want to work—to see that you are also working for them.

Cynthia, the central office employee (assistant superintendent for curriculum and instruction), who grew up with "significant gaps and limited exposure to a diverse perspective" carried the belief in creating awareness, leading by example, and appreciating diversity:

> Personally, I grew up in an environment where differences were appreciated and valued. I was expected to be sensitive to other cultures and that all people have value. My challenges as a young person were in how to handle people who were not sensitive to diverse cultures. As an adult, and professional, I believe strongly in creating awareness and leading by example.

Participant practitioners all spoke of their strong beliefs in clearly communicating and connecting with others who are impacted by their unique levels of leadership. Every practitioner demonstrated a passion for their "students" as well as the ability to effectively communicate with them.

Round 1 Interview Question 6. *Discuss a personal educational experience where you experienced or witnessed a cultural gap in understanding with your teacher and/or any other school personnel.* I asked this cultural gap interview question to all participant practitioners. Participant responses involved negative mindsets, establishing a culture of high expectations, PD and communication (age gap between students and adults). Participants expressed various personal experiences that impacted them greatly. Jacob, the Education Partner #2, shared his experience concerning a teacher disapproving of a student's hairstyle:

> Well one instance I can speak on is where a student chose to express themselves by selecting a certain type of hairstyle and the teacher we were being taught by at that time didn't seem to understand why the student simply just couldn't go get a haircut or didn't feel the student had their hair maintained well enough, and spoke on it quite frankly with disrespect and an obvious tone of—I don't want to say disgust, but that might be the term that would be the easiest to use. And the student didn't understand how to articulate themselves properly, they just knew that what they were doing was common in their household and accepted amongst their friends, family and people they deemed important and for the teacher to not understand why the student wanted to wear their hair in a certain way created kind of a void between the student and the classroom also as far as moving forward throughout that year. I wouldn't know what fully came of that, but I can guarantee that the comfort in the classroom was not consistent after they kind of boiled that down to what the issue was.

Sarah, the Community Activist, remembered an experience with a cultural gap between a teacher and student that noticeably upset her again even after sharing her experience:

> I was working in a developmental first grade classroom that I helped develop where the speech therapist—well really language therapist—was in the classroom during the whole reading and writing time. It was Christmas time and there was a coloring sheet—this was back during the early 90s—and a child with brown skin was drawing a Christmas present and making the wrapping paper brown and I saw the teacher's assistant go and take her hand just like a starfish right in the

middle of the child's drawing, pick it up and squeeze it into a ball and snatch it off his desk and say, 'that is not a pretty color.'

Madison, the business executive, stressed a unique story of being corrected by her teacher about her grammar yet reflecting on why her previous teachers hadn't provided this correction earlier in her schooling:

> My middle school was across the street from my elementary and when I crossed the street to middle school, it seemed like the expectations sort of dropped as far as the teacher's expectations of me. I think too, at that time there were more minorities in the school. I do know that it seemed like classes were more disruptive, the teachers had a more difficult time keeping control of the classroom. And I've always felt that there wasn't really much expectation set—in fact, and I'm coming up on the first story, so then leading into going to an all-White school, I'll never forget one of my teachers correcting my English. She told me you pronounce the work ask, not ax. I hear you say you "ax," ax is what someone uses to chop wood. That's not the correct pronunciation; the correct pronunciation is ask. And I thought wow—you know my first thought was more, why didn't anyone correct me until now?

Cynthia, the assistant superintendent of curriculum and instruction, discussed her personal upbringing and the contrast it was with others who did not embrace diversity:

> Personally, I grew up in an environment where differences were appreciated and valued. I was expected to be sensitive to other cultures and that all people have value. My challenges as a young person were in how to handle people who were not sensitive to diverse cultures. As an adult, and professional, I believe strongly in creating awareness and leading by example.

These participant practitioners shared experiences that, through the emotion and intensity in which they remembered, were forever etched in their minds. The present passion of the practitioners seemed to stem largely from their recollections of inequity and exclusion of diverse cultures in their personal experiences.

Round 1 data analysis results: Skills. I created two skills core learning outcome questions to ask the participants. One question addressed the strategies/techniques the participants have seen or implemented that have been successful with diverse cultures, and the second question asked for the type of PD participants believed would be beneficial in teaching educational leaders how to properly engage students and communities of color. Collaboration and connection and coaching proficiency surfaced as the predominant topics discussed by the participants. Participants provided an abundance of ideas, perspectives, and ideas for creation of the CCIM design. Aligning with my established central theme of leadership development of the Round 1 interviews, relationship building, collaboration and intentional engagement were key elements to successful leadership of a diverse group of stakeholders. As previously stated, the interview question numbers are in chronological order to reflect the complete interview and not specifically within the core competency question categories. Therefore, the skills questions will begin with skills interview question 7 and not skills Interview question 1. See below:

Round 1 Interview Question 7. What strategies/techniques/activities have you incorporated or witnessed in any setting that have been successful with diverse cultures? The overall strategies and techniques that were witnessed by our participant practitioners were expressed through their thoughtful responses. Practitioner responses comprised of setting norms and establishing an atmosphere of value, being purposeful and promoting equity, ongoing PD, empathy, creating buy-in through building relationships, communication (delivery and activities), diversifying the audience, and differentiation.

Troy, the assistant superintendent of equity affairs spoke of his personal experiences in which he trains educators and incorporates real studies into actual scenarios:

> . . . we have to be purposeful about doing things that build up the psyche of our students, so when I think about strategies, it's not necessarily that any one strategy is going to work, but you take these concepts that professors and researchers have spent a lot of time and effort unpacking these theoretical frameworks and then you translate them into activities that not only tug at the heart of our teachers and leaders, but you actually give them something that they can do.

Danielle, the curriculum facilitator offered a powerful example of diversity at an institutional level:

> . . . looking at it as institutional diversity, institutional racism because most of us in education examine ourselves all the time and evaluate ourselves, personally. But it was really the delivery and activities they used – there was one in particular where they looked at barrios, ghettos and trailer parks was some of the language they used and then they looked at over the years how those developed in different ways and they made you look at how institutions entrenched those stereotypes we have. So the delivery of the content was very cleverly, carefully and effectively done.

Troy and Danielle shared experiences of delivering or receiving professional development that was impactful. Both responding with a global perspective, one suggestion was implementing a district perspective while the other one involved an institutional perspective. Total participant responses involved enhanced communication and provided a differentiated experience that caters to every unique perspective. Understanding that my CCIM model strategically capitalized on diverse perspectives, the participant practitioners felt that my PD should be formatted in a way that is personalized.

Round 1 Interview Question 8. *What type of professional development*
(PD)/training do you believe school and teacher leaders need to understand, reach, and
provide opportunities for success of culturally and linguistically diverse students? What
would this PD look like? How long would it last? This interview question was one of the
most important questions of this round because I relied heavily on its content to develop
my CCIM PD model needed by educators to impact students of color. Organizational
development emerged as a common topic from which specific responses fell. The various
types of professional development suggested by practitioners were coursework in degree
programs in cultural competence, equity PD, ongoing (holistic, consistent), real life
application, community service work, institutionally framed, building relationships, and
communication techniques. Troy, the assistant superintendent of equity affairs, gave his
perspective and experience on the needed PD to equip school and teacher leaders:

> . . . racial equity professional development, because I think if we unwind the
> racial aspect of inequity, it opens you up to the various other equities. It's easy to
> talk about socioeconomic inequity; it's easy to talk about linguistic inequity; it's
> easy to talk about—I don't care what it is—but the one thing we can never talk
> about, even in our policy at the national level, is race. We can set up programs
> around language, we can set up programs for special education, all these things,
> but the inequity that we know is at the heart of all this, we can't design programs
> around it and it's not getting any better. Because of that, we have to be intentional
> about having racial equity conversations as opposed to just equity work or cultural
> competence, so that's what it is.

Both Dana (graduation coach) and Doug (pastor) offered real-world application solutions
to address the question. Dana suggested service work:

> . . . service work where you are filling a need and finding out what is important to
> others—connecting on a genuine level. We need more intentional emphasis on

opportunities that would put us more into the community and opportunities to talk with all levels.

Dana further elaborated on intentional actions of the educators to collaborate with the community families:

> Well I almost believe that our professional development should include service work for our educators; like in other words, you have the afternoon and your job is to figure out where there is a need and go do it. Like whether it's to clean off sidewalks in the neighborhood where your students go to school; whether it's— and you could promote it ahead of time. You could advertise where, you know if you have a car that needs work—we have teachers that know how to work on cars; if you have a house that needs cleaning, I could go and help you with that. Talking about service work, taking a day—taking our time—to allow the community to see us in a helping role. And it doesn't have to be as an educator to sit down and talk about the high school plans of your child, but just something to see that we are in this together.

Doug responded along the same lines including authentically engaging the global world:

> Real life application; . . . how do we expose to the settings that are not the classroom settings and also on the intangibles. If we don't figure out how to teach character, how to teach integrity, how to teach those skills that we say aren't for the teacher to teach—I get that and I wish that was taught in the home, but if they're in school, how do we make sure we're also teaching those soft skills, those character skills equally? . . . how do I help you to make a difference in your world? And the world looks a lot different, but you can make a difference. I'm teaching first graders today that you can make a difference with your friends by showing kindness and I'm teaching the engineer in China, that you can make a difference today by designing a product that makes it easier for us or makes it easier for your friends to have access to gasoline—which is important, we made gas pumps. I would say that's important—how does it relate to your world to make a difference.

Troy, Dana, and Doug provided powerful professional development training suggestions that were heavily integrated in my CCIM professional development model

and reiterated the significance of leadership development. The remaining participants offered invaluable insights that were incorporated at various levels into my CCIM professional development model.

Summary of Findings from Round 1

My Round 1 theme of leadership development was prevalent in each aspect of the participant practitioners' responses. Through each interview question, each practitioner uniquely expressed the key components of leadership development needed and demonstrated to provide school and teacher leaders with the skills needed to provide equitable, inclusive total school communities. Participant practitioners were transparent and passionate. Despite their personal or professional roles, they had willing and available hearts that authentically wanted to impact change in their unique ways. Being an extremely diverse group, all participants expressed a commonality of respecting education and the tremendous benefits they gained from positive educational experiences.

My Round 1 reflection below provides my lens to the participants, their contributions in Round 1 and the roles that our American society plays with each person's identity.

Round 1 Reflection

My Round 1 reflection is an overview of what I observed of the participants, their mannerisms, perceived communication styles and patterns of their answers. My reflection is a broad view of participant responses and not specific dialogue or conversations.

Leadership development and connection. Participant practitioners embraced the vision of CCIM and the process we used to achieve our goals (codes) of inclusion,

organizational development, and making a difference within a total school community. Participants were completely transparent and willingly shared their unique perspectives.

Within each participant's own personal leadership development and thus embracing the theme of design Round 1 [leadership development], their individual experiences were largely reflective in their dialogue. At varying levels, every participant had a grasp of 'what's needed' to create inclusive schools but not necessarily HOW to make it happen. Our CCIM design process helped many to articulate the "how." In spite of that, every participant fully understood, verbalized and engaged the design Round 1 theme of leadership development through purposeful dialogue, powerful personal experiences, and meaningful community connections to effect real change. Uniquely different yet demonstrating many commonalities, participant practitioners expressed at some point the need to strategically build the cultural competence of a total school community.

Gender roles. The societal influence of traditional gender roles and expectations were noticeably evident when comparing the individual responses of male and female participants. One detail that I originally overlooked when engaging cultural gaps in understanding and communication, as it pertains to the development of leaders was gender. During the individual interviews, male participants seemed to be more descriptive, willing, and eager to be the "expert" through their experiences. Calvin, the retired principal, Doug, the pastor, John, education partner #1, and Jacob, the education partner #2 were open, candid, and seemingly more confident (in comparison to female participants). Through an awareness of intersectionality-acknowledging ethnic culture

and gender, Doug (White male pastor) although a non-educator exceeded others in vivid description and life opportunities for enhanced achievement. Madison, the Black female business executive, who exceeds Doug in education, volunteered far less information yet experienced twice as many cultural barriers in her educational and life experiences. In retrospect, Madison had one of the least in-depth interviews of all participants.

Round 1 Action Steps

Through active listening, establishing rapport with the participant practitioners, and interview transcription analysis, I completed three action steps at the conclusion of Round 1. The three action steps consisted of creating an outline of proposed CCIM delivery methods or processes, analyzing the delivery methods through alignment with current research, and creating Draft 1 of CCIM, respectively. Each action step is described in detail below using the following subheadings:

1. Round 1 CCIM Process Outline Action Step
2. Round 1 CCIM Process Development Analysis Action Step
3. Round 1 CCIM Design Draft 1 Action Step

Round 1 CCIM process outline action step. My CCIM outline topics were the result of actual recommendations and suggestions made from participants during the one-on-one interviews regarding components that were necessary in our PD design. My CCIM topic outline consisted of the topics as illustrated in Table 6.

Table 6

CCIM Process Outline

CCIM Process Outline (also referred to as CCIM delivery method)
● PD in phases or modules
● Self-assessment
● Reward
● Small group collaboration
● Real-world approach
● Community liaisons/partnerships

Each CCIM outline process (shown in Table 6) aligns with Ladson-Billings, Hyler, and

Gardner (2017) pertaining to effective professional development attributes.

- Is content focused

- Incorporates active learning utilizing adult learning theory

- Supports collaboration, typically in job-embedded contexts

- Uses models and modeling of effective practice

- Provides coaching and expert support

- Offers opportunities for feedback and reflection

- Is of sustained duration

Each CCIM process (listed in the outline) was aligned with the effective professional

development attributes to consistently confirm the connection between research and

educational practice [through the collaborative input of total school community

participants]. My CCIM outline processes were individually aligned with current research

and analyzed to establish the connection between real-world practice and educational literature. My CCIM process development description is shown below:

Round 1 CCIM process development analysis action step.

CCIM Outline Process 1: PD in phases or modules

- ❖ (Alignment with effective PD attributes - "Is of sustained duration")

CCIM Process 1 Development Description: Aligning with the foundational, research-based core competencies of knowledge, skills, and attitudes/dispositions discussed throughout my research, CCIM was designed to have a module representing each competency. Every aspect of the PD is connected to the specific competency. In addition, participant suggestions during individual interviews indicated CCIM to be conducted in various modules or phases.

- **Module 1 Title**: "Know Thyself"/ **Module 1 Core Competency Represented**: Attitudes/Dispositions

- **Module 2 Title**: "Demonstrating Cultural Relevance in the Classroom"/ **Module 2 Core Competency Represented**: Knowledge

- **Module 3 Title**: "Working on the Work"/ **Module 3 Core Competency Represented**: Skills

CCIM Process Topic 2: Self-assessment

- ❖ (Alignment with effective PD attributes - "Offers opportunities for feedback and reflection")

CCIM Process 2 Development Description: Participant practitioners expressed the need for self-assessments in our CCIM design. The initial design incorporated a

"Bringing it all together" on day three to reflect and have opportunities to critically assess

one's self. My initial CCIM design will follow my CCIM Topic Outline section.

CCIM Process Topic 3: Reward

- ❖ (Alignment with effective PD attributes - "Incorporates active

  learning utilizing adult learning theory")

CCIM Process 3 Development Description: There were various discussions during the

participant interviews of the need for continued PD to be meaningful, purposeful, with

the ability to be immediately utilized in the classroom. The concept formalized into the

"Product" that serves as the result of each module. The "Product" artifact would assist the

CCIM design participants with the relevance and connection to the school and

community and also serve as a reward for the educator. During the adult focus group (to

be discussed in Round 2A), several of the participant practitioners who were teachers

(currently or previously), coaches, or counselors believed that a reward or incentive

needed to be attached to the design, and more importantly that the reward being attached

to the culture created by school leadership. As stated previously, my initial CCIM design

will follow my CCIM Process Outline section.

CCIM Process Topic 4: Small group collaboration

- ❖ (Alignment with effective PD attributes—"Supports collaboration, typically in

  job-embedded contexts")

CCIM Process 4 Development Description: My CCIM initial design was structured to

accommodate small group collaboration in one setting or school. In my initial CCIM

design, participants are given the opportunity each day to work collaboratively with their peers. My initial CCIM design will follow my CCIM Topic Outline section.

CCIM Process Topic 5: Real-world approach

❖ (Alignment with effective PD attributes – "Provides coaching and expert support" and "Uses models and modeling of effective practice")

CCIM Process 5 Development Description: My initial design showed various activities which mirrored real-world scenarios. The activities included a diversity simulation and opportunities to adapt Common Core standards into a culturally relevant and sustaining paradigm.

CCIM Process Topic 6: Community liaisons/partnerships

❖ (Alignment with effective PD attributes – "Supports collaboration, typically in job-embedded contexts")

CCIM Process 6 Development Description: A participant practitioner suggested the collaboration of educators and community families, leaders, etc. to be incorporated to build the home-school-community collaboration.

Through my CCIM topic development analysis, I created Draft 1 of my CCIM professional development model. The initial design was not shared with participants. This was due to the fact that at this point of my research, neither the adult nor student focus groups had been completed, and as a result, all participant input was not yet represented in my CCIM professional development model. My initial draft, CCIM PD model Draft 1, is found in Appendix N.

Design Round 2: Focus Groups

Round 2 of my research is comprised of two sections. The next two sections are titled: Round 2A (Adult Focus Group) and Round 2B (Student Focus Group). Two focus groups were conducted in Round 2. One was an adult focus group while the second focus group was comprised of 'students'. The word 'student' in this context is used to represent recent high school graduates, present college students, and/or recently graduated students who have entered the work force. Similar to Round 1, the **Process Overview**, **Participant Feedback**, **Reflection**, and **Action Steps** were provided for Round 2. To reiterate, the process overview contains a brief synopsis of my procedures involved in soliciting and engaging the participant practitioners and 'students' as well as the correlation with corresponding research. The participant feedback gives specific details of focus group data that were recorded. I utilized each interview question and aligned them with the professional core learning outcomes [attitudes/dispositions, knowledge, and skills] previously discussed in Chapter III. Overarching themes, concepts, and patterns of my data were identified. My reflections were observations of overarching themes which surfaced through critical analysis of the data. Action steps served as my extensions to Round 2 as well as opportunities to operationalize future implementation of CCIM.

Round 2A: Adult Focus Group

The adult focus group was comprised of the original thirteen participant practitioners in my research study. Based on stated availability, there were eight participant practitioners who participated in the adult focus group. The following total

school community participants were present: Doug (pastor), Gabriela (school counselor),

Danielle (curriculum facilitator), Cynthia (central office employee-assistant

superintendent [curriculum and instruction]), Troy (central office employee-assistant

superintendent [equity affairs]), Dana (graduation coach), Fana (teacher/coach), and

Samantha (parent). According to Lichtman (2013), this falls within the range of an

acceptable number of people for maximum impact (six to twelve).

Round 2A Process Overview

Participant practitioners were emailed an availability survey to determine a

mutually beneficial time for the adult focus group collaboration. Since participants

represented five counties within a 200-mile radius, a mid-point location was established. I

facilitated the participant practitioner focus group. Lichtman (2013) emphasizes

collaboration in the implementation of a focus group process (p. 207). Aligned with

Lichtman (2013), I have personally experienced the effectiveness of focus groups in my

personal and professional journey as a teacher, curriculum facilitator, and administrator. I

collected and analyzed the focus group data. My summary data analysis coding document

for Round 2A is found in Appendix L.

Round 2A Participant Feedback

I determined the overarching theme of core values in Round 2A. Every response

and every reaction seemed to invoke deeply reflective and personal ideas. Due to the

deeply intrinsic nature of the practitioner responses and the accompanying concepts that

participants discussed, transformational mindsets, teacher capacity, personalization,

character, and reflection surfaced as major concepts from the conversations.

Although 11 questions were designed for the adult focus group, due to the rich discussion, only three core questions were actually engaged. The three questions stated below represented the following professional core learning outcomes (Attitudes, Knowledge, Skills). Each question is addressed individually (below)

1. **ATTITUDES**: Please give your name and a brief introduction to your experience with cultural competence and cultural relevancy.

2. **KNOWLEDGE**: What do you feel educators need to know when creating an inclusive educational environment for all students?

3. **SKILLS**: What comes to mind when you think of professional development and what have been your experiences concerning professional development?

Operating as a "self-managed" group (Lichtman, 2013), our focus group was organic. Starting with my personal experiences of growing up as an African-American girl and how cultural experiences heavily impacted my life both positively and negatively, I opened the focus group facilitation with the group norms. Participants eventually became more candid, shared experiences, and showed genuine interest in each participant's personal journey. During the focus group, several remarks were made among the practitioners making comparisons and contrasting their personal experiences with needed experiences to embrace different mindsets and cultures represented in the room. Participant practitioners were willing to accept each other's diverse viewpoints and make necessary adjustments. The first question representing attitudes was asked of the group.

Round 2A Interview Question 1. *Please give your name and a brief introduction to your experience with cultural competence and cultural relevancy.* Participant

responses reflected their core values in which they strongly believed pertaining to their personal and professional journeys. Other key topics discussed by participants were growing up in a diverse area, operating in cross-cultural environments-being able to interact with others, understanding, reflection (diverse friends and experiences), growing up in a monolithic culture and being open to and understanding of diversity. I established that the previous topics reflected transformational mindsets for the practitioners. Practitioners expressed a depth of awareness of need to operate within culture competence within their educational systems.

Samantha, the parent, led the group with a level of transparency that allowed others to slowly begin expressing their questions, wants, fears, successes, etc. She expressed the desire to understand diversity even more and understand where people are coming from:

> Alright I'm Samantha, and a brief introduction to my experience with cultural competence . . . I don't know what that is, so I would need to know exactly what that is.

After Samantha's question, Troy, the assistant superintendent [equity affairs] followed. He was able to provide some clarity for Samantha through his response. Samantha nodded in agreement as Troy talked.

> I grew up in a very diverse neighborhood with lots of different religions and ethnicities and trying to learn how to interact in each one of those locations was vital to—I won't say survival, but I guess that's what it was—being able to interact with those around you and understanding what other folks held as dear and important and also reflecting on my experience as well.

Gabriela, the counselor, chimed in about her experiences with cultural competence, her

appreciation of diversity, and learning more about different cultures:

> I'm Gabriela and I came from a very small area, small town and in that small
> town, there were only two races, Caucasian and African American—there wasn't
> a lot of diversity there and when I went to college, I went to a small school and
> there was a large amount of diversity which was great and now I'm at a—school
> system for a good length of time and the school that I'm at now is extremely
> diverse and I love it. But as far as cultural competence—the first thought I had
> about the competence part would be understanding different cultures. And that's
> what I love about the school that I work at now, it's such a melting pot, that every
> day you learn and I know I gain knowledge every day in talking to different
> students and I love to get on that topic somehow and find out more about them
> and how they were raised and who they are.

Fana, the teacher/coach discussed being born outside the United States, and her

experiences once in the country:

> I'm Fana and I wasn't born in the US, I was born in Hong Kong. My parents
> immigrated to the US when I was really young, but I had experiences of being the
> only Asian at my particular school and when we first moved to the US, we moved
> to a really rural town and I was one of three Asian students at that school and so
> I've been very mindful of what my cultural background is and how I view my
> environment through my cultural background and starting to develop a cultural
> understanding with every interaction that I have, that everyone is going to be a
> little bit different.

Participant practitioners provided examples and a level of transparency in their

personal experiences with cultural competency. The conversations continued to expand

as each practitioner shared their experiences. Participants were actively listening to each

other's experiences and willingly engaged each person.

Round 2A 'knowledge' Interview Question 2. *What do you feel educators need*

to know when creating an inclusive educational environment for all students? I noticed

the concept of teacher capacity that developed through participant practitioner

contributions to this question. Specific examples shared by participants were building

relationships, elevating the voice of the marginalized and teacher reflection and

willingness. Elements of each participant response reflected the core values of each

person.

In response to the question, Samantha led the discussion which highlighted

building relationships and knowing the student:

> I think they need to know the child. I don't think they have a time to be personal, I remember in school with my teachers, I always felt a sense that they knew my parents. I was afraid to act up because I didn't want you to call home. So it's been to me, a numbness in the child as far as a reverence or respect for the classroom and I don't want to point fingers at the child first, but I think it's two sides; I think what the teacher needs to do is get to know each child and I don't think that they get the opportunity to do that at all.

Gabriela, the counselor, seconded Samantha's response pertaining to the need for

building relationships:

> I totally agree with her—teachers are under so much mandates to teach to the test and show so much growth in students and it's totally about test scores and how they do in the class, academically. My hat's off to teachers because all that's expected of them in the time frame they have to do that, but they don't have time in the time frame they have to do what they're expected to do—you're absolutely correct, that's building rapport with the students and what they've just left at home and how they're feeling.

Troy, the assistant superintendent for equity affairs, joined the conversation and

challenged the group to take a closer look at elevating the voices of the marginalized:

Troy . . . and to answer the question "what do teachers need to know to create an inclusive environment," and I think someone mentioned the concept of team and I don't know if that's a misnomer in respect to cultural competence or anywhere else, but I think with teams it's just that. "Team" suggests that we all have the same outcome and we win together, we lose together. In classrooms, that's just not the case; some students clearly do better than others and have better outcomes for some students as opposed to other students, so in terms of thinking about creating an inclusive classroom, it's important to think about how do you elevate the voice and story of those who traditionally don't do well.

Participants were reflective and provided their beautifully diverse perspectives related to educators providing an inclusive school environment. Troy's response created the opportunity for practitioners to "go deeper" in their reflections and begin to address more delicate topics. The group slowly showed increased cohesion and teamwork with their input.

Round 2A 'skills' Interview Question 3. *What comes to mind when you think of professional development and what have been your experiences concerning professional development?* Participant practitioners provided deeply reflective insight which strengthened the central theme of core values that I established from their responses. Participants discussed utilizing teacher workdays, operating as a healing and service-oriented profession (personalizing the work for each student) and leading out of the overflow of the heart. Their discussion embodied personalization, character and reflection. Doug, the pastor, prefaced the importance of personal development over professional development through leading out of the overflow of the heart:

I've been a pastor now for six years professional, I had a job change. We lead out of the overflow of our hearts, you parent out of the overflow of your hearts, everyone who leads, leads out of the overflow of their hearts, so to say, "I need to prioritize my professional development," no you need to prioritize your personal

development, because it's got to come out of the overflow of your tank, so if your
tank is not full, you're not going to be—and I don't care what job it is.

Cynthia, the assistant superintendent [curriculum and instruction], raised a simple

powerful approach to professional development that helps practitioners to truly operate as

a healing and service-oriented profession:

> I don't know that this is out of the box, but I really like the questioning you did
> early on and it's that self-assessment. I think individuals need to have an
> opportunity to assess where they believe they are and what are their experiences, I
> think that's a part of it, the self-perception. Like I said, I am humbled every day
> and evolving because you encounter different people and different circumstances
> and my prayer and hope every day is that I become more open-minded and that I
> become stronger and not less, but I think you have to be intentional about it. So
> for me first and foremost would be the self-assessment.

Samantha, the parent, asked a poignant question from the participants concerning reward

systems that are presently in place for educators to enhance their creativity (concerning

professional development):

> what is the reward system besides self—is there anything that promotes—I'm
> going to have to think about it, I don't mean monetary or anything like that, but is
> there an open-door policy or is there a reward for thinking out of the box? What is
> the environment, because I could have a million suggestions, but it may not fit
> into the course work, so are our teachers locked into a system where their gifts
> and talents are stifled or is it an environment in the classroom where they can
> really be themselves— ?

Multiple participants responded concerning the reward system resting on school

leadership. Doug the pastor agreed with the role of leadership:

> So it's really a function of leadership and you have to decide how you will work
> within that, because even in a confined environment, you can show creativity,

you just have   tighter boundaries, but it doesn't have to shut you down. So it's always that give and   take.

Cynthia, the assistant superintendent [curriculum and instruction], agreed with leadership being a major component—however, it may vary from district to district:

> I think it depends on the school and leadership; you can be in a great district where you have some challenges, I think it's situational.

Gabriela, the counselor, also agreed with the importance of leadership in its relationship to a reward system for teachers to be creative and think "out of the box":

> I'm just going to say all of what you all said goes so nice and to me, what you said is essential in this plan—it starts with the leadership . . .

Troy, the assistant superintendent [equity affairs] opened the conversation for students to have a voice in the dialogue. As a result of Troy's suggestion, the group developed the idea and later agreed that a student focus group should be created and implemented:

> I think anything dealing with professional development—a plan or whatever we want to call it has to be purposeful about hearing the voices of those closest to the issue. So if it's in a particular community, 75% of the kids aren't proficient in reading those parents know exactly why that's the case, the students know exactly why that's the case and we as educators can't sit around at a table and come up with these grand plans without first talking to those who are closest to the problem and they need to be very much a part of any type of solution, if it's going to be successful. So I think that's an important aspect.

Participant practitioner reflections continued to grow and develop from each other's responses concerning key elements needed for purposeful professional

development. As a result of the participant suggestions and responses, a student focus group was later created and incorporated.

Summary of Findings from Round 2A

Participant practitioners revealed strong belief systems as they engaged the focus group questions. This shared experience of core values shaped the theme of Round 2A and the overall tone of the collaboration. Gleaning understanding, meaning and insight from one another, practitioners engaged in dialogue which quickly transformed into a rich, solution-oriented discussion of "doing what's right" in our educational system. Having a diverse set of total school community members in the focus group added tremendous value to their shared perspectives. Although diverse in ethnicity, gender, socio-economic status, as well as other differentiating factors, participants shared a common belief in the need for diversity, equity and inclusion in our nation's schools.

Round 2A Reflection

Core values and connection. The adult focus group was comprised of individuals of different genders, ethnicities, cultures, professions, and lifestyle experiences. The adult focus group reflected the design Round 2 theme of "Core Values" in a way that honored meaningful reflection and upstanding character. Previously in individual interviews, each participant demonstrated core values of responsibility, equity, inclusion, and integrity. However, the atmosphere of the focus group was polite, "safe", and somewhat sterile initially. The group provided examples of the necessity to actively facilitate deeper conversations between diverse groups of people in a way that was comfortable and provided a "no judgment" zone. There was an unspoken need to make

sure that all statements were politically correct. Initially this was not conducive to an atmosphere of open reflection and candid exchange. For example, Troy, the Black male assistant superintendent of equity affairs, during his initial interview, gave an abundance of in-depth and thoughtful responses. He was a wealth of knowledge in all of his research and experiences; however, he was exceptionally quiet and almost silent within the focus group. He attempted to dig deeper with his discussion about inequities and social justice. The rest of the group was accepting to his comments yet reluctant to address in depth his area of expertise. This highlighted an opportunity to improve avenues of communications in open discussions. Having a design Round 2 category topic of transformational mindsets can only be supported within opportunities to have open, candid, "tough" conversations. Fortunately, the group WAS willing to delicately travel into this uncharted territory.

Gender roles. Within our focus group which comprised largely of people in leadership roles [in some capacity in their lives], the difference in how men and women engaged was apparent. These leadership roles ranged from central office employees, faith-based leaders, corporate leaders, and family leaders, etc. The mainstream cultural influence of traditional gender roles and expectations was noticeably evident when comparing responses. One detail that can easily be overlooked when engaging cultural gaps in understanding and communication among groups, as it pertains to the development of leaders—is gender. During the individual interviews, male participants, despite ethnicity, seemed more descriptive, willing, and eager to be the "expert" through their experiences. Acknowledging an awareness of intersectionality with culture and

gender, I noticed Doug, the White male pastor offered even more descriptive, involved, 'privileged' responses than the other participants, including both male and female educational experts, community education partners, business executives, and parental and community activists. However, he was mindful of his societal privilege and refreshingly open to others' ideas and philosophies.

Mindfulness. Another trend I observed was that participant practitioners of color required very little context pertaining to equity, inclusion, and cultural gaps. Their mindfulness of the mainstream culture was almost always at the forefront of their conversations. Participant practitioners in general demonstrated a keen understanding of the leadership needed to develop our diverse professional development opportunity through CCIM. They were aware of the perception of our mainstream culture yet had varying levels of 'boldness' when addressing the "elephant in the room" of racism and inequity. In addition, there was a group awareness of natural disadvantages associated with being a person of color in our country, and on the contrary advantages associated with being a White male. The level of self-awareness varied with each participant and largely impacted the "willingness to go deep" with their answers. The participant gestures and mannerisms were similar to student characteristics and behaviors I have experienced in my professional journey as an educator.

Round 2A Action Steps

During the adult focus group, I continued to take notes during and after the process to reflect on the initial CCIM draft. Once again, my CCIM Draft 1 had not yet been shared with participants to have an opportunity to reflect all participant voices.

Looking ahead, my second CCIM design draft was created and shared with participants

after the student focus group (Round 2B). I developed my own reflective questions

according to research-based, effective professional development components, as well as

individual and focus group feedback from the participant practitioners. I reflected on the

following questions which helped me determine the next direction of my CCIM design.

In addition, I added my responses to my reflective questions:

Round 2A reflective questions:

1. Does the current design adequately address the established need for building

    cultural competence in school and teacher leaders? If not, WHAT components

    of the design need to be developed, tweaked, added, deleted, etc.?

    RESPONSE: No, the current design did not adequately address the

    established need. Based on participant practitioner responses concerning the

    need for school and community engagement, I determined that the three-day

    timeline was not long enough to indicate transformation of educational

    practice.

2. Looking at current research on effective professional development (Ladson-

    Billings, Hyler, & Gardner, 2017), does my present CCIM design reflect, with

    fidelity, ALL of the necessary PD components? If not, what is needed? What

    needs to be taken away? What is "spot on"?

    RESPONSE: Initially, during my analysis and design phases, my design did

    not appear to comprise all of the professional development components.

    However, after writing the process outline components clearly and aligning it

side by side with current research, I determined all necessary PD components were included. However, I needed to expand multiple components to create a "deeper dive" instead of a casual visitation of concepts. The components that were expanded were the timeframe of my design, community engagement portion and the needs assessment pieces.

3. Are participant voices balanced? Are all viewpoints represented (in some fashion)? Do ALL viewpoints need to be represented?

   REPONSE: All participant voices were heard but not necessarily represented in the design. All viewpoints were represented in some form or fashion. Some participant ideas showed up vividly while others showed up indirectly through concepts. Yes, all viewpoints needed to be represented to create the buy-in of our design.

I answered all of the reflective questions and used the data to subsequently assist with the development of CCIM PD model Draft 2. My reflective questions previously shown were also reflective of the reflections from the Round 2B student focus group.

<div align="center">**Round 2B: Student Focus Group**</div>

Round 2B Process Overview

Ten recent high school graduates, present college students, and/or young adults who work full time were solicited for the student focus group as a result of discussion and feedback from the adult focus group. The inclusion criteria for Focus Group 2B (student group) were that students were culturally and/or linguistically diverse, recent graduates from high school [within 3 years] and are either in college and/or have full time

employment. Research participants, local educators, members of a local church, and some of my educational partners worked together to solicit students for the student focus group. Student participants did not have individual interviews. Therefore, their complete interaction with me occurred in Round 2B during the student focus group. The summary data analysis coding document is found in Appendix M.

As I discussed in Chapter III, all of the student participants were African American and female. Below is a snapshot of the mini-profiles completed on each student to distinguish unique personalities, beliefs, cultures, and experiences.

Student Focus Group Mini Profiles

- Simone: Simone notes that she has a tendency to "code switch" without really being fully aware of it but realizes it's assimilation and acclimating at work.

- Joy: Joy discussed being a minority at her school and confessed that she has difficulties with people not wanting to work with her on group projects to the point where it affected her grades and the professor had to start assigning people groups as opposed to allowing self-assignment.

- Bobbi: Bobbi grew up in NY and moved to the south and experienced casual racism and colorism for the first time because of the complexion of her and her daughter's skin and their hair texture.

- Jamie: Jamie discussed feeling uncomfortable that her body type and build wasn't socially accepted and embraced as a standard of beautiful.

- Leigh: Leigh recalled always feeling like she never fit into any particular culture or group and experiencing being outcast and bullied as a result of her lack of connection to her heritage.

- Rhonda: Rhonda states that she became keenly aware of cultural differences on her first job when her coworkers would always push for her to handle any customer incidents or disputes involving black patrons which indicated to her that her coworkers thought of her as different because of her race.

- Elana: Elana attended a middle school that seemed to be highly segregated not by population, but where they located students within the actual schools. African American students were usually placed downstairs and White students were mostly upstairs.

- Jennifer: Jennifer discussed her experience with people fixating on her hair length and texture as a Black woman and assuming that she isn't Black because she feels the length and texture is atypical.

- Kristi: Kristi notes that when she became an adult and entered the work force, she picked up the habit of code switching as a part of social adaptation and presenting herself as a professional.

- Sharon: Sharon discussed the assumptions people make about her due to her appearance and looking extremely young for her age and having a child out of wedlock and the judgment she feels she gets because of that.

I developed all student mini-profiles to provide a snapshot into each participant's point of view related to cultural competence. Each student participant brought a unique

perspective that provided a seemingly comprehensive outlook pertaining to a student's awareness of cultural competence.

Round 2B Participant Feedback

As I facilitated the student focus group and later analyzed my data, the glaring message given by student participants was communication and connection.

Round 2B theme: Communication and connection. The students strongly wanted to communicate, and they wanted to connect with adults, each other, their history, etc. Students repeatedly talked about specific situations which they either desired more communication and/or acknowledgement from the teachers or administrators in their lives. Some of the concepts they highlighted were degrees of awareness, building relationships and building knowledge of history, social climate and curriculum transformation, real world education, access and utilization of resources, and miscommunication. I asked the following interview questions.

Round 2B 'attitudes/dispositions' Interview Question 1. *Please give your name and a brief introduction to your experience with cultural competence.* I asked four 'Attitudes' questions to jumpstart Round 2B consisting of the student focus group. Participants' involvement and awareness of cultural competence brought out powerful experiential descriptions. Understanding and utilizing code-switching, having little to no experience with cultural competence, experiencing racism, feeling as if "in between cultures," and blatant differences in the implementation of the curriculum were examples of answers to question 1. One student, Simone, had a raised level of awareness of the level which she code-switched:

> I guess once you said that, it kind of brought to my attention that I actually do code-switch more often than I think I do. I never really thought of it as trying to be accepted, but if I were to talk to them how I would talk to one of my friends in the street, then I may be looked at differently, so I guess that is one of the cultural competencies—right?

Another young adult, Leigh, discussed her experience living "in between cultures" all of her life. She encountered bullying by African Americans yet acceptance by Whites:

> I have been feeling like I fit in between cultures all of my life. Moving from a southeastern US state to one more centrally located, in third grade it was night and day. Growing up in the southeastern state, I always stood out from everyone, but everybody looked like me, so it was hard to make friends still because I was an only child and I didn't have a lot of people to play with. I was bullied and then I moved to a more centrally located state where my whole class was white and then it was me. I actually did make more friends, I wasn't an outcast like I was in the other state, and that started the whole confusion with growing up and trying to notice the difference between me and the 90% that didn't look like me.

Multiple students stated they had limited experience with cultural competence. The participant responses involved miscommunication, lack of empathy, and challenging critical consciousness. Jennifer, another participant, specifically stated how she often has others questioning her ethnicity because of her hair:

> I don't really think I have that much experience with cultural competence, but one thing I that I do feel like gravitates people is my hair for some reason, I'm 100% black—I have a lot of hair, but I'm not mixed and everybody asks when they approach, "are you mixed?" and it irritates me sometimes, but as time goes one, I just get used to it.

Jamie openly expressed low self-esteem because her curvy body type is the opposite of what is celebrated and deemed as beautiful in mainstream media:

> I guess my experience would be—I guess on social media and magazines
> everywhere, I've always been the one that was more developed than everybody.
> I've always been the bigger one, so I've just started—it was times where I did not
> accept my body, I did not like myself; I personally just started to like my body—
> well, I still don't like my boobs, but yeah, I just started liking my body. And I get
> mad and frustrated sometimes, because I see something that I want to buy and I
> see it on a model or something and because I'm Black, it doesn't fit the same way
> and so that's my experience.

Student participants shared powerful stories of their personal interactions with cultural competence which they all seemed to resonate and continue to build off each other's experiences. Ranging from lack of awareness of cultural competence in their lives to understanding the skill set of code switching, students (although similar according to ethnic culture) were diverse in their perspectives.

Round 2B 'attitudes' Interview Question 2. *What do you wish all teachers/principals/school personnel would have known about you that would have helped you holistically grow academically, socially, and emotionally?* Student participants discussed building relationships and building knowledge of history. Participants, through each response and gesture during the focus group, continually reinforced their desire for communication and connection. The dialogue clearly represented the students' cry to know their history (THEIR truth), have the freedom to live their history, and be in close relationships with the ones who helped to create their history. The students were uninhibited in expressing their need for building relationships and building their knowledge of history.

Bobbi expressed how building relationships with her would have helped her teacher to understand the intersectionality of her identity:

. . . in middle school and high school, it would have been beneficial if my teachers acknowledged the other intersections of my identity. As a Black girl in school, one of my intersections was mental health, I struggled with mental illness and when I had anxiety, it wasn't me rebelling or not answering your question or not getting up when you asked me to, it was legit, I'm in the middle of a panic attack and I can't do it and for people of color, it's not something that's really addressed at home—we're rug sweepers, we sweep it. So, when you know that and you've lived that in the classroom, then you know that okay, well that extra attention or that extra care is necessary . . .

Elana wanted to be seen as an individual and not by race or ethnicity:

. . . going into college, I would like my professors to know that I'm not an average African-American and even if I was Caucasian or Asian or Latino, I still wouldn't be average because it doesn't matter what the color of my skin is, it's about my personality, my determination and how I strive as a student and if you could take away the color, what would you see? Would you see someone who is willing to do the work and do it the best way that they can or would you see someone who you believe doesn't have the edge or isn't what you think they are, would you automatically place me at the bottom of that list?

Sharon brought the parental piece into the conversation and the importance of knowing a student's history to personalize their experience. This repeat message of building relationships and building the knowledge of history rang loudly within the focus group:

. . . we actually had a conversation about this when I was in high school, we talked about how they should know where our parents came from, because most of us are teen products—most of our parents didn't graduate high school and stuff like that, so it makes it harder when they try to focus. I think with my class it was only probably like three of us that had older parents that went to college and things like that, but the rest of us had parents that had to drop out of school early and grow up early and they didn't finish school, so it's like we're seniors in high school and our parents didn't make it here and we're basically trying to force ourselves to learn this type of stuff, versus if they would've asked, it would be easier for everybody to just be on one accord.

Student participants continued to express their desire to engage with their teachers as well as the need to have their teachers engage with them, who they are, and who they represent. With some of the students being first generation college students, they articulated the need for their teachers to have a vested interest in not only them, but their families and some insight into their upbringing.

Round 2B 'attitudes' Interview Question 3. *What are some ways that we can close the cultural gap between educational leaders, teachers, and students?* Students discussed and/or represented social climate and curriculum transformation. Topics that surfaced in their dialogue were balanced curriculum and transformation of mindset of "older" generations. The student participants' repeated references to communication and connection communicated the need for communication streams between students, educators and the community to be clear, open and available. Several students expressed the need for connection with their teachers/educators, as well as a connection with the curriculum.

Joy discussed learning a curriculum that reflects all cultural groups:

I guess I would just have to say learn about everybody, make it equal so that we're not just doing Spanish or Latin, because I've honestly only heard it in HBCUs where we have African-American classes. In my school I have Western Civilization and I can't really relate until I get—we have what you call BSU/Black Student Union, but we barely do anything because they don't want to fund—everything that we get, we make, you get what I'm saying?

Simone discussed the importance of communication and accepting and proactively responding to our present mainstream culture:

> . . . as bad as it seems, in my opinion, it seems like a lot of the old generations, once they go on, we can kind of bridge a little better, because older people are set in their ways. It's no secret—and if some of the same cultural traits are being taught, then we can learn about differences. Let's talk to other people because—there's no way to say there's never going to be racists, it's probably always going to be racists, but if we can actually change our minds because we don't have someone else who's stuck in their ways, telling us no, it's always going to be like this and you don't mix with other races, and you don't go to a black school if you're of a different race and maybe our cultures can come together.

Student participants repeatedly expressed the need to connect with their curriculum as well as the older generations. Students demonstrated a genuine desire to learn more about their culture as well as understanding and connecting with others from other cultures.

Round 2B 'attitudes' Interview Question 4 (follow-up question). *How can you transform the mindset of a teacher who maybe never grew up around Black kids or never had that experience or just grew up completely different—what are some things that you would suggest to help open your minds and to transform that?* Real-world education was the focus of this question. Students provided a focus of the following concepts: learn complete and true history of people of color, anti-racism training, and real-world application through cultural immersion. Through the vast need for communication and connection, students poured their hearts into their responses. Leigh responded with a statement that differentiated between Black history and slavery—acknowledging that slavery is simply a small aspect of Black history:

> . . . one thing that stuck out in my mind is that I think that starting with telling people that there's a difference between slavery and black excellence—it wasn't always slaves, we actually do have success stories and I know visiting the Smithsonian was a huge eye opener for me because I saw people who owned

vacation getaway land just for us and knowing that our history books are full of showing how we were all enslaved and just there was no progress as far as the culture goes when there's literally loads of information where it shows instances of us actually becoming great and showing greatness. I think starting the conversation to get rid of—well, not getting rid of, because that's the foundation, but knowing that there's another side."

Elana offered a powerful suggestion displaying cultural immersion:

I feel like—have you ever seen a show called Wife Swap? Where the wives switch households? I feel like they should do like a school swap or like a community swap where you have people from different backgrounds that get to switch identities—like step into their shoes for like a week or a day or two and not just not just like households because that can be a little too personal, but maybe shadowing a teacher at an all Caucasian school or a majority Caucasian or majority African-American school and see how they teach and they interact and how the students interpret and dissect what the teachers say, because a lot of times it's not that the student doesn't understand, it's just that they don't want to hear it coming from someone that they think can't give it to them the way a person like them can.

Student participants were reflective and shared powerful examples of the desire to talk about Black excellence within history as well as educators fully immersing themselves into their students' cultures. Communication and connection was the repeated theme and overwhelming need expressed through student dialogue.

Round 2B 'Knowledge' Data Analysis Results

Students discussed cultural differences that created barriers in communication. They discussed misperceptions, lack of empathy and challenging critical consciousness. Miscommunication was a repeated topic of discussion. Participants shared strong experiences of miscommunication and lack of empathy experienced from educators. As previously stated, the interview question numbers are in chronological order to reflect the

complete interview and not specifically within the core competency question categories.

Therefore, the 'Knowledge' question will begin with 'Knowledge' Interview Question #5

and not 'Knowledge' Interview Question #1. See below.

Round 2B 'knowledge' Interview Question 5. *Think back on an experience in*

which you were involved or witnessed a cultural difference that created a barrier in

communication between you and your teacher. Describe the experience. One student,

Bobbi, shared:

> . . . there was a lot of conversation around the women's march that took place in January and I work with a lot of other social justice based people and when my opinion was brought up in a room full of other people of color, there was nothing to be said, but an additionally later on, when I was the only person of color in there, I got told about myself and told how selfish I am as a person of color and we as a people were being childish and unfair and so it was just kind of a situation—and it wasn't the first or last time that I was put in that situation, so there's this big odd experience more so in the professional world and not in education.

Simone chimed in the conversation expressing her experiences with a teacher who lacked

empathy:

> I had an incident with a teacher where she was trying to convince us that they go through the same things as Black people and I'm like, it's no comparison at all. For our African-American males to walk down the street and get shot because you have on a hoodie and an Arizona and some Skittles, if you're a White boy, you're trying to tell me that you're going to go through the same thing? It's not going to happen. She was basically saying that White people are going through a lot of the same things that Black people are going through as far as being judged and all these things, but I'm like, it's on a different level.

Student responses were passionate, heartfelt and deeply reflective. Bobbi and

Simone provided two responses where miscommunication and lack of understanding

resulted in failed communications between an authority figure and student. The

remaining participants did not respond to the question but appeared to be inwardly

reflective.

Round 2B 'Skills' Data Analysis Results

As participants engaged the question asking the type of professional development

educators needed to successfully reach diverse students, topics of access and utilization

of resources were unveiled. Student conversations consisted of reflecting accurate,

complete history of people of color and utilizing technology to learn history. Reiterating

communication and connection components in all student responses, student responses

(and theme of Round 2B) serve as the groundwater to make all recommendations a reality

in the ongoing quest to reach cultural competence within our nation's schools. As

previously stated, the interview question numbers are in chronological order to reflect the

complete interview and not specifically within the core competency question categories.

Therefore, the 'Skills' questions will begin with 'Skills' Interview Question #6 and not

'Skills' Interview Question #1. See below:

Round 2B 'skills' Interview Question 6. *What type of professional development*

(PD)/training do you believe school and teacher leaders need to understand, reach, and

provide opportunities for success of minority students? What would this PD look like?

How long would it last?

Bobbi, one of the more expressive participants, offered the following realization

addressing the lack of utilization of available resources:

. . . the time I've been teaching, I realize that I was the only person utilizing technology and what's available on the internet; a lot of people were still relying on the textbooks and the handouts and these kids are coming home with iPads, tablets, laptops and whatever else. I don't think people are utilizing what's out there at their fingertips enough. You can get on Netflix, it's a million and one documentaries you can show a class. I've taught social justice and we've watched everything from things about the school-to-prison pipeline, medical racism, the black market for organs—all of this stuff is at our disposal, but at the same time, we have to get permission to show these things, so there's that clash, too.

Once again, Bobbi interjected with a direct depiction of what she believes needs to

happen to further the uncomfortable conversations between the races:

as blunt as this might sound, I'm a complete advocate of teachers and people in leadership roles going through anti-racism training. I know that being called racist or racism is a really harsh word, but I think that if we remove it from the training and from the conversations that are being had, then it removes it from the actual core and I think—it's like this weird space, . . . I think that anti-racism training is necessary and I think that it needs to be taught by people of color. I don't think that it needs to be a conversation had without any Black people in the room, because that's the problem—they're having all these conversations, but there's not a black person in the room to say, "yeah, but even though you think that's not racist, it is," when you assume that a child's father isn't in the home, that's racist. When you mention "big mamas," they play a big role in our families, whether we live with our grandmamas, there's a thing you're not understanding, because you didn't live that life, so again, it goes back to you didn't experience it, so it couldn't have possibly happened or this has to be the worst-case scenario from a Michelle Pfeiffer movie and I'm living in a house with no heat—somebody come save me. They look at it of like either one of two extremes, either your parents are together and you're living this great life as a black child or you were abandoned by your father and your mother left you for drugs and you're this Black baby and I'm going to come save you—so the anti-racism training has to play that role; one, to call out and acknowledge their racism and their privilege and then two, to equip them on how to work with us, because they're educating us, they're educating our children, but how can you do this without that sense of understanding.

Bobbi provided a substantive response to this question. She prefaced the use of technology to enhance learning possibilities as well as anti-racism training to serve as two professional development ideas for educators.

Summary of Findings from Round 2B

I established two themes from Round 2 which included separate themes for rounds 2A (adult focus group) and 2B (student focus group). My Round 2A theme was core values, and my Round 2B theme was communication and connection. Adult focus group members, in retrospect, were extremely reflective and capitalized on their diverse learning experiences to provide reflections. The core values of each participant were prevalent within each response and interaction. Student focus group members, through heartfelt responses, were passionate, transparent and authentic. As previously stated, students clearly articulated their need for communication and connection with the adults (whether educationally or professionally) as well as the need for a positive connection with their history of people of color.

Round 2B Reflection

Communication and connection. As seen in the dialogue of the student focus group participants, the level of transparency in the communication was seen almost immediately. This tied in almost immediately with the design Round 2B theme of 'Communication and Connection.' There was "front loading" of information needed for the student group. Many had questions about cultural competency and its definition. After giving examples and providing real-world scenarios, the students seemed to fully understand and began continually sharing experiences and insights. The homogeny of the

group seemed to lend itself to a much more candid and fluid dialogue than the adult focus group. In what seemed to simply be a meeting of like minds among people who fully understand what's being said, the participants seemed to remove any barriers and speak freely as opposed to the reticence displayed at times in the blended, adult focus group.

Intersectionality. There were extremely important points made about the importance of stressing intersectionality and the impact it has on a person's identity in society—more specifically a person of color (Block & Corona, 2014). The discussion on intersectionality surfaced in the student focus group conversation through its impact on them, and the skill set needed by school and teacher leaders to provide inclusive school environments for our students. The current cultural climate of social justice, activism and free and open communication and connection widely promoted on social media was well reflected in this millennial group. While the internet was described as breeding a great deal of miscommunication, it was also referenced as an endless source of real world education. The students felt that has opened up communication and shifted the paradigms of social and cultural exchange in ways that weren't possible for previous generations. The young adults presented a different lens of cultural competence and what they needed from their teachers and professors to validate their culture and help them to become the global leaders they are destined to be. My Round 2B action steps comprising Draft 2 of my CCIM professional development model are found below.

Round 2B Action Steps

I completed the next iteration of my CCIM professional development model (Draft 2) after the completion of the student focus group input. My updated design

evolved from the initial CCIM professional development model, previous outline of topics, reflective questions following Round 2A, related research, participant experiences, and my personal and professional experiences.

Draft 2 of my Cultural Competence Innovation Model (CCIM-pronounced 'Kim') was a culmination of participant interviews (and experiences), both focus groups (adult and student/young adult), and educational research. See below for the 'updates' incorporated into Draft 2 of my CCIM PD model. My updated CCIM PD model Draft 2 is found in Appendix O.

CCIM Draft 2 UPDATES:

❖ Specific activities within each module were removed to represent a customizable aspect of CCIM specific for the participating school/organization/district.

❖ CCIM was expanded from a 3-day professional development opportunity to a 10-month PD design.

❖ A community component was added to incorporate not only schools, but PD opportunities for parents/community as well as central office personnel.

❖ A community engagement component was added which educators would actively engage our communities over an extended amount of time.

❖ A Needs Assessment was added for the specific school/organization/district to provide a pathway for the customizable development.

❖ An Expeditionary Learning component (i.e., Project-based, Challenge-based, Problem-based learning curriculum) was added.

Round 3 feedback stemming from participant review of my CCIM professional development model is found below.

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Round 3: Gaining Participant Feedback on CCIM

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Round 3 Process Overview

I gave the research participants my Draft 2 CCIM professional development model to review as the essential activity in my design Round 3. Participants were given the option to complete the feedback template and return via email, complete a face to face interview, or complete a phone interview. ALL feedback was used to incorporate into my PD model yet at varying degrees. Due to the format of the feedback, I did not code the responses in Round 3: CCIM Feedback. All recommendations were directly (or indirectly) incorporated into my CCIM professional development model. One participant, Danielle, was out of the country with limited internet capabilities and unable to provide feedback on Round 3. Six participants stated they would not change anything about the plan but expressed a level of excitement about the final product and future implementation. One participant, NAME, dropped out of my research study.

Round 3 Participant Feedback

The majority of participants gave minimal feedback while others engaged with the content and asked reflective questions. Five participants offered substantive feedback and/or asked pertinent questions concerning the CCIM design. Cynthia, the assistant superintendent [curriculum and instruction] asked strategic questions and provided a district and institutional lens suggesting the CCIM as a university course as well as PD at the district level:

This could be a course at the University program level as well as PD offered at a district level. What is your picture of how the once a week will be delivered? What would the length be? Who might facilitate these?

Doug asked strategic questions to gain clarity on the design. The pertinent topic of participant commitment was discussed:

I think the overall plan as you presented as far as the three modules: Know Yourself, Celebrating Differences is obviously the right step and I like that within each module, you've articulated a timeframe and generally speaking, the big-ticket items that happen. What gets a little fuzzy for me is just making sure that while you've mentioned each one—your weekly meetings, working climates, they're adopting and ongoing with community projects, when do you tie that in with actual time? Is this something they're doing in addition to their regular jobs where it's continuing education? It's just trying to get a feel for—is this something where they're going to spend an hour a week or is this something where it's going to take just huge periods of time which could potentially hurt the success of the program by virtue of they don't stick with it and don't make the investment? I'm just trying to get a feel for that.

Fana asked strategic questions that led to meaningful dialogue in tweaking the design characteristics:

- Within Module I, will participants have an opportunity to survey or get to know the students that they serve in order to develop the Needs Assessment? Do you anticipate that participants will recommend collecting student survey data as part of their Needs Assessment?
- I think this module is an excellent way for participants to get to know the communities that they serve. [Module II]
- How will teachers measure the efficacy of their culturally relevant curriculum? [Module III]

John, the Community Education Partner #1 expressed the following sentiment: "I really like the way you have things laid out, I don't think that I would change anything. Looking forward to seeing how this plays out."

Summary of Findings for Round 3

Participant practitioners who actively participated were excited and engaged. During informal conversations with the participants as well as opportunities to answer their questions, I often shared the amazing potential of our collaborative work involved in the development of my CCIM professional development model and the possible impact we can make in our school systems nationwide.

Round 3 Reflection

The participant practitioners demonstrated a level of excitement and hope concerning the possibilities of my CCIM professional development model. The participants made personal connections with CCIM and were able to contribute according to their particular expertise. The transfer of skills demonstrated by the non-educators was enlightening. The non-educators engaged thoroughly and provided a community lens which was flexible and inclusive. The educators were on both sides of the spectrum. Some had an abundance of questions while others were totally pleased with the design and stated they wouldn't change anything.

Round 3 Action Steps

All feedback was recorded, transcribed, analyzed, and used to update my CCIM professional development model. My updated CCIM PD model Draft 3 is seen in Appendix P. See below for the updates incorporated into Draft 3 of my CCIM PD model.

CCIM Draft 3 UPDATES:

❖ CCIM was further adapted to span 12 months.

❖ A REFLECTION component was added to each module to maximize
   authentic, purposeful engagement. In addition, reflective questions were
   added throughout for participants to engage.

❖ An EVALUATION component was added to each module to provide an
   assessment component throughout my CCIM design. Measurable actions were
   incorporated.

After giving feedback on Draft 2 of CCIM, participants entered into Round 4
which comprised my final CCIM PD model.

Round 4: Feedback, Reflection, and "Next Steps"

Round 4 Process Overview

I gave participants my updated CCIM professional development model to provide
final suggestions as well as provide feedback of my PD model process. I provided the
template for participants to submit final revisions (Appendix F). Prompting reflection and
recommendations, I guided participants in the final design round of reflection and
evaluation. In the final step, participants were guided by me [through the questions] to
provide recommendations indicated as "Next Steps" for future execution of CCIM. Nine
participants actively engaged and provided final feedback on my PD model. Three
participants were non-responsive, and as stated previously, one participant dropped out of
my research study.

Round 4 Participant Feedback

Nine participants were actively engaged in the final design round. Dana, the

graduation coach, was excited and saw the CCIM design process as one that challenged

her to grow:

> I enjoyed the entire process of being involved in the development of this PD.
> Every phase was enriching and inspiring and I enjoyed being able to interact with
> everyone else in this group. The leadership was especially strong and the variety
> of activities she had us perform stretched our thinking and our perspective.

Areas of improvement for the process, expressed by a few participants, involved inquiry.

A few examples were inquiry involving the process and inquiry involving future

implementation. Danielle, the curriculum facilitator expressed clarification of the core

components of the CCIM design:

> I thought it was a very inclusive process. It was great to have parents and
> community members who were not educators included. I like learning new things
> so was curious about the scope of the research behind this final plan and would be
> interested in any new revelations you had! What were the pillars on which you
> based your outline and plan?

Engaging in deep reflection, Fana, the teacher/coach asked pertinent questions

about a framework of culture and diversity to lead the process:

> Sharing your views on cultural differences can be an intimidating experience, in
> which one can be guarded or cautious of how our opinions/experiences can be
> interpreted by others if there is not a foundation of trust amongst a group of
> individuals. I observed this when we taught the cultural diversity portion of our
> summer coursework to beginning teachers. Sometimes, the conversation is
> centered around our own individual experiences, which may or may not
> encompass the numerous definitions of culture and diversity. During the group
> conversation, did you find that we operated on the same definition of diversity

and culture? Did we need a framework for how to think about culture and diversity?

A few participants expressed strength in the incorporation and implementation of the focus groups. Dana, Gabriela, and Cynthia confirmed the effectiveness of the focus group process. Dana, the graduation coach, appreciated the group diversity of the focus group:

> I especially enjoyed hearing the stories and opinions of a variety of community partners in education rather than just the viewpoint of educators and/or students.

Gabriela, the counselor, appreciated diverse perspectives and meaningful dialogue during the focus group:

> Strengths again were the various members' perspectives and questions that generated a great flow of conversation and thought-provoking ideas for implementation.

Cynthia, the assistant superintendent of curriculum and instruction, saw the experience as one that she desired to have again:

> I personally and professionally enjoyed the time we all met face to face. I would have loved the honor and opportunity to have been in the presence of this fine group of individuals again. I grew from the experience.

Summary of Findings for Round 4

Participants reflected on my CCIM professional development model process and provided significant data for my future plans for CCIM implementation. The participants

who actively engaged provided significant insight and aligned with their reflections

concerning the power of collaboration.

Round 4 Reflection

Participants were energized and optimistic. The majority of participants expressed

appreciation for having a voice and actually seeing their recommendations in the CCIM

design. It seemed to create a sense of pride, commitment, and accomplishment for many.

The focus group experience, although not able to be experienced by everyone, allowed

those to transfer the synergy created from the experience. Overwhelming responses were

received for the need of meeting as a group more often, having designated time to

collaborate, and appreciation for incorporating diverse perspectives. Participants were

hopeful yet cautious about the implementation of the design. Although the CCIM design

was an overview which is customizable for the specific school, district, or organization,

participants expressed a need for more concrete details and time frames. Doug, the pastor,

with an engineering background in project management, reflected on the process:

> I believe the process flow is correct, it starts with "self" and must end with an
> actionable comprehensive plan that incorporates all that is learned through the
> process. I do think an estimate of time is needed at each step because all of the
> things noted take real time to accomplish and therefore a reallocation of tasks to
> make the necessary "room" to truly accomplish. While it may already be
> assumed, if not, I believe standardized formats for the Needs Assessment,
> Cultural Plan, and the "Culturally relevant interdisciplinary unit," would be
> extremely helpful.

Fana, the teacher/coach shared her reflection of our CCIM design as she "forced"

continued reflection through her questioning:

Strengths: The 3 modules are well organized with clear progression from "Know Thyself" to "Working the work." In Module I – Product, utilizing student survey data to assist the development of the needs assessment will aid in creating a focused action plan.

Wonders:

a. I noticed that you mentioned "Diversity Self-Assessment" in Module II – Product. Is this Diversity Self-Assessment completed before or at the beginning of Module I? Performing a self-assessment before the Modules start may provide baseline data for comparison.

b. Within Module I – Potential reflection question – Identify which classroom procedures align with cultural values of your students, and which procedures do not.

Round 4 Action Steps

I made final updates to CCIM based on participant recommendations. My final CCIM professional development model is presented in Chapter V: Results (labeled as "Draft 4-Final"). My final CCIM Draft 4 updates are found in Chapter V.

Chapter IV Summary

In this chapter, I discussed the findings of my CCIM PD model design rounds 1–4 in detail through the **Process Overview, Participant Feedback, Reflections, and Action Steps** associated with each design round. All data were collected, recorded, transcribed, coded, and analyzed. I established the overarching themes of leadership development (Round 1), core values (Round 2A), and communication and connection (Round 2B).

In this chapter, I revealed three drafts of my CCIM model (see Appendices N, O, and P) as well as the nature of my iterative design process. Equipping and empowering school and teacher leaders with the core learning outcomes (knowledge, skills and attitudes) that are necessary to successfully engage culturally and linguistically diverse students is the focus of my Cultural Competence Innovation Model (pronounced "Kim"). CCIM is a school-wide community integration professional development plan I designed to foster community engagement through a home, school and community direct connection. CCIM strategically combines school, family, and community resources to equip and empower school and teacher leaders to effectively engage students of color within the curriculum, school, and community. My final CCIM design is unveiled in Chapter V, Results.

CHAPTER V

RESULTS

In Chapter V, I unveil my professional development model known as CCIM (pronounced as "Kim"). My Cultural Competence Innovation Model, CCIM, is a professional development model I designed as a school-wide community engagement initiative that equips school and teacher leaders with the core learning outcomes (knowledge, skills and attitudes/dispositions) necessary to successfully engage students and communities of color. The version of CCIM presented in this chapter is the culmination of total school community participant practitioner interviews, adult and student focus group feedback, analysis and alignment with current research by me, as well as my personal and professional experiences as an educator and student of color. In addition to revealing my CCIM professional development model in this chapter, I describe participant practitioner feedback on their experiences in regard to the iterative design process that I used. Also, I explore my next steps and my future plans for CCIM implementation. Revisiting my experience-informed student profiles from chapter 1, I conclude by providing hypothetical, improved outcomes for "Brian," "Ricardo," and "Jocelyn" if educators had engaged in my CCIM training and provided them inclusive and flexible school environments.

In my next section, I revisit my research questions along with my responses to each research question. My design and developmental processes of my CCIM

professional development model provided me with the following responses to my research questions. See below:

<div align="center">**Research Questions and Responses**</div>

1. What research-based strategies and design principles can I use to inform the creation of a professional development model for building cultural competence in school and teacher leaders?

Response: Research related to culturally relevant and sustaining teaching strategies and programs (Cartledge & Kourea, 2008, p. 356; Hefflin, 2002; Ladson-Billings, 1995; Padron et al., 2002; Schmeichel, 2012) informed my CCIM professional development model. The model includes instructional activities, individual and group coaching, and other strategy steps that are intended to help school and teacher leaders achieve core learning outcomes (attitudes/dispositions, knowledge, and skills). A list of my CCIM research-based strategies and necessary elements includes:

- ❖ Research-based strategies—Culturally relevant and sustaining teaching strategies (Chapter II, Table 2)
- ❖ Culturally relevant pedagogical program must meet three goals (Ladson-Billings, 1995, p. 160):
  - Students must experience academic success.
  - Students must develop and/or maintain cultural competence.
  - Students must develop a critical consciousness through which they challenge the status quo of the current social order.

❖ Culturally Relevant School and Teacher Leader Core Learning Outcomes and
Strategy Steps (Chapter II, Table 3)

❖ Coaching (Aguilar, 2013; Cooper, n.d.)

2. What content and topics should I include in the professional development model?

Response: I obtained the core content of my CCIM professional development model
through my review of literature research which was confirmed through my participant
feedback. My core content is grounded in the core professional learning outcomes of
attitudes, knowledge, and skills. My content is found in Chapter II, Table 3 (Culturally
Relevant School and Teacher Leader Core Learning Outcomes and Strategy Steps). The
three topics or modules in my PD model are titled:

Module I: Know Thyself (This module addresses the attitudes core learning outcome.)

Module II: Celebrating Difference (This module addresses the knowledge core
learning outcome.)

Module III: Working on the Work (This module addresses the skills core learning
outcome.)

3. Based on participant feedback, what modifications should be made in the professional
development model?

Response: In response to research participant feedback and information from relevant
research, modifications I made to the CCIM design included delivering the professional
development model in modules. I also integrated community service work within the
model, emphasized small group collaboration, and incorporated additional participant
voices. Originally, I designed CCIM as a 3-day professional development, but after

critically analyzing research, participant feedback, along with my own personal

professional development experiences, I adjusted CCIM to be delivered over a 21-month

time frame. In addition, I created an intentional approach to school and community

engagement. The previous information is also provided in list form below:

- ❖ PD in phases/modules

- ❖ Community service-oriented work infused (i.e. Community in Schools concept)

- ❖ Small group collaboration throughout process

- ❖ More stakeholder voices incorporated (i.e. creation of a student/young adult focus group)

- ❖ Longer time frame for implementation of CCIM

- ❖ More intentional time for relationship building/community collaboration

After four rounds of design iterations (which represented my design-based

research methodology previously discussed in Chapter III), my CCIM PD model was

completed. All total school community research participants were referred to as

practitioners based on the specialized, customized role they play in a student's sphere of

influence.

My final CCIM professional development model is outlined in the next section.

My action steps which led to the final adaptations are also included.

CCIM: Cultural Competence Innovation Model

I designed the following professional development model after four design

iterations of development from a team of thirteen total school community participant

practitioners. My CCIM professional development model serves as a roadmap that must

be customized based on the school, district or organization that chooses to implement.

My professional development model is not a "cookie cutter" model but one that requires

thoughtful, purposeful customization based on the students, families and communities

that are served within a designated organization.

My collaboratively constructed CCIM professional development model is a

culmination of participant practitioner interviews and feedback, two focus groups,

relevant research and my personal and professional experiences as a teacher, coach, and

administrator. CCIM was developed to equip and empower school and teacher leaders

with the knowledge, skills, and attitudes to provide an equitable, inclusive, community

learning environment for marginalized students and families. To reiterate from Chapter

IV, the following action steps were made as a result of participant practitioner feedback.

These action steps were incorporated to develop my final CCIM professional

development model:

> ❖ I added examples of a diversity assessment, needs assessment, cultural plan
> and culturally relevant unit plan. (Note: These are only examples and do not
> reflect the customized needs of a specific school, district or organization.)
> After researching multiple assessments and culturally relevant unit plans
> nationwide, I selected the examples that best represented my CCIM
> professional development model and my intended purpose.

Table 7 presents my final CCIM professional development model.

Table 7

Final CCIM Professional Development Model

Module I "Know Thyself" Time Frame: 4 months (June-September)	
OBJECTIVE	Transforming Attitudes and Beliefs
MONTH 1	Participants will experience an introspective journey of their own beliefs. Month 1 entails a comprehensive weekly training which involves a 30 day "kick-off" with personalized trainings for district employees, school-based employees, parents/families, and community members. All stakeholder groups represent a total school community. Weekly trainings, facilitated by a Cultural Coach, involve 1.5 hours of cultural work per week for 4 weeks.
MONTHS 2-4	Participants begin weekly work with a Cultural Coach (one coach per school) to explore one's self and inner belief system (individually and collectively). Weekly "cultural work" involves investigating one's own beliefs, exploring the intricacies and complexities of cultures, and learning pertinent communication skills and understanding needed to engage others of a different culture (involving belief system, lifestyle, etc.). The Cultural Coach begins equipping participants with the knowledge, skills, and attitudes needed to provide an equitable, inclusive, flexible learning environment for all students AND staff. The Cultural Coach will work with individuals individually and collectively based on participants' individualized needs. All Cultural Coaches will be obtained through outside educational services organizations specializing in cultural transformation.
PRODUCT	Participants will complete a Diversity Self-Assessment (Appendix G) and work collaboratively to develop a Needs Assessment for the school as well as an action plan to address each need. A personal Needs Assessment will also be created by each participant to be addressed by the Cultural Coach. Participants will have an opportunity to survey and build relationships with students before developing the Needs

Table 7

Cont.

Module I	
"Know Thyself"	
Time Frame: 4 months (June-September)	
PRODUCT (Cont.)	Assessment. The student survey data will become a part of the Needs Assessment. A sample Needs Assessment document is found in Appendix H.
REFLECTION	Participants will compare and contrast participant and student cultures in order to identify the differences and strategies to bridge the differences and AFFIRM diverse student, family, and community cultures from the educators who serve them. Participants, through survey data and the total school community involvement, will develop strategies to get to know the students that they serve. • **Sample Reflective Questions for Participants**: What are the family dynamics of the students you serve? What are the socio-economic statuses of the students that you serve? What are the demographics? What are your students' interests? What is the preferred learning style of your students? Do your instructional strategies align with your students' interests and preferred learning styles? Do your classroom procedures align with the cultural values of your students?
EVALUATION	Participants will answer the following questions: 1. What are some successes and/or strengths you gained/learned from this Module? 2. What are some specifics that should be added or replaced in this Module in order to make a maximum impact?
Module II	
"Celebrating Difference"	
Time Frame: 4 months (October-January)	
OBJECTIVE	Creating and implementing a culturally relevant environment
MONTHS 5-8	In this module, participants will learn relevant strategies and gain applicable tools for creating an educational environment that is inclusive and representative of all diverse student groups/families in the school. This is done through individual and group coaching, online modules and community engagement activities. All Needs Assessments (developed in previous module) will be revisited. This module includes community service work along with bringing the community into the schools.

Table 7

Cont.

Module II **"Celebrating Difference"** Time Frame: 4 months (October-January)	
MONTHS 5-8 (Cont.)	• **Community Service Work**: Each participant will be involved in ongoing community service work within the student communities in order to fully engage school communities. Some examples are to engage local residents in nursing homes, homeless shelters, day care centers, hospitals, community agencies (pregnancy support, special needs, mental health), etc. • **Communities in Schools**: Each participant group will adopt a "Communities in Schools" concept (including Corporate Sponsors) which focuses on engaging community agencies and organizations to provide a strong presence within the school and within the respective agency. The "Communities in Schools" plan will address student/community needs as well as future plans for development. Identified community "cultural leaders" will be solicited for engagement to create additional buy-in.
PRODUCT	Participants will create a comprehensive Cultural Plan representative of their stakeholders. The Cultural Plan will be reflective of the previously developed Needs Analysis (and action plan), diversity self-assessment, culturally relevant school-wide and classroom instructional strategies and strategies to create an inclusive, flexible learning environment. A sample Cultural Plan is found in Appendix I.
REFLECTION	This module will be measured through the level of community engagement/involvement, i.e. presence within the school and community, that is fostered through the community service work. Participants will compare the level of previous community engagement of the school with the level of engagement after the community service engagement work was implemented.
EVALUATION	Participants will answer the following questions: 1. What are some successes and/or strengths you gained/learned from this Module? 2. What are some specifics that should be added or replaced in this Module to make a maximum impact?

Table 7

Cont.

Module III "Working on the Work" Time Frame: 4 months (February-May)	
OBJECTIVE	Creativity/Providing standards-based instruction (through expeditionary learning) in a culturally relevant paradigm
MONTHS 9-12	Participants will utilize the knowledge, skills, and attitudes learned in the previous modules to learn strategies for implementing a culturally diverse curriculum involving lesson planning (with a focus on student engagement), formative and summative assessments, and real-world examples to create rigorous, relevant instruction. Action steps will be provided for immediate implementation.
PRODUCT	Participants will leave the PD with a completed culturally relevant interdisciplinary unit as well as action steps for implementation. A sample culturally relevant unit plan is found in Appendix K.
REFLECTION	Participants will measure the efficacy of their culturally relevant curriculum through student success. "Success" includes increased student engagement, increased formative and summative assessment data, improved attendance, decrease in discipline incidents, improvement in grades, increased parental involvement, etc.
EVALUATION	Participants will answer the following questions: 1. What are some successes and/or strengths you gained/learned from this Module? 2. What are some specifics that should be added or replaced in this Module to make a maximum impact? 3. What differences did you notice before and after you implemented this curriculum?

Note. My CCIM professional development model accommodates a group of no more than ten (10) participants in one school. In all modules, various blended learning vehicles will be utilized (for future development and implementation): video scenarios, interviews, instructional images, online assessments. Expeditionary Learning involves academically rigorous learning explorations, fieldwork, service learning, projects, case studies which inspire students to think and work as professionals, applying skills and knowledge beyond the classroom.

Participant Feedback on CCIM Model

My CCIM design was constructed in a way in which various levels of

implementation may occur at school, district, and/or organizational levels. CCIM

provides a flexible roadmap that caters to design customization based on an organization's culture and needs.

The participant practitioners expressed excitement and strategic feedback about the possibilities of future CCIM implementation. Danielle, the curriculum facilitator gave the following suggestions in response to the feedback question: "What ideas and/or suggestions do you have concerning the implementation of the cultural competence framework within a school, district, and beyond?":

> Write a grant for funding so it can be piloted in a school! Getting feedback from a staff who has piloted the PD would be interesting and valuable. The cost of the school coach might be expensive.

Fana, the teacher/coach suggested implementation at a smaller scale to provide a "template" for larger implementation:

> I would love to see this PD implemented at a school level within a cohort of teachers first; which would provide opportunities for you to collect data and make modifications to address a larger group of teachers.

Doug, the pastor, gave input which operationalized CCIM and provided a viable, real-world application strategy for definite implementation:

> The sooner it can be incorporated the better as there are no doubt enhancements/ changes needed that can only be discovered as it is put into action. As such, key will be to incorporate these findings to make sure the process is in fact relative and credible; vital so that this is not looked as a theoretical way to make improvements but rather, its proven success PROVES its value. Indeed, one approach could be a "staggered start" where perhaps only two groups are started, waiting 5 months to start the next so that learnings from the first can be incorporated into subsequent groups.

Jacob, the community education partner #2, focused on the level of commitment

needed by the participants in order to have a successful product:

> Just like any plan, there has to be a willingness to work on the part of the people.
> The only suggestion I truly have is to make sure that all parties are in full
> understanding of the commitment that goes into an implementation on this scale;
> but also they realize the payback is so much greater than the sacrifice.

Madison, the business executive, shared the need for "success" to be defined:

> Not sure of measurements but I'm not seeing any indication of a need for an
> assessment of the current state so that there will be clear starting metrics with a
> clear path from there to success. Also too, no clear indication of what success
> looks like if the PD programming and participation is "successful." I think that
> should be added if not already done. Success needs to be defined.

Sarah, the social justice community activist, summed up the need for marketing

and community voices to make this truly a "community process":

> Attention to planning the marketing and media coverage of a school's or district's
> efforts to implement a framework would be a key element. If "the story" of the
> effort was captured in multiple forms and communicated in a variety of networks,
> the community at large would develop a sense of ownership of the process
> beyond that of the immediate stakeholders. Connections between culturally
> competent instruction and improvement of a community's social concerns such as
> violence, crime and employment capacity of graduates would be of interest to
> community members not directly engaged in public education.
>
> How does the story of needing, achieving and maintaining culturally relevant
> education become known community wide? How is it told within the schools?
> Who is involved in this process and how can the process be an optimal
> educational experience for students, faculty, the school system and community.
> Not "one story," but a collection of the many multiple ways the effort touches and
> benefits the variety of stakeholders involved. The success of a change initiative is
> often tied to the way it is represented and kept in the forefront of stakeholder
> awareness—especially one that occurs over time and must continually be attended
> and maintained. This storytelling process becomes a vehicle for ongoing

collaboration and formative evaluation, keeping the key elements of the process in the forefront of educator, parent/student and community awareness.

My proposed next steps for CCIM implementation are found below. Understanding the need for slow, consistent, strategic implementation, my goal is to begin at the school level while anticipating district engagement within five years.

Next Steps

My initial, future implementation of CCIM will be a pilot model within a school. I will solicit a total school community team (similar to the research participant practitioners) at the school to "drive" the design of my pilot model. Once additional data has been obtained after my pilot, I will explore full scale implementation of CCIM. I will solicit a separate CCIM research team who will study various school districts nation-wide which have an intentional focus on building cultural competence within their organizations and recognizing the vital training needed for educators in the process. Once there is alignment between a school district and what my CCIM professional development model offers, I will contact the relevant person(s) (following all necessary protocols) in which to share the CCIM design and possibilities of implementation within their district. Whether funded by a grant, within a school district, private donor, or a specific school's local funds, my CCIM strategic plan will be to implement my model small scale in the next three years with full scale implementation within five years.

Experience-Informed Composite Profiles Revisited

Remember Brian, Ricardo, and Jocelyn from Chapter I? With a culturally competent teacher, the three experience-informed composite profile scenarios can have

very different results. See below. I updated the profiles to reflect a hypothetical culturally competent classroom and school culture for each student.

Brian (Partial Profile from Chapter I)

Before CCIM implementation. Brian is an African-American, male, elementary school student in the fifth grade. Brian's teaching and learning experiences since Kindergarten have been, at best, inconsistent. Due to the fact that he never learned the basic literacy skills, he has been substantially behind in his schoolwork at all levels. This led to a level of frustration, which ultimately turned into behavioral disruptions in the classroom.

After CCIM implementation. Since Brian's teachers have extensive, ongoing CCIM training and support at the school level, they have created an inclusive school environment. They regularly implement culturally relevant teaching strategies in the classroom to recognize and capitalize on Brian's cultural strengths he brings into the classroom. Brian's teacher volunteers at the neighbor community center. As a result, Brian sees her authentically engaging his community, his friends and his family. Being that Brian has built a strong relationship with his teacher grounded in trust, he is willing to receive additional tutoring and scaffolded academic support. Brian has improved academically and has a personal life goal of owning a painting business that is community-based and community-supported.

Ricardo (Partial Profile from Chapter I)

Before CCIM implementation. Ricardo is a Hispanic, male middle school student. Although he was born in the United States, his family is undocumented.

Ricardo's parents speak limited English. As a result, Ricardo speaks conversational

English and Spanish, lacking correct grammatical formatting. Due to the language

barrier, Ricardo struggles significantly in school. His level of frustration increases

significantly as he continues to advance through the grade levels without mastery of the

content.

After CCIM implementation. Being that Ricardo's school has engaged my

CCIM professional development model, Ricardo's teachers have been equipped and

empowered to connect with Ricardo and his family. Ricardo's teachers implement

culturally relevant and sustaining instructional strategies as well as empower Ricardo as

he learns his content through artistic impression. By building strong relationships with

Ricardo, his teachers learned that he is a gifted artist and wishes to pursue art education

as a personal life goal. Ricardo's teacher set up an internship for Ricardo where he serves

as the apprentice for a local community art gallery. Ricardo's school is allowing him to

paint a mural that symbolizes the many cultures that comprise their school. Due to the

active engagement of Ricardo's teachers, in the future Ricardo aspires to teach art to

elementary students.

Jocelyn (Partial Profile from Chapter I)

Before CCIM implementation. Jocelyn is an African American, female high

school student. Jocelyn is a college-bound senior. Her goal is to become a lawyer due to

her strengths in critical thinking, research, and negotiations. Jocelyn is an Honor Roll

student and active member in her school. She is the Student Body President, member of

the track team, and a community activist. Jocelyn attends community forums and speaks

candidly about social justice, equity, and inclusion pertaining to the educational setting.

Jocelyn is often commended for her extensive vocabulary and strong articulation of

concepts, innovative ideas, and community engagement. Jocelyn noticed a lack of

diversity in the curriculum taught school-wide and questions why students are only taught

content from what she considers a Eurocentric perspective. In her diverse high school,

Jocelyn also questions why there are few minority students in accelerated classes (i.e.

Advanced Placement-AP, Honors, etc.). Jocelyn proposed to the school's administration

to have an African-American club to have an opportunity for students to learn an

"extended" curriculum and embrace their heritage in a positive, interactive light.

After CCIM implementation. Jocelyn's school has fully engaged my CCIM

professional development model. Jocelyn's teachers encourage and appreciate her inquiry

and capitalize on her ambition. As a senior project, Jocelyn is encouraged to research the

history of the multiple communities and cultures that represent her school. Jocelyn's

teachers are mentoring her as she spearheads a community engagement initiative titled

"Inclusive community initiative." Within this initiative, Jocelyn will focus on two areas:

1. Creating opportunities for dialogue in the community as well as action steps
   addressing poverty, violence and equity within schools with the majority
   students of color

2. Providing resources for community members who live in poverty, immigrants,
   and survivors of violence

The administrators at Jocelyn's school have allowed her to speak at a school assembly. In addition, she is presenting her idea to the school board to solicit support and ideas for full community engagement.

As seen through the hypothetical CCIM professional development model educator engagement examples above, the cultural competence of school and teacher leaders changed the trajectory of the students' lives.

Chapter V Summary

My final CCIM professional development model was revealed in this chapter. I described all the action steps I took to create the final version of my professional development model. CCIM is a 12-month PD model that has three modules: Module I: Know Thyself, Module II: Celebrating Difference, Module III: Working on the Work. I also revisited my research questions and offered responses to those questions. Based on practitioner feedback, I discussed the proposed next steps for my CCIM professional development model. This involves incorporating a pilot model at a participating school within three years which will lead to a full-scale CCIM implementation within five years. I also included an update on the experience-informed student profiles which were previously introduced in Chapter I. In this chapter, I updated the profiles based on the hypothetical scenario that the students had learned from educators who had completed my CCIM professional development model.

In the end, my CCIM professional development model was infused with the design round themes of leadership development, core values, and communication and connection. Each concept resonated throughout my research. Understanding that

intentional, purposeful communication breeds connection, developing a total school community that includes core values that celebrate diversity, equity and inclusion will inevitably rely on and enhance the cultural competence of school and teacher leaders. I am confident that my CCIM professional development model, which started as my idea to reach my own personal educational nirvana, can and will be a reality with willing total school communities.

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APPENDIX A

PRINCIPAL AND TEACHER INTERVIEW QUESTIONS: INITIAL ROUND

1. Tell me a little about your educational background and experiences.

2. Discuss a personal educational experience where you experienced or witnessed a cultural gap in understanding with your teacher and/or any other school personnel.

3. What are some ways that we can close the cultural gap between educational leaders, teachers, and students?

4. How have your educational and/or cultural life experiences impacted how you teach and lead?

5. What strategies/techniques/activities have you incorporated or witnessed in an educational setting that have been successful with diverse cultures?

6. What has been the greatest impact made in your life to validate who you are culturally?

7. What type of professional development (PD)/training do you believe school and teacher leaders need to understand, reach, and provide opportunities for success of culturally and linguistically diverse students? What would this PD look like? How long would it last?

8. What do you wish all teachers/principals/school personnel would have known about you that would have helped you holistically grow academically, socially, and emotionally?

9. Are there any final comments/questions you would like to add?

APPENDIX B

COUNSELOR INTERVIEW QUESTIONS: INITIAL ROUND

1. Tell me a little about your educational background and experiences. Discuss a personal educational experience where you experienced or witnessed a cultural gap in understanding with your teacher and/or any other school personnel.

2. What are some ways that we can close the cultural gap between educational leaders, teachers, and students?

3. How have your educational and/or cultural life experiences impacted how you counsel students and support staff members?

4. What strategies/techniques/activities have you incorporated or witnessed in an educational setting that have been successful with diverse cultures?

5. What has been the greatest impact made in your life to validate who you are culturally?

6. What type of professional development (PD)/training do you believe school and teacher leaders need to understand, reach, and provide opportunities for success of culturally and linguistically diverse students? What would this PD look like? How long would it last?

7. What do you wish all teachers/principals/school personnel would have known about you that would have helped you holistically grow academically, socially, and emotionally?

8. Are there any final comments/questions you would like to add?

APPENDIX C

CENTRAL OFFICE EMPLOYEE AND DIVERSITY OFFICER INTERVIEW QUESTIONS: INITIAL ROUND

1. Tell me a little about your educational background and experiences. Discuss a personal educational experience where you experienced or witnessed a cultural gap in understanding with your teacher and/or any other school personnel.

2. What are some ways that we can close the cultural gap between educational leaders, teachers, and students?

3. How have your educational and/or cultural life experiences impacted how you to lead and develop educators?

4. What strategies/techniques/activities have you incorporated or witnessed in any setting that have been successful with diverse cultures?

5. What has been the greatest impact made in your life to validate who you are culturally?

6. What type of professional development (PD)/training do you believe school and teacher leaders need to understand, reach, and provide opportunities for success of culturally and linguistically diverse students? What would this PD look like? How long would it last?

7. What do you wish all teachers/principals/school personnel would have known about you that would have helped you holistically grow academically, socially, and emotionally?

8. Are there any final comments/questions you would like to add?

APPENDIX D

CORPORATE EXECUTIVE AND PASTOR INTERVIEW QUESTIONS: INITIAL ROUND

1. Tell me a little about your educational background and experiences. Discuss a personal educational experience where you experienced or witnessed a cultural gap in understanding with your teacher and/or any other school personnel.

2. What are some ways that we can close the cultural gap between educational leaders, teachers, and students?

3. How have your educational and/or cultural life experiences impacted how you teach and lead others?

4. What strategies/techniques/activities have you incorporated or witnessed in any setting that have been successful with diverse cultures?

5. What has been the greatest impact made in your life to validate who you are culturally?

6. What type of professional development (PD)/training do you believe school and teacher leaders need to understand, reach, and provide opportunities for success of culturally and linguistically diverse students? What would this PD look like? How long would it last?

7. What do you wish all teachers/principals/school personnel would have known about you that would have helped you holistically grow academically, socially, and emotionally?

8. Are there any final comments/questions you would like to add?

APPENDIX E

DESIGN INPUT ITERATION PHASES (ROUNDS 2, 3, AND 4)

1. What revisions need to be made to the cultural competence framework?

    NOTE: For written responses, please either use the chart below for each revision or insert specific comments into a Word document using the "New comment" tab. Save the Word document. Email it to Arlisa Armond at acarmond@uncg.edu.

Specific Revision	Page Number	Specific Addition/Deletion/Tweak (one revision per entry)	Rationale for revision

APPENDIX F

DESIGN INPUT ITERATION PHASE (ROUND 5)

1. What are your final comments concerning the cultural competence framework?

2. What are some improvements that could have been made to the process?

3. What were some strengths you experienced/witnessed in the process?

4. NEXT STEPS: What ideas and/or suggestions do you have concerning the implementation of the cultural competence framework within a school, district, and beyond?

APPENDIX G

CULTURAL DIVERSITY SELF-ASSESSMENT (ITHACA COLLEGE, 2018)

Read each statement and indicate the number that best describes your behavior or belief. Remember, be as candid as possible with your responses, there are no right or wrong answers.

1=Never; 2=Rarely, 3=Sometimes, 4=Often, 5=Always

1. I am aware of my own biases and how they affect my thinking.

2. I can honestly assess my strengths and weaknesses in the area of diversity and try to improve myself.

3. I assume good intent and ask for clarification when I don't understand what was said or implied.

4. I challenge others when they make racial/ethnic/sexually offensive comments or jokes.

5. I speak up if I witness another person being humiliated or discriminated against.

6. I do not participate in jokes that are derogatory to any individual group.

7. I don't believe that my having a friend of color means that I'm culturally competent.

8. I understand why a lack of diversity in my social circle may be perceived as excluding others.

9. I realize that people of other cultures have a need to support one another and connect as a group.

10. I do not make assumptions about a person or individual group until I have verified the facts on my own.

11. I have multiple friends from a variety of ethnicities and abilities.

12. I connect easily with people who do not look like me and am able to communicate easily.

13. I'm interested in the ideas and beliefs of people who don't think and believe as I do, and I respect their opinions even when I disagree.

14. I work to make sure people who are different from me are heard and accepted.

15. I recognize and avoid language that reinforces stereotypes. ("Jew them down on the price")

16. I know the stereotype of my ethnicity.

17. I encourage culturally diverse people to speak out on their issues and concerns and validate their issues.

18. Avoid assuming that others will have the same reaction as me when discussing or viewing an issue.

19. I understand that I'm a product of my upbringing and believe there are valid beliefs other than my own.

20. I do not take physical characteristics into account when interacting with others and when making decisions about competence or ability.

APPENDIX H

NEEDS ASSESSMENT

(North Carolina Department of Public Instruction, n.d.)

Name of School & School Number:	
Name of District:	
Name of Principal:	
Principal's Email:	
School Phone:	
School Address:	

School Profile		
School Name:		
	Number	Percentage of Student Population
Number of Students Enrolled		
Number of General Education Students		
Number of Exceptional Children		
Number of Gifted Students		
Number of Limited English Proficient Students		
Students Eligible for free or reduced-price meals		
Attendance Rate		
Promotion Rate		
Dropout Rate		
Suspensions		
Ethnic make-up of students:		
• Black		
• White		
• Asian		
• Hispanic		
• American Indian		
• Multi-racial		

Number of Assistant Principals	
Number of Classroom Teachers	
Number of Teacher Assistants	

A. Background of your school

• What are its distinctive features?
• What are the most significant aids and/or barriers to raising student achievement and progress across the district?

B. How effective is your school overall? (Summarized by reference to the completed sections 1 through 5 of this document)

• What are its notable strengths?
• What are its main priorities for improvement?

	Leading	Embedded	Emerging	Lacking
School Self-Evaluation				

1a. How effective is the school in ensuring instructional excellence and alignment? [Please refer to the school comprehensive needs assessment dimensions – Instructional Excellence and Alignment, sub-dimensions A1-2]

• How are high expectations for all staff and students promoted and how effective is the school in this capacity?
• How effectively does the school ensure implementation and delivery of a rigorous, relevant and aligned curriculum?
• How do you know? • What is the school doing to bring about further improvement?

	Leading	Embedded	Emerging	Lacking
School Self-Evaluation				

1a. How effective is the school in ensuring instructional excellence and alignment? [Please refer to the school comprehensive needs assessment dimensions – Instructional Excellence and Alignment, sub-dimensions A1-2]

• How are high expectations for all staff and students promoted and how effective is the school in this capacity?

• How effectively does the school ensure implementation and delivery of a rigorous, relevant and aligned curriculum? • How do you know? • What is the school doing to bring about further improvement?				
	Leading	Embedded	Emerging	Lacking
School Self-Evaluation				

1b. How effective is the school in ensuring instructional excellence and alignment? [Please refer to the school comprehensive needs assessment dimensions – Instructional Excellence and Alignment, sub-dimensions A3-4]				
• How effectively does the school address achievement across all subgroups? • How effectively does the school address attendance issues? • How effectively does the school address issues relating to graduation/promotion [as applicable] and transition? • How effectively does the school meet the social, emotional, and academic advisement needs of students? • How do you know? • What is the school doing to bring about further improvement?				
	Leading	Embedded	Emerging	Lacking
School Self-Evaluation				

2. How effective is the school's leadership capacity? [Please refer to the school's comprehensive needs assessment dimensions – Leadership Capacity, sub-dimensions B5-7]				
• What does the school do to create a culture conducive to learning for staff and students, and how effective are these practices? • What does the leadership do to develop, monitor, and review mission, vision, and plans to improve practices? How effective are these strategies? • What are the greatest challenges in leading this school, and how effective are practices to support change? • How do you know? • What is the school doing to bring about further improvement?				
	Leading	Embedded	Emerging	Lacking
School Self-Evaluation				

3. How does the school support the development of professional capacity? [Please refer to the school's comprehensive needs assessment dimensions – Professional Capacity, sub-dimensions C8-10]				
• How effective is the school in ensuring teacher quality and experience in order to meet the needs of its students and its context? • How effective is the school in providing quality professional development which meets identified student learning and staff needs? • How good are the school's strategies for ensuring effective coaching and support for, and collaboration between, staff? • How do you know? • What is the school doing to bring about further improvement?				
	Leading	Embedded	Emerging	Lacking
School Self-Evaluation				

4. How effective are the school's planning and operational systems, structures, and procedures? [Please refer to the school's comprehensive needs assessment dimensions – Planning and Operational Effectiveness, sub-dimensions D11-12]				
• How effective are planning and scheduling to ensure the best use of teachers and time? • How does the school ensure that budget allocations and other funding are best used to meet identified needs? • How does the school use data analysis to effect continual improvement? • What does the school do to address issues related to teacher turnover and retention? • How effectively does the school use technology to support curriculum, instruction, and assessment? • How do you know? • What is the school doing to bring about further improvement?				
	Leading	Embedded	Emerging	Lacking
School Self-Evaluation				
5. How effective is the school's work with families and the community? [Please refer to the school's comprehensive needs assessment dimension – Families and Communities, sub-dimension E13-14]				
• In relation to the school's work to engage families and communities, where and in what ways are these areas strongest and in most need of improvement? • How do you know? • What is the school doing to bring about further improvement?				
	Leading	Embedded	Emerging	Lacking

School Self-Evaluation				

What other information, if any, do you feel would be important for the reviewers to know prior to the assessment (for example, principal was very recently appointed)?

Date of completion of this form:

Principal's Signature: _____

Main contributors to completion and their positions/titles:

Name	Position/Title

APPENDIX I

CLASSROOM CULTURAL PLAN

CLASSROOM CULTURAL PLAN (Castro Valley Unified School District, 2008)

Name
Content Area

Action #1 Awareness-Building and Examination of Attitudes, Values, and Beliefs
1. Diversity SELF-ASSESSMENT
Examples of implementation
-Participate in professional development opportunities to enhance knowledge, understanding, and respect for diversity and to develop culturally relevant pedagogy.
-Pursue selected readings and discussion opportunities/professional conversations to build awareness and examine attitudes, values, beliefs, and practices.
-Implement an "equity lens" to develop and monitor all areas of teaching and learning, program development, and institutional practices.
-Incorporate teaching and learning practices; institutional practices and policies will be reviewed, monitored, and implemented that result in inclusive classroom culture where "failure is not an option."

How will I use the information learned?
What type of assistance/support/resources do I need to achieve this action?

Action #2 High Standards and Support for Students to Meet High Standards
EXAMPLES of implementation
-Hold a level of high expectations for each student.
-Set yearly goals for student achievement and regularly monitor progress toward attainment of the goals.
-Incorporate research-based practice to monitor the success of students and programs.

What type of assistance/support/resources do I need to achieve this action?

Action #3 Collection, Analysis, and Use of Data
EXAMPLES of implementation
-Collect and analyze student data to be used as a part of on-going practice.
-Look at disaggregated data to identify student achievement.
-Use formative assessments to inform instruction; student data will be used to identify skill gaps and set performance targets.
-Use formal and informal assessments to monitor student success.

What types of data will be collected? What will I do with the data once it is collected?
What type of assistance/support/resources do I need to achieve this action?

Action #4 Personal Preparation and Development
EXAMPLES of implementation
-Become knowledgeable and skilled in multiple pedagogies and a variety of instructional practices.
-Pursue training in effective use and application of student achievement data.
-Pursue inquiry-based opportunities for building capacity to work with underserved students.
-Initiate and facilitate development of curriculum and instruction using an "equity lens."

What type of assistance/support/resources do I need to achieve this action?

Action #5 Innovative and Inclusive Practices of Teaching and Learning
EXAMPLES of implementation
-Create opportunities to share, model, and discuss effective and inclusive classroom instructional practices.
-Incorporate "cycles of inquiry" using ongoing student data analysis will be practiced and shared.
-Incorporate learning opportunities for children that allow them to confront biased behaviors and behaviors that discriminate will be identified and implemented.
-Reflect sensitivity to a diverse student population in classroom environment
-Demonstrate an understanding of the values and cultural diversity in the classroom through teaching and learning practices.
-Reduce language and cultural barriers through the use of inclusive teaching, learning, and communication strategies.
-Research and implement a wide range of culturally appropriate instructional strategies and materials
      a. Explicit, strategic instruction
      b. Interdisciplinary units
      c. Instructional scaffolding
      d. Open-ended projects
      e. Journal writing (Montgomery, 2001).
-Foster an interactive classroom environment
a. Cooperative groups
b. Guided and informal group discussions
c. Internet

What type of assistance/support/resources do I need to achieve this action?

Action #6 Accountability to the Community, Including Racial and Ethnic Communities
EXAMPLES of implementation
-Communicate with parents/guardians from the perspective of diversity.
-Create classroom environment that will create ongoing discussion opportunities for communication skills, cultural sharing, and defining student success.
-Solicit parental help in understanding values and cultural diversity in the classroom.
-Develop a sense of classroom community where everyone feels welcome.
-Establish a classroom atmosphere that respects individuals and their cultures
a. Current and relevant bulletin boards
b. A book corner
c. Cross-cultural literature discussion groups
d. Deliver content area programming that allows students the opportunity to display cultural skills that assist with standards-based learning

What type of assistance/support/resources do I need to achieve this action?

Action #7 Leadership Development
EXAMPLES of implementation
-Develop student leadership that will reflect and be sensitive to the needs and concerns of the diverse classroom demographics while bringing forth the equity issues affecting their school lives.

What type of assistance/support/resources do I need to achieve this action?

Action #8 Connections between Schools and Community-Based Systems for Students
EXAMPLES of implementation
-Cultivate partnerships between home and classroom.
-Create communication links between school and homes so that everyone knows how to access information to help students
-Create ongoing discussion opportunities for communication skills, cultural sharing, and defining school practice and student success
-Expand parent/guardian involvement opportunities to include strategies to support their own learning and the learning of their student.
-Include parent/guardian help in understanding values and cultural diversity in the classroom

What type of assistance/support/resources do I need to achieve this action?

APPENDIX J

CULTURALLY RELEVANT SAMPLE UNIT PLAN (BEASLEY, 2016)

Unit Plan: The Riots of 1964 (Social Awareness)

Theme: Stereotypes

Essential Questions: What were The Riots of 1964 and how did this event shape my community into its current state? What stereotypes plague:

- The Riots of 1964?
- Our daily personal lives?

Core Vocabulary:

Fact	Opinion	Evidence-based Claim	Evidence
Analyze	Text-to-Self Connection	Text-to-Text Connection	

FOCUS QUESTIONS:

1) Who am I? What's my role in my family, school, community, and world?
2) What are stereotypes and how are we effected by them?
3) Who is my neighbor? What do I know about those I see daily?
4) What is social awareness?
5) What has happened to our neighborhoods?
6) What is fact and what is opinion?
7) How can I make a claim and support it?
8) How does the media shape our perception?
9) What are the Riots of 1964?
10) Can word choice effect perception?
11) How did events on a national scale effect what transpired locally?
12) What stereotypes did the media perpetuate then and now?
13) Can we change society's perceptions?

Student Outcomes: What will students know, understand and be able to do by the end of the unit?

- Read, discuss, and analyze a variety of informational texts
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.
- Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.
- Create text-to-self and text-to-text connections
- Determine a central idea of a text and analyze its development over the course of the text
- Cite strong and thorough textual evidence to support analysis of what the text says
- Delineate and evaluate the argument and specific claims in a text
- Decipher fact versus opinion

ENDURING UNDERSTANDINGS: What are the big ideas?

- News outlets can be biased or opinionated.
- Word choice can affect meaning.
- Journalists are deliberate in their tone, structure and word choice.
- Pictures are readable text.
- Using more than one source is essential in forming an effective overarching claim.
- Stereotypes can be overcome through reading and discussion.

Unit Calendar

Lesson #1   **Analyzing a Living Text:** Introduction Day: Who Am I?

Lesson #2   **Analyzing a Living Text:** What are stereotypes and how are we effected by them?

Lesson #3   **Analyzing a Living Text:** What's happened to 'the hood'?

Lesson #4   **Analyzing a Living Text:** What is a text?

Lesson #5   **Determine a Purpose:** What is the media and what is its purpose?

Lesson # 6   **Determine a Purpose:** What is critical lens?

Lesson #7   **Analyzing a Written Text:** What were the Riots of '64? A current day recounting

Lesson #8   **Analyzing a Written Text:** Point of View: A look at the "How Did it Happen Here?" article and a discussion about how its structure, repetition, word choice shape the reader's opinion.

Lesson #9   **Analyzing a Written Text:** Point of View: A look at the "Why Rochester? Surprised Citizens Wonder" article from the Peoria Journal Star, "Rochester Still News in Cuba" article, "5 'Demands' Listed for Rioting's End" article, "Riots Shock, Sadden Negroes Here" article, and "Joseph Avenue Businessmen Debate Future" article. Discussion on the author's intent, stereotypes addressed, and targeted audience.

Lesson #10   **Analyzing an Auditory Text:** The message in the music: listening and reading of Lupe Fiasco's "The Show Goes on" and discussion on the purpose of the lyrics, intended audience, and stereotypes addressed and/or glorified in music

Lesson #11   **Making Connections:** Class reading of "Letters from Birmingham Jail" How can we connect this recount to what we viewed in our former articles?

Lesson #12   **Analyzing a Visual Text:** View and several pictures from the Riots of '64 and discuss the photojournalist's message. Write personal captions for photos and brief explanations as to why personal captions were chosen and who the intended audience for the caption would be.

Lesson #13   **Analyzing a Visual Text:** Watch documentary "July '64" and complete and discuss answers from discussion guide

Lesson #14   **Putting it all Together:** Introduce Unit Final Assignment. Explain options, answer any questions give class time for completion.

APPENDIX K

ROUND 1 CODING SUMMARY RESULTS

Question	Learning Outcome (Attitudes, Knowledge, Skills)	Codes	Category
Round 1 Theme: LEADERSHIP DEVELOPMENT			
Tell me a little about your educational background and experiences.	Attitudes Dispositions	Received support from others, Independent thinkers, Self-starters/internally motivated (innate or ignited by others), Love learning and helping others	Influence
What are some ways that we can close the cultural gap between educational leaders, teachers, and students?	Attitudes Dispositions	Communication, Building Relationships, Consistency and Empathy, PD, Reflection	People-centered
What has been the greatest impact made in your life to validate who you are culturally?	Attitudes Dispositions	Reflection and Courage, Family/tribe, Faith (Christian), Work Ethic, Confidence	Mindfulness
What do you wish all teachers/principals/school personnel would have known about you that would have helped you holistically grow academically, socially, and emotionally?	Attitudes Dispositions	Lack of opportunity afforded to "outsiders", Surrounded by great leadership, Product of high expectations, Take the time to understand me, who I am, and how I am motivated, Desire to make a difference	Making a Difference
Discuss a personal educational experience where you experienced or witnessed a cultural gap in understanding with your teacher and/or any other school personnel.	Knowledge	Dealing with negative mindsets, Establishing a culture of high expectations, PD, Communication	Transformation
How have your educational and/or cultural life experiences impacted how you teach and lead others?	Knowledge	Appreciation of diversity, Empathy, Communication and connection, Helping students succeed	Cultural responsiveness and relevancy
What strategies/techniques/activities have you	Skills	Setting norms and establishing an atmosphere of value,	Collaboration and Connection

Question	Learning Outcome (Attitudes, Knowledge, Skills)	Codes	Category
Round 1 Theme: LEADERSHIP DEVELOPMENT			
incorporated or witnessed in any setting that have been successful with diverse cultures?		Being purposeful and promoting equity, Ongoing PD, empathy, Creating buy-in through building relationships, Communication (delivery and activities), Diversify the audience, Differentiation	
What type of professional development (PD)/training do you believe school and teacher leaders need to understand, reach, and provide opportunities for success of culturally and linguistically diverse students? What would this PD look like? How long would it last? (Knowledge)	Skills	Coursework in degree programs in cultural competence, equity PD, ongoing (holistic, consistent), real life application, community service work, institutionally framed (less threatening to start off), building relationships (acknowledging culture), communication techniques	Coaching proficiency

APPENDIX L

ROUND 2A CODING SUMMARY RESULTS

Round 2A Theme: Core Values			
Question	**Learning Outcome: Attitudes-Dispositions, Knowledge, Skills**	**Codes**	**Categories**
Please give your name and a brief introduction to your experience with cultural competence and cultural relevancy.	Attitudes-Dispositions	Grew up in diverse area (2), Operating in cross-cultural environments-being able to interact with others, understanding, and reflection (diverse friends and experiences) (5), Grew up in monolithic culture (4), Open to and understanding of diversity (need to understand where people are coming from) (4)	Transformational mindsets
What do you feel educators need to know when creating an inclusive educational environment for all students?	Knowledge	Building relationships (know the student) (4), Elevating the voice of the marginalized, Teacher reflection/willingness	Teacher capacity
What comes to mind when you think of professional development and what have been your experiences concerning professional development?	Knowledge	Teacher workday (not sure if PD is giving what is needed by staff), healing service oriented profession (personalizing the work for each student), lead out of the overflow of the heart-character and reflection	Personalization, character, and reflection

APPENDIX M

ROUND 2B CODING SUMMARY RESULTS

<table>
<tr><td colspan="4" align="center">Round 2B Theme: Communication and Connection</td></tr>
<tr>
<th>Question</th>
<th>Learning Goal: Attitudes-Dispositions, Knowledge, Skills</th>
<th>Codes</th>
<th>Categories</th>
</tr>
<tr>
<td>Please give your name and a brief introduction to your experience with cultural competence.</td>
<td>Attitudes-Dispositions</td>
<td>Code-switching, Isolation, Racism (geographical region), Mainstream media representations of "beauty", "In between cultures", Difference in curriculum (AA downstairs; White upstairs), Didn't notice until older/Don't know (i.e. hair, workplace, pregnancy) (4)</td>
<td>Degrees of awareness</td>
</tr>
<tr>
<td>What do you wish all teachers/principals/school personnel would have known about you that would have helped you holistically grow academically, socially, and emotionally?
What things did your teacher do (or not do) that would have helped to validate who you are culturally?</td>
<td>Attitudes-Dispositions</td>
<td>Learn parent background, See character, work ethic, not color, intersectionality of identity, need for balanced curriculum (2)</td>
<td>Building relationships and building knowledge of history</td>
</tr>
<tr>
<td>What are some ways that we can close the cultural gap between educational leaders, teachers, and students?</td>
<td>Attitudes-Dispositions</td>
<td>Balanced curriculum, Transformation of mindset of "older" generations</td>
<td>Social climate and Curriculum Transformation</td>
</tr>
<tr>
<td>Additional Question: How can you transform the mindset of a teacher who maybe never grew up around black kids or never had that experience or just grew up completely different – what are some things that you would suggest to help open your minds and to transform that?</td>
<td>Attitudes-Dispositions</td>
<td>Learn complete and true history of people of color, Anti-racism training, Real world application (cultural immersion)</td>
<td>Real-world education (complete history, strategic PD, real world application)</td>
</tr>
</table>

Round 2B Theme: Communication and Connection			
Question	**Learning Goal: Attitudes-Dispositions, Knowledge, Skills**	**Codes**	**Categories**
What type of professional development (PD)/training do you believe school and teacher leaders need to understand, reach, and provide opportunities for success of minority students? What would this PD look like? How long would it last?	Skills	Given resources that reflect accurate, complete history of people of color, Utilizing technology to learn history	Access and Utilization of resources
Think back on an experience in which you were involved or witnessed a cultural difference that created a barrier in communication between you and your teacher. Describe the experience.	Knowledge	Miscommunication (3), lack of empathy (3), challenging critical consciousness	Miscommunication
Are there any final comments/questions you would like to add?	N/A	N/A	N/A

APPENDIX N

CCIM DRAFT 1

Initial CCIM design represents a consecutive three-day training for teacher participants:

Module I: Transforming Attitudes and Beliefs (ATTITUDES)	
Professional Development Module Note: In all modules, various blended learning vehicles will be utilized (for future development and implementation): video scenarios, interviews, instructional images, online assessments.	
"KNOW THYSELF" (Saifer, Edwards, Ellis, Ko, & Stuczynski, 2011, p. 40) **OVERVIEW** Participants will experience an introspective journey of their own beliefs. This module begins with a personalized meeting with the one-on-one coach for the participant. A small group, collaborative PD will follow the individual meetings. Action steps will be provided for immediate implementation.	
AGENDA	
TIME	**ACTIVITY**
9-9:30am	Icebreaker/Recognizing our differences
9:30-10:30am	Culturally responsive classroom model introduction and demonstration
10:30-11:30am	Activity: Diversity Simulation
11:30-12:30pm	Lunch
12:30-3pm	Diversity Simulation Debrief Creation of Product: Group Collaboration *Participants will create a Cultural Classroom Plan

Icebreaker: Recognizing our differences: A privilege walk is done. In this activity, participants are lined up side by side. Statements are announced to the group. If the statement applies to a person's life and/or personal journey, they either step forward or step back. At the end of the statements, participants notice how some people may have moved significantly to the front or back of the line while others may remain at the same position; however, everyone has ended up in a similar destination in life (i.e. all are educators). Conversations and reflections follow. Some example questions from the privilege walk are listed below:

SAMPLE QUESTIONS

1. If your ancestors were forced to come to the USA not by choice, take one step back.

2. If you grew up in a household with servants (gardeners, housecleaning, etc.) take one step forward.

3. If you have ever been called names because of your race, class, ethnicity, gender, or sexual orientation, take one step back.

4. If your parents are educated professionals (doctors, lawyers, etc.) take one step forward.

5. If you have ever been followed in a store or accused of cheating or lying because of your race, ethnicity, gender or sexual orientation, take one step back.

6. If you went on regular family vacations, take one step forward.

Culturally responsive classroom model and demonstration: The concept of creating a cultural classroom plan is introduced and modeled for the participants. A sample plan is used as an example. The working parts of the plan are described and modeled for

participants. Sample parts of a cultural classroom plan include: 1. Diversity self-assessment, 2. Explicit, strategic instructional sample, 3. Interdisciplinary unit sample, 4. Instructional scaffolding sample, 5. Open-ended project sample, 6. Journal writing sample (Montgomery, 2001).

A question/answer session is available for participant clarification and further investigation.

Diversity Simulation: Participants are within a group and are given personalized packets which give a scenario which the participant will "embody". The packets include a specific scenario for a culturally diverse person. Sample resources (or lack thereof) are money, food stamps, insurance, vouchers, etc. According to the packet, the participant attempts to acquire or maintain everyday necessities while facing life situations often experienced by diverse families within our mainstream culture. Stations are located throughout the professional development training area. Sample stations include banking services, social services, transportation, automobile services, groceries/food stamps, etc. Personalized cards designate the specific resources of that family, and the individual must navigate through the stations and access or maintain resources for their family. Sample scenarios may include a Hispanic family who speaks limited English attempting to open a bank account, or an African-American businessman attempting to get a business loan, etc.

Creation of Product/Group Collaboration: Participants reflect on their experiences during the diversity simulation. After reflection, participants collaboratively create their own classroom cultural plans using the previously discussed model as a guide.

MODULE II: Demonstrating Cultural Relevance in the Classroom (KNOWLEDGE)
Professional Development Module Note: In all modules, various blended learning vehicles will be utilized (for future development and implementation): video scenarios, interviews, instructional images, online assessments.

"HOW to provide culturally relevant instruction" OVERVIEW Participants will learn relevant research and gain applicable tools for implementing culturally relevant instruction. Small, collaborative groups, simulations, role plays, and question/answer sessions will be infused in this phase. Action steps will be provided for immediate implementation.

MODULE II ACTIVITIES	
TIME	**ACTIVITY**
9-9:30am	Reflection from previous day (tie-in) . . . product sharing
9:30-10:30am	Unit Plan Modeling: Mathematics/Science Sample
10:30-11:30am	Panel Discussion: Culture within Content
11:30-12:30pm	Lunch
12:30-3:00pm	Creation of Product: Group Collaboration *Teachers will create a Unit Plan integrating Cultural Plan from previous day

Reflection/Product sharing: Participants discuss their classroom cultural plans from the previous day as well as reflect on the process. A math/ science sample unit plan is modeled. Participants are taken through a detailed process involved in creation of a culturally relevant unit plan. The creation of the classroom cultural plan from the previous day is used as a guide to design the unit plan.

Panel Discussion: A panel of administrators, teachers, parents, students, and community members are part of a panel discussion which involves a real-world perspective and experience of the culturally relevant experience needed for student, school, and community growth. Participants have an opportunity to listen, ask questions, and network with panel guests.

Creation of Product/Group Collaboration: Participants collaboratively create their own culturally relevant unit plans.

MODULE III: Working on the Work (SKILLS)
Professional Development Module Note: In all modules, various blended learning vehicles will be utilized (for future development and implementation): video scenarios, interviews, instructional images, online assessments.
"HOW to provide standards-based instruction in a culturally relevant paradigm" **OVERVIEW** Phase III is differentiated for teacher participants. Participants (based on science or math focus) will learn strategies for lesson planning, formative and summative assessments,

and real-world examples to create rigorous, relevant instruction. Action steps will be
provided for immediate implementation.

MODULE III ACTIVITIES	
TIME	**ACTIVITY**
9-9:30am	Reflection from previous day (tie-in) . . . product sharing
9:30-10:30am	Lesson Plan Modeling: Standards-based, culturally relevant math/science lesson plan sample
10:30-11:30am	Carousel Brainstorming: Instructional Strategies
11:30-12:30pm	Lunch
12:30-3pm	Creation of Product: Group collaboration *Teachers will create standards-based lesson plans within their Unit Plan (from previous day). The Cultural Classroom Plan from Day 1 will "house" the unit and lesson plans becoming a working document.
3-3:30pm	Bringing it all together

Reflection/Product sharing: Participants discuss their unit plans from the previous day

as well as reflect on the process.

Lesson Plan Modeling: Participants are guided into lesson planning which derives from

the creation of the previous day's unit plans. Participants review the components required

for a rigorous, relevant lesson grounded in cultural relevancy. Gleaning the information

from the previous day pertaining to unit lesson planning, participants utilize the strategies

taught to create a culturally relevant, standards-based lesson. A sample science/math,

standards-based lesson is created and modeled. The lesson includes a content-specific

math/science standard within a culturally relevant framework. Reflection of the

participants occurs considering the thought process involved in developing the lesson.

Carousel Brainstorming: Participants complete a carousel brainstorming activity. Multiple posters will be placed on the walls (including hallways if needed). A sample poster is listed below: Each poster has a specific instructional strategy listed. In addition, the same common core/essential standards objective is listed. The sample below contains an objective with the 2.1 Biology Essential Standard: **Bio.2.1 Analyze the interdependence of living organisms within their environments** (Common Core Standards Initiative, 2015). Rotating the PD area, participants add specific, standards-based culturally relevant activities to each poster. At the conclusion of the activity, participants reflect on the process. All information is shared electronically with all participants.

Instructional Strategy: Identifying similarities and differences
Bio.2.1 Analyze the interdependence of living organisms within their environments. Bio 2.1.3 Explain various ways organisms interact with each other (including predation, competition, parasitism, mutualism) and with their environments resulting in stability within ecosystems.
Culturally Relevant, Standards-based activities for the objective using the instructional strategy listed above:
Sample response from participants: -Students will develop a scenario which involves forms of communication and territorial defense. They will compare the animal behaviors to similar behaviors they have seen through real-world experiences in their specific cultures.

Additional instructional strategies on posters include: summarizing and note taking, reinforcing effort and providing recognition, writing to learn, nonlinguistic representations, cooperative learning, Bloom's questioning techniques, assessing and

addressing Gardner's multiple intelligences, three-minute pause, KWL (Know, Want to know, Learn), think-alouds, etc.

APPENDIX O

CCIM DRAFT 2

Module I: Know Thyself

Module II: Celebrating Difference

Module III: Working on the Work

NOTE: My CCIM design accommodates a group of no more than ten (10) participants in one school. However, the design lends itself to multiple schools implementing the design simultaneously. In all modules, various blended learning vehicles are utilized (for future development and implementation): video scenarios, interviews, instructional images, online assessments.

Module I: Know Thyself Time Frame: 4 months
"Transforming Attitudes and Beliefs" **MONTH 1**: Participants will experience an introspective journey of their own beliefs. Month 1 entails a comprehensive weekly training which involves a 30 day "kick-off" with personalized trainings for district employees, parents/families, and community members. All stakeholder groups represent a total school community. **MONTHS 2-4**: Participates begin weekly work with a cultural competence coach (for each school) to explore one's self and inner belief system (individually and collectively). The coach begins equipping participants with the knowledge, skills, and

attitudes needed to provide an equitable, inclusive, flexible learning environment for all students.

PRODUCT: Participants will complete a Diversity Self-Assessment and work collaboratively to develop a Needs Assessment for the school as well as an action plan to address each need.

MODULE II: Celebrating Difference
Time Frame: 3 months

"Creating and implementing a culturally relevant environment"

MONTHS 5-7: In this module, participants will learn relevant strategies and gain applicable tools for creating an educational environment that is inclusive and representative of all diverse student groups/families in the school. All Needs Assessments (developed in previous module) will be revisited. This module includes community service work along with bringing the community into the schools.

Community Service Work: Each participant will be involved in ongoing community service work within the student communities in order to fully engage school communities. Some examples are to engage local residents in nursing homes, homeless shelters, day care centers, hospitals, community agencies (pregnancy support, special needs, mental health), etc.

Communities in Schools: Each participant group will adopt a "Communities in Schools" concept which focuses on engaging community agencies and organizations to provide a strong presence within the school and within the respective agency. The "Communities in Schools" plan will address student/community needs as well as future plans for development.

PRODUCT: Participants will create a comprehensive Cultural Plan representative of their stakeholders. The Cultural Plan will comprise of the previously developed Needs Analysis (and action plan), culturally relevant school-wide and classroom instructional strategies, and strategies to create inclusive, flexible learning environment.

MODULE III: Working on the Work
Time Frame: 3 months

"**Creating/Providing standards-based instruction (through expeditionary learning) in a culturally relevant paradigm"**
NOTE: Expeditionary Learning involves academically rigorous learning explorations, fieldwork, service learning, projects, case studies which inspire students to think and work as professionals, applying skills and knowledge beyond the classroom.

MONTH 8-10: Participants will utilize the knowledge, skills, and attitudes learned in the previous modules to learn strategies for implementing a culturally diverse

curriculum involving lesson planning (with a focus on student engagement), formative

and summative assessments, and real-world examples to create rigorous, relevant

instruction. Action steps will be provided for immediate implementation.

PRODUCT: Participants will leave the PD with a completed culturally relevant

interdisciplinary unit as well as action steps for implementation

APPENDIX P

CCIM DRAFT 3

NOTE: In all modules, various blended learning vehicles are utilized (for future

development and implementation): video scenarios, interviews, instructional images,

online assessments.

Module I: "Know Thyself" Tune Frame: 4 months (June-September)

"Transforming Attitudes and Beliefs"

MONTH 1: Participants will experience an introspective journey of their own beliefs.

Month 1 entails a comprehensive weekly training which involves a 30 day "kick-off"

with personalized trainings for district employees, parents/families, and community

members. All stakeholder groups (including political presence) represent a total school

community. Weekly trainings, facilitated by a Cultural Coach, involve 1.5 hours of

cultural work per week for 4 weeks.

MONTHS 2-4: Participants begin weekly work with a Cultural Coach (one coach per

school) to explore one's self and inner belief system (individually and collectively).

Weekly "cultural work" involves investigating one's own beliefs, exploring the

intricacies and complexities of cultures, and learning pertinent communication skills

and understanding needed to engage others of a different culture (involving belief

system, lifestyle, etc.). The Cultural Coach begins equipping participants with the

knowledge, skills, and attitudes needed to provide an equitable, inclusive, flexible

learning environment for all students AND staff. The Cultural Coach will work with

individuals individually and collectively based on participants' individualized needs.

All Cultural Coaches will be obtained through outside educational services

organizations specializing in cultural transformation.

PRODUCT: Participants will work collaboratively to develop a Needs Assessment for

the school as well as an action plan to address each need. Participants will have an

opportunity to survey and build relationships with students before developing the Needs

Assessment. The student survey data will become a part of the Needs Assessment.

REFLECTION: Participants will compare and contrast participant and student cultures

in order to identify the differences and strategies to bridge the differences and AFFIRM

diverse student, family, and community cultures from the educators who serve them.

Participants, through survey data and the total school community involvement, will

develop strategies to get to know the students that they serve.

Sample Reflective Questions for Participants: What are the family dynamics of the

students you serve? What are the socioeconomic statuses of the students that you serve?

What are the demographics? What are your students' interests? What is the preferred

learning style of your students? Do your instructional strategies align with your students'

interests and preferred learning styles? Do your classroom procedures align with the

cultural values of your students?

EVALUATION: Participants will answer the following questions: 1. What are some

successes and/or strengths you gained/learned from this Module? 2. What are some

specifics that should be added or replaced in this Module in order to make a maximum

impact?

| Module II: "Celebrating Difference" |
| Time Frame: 4 months (October-January) |

"Creating and implementing a culturally relevant environment"

MONTHS 5-8: In this module, participants will learn relevant strategies and gain

applicable tools for creating an educational environment that is inclusive and

representative of all diverse student groups/families in the school. All Needs Assessments

(developed in previous module) will be revisited. This module includes community

service work along with bringing the community into the schools.

Community Service Work: Each participant will be involved in ongoing community

service work within the student communities in order to fully engage school

communities. Some examples are to engage local residents in nursing homes, homeless

shelters, day care centers, hospitals, community agencies (pregnancy support, special

needs, mental health), etc.

Communities in Schools: Each participant group will adopt a "Communities in Schools"

concept (including Corporate Sponsors) which focuses on engaging community agencies

and organizations to provide a strong presence within the school and within the

respective agency. The "Communities in Schools" plan will address student/community

needs as well as future plans for development. Identified community "cultural leaders"

will be solicited for engagement to create additional buy-in.

PRODUCT: Participants will create a comprehensive Cultural Plan representative of their stakeholders. The Cultural Plan will comprise of the previously developed Needs Analysis (and action plan), Diversity Self-Assessment, culturally relevant school-wide and classroom instructional strategies, and strategies to create an inclusive, flexible learning environment.

REFLECTION: This module will be measured through the level of community engagement/involvement, i.e. presence within the school and community, that is fostered through the community service work. Participants will compare the level of previous community engagement of the school with the level of engagement after the community service engagement work was implemented.

EVALUATION: Participants will answer the following questions: 1. What are some successes and/or strengths you gained/learned from this Module? 2. What are some specifics that should be added or replaced in this Module to make a maximum impact?

Module III: "Working on the Work" Time Frame: 4 months (February-May)

"**Creating/Providing standards-based instruction (through expeditionary learning) in a culturally relevant paradigm**"

NOTE: Expeditionary Learning involves academically rigorous learning explorations, fieldwork, service learning, projects, case studies which inspire students to think and work as professionals, applying skills and knowledge beyond the classroom.

MONTH 9-12: Participants will utilize the knowledge, skills, and attitudes learned in the previous modules to learn strategies for implementing a culturally diverse curriculum involving lesson planning (with a focus on student engagement), formative and summative assessments, and real-world examples to create rigorous, relevant instruction. Action steps will be provided for immediate implementation.

PRODUCT: Participants will leave the PD with a completed culturally relevant interdisciplinary unit as well as action steps for implementation

REFLECTION: Participants will measure the efficacy of their culturally relevant curriculum through student success. "Success" includes increased student engagement, increased formative and summative assessment data, improved attendance, decrease in discipline incidents, improvement in grades, increased parental involvement, etc.

EVALUATION: Participants will answer the following questions: 1. What are some successes and/or strengths you gained/learned from this Module? 2. What are some specifics that should be added or replaced in this Module to make a maximum impact? 3. What differences did you notice before and after you implemented this curriculum?