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Understanding and Assessing Expertise in Culturally Agile Pedagogies (CAPs)

By

Willie Charles Dunford, Jr.

A dissertation submitted in partial satisfaction of the

requirements for the degree of

Doctor of Education

in the

Graduate Division

of the

University of California, Berkeley

Committee in charge:

Professor Bernard R. Gifford, Chair

Professor Jabari Mahiri

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Summer 2018

UNDERSTANDING AND ASSESSING EXPERTISE IN  
CULTURALLY AGILE PEDAGOGIES (CAPs)

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By

Willie Charles Dunford, Jr.

## ABSTRACT

### Understanding and Assessing Expertise in Culturally Agile Pedagogies (CAPs)

By

Willie Charles Dunford, Jr.

Doctor of Education

University of California, Berkeley

Professor Bernard Gifford, Chair

This study surveys the knowledge base of culturally responsive instruction (i.e., culturally relevant, responsive, sustaining, revitalizing, and reality pedagogies) and consolidates them under the term Culturally Agile Pedagogies (CAPs). CAPs are defined as theories, principles, and methods of teaching that require the mutual understanding, valuing, and use of teachers' and students' linguistic and cultural identities to inform instruction and optimize learning. This study engages teachers who have been identified by their principals as exceptionally culturally responsive and helps those teachers reconcile their practice with empirically supported instructional strategies. This study uses culturally responsive instruction literature, a teacher questionnaire, lesson observations, and teacher interviews to develop and present a tool that might be used to identify and assess expertise in CAPs. This tool is the CAPs Practices Expertise Scale. The tool development process measures the teachers' shift from an intuitive sense of justice in teaching toward a more formal knowledge of CAPs practices. This new teacher learning is then applied to refine the tool so it more accurately describes observable instructional practices in the classroom.

## DEDICATION

This work is dedicated to my beloved wife, Misha, whose boundless devotion to our marriage and family has proven that she, without question, will truly “ride or die.” Words can never express the depth of my gratitude for the sacrifices you have made, the pain you have endured, the loneliness you felt, and the disproportionate household burdens you have carried. You have more than repaid the support I gave you during your years in law school (as if someone was keeping score) and it is my mission to restore the balance. This would not have been possible without you, and I thank you with every fiber of my being. I love you.

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Lastly, I dedicate this work to the rest of my family. I thank my parents, Willie and Floranne, who set examples of excellence in academics and in life throughout my formative years and early adulthood. You both taught me to have the courage to fight for what is right and to never, *ever* give up. I thank my siblings, Wade and Lauren, who have been unwavering sources of love and support their entire lives. I thank my grandparents, aunts, uncles, and cousins, who formed an unbreakable family network that shaped my identity and placed an indelible stamp on Jefferson Township, Ohio. You never let me forget who I am: Little Willie, Lil’ Chick, Bookworm, Cuzzo, Big Cuz -- it’s all good, and it’s all for y’all.

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## CHAPTER 1: DESIGN CHALLENGE

### Introduction

It has been well established that the U.S. public education system produces lower academic outcomes among its culturally and linguistically diverse students of color (Aronson & Laughter, 2016; Gay, 2010; Ladson-Billings, 2014; McCarty & Lee, 2014; Michener et al., 2013; Paris & Alim, 2014; Patterson, 2015; Powell et al., 2016; Schott Foundation, 2015). Although this issue has become a common topic of discussion in recent years, it is far from new (Banks, 1993). It is equally well documented, albeit less publicized (Vinovskis, 2015), that principles of our public education system dating back to the late 1700s are traceable to the intentionally inequitable Brahmanic caste system, in which schools were used to indoctrinate the lower castes (Reel & Block, 2011). Unequal student outcomes persist (Schott Foundation, 2015) despite major ethnic population and American cultural shifts during the period between the American Revolution and the Civil War (Liggio & Peden, 1978; Reel & Block, 2011) and despite significant countermeasures in research, movements, and legislation since the Civil Rights Era, beginning with school desegregation in 1954. Studies and related programs--A Nation at Risk in 1984, Goals 2000 in 1994, No Child Left Behind in 2001, and Race to the Top in 2009 (Vinovskis, 2015)-- call attention to the need to disrupt past trends and motivate high academic achievement representative of population demographics. This is underscored by the declining proportion of white students in U.S. public schools (NCES, 2016) and the “minority majority” projected nationally by 2044 (Frey, 2014).

Over the past hundred years, dozens of equity-focused instructional interventions have evolved in response to this issue. Research findings in this area consistently suggest the potential positive impact of implementation of theories such as Culturally-Relevant Pedagogy (Ladson-Billings, 1995), Culturally Responsive Pedagogy (Gay, 2010), Culturally Sustaining Pedagogy (Paris, 2012), Culturally Revitalizing Pedagogy (McCarty & Lee, 2014), and Reality Pedagogy (Emdin, 2016). This study refers to these pedagogical theories as Culturally Agile Pedagogies (CAPs), and broadly defines them as theories, principles, and methods of teaching that require the mutual understanding, valuing, and use of teachers’ and students’ linguistic and cultural identities to inform instruction and optimize learning.

Scholars believe such initiatives have the capacity to interrupt and reverse trends of disproportionality in student performance (Powell et al., 2015; Aronson & Laughter, 2016). In addition, many other researchers (e.g. Rodriguez et. al, 2004; Langlie, 2008; Caballero, 2010; and Bui & Fagan, 2013; Hammond, 2015) have made significant contributions to the field by identifying discrete practices built upon these theories. Despite the volumes of empirical evidence supporting these theories and practices as viable remedies to educational inequities, however, widespread success in their implementation has been elusive.

### *Culturally Agile Pedagogies (CAPs) Defined*

One of the field’s most celebrated scholars, Gloria Ladson-Billings (2014), has suggested that the popularity of and enthusiasm for the theories has contributed to misinterpretation and misapplication, helped cause the strategies to fall short of expectations, diminished confidence in the theories, and further exacerbated difficulties in implementation (pp. 81-82). Geneva Gay

(2010), another prominent scholar, points out the tremendous gap between theory and practice in the field. In her view, theory development has outpaced development in practice, and a wide gap exists between the two (in Banks, 1993, p. 3). Powell et al. (2016) assert, “Many scholars have espoused the use of culturally responsive instruction (CRI) for closing achievement gaps, yet there is a paucity of research on the effects of CRI on achievement outcomes and on the challenges in implementing culturally responsive practices” (p. 3). Identifying and operationalizing the key mechanisms of CAPs to address the gap between their theoretical promise and their practical underperformance is the basis for this study.

### ***Knowledge Base Areas***

The literature selected for this study covers the following three knowledge base areas:

1. Operationalizing Culturally Agile Pedagogies
2. Novice to Expert Theory
3. Organizational Culture Change

The first knowledge base area is comprised of eighteen sources and illustrates the origin, evolution, successes, failures, and future propositions for implementing CAPs in the U.S. education system. Two literature reviews--one by James Banks (1993) and the other by Brittany Aronson and Judson Laughter (2016), which includes thirty-eight separate empirical studies--chronicle the historical development, dimensions, and practices of CAPs in the United States from 1882 to the present. This knowledge base area also contains seven additional empirical studies by Rebecca Powell, Susan Cantrell, Victor Malo-Juvera, and Pamela Correll, (2016); Catherine Michener, Tesha Sengupta-Irving, C. Patrick Proctor, and Rebecca Silverman, (2015); Teresa McCarty and Tiffany Lee, (2014); Yvonne Bui and Yvette Fagan, (2013); Jay Andre R. Caballero, (2010); Mary L. Langlie, (2008); and James Rodriguez, Evangelina Bustamante Jones, Valerie Ooka Pang, and Cynthia D. Park, (2004). Completing this area are nine theoretical works by Christopher Emdin (2008, 2010, 2016); Orlando Patterson, (2015); Gloria Ladson-Billings (1992, 2014); Django Paris and H. Samy Alim (2014); Django Paris (2012); and Geneva Gay (2010).

The second knowledge base area explores the stages of expertise development and presents a pedagogical model of expertise development that can be applied to support educators at the classroom and administrative level. The work of eight authors was selected as representative of the literature in this area. The timeframe of the selected writings is 1991 to 2015 and includes one literature review by Quincy Elvira, Jeroen Imants, Ben Dankbaar, and Mien Segers (2015) of thirty-seven studies; while the remaining seven articles are empirical studies by Lucinda Lyon (2015); Peter Grainger and Lenore Adie (2014); Steven Wolf, Daniel Dougherty, and Gerd Kortemeyer (2012); Mark Windschitl, Jessica Thompson, and Melissa Braaten (2011); Collin Webster (2010); Patricia Benner (2004); and Stuart Dreyfus (2004). In addition to an examination of expertise in teaching, the combined literature explores expertise development in the fields of medicine, physics, law, geography, radiology, nursing, geography, therapy, biology, counseling, statistics mathematics, business, special education, and computer-aided design.

The third and final knowledge base area acknowledges and outlines the organizational culture change process as the initial action necessary in implementing innovative pedagogical practices. The work of eight authors was selected as representative of the literature on changing organizational culture. The timeframe of the selected writings in this focus area is 1991 to 2015 and include three chapters from Edgar Schein's *Organizational Culture Change* (4<sup>th</sup> Ed., 2010); two position papers by Andy Hargreaves (1991) and Hargreaves and Alma Harris (2015); and five empirical research articles by Christopher McMaster (2015); Chad Ellett, Kadir Demir, and Judith Monsaas (2014); Suellen Hogan and Leonard Coote (2014); Audrey Dentith, Elise Frattura, and Maria Kaylor (2013); and Cynthia Coburn, Jennifer Russell, Julia Kaufman, and Mary Kay Stein (2012).

This study argues that Culturally Agile Pedagogies (CAPs) present a viable opportunity to tap the academic potential of historically underperforming students of color and to make the U.S. education system-- currently middle-class, White, and culturally hegemonic--more equitable. The body of CAPs literature, however, lacks a consistent set of tools to operationalize them as universally applicable interventions. This study's analysis of research findings in the areas of novice to expert theory, CAPs, and organizational culture change has identified an underdeveloped body of metrics to classify school administrators' and teachers' degrees of CAPs expertise. With these newly developed metrics, CAPs could be operationalized as instructional and school climate interventions specifically designed for individual sites. The results of this study are expected to suggest that CAPs have reached a testable degree of operationalization with the completion of an implementation tool: the CAPs expertise scale. Future study is required to calibrate administrative support in the acceptance of CAPs philosophy and willingness to undergo the organizational culture change necessary for CAPs implementation. Full-scale implementation including teacher training, a CAPs teacher expertise classification system, school-site CAPs profiles, and the corresponding relationships between site CAPs profiles and student outcomes is dependent on sufficient organizational culture change.

## **Institutional Context: The Basis for CAPs Operationalization**

### ***Colonial American Era***

Since its infancy, the United States of America has sought to establish an educational system that would completely indoctrinate its populace with Protestant, Anglo-American ideologies in full service to the new republic. This occurred despite the fact the original, and then majority, inhabitants of the land were culturally diverse and fully opposed to assimilation, and it was also applied to non-English European settlers that continually joined the fledgling colonies. Early American seventeenth-century English Puritan groups known as the "Commonwealthmen" and "Levellers," along with James Harrington in his *The Commonwealth of Oceana* (1650), urged that free schools be opened for all youth between nine and fifteen years of age under the direction of the magistrates rather than parents for the future health of the state (Liggio & Peden, 1978). Generations later, other politically important figures like Andrew Bell, Thomas Jefferson, Benjamin Franklin, and Benjamin Rush, based on the psychological theories of John Locke, developed a system of common schools to maintain a cultural environment of their own choosing, even if it meant forcible removal of children from "foreign" cultural influences (Liggio & Peden, 1978; Reel & Block, 2011).

To justify the common-school design, Thomas Jefferson, Benjamin Franklin, and Benjamin Rush, all signers of the Declaration of Independence, expressed very clear views regarding the inferiority and therefore necessary subjugation of non-English peoples. While Jefferson thought that blacks were equal to whites in ability to remember things, he believed they were inferior to whites in reasoning power and "dull, tasteless and anomalous in imagination" (Liggio & Peden, p. 71). Although Jefferson carefully added that the question still required further scientific examination, he advanced "the suspicion" that blacks were inferior to whites in body and mind, a view that would increasingly take hold of the American imagination in the course of the nineteenth century (Liggio & Peden, p. 71).

In a pamphlet he wrote in 1755 to the American Philosophical Society, of which Thomas Jefferson and Benjamin Rush were members, Benjamin Franklin expressed his Anglo-Saxon racism, describing the majority of the world's population as "black," "tawny," or of "swarthy complexion," except for the Saxons "who with the English make up the principal body of white people on the face of the earth" (Liggio & Peden, p. 70). He concluded asking why America should:

. . . in the sight of superior beings darken its people? Why increase the sons of Africa by planting them in America where we have so fair an opportunity, by excluding all blacks and tawnys, of increasing the lovely red and white? (Liggio & Peden, p. 70)

In a plan submitted to the legislature of Pennsylvania in 1786, Benjamin Rush proposed the establishment of a statewide system of publicly supported free schools in each township; four "colleges," which would be located at Philadelphia, Carlisle, Lancaster, and Pittsburgh; and a state university to crown the system (Liggio & Peden, p. 71).

### ***Reconstruction to Present***

In 1879, nearly a century after Rush's proposal, Richard Henry Pratt, a former U.S. Army officer known for capturing and imprisoning Native Americans during the Indian Wars, established the Carlisle Indian Industrial School to educate indigenous American children in Carlisle, Pennsylvania. Pratt's ideal of acculturation fueled recruitment efforts and led educators to leave their positions at other schools to be part of the experiment to "tame the Wild Indian" (Emdin, 2016, p. 4). The approach to schooling at Carlisle was militaristic and authoritarian, and students were subjected to harsh punishments for practicing their native culture, which was considered primitive and inferior (Emdin, 2016, p. 4). Ultimately, this grand experiment in cultural assimilation ended in 1918. The Carlisle School was not without precedent, however, and would not have been possible without a short-lived U.S. government initiative that ended seven years prior to its founding.

In 1865, to support self-sufficiency of more than 3 million former slaves, the U.S. Congress established the Bureau of Refugees, Freedmen, and Abandoned Lands. Among other tasks, the Freedmen's Bureau, as it was popularly known, assisted benevolent societies in establishing hundreds of schools throughout former Confederate States, border states, and the District of Columbia (Fleishman et al., 2014). These commonly called "colored schools" included day schools for children, night schools and industrial institutes for young adults, and Sabbath schools for religious instruction (Wilson, 2010). Copious reporting by the Freedmen's

Bureau revealed that the teaching staff was 75 percent or more white (many of the recruits missionaries from northern states), and the students were almost all black except for one or two white students per school (Fleishman et. al., 2014). The schools were severely underfunded, black teachers were paid less than white teachers, and the average expenditure for black students was about one third less than for their white counterparts in other schools. Some persons opposed to the Freedmen's Bureau and the assistance provided to former slaves and their children exhibited their resentment by burning schools and intimidating the missionary teachers (Wilson, 2010). In 1867, after only two years of supporting the establishment of colored schools, the Freedmen's Bureau began the process of terminating its educational initiatives, and in 1872 the Bureau was closed (Fleishman et al., 2014). Nevertheless, the schools that survived were the predominant model of education for non-white and poor students for the next hundred years.

During the timeframe between the beginning of the American Civil War and the end of World War II, separate and unequal schools similar to the Carlisle School and the colored schools that inspired it were developing for children situated outside of the dominant middle-class Anglo-American cultural ideal. This tumultuous period was marked by Reconstruction, the domestic terror of the Ku Klux Klan, federally sanctioned Jim Crow segregation, the founding of the NAACP, the Great Depression, White flight, and the growing exclusivity of American suburbia. It took an additional decade after the U.S. Supreme Court's 1954 *Brown v. The Board of Education* ruling before any semblance of educational equity began to emerge (Southern Poverty Law Center, 2016; Reardon et. al., 2012). Desegregation efforts during the 1960s and 1970s significantly reduced the differences between black and white student achievement (Reardon et al., 2012), and this trend, coupled with the enactment of affirmative action laws and the Civil Rights Act of 1965, ushered in a new era of hope and optimism for U.S. minority groups and women (UC Irvine Office of Equal Opportunity and Diversity, 2016). Within the last twenty-five years, however, this progress has dramatically slowed with the steady trend toward resegregation.

Several U.S. Supreme Court cases in the early 1990s ruled that court-ordered desegregation was intended to be temporary, and local control was preferable when a district had made a good-faith effort to desegregate (Reardon et al., 2012). A major effect of resegregation and a detriment to educational equity is the increasing concentration of impoverished students within majority non-white schools and corresponding lowered educational achievement (Orfield and Yun, 1999). Today, nearly 400 years later, the amalgamation of the racist and oppressive ideologies that undergirded the free-magistrate schools, common schools, the Carlisle School, and Jim Crow-segregated schools remains manifest in the U.S. educational system, especially for low-income, rural, and urban public schools.

## **Study Context**

Similar to the results of teacher hiring practices for the magistrate schools, common schools, the Carlisle School, and Jim Crow-segregated schools, the demographic makeup of the teaching staff in US public schools in the twenty-first century is majority white (84 percent) and female (also 84 percent). These demographic figures remain true despite the fact that more than 50 percent of black and Hispanic teachers teach in urban settings in which most non-white students are enrolled (Feistritzer, p. 16). It has long been known that students recognize this



disparity: Early studies have indicated that young children are aware of racial differences, and as early as three years old, both African American and white nursery school children show a statistically significant preference for whites (Lasker, 1929; Minard, 1931; Horowitz, 1939; Clark & Clark, 1950; in Banks, 1993, p. 24). More recent studies on African American male students, which analyze school achievement, failure, resistance, accommodation, and reform, have illuminated the ways in which these students are alienated from the process of schooling because of incongruences between school culture and African American culture (Dhondy, 1974; Fine, 1991; Fordham, 1988, 1996; Fordham & Ogbu, 1986; MacLeod, 1987; Noguera, 2008; J. Ogbu, 1974; J. U. Ogbu, 1978; Solomon, 1992; in Allen, 2010, p. 125). Consequently, this disproportionately high ratio of white teachers to non-white students remains aligned with the seventeenth-century cultural assimilation model and continues to perpetuate a subliminal ideology of white cultural superiority.

Adding to the impact of the preponderant white faculty is the tendency for urban schools, typically low-income schools with high populations of non-white students, to have lower financial resources (Patterson, 2015, p. 554; Schott Foundation, 2015, p. 37; Caton, 2012, p. 1069; Orfield & Yun, 1999, p. 4; Smitherman, 1998, p. 140) and less qualified teachers (Caton, 2012, p. 1068; Feistritzer, 2011, pp. 16, 24, 35, 57) than their “non-urban school”, middle to upper income and predominantly white counterparts. In spite of the large U.S. compensatory education program, Title I, only nominal academic gains have been seen in schools where poverty is highly concentrated (Orfield & Yun, 1999, p. 4). These disparities are worsened by the resegregation trend currently separating neighborhoods and schools and increasing the likelihood that white students will be taught in classrooms alongside middle-class students while black and Latino students will languish next to impoverished students (Reardon, 2012, p. 899; Orfield & Yun, p. 4). Yet, the cultural mismatch described between middle-class white teachers and racial students of color, particularly those of lower socioeconomic status, is improperly defined along rather than economic lines.

### ***California SARC and Geospatial Data Analysis Justification for CAPs***

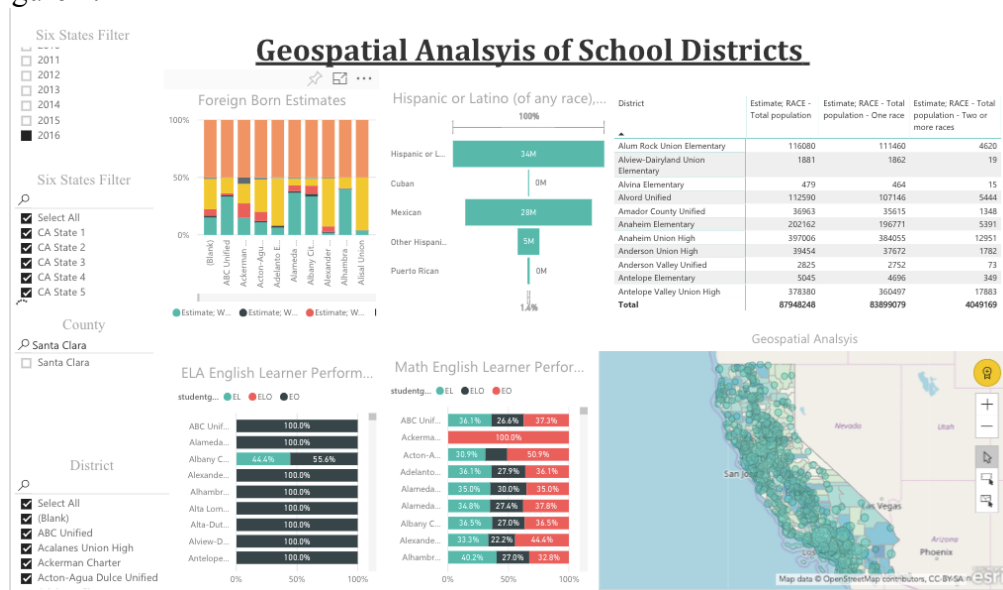
Culturally Agile Pedagogies (CAPs) are designed to create equitable learning environments for culturally and linguistically diverse students whose households are not fully aligned with dominant white middle-class American cultural norms traditionally espoused in schools. These students tend to be non-White and are disproportionately represented in the socioeconomically disadvantaged subgroup (CA Dept. of Education, 2018). According to the definition adopted by the California State Board of Education, the “socioeconomically disadvantaged subgroup” consists of students who meet either one of two criteria:

1. Neither of the student's parents has received a high school diploma.
2. The student is eligible for the free or reduced-price lunch program. (CDE, 2018)

These students consistently produce lower academic outcomes than their white counterparts (Schott Foundation, 2015), and data analysis further justifies the need for CAPs operationalization.

A database (Appendix A) has been synthesized from the U.S. Census Bureau's American Community Survey (ACS), the California Department of Education's School Accountability Report Card (SARC), and geospatial analyses of California school districts (Figure 1, Murphy, 2017). Based on 2014-2017 data, the database reveals trends between concentrations of socioeconomically disadvantaged students in California schools and their standardized test performance in mathematics according to race, ethnicity, and gender. The data were tabulated and arranged into deciles describing the percent populations of socioeconomically disadvantaged students in California schools ranging from <10 percent to 90-100 percent and the corresponding percentages of specific student subgroups meeting state proficiency standards in mathematics.

Figure 1.



Murphy, J. (2017)

The common comparison subgroup for this analysis is socioeconomically disadvantaged students whose percentage of students meeting state standards decreases as their population percentage increases (Figure 2).

SARC data from other student subgroups as defined by the U.S. Census Bureau and California Department of Education (CDE, 2018) include Asian (AS, Figure 3), White (WH, Figure 4), Hispanic/Latino (H/L, Figure 5), Limited English Proficient (LEP, Figure 6), and African American (AA, Figure 7). The graphs illustrate a consistent decrease in students of all subgroups meeting state proficiency standards as the percentage of socioeconomically disadvantaged students increases. This data shows that African American students represent the lowest percentage of students meeting state standards. Furthermore, African American student state standards proficiency percentages are lower than that of all socioeconomically disadvantaged students in every population decile.

Figure 2.

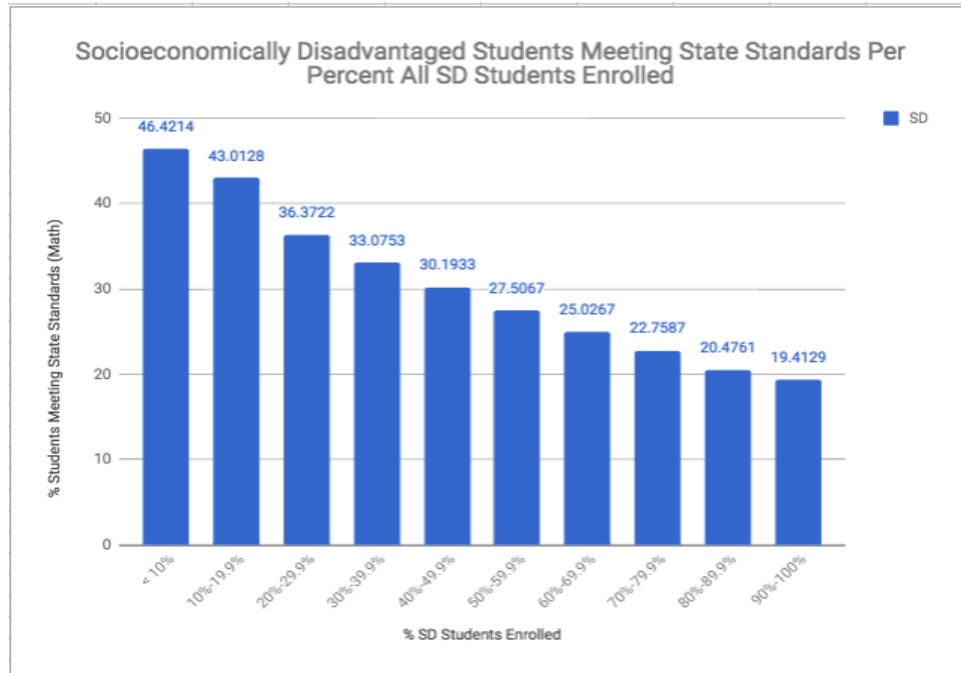


Figure 3.

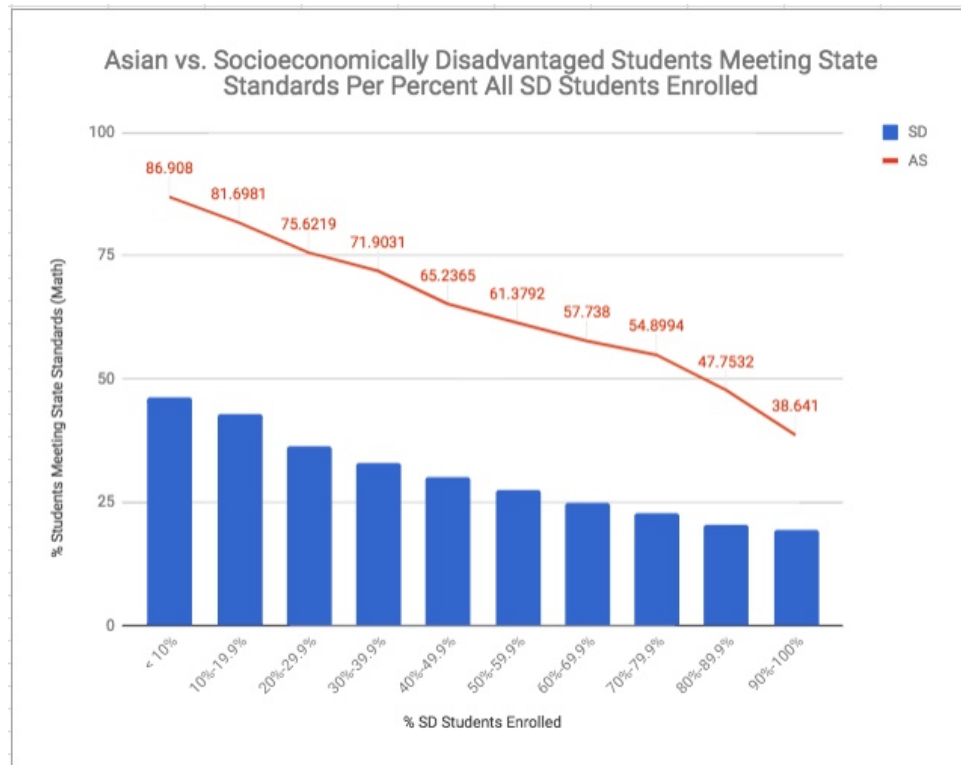


Figure 4.

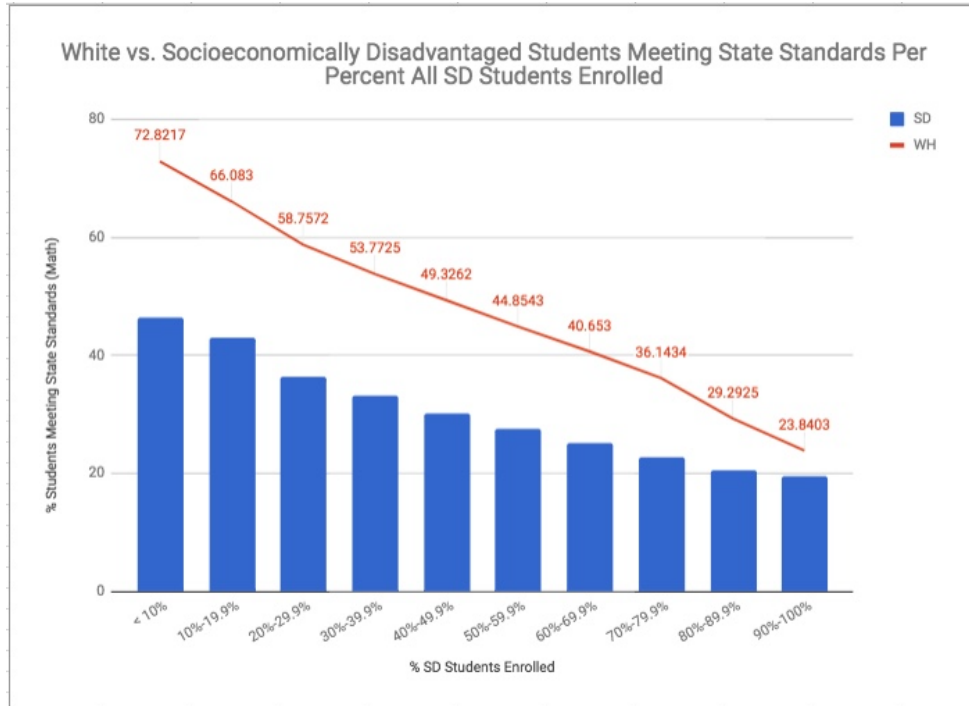


Figure 5.

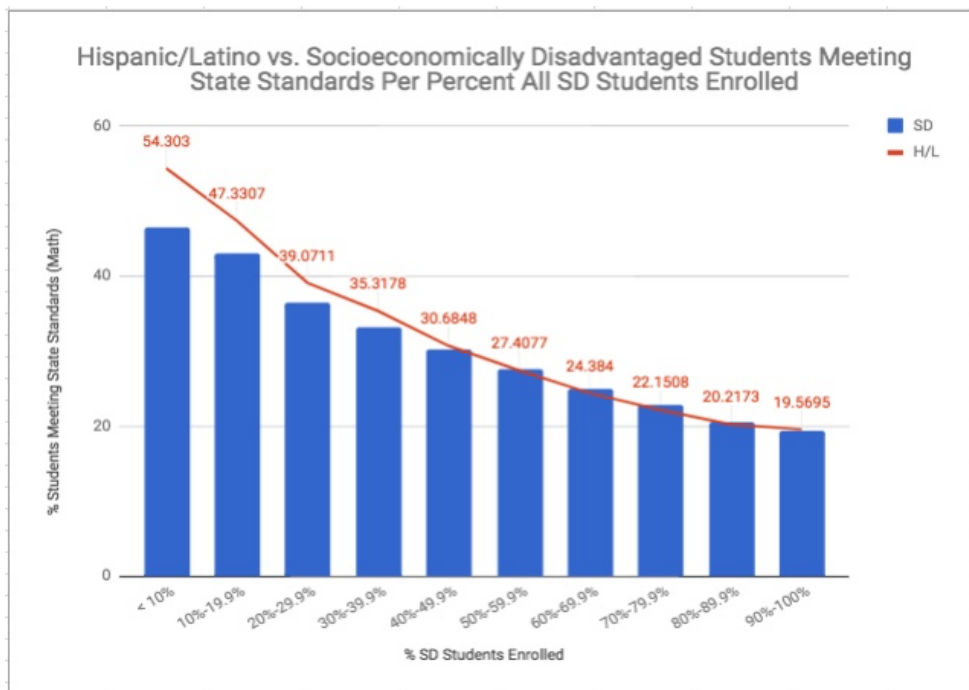


Figure 6.

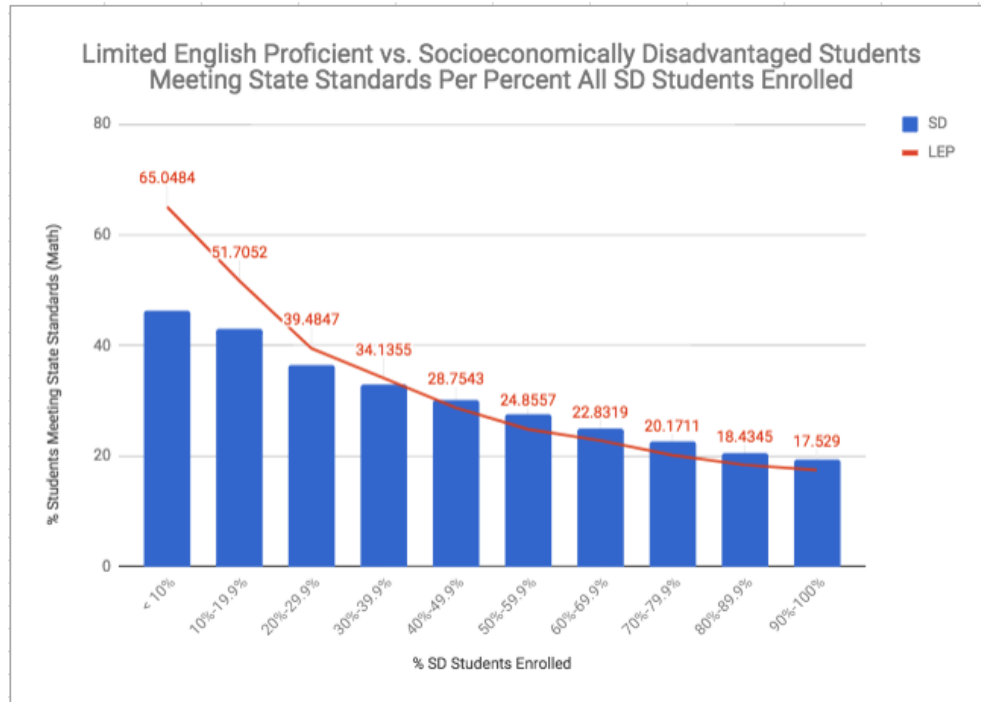
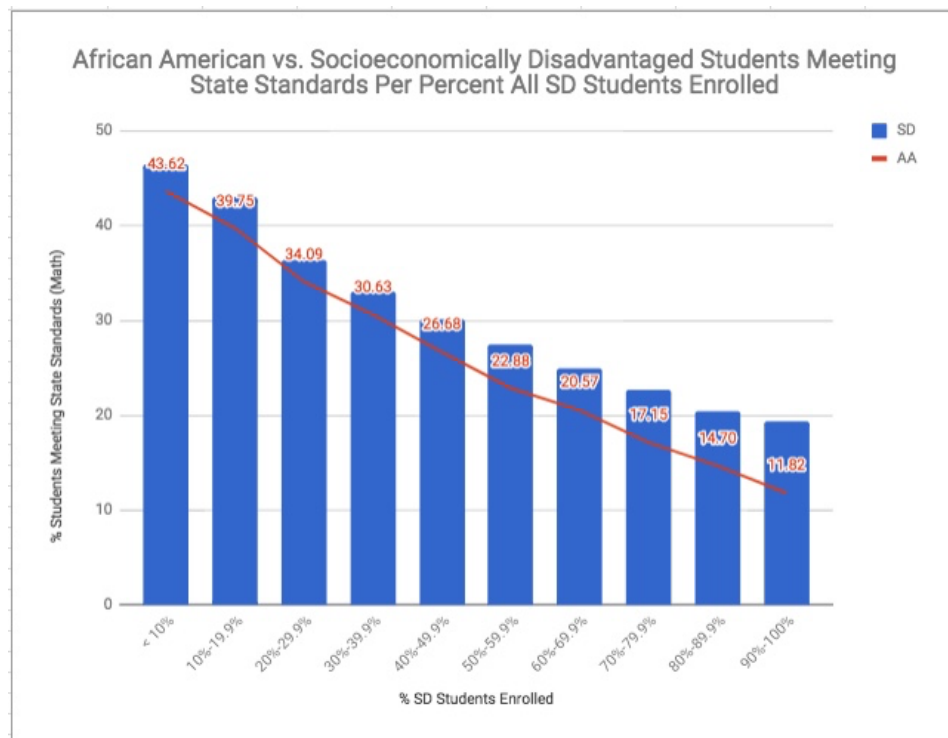


Figure 7.



Despite being the most current information available, the disparities described by this 2017 data are not new. These performance data remain consistent with figures collected by the U.S. Department of Education (ED) since it began keeping records in 1977 (ED, 2018). Quantitative and qualitative data of this kind have defined what is commonly referred to as the achievement gap for more than a century and further underscore the detriments of the cultural mismatch between a mostly white female teacher workforce and students of color. It is worth noting here that the term “achievement gap” is fraught with debate about its appropriateness when simply describing differences in academic performance as it often connotes far more complex notions about race, ethnicity, equity, and power (Boykin & Noguera, 2011; Gregory et al., 2010; Ladson-Billings, 2006; Perry, Steele, and Hilliard, 2004; Lee, 2004). The term will henceforth appear in quotation marks in acknowledgment of the ongoing debate.

### ***A Cultural Mismatch Beyond Race***

In the contemporary educational culture context, the term *white* transcends its racial connotations and also identifies a group that is associated with power and the use of power to disempower others (Emdin, 2016, p. 15). All teachers, regardless of their ethno cultural origins, have experienced a degree of success when they were students themselves within the “passive pedagogy” framework where meaning-making is done solely by the teacher or the textbook writers (Hanley & Noblit, 2009, p. 62). They were taught to be docile and complicit in their own miseducation, celebrated for being everything but who they were, and learned quickly to divorce themselves from their culture in order to be academically successful (Emdin, 2016, p. 13). These teachers, routinely presented as authorities on the rigors of college-degree attainment, hold their students to an academic standard based upon their shared schooling experiences. Teachers of color have been taught to manage the behaviors of students who look like them, despite knowing that their neoindigeneity requires their voices being heard and their ideas validated (Emdin, 2016, p. 43). Therefore, by virtue of this persistent educational framework, dominant culture indoctrination duties are not limited to white teachers but shared by instructional leaders of all ethnicities. Henceforth, this study will refer to teachers who engage in dominant-culture pedagogical practices, both white and non-white, as dominant-culture teachers.

While the disproportionately low number of teachers of color, combined with the lack of resources, lower teacher-skill levels, and academic underperformance in urban schools, has created an environment desperately in need of CAPs, the educational system remains ill equipped for their implementation. This is further amplified as even teachers of color become purveyors of dominant culture and experience difficulties similar to those of their white peers in relating to so-called “urban” youth of color. Here it is worth noting that the term *urban* with regard to youth of color is often a euphemism for African American, Latino, Asian, and Native American (ALANA) students (Hanley & Noblit, 2009, p. 4) living at or below the poverty level. This is a manifestation of the U.S. public educational system’s ideology of inequity built upon deficit thinking (Emdin, 2016, p. 9; Ladson-Billings, 2014, p. 78; Paris, 2012, p. 93; Ogbu, 2004, p. 11), low expectations (Ladson-Billings, 2014, p. 78; Ferguson, 2000, p. 86) and the “othering” of this population (Patterson, 2015, p. 354; Caton, 2012, p. 1066; Allen, 2010, p. 126). To avoid perpetuating this thought process, this study adopts Emdin’s (2016) terminology, *neoindigenous* (p. 8), which relates contemporary students’ experiences in assimilation to the similar, albeit more severe, experiences of students from indigenous cultures in the past. The term neoindigenous will herein refer to nondominant-culture students, not necessarily nonwhite, who

are often situated in low-income communities, both urban and rural, and identify with ethno cultural and social values different from those promoted by the school.

## **Design Challenge**

### ***CAPs Misinterpretation***

The challenges of CAPs implementation are linked to:

1. Persistent pedagogical practices that subjugate based upon ethno cultural biases.
2. The disproportionately high ratio of dominant-culture teachers to neoindigenous students.
3. The high concentration of neoindigenous students in low-income and under-resourced communities, schools, and districts, and
4. The lack of CAPs agency among teachers of color.

Sleeter and Grant (1987) noted the lack of consensus in the field and concluded that a focus on the education of people of color is the only common element among the many different definitions of multicultural education (Banks, 1993, p. 3). Through the early 1990s, many school and university practitioners had demonstrated a limited conception of CAPs, viewing them primarily as curriculum reform that involves changing or restructuring the curriculum to include content about ethnic groups, women, and other cultural groups (Banks, 1993, p. 4). This conception was widespread as curriculum reform was the main focus when the multicultural education movement first emerged in the 1960s and 1970s (Blassingame, 1972; Ford, 1973 in Banks p. 4) and because the multiculturalism discourse in the popular media focused on curriculum reform and largely ignored other dimensions and components (Gray, 1991; Leo, 1990; Schlesinger, 1990, 1991, in Banks p. 4). Examples include the obligatory annual observance of Black History Month and the trivialized “hip-hopification” of teacher lesson delivery, which often fails to acknowledge students’ authentic identification with the distinct and complex culture (Emdin, 2010, pp. 4-5; Prier, 2012, p. 166). These misconceptions remain prevalent today; Gloria Ladson-Billings (2014), in her observations of CAPs implementation including cooperative learning (Cohen, 1982) and culturally relevant pedagogy (Ladson-Billings, 1992), criticizes the current practice as a topical reduction to an “activity” to create a “change of pace” that distorts and corrupts CAPs central ideology (pp. 81-82).

Another example of CAPs misinterpretation is the African-American Vernacular English (AAVE), more popularly known as Ebonics, controversy. A 1997 resolution made by the Linguistic Society of America declared that Oakland Unified School District’s decision to recognize Ebonics as a language worthy of consideration in the teaching of Standard Academic English was “linguistically and pedagogically sound” (Weldon, 2000, p. 275). The media characterized this move as a threat to traditional education. As with cooperative learning and culturally relevant pedagogy, the foundational ideology of Ebonics was distorted as choice phrases from linguists’ research and interviews were extracted to support the mass media’s own, typically negative spin (Weldon, p. 275). The widespread mischaracterization of Ebonics as a would-be federally funded, distinct language course to be taught in schools helped form a

negative public opinion that could not be overcome and serves as further testament to the entrenched and debilitating nature of cultural bias.

Contributing to this bias are the actions of the aspiring “raceless” population of the neoindigenous community who, through their miseducation about dominant-culture schooling practices, seek to disaffiliate themselves from their indigeneity, echo the school’s dissatisfaction with their childrens’ counterculture behaviors (Fordham, 1988, p. 57), and reinforce their students’ feelings of academic inadequacy (Patterson, 2015, pp. 354, 506; Ogbu, 2004, pp. 5-6). Prejudices and misinformed notions against Ebonics are just as prevalent within the African American community as they are outside it (Weldon, 2000, p. 276). There is no officially recognized coalition of teachers, parents, and school administrators who share an understanding of CAPs and agree they are viable interventions to improve neoindigenous students’ performance. Furthermore, there is no consensus on an accurate and effective means of measuring CAPs expertise. For these reasons, it should not be surprising that CAPs implementation continues to fall short of expectations.



## CHAPTER 2: THE PROFESSIONAL KNOWLEDGE BASE

### Operationalizing Culturally Agile Pedagogies

This study describes the desired practice of CAPs implementation with examples of recent CAPs research and an analysis of the application of the expertise scale to improve practitioner performance. The combined literature reviews of James Banks (1993) and Brittany Aronson and Judson Laughter (2016) chronicle the historical development, dimensions, and practices of CAPs in the United States since 1882 and categorize them into six overlapping movements (also included is the most recent work by Christopher Emdin, (2008, 2010, 2016) that are:

1882–1937	Early Ethnic Studies (Williams, 1882; DuBois, 1896; Woodson, 1922; Bond, 1939)
1928–1960	Intergroup Education Movement (Wirth, 1928; Locke, 1942; Allport, 1952; Cook & Cook, 1954)
1947–1975	Ethnic Studies of Civil Rights Era (Franklin, 1947; DuBois, 1953; Davis, 1962; Carmichael & Hamilton, 1967; Jencks et al., 1972; Sizemore, 1972; Hilliard, 1974; Boyer, 1974)
1971–1992	Multicultural Education (Gay, 1971; Banks, 1973; Cortes, 1973; Forbes, 1973; Baker, 1977; Grant, 1978; Sue, 1981; Nieto, 1986).
1987–2011	Culturally Relevant and Responsive (Sleeter, 2012; Sleeter & Grant, 1987; Ladson-Billings, 1992, 1995, 2006, 2014; Gay, 2010).
2008–pres.	Culturally Pluralistic and Dynamic (Paris, 2009, 2011; Paris & Alim, 2014; McCarty & Lee, 2014; Emdin, 2008, 2010, 2016).

The presentation of this broad scope of research is intended to illustrate progress and allow for a degree of predictability and realistic expectations for the future. In an effort to present instructional philosophies and strategies applicable to contemporary schools and classrooms, this study will focus upon CAPs research conducted within the last ten years. These examples of desirable practice are represented by Paris (2009), Paris and Alim (2014), McCarty and Lee (2014), Powell et al. (2016), and Emdin (2007, 2008, 2010, 2016). The novice to expert research by Lyon (2015) and Windschitl et al. (2011) present an opportunity to apply the findings of improved practitioner performance in multiple fields to CAPs implementation.

Django Paris' (2012) Culturally Sustaining Pedagogy was developed in recognition of the need for a more progressive stance on teaching and learning in an increasingly pluralistic society (p. 95). Paris criticizes Ladson-Billings' (1992) culturally relevant pedagogy and Gay's (2010) revision of cultural responsive teaching for not explicitly supporting the linguistic and cultural dexterity and plurality necessary for student success and access in demographically changing U.S. and global schools and communities (p. 95). In a "loving critique forward" to respected CAPs torchbearers Ladson-Billings and Gay, Paris and Alim (2014) challenge schools to update their goals of teaching and learning with youth of color to explore, honor, extend, and

problematize their heritage and community practices (p. 86). Alim's concept of "ill-literacies" further challenges teachers to engage their students of color in critical analyses of lingua-cultural practices detrimental to classroom learning such as ostracism, exclusion, and lowered self-esteem (p. 92). Culturally Sustaining Pedagogy looks beyond the twenty-first century and compels innovative and pragmatic thinking to reverse edu-cultural colonization and venerate the cultures of students' of color, who in 2014 became the majority of students in U.S. public schools (NCES, 2016).

The term *culturally sustaining* requires that our pedagogies be more than responsive of or relevant to the cultural experiences and practices of young people – it requires that they support young people in sustaining the cultural and linguistic competence of their communities while simultaneously offering access to dominant cultural competence. Culturally Sustaining Pedagogy, then, has its explicit goal supporting multilingualism and multiculturalism in practice and perspective for students and teachers. That is, CSP seeks to perpetuate and foster—to sustain—linguistic, literate, and cultural pluralism as part of the democratic project of schooling. (p. 95)

In his ethnographic study on African American Language (AAL) in a San Francisco Bay Area high school, Paris (2009) calls attention to the AAL "language sharing" by students of multiple cultural backgrounds, including Latina/o, Samoan, and African American, as a demonstration of "interethnic unity" (p. 444). Paris entreats teachers to listen to, value, and utilize their students' heritage languages as resources to access academic curricula (p. 445). Paris uses the name South Vista High School in the pseudonymous city of South Vista, to disguise the identity of a working-class community of color in a major metropolitan area of the West Coast (p. 429). The city's population underwent a shift from majority African American in the early 1990s to majority Spanish-speaking/Latino by the year 2000. During the year of Paris' study, 17 percent of the students at South Vista High were African American, 10 percent were Pacific Islander, and 73 percent were Latino/a--mainly Mexican or Mexican American (p. 429). His research, however, did not include information on the total number of students or the total number and ethnic demographics of the faculty and staff.

The South Vista faculty and staff were receptive to Paris' (2009) research and granted him full access to student spaces before, during, and after school, including academic classes, athletics practices, and other school-sponsored activities and events. Paris was allowed to observe and interact with students during their free time in front of the school before classes began, and he regularly shared conversations with students as they walked home from school (p. 434). This degree of inclusion in the daily activities of the school indicates that trust was built between the researcher, the teachers, the athletics coaches, the parents, and the students. Paris' year-long presence in South Vista became so ordinary that he was able to observe and document genuine teacher-student and student-student interactions on a daily basis, including playful, off-task classroom behavior (p. 439).

While Paris (2009) described the South Vista teachers as "caring, dedicated, well-qualified, and generally receptive to difference," he noted that he was "saddened" to find there was "no mention that a grammar was happening across ethnicity inside and outside the classroom," (p. 444). This finding suggests that South Vista teachers, while well meaning, were either unaware of, unwilling to, or unable to deliver academic instruction by leveraging their

students' talents as language pluralists. Paris' research was focused mainly upon students' interpersonal relationships, culture, and language sharing; much less attention was given to the adults and the environment they worked to maintain. This lack of adult information is in stark contrast to the following research by Teresa McCarty and Tiffany Lee (2014).

Two ethnographic case studies of Native American learners in New Mexico and Arizona by McCarty and Lee (2014) build upon Paris and Alim's culturally sustaining pedagogy (CSP) with theories and practices intended to identify, recover, reclaim, and "revitalize" the cultural values and traditions of indigenous communities. This additional revitalizing component expands the CSP acronym to Culturally Sustaining/Revitalizing Pedagogy (CSRP) as an approach designed to address the sociohistorical and contemporary contexts of Native American schooling (McCarty & Lee, 2014, p. 103). Like Paris and Alim, McCarty and Lee view indigenous language and culture as invaluable resources (p. 105) to be revered and drawn upon by CSRP teachers in daily instruction. CSRP schools develop a mission of core values to include respect, responsibility, community service, culture, perseverance, and reflection (p. 108), and the demonstration of these core values becomes part of the regular school routine. The school mission's core values are promoted through staff and student recognitions during the community-invited morning linguistic and cultural heritage rituals held once weekly (p. 109), further empowering the school and community to reclaim what has been disrupted and displaced by colonization (p. 103).

McCarty and Lee (2014) conducted ethnographic case studies at two schools with majority Native American teacher and Native American student populations, the Native American Community Academy (NACA) and Puente de Hózhó (PdH). Given that only 1.7 percent of the U.S. population self-identifies as Native American or Alaska Native, nearly 90 percent of Native American students attend public schools, and in more than half of these schools, Native students constitute less than a quarter of total school enrollments (p. 104). Majority Native schools like NACA and PdH are exceedingly rare. Furthermore, public and often off-reservation schools are much less likely to have Native American teachers or teachers with indigenous cultural competency (p. 104).

NACA is a state-funded public charter school serving middle and high school students in Albuquerque, New Mexico, a city of approximately 500,000 in a state that is home to twenty-two sovereign Native American nations (McCarty & Lee, 2014, p. 107). NACA students come from sixty different Native nations and sixteen various non-Native ethnic and racial backgrounds. NACA serves approximately four hundred students in Grades 6 to 12, and ninety-five percent of the student body identifies as Native American (p. 107). NACA's mission is to provide a holistic or well-rounded education focused on "strengthening communities by developing strong leaders who are academically prepared, secure in their identity and healthy" (NACA, 2012a). The school's wellness emphasis follows indigenous educational philosophies of holistic attention to students' intellectual, physical, emotional, and social development within a community and cultural context (p. 108).

NACA teachers and staff have identified core values related to the mission—respect, responsibility, community/service, culture, perseverance, and reflection—and expressed an expectation that students and staff will display behavior and attitudes that represent each core value. A weekly morning ritual draws on Native songs and communal gathering practices to

incorporate this custom into the school (McCarty & Lee, 2014, p. 108). Strong Native language and culture programs at NACA are highly associated with ameliorating persistent educational inequities between Native students and their non-Native peers by enhancing education relevancy, family and community involvement, and cultural identity (p. 109). At NACA, teaching native languages is associated with creating a sense of belonging for students—a way to strengthen their cultural identities, pride, and knowledge of the cultural protocols associated with their heritage (p. 110).

Puente de Hózhó (PdH) is a public magnet school located in Flagstaff, Arizona, a city of modest size near the western border of the Navajo Nation, and serves approximately 450 Native and non-Native students in Grades K to 5 (McCarty & Lee, 2014, p. 111). Twenty-six percent of PdH students are Native American (primarily Navajo), and twenty-one percent are Latino/a (p. 112). PdH explicitly aims to provide a multilingual, multicultural alternative to state-level monolingual, monocultural policies. The name Puente de Hózhó signals the school's vision to connect and valorize the three predominant ethnic and linguistic groups of the local community—Spanish and Mexican American traditions, Navajo (Diné) language and culture, and English and Anglo American traditions. (p. 112).

Virtually all of the Native students at PdH spoke English as their primary language and were enrolled in one of two programs: a conventional Spanish-English dual-language program for native English- and native Spanish-speaking students or a Navajo immersion program for English-dominant Native American students (McCarty & Lee, 2014, p. 113). PdH's goal has been to develop an instructional program that “harmonizes without homogenizing”—a school “where each child's language and culture [are] regarded not as a problem to be solved but as an indispensable resource, the very heart and soul of the school itself” (p. 113). All five Diné teachers at PdH had experienced the forced severing of their heritage language in their own schooling, shared a “critical decolonizing stance,” and spoke of their practice as a reversal of past pedagogic practices, including their own (p. 115). By offering two distinct but organizationally integrated bilingual education programs, PdH administrators and teachers made themselves accountable to the linguistically and culturally diverse community they served (p. 116).

In the CSRP classrooms studied by McCarty and Lee (2014), native languages are taught in dual language and immersion programs using teacher/mentor, co-teaching, and situational teaching models requiring verb use and physical responses (pp. 109-110). All CSRP teachers share personal experiences of forced edu-cultural assimilation, adopt a critical decolonizing stance (p. 115), and encourage cultural identity through family and community involvement (p. 109). McCarty and Lee's research finds that solidarity between the CSRP teachers and the indigenous community is vitally important to the school's success and suggests that similar approaches be adopted in educational settings seeking to practice culturally sustaining and revitalizing instruction.

Another example of desirable practice comes from the research findings of Christopher Emdin (2016) and his description of Reality Pedagogy. Like the aforementioned theorists, Emdin pays homage to CAPs pioneers and extends their work to provide educators with a mechanism for developing approaches to teaching that meet the specific needs of their students (p. 30). Emdin (2008), a former science teacher, originally referred to this mechanism as “The Three C's

for Urban Science Education”: cogenerative dialogues, co-teaching, and cosmopolitanism (Emdin, 2008, p. 773). Emdin (2016) later expanded them to “The Seven C’s of Reality Pedagogy” adding context, content, competition, and curation (p. 60). While the last four C’s contain key elements of reality pedagogy, the foundational theory resides within the original three and will be elaborated upon to complete this section.

Cogenerative dialogues, or “cogens” as Emdin (2008) calls them, has to do with the expansion of roles, the new look at the classroom, and the call for developing connections between students and the curriculum (p. 773). In cogens, teachers invite students to discuss something that they all know about — their thoughts about the classroom. The invitation is extended as part of the teachers’ concern for the students. It is not a requirement, a punishment, or a plea for help. It is a call for the students to share their opinions and expertise in a joint effort to understand (p. 774).

Reality pedagogues facilitate these entirely voluntary cogens with three to four students of diverse gender and culture identities outside of the regular classroom time, weekly, usually before school, after school, or during lunch (Emdin, 2008, p. 774; 2016, p. 67). During these dialogues, students’ perspectives about the subject, their inherent motivation to succeed in the discipline, their issues with certain topics, the ineffective ways they have been taught, and various other issues within the classroom are examined (2008, p. 774). The entire group decides upon a single issue that is deemed most pressing, and each participant decides upon a plan of action that he or she will enact in the classroom to address the issue (2008, p. 774). Both the classroom lessons and cogens are video-recorded and reviewed by the cogen to facilitate accuracy of the discussions and recommendations (2008, p. 774; 2016, p. 77). Several cogens occur with the same group of students until the practice is ritualized, at which point original students exit the cogen and other students enter (2016, p. 76). After several cycles have been completed, the classroom dynamics have been transformed from traditional cliques based on student similarities to student networks built upon learning connections (2016, p. 80).

Once the classroom has become fully engaged in the cogenerative dialogue process, the second stage of reality pedagogy can commence. Emdin (2016) argues the optimal way for youth language and experience to be used as a teaching tool involves having the students do the teaching (p. 84). Emdin (2008) states:

The second of the three C’s concerns the shared role of teacher and student as coteachers and is implemented, not surprisingly, through a process dubbed Coteaching. This tool allows students to learn (the subject matter) and then teach it and teachers to learn about student culture and then use what they learn. (p. 773)

Reality pedagogues view neoindigenous youth as partners to be officially charged with the delivery of content and to be seen, named, and treated as fellow teachers or coteachers (Emdin, 2016, p. 84). Emdin (2016) divides six steps of coteaching implementation into three categories listed below:

#### Preparation

1. Introduce coteaching during a cogen session to students who have already gone through a three-cogen cycle. (p. 93)

2. Select volunteer(s) to be coteachers for an upcoming classroom lesson. Provide these students with the topic they will be coteaching and ask them to bring with them to the next cogen meeting the resources and teaching materials they will use to teach the lesson. (p. 93)

#### Introduction

3. Utilize the next cogen meeting to coplan a lesson with the students who will be coteaching. (p. 94)
4. Assign coteachers a homework project in which they are asked to enhance the lesson that was begun in the cogen, and provide them the tools, feedback, and reinforcement to further develop the lesson. (p. 95)

#### Incorporation

5. Immediately prior to the students' teaching the lesson, perform a quick review of the students' lesson plan to ensure that content is accurate. (p. 96)
6. After the lesson, provide direct feedback to the coteacher(s). (p. 98)

Coteaching, done properly, creates an entirely new communal classroom in which teachers and students are deeply invested in the emotional and academic well-being of the classroom community. In this model, both youth and adults exhibit the courage to express their lack of understanding or dissatisfaction with the way content is being taught and a willingness to support their *peers* (Emdin, 2016, p. 102) – the term *peer* being used with a fluidity disregarding age.

The third foundational component of reality pedagogy and final example of desirable practice is cosmopolitanism. Emdin (2008) elucidates:

Cosmopolitanism refers to the idea that, despite their evident differences, humans share an ethical responsibility for one another. In urban education, it requires that both students and teachers take responsibility for teaching one another what they do not know--about (the content), teaching (the content), and (about) each other. (p. 773)

Dependent upon the same philosophical stance as cogens and coteaching, cosmopolitanism requires a retooling of the power differentials in the classroom so that all the students can be a part of the (academic content) and of the process of teaching and learning (Emdin, 2008, p. 775). While dominant-culture teachers define smartness according to their own sociocultural views and reward the select few neoindigenous students who perform in alignment with their teachers' vision; the cosmopolitan classroom is the polar opposite. "Cosmopolitanism pushes educators away from separating students out based on preconceived notions of what 'smart' looks like, and toward teaching as a community practice where . . . every student shapes what the norm is" (Emdin, 2016, p. 112). The goal of cosmopolitanism is to create and maintain a classroom environment free of pretense and anxiety, similar to the feeling experienced at the end of the school year when dominant-culture teachers' pacing guides of scripted instruction have been completed, and they begin to speak to their students "like they are people, and even ask their opinions about what the class should do in terms of field trips and end-of-year celebrations" (Emdin, 2016, p. 113).

Four practical tools for implementing cosmopolitanism are listed within two stages: Developing a Cosmopolitan Ethos and Building the Classroom Family:

### Developing a Cosmopolitan Ethos

1. Speaking the students' language – consistent use of language rooted in the neoindigenous culture – is used to support and reinforce the notion of a shared community (p. 113).
2. Distributed teaching: The “cosmo duo” – high-performing and lower-performing students – partner publicly and create learning plans of action; both students earn extra points equal to the increased proficiency of the lower-performing student (pp. 116–121).

### Building the Classroom Family

3. Welcoming neoindigenous forms of communication are created: The class constructs The Handshake, which is shared when evidence of learning emerges during instruction (pp. 126-128).
4. To fostering family, the class chooses The Classroom Name and develops a mantra/slogan identifying them by academic content and learning goals (p. 128).

Similar to Paris and Alim (2014) and McCarty and Lee (2014), Emdin (2016) characterizes reality pedagogues as having a genuine concern for their students' academic, psychological, and emotional well-being (p. 27). All five theorists can be classified as culturally dynamic and pluralistic as they promote a brand of pedagogy that is grounded in the reality of neoindigenous teaching and learning, is culturally sustaining and revitalizing, and acknowledges students as individuals influenced by, not equal to, their cultural identities. The method of cultivating these ideological stances in practitioners would be greatly enhanced by a tool that measures increasing degrees of CAPs expertise. In the next section, the research of Powell et al. (2016), Lyon (2015), and Windschitl et al. (2011) illustrates how an observation protocol and expertise scales can be used to increase practitioner performance in multiple fields, and this study will apply those principles to CAPs implementation.

### Novice to Expert Theory

Novice to expert theory can be described as skill acquisition and development of pre-service and in-service practitioners through increasing levels of proficiency during the transition from theoretical to experiential learning (Benner, 2004). Dreyfus and Dreyfus (1980, 1986) built the foundational Five-Stage Model of Adult Skill Acquisition (Table 1), which has been cited (Elvira et al., 2015; Lyon, 2015; Benner, 2004; and Dreyfus, 2004), tested (Lyon, 2015; Benner, 2004), and expanded (Benner, 2004; Dreyfus, 2004) in recent research and has been effectively applied in a wide range of professions and industries.

Benner (2004), in her application of the Dreyfus and Dreyfus skill acquisition model to nursing practice, asserts that with more experience comes increased grasp of the nature of particular clinical situations, including opportunities and constraints, which then guides the nurse's actions and interaction (p. 190).

Table 1. Five Stages of Skill Acquisition

Skill Level	Components	Perspective	Decision	Commitment
1. Novice	Context free	None	Analytic	Detached
2. Advanced beginner	Context free and situational	None	Analytic	Detached
3. Competent	Context free and situational	Chosen	Analytic	Detached understanding and deciding; involved outcome
4. Proficient	Context free and situational	Experienced	Analytic	Involved understanding; detached deciding
5. Expert	Context free and situational	Experienced	Intuitive	Involved

Note: Components: This refers to the elements of the situation that the learner is able to perceive. These can be context free and pertaining to general aspects of the skill or situational, which only relate to the specific situation that the learner is meeting. Perspective: As the learner begins to be able to recognize almost innumerable components, he or she must choose which one to focus on. He or she is then taking a perspective. Decision: The learner is making a decision on how to act in the situation he or she is in. This can be based on analytic reasoning or an intuitive decision based on experience and holistic discrimination of the particular situation. Commitment: This describes the degree to which the learner is immersed in the learning situation when it comes to understanding, deciding, and the outcome of the situation—action pairing.

Dreyfus S., and Dreyfus, H. (1986)

The framework for the expertise scale developed through her research is as follows:

Novice: Techné (procedural, scientific knowledge) first year of education

- Has general anxiety over learning and performing well without making mistakes
- Has no experiential background to base approach or understanding of the clinical situation
- Displays extremely limited and inflexible rule-governed behavior
- Coached to compare and match textbook examples with actual clinical cases

Advanced beginner: New graduate

- Has greater experiential learning, sense of legal responsibility, and moral agency in new professional role
- Has heightened awareness of any feedback on performance and pays close attention to the practice of colleagues
- Relies on textbook accounts of patient signs and symptoms related to diseases, injuries, and therapies
- May have difficulty recognizing subtle variations and cannot gauge the level of severity in comparison with other cases
- Dependent on others for filling in his or her experience-based comparisons, interpretations, and qualitative distinctions.

Competent: One to two years in practice

- Anxiety tailored specifically to the situation
- Heightened planning for what are now more predictable immediate futures
- Through coaching, learn to follow through on a sense that things are not as usual, or even on vague feelings of foreboding or anxiety, because they have to learn to decide what is relevant with no rules to guide them
- Feel exhilarated when they perform well and feels remorse when they recognize that their performance could have been more effective or more prescient because they had paid attention to the wrong things or had missed relevant subtle signs and symptoms
- Built-in tension between the deliberate rule- and maxim-based strategies



of organizing, planning, and prediction and developing a more response-based practice

- Inability to trust colleagues, possibly aggravated by encounters of incompetence and a lack of social integration and informal coaching in the particular clinical unit

Proficiency: A transitional stage on the way to expertise

- Understands crisis in the limits of formalism and the limits of planning and prediction
- Possesses enhanced ability to read situations
- Continues to refine his or her reading of particular situations
- Refines discriminations through deliberate comparisons with past experiences and other patients to improve the nurse's grasp of the situation

Expertise: Phronesis (practical wisdom)

- Focuses on changing aspects of the situation and creates an altered sense of the situation
- Integrates grasp of the situation with his or her responses
- Develops intuitive links between seeing and responding to the situation
- Has deep familiarity with similar and dissimilar situations
- Possesses a sense of whether they have a good (better or poorer) grasp of the situation
- Has skilled know-how which allows for more fluid and rapid performance of procedures
- Can make qualitative distinctions associated with nuanced responses
- Is able to know and do more than he or she can tell or think to describe
- Has local, specific knowledge; know-how; and technical and scientific knowledge that is more transferable to other practice contexts (pp. 190-197)

Lucinda Lyon's (2015) research explored the development of skill acquisition in dental education and used Herbert Dreyfus' and Stuart Dreyfus' (1986) five-stage model. Lyon's research was conducted among the faculty of five California dental schools, and her subjects included three academic deans and seven experienced dentistry faculty, nominated by their academic deans (p. 93). Lyon's study placed the dental educators' skill progression into categories of Basic Knowledge, Functional Skills, Personal and Behavioral Qualities, and Reflection and applied them to the Dreyfus model to establish which were significant for different levels of novice to expert performance (p. 94). Lyon sought to explore the nature of the expert educator's skill and work patterns and to define how they were developed and manifested from the point of view of the educators themselves, as well as those who have recognized their abilities and nominated them for participation in the study (p. 93).

Lyon (2015) distilled the Dreyfus and Dreyfus concept of "competence following experience" into what she termed "functional knowledge," and she documented the moments it was attained by the dental school faculty (p. 96). The faculty began to recognize what content was appropriate to the learner's level of understanding and to pare information down to its essential elements. These teachers challenged themselves to bring new ideas to their instruction and personalized their approaches, especially when students were having difficulty grasping new

concepts (p. 96). With experience, the subjects described a paradigm shift in their thinking about the purpose of their work. Student learning, rather than their own teaching, became their goal (p. 97). Many faculty referenced constructive tension, within a humanistic atmosphere, as productive of personal growth and satisfaction, and pivotal progression often occurred when they were forced to meet new challenges under stressful circumstances (p. 100). The ability to measure the subjects' acquisition of student-centered teaching skills was made possible through the use of the expertise scale.

In their 2016 study, Rebecca Powell, Susan Cantrell, Victor Malo-Juvera, and Pamela Correll refer to the elements here called CAPs as Culturally Responsive Instruction (CRI). In recognition of limited research supporting CRI effectiveness, Powell et al. shared results of a mixed methods study examining the use of the Culturally Responsive Instruction Observation Protocol (CRIOP) as a framework for teacher professional development. The CRIOP is a comprehensive model and evaluation tool that operationalizes CRI around seven elements:

1. Classroom relationships
2. Family collaboration
3. Assessment
4. Curriculum/planned experiences
5. Instruction/pedagogy
6. Discourse/instructional conversation
7. Sociopolitical consciousness/diverse perspectives. (Powell et. al., 2016, p. 1)

The study found that students of high CRI-implementing teachers had significantly higher achievement scores in reading and mathematics than students of low CRI-implementing teachers, showing that culturally responsive practices can have a positive effect on student achievement (Powell et. al., p. 28). Use of professional development models like the CRIOP is another example of a desired practice in CAPs implementation.

Mark Windschitl, Jessica Thompson, and Melissa Braaten (2011) conducted a qualitative, multicase study grounded in the logic that the learning envisioned in current educational reforms can be realized only through ambitious forms of teaching that are unlike the pedagogy seen in most classrooms (p. 1315). The study introduced the concept of *ambitious pedagogy* as a deliberate aim to get students of all racial, ethnic, class, and gender categories to understand important ideas, participate in the discourses of the discipline, and solve authentic problems. Ambitious pedagogy both adapts to students' needs and thinking and maintains high standards of achievement for learners (p. 1315). The study focused on the tools and social routines novice teachers need to support ambitious pedagogy, and it measured the effectiveness of those tools and routines, as well as the teachers' subsequent levels of expertise.

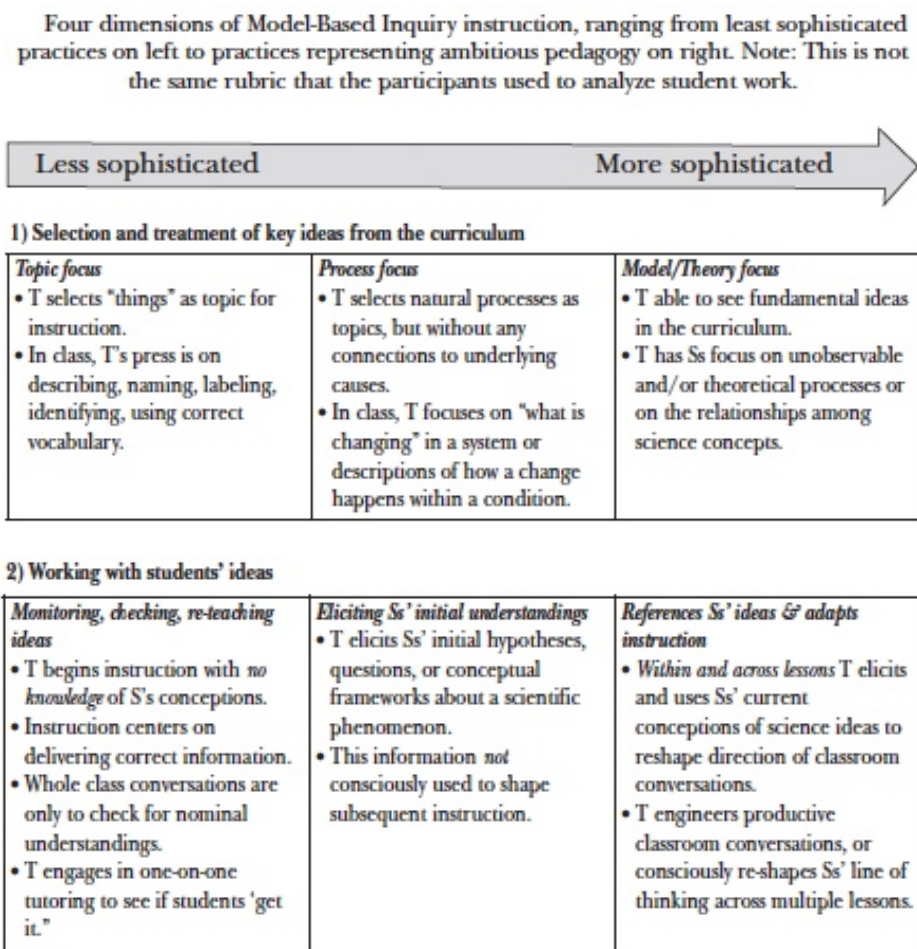
Eleven secondary science teachers in four different schools, all cohort members of a western U.S. university's teacher education program during their pre-service year, engaged in a collegial analysis of their students' work during the first two years of their teaching careers (Windschitl et al., 2011, p. 1317). The subjects analyzed student work within two rounds of the critical friends group (CFG) routine. Held at the end of their first year, the first round utilized a rubric to analyze student work. The teachers then presented a "dilemma of practice" that emerged from their previous analysis of artifacts. The researchers specifically requested that they

collect work on student understanding of evidence-based explanations, as opposed to presenting “generic dilemmas” to their peers (p. 1322). These discussions revealed two different intellectual stances of the teachers: those who described their dilemmas as “problems with students” and saw their students as unable to grasp the content and those who described their dilemmas as “puzzles of practice,” recognized students’ partial learning, and used that to inform subsequent instruction (p. 1323).

During the second round of CFGs, the researchers asked participants to collect only certain types of student work for analysis, consider what phenomenon they were asking students to develop explanatory models for, and then to determine for themselves what the typical student responses might be for all three levels of explanation – all *before* examining their work with the rubric (Windschitl et al., 2011p. 1328). These discussions allowed for further classifications of the teacher participants within four dimensions of a “Model-Based Inquiry” instruction scale, and rated their practice from less to more sophisticated (p. 1329, Figure 8).

Predictably, the teachers whose original discussions revealed *student deficient* views had the lowest ratings, and those whose discussions revealed inspired *instructional improvement* views had the highest practice sophistication rating.

Figure 8. Ambitious Pedagogy Expertise Scale



### 3) Working with science ideas in the classroom

<b>Primary focus on procedure</b> <ul style="list-style-type: none"> <li>• T asks Ss to identify variables in a system and describe an experimental set-up.</li> <li>• Science concepts are played down to afford time to talk about designing investigations.</li> <li>• Talk with Ss around method is about error and validity.</li> </ul>	<b>Discovering or Confirming Science Ideas</b> <ul style="list-style-type: none"> <li>• T has Ss "discover" conceptual relationships for themselves (with minimal background ahead of time) OR</li> <li>• T has Ss use an activity as "proof of concept."</li> </ul>	<b>Forwarding science ideas to work on</b> <ul style="list-style-type: none"> <li>• T foregrounds key science concepts and asks Ss to use an investigation to make sense of the concepts.</li> <li>• Focus is on sense-making between data and developing science concepts.</li> </ul>	<b>Model-Based Inquiry focus</b> <ul style="list-style-type: none"> <li>• T set-up for inquiry and data collection highlights tentative explanatory models as the basis for investigation into a phenomenon.</li> <li>• T uses model as a touching point before, during and after an inquiry; builds in background knowledge of key science ideas and models before, during and following an inquiry.</li> </ul>
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### 4) Pressing for explanation

<b>"What happened" explanation</b> <ul style="list-style-type: none"> <li>• T asks Ss to provide a description of a phenomenon or thing, or may ask S's to put into words a given scientific correlation.</li> </ul>	<b>How/ partial why explanation</b> <ul style="list-style-type: none"> <li>• T asks students to characterize relationships between observable/detectable features of a system.</li> </ul>	<b>Causal explanation</b> <ul style="list-style-type: none"> <li>• T asks Ss to use theoretical or unobservable processes to tell causal story of why something happened.</li> <li>• T unpacks/scaffolds "what counts" as an accountable scientific explanation with Ss.</li> </ul>
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Windschitl et al. (2011)

Participants who presented their student underperformance dilemmas as puzzles of practice differed along several dimensions from those who presented their dilemmas as problems with students. These dimensions included: depth of analysis of student work, locus of responsibility for student performance, nature of focal questions to peers, and ways of expressing expectations of students (Windschitl et al., 2011, p. 1325). Their findings suggest that teachers who begin their careers with a problematized view of the relationships between teaching and learning are more likely to engage early in more skilled teaching and benefit more from evidence-based collaborative inquiry into practice (p. 1352). The study concluded that teachers who believed there was room for improvement in the instructional process were more likely to have higher expectations for their students, be receptive to student voice, and develop sophistication in ambitious pedagogy through a tool-based, routinized analysis of student work.

Other expertise development research has had similar results, revealing themes and patterns of increased student-centered instruction along the novice to expert continuum. Data from Webster's (2010) study of instructional communication indicate that expert teachers, unlike novice teachers, took time out of their lessons to inquire about and attentively respond to students, suggesting these teachers were comfortable negotiating the path the lesson took with their students (p. 432).

Last, Elvira et al. (2015) reviewed thirty-seven articles on expertise development and synthesized the research into a concise set of guidelines (Table 2) to help teacher educators and other teacher support providers such as school administrators to foster teachers' development of professional expertise (p. 12).

Table 2. Instructional Principles and Learning Processes Fostering Professional Expertise Development

Instructional principles	Learning processes
Support students in their epistemological understanding	Transforming theoretical/conceptual knowledge into experiential/practical knowledge
Provide students with opportunities to differentiate between and among concepts	
Practice with a variety of problems to enable students to experience complexity and ambiguity	
Enable students to understand how particular concepts are connected	
Target for relevance	
Share inexpressible knowledge	Explicating procedural/experiential knowledge into conceptual/theoretical knowledge
Pay explicit attention to prior knowledge	
Supporting students in strengthening their problem-solving strategies	Reflecting on both practical and conceptual knowledge by using self-regulative knowledge
Evoke reflection	
Facilitating the development of metacognitive knowledge (learning strategies) and skills (self-monitoring, planning and evaluation)	

Elvira et al. (2015)

The left column describes the specific actions the teacher-support providers will use, and the right column describes the learning processes the teachers will undergo as they gain teaching expertise. These principles and processes will help inform the framework of administrative support for the teacher participants in this study.

The observation protocol of Powell et al. (2016) and instructional expertise research by Lyon (2015) and Windschitl et al. (2011) add useful dimensions of measurement that have largely been absent from CAPs literature. The findings of instructional expertise research are identical to the observations in CAPs theory, illustrating how the most successful CAPs implementers view their students as intellectually capable, esteem their students' cultural identities and practices as valuable mediums in instructional discourse, and relinquish traditionally held notions of superiority in favor of a communal exchange of ideas with their students to improve teaching and learning.

## Organizational Culture Change

The work of seven authors was selected as representative of the literature on changing organizational culture. Hargreaves and Schein provide the theoretical framework for organizational culture change. Hargreaves (1991) presents arguments for organizational restructuring and educational change by elucidating on (a) tensions regarding educational vision, (b) mandates versus menus approaches to educational improvement, (c) trust in people or trust in processes, and (d) school structure versus school culture as the proper focus for change. Schein (2010) describes how to manipulate the three levels of an organization's culture--artifacts,

espoused beliefs and values, and basic underlying assumptions--by guiding its members through the three Stages of Learning/Change:

- 1) Unfreezing: creating the motivation to change
- 2) Learning new concepts, new meanings for old concepts, and new standards for judgment, and
- 3) Internalizing new concepts, meanings, and standards

The remaining authors present findings from the empirical testing of organizational culture change theory.

McMaster (2015) tested the theory during a yearlong ethnographic study of inclusive change in a 600-student coeducational high school in New Zealand. The study presents a model for the levels of culture and describes how organizational culture is established when individual underlying assumptions are shared, agreed upon as values, and manifested as artifacts (Figure 9).

Figure 9. Levels of Culture



McMaster, C. (2015)

The school's culture of exclusion was changed to a culture of inclusion when the dissonance between old beliefs and new knowledge was resolved by accepting new information and repositioning current values (p. 26). By embracing the tension created through reflection, negotiation, and renegotiation, the school allowed for a development of culture by emphasizing what is best within that culture and reflecting its deeply held beliefs (p. 30). By the end of the study, the culture of the school had changed to reflect the belief that general education for students with disabilities was not inappropriate, but fully appropriate, especially when the students are afforded the proper accommodations and modifications to optimize their chances for success.

Ellett et al. (2014) tested organizational culture change theory among 710 faculty members from eight different Georgia learning institutions with grades ranging from K to 16 as

they implemented an innovative grant-based science, technology, engineering, and mathematics (STEM) curriculum. The primary purposes of this study were:

- 1) To develop three new measures of science and mathematics faculty members' perceptions of change processes, self-efficacy beliefs, and organizational (department) culture;
- 2) To examine the relationships among these variables; and
- 3) To determine whether or not these new measures could differentiate among four levels of the degree of science and mathematics faculty members' involvement with K to 16 schools (p. 131)

The researchers adopted Bandura's (1997) definition of self-efficacy as "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (p. 129). Results from the survey Ellett et al. (2014) administered suggested that the levels of confidence faculty members reported about adapting their work to the new policy seem more important to bring about organizational change than their perceptions of departmental culture (p. 136). This confidence, or self-efficacy, was strengthened when the faculty had positive experiences and success in implementing new practices, which in turn increased the change in culture.

Hogan and Coote (2014) tested Schein's (1992) organizational culture change model (Figure 10) using twenty-five survey categories among ninety-one partners, senior lawyers, and junior lawyers of multiple Australian law firms. The study assessed an innovation-oriented culture through the following value dimensions: success, openness and flexibility, internal communication, competence and professionalism, interfunctional cooperation, responsibility of employees, appreciation of employees, and risk-taking (p. 1611).

Seeking to distinguish between the subtle but distinct cultural dimensions underpinning behaviors and to provide a better understanding of the interrelationships between the specific layers of organizational culture that drive desired behaviors (p. 1611), the researchers formed and tested an empirical model (Figure 11) based upon four hypotheses:

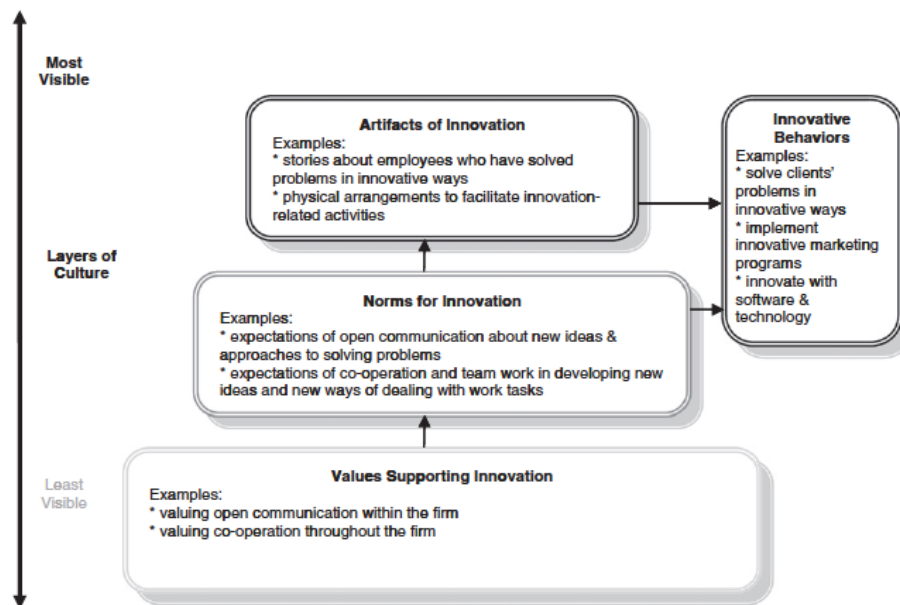
- H1 Values supporting innovation positively influence norms for innovation.
- H2a Norms for innovation positively influence innovative behaviors.
- H2b Norms for innovation positively influence artifacts of innovation.
- H3 Artifacts of innovation positively influence innovative behaviors.
- H4 Innovative behaviors positively influence firm performance.

These hypotheses investigate the correlation between a firm's values of innovation and its performance.

The findings suggest that values supporting innovation alone do not lead to increased performance, and the process from values to performance outcomes is in part dependent on norms for innovation, artifacts of innovation, and innovative behaviors (p. 1618). Management may profess to value and expect certain behaviors of employees, but innovative behaviors are unlikely to occur unless these values and norms are manifest in the stories, physical layout, rituals, and language of the organization (p. 1618). Specific suggestions for

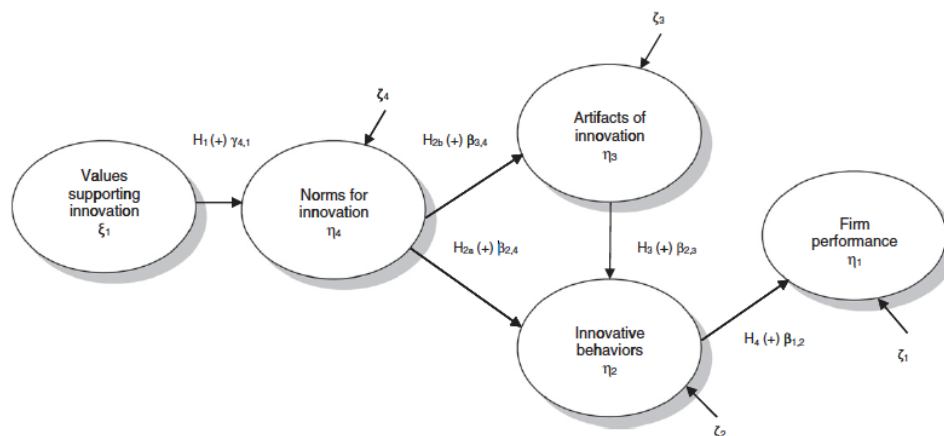


Figure 10. Schein's Layers of an Organizational Culture that Supports Innovation



Schein, E., 1992

Figure 11. Empirical Model of an Organizational Culture that Supports Innovation



$\xi$  = exogenous construct;  $\eta$  = endogenous construct;  $\gamma$  = exogenous construct to endogenous construct;  $\beta$  = endogenous construct to endogenous construct;  
 $\zeta$  = error variance for endogenous construct.  
 Note: for purposes of clarity observed variables are not presented.

Hogan S., and Coote, L. (2014)

management include showing respect for employees (e.g., considering their input into decisions that affect them), showing an appreciation of employees (e.g., awards ceremonies), and



structuring the physical environment to integrate work across groups and areas to facilitate the exchange of new information and ideas (p. 1619).

Dentith et al. (2013) tested the organizational culture change theory through special education reform among fifty school personnel from five schools of a single school district with grades ranging K to 12 in a Midwestern U.S. city. One consistent finding in each of the schools was that both teachers and school principals were confused about use of new terms, as well as definitions of concepts, which central office administrations had adopted during the initial phase of the reform effort. Confusion over the meaning of the terms used in the reform effort might have accounted for some of the resistance expressed among teachers and principals (p. 227).

Barriers rather than supports dominated the teachers' and school principals' conversations during the seminal phase of transformation, indicating their reluctance to change their traditional views about special education (Dentith et al., 2013, p. 232). As a result, previously held beliefs about the purposes of special education held firm and contrasted directly with reform efforts. The beliefs that general education teachers are not responsible for the needs of students with disabilities and that the delivery of these special services should occur *outside* of general education classrooms prevailed (p. 232). Teachers' and school principals' attitudes, motivation, and beliefs were not addressed before or during the early stages of this reform and remained largely unaltered as a result of the reform (p. 234). This study is an example of a failed attempt at changing organizational culture.

Last, Coburn et al. (2012) tested Schein's theory through a three-year study of a mathematics reform among twelve teachers at four different elementary schools of a single mid-sized urban Southwestern U.S. district. Coburn et al. identified and focused upon three dimensions of social networks that influence diffusion of innovation: tie strength, access to expertise, and depth of interaction (p. 143). They reasoned that the teacher's ability to sustain instruction in the face of challenging conditions may be rooted in the development of strong understanding of pedagogy and student learning (p. 150). The study found that teachers with networks characterized by strong ties, expertise, and high-depth interaction (in Year 1 or stretched across two years) were able to sustain high-quality instruction despite challenging conditions and few network supports in Year 3. Teachers missing critical pieces of network support either never achieved or were not able to sustain high-quality instruction when support for these approaches was removed (p. 165). The findings showed that no single dimension of social networks appears to be sufficient to support sustainability; rather, the interaction among tie strength, expertise, and depth of interaction makes the difference (p. 168). When teachers have more substantive, more focused, and more targeted talk where they grapple with teaching problems, puzzle over the meaning of mathematical concepts, and brainstorm ways to link instructional strategies to children's current thinking, they are able to move toward deeper enactment and a greater ability to sustain reform. This suggests that the mechanism involved is one of learning rather than social pressure or collective action (p. 171).

## **Agreements and Tensions**

In describing the approaches used to attain the desirable practices in implementing Culturally Agile Pedagogies (CAPs), this study illustrates the settings and conditions under

which the research of the five CAPs theorists and the two novice to expert studies were conducted. This includes Paris' (2009, 2012) Culturally Sustaining Pedagogy, McCarty and Lee's (2014) Culturally Revitalizing Pedagogy, Emdin's (2008, 2016) Reality Pedagogy, Powell et al.'s CRIOP (2016), Lyon's (2015) development of teaching expertise, and Windschitl et al.'s (2004) ambitious pedagogy support for novice teachers. These illustrations include a discussion of the organizational culture change processes that occurred and provide evidence supporting the promise of the approaches. This section concludes with an examination of the challenges that theorists faced in their research and an exploration of the potential challenges this study may face in moving from prevailing to desirable practices.

Emdin (2007a, 2007b) was a participant observer and action researcher in his ethnographic case study of chemistry and physics classrooms in a single urban high school in New York City. While neither the school's name nor its number of students was revealed, it was noted that, as in other New York City public schools, African American and Latino/a students took fewer advanced science classes and scored lower on standardized science exams than their white counterparts (2007a, p. 319). Emdin suggests this student performance data was attributable to the two equally strong belief systems running parallel to each other in the school: a rigid "corporate" system held by the faculty and staff, and a fluid "communal" system held by the students.

Emdin (2007a) described the faculty as beholden to the traditional corporate "bloc" belief system that values "standardized exams and hyper structured notions of classroom management . . . believes the teacher is always right, the administrator sets all the school rules, and the student needs to be subservient" (p. 323). The faculty's practice of privileging corporate over communal ideologies defined the established notions of what was considered the "appropriate" or best approaches to teaching and learning (2007a, p. 325). Being communal was perceived as not being "a good stern teacher," and teachers shifted negative portrayals of themselves by school officials and society at large by becoming more in line with more corporate, hegemonic practices (2007a, p. 338). This belief was so prevalent that when a teacher observed Emdin teaching physics with his students' engaged in discussion and seated in a circle rather than in rows facing the screen, the principal was notified and directed him to restore the original arrangement (2007a, p. 327). African American and Latino/a students' expressions of displeasure were viewed negatively by the teachers, who subsequently labeled them deficient and lacking the ability and desire to be successful (2007a, p. 328). Overall, teachers held an unfavorable outlook about the students of the school.

The students shared an equally unfavorable outlook on the school. Their communal existence outside of school was routinely stifled by the corporate practices within the school. Through the nature of communal practices, almost all students had formed a bond that pitted them against the teachers and the corporate structures of the classroom (Emdin, 2007b, p. 361). When the teachers' demands required the students to betray their communal beliefs, the students' "uninterested dispositions" reflect their unwillingness to submit more than their ambivalence to knowledge (Emdin, 2007a, p. 328). Students expressed what appeared to be passive behavior during class, would not answer questions or volunteer, and were adamant about not engaging in any activities. As a result of the more corporate structure of the classroom, students enacted agency in ways that caused them not to succeed academically. Students would either

intentionally disrupt the lesson by arguing with the teacher or completely shut off to the lesson (2007a, p. 335).

Emdin's study (2007a, 2007b) differs from those of Paris (2009) and McCarty and Lee (2014) in that it documents the change process of the teacher beliefs, student beliefs, and the science classroom culture. In his ethnographic study, Emdin was a true participant observer who intentionally affected the outcome of the research. Implementing cogenerative dialogues in the science classrooms transformed the teachers from strict followers of the curriculum into lesson co-developers with students, and the students became more receptive to their teachers' instruction. The teachers had to find ways to make the corporate structure of the classroom successful for students, and concurrently, students had to amend their communal practices in ways that would support their experiences in the chemistry class (2007b, p. 362). As a result of the newly established classroom structure, the boundaries between outside of school and in school fields were expanded, and students' out-of-school partnerships began to enter the chemistry classroom field more often (2007b, p. 367). Student researchers were able to display the possibility of turning deliberate practices into daily rituals and adapting them to their rituals in fields physically very distant from the school (2007b, p. 370). Students and teachers became aware that the existent school structure is flawed and does not support true learning and inquiry (p. 372).

Powell et al.'s (2016) study was conducted among twenty-seven teachers from four low-income public elementary schools with a 28 percent English language-learner student population located near a small Midwestern U.S. city. Of the twenty-seven teacher participants, twenty-six were white, female, native English speakers. Powell et al.'s study utilized a concurrent triangulation, mixed methods design. Data sources included classroom observations, student achievement results, and post-observation teacher interviews. The CRIOP instrument was used for classroom observations to determine the extent of implementation of culturally responsive practices. Following each classroom observation, field researchers conducted an audio-recorded semi-structured interview using the CRIOP Post-Observation Teacher Interview Protocol and the CRIOP Family Collaboration Teacher Interview Protocol. These protocols were designed to elicit additional information beyond what might be easily gleaned during the observation. The study was designed to answer the questions:

- Do teachers increase their use of culturally responsive practices as they participate in CRIOP professional development?
- What is the relationship between implementation of culturally responsive instruction and student achievement in reading and mathematics?
- What are teachers' perceptions of their successes and challenges in implementing culturally responsive instruction?

Powell et al.'s (2016) study categorized the teachers into two categories: those who implemented high levels of culturally relevant instruction (High Implementers) and those who had little to no implementation (Low Implementers), using a four-point Likert-style scale: 1 = *not at all*, 2 = *occasionally*, 3 = *often*, and 4 = *to a great extent*. Over the course of one year, teachers received an average of 50.4 hours of classroom-based coaching and mentoring. Findings showed that students of High Implementers had significantly higher achievement scores in math and English than did the students of Low Implementers (p. 17).

Lyon's (2015) instructional expertise research was conducted among academic deans and experienced full-time dental school faculty in California. The subjects studied had ten years or more of fulltime commitment to graduate level teaching in dentistry. Academic deans from the five dental schools in California who had students enrolled at the time of the study were invited (a) to participate as the subject of an independent interview and (b) to nominate faculty with a minimum of ten years of teaching experience, whom they identified as expert dental educators, for interview. Subjects eventually included three academic deans and seven experienced dental faculty, nominated by their academic deans (p. 93). The gender, ethnic, and cultural identities of the faculty and their students were withheld and not considered as factors in this study. Although these educators brought practical expertise in dentistry, they did not commonly have formal education in basic teaching skills (p. 96). The faculty gained an awareness of the dynamics that students bring to the learning experience and through a process of communal reflection began prioritizing student learning over content coverage (p. 96). Results of the study indicated that novice dental educators experience many of the challenges of skill acquisition described by Dreyfus and Dreyfus (1986), and command of clinical expertise is not the same skill as that of an educator (p. 100).

Windschitl et al.'s (2011) research on ambitious pedagogy support for novice teachers was conducted among eleven secondary science teachers during their first two years of teaching. During the first year of research, all eleven teachers were enrolled in a teacher education program at a public university in the Western United States, and all of them had taught science in one or more of four junior high and high schools by the end of the second year (p. 1318). Like Lyon's (2015) study, the gender, ethnic, and cultural identities of the faculty and their students were withheld and not considered as factors in this study. Clues to students' demographics did exist, however, as the different secondary schools were classified as urban and suburban and data could be cross-referenced to reveal the instructional stances of the participants at each school (p. 1319).

The research findings (Windschitl et al., 2011) suggest that those who begin their careers with a problematized view of the relationships between teaching and learning are more likely to engage early in more skilled teaching and to benefit more from evidence-based collaborative inquiry into practice. This is more difficult to achieve for those beginning their careers with simplified conceptions of teaching and learning (p. 1352). The study also found that that pre-service and first-year teachers are capable of productively analyzing student work, and these analyses can play a significant role in helping some teachers develop expert-like classroom repertoires early in their careers (p. 1351). The researchers consider it not only professionally prudent, but a moral imperative to allow early career teachers regular opportunities for collaborative, supportive, and disciplined reflection on their practice (p. 1352). Both Lyon's (2015) and Windschitl et. al.'s (2011) studies suggest instructional expertise is mediated by the teachers' pedagogical stances and, consistent with the findings of the CAPs theorists, can be improved through routines of communal reflection.

South Vista High School (SVHS), the Native American Community Academy (NACA), Puente de Hózhq (PdH), and the unnamed urban New York City high school (NYCHS) are distinctly different schools situated in four unique communities in four different states. Despite these differences, similarities emerge when discussing the challenges they faced in moving from prevailing to desirable practices. SVHS and NYCHS, while located on opposite coasts of the

United States, both have student and faculty demographic populations typical of urban U.S. high schools and educate their community youth through the dominant American cultural ideal. NACA and PdH are both located in western plains states, have unusually high Native American student and faculty populations, and were established in a decolonized stance to educate their community youth through the revitalization of indigenous tribal cultures. The following discussion of challenges places the four schools into two pairs by their similarities.

In many ways, the cultures established at NACA and PdH represent the ideal setting for CAPs implementation. Faculty “buy-in” of CAPs ideology is essential for full implementation, and due to the nature of organizational culture change, achieving a critical mass of faculty is a goal often not realized for many years. While school cultures at NACA and PdH can immediately access CAPs benefits for their students and communities, SVHS and NYCHS will have to persevere for a much longer period of time and experience far fewer and less impactful results. The challenge for SVHS and NYCHS lies in the fundamental choice between structuring restructuring as a bureaucratic control, where teachers are controlled and regulated to implement the mandates of others, and restructuring as professional empowerment, where teachers are supported, encouraged and provided with newly structured opportunities to make improvement of their own, in partnership with parents, principals, and students (Hargreaves, 1991, p. 7).

The research conducted at NYCHS is the most promising in the greater context of typical urban American schools as it illustrates a crucial component of organizational culture change much less developed in the other studies: high-performing leadership. Emdin’s (2007a, 2007b) influence as a teacher-researcher at NYCHS was the sole catalyst for the change that occurred there, implementing CAPs in a fashion Hargreaves and Harris (2015) describe as a relentless performance beyond expectations (p. 38). Emdin’s successful ritualizing efforts with the communal belief system is the hallmark of such leadership:

It depends on engaging a talented team in which risk and creativity are valued, honest mistakes are acknowledged and tolerated and members participate and “play” in interchangeable roles and positions. In organizations that exceed expectations, people have a deep faith in and faithfulness to their colleagues, the people they serve, and a higher purpose greater than any one of them. (Hargreaves & Harris, p. 41)

As a teacher-researcher Emdin was not an administrator, yet his impact was significant due to NYCHS’ de facto establishment of “distributed leadership” (Hargreaves & Harris, p. 45). Challenges in transitioning from prevailing to desirable practices in settings such as SVHS and NYCHS can be overcome by (a) enlisting courageous, inspiring, and visionary leadership; (b) securing sustainable growth from a group of faculty and students large enough to avoid “burnout,” and (c) working to ensure teams live and grow together as communities,” (Hargreaves & Harris, p. 47). Reality pedagogy research encompasses the tenets of culturally sustaining and revitalizing pedagogy and applies them for immediately measurable outcomes for the most vulnerable students in U.S. urban schools.

Powell et al.’s (2016) study, while not a theoretically novel approach to CAPs development or implementation like Paris (2012), McCarty and Lee (2014), and Emdin (2007a, 2007b), was not without its own challenges. Powell et al. too faced the difficulty associated with presenting instructional ideologies misaligned with teacher practice and bias. The authors

described the seventh element of their culturally responsive instruction observation protocol (CRIOP), sociopolitical consciousness, as the most challenging to implement because “teachers must be committed to challenging social inequities and confronting stereotypes, which necessitates an understanding of white privilege and the courage to question the status quo,” (p. 26). Other challenges included constraints imposed by administrators and high-stakes accountability, language barriers in communicating with families, understanding CRI, and the ability to meet the needs of all of their students in a highly diverse classroom (p. 28). The greatest overall challenge to their study was the complex multidimensionality of the CRIOP, evidenced by teacher interviews indicating their confusion in characterizing CRI as an instructional strategy or as an array of behaviors (p. 24). Powell et al.’s research is consistent with other CAPs literature in illustrating that the theory is far greater than a list of suggested best practices, but rather an equity-conscious, student-centered frame of mind from which such practices emerge.

Lyon’s (2015) study of California dental faculty and Windschitl et al.’s (2011) study of secondary science teachers completes the discussion of challenges faced when moving from prevailing to desirable practice. Both studies illustrate the importance of developing student-centered instructional strategies within traditional educational systems that place a higher value on content knowledge. Each study described the difficulty in engaging teachers who held deficit views of students (Windschitl et al., 1322) and who lacked experience in professional peer support (Lyon, p. 96) in meaningful and communal reflective routines. Increasing teachers’ instructional expertise, especially within the early years of their careers, depends upon a wider recognition by school administrators and teacher preparation programs of the problematic nature of traditional instructional methods and a willingness to adopt tools to support ambitious pedagogy.

This study recognizes the challenges faced and overcome by the ethnic studies, multicultural, and culturally responsive theorists of and prior to the twentieth century, as well as the CAPs researchers of the early twenty-first century and identifies their best practices. This study aims to operationalize these practices by inserting them into the novice to expert research found to be effective in increasing practitioner performance (Lyon, 2015; Windschitl et. al., 2011). An expertise scale will be developed to identify, measure, and monitor practitioners’ levels of expertise in CAPs implementation. Strategic groupings of teachers’ CAPs expertise according to factors such as ethnicity, gender, and years of experience would produce expertise profiles that could prove useful in a myriad of site and district level analyses. In future research, this tool could be used to draw distinctions between similar schools like NACA and PdH, and SVHS and NYCHS described above, and determine the degree of intervention needed to change their organizational cultures and optimize CAPs implementation.

## **Conclusion**

Considering the enormous civic, social, and technological strides made in the United States since its colonization, it is increasingly difficult to justify maintaining the anachronistic public education system that continues to inequitably serve people and communities of color. Today’s educational leaders have no higher priority than to aggressively close the gap between the lofty promise and the lowly reality of public education in this country. While it is true that

the education system was originally designed as a vehicle to indoctrinate the masses into a Protestant, Anglo-American ideological culture in service to the budding republic, the culturally pluralistic America of the twenty-first century demands that its youth be educated on their own terms. CAPs, implemented in concert with the best research in expertise theory and organizational culture change, present a viable means of closing that gap.

Under the guise of educational reform, dozens of researchers over hundreds of years have studied ways to allay the fear-induced tensions held by dominant culture communities and continue the subjugation of the ethnoculturally and linguistically different communities surrounding them. The resulting movements of school privatization, educational segregation, educational desegregation, public school chartering, the school-to-prison pipeline, and educational resegregation provide ample evidence of unchanged ideologies and consistent reform failure. This research has, however, succeeded in producing massive amounts of data repeatedly identifying the problems of practice as being rooted in dominant-culture teacher beliefs and deficit-based instructional strategies. CAPs, such as culturally sustaining pedagogy (Paris, 2012), culturally revitalizing pedagogy (McCarty & Lee, 2014), and reality pedagogy (Emdin, 2016), informed by critical analyses of past educational reform efforts, offer the best and latest approaches to support mutually respectful teaching and learning in today's schools and classrooms.

This dissertation seeks to capture and synthesize the most current knowledge and effective practices of student-centered teaching and learning, novice to expert theory, and organizational culture change to inform the development of an instrument that will help facilitate CAPs implementation. This evaluative tool, the CAPs expertise scale, will aid in defining educators' individual (and their sites' collective) ideological stances and readiness for CAPs implementation. The goals are to increase awareness of the persistent and current problems of practice, build consensus on CAPs viability and their implementation mechanism, and catalyze the distributed leadership necessary to ensure American youth of all ethnic, linguistic, and cultural identities have the opportunity to reach their fullest academic potential.

## **CHAPTER 3: INTERVENTION DESIGN AND DEVELOPMENT**

### **Introduction**

Since the U.S. Department of Education (2010) began collecting student achievement data in 1977, dominant culture White American students have consistently outperformed their culturally and linguistically diverse student counterparts (Schott Foundation, 2015). While the availability of accurate statistical data is relatively new, disparate student performance defined by race and ethnicity, commonly referred to as the “achievement gap” (Ladson-Billings, 2006), has been documented since the 1700s (Woodson, 1919). For over 150 years, dozens of equity-focused instructional interventions have evolved in response to this issue (Aronson & Laughter, 2016; Banks, 1993). After controlling for differences in language and access to high-quality academic opportunities, education and social science researchers have concluded that sociocultural differences represent the greatest factor responsible for the gap in student achievement (Banks, 1993).

The most current research findings in this area consistently suggest that the implementation of theories such as Culturally-Relevant Pedagogy (Ladson-Billings, 1995), Culturally Responsive Pedagogy (Gay, 2010), Culturally Sustaining Pedagogy (Paris, 2012), Culturally Revitalizing Pedagogy (McCarty & Lee, 2014), and Reality Pedagogy (Emdin, 2016), especially when combined with models to operationalize and evaluate them (Powell et al., 2016), have the capacity to interrupt and reverse trends of disproportionately low academic performance among culturally and linguistically diverse students (Aronson & Laughter, 2016). This study unifies the aforementioned theories into a single concept, Culturally Agile Pedagogies (CAPs), and defines them as theories, principles, and methods of teaching that require the mutual understanding, valuing, and use of teachers’ and students’ linguistic and cultural identities to inform instruction and optimize learning.

The following theory of action will discuss how the professional knowledge base, “achievement gap” data, and design research literature inform this study. This chapter presents the problem in the local context, poses the research questions, defines the desired state, offers a theory of intervention, and then outlines the conditions for implementation. The intervention design—including a description of the organizational format, sequence of activities, and research methodology—will be described in the next chapter.

### **Theory of Action**

Argyris and Schön (1974) assert that a theory of action is needed to provide a model or conceptualization and predict how to move from a problematic state to a desirable state. Adopting that approach, this study employs the Können-Lernen (learning to be able to do) dimension of organizational learning in order to research collective simulations, scenario-learning, and the mimesis of the organization’s patterns of cooperative practice (M. Göhlich, 2016). An analysis of the problem of practice from a general to local context illustrates the setting in which this will occur.



## ***Problem of Practice***

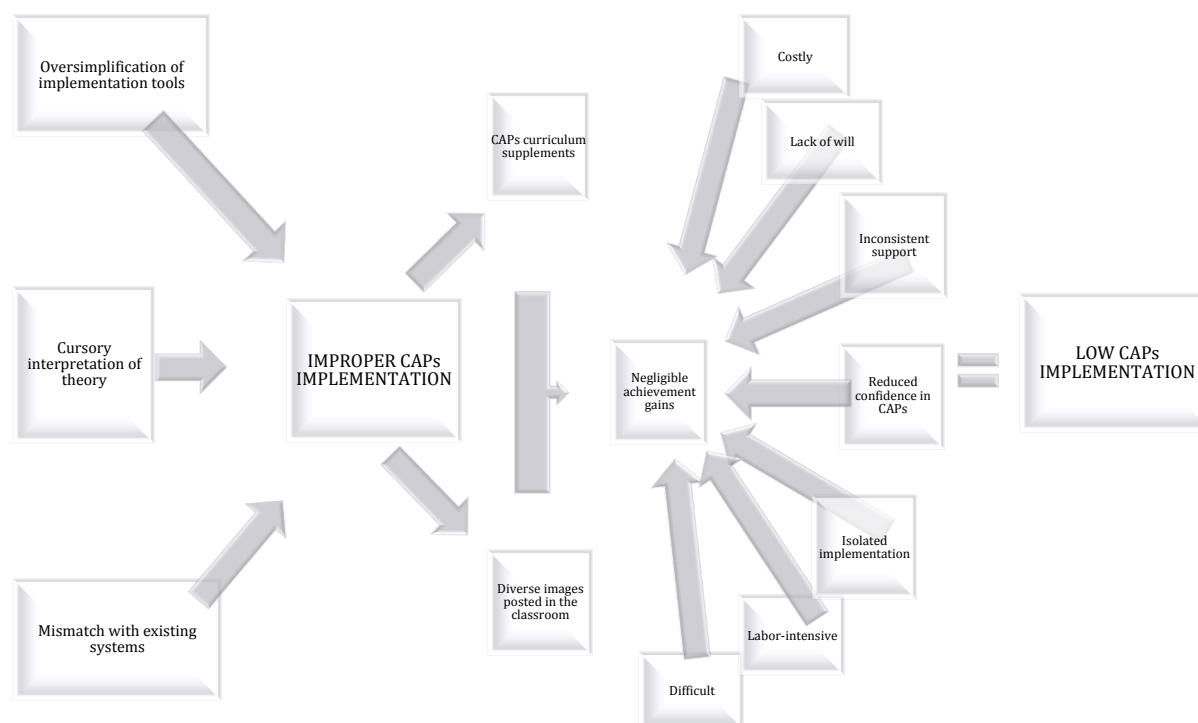
In response to calls for increased student performance, U.S. public education leaders engage in constant pursuit of high-leverage, rapid-return, low-cost solutions. Often, their professional longevity hinges upon an ability to streamline complex interventions into simpler, more easily implemented programs. Having no historical basis for this endeavor, and with ample evidence of contrary outcomes, these leaders nevertheless are expected to procure neat panaceas that simply do not exist. Rather than return empty-handed, these leaders routinely truncate and repackage complex research as casual conclusions in testament to their own professional qualifications. Time and again, these mischaracterizations become the death knell for effectual interventions deprived of the conditions necessary to thrive. CAPs are yet another casualty of this silver bullet paradox.

In their haste, educational leaders appear to have overlooked or ignored the ideological incompatibility between CAPs and prevailing hegemonic practices, pressing forward instead to create a simplified program for immediate use. Endowed with renewed novelty, CAPs ideology becomes distorted and related practices are reduced to “adding some books about people of color,” or “posting diverse images” in learning spaces (Ladson-Billings, 2014). This inappropriate adaptation has had far-reaching and deleterious effects, none worse than those levied upon the CAPs field of study itself. Limited implementation of CAPS provides inconsistent support, exists in isolation, offers very little demonstrable progress from the field, and continually widens the separation between theory and practice. Some causes and consequences of CAPs misinterpretation and misapplication are illustrated in Figure 12.

All this should come as no surprise, given the discomfort that permeates the shamefully oppressive circumstances from which the concepts were born. School districts, like so many other U.S. agencies and institutions, tend to circumvent the frequently divisive race issue (Ferguson, 2000) and avoid the courageous conversations needed to address the root causes of the “achievement gap” (Singleton, 2005, 2013). Instead, many school districts couple intense professional development regimens with linguistically and culturally neutral interventions such as Explicit Direct Instruction, Restorative Practices, Trauma Informed Teaching, and Social Emotional Learning to increase the outcomes of historically underperforming students of color (Gay, 2010; Patterson, 2015).

In spite of, and perhaps because of, their popularity over the last thirty years, CAPs have been hastily consumed by educational leaders, widely misunderstood, and tragically misapplied to our most vulnerable students, producing outcomes too insignificant to justify being brought to scale. Like so many initiatives before them, CAPs were introduced amid great expectations and fanfare only to be dismissed as a passing fad when meaningful outcomes were not reached before the next change in administration. These far-flung scenarios drastically reduced implementation of CAPs, inhibited their progress as a discipline, and eroded confidence, making future implementation increasingly difficult. This study examines the separation between CAPs theory and practice in the context of a local school district and develops a tool that could later be used to improve implementation.

Figure 12. Causes and Consequences of Misinterpreting and Misapplying CAPs



### Local Context

Parity Unified School District (PUSD, a pseudonym) is a large public K-12 school district of over 55,000 students located in northern California. Student ethnicity demographics are 86.1% students of color (36.3% Asian, 26.5% Hispanic/Latino, 7.6% Black/African American, 4.4% Filipino, 3.8% Multiracial, 6.5% Declined to State, 1.1% Pacific Islander, and 0.4% American Indian) while the remaining 13.3% is White. In addition, 24% of students are English Language Learners, 12% are in special education, and 55% receive free or reduced lunch. While student performance data such as attendance, graduation rates, college acceptance rates, and the Academic Performance Index (API) consistently rank PUSD among the highest in the state, the long-standing performance gaps between the highest-achieving students (mostly White and Asian) and the lowest-achieving students (predominantly African American, Latino, and long-term English Learners) remain static.

In 2013, the PUSD administration underwent a formal evaluation process with an outside educational consulting agency to realign its educational policies to directly address inequitable student outcomes. The comprehensive process engaged over one hundred school district stakeholder groups in a series of intensive feedback sessions in order to formulate a vision, mission, and goals truly representative of the community. In 2015, PUSD unveiled its newly developed strategic plan, “Impact Students, Impact Lives,” which included a PUSD high school graduate profile outlining the skills a senior graduating in the year 2025 is expected to possess. Numerous steps have been taken to realize the goals of the strategic plan, such as renovating and/or rebuilding dilapidated schools, increasing before and after school tutoring and enrichment

programs, creating full-service community schools, and adopting programs like Positive Behavior Interventions and Supports (PBIS) and Restorative Justice.

Moderate gains in attendance and graduation rates across all student demographics were made between the 2012-13 and 2015-16 school years, but the “achievement gap” as measured by statewide standardized test scores slightly worsened. These disappointing data motivated a deeper investigation of contributing factors, and a refreshed strategic plan for the 2017-18 school year, “Transform Students, Transform Lives,” was introduced with the new PUSD administration.

While the refreshed strategic plan retains the basic elements of the original plan including the graduate profile, the immediate change efforts are focused on the central office and school leadership’s attainment of organizational clarity and clarity of vision. PUSD administration clearly and frequently states that all energy spent enacting the strategic plan will help establish equity and interrupt systemic oppression to decrease the predictability of student academic outcomes based upon socioeconomic status, English learner status, ethnicity, and neighborhood location. PUSD defines systemic oppression as the following:

The condition of rules, beliefs, policies, practices and laws that work in concert to maintain the privileges and advantages of those who pertain to dominant culture, namely the culture of white, male, middle- and upper-class, heterosexual, able-bodied and minded, Christian, English-speaking America, while simultaneously restricting access to those who have been historically underrepresented in positions of power, government, jobs, and other areas of society, namely people of color, women, people from backgrounds of poverty, LBGT people, differently-abled people, people of faiths other than Christianity, and speakers of language other than English.

PUSD has also communicated its core beliefs with clarity:

1. The “achievement gap” is the greatest civil rights issue we face.
2. It is possible to increase academic achievement of high performing students and accelerate achievement of those currently less academically successful.
3. Equity is the work of eliminating oppression, ending biases, and ensuring high outcomes for all students.
4. Pursuing equity means removing the predictability of success or failure that currently correlates with any social or cultural factor.

Explicit definitions of equity and systemic oppression eliminate errors of interpretation and provide an uncompromising lens through which to view the work.

Learning academies based on innovative design practices have been established to build administrative capacity in implementing the strategic plan. These learning academies include, but are not limited to, instructional design work in the areas of engaging and leveraging authentic student voice, prioritizing the learning and experience of African American students, enhancing the racial context inside and outside of PUSD, and serving students and learners via a Universal Design for Learning (UDL) approach, all of which are hallmarks of CAPs.

PUSD has taken several more important steps toward establishing equitable educational opportunities for its students and is becoming increasingly primed for CAPs implementation. The instructional leadership teams at four of its middle schools recently completed a study of Zaretta Hammond's (2014) book *Culturally Responsive Teaching and the Brain*, seeking to better understand CAPs psychology. The learning gained from these teams will expand throughout all the middle schools and then be adapted for use in elementary and high school settings. PUSD's leadership development department has engaged in racial identity work by launching a series of "Racial Affinity Group" discussion forums among its central office and school site administrators. The two groups, one for colleagues of color and the other for white colleagues, will eventually come together to strengthen relationships and prepare to support and facilitate larger cross-racial dialogues in topics like implicit bias, microaggressions, and cultural space. Last, all of PUSD's site administrators participated in a workshop on "Changing the Discourse to Create Cultures for Action and Accountability." This professional development is based on Eubanks, Parish, and Smith's (1994) article "Changing Discourse in Schools" and seeks to build administrators' capacity to facilitate "Discourse Two" conversations about uncomfortable, unequal, ineffective, and prejudicial conditions in schools. PUSD has taken these steps in an attempt to dismantle, inoculate, or otherwise nullify the systemic oppression identified as the root of the pernicious, so-called "achievement gap".

Unlike many other U.S. school districts, PUSD has accepted the challenge to engage issues of systemic oppression, equity, and race, especially among its central office and site leadership, and it is uniquely positioned to embrace the complexity of CAPs as interventions. However, PUSD is similar to other school districts in that it has not yet required the majority of its employees--the TK-12 faculty and support staff numbering over 6000 members-- to undergo a wholesale inventory of racial identity, implicit bias, and sociocultural privilege. Also like other districts, PUSD abandoned CAPs initiatives more than twenty years ago due to their misinterpretation, misapplication, and predictably negligible results. While CAPs ideologies have survived, PUSD has not reevaluated CAPs as a viable intervention. This study seeks to reintroduce CAPs in the manner they were intended and operationalize them such that they are measurable and accessible to teachers in the classroom.

### ***Research Questions***

In his book, *Qualitative Research Design: An Interactive Approach*, Joseph A. Maxwell (2013) describes a process of "purposeful sampling" in which particular settings, persons, or activities are selected deliberately to provide information that is particularly relevant to questions and goals and that can't be gotten as well using alternatives. This study selects PUSD as its research setting and gathers data in an effort to better understand the conditions essential for future CAPs implementation. This study will share the latest CAPs research with educators and help them to reconcile their practice with empirically supported instructional strategies. Through a CAPs expertise scale refinement process, this study is intended to measure the shift of the participants' intuitive sense of justice in teaching toward a more formal knowledge of CAPs theory. The CAPs expertise scale, which is modeled after skill acquisition and based on situated performance and experiential learning in nursing and other professions, observes educators in common problems of practice, but with a focus on issues of culture in such interactions. Broadly, this study responds to the following research questions:

1. To what extent can educators who demonstrate an informal understanding of CAPs increase their knowledge of CAPs theory and improve their practice by participating in the professional learning of an expertise scale refinement process?
2. How can an expertise scale be designed and used to assess practicing educators' degree of skill in CAPs?
3. How can central office leaders and school administrators begin to support CAPs implementation in the classroom?

Challenges to designing this study include:

1. Synthesizing a list of CAPs best practices and setting goals from disjointed research.
2. Creating a CAPs expertise scale using examples of expertise in health care and other professions as a model.
3. Identifying and enlisting the participation of PUSD faculty willing to investigate their racial identity, implicit bias, and sociocultural privilege and who demonstrate an above-average sense of justice in teaching.

### ***Desired State***

This study seeks to change the behaviors and states of professional practice from problematic to desired by activating a core of PUSD faculty receptive to CAPs ideology, compiling and sharing CAPs best practices, and creating a CAPs expertise scale. What follows are research-supported ideas for change, intervention, and the conditions necessary for implementing the intervention.

### ***Theory of Intervention***

To remain in the profession, teachers in U.S. public schools must be trained in stringent state-mandated certification programs, which devote more attention to practical teaching experience and subject matter mastery and less attention to critical reflection on the purposes, ethics, and social consequences of different versions of teaching (Hargreaves, 1991). PUSD's compulsory adherence to such bureaucratized teacher regulation limits its ability to provide new teachers the professional learning in systemic oppression, equity, and race that it affords its administrators. This practice conflicts with research in organizational culture change and is unlikely to support PUSD's access and equity goals to develop in students a strong sense of self and purpose, provide students with equitable support, and make social justice a reality.

PUSD's layers of organizational culture--specifically the norms, artifacts, and innovative behaviors that would mediate the effects of its espoused values and support innovation (Hogan & Coote, 2014; Schein, 2010) in CAPs implementation--have only recently been established. Consequently, only 3 of PUSD's 136 school sites have chosen CAPs as a means to increase the academic outcomes of historically underperforming culturally and linguistically diverse students. PUSD has not formally agreed upon a district-wide CAPs implementation process, which would in itself be a manifestation of a norm of practice, what Hogan and Coote (2014) refer to as an artifact, vital to innovation and performance outcomes (pp. 1618-1619). Research findings

suggest that, devoid of such artifacts, the organizational culture change needed for successful CAPs implementation is far less likely to occur.

Organizational culture change research suggests that a shift in the district's practice from focusing on instructional strategies that are linguistically and culturally neutral (e.g., restorative practices, trauma informed teaching, and social emotional learning) to strategies that are linguistically and culturally specific (e.g., racial identity, systemic oppression, and equity concepts embedded within CAPs ideology) will be aided by changing the perceptions (McMaster, 2012) and strengthening the self-efficacy beliefs (Ellett et al., 2014) of the educators who will facilitate the change. PUSD teachers, newly supported by the refreshed district vision and organizational clarity of their administrators, have just begun to apply their shared value in the district motto, "Transform Learning, Transform Lives," to their instructional practice. An analysis of the relationship between this value and the initial stages of CAPs practice within the three PUSD schools will provide baseline data and allow the consideration of CAPs as an option.

Research findings by Ellet et al. (2014) suggest that those with strong self-efficacy beliefs about their capabilities to meet challenges associated with new innovations are more likely to accept, engage, and persist in addressing these challenges than those with weak self-efficacy beliefs. Educators' self-efficacy beliefs can be strengthened by accepting perspectives of the change process, including (a) individuals are the essence of the change process, (b) institutions will not change unless the members change, (c) the change process is personal experience, and (d) individuals' perception of change strongly influence outcomes (Ellet et al. 2014, p. 29). In short, structuring the change process and enabling educators to re-evaluate the nexus between their values and practice can transform educators' perceptions and build the self-efficacy necessary to implement innovative practices such as CAPs.

To help facilitate the change in educators' perceptions, a brief, yet thorough analysis of culturally and linguistically diverse student performance data and how they relate to the district's current linguistically and culturally neutral responses to the "achievement gap" is needed. This analysis could be coupled with program evaluations of the specialized organizations and committees such as the African American Parent-Teacher Coalition, District English Learner Advisory Committee, and Foster Youth Task Force, which have been charged to support these historically underperforming student populations. These combined analyses could lend support to the consensus among CAPs researchers that teachers themselves have the ability to affect students' academic and social-emotional stability (Aronson & Laughter, 2016; Banks, 1993). This study intends to leverage specially selected educators' perceptions of equity and systemic oppression and to strengthen their self-efficacy beliefs that they can facilitate change. The aim is to narrow the separation between CAPs theory and practice by investigating a means of increasing educators' formal awareness of CAPs theories and exploring methods by which they can be properly incorporated into classroom instruction.

A key component of a successful and sustainable innovation (i.e., specific, attainable, realistic, and time-bound) is a means of measurement (Doran, 1981). To the detriment of CAPs theory and research, this attribute is in very short supply. This study recognizes the need for the proliferation and refinement of metrics in CAPs expertise, and offers a synthesis of CAPs practitioners' opinions and observation data from practice in the field. This synthesis will serve two purposes:

1. Translate educators' intuitive sense of justice in teaching to an explicitly defined and pragmatic knowledge of CAPs theory, research, and findings.
2. Serve as the foundation of an initial CAPs expertise scale that could be utilized during the first stages of an official, district-sanctioned implementation process.

A more detailed explanation of the CAPs expertise scale development is provided in the next chapter.

## **CHAPTER 4: RESEARCH DESIGN AND METHODOLOGY**

### **Introduction**

This chapter illustrates the measures taken in preparation for this research and describes the methodology employed to collect the data. The extensive body of CAPs literature offers innumerable explanations of and justifications for instruction that is culturally relevant (Ladson-Billings, 1992), responsive (Gay, 2010), sustaining (Paris, 2012), revitalizing (McCarty & Lee, 2014), and above all real (Emdin, 2016). Nevertheless, student performance outcomes have fallen short of expectations due largely to CAPs misapplication resulting from misinterpreted theories. These errors in interpretation are attributed in part to the relative scarcity of specific and actionable CAPs instructional strategies, which in turn exacerbates the discontinuity between theory and practice and underscores the need for operationalization. The focus of this dissertation research is an attempt to operationalize CAPs.

CAPs literature overflows with descriptions of teachers who expertly demonstrate cultural agility in all facets of their instruction. While these educators are lauded as irreplaceable treasures of their schools and stark contrasts are drawn between them and their less skilled colleagues, the precise mechanics of their success are underexplored. This study interrogates CAPs literature for specific practices, extracts them for consideration, and places them within a continuum of expertise that could later be used to analyze teacher instructional strategies. What follows is a description of how the CAPs expertise scale was developed, including the organizational format, sequence of activities, and research methodology.

### **Research Design**

An intervention is required to shift PUSD's practice from linguistically and culturally neutral systems of improvement to a more racially, ethnically, and equity-conscious model such as CAPs. In recognition of both the potential and the shortcomings of CAPs as an innovation, this study has identified twenty-one high-leverage CAPs practices and placed them within a matrix (Table 3) that can be used to investigate the feasibility and design of a CAPs expertise

scale. This effort is made in an attempt to (a) operationalize CAPs, (b) restore continuity between CAPs theory and practice, and (c) offer a contribution to the knowledge base. While a CAPs expertise scale holds great latent value, the proximal intervention is the professional learning that educators will gain by refining and calibrating such a scale. The refinement and calibration process serves the purpose of transforming participating educators' intuitive sense of justice in teaching to a formal, pragmatic knowledge of CAPs theory. The CAPs expertise scale produced from this process will provide a functional framework that may be used later as a tool in a future implementation plan.

### ***Identifying CAPs Practices***

To identify CAPs practices, this study surveyed over 300 journal articles, books, reports, dissertations, lectures, plenary session transcripts, websites, and literature reviews related to the causes and impact of the "achievement gap", inequitable outcomes in U.S. education, and the



Table 3. Culturally Agile Pedagogies Theories and Practices Matrix

Theory Title and Researcher(s)	Theory	Practice #1	Practice #2	Practice #3
<p><i>Culturally Relevant Education</i></p> <p>Gloria Ladson-Billings (2014, 1995) and Geneva Gay (2010) as synthesized by Aronson &amp; Laughter (2016)</p>	<p>Use ethnically diverse students' cultural knowledge, prior experiences, frames of reference, and performance styles to make learning more relevant and effective. Empower students intellectually, socially, emotionally, and politically using cultural referents to impart knowledge, skills, and attitudes.</p>	<p>Connect students' cultural perspectives to academic skills by helping them create, test, and revise evidence-based models that explain academic concepts.* Build upon the students' cultural knowledges and assets so all students can be included in teaching and learning.</p> <p>(A&amp;L, 2016, p. 165)</p>	<p>Engage students in critical reflection about their own lives and societies. Use inclusive curricula and activities to support analysis of all the cultures represented. Students learn about their own and others' cultures and develop pride in their own and others' cultures. (A&amp;L, 2016, p. 165)</p>	<p>Teachers facilitate classroom discussions to reveal, analyze, deconstruct, and rectify oppressive systems of power embedded in the curriculum. Culturally relevant educators work not only in the classroom but also in the active pursuit of social justice for all members of society. (A&amp;L, 2016, p. 167)</p>
<p><i>Culturally Responsive Teaching Approach</i></p> <p>Yvonne Bui &amp; Yvette Fagan, (2013)</p>	<p>Classroom instruction acknowledges students' cultural heritages, connects home and school experiences, uses a variety of explicit strategies with cooperative learning, and incorporates multicultural materials. (p. 59)</p>	<p>Build a community of learners. To make a personal connection, the students discuss their own community environment. The purpose is to share and validate students' personal experiences from their home community. (p. 63)</p>	<p>Assess whether or not students have an accurate and appropriate amount of prior knowledge about a topic. Then integrate strategies (e.g., prediction, word web) that will teach the necessary background knowledge to help students interact with the content on a personal level. (p. 65)</p>	<p>Incorporate multicultural text into the curriculum and give students the opportunity to work collaboratively as often as possible. These two strategies build home-school connections and a sense of community and caring in the classroom which may improve students' affect and attitude toward learning. (p. 67)</p>
<p><i>Teacher Student Relationship, Teacher Expectancy, and Culturally Relevant Pedagogy</i></p> <p>Jay Caballero (2010)</p>	<p>Student academic achievement is dependent upon teachers' effectiveness in creating positive relationships with the students, having authentically encouraging dispositions towards students, and establishing learning environments steeped in multiculturalism and diversity. (p. vi)</p>	<p>Teachers develop social relationships with students and parents to overcome the negative influences that poverty and differing socioeconomic statuses have on trust. Teachers foster interpersonal connections with families to avoid making assumptions about their values and identities. (p. 20)</p>	<p>Teachers gain an understanding of the "funds of knowledge (Moll et al., 1992) and scaffold lessons from home to school. Teachers involve parents and community members in the classrooms to increase effectiveness with students of color and help build high expectations of achievement. (p. 38)</p>	<p>Teachers seek to understand how their life experiences, schooling contexts, and instructional settings shape their teaching. Explore relationships between racial identity, ethnic identity, and pedagogy, and become more aware of how schools often perpetuate socio-economic inequities. (p. 36)</p>
<p><i>Reality Pedagogy</i></p> <p>Christopher Emdin (2016)</p>	<p>Students are experts on their own teaching and learning. Instruction is co-constructed, student culture and language is the primary vehicle of instruction. Code switching is explicitly taught.</p>	<p><i>Cogenerative Dialogues:</i></p> <p>Teacher and students video record and analyze classroom instruction, identify a single impediment to student learning, develop a plan to address the issue, and enact plan during re-taught lesson. Cycle repeats. (p. 74).</p>	<p><i>Co-Teaching:</i></p> <p>Students and teachers switch roles so everyone in class experiences teaching and learning from the other's perspective. Students have opportunities to show the teacher what they need and then demonstrate what good teaching looks like for</p>	<p><i>Cosmopolitanism:</i></p> <p>Participants share responsibility for one another in order to meet shared goals. Teaching is a community practice where no one student models the norm of what "smart" is, rather, every student shapes the norm. All members participate in examining teaching</p>

			them. (p. 87)	and learning. (p. 112)
<p><i>Culturally Relevant Pedagogy and Mathematics Achievement of Black and Hispanic High School Students</i></p> <p>Mary Langlie (2008)</p>	<p>All students whose mathematics teachers use Ladson-Billings' (1994, 1995a, 1995b) theory of Culturally Relevant Pedagogy in the "Social Relations" category, and especially black and Hispanic students in the "Conceptions of Self and Others" category, will achieve more in mathematics. (p. 102)</p>	<p>Social Relations:</p> <p>Student/teacher relationships are fluid and are not limited to the formal classroom setting. Teachers communicate with parents, tutor students, and provide academic and personal counseling to students for 30 minutes or more each week. (pp. 66, 102)</p>	<p>Conceptions of Self and Others:</p> <p>Teachers help students to see mathematics in everyday life and believe all students can succeed in mathematics. Teachers heavily emphasize the importance of mathematics in everyday life and reveal its various applications in the sciences, business, and industry. (pp. 65, 83, 87)</p>	<p>Conceptions of Self and Others:</p> <p>Field trips help demystify mathematics with experiments, discovery, and collaboration. Lessons require students to create graphic representations of the events, discuss and write using intuitive language, adopt standard vocabulary, and develop symbols. (pp. 55, 57, 87)</p>
<p><i>Culturally Sustaining Pedagogy</i></p> <p>Django Paris (2012, 2009)</p>	<p>Schools maintain heritage ways, value cultural and linguistic sharing across difference, and sustain and support bi- and multilingualism and bi- and multiculturalism. (2012, p. 95)</p>	<p>Teaching and learning encourages the use of African American Language and other heritage languages in diverse schools to embrace, and extend knowledge of interethnic language sharing and ethnic and linguistic solidarity. (2009, p. 444)</p>	<p>Teachers utilize and encourage linguistic dexterity -- the ability to use a range of language practices in a multiethnic academic setting -- in teaching and learning. (2009, p. 441)</p>	<p>Teachers utilize and promote terms of mind, such as linguistic plurality -- consciousness about why and how to use linguistic dexterity -- in teaching and learning. (2009, p. 441)</p>
<p><i>Academic Achievement and Identity Development</i></p> <p>James L Rodriguez, Evangelina Bustamante Jones, Valerie Ooka Pang, and Cynthia D. Park (2004)</p>	<p>Culturally responsive teaching can advance student engagement and competence in mathematics and science while promoting the development of their cultural identities. Instructional program structure is guided by principles of sociocultural theory and informed by constructs based on critical theory. (pp. 45, 47)</p>	<p>Rigorous lessons are scaffolded to the cognitive, social, and academic development levels of culturally diverse students. Culturally mediated activities use symbols, thoughts, cognitive processes, and social contexts derived from students' cultures. Teachers engage students in activities specific to their own experiences. (pp. 47-48, 52-53)</p>	<p>Status equalization affirms the value of the students' primary languages and cultures as well as dominant language and culture. Teachers develop self-regulation among learners by envisioning them as capable and competent of making and setting goals, motivating themselves, and monitoring their own learning. (pp. 48, 52-53)</p>	<p>Teachers are culturally diverse and exemplify a respectful mix of values, norms, and expectations in a collaborative instruction model. Teachers help students understand codes of power. Dominant culture practices and rules are explicitly defined, and mainstream social behavior is translated into contexts to which students can relate. (p. 49)</p>

\* Describes constructivist instruction methods like Model-Based Inquiry (Windschitl et. al., 2011).

roles of language and culture in instruction. As stated in greater detail in Chapter 2, the CAPs expertise scale extracts practices from the last 14 years of its 136-year theoretical evolution. Seven empirically supported theories from fourteen different authors were selected from the CAPs literature, and each theory yielded three practices for a total of twenty-one CAPs practices. For example, an excerpt of Aronson and Laughter's (2016) synthesis of Ladson-Billings' (1994, 1995) and Gay's (2010, 2013) theory of Culturally Responsive Teaching (CRT) states:

Culturally relevant educators explicitly unmask and unmake oppressive systems through the critique of discourses of power. Culturally relevant educators work not only in the

classroom but also in the active pursuit of social justice for all members of society. (p. 167)

This excerpt was reworded as a CAPs practice:

Teachers facilitate classroom discussions to reveal, analyze, deconstruct, and rectify oppressive systems of power embedded in the curriculum. Culturally relevant educators work not only in the classroom but also in the active pursuit of social justice for all members of society. (CAPs Theory and Practices Matrix, Ladson-Billings & Gay in Aronson & Laughter Practice 3)

While Aronson and Laughter's (2016) literature review tidily captures and tabulates Ladson-Billings' and Gay's theories, other authors' theories in CAPs literature did not receive the same treatment and required more effort to extract. A CAPs practice was drawn from this excerpt from Rodriguez et al. (2004):

When the teachers are also culturally diverse and exemplify this respectful mix of values, norms, and expectations themselves, students see first hand that they do not have to "give up" their culture, language, or community values to be successful in school. The Codes of Power principle (Delpit, 1988) is based on the explicit definition of mainstream practices and rules in order to translate mainstream social behavior into contexts that are understandable to students. Understanding codes of power is about attaining the academic and social competence marginalized populations must possess in order to move toward full inclusion. (p. 49)

This practice was reworded to state:

Teachers are culturally diverse and exemplify a respectful mix of values, norms, and expectations in a collaborative instruction model. Teachers help students understand "Codes of Power." Dominant culture practices and rules are explicitly defined; mainstream social behavior is translated into contexts to which students can relate. (CAPs Theory and Practices Matrix, Rodriguez et al. Practice 3)

The twenty-one CAPs practices were then delineated into as many as five sub practices to make them more distinct and observable. The delineation process analyzed each practice and separated activities, ways of knowing, and states of being into more easily distinguishable phrases. Using Rodriguez et al.'s (2004) Practice 3 as it appears in the matrix as an example, five distinctly phrased sub practices were separated from the root practice for increased observability (Figure 13). Each sub practice was then placed within the context of the literature from the novice to expert knowledge base (Benner, 2004; Dreyfus, 2004; Lyon, 2015) and modulated to reflect five levels of expertise, (1) Novice, (2) Advanced Beginner, (3) Competent, (4) Proficient, and (5) Expert.

Figure 13. Sample of Sub Practices Delineated from Root Practice, CAPs Matrix, Rodriguez et al., Practice 3

- a. Culturally diverse teachers exemplify a respectful mix of values, norms, and expectations.
- b. Culturally diverse teachers practice a model of collaborative instruction.
- c. Lessons drive academic and social competence in dominant culture practices and rules.
- d. Teachers ensure that students understand an explicit definition of dominant culture practices and rules.
- e. Lessons translate mainstream social behavior into student-relatable contexts.

The process of modulating each sub practice was informed by Lyon's (2015) characterization of the skill acquisition continuum developed by brothers Stuart and Herbert Dreyfus' (1986). The indicators of each level of expertise are as follows:

1. Novice: Lacks coherent sense of overall task, treats each situation as new, looks for appropriate rules to follow, needs forecast of expected outcomes, does not rely on prior experience, requires textbook examples, rules and guidelines determine responses.
2. Advanced Beginner: Perceives similarity of concrete situations with prior examples of the same experience, less dependent upon action guidelines, keenly attuned to feedback, focused on examples set by colleagues and mentors, newly able to diagnose issues yet still dependent on rules.
3. Competent: Adopts a hierarchical process of decision making, has sense of when using rules is appropriate and when rules provide diminishing returns and may be disregarded, becomes vested in outcomes resulting from actions, views reflection and evaluation as increasingly important.
4. Proficient: Intuitively organizes and understands tasks, thinks analytically about what to do, recognizes situations and simultaneously judges them to be similar or dissimilar to previous experiences and acts according to what has succeeded in the past, lets situations guide responses.
5. Expert: Fully engaged in fluid, efficient performance; responsive to context based on previous situations, without obvious thought: responses are reactive rather than studied and premeditated; focuses more on intuition than the calculations. (Lyon, 2015, pp. 90-92)

These indicators were applied to the sub practices to develop approximate descriptions of five observable levels of CAPs instruction. Level 4, Proficient, was chosen as the target expertise level and is depicted unchanged from the parent practice from which the sub practices derive. Remaining with Rodriguez et al.'s CAPs Matrix Practice 3 as an example, sub practice *a* states, "Culturally diverse teachers exemplify a respectful mix of values, norms, and expectations." This sub practice was then modulated to reflect five levels of expertise:

1. Novice: Teachers learn the effects of values, norms, and expectations in teaching and learning.

2. Advanced Beginner: Teachers identify their own and their students' values, norms, and expectations required for learning.
3. Competent: Teachers align their own and students' values, norms, and expectations to optimize learning.
4. Proficient: Culturally diverse teachers exemplify a respectful mix of values, norms, and expectations.
5. Expert: Culturally diverse teachers and students assess and refine their values, norms, and expectations.

The description of Level 4 expertise was progressively weakened to approximate descriptions of lower levels and was strengthened to approximate Level 5.

This study used the increased error potential associated with leveled sub practice approximations to activate the teacher participants' inherent sense of CAPs instruction. Teacher participants' feedback was then utilized to refine the sub practices contained in the CAPs Instructional Practices Expertise Scale Working Draft (Table 4). The CAPs expertise scale development process is context-specific research informed by the key characteristics of design research, in that it focuses on intervention design in the real context of education or training (interventionist characteristic), endeavors to understand and improve interventions (process orientation), and utilizes state of the art theories, field tests, and prototype evaluations to contribute to theory building (theory orientation) (Van Den Akker et. al., 2009). This study anticipated inaccuracies in the depiction of CAPs expertise and was designed to draft multiple

iterations leading to the creation of a final CAPs Instructional Practices Expertise Scale (Table 10) as informed by teacher feedback. The remaining sections of this chapter describe this process.

### ***Participant Selection***

Participants in the intervention are four PUSD middle school teachers, five PUSD high school teachers, and a total of five administrators from their respective schools. Invitations for the information session were sent to the list of potential teacher participants, selected by their site principals, whose educational philosophies and practice were deemed most closely aligned to CAPs theories. All the attendees took a CAPs theories and practices awareness questionnaire (A). The attendees were given copies and overviews of CAPs research, details of the study and intervention, and the opportunity to make comments and ask questions. The session ended with the attendees completing a questionnaire designed to reveal their degree of alignment with CAPs philosophy, assessing themselves using the working draft of the CAPs expertise scale, and indicating their availability within the observation calendar and schedule. The final participants were selected through an analysis of the questionnaires and assessments and their commitment to the observation calendar and schedule. They were organized into five groups, each group composed of one principal and the teachers from that school: two middle schools, and three high schools.

Table 4. Culturally Agile Pedagogies Instructional Practices Expertise Scale (WORKING DRAFT)

	CAPs Instructional Practice	Novice 1	Advanced Beginner 2	Competent 3	Proficient 4	Expert 5
	<p>1-3: Ladson-Billings &amp; Gay in Aronson &amp; Laughter (2016)</p> <p>4-6: Bui &amp; Fagan (2013)</p> <p>7-9: Caballero (2010)</p> <p>10-12: Emdin (2008, 2016)</p> <p>13-15: Langlie (2008)</p> <p>16-18: Paris (2009)</p> <p>19-21: Rodriguez et al. (2004)</p>	<p><i>Lacks coherent sense of overall task, treats each situation as new, looks for appropriate rules to follow, needs forecast of expected outcomes, does not rely on prior experience, requires textbook examples, rules and guidelines determine responses. (Lyon, 2015)</i></p>	<p><i>Perceives similarity of concrete situations with prior examples of the same experience, less dependent upon action guidelines, keenly attuned to feedback, focused on examples set by colleagues and mentors, newly able to diagnose issues yet still dependent on rules. (Lyon, 2015)</i></p>	<p><i>Adopts a hierarchical process of decision making, has sense of when using rules is appropriate and when rules provide diminishing returns and may be disregarded, becomes vested in outcomes resulting from actions, views, reflection and evaluation as increasingly important. (Lyon, 2015)</i></p>	<p><i>Intuitively organizes and understands tasks, thinks analytically about what to do, recognizes situations and simultaneously judges them to be similar or dissimilar to previous experiences and acts according to what has succeeded in the past, situations guide responses. (Lyon, 2015)</i></p>	<p><i>Fully engaged in fluid, efficient performance, responsive to context, based on previous situations, without obvious thought, responses are reactive rather than studied and premeditated, focuses more on intuition than the calculations. (Lyon, 2015)</i></p>
1.	Connect students' cultural perspectives to academic skills by helping them create, test, and revise evidence-based models that explain academic concepts. Build upon the students' cultural knowledges and assets so all students can be included in teaching and learning. (Ladson-Billings & Gay in Aronson & Laughter, 2016, p. 165)					
2.	Engage students in critical reflection about their own lives and societies. Use inclusive curricula and activities to support analysis of all the cultures represented. Students learn about their own and others' cultures and develop pride in their own and others' cultures. (Ladson-Billings & Gay in Aronson & Laughter, 2016, p. 165)					
3.	Teachers facilitate classroom discussions to reveal, analyze, deconstruct, and rectify oppressive systems of power embedded in the curriculum. Culturally relevant educators work not only in the classroom but also in the active pursuit of social justice for all members of society. (Ladson-Billings & Gay in Aronson & Laughter, 2016, p. 167)					

4.	Build a community of learners by allowing students to discuss their own community environments. Help students make personal connections to the lesson by sharing and validating students' personal experiences from their home communities. Help students describe and display the positive contributions they will make to the new learning community. (Bui & Fagan, 2013, pp. 62-63)					
5.	Assess if students have an accurate and appropriate amount of prior knowledge about a topic. Integrate strategies (e.g., predictions, word webs) that will teach necessary background knowledge to help students interact with content on a personal level. Allow students to rephrase content in their dominant language or use visuals to supplement their verbal retells. (Bui & Fagan, 2013, pp. 65-66)					
6.	Incorporate multicultural text into the curriculum and give students the opportunity to work collaboratively as often as possible. These two strategies build home-school connections and a sense of community and caring in the classroom which may improve students' affect and attitude toward learning. (Bui & Fagan, 2013, p. 67)					
7.	Teachers develop trusting relationships with students and parents to overcome the negative influences of poverty and differing socioeconomic status (SES). Teachers foster interpersonal connections with families (ICF) to avoid making assumptions about their values and identities. (Caballero, 2010, p. 20)					
8.	Teachers seek to understand how their life experiences, schooling contexts, and instructional settings shape their teaching. Explore relationships between racial identity, ethnic identity, and pedagogy, and become more aware of how schools often perpetuate socioeconomic inequities. (Caballero, 2010, p. 36)					

9.	Teachers gain an understanding of the “funds of knowledge” (Moll et al., 1992) and scaffold lessons from home to school. Teachers involve parents and community members in the classrooms to increase effectiveness with students of color (SOC) and help build high expectations of achievement. (Caballero, 2010, p. 38)					
10.	Teachers invite students to video record lessons and then participate in cogenerative dialogues (cogens) with students. During cogens, the entire group decides upon a single issue that is deemed most pressing, and each participant decides upon a plan of action that he or she will enact in the classroom to address the issue. Cogens are also video recorded. (Emdin, 2008, p. 774; 2016, pp. 65-67).					
11.	Two or more students assume all teacher responsibilities for effective content delivery. Teachers provide students context and information informing their instruction so students model effective teaching within existing structures resources. Teachers capture analogies, words, and examples students employ to design future lessons. Coteaching is video recorded. (Emdin, 2008, p. 775; 2016, p. 87)					
12.	Cosmopolitanism describes when students and teachers take responsibility for teaching one another what they do not know -- about content, teaching the content, and each other. Single cogens become multiple cogens so all students actively participate in examining teaching and learning. All students, not teachers, shape the norm of what “smart” is. (Emdin, 2008, pp. 773-775; 2016, p. 112)					
13.	Student/teacher relationships (STR) are fluid and are not limited to the formal classroom setting. Teachers communicate with parents and provide personal counseling to students, and tutor and provide academic counseling to students for 30					



	minutes or more each week. (Langlie, 2008, pp. 66, 102)					
14.	Teachers help students to see mathematics in everyday life and believe all students can succeed in mathematics. Teachers heavily emphasize the importance of mathematics in everyday life and reveal its various applications in the sciences, business, and industry. (Langlie, 2008, pp. 65, 83, 87)					
15.	Field trips help demystify mathematics with experiments, discovery, and collaboration. Lessons require students to create graphic representations of the events, discuss and write using intuitive language, adopt standard vocabulary, and develop symbols. (Langlie, 2008, pp. 55, 57, 87)					
16.	Teachers utilize and encourage linguistic dexterity (LD) -- the ability to use a range of language practices in a multiethnic academic setting -- in teaching and learning. (Paris, 2009, p. 430-431)  DAE = Dominant Academic English					
17.	Teachers realize that knowledge of African American Language (AAL) and other heritage languages (OHL) is required in order to understand and utilize their students' linguistic resources in the classroom. (Paris, 2009, p. 444)  DAE = Dominant Academic English  LD = Linguistic Dexterity					
18.	Teaching and learning encourages the use of African American Language (AAL) and other heritage languages (OHL) in diverse schools to embrace, problematize and extend understandings of interethnic language sharing and ethnic and linguistic solidarity. (Paris, 2009, p. 444)					
19.	Rigorous lessons are scaffolded to the cognitive, social, and					

	academic development levels of culturally diverse students (CDS). Culturally mediated activities use symbols, thoughts, cognitive processes, and social contexts derived from students' cultures. Teachers engage students in activities specific to their own experiences. (Rodriguez et. al., 2004, pp. 47-48, 52-53)					
20.	Status equalization affirms the value of the students' primary languages and cultures (PLC) as well as dominant language and culture (DLC). Teachers develop self-regulation among learners by envisioning them as capable and competent of making and setting goals, motivating themselves, and monitoring their own learning. (Rodriguez et. al., 2004, pp. 48, 52-53)					
21.	Teachers are culturally diverse (CD) and exemplify a respectful mix of values, norms, and expectations (VNE) in a collaborative instruction (CI) model. Teachers help students understand "Codes of Power." Dominant culture practices and rules (DCPR) are explicitly defined; mainstream social behavior (MSB) is translated into contexts to which students can relate. (Rodriguez et. al., 2004, p. 49)					

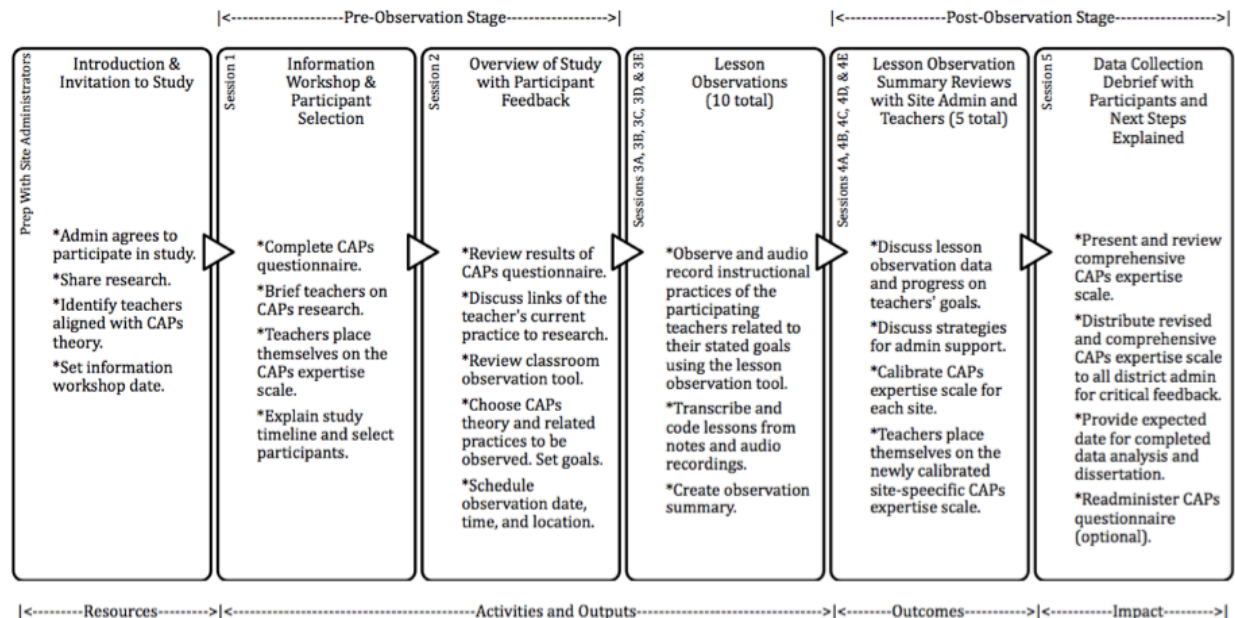
The CAPs instructional practices contained in this expertise scale are ordered as follows: 1-3: Ladson-Billings & Gay in Aronson & Laughter (2016); 4-6: Bui & Fagan (2013); 7-9: Caballero (2010); 10-12: Emdin (2008, 2016); 13-15: Langlie (2008); 16-18: Paris (2009), and 19-21: Rodriguez et al. (2004).

## ***Intervention***

The intervention is professional learning through the refinement and calibration of the CAPs expertise scale and occurred in two stages, pre-observation and post-observation. The logic model below informed by the development guide of the W. K. Kellogg Foundation (1998) provides a graphic representation of the intervention (Figure 14). The pre-observation stage included two sessions:

- Session 1. Information Workshop and Participant Selection: Select the participants as described above, including a review of the research findings and how these findings informed the working draft of the CAPs expertise scale.

Figure 14. CAPs Professional Learning and Expertise Scale Development Logic Model



**Session 2.** Overview of Study with Participant Feedback: Discuss participants' pedagogical practices and placements on the CAPs expertise scale, gather participants' suggestions to refine the expertise scale, choose a common classroom observation tool, and set goals for the planned classroom observations.

Classroom observations of the teachers at each of the five sites were held using the agreed upon observation tool and goals. These observations are referred to as sessions 3A-3E. The observation summaries were sent to the teachers and the school administrators in advance of the post-observation stage.

The post-observation stage includes two sessions:

**Session 4A.** Site Classroom Observation Summaries: School 1 classroom observation summary review with administrator and teachers. Discuss progress on the teachers' goals, successes, challenges, and how the administrator would support teachers' goal attainment. Review suggestions to refine the scale, consider new suggestions, and calibrate the scale for that school site and its grade levels. Teachers reassess themselves on the newly calibrated CAPs expertise scale.

**Session 4B.** Repeat above for School 2.

**Session 4C.** Repeat above for School 3.

**Session 4D.** Repeat above for School 4.

Session 4E. Repeat above for School 5.

Session 5. Reconvene all participants and present calibrated scales for each site and its grade levels. Present a comprehensive CAPs expertise scale incorporating all sites' input and solicit final round of feedback for final calibration.

After the fifth and final session, the data collection process will be complete and data analysis will begin.

## **Methodology**

This study adopts the design development research methodology as it is informed by the literature that describes the reasons for U.S. public schools' limited implementation of CAPs as a complex problem in educational practice for which no clear guidelines or solutions are available (Van Den Akker et al., 2009). A CAPs expertise scale was designed and developed as a partial solution to CAPs' limited implementation and to advance knowledge about the characteristics of CAPs as an intervention. The CAPs expertise scale is modeled after skill-acquisition research (Dreyfus, 2004) based on situated performance and experiential learning in nursing (Benner, 2004). Similar in function to the nursing expertise scale, the CAPs expertise scale considers and ranks educators' skill in common problems of practice, but with a focus on the intersection of student learning and linguistic and cultural identity in instructional settings.

### ***Baseline Data***

The baseline data for this study are derived from the results of the CAPs questionnaire and the first draft of the CAPs expertise scale completed during the pre-observation stage Session 1, as described in this chapter. These data help describe the participants' awareness of cultural agility in their current pedagogical practice, their depth of knowledge of CAPs theory and practice, and the relationship between the two.

### ***Process Data***

Process data were collected throughout the sequence of activities performed during Session 2 of the pre-observation stage:

1. Review results of CAPs questionnaire.
2. Discuss links of the teacher's current practice to research.
3. Develop a common classroom observation tool.
4. Choose CAPs theory and related practices to be observed and set goals.

and Sessions 4 and 5 of the post-observation stage:

1. Based on teacher observation, discuss progress on the teachers' goals, successes, challenges, and how the administrator would support teachers' goal attainment.
2. Review the initial teacher and administrator's suggestions to refine the CAPs expertise scale and consider new suggestions informed by the classroom observation.
3. Calibrate CAPs expertise scale for that school site and its grade levels.
4. Teachers reassess themselves on the newly calibrated CAPs expertise scale.

The act of interrogating the structure, design, and rationale of the draft CAPs expertise scale required teachers to gain a deeper understanding of CAPs and how their practice aligns with the theories. This learning comprised the bulk of the desired outcome and is completed by the impact data.

### ***Impact Data***

Impact data were derived from the activities during the final session of the post-observation stage:

1. Solicit final round of feedback for final calibration of comprehensive CAPs expertise scale.
2. Re-administer the original CAPs theory awareness questionnaire from the information session (optional).

Refining and calibrating the CAPs expertise scale produced the baseline, process, and impact data that were used to measure the effectiveness of refinement and calibration as an intervention. While the resulting CAPs expertise scale has no influence on the study itself, its existence has great promise as a foundational tool from which a future school- or district-wide CAPs implementation plan may be developed.

Qualitative data were collected and generated from a questionnaire, classroom observations, interviews, and rankings on both the draft and the refined and calibrated versions of the CAPs expertise scale. Data derived from questionnaire results, classroom observation field notes, interview transcripts, and CAPs expertise scale rankings were compiled, coded, and correlated.

### ***Data Reliability***

Data reliability is limited to the comparisons between the teachers and the respective administrators at each of the five schools. While results will vary between personnel, results were predicted to be more similar between teachers of the same sites and student grade levels than between different sites and student grade levels. A degree of similarity was also expected between the teachers and their site administrator in comparison to same-site teachers and an administrator of a different site. Reliability can be further defined with repeated rounds of the intervention.

### ***Validity***

Validity of the intervention is uncertain. Consensus within the literature reveals a lack of awareness and understanding of CAPs ideologies and practice among educators, school districts,

and educational policymakers. This helps to explain the limited examples of CAPs implementation in U.S. schools. The validity of the intervention lies within the clarity and thoroughness of its execution, the fidelity of the draft CAPs expertise scale to research findings, and the genuine cultural agility of the participants. The credibility of the intervention results rests upon the strength of the knowledge base and its translation into a theory of action and change. The intervention is highly transferable as it can be readily applied to any school site.

### ***Rigor***

The rigor of this study is defined by the strength of the knowledge base and the intervention design. The major factors of the intervention design are participant selection and CAPs awareness questionnaire construction, as well as this researcher's skill in CAPs theory presentation, questionnaire development, the draft CAPs expertise scale, the classroom observation tool and protocol, and skill in facilitating effective, open, and honest discussion. Threats to rigor are partially invested participants, inadequate development of the questionnaire, observation tool, and CAPs expertise scale, and ineffective facilitation and observation skills of the researcher. Bias in favor of CAPs ideologies is intentional for the researcher and the participants and is expected to produce questionnaire and observation data that will enhance the expertise scale with rich and varied perspectives of practitioner experience. Drawbacks to bias among researcher and participants in favor of CAPs include the decreased probability of counter narratives and points of view that would challenge CAPs ideology and prompt deepened justification. Finally, the researcher's bias in favor of CAPs ideology dissuades the search for disconfirming evidence and presents a subjective, one-sided view of the problem of practice and approach to intervention.

## CHAPTER FIVE: DATA PRESENTATION AND ANALYSIS

### Introduction

Parity Unified School District (PUSD) is a large district situated in Northern California. For decades, PUSD has been a model for progressive and innovative educational equity initiatives, particularly in the areas of English Language Development and special education. Nevertheless, like the vast majority of large U.S. public school districts, PUSD remains challenged by the ever-present, so-called “achievement gap” between its predominantly White, middle-class American dominant-culture students and its students of color. In response to this issue, PUSD has refreshed its strategic plan with increased organizational clarity and clarity of vision, and has activated a series of learning academies to further investigate, design, and implement solutions. PUSD’s unyielding approach toward achieving more equitable outcomes for its historically underperforming students has positioned it as a prime setting for CAPs research.

The theory of action for this study attributes the underutilization of CAPs to its widely misinterpreted and misapplied theories and practices. An approach to testing this theory is to halt and reverse CAPs misinterpretation by clarifying CAPs theories and specifying a comprehensive array of CAPs practices. An additional layer of CAPs practice specificity includes distinct levels of expertise. These steps toward an increasingly accurate CAPs interpretation can be taken through the development of a tool that defines the CAPs theories, identifies their corresponding practices, and measures the levels of expertise within each practice. If a group of PUSD educators specially selected for their inclination toward CAPs strategies participated in the tool development process, they could simultaneously solidify their individual instructional practice and increase their formal understanding of CAPs. The resulting tool could then form the basis for continued refinement and ultimately lead to the proper application of CAPs practices in the ways they were originally intended.

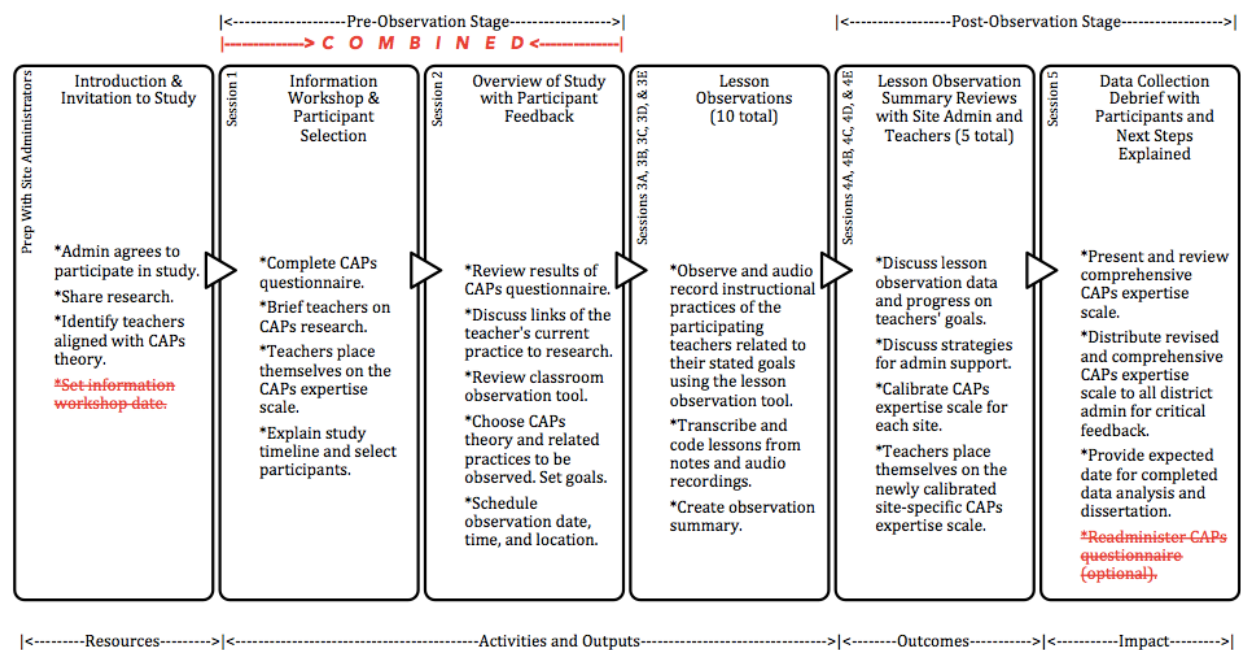
As explained in chapter three, a qualitative research purposeful sampling process (Maxwell, 2013) was utilized to gather data from educators from five different schools. The selected schools were: (1) Rocky High School, (2) Belltower High School, (3) Constitution Secondary School, (4) Polity Middle School, and (5) Mountaintop Middle School. PUSD Educators were gathered to participate in the multi-stage and semi-cooperative development of a CAPs practices expertise scale. This development process was then used to measure the shift of the participants’ intuitive sense of justice in teaching toward a more formal knowledge of CAPs theories and practices. The data presented in this chapter was collected to provide support for responses to the posed research questions:

4. To what extent can educators who demonstrate an informal understanding of CAPs increase their knowledge of CAPs theory and improve their practice by participating in the professional learning of an expertise scale refinement process?
5. How can an expertise scale be designed and used to assess practicing educators’ degree of skill in CAPs?
6. How can central office leaders and school administrators begin to support CAPs implementation in the classroom?

## Organization Of Data Analysis

Data was collected and is presented according to the Amended CAPs Professional Learning and Expertise Scale Development Logic Model (Figure 15) which eliminated the information workshop from the preparation stage, combined sessions 1 & 2 of the pre-observation stage, and deleted the post questionnaire from session five. The idea of a centrally located, single information workshop that all the teacher participants from all five schools would attend proved inconvenient and logistically infeasible. Instead, the researcher visited each school at each teacher's convenience, administered the questionnaire, reviewed the initial questionnaire

Figure 15. Amended CAPs Professional Learning and Expertise Scale Development Logic Model



scores, and distributed the CAPs literature and documents for the study. The teachers then received an overview of the study and an opportunity to ask clarifying questions. The pre-observation stage ended with the teachers scheduling dates and times for the classroom observations.

The second administration of the questionnaire was also eliminated from the original logic model. This was done for several reasons: (a) the questionnaire was informally-designed and only intended to provide a rough estimate of respondents' baseline CAPs knowledge, (b) the small sample of respondents was too small to approach generalizability, and (c) the data collected from the classroom observations and teacher feedback rendered a post-study questionnaire administration redundant and inconsequential. While the questionnaire data may raise provoking questions, the current version requires review and further development by a panel of content experts before it may be considered useful to generate relational data.

This chapter presents an analysis of the baseline data, process data, impact data, and the corresponding learning outcomes:



1. Promote knowledge of culturally agile pedagogies
2. Enhance understanding of CAPs expertise
3. Co-revision of CAPs expertise scale

An outline of the learning outcomes will be included in the summary, and a final discussion and a series of recommendations will appear in chapter six.

## Data Preparation

### *CAPs Theory and Practice Questionnaire Construction*

A twenty-six-item CAPs theory and practice questionnaire (Appendix A) was used to develop the participants' culturally agile pedagogy profiles. The content of the questionnaire items were chosen from the most common indicators of culturally agile pedagogy as described in the literature and illustrated in the CAPs Theories and Practices Matrix (see Table 3 in chapter four). A multiple-choice design was chosen to measure the participants' discretion between authentic and distorted CAPs theories and practices. Questionnaire item construction was further aided through the development of the CAPs Theories and Practices Fidelity Continuum (Table 5)

Table 5. CAPs Theories and Practices Fidelity Continuum

		Fully Aligned	Moderately Aligned	Minimally Aligned
Theories	1. (Item 14)	Students can be intellectually, socially, emotionally, and politically empowered if lessons use students' cultural frameworks to impart knowledge, skills, and attitudes. (Ladson-Billings & Gay in Aronson & Laughter, 2016)	Students can be socially and emotionally empowered if lessons use students' cultural frameworks to impart knowledge, skills, and attitudes.	Students can be politically empowered if lessons use students' cultural frameworks to impart knowledge.
	2. (Item 15)	Students perform better when teachers maintain heritage ways, value culture and language sharing across difference, and support/sustain multilingualism and multiculturalism. (Paris, 2009, 2012)	Students perform better when teachers value cultural and linguistic sharing across difference, and support and sustain multilingualism and multiculturalism.	Students perform better when teachers value cultural sharing across difference, and support multiculturalism.
	3. (Item 16)	Students perform better when lessons acknowledge their cultural heritages, connect home and school experiences, use cooperative learning, and incorporate multicultural materials. (Bui & Fagan, 2013)	Students perform better when lessons acknowledge students' cultural heritages, connect home and school experiences, and incorporate multicultural materials.	Students perform better when lessons acknowledge students' cultural heritages and connect home and school experiences.
	4. (Item 17)	Student performance is improved by positive teacher-student relationships, authentically encouraging teacher dispositions towards students, and diverse, multicultural learning environments. (Caballero, 2010)	Student performance is improved by positive teacher-student relationships and by establishing diverse, multicultural learning environments.	Student performance is improved by establishing diverse and multicultural learning environments.
	5. (Item 18)	Student/teacher relationships should extend beyond the formal classroom. Teaching and learning focuses on the importance of academic concepts in everyday life and their practical, daily applications. (Langlie, 2008)	Student/teacher relationships should extend beyond the formal classroom. Teaching and learning focuses on the importance of academic concepts in everyday life.	Student/teacher should relationships extend beyond the formal classroom setting.
	6. (Item 19)	Students develop high academic performance, cultural awareness, and cultural identity through culturally-mediated activities, socially interactive	Students develop high academic performance, cultural awareness, and cultural identity through culturally mediated activities and socially	Students develop high academic performance, cultural awareness, and cultural identity through culturally mediated activities.

		instruction, and scaffolded learning, (Rodriguez et al., 2004)	interactive instruction.	
	7. (Item 20)	Students are the experts on their own teaching and learning. Lesson content & delivery is co-developed by students and teacher, and student culture and language is the primary vehicle of instruction. (Emdin, 2016)	Students are the experts on their own learning. Lesson content is co-developed by the students and the teacher, and student culture and language is the primary vehicle of instruction.	Students are the experts on their own learning. Lesson content is chosen by the students, and student culture and language is the primary vehicle of instruction.
Practices	8. (Item 1)	In the Reality Pedagogy coteaching format, students and teachers routinely switch roles so everyone in class experiences teaching and learning from the other's perspective. (Emdin, 2016)	In the Reality Pedagogy coteaching format, students and teachers periodically switch roles so everyone in class experiences teaching and learning from the other's perspective.	In the Reality Pedagogy coteaching format, students and teachers periodically switch roles so a target group of students experience teaching and learning from the other's perspective.
	9. (Item 2)	African American Language and other heritage languages are used in diverse schools to embrace and extend knowledge of interethnic language sharing and ethnic and linguistic solidarity. (Paris, 2009)	The most dominant heritage language is used in diverse schools to embrace and extend knowledge of interethnic language sharing and ethnic and linguistic solidarity.	The teacher chooses a heritage language to use in diverse schools to embrace and extend knowledge of interethnic language sharing and ethnic and linguistic solidarity.
Practices	10. (Item 3)	Students and teachers share responsibility for each other in meeting mutually agreed upon goals. Students and teachers examine teaching, learning, assessment data, and engage in lesson redesign. (Emdin, 2016)	Students and teachers share responsibility for each other in meeting mutually agreed upon goals. Students and teachers examine teaching and learning and engage in lesson redesign.	Students and teachers share responsibility for each other in meeting mutually agreed upon goals. Students and teachers examine teaching and learning.
	11. (Item 4)	Connect students' cultural perspectives to academic skills by helping them create, test, and revise evidence-based models that explain academic concepts. (Ladson-Billings & Gay in Aronson & Laughter, 2016)	Connect students' cultural perspectives to academic skills by helping them create models that explain academic concepts.	Connect students' cultural perspectives to academic skills by helping them explain academic concepts.
	12. (Item 5)	Identify skill gaps and integrate instructional strategies that allow students to gain the background knowledge they need to interact with new content on a personal level. (Bui & Fagan, 2013)	Identify skill gaps and integrate instructional strategies that allow students to gain the background knowledge they need to gain a general understanding of new content.	Identify skill gaps and provide additional resources that allow students to gain the background knowledge they need to gain a general understanding of new content.
	13. (Item 6)	Learning activities are culturally mediated using symbols, thoughts, cognitive processes, and social contexts derived from the students' cultures. (Rodriguez et al., 2004)	Learning activities utilize symbols and social contexts derived from the students' cultures.	Learning activities permit students to insert teacher-approved elements of their cultures.
	14. (Item 7)	Teachers communicate with parents, tutor students, and provide academic and personal counseling to students for 30 minutes or more each week. (Langlie, 2008)	Teachers communicate with parents and provide academic counseling to students for 30 minutes or more each week.	Teachers communicate with parents for 30 minutes or more each week.
	15. (Item 8)	Teachers involve parents and community members in the classrooms to increase effectiveness with students of color and help build high expectations of achievement. (Caballero, 2010)	Teachers involve parents in the classrooms to increase effectiveness with students of color and help build high expectations of achievement.	Teachers consult with parents to help build high expectations of achievement.
	16. (Item 9)	Engage students in critical reflection about their own lives and societies. Use inclusive curricula and activities to support analysis of all the cultures represented. (Ladson-Billings & Gay in Aronson & Laughter, 2016)	Engage students in critical reflection about their own lives. Use inclusive curricula to support analysis of all the cultures represented.	Engage students in critical reflection about their own lives.
	17. (Item 10)	Develop self-regulation among learners by believing they are capable and competent, then encouraging them to make and set goals, motivate themselves, and monitor their own learning. (Rodriguez et al., 2004)	Develop self-regulation among learners by believing they are capable and competent, then encouraging them to make and set goals.	Envision self-regulation among learners by believing they are capable and competent.
	18. (Item 11)	Teacher and students video record and analyze classroom instruction, identify a single impediment to student	Teacher and students video record and analyze classroom instruction, identify a single impediment to student	Teacher and students video record and analyze classroom instruction and identify a single impediment to student

		learning, develop a plan to address the issue, and enact plan during re-taught lesson. (Emdin, 2016)	learning and develop a plan to address the issue.	learning.
	19. (Item 12)	Take frequent field trip lessons that require students to create graphic representations of the events, discuss and write using intuitive language, adopt standard vocabulary, and develop symbols. (Langlie, 2008)	Take occasional field trip lessons that require students to create graphic representations of the events and discuss and write using intuitive language.	Arrange a field trip lesson that requires students to create graphic representations of the events.
	20. (Item 13)	Help students understand codes of power by explicitly defining dominant culture practices and rules, and translate mainstream social behavior into contexts to which students can relate. (Rodriguez et al., 2004)	Help students understand codes of power by defining dominant culture practices and rules, and explain mainstream social behavior.	Help students understand codes of power by explaining dominant culture rules.

which arranged the questionnaire items from minimally aligned to fully aligned with the theories and practices.

A point system based on answer accuracy was intended to capture the participants' varying degrees of CAPs theoretical and practical knowledge. The first twenty CAPs theory and practice items were scored, while the remaining six demographics items were not. The most accurate answer choices were assigned the maximum five points, moderately correct answer choices were assigned three points, and minimally correct answer choices were assigned one point. Completely incorrect answer choices earned zero points. Points for free responses varied based upon answer accuracy and alignment with the literature. The maximum composite score of 100 points represents the greatest knowledge of CAPs theory and practice as described in the literature.

A sample of the first five questionnaire items is listed below and includes descriptions of how they were constructed. These descriptions include specific quotes from the literature supporting questionnaire item selection (Q), provide rationale for item selection (R), and illustrate how points are assigned to each answer choice (P).

### ***Sample Questionnaire Items***

1. CAPs theory describes the co-teaching model as:
  - A. Collaborative, interdependent instruction by two or more adult teachers in a single classroom. (0)
  - B. Routine role reversals of the students and the teacher so everyone in class experiences teaching and learning from the other's perspective. (5)
  - C. Periodic role reversals of the students and the teacher so everyone in class experiences teaching and learning from the other's perspective (3)
  - D. Intermittent special guest classroom presentations by members of the community (0)
  - E. Rare role reversals of a select group of students and the teacher so they can experience teaching and learning from the other's perspective. (1)
  - F. Other, please specify. (Free response, points vary)

Emdin, C. (2016). *For White folks who teach in the hood ... and the rest of y'all too: Reality pedagogy and urban education*. Chapter 5: Coteaching. Boston: Beacon Press.

Q: One of the chief goals of coteaching in reality pedagogy is to train the teacher to teach in a way that reflects the needs of the student by creating classroom spaces where teachers are being trained by their students. Coteaching is predicated on the fact that the teacher cannot fully meet the needs of the students unless the students have an opportunity to show the teacher what they need and then demonstrate what good teaching looks like for them (p. 87).

Drawing from the first type of co-teaching I described, the reality pedagogy version focuses on creating opportunities for collaboration among experts. However, instead of having two teachers work together to create a lesson, two students or more are asked to not only teach the class but take on all the responsibilities that the teacher has for delivering the content effectively. This includes writing a lesson plan, aligning it to standards, identifying examples to be used during the lesson, finding teaching resources, arranging the seats in the class, and finding a method for the assessment of the teaching. (p. 88)

R: These excerpts describe how Reality Pedagogy transforms the expectations of the teacher and insists they empower their students to become teachers themselves. This process requires teachers to redirect the flow of classroom instruction from the authoritative, unidirectional teacher→student model, to a power-sharing, circular student→teacher→student model.

P: 5-points are assigned to the most accurate answer choice, “C. Students,” in direct reference to the quote “two students or more are asked to not only teach the class but take on all the responsibilities that the teacher has for delivering the content effectively,” (p. 88).

3-points are assigned to the moderately correct answer choice, “E. Students and the teacher,” to acknowledge both the correctness of including “students” in the answer and the lesser role teachers play in empowering the students. Two points are withheld for choosing this less accurate answer choice which suggests the participant believes the teacher and student accept equal responsibility for student learning.

1-point is assigned to the minimally correct answer choice, “A. Classroom teacher,” to reward the participant’s knowledge of the lesser role teachers play in empowering students, and yet withholds two additional points from the moderately correct answer choice for not acknowledging the students’ added responsibility to deliver content.

2. In the multiethnic CAPs classroom, the different heritage languages, literacies, and cultural communication practices of students of color (*not* Standard Academic English) are:
  - A. Never spoken, written, read or practiced by anyone. (0)
  - B. Only allowed for students of color during group work. (0)
  - C. Allowed for all students at all times. (3)
  - D. Encouraged, shared, and taught by teachers and all students. (5)

- E. Explicitly taught to all students to replace Standard Academic English. (0)
- F. Other, please specify. (Free response, points vary)

Paris, D. (2009). “They’re in my culture, they speak the same way”: African American Language in multiethnic high schools. *Harvard Educational Review*, (9)43, 428-448

Q: Adopting a pedagogy of pluralism would seek to use youth practices of AAL (as well as other heritage languages) in multiethnic schools to embrace, problematize, and extend understandings of interethnic language sharing and understandings of ethnic and linguistic solidarity. Such a pedagogical orientation puts schools in position to be sites of critical language learning that could bolster the pride of African American youth about their linguistic heritage, while simultaneously fostering more conscious respect from youth of other ethnic backgrounds. (p. 444)

Paris, D. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice. *Educational Researcher*, 41(3), 93-97. doi:10.3102/0013189X12441244

Q: The dominant language, literacy, and cultural practices demanded by school fell in line with White, middle-class norms and positioned languages and literacies that fell outside those norms as less-than and unworthy of a place in US schools and society. Simply put, the goal of deficit approaches was to eradicate the linguistic, literate, and cultural practices many students of color brought from their homes and communities to replace them with what were viewed as superior practices. (p. 93)

*Resource pedagogies*...repositioned the linguistic, cultural, and literate practices of poor communities — particularly poor communities of color — as resources to honor, explore, and extend in accessing the Dominant American English (DAE) language and literacy skills and other White, middle-class dominant cultural norms of acting and being that are dominated in schools. (p. 94).

The term *culturally sustaining* requires that our pedagogies be more than responsive of or relevant to the cultural experiences and practices of young people – it requires that they support young people in sustaining the cultural and linguistic competence of their communities while simultaneously offering access to dominant cultural competence. Culturally Sustaining Pedagogy, then, has its explicit goal supporting multilingualism and multiculturalism in practice and perspective for students and teachers. That is, CSP seeks to perpetuate and foster—to sustain—linguistic, literate, and cultural pluralism as part of the democratic project of schooling. (p. 95)

Paris, D., and Alim, H. S. (2014). What are we seeking to sustain through culturally sustaining pedagogy? A loving critique forward. *Harvard Educational Review* 84(1), 85-100

Q: To offer youth full access to power, then, we must understand that power is now based in part on one’s ability to communicate effectively to more than “standard” English monolinguals/monoculturals, who are becoming a shrinking share of the U.S. population. (p. 89)

Many in the United States view the educational choice to be between learning only “standard” English for access to power or valuing AAL (or Spanish or Tagalog or Navajo) for cultural purposes. We must continue to be prepared to show that this is a false choice. Pedagogies can and should teach students to be linguistically and culturally flexible across multiple language varieties and cultural ways of believing and interacting. All of us—across race and ethnicity—must understand that the link between DAE and other dominant cultural norms and access to power continues to shift. (p. 95)

R: These excerpts describe how the languages, literacies, and cultural practices of students of color have been undervalued in classrooms where Standard Academic English (SAE) dominates teaching and learning. They suggest multiethnic classrooms fully shift to practices of teaching and learning that promote equitable understanding of students’ heritage languages and SAE by teachers and students across all subjects.

P: 5-points are assigned to the most accurate answer choice, “D. Encouraged, shared, and taught by teachers and all students,” in direct reference to phrasing from the quotes above: “Adopting a pedagogy of pluralism would seek to...embrace, problematize, and extend understandings of interethnic language sharing and understandings of ethnic and linguistic solidarity,” (Paris, 2009, p. 444); “pedagogies...support young people in sustaining the cultural and linguistic competence of their communities while simultaneously offering access to dominant cultural competence,” (Paris, 2012, p. 95); and “Pedagogies...teach students to be linguistically and culturally flexible across multiple language varieties and cultural ways of believing and interacting,” (Paris & Alim, 2014, p. 95).

3-points are assigned to the moderately correct answer choice, “C. Allowed for all students at all times,” to acknowledge the correctness of including “students” in the answer. Two points are withheld because “teacher” is omitted from the answer choice, which suggests the participant believes the teacher’s use and understanding of student language is optional.

3. In the CAPs classroom, instructional strategies are informed by:
  - A. University-based teacher education programs. (0)
  - B. District-based professional development. (0)
  - C. Students’ perspectives on effective teaching and learning. (3)
  - D. Teachers’ personal ideas on what works best for the students. (1)
  - E. Student and teacher collaborations on effective teaching and learning. (5)
  - F. Other, please specify. (Free response, points vary)

Emdin, C. (2016). *For White folks who teach in the hood ... and the rest of y’all too: Reality pedagogy and urban education*. Chapter 5: Coteaching, and Chapter 6: Cosmopolitanism. Boston: Beacon Press.

Q: One of the chief goals of coteaching in reality pedagogy is to train the teacher to teach in

a way that reflects the needs of the student by creating classroom spaces where teachers are being trained by their students. Coteaching is predicated on the fact that the teacher cannot fully meet the needs of the students unless the students have an opportunity to show the teacher what they need and then demonstrate what good teaching looks like for them. This requires the teacher to be transparent about aspects of their work that students do not usually know about. The teacher has to present the students with the larger contexts/information that shape how and why they teach the way they do so that the students can model how to work with the existing structures/resources and still be effective. (p. 87).

Neoindigenous cosmopolitanism pushes educators away from separating out students based on preconceived notions of what “smart” look like, and toward teaching as a community practice where no one student models the norm but, rather, every student shapes what the norm is. Students develop a connection to each other and to the classroom that is authentic and that values authentic representations of where they stand ethnically, racially, academically, and emotionally. (p. 112)

R: These excerpts describe how teachers can transform their instructional practice from teacher-centered to student-centered by adopting their students’ teaching and learning styles. Importantly, the teacher must explain his/her default instructional styles to the students so they can understand the teacher’s challenges and support the transformation.

P: 5-points are assigned to the most accurate answer choice, “C. The students with code-switching guidance from the teacher,” in direct reference to phrasing from the quotes above: “the teacher cannot fully meet the needs of the students unless the students...show the teacher what they need and then demonstrate what good teaching looks like for them. The teacher has to present the students with...information that shapes how and why they teach the way they do so that the students can model how to work with the existing structures/resources and still be effective,” (p. 87); and “teaching (is) a community practice where...every student shapes what the norm (of being smart) is. Students develop a connection...to the classroom that is authentic and that values authentic representations of where they stand ethnically, racially, academically, and emotionally,” (p. 112).

3-points are assigned to the moderately correct answer choice, “A. The students,” to acknowledge the correctness of including “students” in the answer. Two points are withheld for choosing this less accurate answer choice that omits “teacher” and suggests the participant believes the teacher’s language, culture, and way of knowing play no role in the CAPs classroom.

1-point is assigned to the minimally correct answer choice, “D. The teacher with experiential guidance from students,” to reward the participant’s knowledge that CAPs classroom teachers are informed by student experiences, and yet withholds two additional points from the moderately correct answer for valuing the teacher’s language, culture, and way of knowing over the students’.

4. CAPs classroom teachers extend learning into the surrounding school community and beyond by:
- A. Partnering with families so student culture informs teaching and learning. (3)
  - B. Volunteering tutoring services at group homes and homeless shelters. (0)
  - C. Use research on students' cultures to design and teach classroom lessons. (1)
  - D. Donating to local charities. (0)
  - E. Modeling social activism by teaching cultural pride and critiques of power. (5)
  - F. Other, please specify. (Free response, points vary)

Aronson, B., and Laughter, J. (2016). The theory and practice of culturally relevant education: A synthesis of research across content areas. *Review of Educational Research* (86)1, 163-206

Q: We focus on Geneva Gay and Gloria Ladson-Billings as representative of the two strands in CRE: teaching and pedagogy. In each strand, Gay and Ladson-Billings are the most cited sources for a theoretical or analytical framework. (p. 164)

- Culturally relevant educators use constructivist methods to develop bridges connecting students' cultural references to academic skills and concepts. Culturally relevant educators build on the knowledges and cultural assets students bring with them into the classroom; the culturally relevant classroom is inclusive of all students.
- Culturally relevant educators engage students in critical reflection about their own lives and societies. In the classroom, culturally relevant educators use inclusive curricula and activities to support analysis of all the cultures represented.
- Culturally relevant educators facilitate students' cultural competence. The culturally relevant classroom is a place where students both learn about their own and others' cultures and also develop pride in their own and others' cultures.
- Culturally relevant educators explicitly unmask and unmake oppressive systems through the critique of discourses of power. Culturally relevant educators work not only in the classroom but also in the active pursuit of social justice for all members of society. (p. 167)

R: These excerpts synthesize the similar, yet nuanced works of Ladson-Billings and Gay into what Aronson and Laughter term Culturally Responsive Education (CRE). This synthesis adds to the roles CAPs classroom teachers play and expects them to become student culture researchers, student culture advocates, and social justice activists. CRE suggests teachers request and gain access to their students' sources of cultural identity, construct learning exercises that link student knowledge to academic knowledge, and facilitate students' awareness of systems of inequity. The intent is to develop students' pride in their collective cultural identities, foster their sense of social justice, and cultivate their desire for change.

P: 5-points are assigned to the most accurate answer choice, "E. Modeling social activism by teaching cultural pride and critiques of power," in direct reference to phrasing from the quotes above: "Culturally relevant educators...engage students in critical reflection about their own lives and societies. Culturally relevant educators...critique...discourses



of power. Culturally relevant educators work...in the active pursuit of social justice for all members of society.” (p. 167)

3-points are assigned to answer choice, “A. Partnering with families so student culture informs teaching and learning,” suggesting the participant values school-home relationships and understands students’ families are the best sources of cultural knowledge. This answer choice is less accurate than answer choice “E” and two points are withheld because the description of the teacher’s role as a change agent and social activist is more passive.

1-point is assigned to the minimally correct answer choice, “C. Use research on students’ cultures to design and teach classroom lessons,” which suggests the participant recognizes the value of student culture in teaching and learning. Two additional points are withheld from the moderately correct answer choice for excluding any indication that the participant values direct interaction with students’ culture, and for accepting the ambiguity that results from the omission.

5. In addition to identifying skill gaps, the primary reason CAPs teachers assess students’ prior knowledge about a topic is to:
  - A. Place students into similarly skilled learning groups. (0)
  - B. Strengthen teacher-student relationships and determine which instructional strategies will help students interact with content on a personal level. (5)
  - C. Identify and utilize the most appropriate pre-made curricular resources. (0)
  - D. Determine which instructional strategies will help students best prepare for standards-based exams. (1)
  - E. Collect assessment data and create a comprehensive academic skills profile of the classroom. (0)
  - F. Other, please specify. (Free response, points vary)

Bui, Y., and Fagan, Y. (2013). The effects of an integrated reading comprehension strategy: A culturally responsive teaching approach for fifth-grade students’ reading comprehension. *Preventing School Failure*, 57(2), 59–69.

- Q: The first lesson focused on building a community of readers. First, to make a personal connection, the students discussed their own community environment. The purpose was to share and validate students’ personal experiences from their home community. Next, to activate prior knowledge, the group co-created a word web and definition around the concept of community. (p. 63)

For instructional purposes, teachers should first assess whether or not students have an accurate and appropriate amount of prior knowledge about a topic. Then (teachers should) integrate the prereading strategies (e.g., prediction, word web) that will teach the necessary background knowledge to help students interact with the text on a personal level. (p. 65)

- R: These excerpts suggest teachers recognize the need for students to gain an understanding of academic content through their unique and personal perspectives. Prior knowledge assessments play dual roles in identifying gaps in student knowledge and by strengthening teacher-student and content-student relationships via lesson-based community building exercises.
- P: 5-points are assigned to the most accurate answer choice, “B. Strengthen teacher-student relationships and determine which instructional strategies will help students connect with content on a personal level,” in direct reference to phrasing from the quotes above: “The ... lesson focused on building ... community. To make a personal connection, the students discussed their own community environment ... to share and validate students’ personal experiences. To activate prior knowledge, the group co-created a word web and definition around the concept of community,” (p. 63). “...Teachers should first assess whether or not students have an accurate and appropriate amount of prior knowledge about a topic, then integrate ... strategies ... that will teach the necessary background knowledge to help students interact with the text on a personal level.” (p. 65)
- 1-point is assigned to the minimally correct answer choice, “D. Determine which instructional strategies will help students best prepare for standards-based exams,” which suggests the participant recognizes the value of incorporating the most appropriate instructional strategies. However, this action is nearly nullified by the teacher not acknowledging the students’ need to personally connect to the content, and instead choosing to focus on standards-based exam preparation.

## **Baseline Data: Questionnaire Results**

Table 6 illustrates the results of the CAPs questionnaire. The principals from each of the participating schools, the teachers they recommended for the study, and a school psychologist -- twenty-four educators in all -- were invited to complete the CAPs questionnaire. The educators were told they were specifically chosen to participate in the study because of their advocacy and leadership in social justice and equity, and their experience was needed to help develop a tool intended to increase CAPs implementation and effectiveness. Thirteen educators completed the questionnaire including the researcher and four other individuals who did not participate further in the study. None of the principals completed the questionnaire.

Two teachers, Ms. Jolly and Mr. Mohair, participated in the CAPs theories and practices review, discussed the links between the literature and their practice, selected a theory to focus on during their lesson, and hosted classroom observations like the other teacher participants, but did not complete the questionnaire. Demographics information (questionnaire items 21 – 26) was collected for Jolly and Mohair and appears only in Table 6. Jolly and Mohair questionnaire data is not represented in Figures 16 – 23 and limit the inferences that can be drawn.

Table 6. CAPs Questionnaire Results

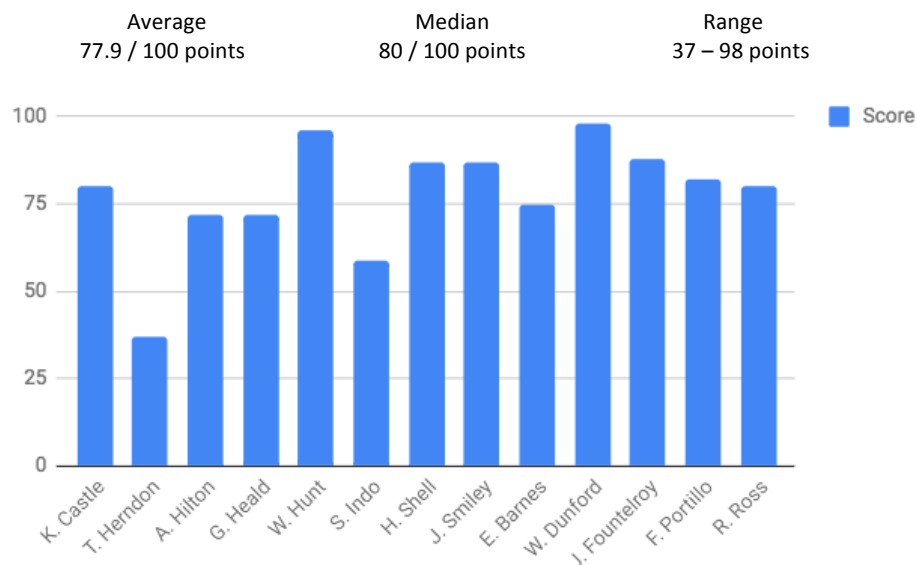
	Educator Name	Gender	Age Range	Years of Service	Race/Ethnicity	Dominant Language	Score
1.	K. Castle, Teacher	Female	30-39	11-15	Filipino/Pacific Islander	Nonstandard English	80/100
2.	T. Herndon, Teacher	Female	30-39	6-10	Black/African American	Nonstandard English	37/100
3.	A. Hilton, Teacher	Female	30-39	11-15	White	Standard English	72/100
4.	G. Heald, Teacher	Male	40-49	0-5	Black/African American	Standard English	72/100
5.	W. Hunt, Teacher	Female	20-29	6-10	Asian	Standard English	96/100
6.	S. Indo, Teacher	Female	30-39	11-15	White	Standard English	59/100
7.	H. Shell, Teacher	Male	30-39	0-5	Black/African American	Standard English	87/100
8.	J. Smiley, Teacher	Female	40-49	11-15	White	Standard English	87/100
9.	L. Jolly, Teacher*	Female	60-69	26+	Black/African American	Nonstandard English	NA
10.	R. Mohair, Teacher*	Male	20-29	6-10	Black/African American	Nonstandard English	NA
11.	E. Barnes, Psychologist**	Male	60-69	26+	Black/African American	Standard English	75/100
12.	W. Dunford, Researcher**	Male	40-49	20-25	Black/African American	Nonstandard English	98/100
13.	J. Fountelroy, Teacher**	Female	30-39	6-10	White	Standard English	88/100
14.	F. Portillo, Teacher**	Male	40-49	16-20	Hispanic/Latino	Standard English	82/100
15.	R. Ross, Teacher**	Male	60-69	26+	White	Standard English	80/100

\* Participated in the study, but did not take the questionnaire.

\*\* Took the questionnaire but did not participate in the study (no classroom observation or feedback/input on CAPs expertise scale).

Figure 16 displays the questionnaire score distribution including the average score, median score, and range of scores. Despite being identified by their principals and colleagues as

Figure 16. CAPs Questionnaire Score Distribution



exemplars of cultural agility, the respondents' (including the researcher) average *adjusted* score of 77.9 / 100 is consistent with the literature that CAPs have been widely misunderstood (Ladson-Billings, 2014). The scores could also reflect the respondents' degrees of comfort with the questionnaire's construction, item clarity, and their levels of stress while taking the questionnaire.

Two of the thirteen respondents, Ross and Indo, offered alternative answers to the questionnaire items. Indo's three offerings were relatively concise as she wrote, "expectations need to be appropriate for each student," for item #8, and created "all of the above" options for items #9 and #14. Conversely, Ross took the questionnaire at his leisure and offered eight relatively lengthy alternative responses including two expressions of uncertainty stating, "Not sure what your model of coteaching is," for item #1, and "What is the difference between 'multicultural' and culturally and linguistically diverse in the way you're using it here? A and C all seem to be good answers to me," for item #17.

After taking the questionnaire, some participants commented that it was "difficult" and they were "disappointed" and "embarrassed" by their *initial* scores (Appendix B). The initial scores were adjusted to account for varying points assigned to the free responses, moderately aligned responses, and minimally aligned responses. Respondents did not see their adjusted questionnaire scores, as they were not available until the data analysis was completed. Two teachers, Ross and Fountelroy, chose not to participate in the study; the influence their initial scores had on their decisions is unclear.

Six teachers, Castle, Heald, Herndon, Hilton, Fountelroy, and Indo, took the questionnaire during the first fifteen minutes of their initial meeting with the researcher. The remaining seven respondents took the questionnaire at their leisure. The fact that all scores under seventy-five percent were recorded at the beginning of the initial meetings with the researcher suggests that unnecessary situational stress may have impacted their performance. The remaining respondents' overall impression of the questionnaire was favorable and they maintained a positive outlook on their participation for the rest of the study.

Figure 17 illustrates that four of the twenty (20%) CAPs specific questionnaire items, were answered correctly less than fifty percent of the time. Item #11, in particular, received only one correct response, which casts doubt upon its validity (Del Greco et al., 1987) and demands

Figure 17. Select Questionnaire Items Analysis

Frequently missed questions ?	Correct responses
1. CAPs theory describes the co-teaching model as:	6 / 13
11. CAPs teachers continually refine teaching and learning by:	1 / 13
12. Off campus field trip learning activities within the CAPs teaching and learning model occur:	6 / 13
13. CAPs teachers help students understand codes of power embedded in curriculum by:	6 / 13

revision. Alternatively, Figure 17 also illustrates that eighty percent of the questionnaire items received more than fifty percent correct responses.

Figures 18 – 23 reflect demographics data from thirteen questionnaire respondents. At first glance, the nearly 50/50 ratio of female to male questionnaire respondents might suggest a sample of responses and a relationship to the study that is almost gender neutral. However, four of the five questionnaire respondents who did not participate in the study were male, skewing the gender ratio of full participants to 6:2 female to male.

Figure 18. Questionnaire Respondents Demographics: Gender

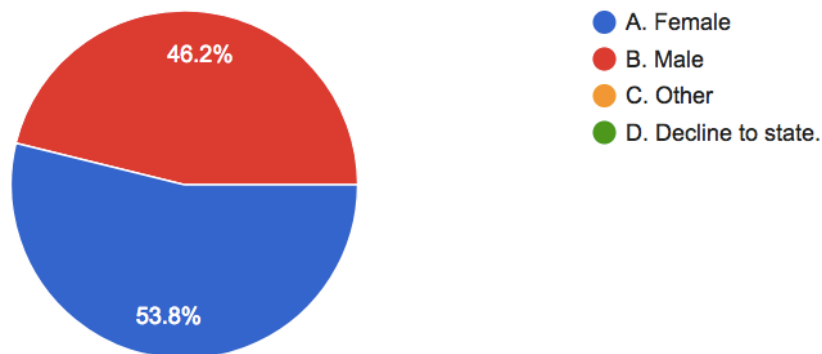


Figure 19. Questionnaire Respondents Demographics: Age Range

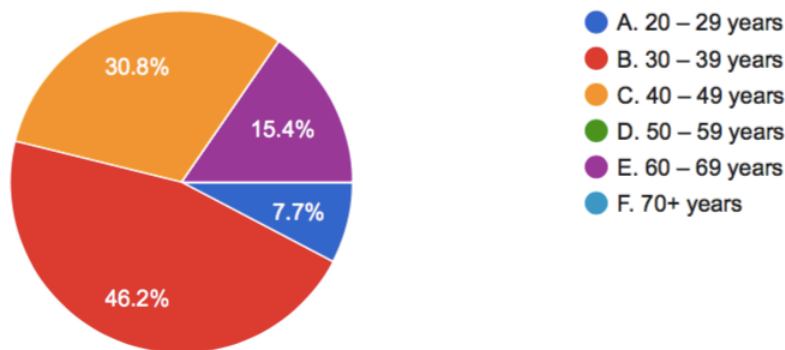
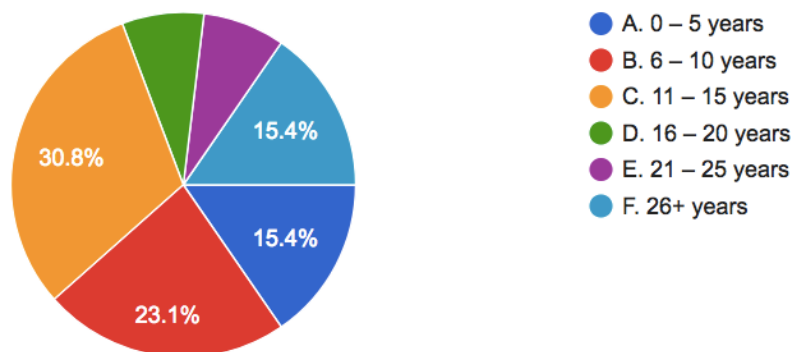


Figure 20. Questionnaire Respondents Demographics: Years of Service As Educators



As can be seen in Figure 20, a single response was collected for both “D. 16 – 20 years,” and “E. 21 – 25 years,” and each represent 7.7% of the total. Figure 21 illustrates that a single response was recorded for “D. Hispanic/Latino” and represents 7.7% of the total.

Figure 21. Questionnaire Respondents Demographics: Racial/Ethnic Identity

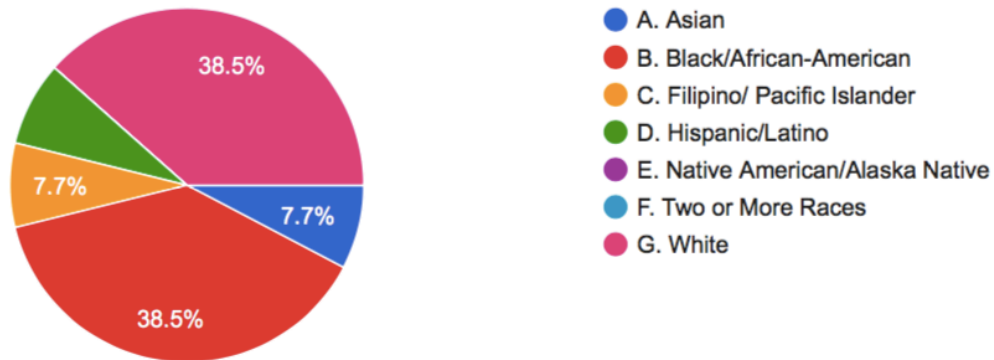


Figure 22. Questionnaire Respondents Demographics: Dominant Language

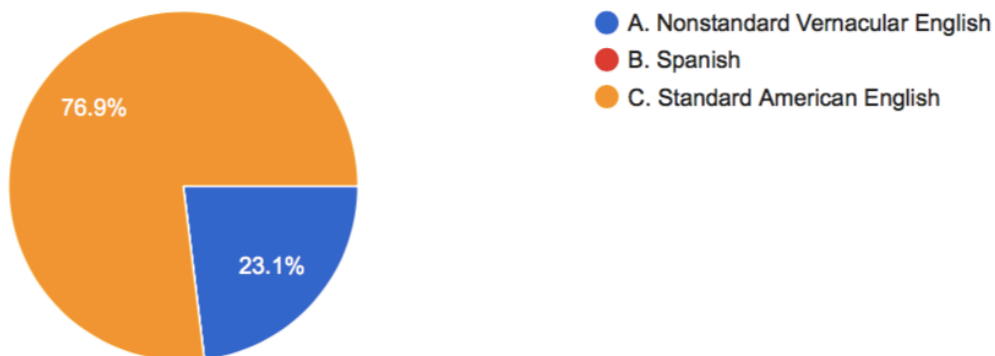


Figure 23. Questionnaire Respondents Demographics: Dominant Language Identical to Ethno-Cultural Language of Childhood

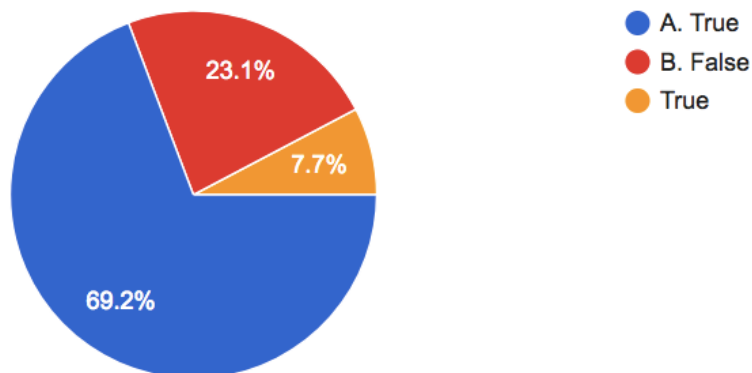


Figure 22 shows that 10 of 13 questionnaire respondents claim Standard American English (SAE) as their dominant language. Figure 23 illustrates that the three respondents who claimed a dominant language other than SAE chose “A. Nonstandard Vernacular English,” and not “B. Spanish,” or “D. Other.” Of those three respondents, two identified as Black/African American and one identified as Filipino/Pacific Islander. This suggests the three respondents characterized their dominant languages as versions of English that are distinct enough to require significant effort to master SAE, yet are not officially recognized as separate languages. This also suggests these teachers could have an increased sensitivity for SAE learners who are not formally designated English Language Learners or enrolled in English Language Development programs.

### ***Self-Assessments of CAPs Expertise***

The eight teachers who took the questionnaire and agreed to host classroom observations conducted brief self-assessments of their CAPs expertise (Table 7). The teachers were asked to

Table 7. Preliminary Self-Assessments of CAPs Expertise

	Educator Name	CAPs Researcher and Practice	Estimated Expertise Level
1.	K. Castle	Bui & Fagan Practices #1 and #3	Proficient/Expert
2.	T. Herndon	Ladson-Billings & Gay in Aronson & Laughter Practices #2 and #3	Proficient
3.	A. Hilton	Caballero Practices #1 and #2	Competent/Proficient
4.	G. Heald	Ladson-Billings & Gay in Aronson & Laughter Practice #2	Proficient
5.	W. Hunt	Bui & Fagan Practices #1, #2, and #3	Competent/Proficient
6.	S. Indo	Ladson-Billings & Gay in Aronson & Laughter Practices #2 and #3	Proficient
7.	H. Shell	Bui & Fagan Practices #1, #2, and #3	Proficient
8.	J. Smiley	Bui & Fagan Practices #1, #2, and #3	Proficient

consider their initial questionnaire scores and to select the CAPs theories and practices they thought their daily instructional practices were most closely aligned with. To accomplish this, the teachers once again utilized the CAPs Theories and Practices Matrix (Table 3) and the working draft of the CAPs Theories and Practices Expertise Scale (Table 4) as discussed in chapter four.

### **Process Data: Classroom Observations**

Eight of the teachers who responded to the questionnaire, and two teachers who did not complete the questionnaire, agreed to participate in the remaining stages of the study. The researcher and teachers agreed that the classroom observations would be nonintrusive and as natural as possible in order to capture the most authentic examples of instructional practice. It was agreed that the researcher would sit inconspicuously in the classrooms, audio record the lessons, and take field notes while the teachers conducted their regularly scheduled lessons.

The following is an excerpt of the raw field notes from the first five minutes of Mr. Shell's classroom observation:

10:45 am

Students enter the classroom and sit at the table. Instrumental Hip Hop music plays softly in the background. Three long student tables are arranged in a horseshoe facing the front of the room where the whiteboard and projector screen is located. A Do Now exercise is projected on the screen: Word of the Day: Segregation - Laws separating blacks and whites (1870-1960s in the US). Part of Jim Crow. Mr. Shields greets all the students (5) with elaborate handshakes once they are seated. The students chat continuously, checking in with each other informally and asking Mr. Shields questions about upcoming events.

Another student enters the class late, immediately places his head on the table and begins to cry. Mr. Shields pats him gently on the back and tells him he's happy he came today. He later sits on the opposite side of the crying student and continues offering assistance to the other students while in close proximity to the troubled kid. The agenda is projected on the screen:

- Word of the Day
- Quote of the Day
- Rituals

At the end of the classroom observation, the researcher expressed his gratitude and immediately emailed a copy of the raw field notes to the teacher. The teacher was asked to reflect upon the lesson and evaluate the accuracy of their previously self-assessed expertise using the CAP Theories and Practices Matrix (Table 3) and the working draft of the CAPs expertise scale (Table 4). The researcher then revised the raw field notes and created a classroom observation transcript from the audio recording. The transcript was then coded according to the CAPs practices with which the teacher felt most closely aligned. When a classroom observation transcript displayed little to no alignment with the teacher's selected CAPs practices, the researcher chose practices that most closely resembled the teacher's instruction. Passages from the classroom observation transcripts were analyzed for their alignment with CAPs practices and highlighted with colors matching the highlighted sub practices listed at the top of the transcript. The following is an example of revised field notes and a coded transcript using the same excerpt of the first five minutes of Mr. Shell's classroom observation:

Rodriguez et al. (2004) CAPs Practices 19 and 20:

19. Rigorous lessons are scaffolded to the cognitive, social, and academic development levels of culturally diverse students (CDS). Culturally mediated activities use symbols, thoughts, cognitive processes, and social contexts derived from students' cultures. Teachers engage students in activities specific to their own experiences. (Rodriguez et. al., 2004, pp. 47-48, 52-53)

20. Status equalization affirms the value of the students' primary languages and cultures (PLC) as well as dominant language and culture (DLC). Teachers develop self-regulation among learners by envisioning them as capable and competent of making and setting goals. motivating themselves, and monitoring their own learning. (Rodriguez et. al., 2004, pp. 48, 52-53)

*queue 00:00.00 (begin audio recording)*

**6<sup>th</sup> Grade MDP**

10:45

The bell rings. Instrumental Hip Hop music plays softly in the background. Three long student tables are arranged in a horseshoe facing the front of the room where the whiteboard



and projector screen is located. A “Do Now” exercise is projected on the screen: **Word of the Day: Segregation - Laws separating blacks and whites (1870-1960s in the US). Part of Jim Crow.** Mr. Shell stands in the front of the class organizing lesson materials. He is wearing a crisp gray suit, a pale pink shirt with no tie, and tanned leather dress shoes. The first student (Quincy) walks into the class, finds his seat, and shares a moment with his teacher:

**Quincy:** “We finishing our thing today?”

**Shell:** “Yes, We’re finishing the document.”

**Quincy:** “Then what after that?”

**Shell:** “After that we’re gonna have a discussion, and then we have an exit ticket to do.”

**Quincy:** “Anything cool?”

**Shell:** “We got a quiz.”

**Quincy:** “What is that for?”

**Shell:** “Just a check for your understanding to see what you learned from the film.”

A few more students file in. They chat continuously, checking in with each other informally and commenting about upcoming events printed on fliers arranged in their workspace. **Mr. Shell greets all the students, now five in total, with elaborate handshakes** once they are seated. Every student is African-American and male. One student sounds particularly excited about a field trip to a concert tomorrow (Saturday). Mr. Shell intervenes and asks the student to sit in a different chair.

**Shell:** “Come have a seat over here brother?”

**Excited Student:** “Okay.”

Quincy seems less enthusiastic about settling into the class and exclaims (whiningly), “I wanna go home and play Call of Duty,” just as Mr. Shell begins to give more directions.

**Shell:** “Grab your notebooks on the (indecipherable). And we are gonna start the quiet game **here**. Real simple.”

The students continue chatting softly as they complete the Do Now exercise in their notebooks. While still writing, one of the students boldly asks his classmates, “Who got a X Box?” No one replies.

**Shell:** (Speaking directly to a late-arriving student) “Troy? Notebook. Something to write **with**.”

Shell now addresses the whole class and reiterates the agenda and expectations.

**Shell:** “Since it’s Friday we have a short class, so we gotta be a little more purposeful. We’re definitely gonna finish the documentary. We’re going to get through that today but we’ve got to be on task.”

A student informs Mr. Shell that Anthony and Omarion are absent and may not make it to class. Mr. Shell says he is aware and hopes they arrive soon. A couple other students chime in about the difficulties they experience in making it to class, citing conflicts they have with other students and the subsequent disciplinary referrals they get from their teachers. Mr. Shell listens intently and empathizes with them. Just then, Omarion walks into the classroom.

*queue 05:13.00*

Omarion immediately places his head on the table and begins to cry. Mr. Shell pats him gently on the back and reassures him that he is in a safe place.

**Shell:** “I got you. I’m happy you’re here though.”

Mr. Shell sits on the opposite side of Omarion and continues offering assistance to the other students while in close proximity to the troubled child. The agenda is projected on the screen:

- Word of the Day
- Quote of the Day
- Rituals

The revised and coded classroom observations are many times more detailed than the raw versions and yield far more useful data. This study mitigated the risk of subjectivity in transcript passage analysis through the follow-up conversations with the teacher participants. For example, Ms. Herndon, during her observation follow-up conversation, clarified the comment she made about her plans to visit Kenya during the summer. The revised field notes are below:

She describes how long ago enslaved Africans in America brought cowrie shells with them to remind them of their resourcefulness and where they came from. She tells the students she plans to visit a compound established by the Black Panthers in Kenya this summer.

This comment was difficult to capture during the initial classroom visit and barely decipherable in the audio recording. This clarification increased her expertise rating for Ladson-Billings & Gay in Aronson & Laughter’s Practice #3 in which she “works in the active pursuit of social justice” from *Proficient Level 4* to *Expert Level 5*. Ms. Herndon was the only participant of the study whose classroom observation revealed any degree of expertise in this area. The complete revised and coded transcripts of all ten classroom observations appear in Appendix C.

### ***CAPs Expertise Scale Rating System***

The instructional practices observed during a lesson are aligned with the sub practices of the CAPs expertise scale at the most similar levels of expertise (Novice 1, Advanced Beginner 2, Competent 3, Proficient 4, and Expert 5). The teacher’s CAPs expertise is assigned the highest

expertise level points (1 – 5) observed during the lesson. Mixed levels of sub practice expertise within the same practice yield a “+” or “–” rating modification depending upon the expertise points mean ( $\bar{x}$ ). The percent of subpractice occurrences within the lesson timeframe is used to determine the modified degree of expertise within each level.

The Likert Scale descriptors *adequate*, *moderate*, and *strong* were assigned to percent ranges of practice and approximate the impact CAPs practices have on student learning under the premise that increased CAPs exposure yields increased CAPs effectiveness. Table 8 illustrates the mean ranges used to enhance CAPs expertise ratings with Likert Scale descriptors. The descriptors were used to differentiate the teacher’s levels of expertise between sub practices and to enable the comparison of expertise between the teacher participants. Unobserved sub practices did not impact the mean percent of practice.

Table 8. CAPs Expertise Ratings Likert Scale Key

Likert Scale Descriptor	Percent Range of Practice
Adequate	1 – 12.4%
Moderate	12.5 – 24.9%
Strong	25 – 100%

The overall expertise ratings are expressed as the mean percent of sub practice occurrence and the mean sub practice expertise level. These ratings form an initial system to compare CAPs expertise between teachers and are not intended to be a definitive measure of CAPs aptitude. Table 9 illustrates the CAPs expertise ratings of each teacher derived from their coded classroom observation transcripts:

Table 9. CAPs Practices Classroom Observations and Expertise Ratings

Teacher	CAPs Sub Practices Observed	Percent of Sub Practice	Sub Practices Expertise Level	Mean Expertise Rating Per Practice
Castle, K. American Literature Grade 11 Rocky High School	Ladson-Billings & Gay in Aronson & Laughter, Practice 2:			
	2a: Facilitates discussion about societal ills and activism.	2a: 35.7%	2a: Expert 5	
	2b: Use inclusive curricula and activities to support analysis of all the cultures represented.	2b: 14.3%	2b: Proficient 4	
	2c: Supports student learning about their own and others’ cultures to develop pride and mutual respect.	2c: 8.6%	2c: Proficient 4	
		$\bar{x}$ : 19.5%	$\bar{x}$ : Proficient+ (4.3)	Moderate Proficient+

	<p>Bui &amp; Fagan, Practice 6:</p> <p>6a: Guide student dialogue of text relevance to learning.</p> <p>6b: Monitor and refine student collaboration.</p> <p>6c: Strengthen home-school connections and a sense of community and caring in the classroom.</p> <p>6d: Improve students' affect &amp; attitude toward learning.</p> <p>Paris, Practice 17:</p> <p>17a: Learns and incorporates students' contemporary versions of African American Language &amp; other heritage languages in teaching and learning.</p> <p>17b: Executes, reviews, and revises students' individual dominant academic English mastery plans through practice of linguistic dexterity.</p>	<p>6a: 25.7%</p> <p>6b: 18.6%</p> <p>6c: 18.6%</p> <p>6d: 12.9%</p> <p><math>\bar{x}</math>: 18.9%</p> <p>17a: 12.9%</p> <p>17b: NA</p> <p><math>\bar{x}</math>: 12.9%</p>	<p>6a: Expert 5</p> <p>6b: Expert 5</p> <p>6c: Proficient 4</p> <p>6d: Proficient 4</p> <p><math>\bar{x}</math>: Proficient+ (4.5)</p> <p>17a: Expert 5</p> <p>17b: NA</p> <p><math>\bar{x}</math>: Expert (5)</p>	<p>Moderate Proficient+</p> <p>Adequate Expert</p>
Castle's Overall Mean CAPs Expertise Rating		$\bar{x}$ : 17.1%	$\bar{x}$ : (4.6)	<b>Moderate Proficient+</b>
Smiley, J. English Language Development 1 Grades 9-12 Rocky High School	<p>Ladson-Billings &amp; Gay in Aronson &amp; Laughter Practice 2:</p> <p>2a: Engages students in critical reflection of life and society.</p> <p>2b: Use inclusive curricula and activities to support analysis of all the cultures represented.</p>	<p>2a: 1.4%</p> <p>2b: 12.9%</p>	<p>2a: Proficient 4</p> <p>2b: Proficient 4</p>	

	2c: Supports student learning about their own and others' cultures to develop pride and mutual respect.	2c: 10%	2c: Proficient 4	Adequate Proficient
		$\bar{x}$ : 8.1%	$\bar{x}$ : Proficient (4)	
	Bui & Fagan, Practice 5:			
	5a: Review assessment results with students to confirm reliability and plan next steps.	5a: 14.3%	5a: Proficient 4	
	5b: Utilize strategies that teach background knowledge to help students interact with content on a personal level.	5b: 45.7%	5b: Proficient 4	Moderate Proficient+
	5c: Help students use dominant language and visuals to supplement verbal retells.	5c: 14.3%	5c: Expert 5	
		$\bar{x}$ : 24.8%	$\bar{x}$ : Proficient+ (4.3)	
	Bui & Fagan, Practice 6:			
	6a: Guide student dialogue of text relevance to learning.	6a: 10%	6a: Expert 5	
	6b: Monitor and refine student collaboration.	6b: 21.4%	6b: Expert 5	
	6c: Strengthen home-school connections and a sense of community and caring in the classroom.	6c: 20%	6c: Proficient 4	Moderate Proficient+
	6d: Improve students' affect & attitude toward learning.	6d: 21.4%	6d: Proficient 4	
Smiley's Overall Mean CAPs Expertise Rating		$\bar{x}$ : 17%	$\bar{x}$ : 4.3	<b>Moderate Proficient+</b>
Hilton, A. English Grade 12 Rocky High School	Caballero, Practice 7:			
	7a: Guides student dialogue of text relevance to learning.	7a: 31.4%	7a: Proficient 4	
	7b: Monitors and refocuses student collaboration.	7b: 45.7%	7b: Adv. Beginner 2	

	<p>7c: Strengthen home-school connections and a sense of community and caring in the classroom.</p> <p>7d: Monitor students' affect &amp; attitude toward learning.</p> <p>Caballero, Practice 8:</p> <p>8a: Review assessment results w/students to confirm reliability and plan next steps.</p> <p>8b: Utilize strategies that teach background knowledge to help students interact with content on a personal level.</p> <p>8c: Helps students use dominant language and visuals to supplement verbal retells.</p>	<p>7c: 2.9%</p> <p>7d: 11.4%</p> <p><math>\bar{x}</math>: 22.9%</p> <p>8a: NA</p> <p>8b: NA</p> <p>8c: 21.4%</p> <p><math>\bar{x}</math>: 21.4%</p>	<p>7c: Proficient 4</p> <p>7d: Competent 3</p> <p><math>\bar{x}</math>: Competent+ (3.3)</p> <p>8a: NA</p> <p>8b: NA</p> <p>8c: 5.0</p> <p><math>\bar{x}</math>: Expert (5)</p>	<p>Moderate Competent+</p> <p>Moderate Expert</p>
Hilton's Overall Mean CAPs Expertise Rating		$\bar{x}$ : 22.2%	$\bar{x}$ : 4.2	<b>Moderate Proficient+</b>
Heald, G. Manhood Development Program Grades 9-12 Belltower High School	<p>Ladson-Billings &amp; Gay in Aronson &amp; Laughter, Practice 2:</p> <p>2a: Engages students in critical reflection of life and society.</p> <p>2b: Referees culture analyses for objectivity and respect.</p> <p>2c: Supports student learning about their own and others' cultures to develop pride and mutual respect.</p>	<p>2a: 43.8%</p> <p>2b: 10.5%</p> <p>2c: 4.8%</p> <p><math>\bar{x}</math>: 19.7%</p>	<p>2a: Proficient 4</p> <p>2b: Expert 5</p> <p>2c: Proficient 4</p> <p><math>\bar{x}</math>: Proficient+ (4.3)</p>	Moderate Proficient+
Heald's Overall Mean CAPs Expertise Rating		$\bar{x}$ : 19.7%	$\bar{x}$ : 4.3	<b>Moderate Proficient+</b>
Jolly, L. Advisory Grade 12 Belltower High School	<p>Langlie, Practice 13:</p> <p>13a: Facilitates discussion about societal ills and activism.</p>	<p>13a: 36.7%</p>	<p>13a: Proficient 4</p>	

	<p>13b: Use inclusive curricula and activities to support analysis of all the cultures represented.</p> <p>13c: Supports student learning about their own and others' cultures to develop pride and mutual respect.</p>	<p>13b: 50%</p> <p>13c: 25%</p> <p><math>\bar{x}</math>: 37.2%</p>	<p>13b: Proficient 4</p> <p>13c: Proficient 4</p> <p><math>\bar{x}</math>: Proficient (4)</p>	Strong Proficient
Jolly's Overall Mean CAPs Expertise Rating		$\bar{x}$ : 37.2%	$\bar{x}$ : 4	<b>Strong Proficient</b>
Hunt, J. Math Grade 8 Mountaintop Middle School	<p>Bui &amp; Fagan, Practice 5:</p> <p>5a: Review assessment results w/students to confirm reliability and plan next steps.</p> <p>5b: Utilize strategies that teach background knowledge to help students interact with content on a personal level.</p> <p>5c: Help students use dominant language and visuals to supplement verbal retells.</p> <p>Bui &amp; Fagan, Practice 6:</p> <p>6a: Incorporate multicultural text into the curriculum.</p> <p>6b: Monitor and refine student collaboration.</p> <p>6c: Strengthen home-school connections and a sense of community and caring in the classroom.</p> <p>6d: Improve students' affect &amp; attitude toward learning.</p>	<p>5a: 3%</p> <p>5b: 11%</p> <p>5c: NA</p> <p><math>\bar{x}</math>: 7%</p> <p>6a: NA</p> <p>6b: 20%</p> <p>6c: 10%</p> <p>6d: 27%</p> <p><math>\bar{x}</math>: 19%</p>	<p>5a: Expert 5</p> <p>5b: Proficient 4</p> <p>5c: NA</p> <p><math>\bar{x}</math>: Proficient+ (4.5)</p> <p>6a: N/A</p> <p>6b: Expert 5</p> <p>6c: Proficient 4</p> <p>6d: Proficient 4</p> <p><math>\bar{x}</math>: Proficient+ (4.3)</p>	<p>Adequate Proficient+</p> <p>Moderate Proficient+</p>
Hunt's Overall Mean CAPs Expertise Rating		$\bar{x}$ : 13%	$\bar{x}$ : 4.4	<b>Moderate Proficient+</b>
Shell, H.	Rodriguez et al., Practice 19:			

Manhood Development Program Grades 6-7 Mountaintop Middle School	19a: Scaffolds rigorous lessons to the culturally diverse students' cognitive, social, and academic levels of development.	19a: 27%	19a: Proficient 4	Strong Proficient+
	19b: Uses symbols, thoughts, cognitive processes, and social contexts of students' cultures to mediate activity.	19b: 68%	19b: Proficient 4	
	19c: Guides student reflection and discussion of activities.	19c: 20%	19c: Expert 5	
		$\bar{x}$ : 38.3%	$\bar{x}$ : Proficient+ (4.3)	Strong Proficient
	Rodriguez et al. Practice 20:			
	20a: Uses status equalization to affirm students' primary language and culture value as well as the value of dominant language and culture.	20a: 17%	20a: Proficient 4	
	20b: Lauds students' capabilities & competence with regular recognition of performance.	20b: 33%	20b: Proficient 4	
	20c: Develops learners' self-regulation and motivation by helping them make/set goals and monitor learning.	20c: 52%	20c: Proficient 4	Strong Proficient
		$\bar{x}$ : 34%	$\bar{x}$ : Proficient (4)	
Shell's Overall Mean CAPs Expertise Rating		$\bar{x}$ : 36.2%	$\bar{x}$ : 4.2	Strong Proficient+
Mohair, R. Manhood Development Program Grade 8 Polity Middle School	Bui & Fagan, Practice 5:			Moderate Proficient
	5a: Assess if students have an accurate and appropriate amount of prior knowledge about a topic.	5a: 33.3%	5a: Proficient 4	
	5b: Utilize strategies that teach background knowledge to help students interact with content on a personal level.	5b: 21.7%	5b: Proficient 4	
	5c: Help students use dominant language and visuals to supplement verbal retells.	5c: 13.3%	5c: Proficient 4	
		$\bar{x}$ : 22.8%	$\bar{x}$ : Proficient (4)	
	Bui & Fagan, Practice 6:			
	6a: Incorporate multicultural text into the curriculum.	6a: 11.7%	6a: Proficient 4	



	6b: Monitor and refine student collaboration.	6b: 11.7%	6b: Expert 5	
	6c: Strengthen home-school connections and a sense of community and caring in the classroom.	6c: 3.3%	6c: Proficient 4	
	6d: Improve students' affect & attitude toward learning.	6d: 46.7%	6d: Proficient 4	
		$\bar{x}$ : 18.4%	$\bar{x}$ : Proficient+ (4.3)	Moderate Proficient+
Mohair's Overall Mean CAPs Expertise Rating		$\bar{x}$ : 20.6	$\bar{x}$ : 4.2	<b>Moderate Proficient+</b>
Herndon, T. Ethnic Studies Grade 7 Polity Middle School	Ladson-Billings & Gay in Aronson & Laughter, Practice 2:			
	2a: Facilitates discussion about societal ills and activism.	2a: 56%	2a: Proficient 4	
	2b: Use inclusive curricula and activities to support analysis of all the cultures represented.	2b: 30%	2b: Proficient 4	
	2c: Supports student learning about their own and others' cultures to develop pride and mutual respect.	2c: 32%	2c: Proficient 4	
		$\bar{x}$ : 39%	$\bar{x}$ : Proficient (4)	Strong Proficient
	Ladson-Billings & Gay in Aronson & Laughter, Practice 3:			
	3a: Facilitates discussions to reveal oppressive systems of power in curriculum.	3a: 48%	3a: Proficient 4	
	3b: Becomes an active and integral part of community groups and activity success.	3b: 4%	3b: Proficient 4	
	3c: Nurtures students' critical thinking and models activism.	3c: 2%	3c: Expert 5	
		$\bar{x}$ : 18%	$\bar{x}$ : Proficient+ (4.3)	Moderate Proficient+
	Bui & Fagan, Practice 6:			
	6a: Incorporate multicultural text into the	6a: 12%	6a: Proficient 4	

	curriculum.			
	6b: Monitor and refine student collaboration.	6b: 18%	6b: Expert 5	
	6c: Strengthen home-school connections and a sense of community and caring in the classroom.	6c: 4%	6c: Proficient 4	
	6d: Improve students' affect & attitude toward learning.	6d: 30%	6d: Proficient 4	
		$\bar{x}$ : 16%	$\bar{x}$ : Proficient+ (4.3)	Moderate Proficient+
Herndon's Overall Mean CAPs Expertise Rating		$\bar{x}$ : 24.3%	$\bar{x}$ : 4.2	<b>Moderate Proficient+</b>
Indo, S. Social Emotional Learning Skills Grades 10-12 Constitution Secondary School	Rodriguez et al., Practice 19:  19a: Scaffolds rigorous lessons to the culturally diverse students' cognitive, social, and academic levels of development.  19b: Uses symbols, thoughts, cognitive processes, and social contexts of students' cultures to mediate activity.  19c: Engage students in activity specific to their experience.	19a: 7.6%  19b: 4.8%  19c: 4.8%  $\bar{x}$ : 5.7%	19a: Proficient 4  19b: Proficient 4  19c: Proficient 4  $\bar{x}$ : Proficient (4)	Adequate Proficient
	Rodriguez et al., Practice 20:  20a: Uses status equalization to affirm students' primary language and culture value as well as the value of dominant language and culture.  20b: Lauds students' capabilities and competence with regular recognition of performance.  20c: Develops learners' self-regulation and motivation by helping them make/set goals and monitor learning.	20a: 8.6%  20b: 13.3%  20c: 8.6%  $\bar{x}$ : 10.2%	20a: Proficient 4  20b: Proficient 4  20c: Proficient 4  $\bar{x}$ : Proficient (4)	Adequate Proficient
	Rodriguez et al. Practice 21:			

	21a: Culturally diverse teachers exemplify a respectful mix of values, norms, and expectations.	21a: 10.5%	21a: Proficient 4	Adequate Proficient+
	21b: Culturally diverse teachers practice model of collaborative instruction.	21b: 10.5%	21b: Proficient 4	
	21c: Lessons drive academic & social competence in dominant culture, practices, and rules.	21c: 8.6%	21c: Proficient 4	
	21d: Ensures full understanding of explicit definitions of dominant culture, practices, and rules.	21d: 2.9%	21d: Proficient 4	
	21e: Facilitate critical discussion of mainstream social behavior and students' lives.	21e: 4.8%	21e: Expert 5	
		$\bar{x}$ : 7.5%	$\bar{x}$ : Proficient+ (4.2)	
Indo's Overall Mean CAPs Expertise Rating		$\bar{x}$ : 7.8%	$\bar{x}$ : 4.1	<b>Adequate Proficient+</b>

Table 10 combines data from of all the classroom observations and illustrates the frequency of observed CAPs sub practices and their corresponding levels of expertise.

Table 10. Combined Frequency of Observed CAPs Sub Practices and Corresponding Levels of Expertise

Theory Title and Researcher(s)	Practice	Sub Practice	# of Classrooms In Which Sub Practices Were Observed	Mean Percentage of Sub Practice and Expertise Descriptor	Mean Expertise Level Per Observed Sub Practice
<i>Culturally Relevant Education</i> Gloria Ladson-Billings (2014, 1995) and Geneva Gay (2010) as synthesized by Aronson & Laughter (2016)	1	1a	-	-	-
		1b	-	-	-
		1c	-	-	-
		1d	-	-	-
	2	2a	4	34.3%, Strong	Proficient+ (4.25)
		2b	4	16.9%, Moderate	Proficient+ (4.25)
		2c	4	13.9%, Moderate	Proficient (4)
	3	3a	1	48%, Strong	Proficient (4)
		3b	1	4%, Adequate	Proficient (4)
		3c	1	2%, Adequate	Expert (5)
<i>Culturally Responsive Teaching Approach</i> Yvonne Bui & Yvette Fagan,	4	4a	-	-	-
		4b	-	-	-
		4c	-	-	-
	5	5a	3	16.9%, Moderate	Proficient+ (4.33)

(2013)		5b	3	26.1%, Strong	Proficient (4)
		5c	2	13.8%, Moderate	Proficient+ (4.5)
	6	6a	4	14.9%, Moderate	Proficient+ (4.5)
		6b	5	17.9%, Moderate	Expert (5)
		6c	5	11.2%, Adequate	Proficient (4)
		6d	5	27.6%, Strong	Proficient (4)
<i>Teacher Student Relationship, Teacher Expectancy, and Culturally Relevant Pedagogy</i> Jay Caballero (2010)	7	7a	1	31.4%, Strong	Proficient (4)
		7b	1	45.7%, Strong	Adv. Beginner (2)
		7c	1	2.9%, Adequate	Proficient (4)
		7d	1	11.4%, Adequate	Competent (3)
	8	8a	-	-	-
		8b	-	-	-
		8c	1	21.4%, Moderate	Expert (5)
	9	9a	-	-	-
		9b	-	-	-
		9c	-	-	-
		9d	-	-	-
<i>Reality Pedagogy</i> Christopher Emdin (2016)	10	10a	-	-	-
		10b	-	-	-
		10c	-	-	-
		10d	-	-	-
	11	11a	-	-	-
		11b	-	-	-
		11c	-	-	-
		11d	-	-	-
	12	12a	-	-	-
		12b	-	-	-
		12c	-	-	-
<i>Culturally Relevant Pedagogy and Mathematics Achievement of Black and Hispanic High School Students</i> Mary Langlie (2008)	13	13a	1	36.7%, Strong	Proficient (4)
		13b	1	50%, Strong	Proficient (4)
		13c	1	25%, Strong	Proficient (4)
	14	14a	-	-	-
		14b	-	-	-
		14c	-	-	-
	15	15a	-	-	-
		15b	-	-	-
		15c	-	-	-
<i>Culturally Sustaining Pedagogy</i> Django Paris (2012, 2009)	16	16a	-	-	-
		16b	-	-	-
	17	17a	1	12.9%, Moderate	Expert (5)
		17b	-	-	-
	18	18a	-	-	-
		18b	-	-	-
		18c	-	-	-
<i>Academic Achievement and Identity Development</i> James L Rodriguez, Evangelina Bustamante Jones, Valerie Ooka Pang, and Cynthia D. Park (2004)	19	19a	2	17.3%, Moderate	Proficient (4)
		19b	2	36.4%, Strong	Proficient (4)
		19c	2	12.4%, Adequate	Proficient+ (4.5)
	20	20a	2	12.8%, Moderate	Proficient (4)
		20b	2	23.2%, Moderate	Proficient (4)
		20c	2	30.3%, Strong	Proficient (4)
	21	21a	1	10.5%, Adequate	Proficient (4)
		21b	1	10.5%, Adequate	Proficient (4)
		21c	1	8.6%, Adequate	Proficient (4)

		21d	1	2.9% Adequate	Proficient (4)
		21e	1	4.8% Adequate	Expert (5)

Table 10 illustrates that nearly half (33 of 69) of the total CAPS sub practices were identified and coded during the classroom observations. Conversely, slightly more than half of the sub practices appearing on the CAPs expertise scale (36 of 69) were not observed in the lessons and could not be assessed for levels of expertise. The participating teachers' overall combined mean percentage of the observed sub practices is near the upper limit of *Moderate* occurrence at 21.5%, only 3.5% away from the lower limit of *Strong* occurrence at 25%. The participating teachers' overall combined mean level of expertise in the observed sub practices is above the set proficiency standard at 4.25 *Proficient+*.

### Impact Data: CAPs Instructional Practices Expertise Scale

The teachers and researcher agreed that classroom observation analysis and feedback would be used to refine and complete the final draft of a CAPs instructional practices expertise scale. The teachers learned about formal CAPs theories and practices through a five-step process:

1. Took the CAPs theories and practices questionnaire and reviewed their initial scores.
2. Conducted self-assessments of their practical CAPs expertise.
3. Hosted classroom observations, reflected on the raw field notes, and evaluated the accuracy of their self-assessments of CAPs expertise.
4. Reviewed and discussed the coded classroom observation transcripts and newly calculated CAPs expertise ratings.
5. Offered suggestions to revise the draft expertise scale by calibrating the imagined levels of expertise with actual practices from the classroom.

In the final stage of the study, the teachers discussed their coded classroom observation transcripts and their latest CAPs expertise ratings with the researcher.

In several observations there was insufficient evidence of the CAPs theories and practices the teachers selected, and the researcher chose other CAPs practices that were more closely aligned with the observed instruction. Examples include Castle, Indo, and Jolly, who originally chose practices derived from the work of Bui & Fagan, and Ladson-Billings & Gay in Aronson & Laughter (chosen by both Indo and Jolly) respectively. While coding the classroom observation transcripts for the originally selected practices by these teachers, the researcher discovered that the percentages of all sub practice occurrences stayed within the *adequate* 1% - 12.4% descriptor range and did not capture other, clearly evident examples of higher level expertise. As a result, Castle's transcript was recoded to include Ladson-Billings & Gay in Aronson & Laughter's Practice #2, and Paris' Practice #17; Indo's transcript was recoded for Rodriguez et al.'s Practices #19, #20, and #21; and Jolly's transcript was recoded for Langlie's Practice #13.

Table 11 illustrates the differences in the teachers' chosen practices and the actual practices coded in the transcripts. Table 11 also outlines the corresponding accuracy of the

Table 11. Comparison of Preliminary Self-Assessments and Final Joint-Assessments of CAPs Expertise

	Educator Name	CAPs Researcher and Practices		Preliminary-Self and Final-Joint Assessments of Expertise	Accuracy of Estimated Self Assessment
1.	Castle	Prelim.	Bui & Fagan #1, #3	Proficient/Expert	Overestimate
		Final	L-B&G/A&L #2; B&F #6 (same as B&F #3)*; P #17	Moderate Proficient+	
2.	Herndon	Prelim.	Ladson-Billings & Gay/Aronson & Laughter #2, #3	Proficient	Underestimate
		Final	L-B&G/A&L #2, #3; B&F #6 (same as B&F #3)*	Moderate Proficient+	
3.	Hilton	Prelim.	Caballero #1, #2	Competent/Proficient	Underestimate
		Final	Caballero #7, #8 (same as Caballero #1, #2)*	Moderate Proficient+	
4.	Heald	Prelim.	Ladson-Billings & Gay/Aronson & Laughter #2	Proficient	Underestimate
		Final	Ladson-Billings & Gay/Aronson & Laughter #2	Moderate Proficient+	
5.	Hunt	Prelim.	Bui & Fagan #1, #2, #3	Competent/Proficient	Underestimate
		Final	Bui & Fagan #5, #6 (same as B&F #2, #3)*	Moderate Proficient+	
6.	Indo	Prelim.	Ladson-Billings & Gay/Aronson & Laughter #2, #3	Proficient	Overestimate
		Final	Rodriguez et al. #19, #20, #21	Adequate Proficient+	
7.	Shell	Prelim.	Bui & Fagan #1, #2, #3	Proficient	Underestimate
		Final	Rodriguez et al. #19, #20	Strong Proficient+	
8.	Smiley	Prelim.	Bui & Fagan #1, #2, #3	Proficient	Underestimate
		Final	L-B&G/A&L #2; B&F #5, #6 (same as B&F #2, #3)*	Moderate Proficient+	

\*Differences in the numbers assigned to the practices are a result of the different formats of Table 3 and Table 4. Explanations are annotated in parentheses.

teachers' estimated self-assessments of expertise. The accuracy of the teachers' preliminary self-assessments is described as overestimates or underestimates of CAPs expertise. These descriptions are deliberately unspecific and are intended to simply indicate if, and in what way, the teachers' preliminary self-assessments of expertise matched the final assessments.

After reviewing their initial questionnaire scores, all eight teachers were hesitant to assess their own CAPs expertise. This could be attributed to some combination of their unfamiliarity with formal CAPs theories and practices, the novelty of the CAPs expertise scale, and their concern with their initial questionnaire scores. Three teachers, Castle, Hilton, and Hunt, chose to place themselves between two expertise levels, Proficient/Expert, Competent/Proficient, and Competent/Proficient, respectively. This does not suggest the other five teachers easily chose singular levels of expertise, however, as most of them expressed some degree of frustration or resignation with their decisions. In the final analysis, two of the eight teachers' self-assessments were slightly overestimated while the remaining six were slightly underestimated.

The final assessments of expertise are characterized as *joint* assessments because, while the final ratings were initially calculated by the researcher, they were mutually agreed upon by the teachers and the researcher during the coded classroom observation transcript reviews. Several teachers questioned their expertise ratings and reviewed the transcript more closely to better understand how they were calculated. The researcher also presented the areas of the transcripts he considered unclear to the teachers for clarification. These review and feedback

sessions resulted in recalculated and slightly improved expertise ratings for Indo, Jolly, and Herndon.

### ***Teacher Feedback***

The teachers were asked to provide feedback on the study and offer specific suggestions on how they would revise the practices listed in the expertise scale. Some of their comments are listed below:

Ms. Hilton, 12<sup>th</sup> Grade English:

*Q: How might you revise a practice that involved building trust with students and parents so that it could be observed in the classroom?*

A: “I think eliminating parents (from the practice) wouldn’t be a bad idea because the students are the ones doing the work. The parents might have all the trust with the teacher in the world but if the student hasn’t bought in then it doesn’t matter. I think family supports that bridge between school and home is so important. What if the parent happens to be, not necessarily a negative influence, but I mean I’m sure potentially there’s that – you know the parent doesn’t really care about school or hold any kind of accountability or expectations for their student, then what would it matter to know how to build trust? But again, that’s probably a lack of trust from maybe their own experience too and they have to overcome that hurdle as well.

It’s just hard. It’s just really a hard thing with a really large school. It’s on one hand a really good job and you can build trust with the students. It’s a really huge, big job to build that kind of relationship outside of the classroom too. I don’t know; did that make sense?”

Ms. Castle, 11<sup>th</sup> Grade English Literature:

*Q: What are your thoughts on Bui & Fagan Practice #6? How might you revise it so it better represents CAPs expertise in a classroom observation?*

A: “I think maybe for six, I don’t remember everything in the academic article where this came from, but something I would imagine an expert would be doing would be probably explicitly teaching intersectionality and really pushing for people from different backgrounds to really be unpacking and investigating a lot of the nuance in a text. So, to me there’s a lot of possible depth in (B&F) 6 that goes beyond – that can really dig for depth. So that’s kinda something that I would expect an expert to do.

Maybe strategically pairing people or creating questions and prompts that encourage students to use the text to unpack a lot of the bias and issues in the text but also in their own families and their own communities. That’s something that I would expect someone who was proficient or expert to do. So, for example, if you want the young people to talk about the concept of self-hate you would create a prompt and group work where they would have to maybe talk about what self-hate looks like in the text and then maybe discuss where they’ve

seen it – at school with peers, or at home, or how a family member talks about themselves or something like that. You really want to show that they can internalize it.

I would say something in expertise would involve some idea of how the students show you that they can apply it to a personal situation, they can discuss maturely together and show that they internalized the learning. Whereas I would expect someone with less experience to maybe just push for the focus on the text, and maybe not really have the relationship quite yet to pull for that deeper personal kind of learning. Maybe they're not there yet, or maybe they themselves aren't vulnerable enough to model it. I don't know, I'm not sure."

Mr. Heald, 9<sup>th</sup> - 12<sup>th</sup> Grade Manhood Development Program:

*Q: How would you revise Ladson-Billings & Gay in Aronson & Laughter's Practice #2 to better reflect CAPs expertise during a classroom observation?*

A: For 2a, where it says, "Engage students in critical reflection about their own lives and societies," I would add something about teaching *life skills* instead of just *life* and help them reflect upon their personal life situations like trauma, grief, and others. For 2b, where it says, "Uses curricular activities to support analysis of cultures," I would include lessons about important historical figures and their philosophies that students can identify with and emulate.

Ms. Jolly, 12<sup>th</sup> Grade Advisory:

*Q: What suggestions do you have that would better characterize expert practice in Langlie's Practice #13?*

A: "I think expert practice in this area looks like several things:

1. Hold students accountable for the extended learning outside of the classroom. Students would be more likely to do the extra-curricular skill-building work if they knew they'd be held accountable for it. Give them credit for the stuff they do after school, even if it's just for fun.
2. Be accessible at all times (evenings, weekends, etc.). Trust students and families with cell phone number. The kids need to know you're there for them at all times, even when they don't necessarily need you. They want that safety net, so let them call you. You don't always have to answer, but at least let them know you're listening and you could be there in an emergency.
3. Go back and check on students to make sure the tutoring is working. Anybody can stay after school and sit in a class where they're supposed to get extra help. But is it working? You've got to follow up with the kids and let them know you're going to talk to their teachers too just to make sure they're handling their business. Kids will sabotage themselves and not even know it."



The teachers also gave feedback on their individual instructional styles and how their practice fits into the discussion of CAPs expertise:

Ms. Herndon, 7<sup>th</sup> Grade Ethnic Studies:

“I think of myself as a *Black teacher*, not just a teacher who happens to be Black. One time, I facilitated an ancestor recognition circle right after the police shot another unarmed black man in the city. Even then I sometimes struggle with parent communication and partnerships with our black families. Everybody ain’t woke yet. I just breathe, give them the best I have, and keep it pushing.”

Ms. Castle, 11<sup>th</sup> Grade English Literature:

“There are, of course, the things I can do in general in terms of how I relate to students. But I know that, for example, some of my lesson plans involve more participation while some may be more teacher-led. Those are the areas that I need to be more involved, more participatory, more students acting on their own -- kinda thing. So those are just some things that I’m thinking of.”

Ms. Hilton, 12<sup>th</sup> Grade English:

“I’m trying to bring my students attention to, like the system, but by like playing part of this game to improve – like one of the ways out of poverty is your education. And so using that to your benefit and using that to break the cycle of poverty and, you know, oppression. I don’t want to come off as the expert in the room, but that is stuff that I want to present to them so that it’s not the elephant in the room, in a sense. So like, oh we’re kinda dancing around this topic and I’m not just saying it. I am coming to terms with like -- I’ve got to try.”

The teachers commented on the value of the study and the process of CAPs learning:

Ms. Castle, 11<sup>th</sup> Grade English Literature:

“At the end of the day, depending on what’s going on for the teacher and the students – obviously your range of effectiveness is going to constantly vary. It’s good to know that based on your observations I’m hitting these markers and it looks like I’m using them. Just to have someone else with some expertise come through and observe when I’m hitting certain points is definitely super useful. I think teachers being observed in general by people who really support them as opposed to a punitive thing is always a super useful form of PD.

I guess the main thing that stands out to me ultimately is that the data is limited just in the sense that you’re only able to observe people once for one class. The real effectiveness of culturally responsive pedagogy is of course being able to assess in the long term where those relationships are, and in some cases maybe observing the most difficult relationships and just seeing how those evolve over time.”

Ms. Hilton, 12<sup>th</sup> Grade English:

“I just really appreciate your feedback, it’s just been so really good to have another pair of eyes in the room. I was so nervous about it, but you made me feel kinda good. Just to have someone to observe and have such kind things to say, so thank you.”

In general, total teacher feedback on the study and their participation was positive. However, the quality and quantity of feedback between the different teachers varied greatly. More evidence of the impact of teacher learning in CAPs can be seen in the final draft of the CAPs Instructional Practices Expertise Scale.

### ***Culturally Agile Pedagogies Instructional Practices Expertise Scale***

The CAPs Instructional Practices Expertise Scale (Table 12) is a tool designed to help operationalize CAPs theories into practice. This tool is the final iteration of the working draft and represents the culmination of learning about formal CAPs theories and practices gained by the researcher and all educators who participated in various stages of the study. Participation in the CAPs expertise scale development process was intended to reveal “culturally agile” teachers’ intuitive sense of justice in teaching and help them better understand how their daily instructional practice is characterized in the literature. While the primary goal of the process was to measure teacher learning, it became clear that the expertise scale itself could be a potentially useful by-product. This study offers this completed version of the CAPs Instructional Practices Expertise Scale as a living document for further analysis and refinement by researchers and practitioners in education and other fields.

Table 12. Culturally Agile Pedagogies Instructional Practices Expertise Scale

	<b>CAPs Instructional Practice</b>	<b>Novice 1</b>	<b>Advanced Beginner 2</b>	<b>Competent 3</b>	<b>Proficient 4</b>	<b>Expert 5</b>
	1-3: Ladson-Billings & Gay in Aronson & Laughter (2016) 4-6: Bui & Fagan (2013) 7-9: Caballero (2010) 10-12: Emdin (2008, 2016) 13-15: Langlie (2008) 16-18: Paris (2009) 19-21: Rodriguez et al. (2004)	<i>Lacks coherent sense of overall task, treats each situation as new, looks for appropriate rules to follow, needs forecast of expected outcomes, does not rely on prior experience, requires textbook examples, rules and guidelines determine responses. (Lyon, 2015)</i>	<i>Perceives similarity of concrete situations with prior examples of the same experience, less dependent upon action guidelines, keenly attuned to feedback, focused on examples set by colleagues and mentors, newly able to diagnose issues yet still dependent on rules. (Lyon, 2015)</i>	<i>Adopts a hierarchical process of decision making, has sense of when using rules is appropriate and when rules provide diminishing returns and may be disregarded, becomes vested in outcomes resulting from actions, views, reflection and evaluation as increasingly important. (Lyon, 2015)</i>	<i>Intuitively organizes and understands tasks, thinks analytically about what to do, recognizes situations and simultaneously judges them to be similar or dissimilar to previous experiences and acts according to what has succeeded in the past, situations guide responses. (Lyon, 2015)</i>	<i>Fully engaged in fluid, efficient performance, responsive to context, based on previous situations, without obvious thought, responses are reactive rather than studied and premeditated, focuses more on intuition than the calculations. (Lyon, 2015)</i>
1.	Connect students’	a. Studies students’	a. Reveals patterns in	a. Solicits students’	a. Delivers content	a. Preserves integrity

	<p>cultural perspectives to academic skills by helping them create, test, and revise evidence-based models that explain academic concepts. Build upon the students' cultural knowledges and assets so all students can be included in teaching and learning. (Ladson-Billings &amp; Gay in Aronson &amp; Laughter, 2016, p. 165)</p>	<p>cultures and assesses students' skills</p> <p>b. Seeks strategies to support student-led innovation</p> <p>c. Reviews academic concept model creation strategies</p> <p>d. Endorses students' cultural knowledges as assets</p>	<p>cultural views and academic skills</p> <p>b. Recognizes barriers to student-led innovation</p> <p>c. Adapts content model creation for student culture</p> <p>d. Identifies strengths within student cultural knowledge</p>	<p>input on culture and content skills</p> <p>b. Helps class discover and remove innovation barriers</p> <p>c. Helps students make and test academic concept models</p> <p>d. Relates students' cultural knowledge to class content</p>	<p>according to students' cultural views</p> <p>b. Helps students to enforce norms for innovative work</p> <p>c. Guides students' evidence-based model revisions</p> <p>d. Builds upon students' cultural assets to include them in learning</p>	<p>of content during students' cultural reframing</p> <p>b. Monitors class engagement in innovative learning</p> <p>c. Fosters critical discussions on concept model design</p> <p>d. Helps students value their peers' cultural knowledge</p>
2.	<p>Engage students in critical reflection about their own lives and societies. Use inclusive curricula and activities to support analysis of all the cultures represented. Students learn about their own and others' cultures and develop pride in their own and others' cultures. (Ladson-Billings &amp; Gay in Aronson &amp; Laughter, 2016, p. 165)</p>	<p>a. Investigates all aspects of students' lives and society</p> <p>b. Reviews inclusive curricula use, activities, and methods</p> <p>c. Seeks genuine, historically-accurate sources of student cultures (customs, values, contributions, language)</p>	<p>a. Lists life and societal issues linked to students' success</p> <p>b. Selects curricula inclusive of all the students' cultures</p> <p>c. Invites culture leaders and elders to supplement and authenticate sources for student instruction</p>	<p>a. Presents life and societal issues list to students for feedback and refinement</p> <p>b. Obtains feedback from peer evaluators for refinement</p> <p>c. Conducts lessons on all students' cultures with regular collaboration with culture leaders and elders</p>	<p>a. Engages students in critical reflection of life and society</p> <p>b. Uses curricular activities to support analysis of cultures</p> <p>c. Supports student learning about their own and others' cultures to develop pride and mutual respect</p>	<p>a. Facilitates discussion about societal ills and activism</p> <p>b. Referees culture analyses for objectivity and respect</p> <p>c. Helps students transform cultural pride to ownership and an obligation to carry heritage toward progress</p>
3.	<p>Teachers facilitate classroom discussions to reveal, analyze, deconstruct, and rectify oppressive systems of power embedded in the curriculum. Culturally relevant educators work not only in the classroom but also in the active pursuit of social justice for all members of society. (Ladson-Billings &amp; Gay in Aronson &amp; Laughter, 2016, p. 167)</p>	<p>a. Understands the dynamics of oppressive systems of power in curriculum</p> <p>b. Accepts out of classroom work as vital to the impact of work done in classroom</p> <p>c. Learns nuances of justice in families' cultures and society</p>	<p>a. Studies lessons/critiques of power and oppression by mentors and colleagues</p> <p>b. Seeks and engages with community-based groups and activities tied to students</p> <p>c. Seeks feedback from peers on social justice instruction</p>	<p>a. Uses best instruction to help students deconstruct and analyze curriculum</p> <p>b. Collaborates with group and activity leaders to improve student outcomes</p> <p>c. Practices best social justice learning activities/lessons</p>	<p>a. Facilitates discussions to reveal oppressive systems of power in curriculum</p> <p>b. Becomes an active and integral part of community groups and activity success</p> <p>c. Enlists community groups to support justice learning</p>	<p>a. Inspires students to create tools to amend and rectify oppression in curriculum</p> <p>b. Strengthens school/district and group partnerships to improve student outcomes</p> <p>c. Nurtures students' critical thinking and models activism</p>
4.	<p>Build a community of learners by allowing students to discuss their own community environments. Help students make personal connections to the lesson by sharing and validating students' personal experiences from their home</p>	<p>a. Learn how students' previous learning environments affect new learning</p> <p>b. Reference research on the role of student validation in student learning</p>	<p>a. Identify examples of best practice in creating new learning spaces for students</p> <p>b. Obtain colleague and mentor feedback on best student validation strategies</p>	<p>a. Select community building methods that can be gained from student discussion</p> <p>b. Outline positive attributes of students home communities for sharing activity</p>	<p>a. Facilitate student discussions of previous learning spaces and new expectations</p> <p>b. Share and validate students personal experiences from their home communities</p>	<p>a. Allow students' personal experiences to create a new learning community</p> <p>b. Help students recognize and engage in the positive attributes of their communities</p>

	communities. Help students describe and display the positive contributions they will make to the new learning community. (Bui & Fagan, 2013, pp. 62-63)	c. Consider research that describes strategies and benefits of building student learning communities	c. Participate in professional learning to observe, practice, and refine strategies of building student learning communities	c. Create framework accommodating student displays of contributions they make to new learning community	c. Help students describe and display the positive contributions they will make to the new learning community	c. Ensure students connect plans of their new contributions to the positive attributes of their home communities
5.	Assess if students have an accurate and appropriate amount of prior knowledge about a topic. Integrate strategies (e.g., predictions, word webs) that will teach necessary background knowledge to help students interact with content on a personal level. Allow students to rephrase content in their dominant language or use visuals to supplement their verbal retells. (Bui & Fagan, 2013, pp. 65-66)	<p>a. Review academic content proficiency standards and assessment strategies</p> <p>b. Learn the rationale about background knowledge strategies like prediction, discussion, and word webs</p> <p>c. Refer to studies on use of student dominant language and visuals in verbal retells</p>	<p>a. Analyze assessment types and student work samples to determine compatibility</p> <p>b. Attend background knowledge strategies workshops and investigate relevance to students' personal lives</p> <p>c. Observe lessons using student dominant language and visuals in verbal retells</p>	<p>a. Select assessments best suited to students' work and communication styles</p> <p>b. Relate students' personal experiences to academic content and use background knowledge strategies</p> <p>c. Use student data to design verbal learning retells with dominant lang. and visuals</p>	<p>a. Assess students' accurate and appropriate prior knowledge about a topic</p> <p>b. Utilize strategies that teach background knowledge to help students interact with content on a personal level</p> <p>c. Helps students use dominant language and visuals to supplement verbal retells</p>	<p>a. Review assessment results w/students to confirm reliability and plan next steps</p> <p>b. Create forums so students exchange experiences and make personal connections to background knowledge</p> <p>c. Fosters student discussions in dominant languages and collaborative visuals design</p>
6.	Incorporate multicultural text into the curriculum and give students the opportunity to work collaboratively as often as possible. These two strategies build home-school connections and a sense of community and caring in the classroom, which may improve students' affect and attitude toward learning. (Bui & Fagan, 2013, p. 67)	<p>a. Compares and contrasts multicultural text choices</p> <p>b. Review methods to support student collaboration</p> <p>c. Review data relating home-school connections to class climate, student affect, attitude, and achievement</p> <p>d. Examine students' affect and attitude toward learning</p>	<p>a. Chooses texts that support home-school connections</p> <p>b. Selects methods to support student collaboration</p> <p>c. Obtain colleague and mentor feedback on home-school connections and alignment with research data</p> <p>d. Identify factors impacting student affect and attitude</p>	<p>a. Ranks texts by relevance to students' communities</p> <p>b. Establishes daily routines for student collaboration</p> <p>c. Use feedback to design lessons that strengthen home-school connections and sense of community</p> <p>d. Minimize negative and maximize positive factors</p>	<p>a. Incorporates multicultural texts into the curriculum</p> <p>b. Evaluate/refine students' daily collaboration routines</p> <p>c. Strengthen home-school connections and a sense of community and caring in the classroom</p> <p>d. Monitor students' affect and attitude toward learning</p>	<p>a. Guides student dialogue of text relevance to learning</p> <p>b. Monitors and refocuses student collaboration</p> <p>c. Conduct student evaluation of lesson effectiveness and the connectedness to home community experiences</p> <p>d. Provide students with data for feedback and suggestions</p>
7.	Teachers develop trusting relationships with students and parents to overcome the negative influences of poverty and differing socioeconomic status. Teachers foster interpersonal connections with families to avoid making assumptions about their values and identities.	<p>a. Refer to school-home communication protocols</p> <p>b. Consult research on overcoming the barriers differing socioeconomic status and poverty place on teacher-family relationships</p>	<p>a. Learn all background information about students and parents</p> <p>b. Collaborate w/mentors to help diminish impact of differing socioeconomic status and poverty on teacher-family relationships</p>	<p>a. Choose means to exchange personal information with families</p> <p>b. Design relationship-building strategies like home visits and community organization involvement</p>	<p>a. Build trusting relationships with students and parents</p> <p>b. Teacher-family relationships function to overcome the negative influences of poverty and differing socioeconomic status</p>	<p>a. Families express trust with teacher and relationship</p> <p>b. Sustains frequent and regular dialogue w/families to improve quality of teacher-family relationships</p>

	(Caballero, 2010, p. 20)	<p>c. Study research on the impact of interpersonal connections with families in schools</p> <p>d. Learn the impact of false assumptions on interpersonal connections with families</p>	<p>c. Analyze exemplary interpersonal connections with families and identify best practices</p> <p>d. List false assumptions about families' values and identity</p>	<p>c. Align interpersonal connections with families best practices with class demographics</p> <p>d. Employ methods to avoid assumptions and judgment</p>	<p>c. Foster interpersonal connections with families</p> <p>d. Gain true understanding of families' values and identities</p>	<p>c. Gather student feedback on interpersonal connections with families effectiveness</p> <p>d. Families express acceptance of the teacher as ally</p>
8.	Teachers seek to understand how their life experiences, schooling contexts, and instructional settings shape their teaching. Explore relationships between racial identity, ethnic identity, and pedagogy, and become more aware of how schools often perpetuate socioeconomic inequities. (Caballero, 2010, p. 36)	<p>a. Read studies on how teachers' lives and educational experiences shape teaching</p> <p>b. Investigates own racial, ethnic, and pedagogical identity</p> <p>c. Review research data indicating how schools often perpetuate socioeconomic inequities</p>	<p>a. Examine lives and schooling and identify factors that shape teaching practice</p> <p>b. Fully defines, accepts, and shares own racial, ethnic, and pedagogical identity</p> <p>c. Investigate and identify ways the school and classroom may perpetuate socioeconomic inequities</p>	<p>a. Rank most influential factors that shape teaching for analysis in lessons</p> <p>b. List possible ways their racial and ethnic identity could impact pedagogy</p> <p>c. Design learning activities from possible sources of socioeconomic inequities within classroom and school</p>	<p>a. Show students how their life and educational experiences shape their teaching</p> <p>b. Lessons explore relationships between racial/ethnic identity and pedagogy</p> <p>c. Lessons demonstrate awareness of how schools often perpetuate socioeconomic inequities</p>	<p>a. Conduct class activities on roles of bias in curriculum, teaching, and learning</p> <p>b. Guide discussions on the role of race and ethnicity in teaching and learning</p> <p>c. Provide students tools to investigate socioeconomic inequities within classroom and school</p>
9.	Teachers gain an understanding of the "funds of knowledge" (Moll et al., 1992) and scaffold lessons from home to school. Teachers involve parents and community members in the classrooms to increase effectiveness with students of color and help build high expectations of achievement. (Caballero, 2010, p. 38)	<p>a. Refer to Moll et al.'s (1992) article and explanation of Funds of Knowledge theory</p> <p>b. Review researched methods of scaffolding new content</p> <p>c. Learn partnership strategies with communities of color</p> <p>d. Learn relationship between high expectations and achievement, particularly for students of color</p>	<p>a. Recognize links between lesson content and student skills acquired from home</p> <p>b. Select scaffolding methods aligned with learning styles</p> <p>c. Select best strategies for community involvement</p> <p>d. Compile student goals and baseline performance data and share with parents</p>	<p>a. Develop strategies to publicly affirm students' proprietary talent and skill</p> <p>b. Incorporate home to school learning in scaffold design</p> <p>c. Collaborate with peers in community involvement</p> <p>d. Collaborate with parents to establish high expectations of student achievement</p>	<p>a. Funds of Knowledge theory is posted and/or stated in classroom during lessons</p> <p>b. Scaffold lessons; link learning from home to school</p> <p>c. Involve parents and community members in classroom</p> <p>d. Increase lesson effectiveness and maintain high achievement expectations</p>	<p>a. Learning activities publicly affirm students' proprietary talents and skills</p> <p>b. Assist students in scaffolding content with each other</p> <p>c. Help parent partnerships improve and self propagate</p> <p>d. Teacher-parent groups campaign for high expectations all around community</p>
10.	Teachers invite students to video record lessons and then participate in cogenative dialogues (cogens) with students. During cogens, the entire group decides upon a single issue that is deemed most pressing, and each participant decides	<p>a. Review research on video recording class activities and group discussions</p> <p>b. Consult literature about cogens, their purpose, design, and implementation</p> <p>c. Refer to</p>	<p>a. View classroom instruction video recording examples and determine pros and cons</p> <p>b. Obtain colleagues and mentors feedback on best cogens practice and value added</p> <p>c. Work w/peers to</p>	<p>a. Select best video recording practices for students and account for cogen design</p> <p>b. Combine colleague and mentor feedback, research data and findings to design cogen</p> <p>c. Identify multiple</p>	<p>a. Invite students to video record lessons and cogens and explain cogen design</p> <p>b. Conduct a cogen and group decides upon a single issue deemed most pressing</p> <p>c. Each participant</p>	<p>a. Refine video recording and lesson and cogen analysis processes with students</p> <p>b. Guide student reflection on cogen, analyze outcomes, and consider ways to improve</p> <p>c. Participants</p>

	upon a plan of action that he or she will enact in the classroom to address the issue. Cogens are also video recorded. (Emdin, 2008, p. 774; 2016, pp. 65-67).	rules/examples of effective student agency in instruction and lesson design  d. Learn to record class video	find ways to use students' critiques and ideas to refine teaching  d. Understand cogen design	means of student agency and strategies to address issues in class  d. Plan cogen video recording	chooses a plan of action to enact in class to address the issue  d. Video record cogen	discuss/agree upon action plans and enact them during lesson repeat  d. Cogen group reviews video
11.	Two or more students assume all teacher responsibilities for effective content delivery. Teachers provide students context and information informing their instruction so students model effective teaching within existing structures resources. Teachers capture analogies, words, and examples students employ to design future lessons. Coteaching is video recorded. (Emdin, 2008, p. 775; 2016, p. 87)	a. Analyze coteaching model as described in Emdin's theory of Reality Pedagogy  b. List structures and resources that limit instruction (time, budget, ADA, licensing, etc.)  c. Explore research on the impact of student speech and affect in peer instruction  d. Learn to record class video	a. Observe Reality Pedagogy coteaching lessons and annotate best practices  b. Translate structures and resources into concepts students can adopt for use  c. Gather colleagues and mentors feedback on student analogies, words and examples use  d. Understand coteach design	a. Ensure coteaching includes all teacher responsibilities (lesson plan, materials, etc.)  b. Use student relatable concepts to support a realistic student coteaching lesson  c. Use colleagues and mentors feedback to design coteaching observation method  d. Plan for coteach recording	a. Two or more students assume all teacher responsibilities for effective content delivery  b. Ensure students bound instruction by existing structures and resources  c. Capture analogies, words, and examples students use while teaching classmates  d. Video record coteaching	a. Discuss coteaching lesson effectiveness with student co-teachers during cogen  b. Reflect upon instructional boundaries w/students and discuss ways to improve  c. Share coteaching observation notes with students during cogen  d. Cogen group reviews video
12.	Cosmopolitanism describes when students and teachers take responsibility for teaching one another what they do not know -- about content, teaching the content, and each other. Single cogens become multiple cogens so all students actively participate in examining teaching and learning. All students, not teachers, shape the norm of what "smart" is. (Emdin, 2008, pp. 773-775; 2016, p. 112)	a. Examine details of content, content instruction, and the personal traits that shape teaching and learning content  b. Learn the cosmopolitanism concepts and methodologies as described in Emdin's Reality Pedagogy theory  c. Read performed smartness theory described by Emdin	a. Classify and rank content details, content instruction, and specific requirements for teaching and learning content  b. Compare cosmopolitanism concepts to traditional teaching practices and obtain colleague and mentor feedback  c. Gather peer feedback about performed smartness	a. Develop plans for reciprocating teacher-student exchange of ideas on content delivery and comprehension  b. Utilize colleague and mentor feedback to help develop strategies that engage all students in cogen process  c. Consciously eliminate pre-conceived ideas of "smart"	a. Teachers and students teach each other about content and personal traits related to how they teach and learn  b. Create multiple cogens so all students can actively participate in examining teaching and learning  c. All students, not teachers, shape norm of "smartness"	a. The teacher-student ideas exchange within the cogen helps refine the cotaught lesson and lesson repeats  b. Construct and activate a regular cogen cycle that distributes power evenly among everyone in class  c. Reevaluate notions of smartness with students
13.	Student/teacher relationships are fluid and are not limited to the formal classroom setting. Teachers communicate with parents and provide personal counseling to students, and tutor and provide academic counseling to students for 30	a. Synthesizes list of informal Student/teacher relationships-building strategies from educational research  b. Reviews examples and guidelines of effective parent communication	a. Observes informal student/teacher relationships-building strategies of colleagues and mentors  b. Obtains colleague and mentor feedback on parent communication practices	a. Reflects upon observations and adopts informal Student/teacher relationships-building best practices  b. Uses feedback to refine parent communication and assess its effectiveness	a. Student/teacher relationships are fluid and are not limited to the formal classroom setting.  b. Personally counsel students and communicate with parents 30 minutes or more each week	a. Requires students to share informal student/teacher relationships activities and the effects on their growth  b. Seeks and honors parents' suggestions for ways to improve communication

	minutes or more each week. (Langlie, 2008, pp. 66, 102)	c. Seeks research on tutoring and personal/academic counseling strategies and their expected outcomes	c. Discerns initial differences in performance of students who are tutored/counseled and those who are not	c. Identifies students' specific tutoring/counseling needs and creates a schedule to accommodate their growth	c. Provide tutoring and academic counseling to students for 30 minutes or more each week	c. Helps students and their families monitor, assess, and improve effectiveness of tutoring/counseling
14.	Teachers help students to see mathematics in everyday life and believe all students can succeed in mathematics. Teachers heavily emphasize the importance of mathematics in everyday life and reveal its various applications in the sciences, business, and industry. (Langlie, 2008, pp. 65, 83, 87)	<p>a. Studies and adopts growth mindset ideology/methods as described in research</p> <p>b. Gains keen familiarity with students' everyday lives and embedded math concepts</p> <p>c. Consults literature about community-based math instruction</p>	<p>a. Uses proficiency data and colleague and mentor feedback to create high expectations</p> <p>b. Correlates math concepts embedded in student lives to proficiency standards</p> <p>c. Confers with colleagues and mentors to identify community-based math instruction best practices</p>	<p>a. Performance goals inspire student success previously thought to be improbable</p> <p>b. Applies colleague and mentor feedback of proficiency correlations to instruction</p> <p>c. Uses best practices to place students' everyday lives into adult societal context</p>	<p>a. Insists every student works to the point of fatigue and can articulate their success</p> <p>b. Heavily emphasizes the importance of mathematics in students' everyday lives</p> <p>c. Community-based math instruction reveals various math applications in sciences, business, and industry</p>	<p>a. Sustains an environment of intense effort, positive support, and recognition</p> <p>b. Ensures students monitor their everyday life math concepts proficiency gains</p> <p>c. Community-based math instruction incentivizes student demonstrations of applied math proficiencies</p>
15.	Field trips help demystify mathematics with experiments, discovery, and collaboration. Lessons require students to create graphic representations of the events, discuss and write using intuitive language, adopt standard vocabulary, and develop symbols. (Langlie, 2008, pp. 55, 57, 87)	<p>a. Compiles research-based strategies on effective field trip lessons and instruction</p> <p>b. Reviews research about the use of student writing and graphic model/symbol-making to indicate learning</p> <p>c. Studies how students use intuitive language to adopt standard vocabulary</p>	<p>a. Aligns effective field trip instructional strategies with supervision guidelines</p> <p>b. Observes the writing and graphic model/symbol-making instruction of colleagues and mentors</p> <p>c. Obtains colleague and mentor feedback on intuitive language instruction plans</p>	<p>a. Outlines and prioritizes student learning goals over potentially stifling rules</p> <p>b. Uses writing and graphic model/symbol-making instruction's best practices to create field trip lessons</p> <p>c. Applies colleague and mentor feedback to refine intuitive language instruction plans</p>	<p>a. Field trips help demystify math through experiments, discovery, and collaboration</p> <p>b. Field trip lessons require discussion, writing, and the creation of graphic models and symbols to show learning</p> <p>c. Requires students to use intuitive language to adopt standard vocabulary</p>	<p>a. Facilitates math field trip planning sessions informed by students' interests</p> <p>b. Guides collaboration during student discussions, writing, and the creation of graphic models and symbols</p> <p>c. Creates student-led code switch exercises comparing intuitive and standard vocab.</p>
16.	Teachers utilize and encourage linguistic dexterity -- the ability to use a range of language practices in a multiethnic academic setting -- in teaching and learning. (Paris, 2009, p. 430-431) DAE = Dominant Academic English	<p>a. Consults literature that describes data-informed, suggested usage of linguistic dexterity</p> <p>b. Grasps and outlines the benefits of linguistic dexterity practice as suggested by research</p>	<p>a. Identifies the detriments of DAE only instruction and tension with linguistic dexterity strategies</p> <p>b. Confers with mentors and colleagues about attributes and practicability of linguistic dexterity</p>	<p>a. Creates lessons to allow linguistic dexterity to nullify detriments of DAE only instruction</p> <p>b. Applies mentor and colleague feedback to optimize linguistic dexterity instructional strategies</p>	<p>a. Utilizes linguistic dexterity infused lessons to reveal detriments of DAE only instruction to students</p> <p>b. Adapts linguistic dexterity instruction to accommodate learning and analyzes student outcomes</p>	<p>a. Guides students' critical thinking regarding tension between linguistic dexterity and DAE</p> <p>b. Enables students to utilize linguistic dexterity strategies within all academic learning settings</p>
17.	Teachers realize that knowledge of African American Language (AAL) and	a. References literature that describes AAL and other heritage	a. Obtains mentor and colleague feedback on AAL and other heritage languages'	a. Uses mentor and colleague feedback to consult with families on AAL	a. Monitors and adjusts AAL and other heritage languages use	a. Learns and incorporates students' contemporary

	other heritage languages is required in order to understand and utilize their students' linguistic resources in the classroom. (Paris, 2009, p. 444) DAE = Dominant Academic English	languages' structures, conventions, and roles in mastering DAE  b. Identifies and assesses students' use of AAL and other heritage languages in their homes and in the classroom	structures, conventions, and roles in mastering DAE  b. Shares analysis of students' linguistic resources with colleagues and mentors for DAE instruction feedback	and other heritage languages' usage and mastery of DAE  b. Categorizes each students' linguistic resources and outlines individualized paths to DAE mastery	during instruction enabling students to decode and master DAE  b. Executes, reviews, and revises students' individual DAE mastery plans through practice of linguistic dexterity	versions of AAL and other heritage languages in teaching and learning  b. Helps students analyze and assess their performance within their individualized DAE mastery plans
18.	Teaching and learning encourages the use of African American Language (AAL) and other heritage languages in diverse schools to embrace, problematize and extend understandings of interethnic language sharing and ethnic and linguistic solidarity. (Paris, 2009, p. 444) DAE = Dominant Academic English	a. Learns the roles AAL and other heritage languages play in teaching and learning  b. Agrees AAL and other heritage languages should be preserved and shared  c. Seeks lesson examples that share interethnic languages and promote solidarity	a. Assesses impact AAL and other heritage languages use has on student learning  b. Engages in lesson study on AAL and other heritage languages sharing methods  c. Obtains mentor and colleague feedback from interethnic language sharing lessons	a. Builds upon best AAL and other heritage languages use to maximize outcomes  b. Ranks effective AAL and other heritage languages instructional strategies  c. Creates interethnic language sharing lessons from observation feedback	a. Encourages the use of AAL and other heritage languages in class activities  b. Extends student knowledge of interethnic languages  c. Adjusts instruction as needed to ensure students honor language diversity	a. Promotes students' sharing and co-opting of AAL and other heritage languages  b. Cultivates unity by valuing ethno-linguistic diversity  c. Empowers students to analyze and rectify barriers to ethno linguistic solidarity
19.	Rigorous lessons are scaffolded to the cognitive, social, and academic development levels of culturally diverse students. Culturally mediated activities use symbols, thoughts, cognitive processes, and social contexts derived from students' cultures. Teachers engage students in activities specific to their own experiences. (Rodriguez et. al., 2004, pp. 47-48, 52-53)	a. Reviews lesson scaffolding research related to culturally diverse students' levels of cognitive, social, and academic development  b. Reviews research on ways symbols, thoughts, social contexts, and cognitive processes mediate activity  c. Finds ways to catalog and learn students' experiences	a. Identifies and examines strengths and weaknesses of past scaffolding efforts with colleagues and mentors  b. Relates research findings to students' cultures and obtains colleague and mentor feedback on activity plans  c. Deeply perceives students' cultural and life experiences	a. Develops lesson scaffolding strategies to accommodate culturally diverse students' cognitive, social, and academic development  b. Utilizes colleague and mentor feedback to design student culture specific, culturally mediated learning activity  c. Uses students' experiences to design learning activities	a. Scaffolds rigorous lessons to the culturally diverse students' cognitive, social, and academic levels of development  b. Uses symbols, thoughts, cognitive processes, and social contexts of students' cultures to mediate activity  c. Engage students in activity specific to their experience	a. Helps culturally diverse students to identify scaffolding needs aligned with their cognitive, social, and academic development  b. Reveals the impact of cultural symbols, thoughts, cognitive processes, and social contexts on activities  c. Guides student reflection and discussion of activities
20.	Status equalization affirms the value of the students' primary languages and cultures as well as dominant language and culture. Teachers develop self-regulation among learners by envisioning them as capable and competent of making and setting goals, motivating	a. Considers concept of status equalization and examines tensions between primary languages and cultures and dominant language and culture  b. Reviews studies correlating teacher expectations and student performance	a. Receives colleague and mentor guidance on most effective use of status equalization  b. Analyzes high expectations instruction and the student performance data it	a. Imbues teaching and learning practices with status equalization theory  b. Adjusts instructional style to reflect vision of students as capable and competent	a. Uses status equalization to affirm students' primary languages and cultures value as well as the value of dominant language and culture  b. Lauds students' capabilities and competence with regular recognition of performance	a. Encourages students to affirm value of each others' primary languages and cultures and value of dominant language and culture  b. Cultivates a collaborative climate with performance recognition by the



	themselves, and monitoring their own learning. (Rodriguez et. al., 2004, pp. 48, 52-53)	c. Consults literature on self-regulation, motivation, and the roles of goal-making, goal-setting and self-monitored learning	yields c. Identifies best practices from examples of self-regulation and motivation instructional strategies	c. Incorporates student goal-making, goal-setting and progress monitoring strategies into daily instructional practice	c. Develops learners' self-regulation and motivation by helping them make and set goals and monitor learning	students c. Provides students with tools to enhance peers' goal-making, goal-setting and progress-monitoring skills
21.	Teachers are culturally diverse and exemplify a respectful mix of values, norms, and expectations in a collaborative instruction model. Teachers help students understand "Codes of Power." Dominant culture practices and rules are explicitly defined; mainstream social behavior is translated into contexts to which students can relate. (Rodriguez et. al., 2004, p. 49)	a. Learn the effects of values, norms, and expectations in teaching and learning b. Reference research on the impact of collaborative instruction on learning c. Refer to Delpit's (1988) Codes of Power Principle d. Investigate, identify, and describe details of dominant culture practices and rules e. Explore, categorize, and define all aspects of mainstream social behavior	a. Identify selves and students' values, norms, and expectations required for learning b. Observe and adopt best collaborative instruction strategies in lesson design c. Assess students' academic and social competence in dominant culture practices and rules d. Quantify differences in dominant culture practices and rules and culturally diverse values, norms, and expectations e. Observe and identify student-relatable contexts and speech	a. Align selves and students' values, norms, and expectations to optimize learning b. Make collaborative instruction learning activities embody cultural diversity c. Lessons drive academic and social competence in dominant culture practices and rules d. Develop learning activities that explicitly define dominant culture practices and rules e. Use mainstream social behavior information to create learning activities	a. Culturally diverse teachers exemplify a respectful mix of values, norms, and expectations b. Culturally diverse teachers practice model of collaborative instruction c. Lessons drive academic and social competence in dominant culture practices and rules d. Ensures full understanding of dominant culture practices and rules explicit definition e. Lessons translate mainstream social behavior into student-relatable contexts	a. Culturally diverse teachers and students assess and refine values, norms, and expectations b. Culturally diverse teachers and students assess and refine collaborative instruction model c. Students relate Codes of Power Principle to dominant culture practices and rules d. Guide students in outlining conflict of culturally diverse values, norms, and expectations and dominant culture practices and rules e. Facilitate critical discussion of mainstream social behavior and students' lives

The CAPs instructional practices contained in this expertise scale are ordered as follows: 1-3: Ladson-Billings & Gay in Aronson & Laughter (2016); 4-6: Bui & Fagan (2013); 7-9: Caballero (2010); 10-12: Emdin (2008, 2016); 13-15: Langlie (2008); 16-18: Paris (2009), 19-21: and Rodriguez et al. (2004).

## Summary: Learning Outcomes

The baseline data, process data, and outcome data collected during this study produced many insights about ways teachers can increase their formal awareness of CAPs, evaluate and refine their daily instructional practice, and use their intuitive sense of justice in teaching to narrow the gap between CAPs theories and practices. The following is a summary outline of the learning outcomes from each data category. A more detailed discussion of each learning outcome and recommendations for future study is contained in chapter six.

### *Learning Outcome One: Promote Knowledge of Culturally Agile Pedagogies (Baseline Data)*

The data produced from the CAPs Theories and Practices Questionnaire (Appendix B) raise multiple concerns about its utility as a means of baseline measurement as outlined below:

1. The informal development of the questionnaire revealed deficiencies in content validity, criterion validity, and construct validity (Del Greco et al., 1987). These flaws cast doubt upon data quality and prompt the following questions:
  - a. Would a formally constructed questionnaire reviewed by a panel of experts yield more valid and reliable baseline data?
  - b. Would the possibility of obtaining more valid and reliable baseline data justify the development of a formally constructed questionnaire?
  - c. What could be done to ensure the formally constructed questionnaire would be suitable for post-study administration?
2. The data from the questionnaire respondents are not representative of all the study participants. Eight of the thirteen questionnaire respondents fully participated in the study and two of the ten study participants did not take the questionnaire. Two questionnaire respondents chose not to participate in the study after viewing their initial questionnaire scores. Questions raised from these data omissions include:
  - a. What impact, if any, did questionnaire construction, administration, scoring and score review have on the teachers' decisions to take the questionnaire and fully participate in the study?
  - b. How could the review of the initial questionnaire scores be improved to increase the accuracy of the respondents' self-assessments of expertise?
3. The sample of questionnaire respondents was too small to approach generalizability.
  - a. What are the lowest limits of sample size that could approach acceptable degrees of generalizability for this questionnaire?
  - b. Could these sample sizes be obtained from a single school, a range of grade levels from multiple schools, or an entire school district?
  - c. How might this generalizable data affect overall findings on CAPs operationalization?

### ***Learning Outcome Two: Enhance Understanding of CAPs Expertise (Process Data)***

The data derived from the revised and coded classroom observation transcripts (Appendix C) call attention to the challenges of capturing classroom instruction and interpreting observed instructional strategies as formal CAPs strategies. The variety of concerns includes the following:

1. Interpreting observed instructional strategies as formal CAPs strategies is imprecise and frequently subjective. A set of transcript coding guidelines and parameters could make the process more reliable by reducing errors of interpretation. Transcript coding guidelines could also help improve user friendliness, increase accessibility to new teams of observers, and improve consistency among the coded transcripts.
  - a. What parameters could be established to create a set of coding guidelines?

- b. What lessons and activities would be included in a training session for new classroom observers?
2. Half of the teachers chose practices that were not observed during their lessons. This required the researcher observer to reconsider all the CAPs practices, identify those that were most congruous to what was observed, and recode the transcripts. The teachers' imprecision in selecting CAPs practices suggests they were inadequately prepared by the researcher for their observations.
  - a. What procedures can be put in place to ensure teachers are adequately prepared for the classroom observations?
  - b. How can the transcript coding process be revised to more easily accommodate recoding for alternative practices?
3. The data also reveal that the total number of classrooms observed was only able to capture evidence of 33 of the 69 identified CAPs sub practices outlined in the expertise scale. A combination of more classroom observations and an increased diversity of CAPs practices to be observed is required in order to obtain evidence of all 69 identified CAPs sub practices.
  - a. Approximately how many classrooms should be observed to collect evidence of all 69 identified CAPs sub practices in the expertise scale?
  - b. What value could be added by conducting multiple observations of the same teachers throughout the course of the school year?
  - c. What is a reasonable quantity of CAPs practices to find evidence for during a single classroom observation?
  - d. What is the most feasible way to ensure the teachers choose a sufficient variety of CAPs practices to be observed?

### ***Learning Outcome Three: Co-Revision of CAPs Expertise Scale (Impact Data)***

Feedback data collected during the reviews of the coded observation transcripts informed the co-revision of the CAPs expertise scale by the researcher and the participating teachers. Several issues were discovered and are listed below:

1. The quality and quantity of feedback between the different teachers varied greatly and was overly dependent upon coinciding teacher and researcher availability. Feedback included structured 35-minute audio-recorded in-person interviews, informal less than 20-minute telephone conversations, an impromptu and unstructured conversation conducted in passing, and multiple combinations thereof. One teacher was unavailable to provide any feedback at all.
  - a. Given that even the revised logic model proved to be insufficiently flexible, what other scheduling approaches can be taken to ensure high quality teacher feedback?
  - b. Is the potential value of feedback from other supporting adults (e.g. administrators, paraeducators, peer teachers, parent volunteers, etc.) worth the logistical effort to collect it?

2. While the teachers and their principals received the researcher's raw field notes immediately following the classroom observations, several months passed before they received the complete audio recordings and coded observation transcripts. The extended time between the classroom observation and the coded transcript reviews may have placed too great a demand on the teachers to recall their lessons and their CAPs learning goals.
  - a. What can be done to shorten the time between the observation and the coded transcript reviews?
  - b. How can teachers better retain their memories and log progress on their CAPs learning goals?
  - c. How can the principals be empowered to better support the teachers' progress toward reaching their CAPs learning goals?
3. The teachers seemed uncomfortable and struggled to provide coherent opinions when asked to offer specific suggestions to revise CAPs theories and practices. As a result, the bulk of teacher feedback included personal reflections on the study process and their appreciation of the detailed, non-evaluative classroom observations. A structured feedback worksheet could have been completed immediately following the observation, shared with the researcher, and reviewed by both the teacher and the researcher prior to the feedback interview.
  - a. What information would be included in the feedback worksheet?
  - b. What more could be done to ensure the teachers were prepared for the feedback interview?

## CHAPTER 6: DISCUSSION & RECOMMENDATIONS

### Introduction

This study attempted to meet Gloria Ladson-Billings' (2014) challenge to halt and reverse the misinterpretation and misapplication of Culturally Relevant Pedagogy, and to answer Geneva Gay's (2010) call to narrow the gap between the theories and practices of Culturally Responsive Instruction. This study placed their and other scholars' theories under the blanket term Culturally Agile Pedagogies (CAPs) which, as previously stated, is defined as theories, principles, and methods of teaching that require the mutual understanding, valuing, and use of teachers' and students' linguistic and cultural identities to inform instruction and optimize learning.

Clearly, the U.S. public education system has created a legacy of inequitable academic opportunities and disproportionate performance outcomes between its predominantly White, middle-class American, dominant-culture students and its culturally and linguistically diverse students – youth of color typically descended from the many globally indigenous peoples subjugated by historic European colonization. Dozens of studies show that CAPs, when properly implemented, can significantly improve the academic outcomes for those who Christopher Emdin (2016) venerates as “neoindigenous” students. Successful and widespread CAPs implementation, however, has been thwarted time and time again for a multitude of reasons ranging from those as benign as administrative haste to those as nefarious as ethnic genocide. This study seeks to investigate, operationalize, and reintroduce CAPs as a viable means to narrow the enduring, so-called “achievement gap.”

### Summary of the Study

In an effort to counteract CAPs misinterpretation, this study chose to enlist the support of a cadre of highly talented and culturally agile practitioners currently working in the field. A group of study participants was purposefully selected to better understand formal CAPs theories and practices. The study sites were chosen from a list of potential PUSD schools characterized by their leadership-supported social justice cultures and by recommendations from PUSD school administrators, central office staff, teachers, and community members. The school principals who agreed to host the study each identified three to five potential teacher participants who exemplified socially just, learner-centered, and culturally responsive instruction. This selection process resulted in a diverse group of ten, highly motivated teacher volunteers from five different schools.

The study participants engaged in a five-step process to increase their formal understanding of CAPs and consider ways to improve the proposed assessment of CAPs expertise. The process generated data that were organized into three categories as listed below:

#### *Baseline Data*

1. Took the CAPs theories and practices questionnaire and reviewed their initial scores.
2. Conducted self-assessments of their practical CAPs expertise.

#### *Process Data*

3. Hosted classroom observations, reflected on the raw field notes, and evaluated the accuracy of their self-assessments of CAPs expertise.

#### *Impact Data*

4. Reviewed and discussed the coded classroom observation transcripts and newly calculated CAPs expertise ratings.
5. Offered suggestions to revise the draft expertise scale by calibrating the imagined levels of expertise with actual practices from the classroom.

Learning outcomes were identified from each of the data categories and are discussed in greater detail in the following section.

### **Discussion of Findings**

Data analyses in chapter five have produced a set of concerns and questions regarding the learning outcomes in the three data categories. The following discussion further elaborates upon and attempts to answer many of these questions and concerns.

#### ***Learning Outcome One (LO1): Promote Knowledge of Culturally Agile Pedagogies (Baseline Data)***

##### *Informal Questionnaire Development*

The informal development of the questionnaire revealed deficiencies in content validity, criterion validity, and construct validity (Del Greco et al., 1987). These flaws cast doubt upon data quality and prompt several questions.

1. Would a formally constructed questionnaire reviewed by a panel of experts yield more valid and reliable baseline data?

The CAPs Theories and Practices Questionnaire was designed solely by the researcher using informal construction methods and was originally intended to produce simple baseline data about the respondents' formal CAPs knowledge. As the questionnaire developed, however, the depth of its informality became clearer and the results were expected to be less useful than was originally thought. While the questionnaire data supported the notion of widespread misinterpretation of CAPs theories and practices, even among vetted exemplary practitioners, the extremely small sample size combined with the invalid item #11 rendered the data incomplete at best. As a result, the questionnaire's utility as both a pre- and post-quiz was significantly diminished and the second administration was canceled to avoid redundancy.

Del Greco et al. (1987) describe questionnaire validity in three distinct ways: content validity, criterion validity, and construct validity (p. 699). While the CAPs questionnaire exhibits deficiencies in all three areas, its greatest flaw lies in its construct validity, which refers to the extent to which the new questionnaire conforms to existing ideas or hypotheses concerning the concepts (constructs) that are being measured (p. 699). The CAPs questionnaire inadequately captures the nexus between CAPs theories and practices described in the literature and the

practices observed in the classrooms. Even with formal questionnaire construction, at least two more questions remain unanswerable without further research:

2. Would the possibility of obtaining more valid and reliable baseline data justify the development of a formally constructed questionnaire?
3. What could be done to ensure the formally constructed questionnaire would be suitable for post-study administration?

#### *Incomplete Questionnaire Data*

The data from the questionnaire respondents is not representative of all the study participants. Eight of the thirteen questionnaire respondents fully participated in the study and two of the ten study participants did not take the questionnaire. Two questionnaire respondents chose not to participate in the study after viewing their initial questionnaire scores. Questions raised from these data omissions include:

4. What impact, if any, did questionnaire construction, administration, scoring and score review have on the teachers' decisions to take the questionnaire and fully participate in the study?

All thirteen of the questionnaire respondents' initial scores were lower than their adjusted scores, six of which were at or below 60 / 100 (see Appendix C). Ross and Fountelroy, whose initial questionnaire scores were 55 and 70 respectively, both chose not to participate further in the study. It is possible that the presentation of the initial questionnaire scores diminished the respondents' enthusiasm to participate and contributed to Ross and Fountelroy's decisions to opt out. Ross and Fountelroy may have decided to continue if a streamlined scoring process that presented both initial and adjusted questionnaire results had been employed.

5. How could the review of the initial questionnaire scores be improved to increase the accuracy of the respondents' self-assessments of expertise?

None of the eight preliminary self-assessments of expertise were accurate; six were underestimated while the remaining two were overestimated (see table 11). Similar to the response above, it is possible that the self-assessments may have been more accurate if the adjusted questionnaire scores were presented alongside, or instead of the initial scores. Perhaps a presentation and discussion of the more accurate adjusted questionnaire scores would have increased the clarity of CAPs theories and practices and increased the accuracy of the respondents' estimates of their own expertise.

#### *Statistically Insignificant Sample Size*

The sample of questionnaire respondents was too small to approach generalizability. Data was collected from only thirteen questionnaires, and only eight of those thirteen questionnaire respondents continued with full participation in the study. The answers to the following questions remain unclear and may only become clearer with further research and exploration.

6. What is the minimum sample size needed to approach acceptable degrees of generalizability for this questionnaire?

7. Could these sample sizes be obtained from a single school, a range of grade levels from multiple schools, or an entire school district?
8. How might this generalizable data affect overall findings on CAPs operationalization?

***Learning Outcome Two (LO2): Enhance Understanding of CAPs Expertise (Process Data)***

*Subjective CAPs Practices Interpretation*

Interpreting observed instruction as formal CAPs practices is imprecise and frequently subjective, and assigning expertise to those practices further diminishes that precision. Specifically, is it worth the effort to differentiate CAPs practices and their sub practices for degrees of expertise modifiers? In other words, should distinctions be drawn between the practices in which expertise can be defined with higher frequency occurrences and those with lower frequency occurrences? For example, expert level sub practices such as Langlie 13.5b: “Seeks and honors parents’ suggestions for ways to improve communication,” and Emdin 12.5a: “The teacher-student ideas exchange within the cogen helps refine the cotaught lesson and lesson repeats,” could occur regularly, but with longer intervals such as 1 – 5 times per week. On the other hand, expert level sub practices like Ladson-Billings & Gay in Aronson & Laughter 2.5a “Facilitates discussion about societal ills and activism,” and Caballero 9.5a “Learning activities publicly affirm students’ proprietary talents and skills,” could occur multiple times every lesson, perhaps encompassing 25% or more of instructional time. With this in mind, the process of rating levels of expertise by percentages of instructional minutes could be, at best, incomplete and, at worst inaccurate. A set of transcript coding guidelines and parameters could make the process more reliable by reducing errors of interpretation and assessment of expertise. Transcript coding guidelines could also help improve user friendliness, increase accessibility to new teams of observers, and improve consistency among the coded transcripts.

1. What parameters could be established to create a set of coding guidelines?

Creating a set of coding guidelines might involve a committee of CAPs observation team leaders who would have to agree on which classroom instructional practices meet CAPs criteria and which do not. This would likely be a contentious process requiring much deliberation and compromise and might be better suited to members within common cultural settings such as the same school district, school site, or range of student grade levels. While subjectivity cannot be completely eliminated, common cultural settings of the committee might increase the likelihood that the coding guidelines would be accepted.

2. What lessons and activities would be included in a training regimen for new classroom observers?

A CAPs classroom-training regimen for classroom observations can be developed once the coding guidelines have been established. This regimen could include a series of videos, audio recordings, and examples of raw and coded classroom observation transcripts for the observation trainees to review. Training would be complete when the trainees are able to demonstrate proficiency in interpreting CAPs practices from classroom instruction according to the coding guidelines.



### *Classroom Instruction Misaligned with Formal CAPs Practices*

Half of the teachers chose practices that were not observed during their lessons. This required the researcher observer to reconsider all the CAPs practices, identify those that were most congruous to what was observed, and recode the transcripts. The teachers' imprecision in selecting CAPs practices suggests they were inadequately prepared by the researcher for their observations.

3. What procedures can be put in place to ensure teachers are adequately prepared for the classroom observations?

This question more specifically addresses the issue raised in Learning Outcome One #5 (LO1.5) in that the increased CAPs understanding that might accompany the presentation and discussion of the adjusted questionnaire scores might also help the teachers choose more appropriate CAPs practices. Other ways to increase teacher readiness is to require they participate in the training described in LO2.1 and LO2.2.

4. How can the transcript coding process be revised to more easily accommodate recoding for alternative practices?

Establishing coding guidelines as mentioned in LO2.1 could help observers recode for alternative practices when necessary. Another way to expedite recoding would be to use a team of trained observers in the classroom who each choose different CAPs practices for which to seek evidence. If done properly, this system could eliminate the need for recoding altogether.

### *Unobserved Sub Practices*

The data also reveal that the total number of classrooms observed was only able to capture evidence of 33 of the 69 identified CAPs sub practices outlined in the expertise scale. A combination of more classroom observations and an increased diversity of CAPs practices to be observed is required in order to obtain evidence of all 69 identified CAPs sub practices. Answers for the four questions that follow can best be reached with continued research.

5. Approximately how many classrooms should be observed to collect evidence of all 69 identified CAPs sub practices in the expertise scale?
6. What value could be added by conducting multiple observations of the same teachers throughout the course of the school year?
7. What is a reasonable quantity of CAPs practices to find evidence for during a single classroom observation?
8. What is the most feasible way to ensure the teachers choose a sufficient variety of CAPs practices to be observed?

### ***Learning Outcome Three (LO3): Co-Revision of CAPs Expertise Scale (Impact Data)***

#### *Inadequate Teacher Feedback*

The quality and quantity of feedback between the different teachers varied greatly and was overly dependent upon coinciding teacher and researcher availability. Feedback included

two structured approximately thirty-minute audio-recorded in-person interviews, two informal approximately twenty-minute telephone conversations, a five-minute impromptu and unstructured conversation conducted in passing, and several combinations thereof. One teacher was unavailable to provide any feedback at all.

1. Given that even the revised logic model proved to be insufficiently flexible, what other scheduling approaches can be taken to ensure high quality teacher feedback?

The single researcher design of this study has exposed major logistical and scheduling challenges that could be alleviated by employing a team observation system similar to that described in LO2.1 - LO2.4. Teachers are incentivized to provide high quality feedback when they are part of the team of observers, well versed in CAPs theories, practices, and the transcript coding process. It is highly likely that these logistical issues will be eliminated completely when the process repeats in several rounds and allows each teacher observer to also be observed.

2. Is the potential value of feedback from other supporting adults (e.g. administrators, paraeducators, peer teachers, parent volunteers, etc.) worth the logistical effort to collect it?

If the team CAPs observational rounds approach described above (LO3.1) eliminates the logistical problems as predicted, obtaining feedback from other adults is much more practical and worth the effort. However, a potentially more difficult set of concerns may come to the surface when the new feedback from the supporting adults is collected. These concerns will plausibly involve accountability measures such as timelines, progress monitoring, budgetary restraints, and equitable implementation – administrative decisions that could lie outside of the observation team’s locus of control. Perhaps the question of effort would be better directed at determining feasibility for failsafe measures that would protect the integrity of the CAPs observational rounds process itself.

The following five questions (LO3.3 – LO3.7) become moot if the CAPs observational rounds process as described in LO3.1 and LO3.2 are implemented. They remain, however, as a reflection of the learning outcomes this study has produced and to provide continuity from the previous chapter. Discussion on the CAPs observational rounds process will continue in the final sections of this chapter.

### *Self-Monitored Progress on CAPs Learning Goals*

While the teachers and their principals received the researcher’s raw field notes immediately following the classroom observations, several months passed before they received the complete audio recordings and coded observation transcripts. The extended time between the classroom observation and the coded transcript reviews may have placed too great a demand on the teachers to recall their lessons and their CAPs learning goals.

3. What can be done to shorten the time between the observation and the coded transcript reviews?
4. How can teachers better retain their memories and log progress on their CAPs learning goals?

5. How can the principals be empowered to better support the teachers' progress toward reaching their CAPs learning goals?

As stated above, possible answers to these questions are included in the CAPs observational rounds discussion in the Implications for Practice section at the end of this chapter.

### *Structured Participant Feedback*

The teachers seemed uncomfortable and struggled to provide coherent opinions when asked to offer specific suggestions to revise CAPs theories and practices. As a result, the bulk of teacher feedback included personal reflections on the study process and their appreciation of the detailed, non-evaluative classroom observations. A structured feedback worksheet could have been completed immediately following the observation, shared with the researcher, and reviewed by both the teacher and the researcher prior to the feedback interview.

6. What information would be included in the feedback worksheet?
7. What more could be done to ensure the teachers were prepared for the feedback interview?

As stated above, possible answers to these questions are included in the CAPs observational rounds discussion in the Implications for Practice section at the end of this chapter.

## **Meeting the Design Challenge**

Researchers assert that for many decades CAPs theories have been misinterpreted, CAPs practices have been misapplied, and the gap between authentic CAPs theories and practices has widened (Ladson-Billings, 2014; Gay, 2010). The literature has not recognized an official coalition of teachers, parents, and school administrators who share an understanding of CAPs and agree they are viable interventions to improve academic outcomes for neoindivigenous youth. Nor is there consensus on an accurate and effective means of measuring CAPs expertise. These are among the reasons why performance results from distorted CAPs implementation plans have fallen short of expectations.

This study sought to help restore CAPs' legitimacy as an intervention by clarifying its theories and practices with a preliminary expertise scale, testing a small-scale intervention through a series of classroom observations and follow-up interviews, and by collaboratively refining the expertise scale. The goals of this study were to (a) increase culturally agile teachers' understanding of formal CAPs theories and practices, (b) leverage their daily informal CAPs instructional strategies to help calibrate assessments of expertise, and (c) offer the expertise scale as a tool that might be used for implementation and in future research. The data presented in chapter five suggest that attempts to meet the challenges were partially successful.

The data suggest the teacher participants increased their CAPs understanding as evidenced by comparisons of their preliminary self-assessments of expertise and their final joint assessments of expertise. Other indications of increased CAPs understanding can be seen in the coded classroom observations and comments from the feedback interviews. Still another measure of teacher learning in CAPs is the comparison of their questionnaire results, their final CAPs

expertise rating, and their ability to articulate formal CAPs theories and practices during the review of the coded classroom observation transcripts.

The classroom observations illustrated the teachers' acumen in utilizing CAPs strategies in their daily instruction, and their suggestions during the coded transcript reviews revealed their ability to connect their heuristic practice to the literature. These learned connections then led to the teachers' improved insights on CAPs theory and a greater discernment of how CAPs expertise is manifested in practice. The teachers made suggestions on ways to rephrase descriptions of CAPs expertise and helped to calibrate the expertise scale to better accommodate their academic content, their students' grade levels, and the social climates of their schools.

The final version of the CAPs expertise scale reflected the teachers' practice within the context of the literature. The collaboratively refined scale was intended to be a complete draft version suitable for review, further refinement, and possible consideration by school leaders for use as a tool for CAPs implementation. The initial value of the scale is expected to lie in its relative conciseness and table format designed for efficient use.

### **Understanding Findings Within Context Of The Literature**

This study was informed by three knowledge base areas: (1) operationalizing culturally agile pedagogies, (2) novice to expert theory, and (3) organizational culture change. Findings derived from baseline, process, and impact data can be discussed within these knowledge base contexts and are explained in much greater detail in chapter two.

Due to their misinterpretation and misapplication (Ladson-Billings, 2014), underutilization (Ferguson, 2000), underperformance as an intervention (Schott Foundation, 2015), and the gap between their theories and practices (Gay, 2010), CAPs is in dire need of an overhaul. In order for CAPs to affect change in the ways they were originally intended, their theories and practices must be operationalized for implementation. This study helped increase teachers' formal CAPs understanding as evidenced by questionnaire results, self-assessments of expertise, classroom observations, and observation transcript reviews. This process, conducted with a purposefully selected group of teachers, was intended to recognize the teachers for their exemplary instructional strategies and identify them as possible leaders in a future implementation campaign. These operationalizing steps were taken in an effort to provide a foundation from which CAPs implementation can begin.

The CAPs literature provides numerous anecdotes of extraordinary teachers performing amazing feats of cultural agility in the most challenging school environments. However, there are very few descriptions of how these teachers acquired their skills. This study used novice to expert theory's skill acquisition framework (Dreyfus, 2004) to categorize twenty-one separate CAPs practices into five distinct levels of expertise. The final version of the Culturally Agile Pedagogies Instructional Practices Expertise Scale is an example of how varying levels of CAPs expertise can be displayed and is intended to inspire further development for use as a tool to support CAPs implementation.

CAPs implementation has its greatest chances for success within a supporting organizational culture, and it may be necessary to change that culture to support innovation before implementation begins. This study guided its participants through Schein's Three Stages of Learning/Change (2010) and collaborated with the school principals to maximize the likelihood of establishing a culture that supports innovation (Hogan and Coote, 2014). Every participant and principal received copies of the classroom observation audio recordings, the coded transcripts, self- and joint-assessments of CAPs expertise, transcript review feedback, and the expertise scale to review, revise, and consider for future use. These documents represent the first artifacts of innovation and are evidence of initial organizational culture change.

## **Study Limitations**

The limitations of this study were largely related to limited resources in time and capital and include informal questionnaire construction, a small sample of teacher participants, and inadequate teacher feedback. Other limitations include the bias of the school sites, school principals, and study participants in favor of CAPs.

Formal questionnaire construction would have produced higher quality data through improved content, criterion, and construct validity. This formally constructed questionnaire could have been administered to a much larger population of educators and full-study participants, and the data collected could have revealed clearer relational trends between CAPs knowledge and demographic information like gender, years of experience, and ethnicity. Greater resources were needed to assemble a team of researchers to formally construct a CAPs questionnaire.

Twenty-four educators were invited to take the CAPs Theories and Practices Questionnaire. Over the course of six months, thirteen questionnaires were completed, and eight of those questionnaire respondents continued their participation throughout the remaining stages of the study. These eight teacher-participants were dispersed among five different schools. A single researcher compiled and analyzed the data. Predictably, the sample size of study participants was too small to generate data patterns significant enough to warrant further investigation. A classroom observation committee would have the ability to conduct and review multiple classroom observations of and with the same teachers over a shorter period of time. Additionally, this committee would be able to procure much more and much better feedback than a single researcher could.

The researcher asked central office and site administrators, teachers, students, parents, and other community members to recommend schools with strong leaders and campuses that exemplified social justice and equity. This purposefully selected sample of participants was successful in refining CAPs expertise, but it was less capable of providing examples of poor CAPs practice. As a result, the range of observed practices and levels of expertise do not represent the full spectrum of CAPs instructional skill.

## **Study Strengths & Suggestions For Future Tool Iterations**

One strength of the study is its current and thorough survey of CAPs literature with nearly fifty books, articles, papers, presentation transcripts, and two comprehensive literature reviews. Another strength is its description of CAPs theories and practices within the context of expertise. A third strength is its highly detailed coded classroom observation transcripts that provide examples of ways to interpret formal CAPs practices through the lens of routine daily instruction. The last strength to be discussed here is its transparency in failure (i.e. the single researcher model), which simultaneously suggests alternative measures for improvement.

Many educators will tout their familiarity with CAPs as a concept, but few are as willing, and even fewer are able, to reveal where the limits of their understanding lie. This appeared to remain true for the purposefully selected teacher participants. This study attempted to rectify the issue by using the literature to develop a CAPs theories and practices matrix and a working draft of an expertise scale. The participants were asked to use these documents to help them select the CAPs practices and levels of expertise that best characterize their instruction. The variety of CAPs practices afforded by the literature enabled the participants to broaden their CAPs understanding and still maintain their dignity as the special group of teachers recommended by their principal for the study.

The audio-recorded classroom observations yielded highly detailed coded transcripts within which interpretation of CAPs practices can be readily seen. The experimental coding technique attempted to allow room for scrutiny and deliberation by the participant in the interest of refinement and calibration. The transcripts were made available to the school principals for the same purpose, except they would also have the option to consider CAPs as a possible intervention to improve student achievement. Future researchers can also use these transcripts to further interrogate the coding process and reimagine ways to interpret formal CAPs practices.

This study's failure to collect a full complement of data from a sufficiently sized sample of participants and for every CAPs sub practice indicates a major inadequacy in the approach to data collection – the single researcher model. To be fair, this study was intended to explore the possibilities of CAPs operationalization including methods of data gathering, and it achieved its purpose to that end. Still, the success in accumulating data from some domains and not from others (i.e. data from a single classroom observation vs. data from multiple observations of the same teacher, and frequency and duration data for some CAPs practices but none for others, etc.) suggests that more could be done if a different data collection model was adopted.

## **Implications For Practice**

The findings suggest that teachers can increase their understanding of CAPs and assess their expertise by taking and reviewing a questionnaire, hosting and reviewing classroom observations, and reassessing their skills on an expertise scale. The findings also indicate that the single researcher model is inadequate to generate the full complement of CAPs expertise data required to begin a conversation about increasing CAPs expertise.

The study must be expanded to include the remaining 36 of the 69 (52%) identified sub practices and to assess expertise levels among participating teachers. This information would create a more complete picture of the most culturally agile teachers' levels of expertise and provide baseline data to calibrate the scale for use with less-skilled teachers. For example, the arbitrary range assignments of expertise level modifiers, adequate (1 – 12.4%), moderate (12.5 – 24.9%), and strong (25 – 100%), might be adjusted to align more closely with observed sub practices. Additionally, the sub practices themselves may be categorized to allow for higher levels of expertise with fewer occurrences per lesson.

For example, Rodriguez et al.'s sub practice 21e, "Facilitate critical discussion of mainstream social behavior and students' lives," is an Expert Level 5 sub practice whose effectiveness is probably less likely to significantly improve with increased occurrences. This was particularly true in Ms. Indo's trauma-informed teaching classroom where students have had multiple adverse childhood experiences and are prone to withdraw from extended discussions about situations related to their sources of pain (Anda et al., 2006). Another example is Ladson-Billings & Gay in Aronson & Laughter's sub practice 3c, "Nurtures students' critical thinking and models activism." As illustrated by Ms. Herndon's classroom observation during which she shared her plans to visit a Black Panthers compound in Tanzania, a single occurrence within a lesson is sufficient to identify the teacher as a sincere and invested agent for social justice and legitimate source of inspiration. In other words, students don't require much convincing in order to know if teachers "walk it like they talk it." In both cases, Ms. Indo and Ms. Herndon practiced at an Expert Level 5, but their merely *adequate* expertise level modifiers reflected low occurrences at 4.8% and 2% respectively. Further refinement of sub practices like these could more accurately characterize what could be considered exemplary practice.

As was mentioned earlier in the discussion of Learning Outcomes 2 and 3, implementing a CAPs observational rounds process with a set of coding guidelines and a team of trained teachers could alleviate many, if not all, of the shortcomings associated with the single researcher model. In a manner similar to this study, a school principal could identify a group of four to six teachers who have demonstrated CAPs adroitness and alacrity, enact a training regimen to learn classroom observation protocols and the transcript coding guidelines, and begin the rotation of observational rounds. The audio recordings could be replaced with video recordings, and the observation review sessions between each round would produce a much fuller bounty of data than could ever be achieved by a single researcher. The accumulation of data from each observation round is far more likely to produce a full complement of CAPs observational data needed to appropriately map expertise.

## Conclusions

The U.S. public education system has never produced equitable outcomes for culturally and linguistically diverse, also known as "neindigenous" youth. This study has shown that CAPs operationalization has the potential to help change that. While CAPs operationalization is by no means the best approach to narrowing the "achievement gap," this study offers it as yet another tool to support neindigenous youths' survival in a relentlessly hostile system.

Parity Unified School District's has demonstrated its willingness and ability to address narrowing the "achievement gap" with a fearless, student centered, diversity-driven, and socially just mindset. PUSD's participation in this study, its commitment to disrupt systemic oppression, and its resolve to foster culturally responsive leadership through courageous conversations (Singleton, 2013) in "discourse two" (Eubanks et al., 1994) about promoting antiracist teaching, all the while being fully cognizant of the White supremacy culture woven into its structure, is uniquely positioned to accomplish this task. The knowledge base, findings, and learning outcomes of this study suggest that with the proper resources it is possible, indeed probable, that CAPs implementation will help to "transform students, and transform lives" of families not only within PUSD, but throughout the nation.



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## APPENDIX A

### Excerpt of ACS, SARC, and Geospatial Analysis Database

Report											
Math Students Enrolled - Pct SD, by Groups		AA Math Students Enroll	AA Math Students Tested	Pct AA Math Students Tested	AA Math Students Meeting State Standards	Pct AA Math Students Meeting State Standards	AA Math Enrollees as Pct of All Enrollees	AA Math Testees as Pct of All Testees	AA Testees Meeting State Standards as Pct of ALL Testees Meeting Standards		
Group 01: 0.0%<Pct SD Stu Enrolled<10.0%	N	63	63	63	63	63	63	63	63		
	% of Total N	1.70%	1.70%	1.70%	1.70%	1.70%	1.70%	1.70%	1.70%		
	Sum	1,198	1,161	96.9%	495	2748.16	174.68	173.23	104.41		
	% of Total Sum	0.70%	0.70%	1.70%	1.70%	3.50%	0.40%	0.40%	0.40%		
	Mean	19.02	18.43	96.27	7.86	43.62	2.77	2.75	1.66	Decile 1	43.62
	Std. Error of Mean	1.14	1.13	0.82	0.55	2.02	0.19	0.19	0.14		
	Std. Deviation	9.019	8.978	6.50373	4.384	16.04333	1.47905	1.49623	1.13372		
	Variance	81.338	80.604	42.299	19.22	257.388	2.188	2.239	1.285		
	Grouped Median	16.8	16.33	98.5449	7	43.66	2.5381	2.3474	1.3514		
	Minimum	11	8	69.23	1	10	0.71	0.57	0.24		
	Maximum	49	47	100	21	77.78	6.77	6.82	5.22		
	Range	38	39	30.77	20	67.78	6.06	6.26	4.99		
Group 02: 10.0%<Pct SD Stu Enrolled<20.0%	N	183	183	183	183	183	183	183	183		
	% of Total N	4.80%	4.80%	4.80%	4.80%	4.80%	4.80%	4.80%	4.90%		
	Sum	3896	3776	17766.03	1476	7273.87	775.22	764.65	478.17		
	% of Total Sum	2.40%	2.40%	4.90%	5.10%	9.40%	1.70%	1.70%	1.80%		
	Mean	21.29	20.63	97.0821	8.07	39.7479	4.2362	4.1784	2.6129	Decile 2	39.7479
	Std. Error of Mean	0.806	0.774	0.36754	0.357	1.17147	0.24773	0.24088	0.21219		
	Std. Deviation	10.903	10.473	4.97196	4.824	15.84738	3.35126	3.25861	2.87049		
	Variance	118.877	109.684	24.72	23.269	251.139	11.231	10.619	8.24		
	Grouped Median	17.81	17.17	98.7896	7	39.2667	3.2755	3.259	1.8269		
	Minimum	11	9	63.04	0	0	0.92	0.86	0		
	Maximum	73	68	100	32	75	26.98	26.89	25.06		
	Range	62	59	36.96	32	75	26.06	26.03	25.06		
Group 03: 20.0%<Pct SD Stu Enrolled<30.0%	N	237	237	237	237	237	237	237	237		
	% of Total N	6.30%	6.30%	6.30%	6.30%	6.30%	6.30%	6.30%	6.40%		
	Sum	7506	7284	23027.5	2412	8078.9	1553.27	1549.49	946.17		
	% of Total Sum	4.50%	4.60%	6.30%	8.40%	10.40%	3.40%	3.40%	3.50%		
	Mean	31.67	30.73	97.1624	10.18	34.0882	6.5539	6.5379	3.9923	Decile 3	34.0882
	Std. Error of Mean	1.858	1.803	0.31014	0.658	1.03395	0.4242	0.42378	0.38839		
	Std. Deviation	28.61	27.751	4.77451	10.137	15.9174	6.53052	6.524	5.97925		
	Variance	818.535	770.103	22.796	102.761	253.364	42.648	42.563	35.751		
	Grouped Median	21.94	21.63	99.454	8	33.33	4.7319	4.8214	2.9237		
	Minimum	11	8	72.73	0	0	1.11	1.06	0		
	Maximum	265	257	100	83	78.26	81.77	81.77	85.71		
	Range	254	249	27.27	83	78.26	80.66	80.71	85.71		

Group 04: 30.0%<Pct SD Stu Enrolled<40.0%	N	274	274	274	274	274	274	274	273		
	% of Total N	7.20%	7.20%	7.20%	7.20%	7.20%	7.20%	7.20%	7.40%		
	Sum	9760	9461	26550.42	2847	8391.92	2003.03	2001.82	1207.96		
	% of Total Sum	5.90%	6.00%	7.30%	9.90%	10.80%	4.40%	4.40%	4.40%		
	Mean	35.62	34.53	96.8993	10.39	30.6274	7.3103	7.3059	4.4248	Decile 4	30.6274
	Std. Error of Mean	1.848	1.806	0.31255	0.647	0.87502	0.41119	0.41605	0.35483		
	Std. Deviation	30.598	29.89	5.17368	10.703	14.48418	6.80647	6.88678	5.86279		
	Variance	936.222	893.4	26.767	114.544	209.791	46.328	47.428	34.372		
	Grouped Median	25.62	24.77	99.652	7	30.2867	5.4384	5.4306	3.3113		
	Minimum	11	7	63.64	0	0	1.22	1.17	0		
	Maximum	230	229	100	93	86.67	82.29	82.2	80.18		
	Range	219	222	36.36	93	86.67	81.08	81.03	80.18		
Group 05: 40.0%<Pct SD Stu Enrolled<50.0%	N	277	277	277	277	277	277	277	277		
	% of Total N	7.30%	7.30%	7.30%	7.30%	7.30%	7.30%	7.30%	7.50%		
	Sum	11134	10624	26568.47	2665	7391.57	2412.07	2385.31	1388.39		
	% of Total Sum	6.70%	6.70%	7.30%	9.30%	9.50%	5.30%	5.30%	5.10%		
	Mean	40.19	38.35	95.9151	9.62	26.6844	8.7078	8.6112	5.0123	Decile 5	26.6844
	Std. Error of Mean	2.341	2.213	0.46604	0.616	0.90082	0.44118	0.43724	0.32112		
	Std. Deviation	38.957	36.826	7.75641	10.258	14.9926	7.34275	7.27716	5.34448		
	Variance	1517.672	1356.164	60.162	105.227	224.778	53.916	52.957	28.563		
	Grouped Median	26.33	25	98.41	7	25.76	6.5608	6.5491	3.6364		
	Minimum	11	6	33.33	0	0	1.12	1.12	0		
	Maximum	307	294	100	86	72.73	61.65	61.36	53.45		
	Range	296	288	66.67	86	72.73	60.54	60.24	53.45		
Group 06: 50.0%<Pct SD Stu Enrolled<60.0%	N	329	329	329	329	329	329	329	329		
	% of Total N	8.70%	8.70%	8.70%	8.70%	8.70%	8.70%	8.70%	8.90%		
	Sum	14108	13585	31636.59	2942	7528.34	3119.24	3093.94	1745.44		
	% of Total Sum	8.60%	8.60%	8.70%	10.20%	9.70%	6.90%	6.90%	6.40%		
	Mean	42.88	41.29	96.1598	8.94	22.8825	9.481	9.4041	5.3053	Decile 6	22.8825
	Std. Error of Mean	2.428	2.339	0.4143	0.634	0.85474	0.45317	0.45517	0.36213		
	Std. Deviation	44.035	42.419	7.5147	11.503	15.5036	8.21974	8.25611	6.56841		
	Variance	1939.117	1799.329	56.471	132.326	240.362	67.564	68.163	43.144		
	Grouped Median	29.46	27.71	99.48	6	20.83	7.563	7.4946	3.7315		
	Minimum	11	6	33.33	0	0	1.16	1.18	0		
	Maximum	341	328	100	140	81.25	82.1	84.77	80.76		
	Range	330	322	66.67	140	81.25	80.94	83.59	80.76		
Group 07: 60.0%<Pct SD Stu Enrolled<70.0%	N	349	349	349	349	349	349	349	343		
	% of Total N	9.20%	9.20%	9.20%	9.20%	9.20%	9.20%	9.20%	9.30%		
	Sum	14670	14087	33443.7	2785	7177.42	4138.67	4109.45	2417.35		
	% of Total Sum	8.90%	8.90%	9.20%	9.70%	9.30%	9.10%	9.10%	8.90%		
	Mean	42.03	40.36	95.8272	7.98	20.5657	11.8587	11.7749	7.0477	Decile 7	20.5657
	Std. Error of Mean	2.341	2.269	0.43595	0.568	0.73388	0.59714	0.60027	0.4894		
	Std. Deviation	43.734	42.385	8.14424	10.602	13.71009	11.15549	11.21388	9.06379		
	Variance	1912.637	1796.508	66.329	112.4	187.967	124.445	125.751	82.152		
	Grouped Median	26.88	25.71	99.02	5	18.2318	8.8453	8.7983	4.8791		
	Minimum	11	6	33.33	0	0	0.98	0.85	0		
	Maximum	373	354	100	107	89.66	74.45	75	70.02		
	Range	362	348	66.67	107	89.66	73.47	74.15	70.02		
Group 08: 70.0%<Pct SD Stu Enrolled<80.0%	N	483	483	483	483	483	483	483	470		



	% of Total N	12.80%	12.80%	12.80%	12.80%	12.80%	12.80%	12.80%	12.70%		
	Sum	23055	22042	45983.76	3670	8281.45	6823.95	6732.57	4260.17		
	% of Total Sum	14.00%	13.90%	12.70%	12.80%	10.70%	15.00%	14.90%	15.60%		
	Mean	47.73	45.64	95.2045	7.6	17.1459	14.1283	13.9391	9.0642	Decile 8	17.1459
	Std. Error of Mean	2.151	2.094	0.44931	0.422	0.59133	0.66215	0.65673	0.63227		
	Std. Deviation	47.279	46.012	9.87467	9.277	12.99583	14.55217	14.43316	13.70728		
	Variance	2235.337	2117.112	97.509	86.061	168.892	211.766	208.316	187.89		
	Grouped Median	30.14	29.16	98.39	5	15.52	9.6774	9.465	5.1495		
	Minimum	11	4	23.57	0	0	1.17	1.2	0		
	Maximum	318	310	100	65	80	96.18	96.08	100.05		
	Range	307	306	76.43	65	80	95	94.88	100.05		
Group 09: 80.0%<Pct SD Stu Enrolled<90.0%	N	656	656	656	656	656	656	656	635		
	% of Total N	17.30%	17.30%	17.30%	17.30%	17.30%	17.30%	17.30%	17.10%		
	Sum	33948	32687	62772.2	4507	9640.64	10207.84	10132.2	6308.73		
	% of Total Sum	20.60%	20.60%	17.30%	15.70%	12.40%	22.50%	22.50%	23.10%		
	Mean	51.75	49.83	95.6893	6.87	14.6961	15.5607	15.4454	9.935	Decile 9	14.6961
	Std. Error of Mean	1.92	1.877	0.32627	0.331	0.456	0.60463	0.6082	0.55283		
	Std. Deviation	49.18	48.086	8.35667	8.473	11.67928	15.48606	15.57758	13.93095		
	Variance	2418.704	2312.228	69.834	71.797	136.406	239.818	242.661	194.071		
	Grouped Median	34.92	32.93	98.2875	5	12.6129	11.0362	10.9557	5.9711		
	Minimum	11	3	13.04	0	0	0.89	0.9	0		
	Maximum	402	398	100	68	80	95.94	95.9	100.04		
	Range	391	395	86.96	68	80	95.05	95	100.04		
Group 10: 90.0%<Pct SD Stu Enrolled<100.0%	N	932	932	932	932	932	932	932	897		
	% of Total N	24.60%	24.60%	24.60%	24.60%	24.60%	24.60%	24.60%	24.20%		
	Sum	45719	43908	89053.43	4929	11020.33	14225.96	14105.06	8454.87		
	% of Total Sum	27.70%	27.70%	24.50%	17.20%	14.20%	31.30%	31.30%	31.00%		
	Mean	49.05	47.11	95.5509	5.29	11.8244	15.2639	15.1342	9.4257	Decile 10	11.8244
	Std. Error of Mean	1.367	1.327	0.25894	0.211	0.32495	0.44923	0.44928	0.44048		
	Std. Deviation	41.747	40.499	7.90498	6.445	9.92029	13.71452	13.71583	13.19243		
	Variance	1742.829	1640.149	62.489	41.535	98.412	188.088	188.124	174.04		
	Grouped Median	36.21	34.53	97.4067	4	9.83	11.4015	11.2019	6.033		
	Minimum	11	2	3.23	0	0	0.79	0.72	0		
	Maximum	347	339	100	63	61.54	90.28	90.05	100.14		
	Range	336	337	96.77	63	61.54	89.49	89.33	100.14		
Total	N	3783	3783	3783	3783	3783	3783	3783	3707		
	% of Total N	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%		
	Sum	164994	158615	362866.99	28728	77532.6	45433.95	45047.74	27311.67		
	% of Total Sum	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%		
	Mean	43.61	41.93	95.9204	7.59	20.495	12.01	11.9079	7.3676		
	Std. Error of Mean	0.687	0.666	0.12686	0.147	0.25507	0.20384	0.20378	0.18302		
	Std. Deviation	42.229	40.949	7.8026	9.061	15.68866	12.53744	12.53372	11.14302		
	Variance	1783.271	1676.842	60.881	82.11	246.134	157.187	157.094	124.167		
	Grouped Median	28.67	27.5	98.4586	5	17.4033	8.0972	8.0141	4.3096		
	Minimum	11	2	3.23	0	0	0.71	0.57	0		
	Maximum	402	398	100	140	89.66	96.18	96.08	100.14		
	Range	391	396	96.77	140	89.66	95.47	95.51	100.14		

Table 1A: Distribution of California's Public Schools, by Deciles, of the Socioeconomically Disadvantaged African-American (AA) Student Population											
Math Students Enrolled - Pct SD, by Groups		AA Math Students Enrolled	AA Math Students Tested	Pct AA Math Students Tested	AA Math Students Meeting State Standards	Pct AA Math Students Meeting State Standards	AA Math Enrollees as Pct of All Enrollees	AA Math Tested as Pct of All Tested	AA Tested Meeting State Standards as Pct of ALL Tested Meeting Standards		
Group 01: 0.0%<Pct SD Stu Enrolled<10.0%	N	63	63	63	63	63	63	63	63		
	% of Total N	1.7%	1.7%	1.7%	1.7%	1.7%	1.7%	1.7%	1.7%		
Group 02: 10.0%<Pct SD Stu Enrolled<20.0%	N	183	183	183	183	183	183	183	183		
	% of Total N	4.8%	4.8%	4.8%	4.8%	4.8%	4.8%	4.8%	4.9%		
Group 03: 20.0%<Pct SD Stu Enrolled<30.0%	N	237	237	237	237	237	237	237	237		
	% of Total N	6.3%	6.3%	6.3%	6.3%	6.3%	6.3%	6.3%	6.4%		
Group 04: 30.0%<Pct SD Stu Enrolled<40.0%	N	274	274	274	274	274	274	274	273		
	% of Total N	7.2%	7.2%	7.2%	7.2%	7.2%	7.2%	7.2%	7.4%		
Group 05: 40.0%<Pct SD Stu Enrolled<50.0%	N	277	277	277	277	277	277	277	277		
	% of Total N	7.3%	7.3%	7.3%	7.3%	7.3%	7.3%	7.3%	7.5%		
Group 06: 50.0%<Pct SD Stu Enrolled<60.0%	N	329	329	329	329	329	329	329	329		
	% of Total N	8.7%	8.7%	8.7%	8.7%	8.7%	8.7%	8.7%	8.9%		
Group 07: 60.0%<Pct SD Stu Enrolled<70.0%	N	349	349	349	349	349	349	349	343		
	% of Total N	9.2%	9.2%	9.2%	9.2%	9.2%	9.2%	9.2%	9.3%		
Group 08: 70.0%<Pct SD Stu Enrolled<80.0%	N	483	483	483	483	483	483	483	470		
	% of Total N	12.8%	12.8%	12.8%	12.8%	12.8%	12.8%	12.8%	12.7%		
Group 09: 80.0%<Pct SD Stu Enrolled<90.0%	N	656	656	656	656	656	656	656	635		
	% of Total N	17.3%	17.3%	17.3%	17.3%	17.3%	17.3%	17.3%	17.1%		
Group 10: 90.0%<Pct SD Stu Enrolled<100.0%	N	932	932	932	932	932	932	932	897		
	% of Total N	24.6%	24.6%	24.6%	24.6%	24.6%	24.6%	24.6%	24.2%		
Total	N	3,783	3,783	3,783	3,783	3,783	3,783	3,783	3,707		
	% of Total N	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%		
Table 1B: Distribution of the Socioeconomically Disadvantaged African-American (AA) Student Population, by Deciles (See Table 1A)											
Math Students Enrolled - Pct SD, by Groups		AA Math Students Enrolled	AA Math Students Tested	Pct AA Math Students Tested	AA Math Students Meeting State Standards	Pct AA Math Students Meeting State Standards	AA Math Enrollees as Pct of All Enrollees	AA Math Tested as Pct of All Tested	AA Tested Meeting State Standards as Pct of ALL Tested Meeting Standards		
Group 01: 0.0%<Pct SD Stu Enrolled<10.0%	Sum	1,198	1,161	96.9%	495	41.3%	2.75	1.7%	1.7%		
	% of Total Sum	0.7%	0.7%	1.7%	1.7%	3.5%	0.4%	0.4%	0.4%		

## APPENDIX B

### Culturally Agile Pedagogies (CAPs) Teacher Questionnaire

Directions: Choose the single most accurate response to the items below, or enter a customized free response that more accurately represents your position.

1. CAPs theory describes the co-teaching model as:

- A. Collaborative, interdependent instruction by two or more adult teachers in a single classroom. (0)
- B. Routine role reversals of the students and the teacher so everyone in class experiences teaching and learning from the other's perspective. (5)
- C. Periodic role reversals of the students and the teacher so everyone in class experiences teaching and learning from the other's perspective (3)
- D. Intermittent special guest classroom presentations by members of the community (0)
- E. Rare role reversals of a select group of students and the teacher so they can experience teaching and learning from the other's perspective. (1)
- F. Other, please specify. (Free response, points vary)

*Feedback: In the Reality Pedagogy coteaching format, students and teachers routinely switch roles so everyone in class experiences teaching and learning from the other's perspective. (Emdin, 2016)*

2. In the CAPs classroom, the different heritage languages, literacies, and cultural communication practices of students of color (*not* Standard Academic English) are:

- A. Never spoken, written, read or practiced by anyone. (0)
- B. Allowed for students of color during group work. (1)
- C. Allowed for all students at all times. (3)
- D. Encouraged, shared, and taught by teachers and all students. (5)
- E. Explicitly taught to all students to replace Standard Academic English. (0)
- F. Other, please specify. (Free response, points vary)

*Feedback: African American Language and other heritage languages are used in diverse schools to embrace and extend knowledge of interethnic language sharing and ethnic and linguistic solidarity. (Paris, 2009)*

3. In the CAPs classroom, instructional strategies are informed by:

- A. University-based teacher education programs. (0)
- B. District-based professional development. (0)
- C. Students' perspectives on effective teaching and learning. (3)
- D. Teachers' personal ideas on what works best for the students. (1)

- E. Student and teacher collaborations on effective teaching and learning. (5)
- F. Other, please specify. (Free response, points vary)

*Feedback: Coteaching is predicated on the fact that the teacher cannot fully meet the needs of the students unless the students have an opportunity to show the teacher what they need and then demonstrate what good teaching looks like for them. This requires the teacher to be transparent about aspects of their work that students do not usually know about. The teacher has to present the students with the larger contexts/information that shape how and why they teach the way they do so that the students can model how to work with the existing structures/resources and still be effective. (Emdin, 2016, p. 87).*

4. CAPs classroom teachers extend learning into the surrounding school community and beyond by:
  - A. Partnering with families so student culture informs teaching and learning. (3)
  - B. Volunteering tutoring services at group homes and homeless shelters. (0)
  - C. Using research on students' cultures to design and teach classroom lessons. (1)
  - D. Donating to local charities. (0)
  - E. Modeling social activism, nurturing cultural pride, and guiding critiques of power. (5)
  - F. Other, please specify. (Free response, points vary)

*Feedback: Connect students' cultural perspectives to academic skills by helping them create, test, and revise evidence-based models that explain academic concepts. Build upon the students' cultural knowledges and assets so all students can be included in teaching and learning. (Ladson-Billings & Gay in Aronson & Laughter, 2016, p. 165)*

5. In addition to identifying skill gaps, the primary reason CAPs teachers assess students' prior academic knowledge is to:
  - A. Place students into similarly skilled learning groups. (0)
  - B. Strengthen teacher-student relationships and determine which instructional strategies will help students interact with new content on a personal level. (5)
  - C. Identify and utilize the most appropriate pre-made curricular resources. (0)
  - D. Provide additional resources that allow students to gain the background knowledge they need to gain a general understanding of new content. (1)
  - E. Inform instructional strategies that will allow students to recover the background knowledge they need to gain a general understanding of new content. (3)
  - F. Other, please specify. (Free response, points vary)

*Feedback: Assess whether or not students have an accurate and appropriate amount of prior knowledge about a topic. Then integrate strategies (e.g., prediction, word web) that will teach the necessary background knowledge to help students interact with the content on a personal level. (Bui and Fagan, 2013, p. 65)*

6. A properly functioning CAPs classroom engages students in learning activities that:
- A. Permit students to insert teacher-approved elements of their cultures. (1)
  - B. Use symbols and social contexts derived from the students' cultures. (3)
  - C. Are mediated by images, text, audio, and video excerpts of oppressive systems from foreign cultures. (0)
  - D. Are culturally mediated by symbols, thoughts, cognitive processes, and social contexts derived from the students' cultures. (5)
  - E. Help them to understand and function within traditional systems of power. (0)
  - F. Other, please specify. (Free response, points vary)

*Feedback: Rigorous lessons are scaffolded to the cognitive, social, and academic development levels of culturally diverse students. Culturally mediated activities use symbols, thoughts, cognitive processes, and social contexts derived from students' cultures. Teachers engage students in activities specific to their own experiences. (Rodriguez et. al., 2004, pp. 47-48, 52-53)*

7. Effective CAPs teachers \_\_\_\_\_ for at 30 minutes or more each week:
- A. Communicate with parents and provide academic counseling to students. (3)
  - B. Rearrange the furniture and student learning spaces. (0)
  - C. Correct student work and communicate with parents. (1)
  - D. Memorize lyrics to hip hop music. (0)
  - E. Communicate with parents, tutor students, and provide academic and personal counseling to students. (5)
  - F. Other, please specify. (Free response, points vary)

*Feedback: Student/teacher relationships are fluid and are not limited to the formal classroom setting. Teachers communicate with parents, tutor students, and provide academic and personal counseling to students for 30 minutes or more each week. (Langlie, 2008, pp. 66, 102)*

8. In order to help build high expectations of achievement among students of color, CAPs teachers:
- A. Consult with parents to increase instructional effectiveness. (1)
  - B. Use individual students' mistakes as examples of what not to do. (0)
  - C. Involve parents in the classrooms to increase instructional effectiveness. (3)
  - D. Decrease the academic rigor so more students experience success. (0)
  - E. Involve parents and community members as instructional partners in the classrooms. (5)
  - F. Other, please specify. (Free response, points vary)

*Feedback: Teachers gain an understanding of the "funds of knowledge (Moll et al., 1992) and scaffold lessons from home to school. Teachers involve parents and community members in the classrooms to increase effectiveness with students of color and help build high expectations of achievement. (Caballero, 2010, p. 38)*

9. CAPs teachers use culturally inclusive curricula and activities to:

- A. Engage students in critical reflection about their own lives and societies and support analysis of all the cultures represented in the classroom. (5)
- B. Focus solely upon academic knowledge and college and career preparation. (0)
- C. Facilitate discussions about global societal inequities. (3)
- D. Help balance the disproportionate representation of dominant middle-class American ideals. (0)
- E. Expose students to issues of social justice. (1)
- F. Other, please specify. (Free response, points vary)

*Feedback: Engage students in critical reflection about their own lives and societies. Use inclusive curricula and activities to support analysis of all the cultures represented. Students learn about their own and others' cultures and develop pride in their own and others' cultures. (Aronson & Laughter, 2016, p. 165)*

10. CAPs teachers promote self-regulated learning among students by:

- A. Envisioning students as capable of being responsible for their own learning. (1)
- B. Believing they are capable and competent and providing them with tools to set goals, motivate themselves, and monitor their own learning. (5)
- C. Student-centered strategies that position the student as the primary keeper of knowledge. (0)
- D. Partnerships with community-based organizations who supply guest presenters and instructors. (0)
- E. Encouraging them to set academic goals and believing they will hold themselves accountable. (3)
- F. Other, please specify. (Free response, points vary)

*Feedback: Status equalization affirms the value of the students' primary languages and cultures as well as dominant language and culture. Teachers develop self-regulation among learners by envisioning them as capable and competent of making and setting goals, motivating themselves, and monitoring their own learning. (Rodriguez et. al, 2004, pp. 48, 52-53)*

11. CAPs teachers continually refine teaching and learning by:

- A. Seeking flaws in classroom instruction and developing strategies to minimize them. (1)
- B. Reframing traditional curriculum to reflect contemporary and popular themes. (0)
- C. Soliciting student feedback on instructional effectiveness and adjusting methods of lesson delivery. (3)
- D. Infusing lessons with the most current elements of urban entertainment. (0)
- E. Working with students to video record instruction, identify impediments to learning, and develop and enact agreed upon solutions during re-taught lessons. (5)
- F. Other, please specify. (Free response, points vary)

*Feedback: Teacher and students video record and analyze classroom instruction, identify a single impediment to student learning, develop a plan to address the issue, and enact plan during re-taught lesson. Cycle repeats. (Emdin, 2016, p. 74)*

12. Off campus field trip learning activities within the CAPs teaching and learning model occur:

- A. Annually and require students to write, discuss, and incorporate academic vocabulary into their own language. (1).
- B. Frequently and require students to develop symbols to depict their learning, write, discuss, and incorporate academic vocabulary into their own language. (5)
- C. Primarily to give the students an opportunity to interact with the curriculum outside of the classroom. (0)
- D. Occasionally and require students to write, discuss, and incorporate academic vocabulary into their own language. (3)
- E. As a reward to the students for meeting classroom goals established at the beginning of the year. (0)
- F. Other, please specify. (Free response, points vary)

*Feedback: Field trips help demystify mathematics with experiments, discovery, and collaboration. Lessons require students to create graphic representations of the events, discuss and write using intuitive language, adopt standard vocabulary, and develop symbols. (Langlie, 2008, pp. 55, 57, 87)*

13. CAPs teachers help students understand codes of power embedded in curriculum by:

- A. Deliberately practicing inequitable teaching strategies then engaging students in discussions of fairness, access, and opportunity. (1)
- B. Integrating pre-civil rights era instructional materials into their lessons. (0)
- C. Encouraging students to examine their educational experiences for elements of power and oppression. (3)
- D. Explicitly defining dominant culture practices and rules, and translating mainstream social behavior into contexts students can relate to. (5)
- E. Inviting adults who practiced and/or endured overt discrimination during their school years to share their stories with the class. (0)
- F. Other, please specify. (Free response, points vary)

*Feedback: Teachers are culturally diverse and exemplify a respectful mix of values, norms, and expectations in a collaborative instruction model. Teachers help students understand codes of power. Dominant culture practices and rules are explicitly defined, and mainstream social behavior is translated into contexts to which students can relate. (Rodriguez et. al, 2004, p. 49)*

14. Curriculum and instruction specifically developed to align with and respond to a diverse array of students' cultural frameworks intends to:

- A. Empower students intellectually, socially, emotionally, and politically. (5)
- B. Shift traditional teachers' deficit mindsets to growth mindsets. (0)
- C. Empower students socially and emotionally. (3)
- D. Provide schools with evidence that indicates CAPs program implementation. (0)
- E. Stimulate and empower students politically. (1)
- F. Other, please specify. (Free response, points vary)

*Feedback: Use ethnically diverse students' cultural knowledge, prior experiences, frames of reference, and performance styles to make learning more relevant and effective. Empower students intellectually, socially, emotionally, and politically using cultural referents to impart knowledge, skills, and attitudes. (Aronson & Laughter, 2016)*

15. CAPs classrooms can best support and sustain multilingualism and multiculturalism in the teaching and learning process by:

- A. Encouraging all students to read, write, and speak in their own heritage languages and share and use the heritage languages of their classmates. (3)
- B. Maintaining all students' heritage ways, valuing all students' cultures, and sharing all students' heritage languages within the classroom. (5)
- C. Exposing students to diverse languages and cultures around the world. (0)
- D. Practicing essential elements of the students' cultural values and traditions. (1)
- E. Ensuring linguistically and culturally diverse literature is available for student use in the classroom. (0)
- F. Other, please specify. (Free response, points vary)

*Feedback: Schools maintain heritage ways, value cultural and linguistic sharing across difference, and sustain and support bi- and multilingualism and bi- and multiculturalism. (Paris, 2012, p. 95)*

16. The CAPs classroom values and validates its students' cultural heritages by:

- A. Using curriculum that is culturally representative of the students in a collaborative learning format. (3)
- B. Ensuring students are able to apply lessons learned in school to their own lives. (1)
- C. Inviting students' parents to observe classroom activities. (0)
- D. Organizing annual cultural celebrations with exotic foods, music, and artifacts. (0)
- E. Connecting home and school experiences, incorporating multicultural materials, and using cooperative learning strategies. (5)
- F. Other, please specify. (Free response, points vary)

*Feedback: Classroom instruction acknowledges students' cultural heritages, connects home and school experiences, uses a variety of explicit strategies with cooperative learning, and incorporates multicultural materials. (Bui & Fagan, 2013, p. 59)*



17. The performance potential of culturally and linguistically diverse students is optimized when teachers:
- A. Possess authentically encouraging dispositions towards students, establish positive teacher-student relationships, and create multicultural learning environments. (5)
  - B. Are sympathetic to the challenges disadvantaged students face. (0)
  - C. Create culturally and linguistically diverse teaching and learning environments. (1)
  - D. Help students learn and appreciate the English language and wholesome American culture. (0)
  - E. Promote cultural diversity by strengthening relationships with and between all students. (3)
  - F. Other, please specify. (Free response, points vary)

*Feedback: Student academic achievement is dependent upon teachers' effectiveness in creating positive relationships with the students, having authentically encouraging dispositions towards students, and establishing learning environments steeped in multiculturalism and diversity. (Caballero, 2010, p. vi)*

18. CAPs theory suggests that culturally and linguistically diverse students grasp abstract academic concepts more readily when:
- A. The students' daily life experiences outside of school are used to strengthen the lessons learned in the classroom. (3)
  - B. Physical school attendance is optional and students form self-guided neighborhood study groups. (0)
  - C. Lessons extend beyond the classroom, and the students recognize and practice the daily applications of academic concepts in their everyday lives. (5)
  - D. Learning activities routinely occur on locations outside of the school campus. (1)
  - E. They are able to study independently and participate in remote classroom discussions from home via Internet technology. (0)
  - F. Other, please specify. (Free response, points vary)

*Feedback: All students whose mathematics teachers use Ladson-Billings' (1994, 1995a, 1995b) theory of Culturally Relevant Pedagogy in the "Social Relations" category, and especially black and Hispanic students in the "Conceptions of Self and Others" category, will achieve more in mathematics. (Langlie, 2008, p. 102)*

19. Culturally and linguistically diverse students can simultaneously perform at high academic levels and develop their cultural identities through the use of:
- A. Instructional strategies in which students and teachers exchange ideas about their unique cultural norms, values, and academic perspectives. (3)
  - B. Guest presentations from highly successful professionals that share the students' diverse cultural backgrounds. (0)

- C. Culturally-mediated learning activities, socially interactive instruction, and scaffolding strategies personalized to the students' values. (5)
- D. Partnerships with ethnic studies departments of local colleges and universities. (0)
- E. Teaching and learning activities that value and reflect the students' cultures. (1)
- F. Other, please specify. (Free response, points vary)

*Feedback: Culturally responsive teaching can advance student engagement and competence in mathematics and science while promoting the development of their cultural identities. Instructional program structure is guided by principles of sociocultural theory and informed by constructs based on critical theory. (Rodriguez et. al., 2004, pp. 45, 47)*

20. In the CAPs classroom, the students are the experts on their own learning and:

- A. Exert full control over lesson content and delivery. (0)
- B. Choose the academic content that is most meaningful in their lives. (1)
- C. Submit formal, semi-annual teacher evaluations that guide teacher professional development. (0)
- D. The lesson content and instructional strategies are co-developed by the students and the teacher. (5)
- E. A group of students and the teacher form a team to decide which subject matter will be presented in class. (3)
- F. Other, please specify. (Free response, points vary)

*Feedback: Students are experts on their own teaching and learning. Instruction is co-constructed, student culture and language is the primary vehicle of instruction. Code-switching is explicitly taught. (Emdin, 2016)*

## PART 2: DEMOGRAPHIC DATA

21. Please indicate your gender identity.

- A. Female
- B. Male
- C. Other
- D. Decline to state.

22. Please indicate your racial/ethnic identity.

- A. Asian
- B. Black/African-American
- C. Decline to State
- D. Filipino/Pacific Islander
- E. Hispanic/Latino
- F. Native American/Alaska Native
- G. Other (please specify) \_\_\_\_\_

- H. Two or More Races
- I. White

23. Please indicate your age range.

- A. 20 – 29 years
- B. 30 – 39 years
- C. 40 – 49 years
- D. 50 – 59 years
- E. 60 – 69 years
- F. 70+ years

24. Please indicate your years of service as an educator.

- A. 0 – 5 years
- B. 6 – 10 years
- C. 11 – 15 years
- D. 16 – 20 years
- E. 21 – 25 years
- F. 26+ years

25. Please indicate your dominant language.

- A. Nonstandard Vernacular English (please specify) \_\_\_\_\_
- B. Spanish
- C. Standard American English
- D. Other Language (please specify) \_\_\_\_\_

26. My dominant language is the same as the ethno-cultural heritage language of my childhood.

- A. True
- B. False
- C. Neither (please explain)\_\_\_\_\_

## APPENDIX C

### Initial and Adjusted CAPs Questionnaire Results

**Castle Questionnaire Results**

Item #	Selected Answer	5-Point Correct Answer	Initial Points Assigned	Corrected Points Assigned
1.	B	B	5	-
2.	D	D	5	-
3.	E	E	5	-
4.	E	E	5	-
5.	B	B	5	-
6.	D	D	5	-
7.	E	E	5	-
8.	E	E	5	-
9.	A	A	5	-
10.	B	B	5	-
11.	C	E	0	3
12.	C	B	0	0
13.	D	D	5	-
14.	A	A	5	-
15.	A	B	0	3
16.	A	E	0	3
17.	A	A	5	-
18.	A	C	0	3
19.	A	C	0	3
20.	C	D	0	0
Totals			65	15
Adjusted Score				80

**Hilton Questionnaire Results**

Item #	Selected Answer	5-Point Correct Answer	Initial Points Assigned	Corrected Points Assigned
1.	A	B	0	0
2.	D	D	5	-
3.	E	E	5	-
4.	A	E	0	3
5.	B	B	5	-
6.	D	D	5	-
7.	E	E	5	-
8.	E	E	5	-
9.	D	A	0	0
10.	B	B	5	-
11.	C	E	0	3
12.	C	B	0	0
13.	C	D	0	3
14.	A	A	5	-
15.	B	B	5	-
16.	E	E	5	-
17.	A	A	5	-
18.	A	C	0	3
19.	C	C	5	-
20.	C	D	0	0
Totals			60	12
Adjusted Score				72

**Herndon Questionnaire Results**

Item #	Selected Answer	5-Point Correct Answer	Initial Points Assigned	Corrected Points Assigned
1.	D	B	0	0
2.	D	D	5	-
3.	D	E	0	1
4.	A	E	0	3
5.	D	B	0	1
6.	E	D	0	0
7.	A	E	0	3
8.	A	E	0	1
9.	A	A	5	-
10.	C	B	0	0
11.	B	E	0	0
12.	C	B	0	0
13.	C	D	0	3
14.	B	A	0	0
15.	B	B	5	-
16.	B	E	0	1
17.	B	A	0	0
18.	A	C	0	3
19.	C	C	5	-
20.	B	D	0	1
Totals			20	17
Adjusted Score				37

**Heald Questionnaire Results**

Item #	Selected Answer	5-Point Correct Answer	Initial Points Assigned	Corrected Points Assigned
1.	C	B	0	3
2.	C	D	0	3
3.	E	E	5	-
4.	E	E	5	-
5.	D	B	0	1
6.	A	D	0	1
7.	C	E	0	1
8.	E	E	5	-
9.	A	A	5	-
10.	B	B	5	-
11.	C	E	0	3
12.	C	B	0	0
13.	D	D	5	-
14.	A	A	5	-
15.	C	B	0	0
16.	B	E	0	1
17.	A	A	5	-
18.	A	C	0	3
19.	E	C	0	1
20.	D	D	5	-
Totals			45	17
Adjusted Score				72

### Hunt Questionnaire Results

Item #	Selected Answer	5-Point Correct Answer	Initial Points Assigned	Corrected Points Assigned
1.	B	B	5	-
2.	D	D	5	-
3.	E	E	5	-
4.	E	E	5	-
5.	B	B	5	-
6.	D	D	5	-
7.	E	E	5	-
8.	E	E	5	-
9.	A	A	5	-
10.	B	B	5	-
11.	C	E	0	3
12.	B	B	5	-
13.	C	D	0	3
14.	A	A	5	-
15.	B	B	5	-
16.	E	E	5	-
17.	A	A	5	-
18.	C	C	5	-
19.	C	C	5	-
20.	D	D	5	-
Totals			90	6
Adjusted Score				96

### Shell Questionnaire Results

Item #	Selected Answer	5-Point Correct Answer	Initial Points Assigned	Corrected Points Assigned
1.	B	B	5	-
2.	D	D	5	-
3.	C	E	0	3
4.	E	E	5	-
5.	D	B	0	1
6.	D	D	5	-
7.	E	E	5	-
8.	E	E	5	-
9.	A	A	5	-
10.	B	B	5	-
11.	C	E	0	3
12.	B	B	5	-
13.	D	D	5	-
14.	B	A	0	0
15.	B	B	5	-
16.	E	E	5	-
17.	A	A	5	-
18.	C	C	5	-
19.	C	C	5	-
20.	D	D	5	-
Totals			80	7
Adjusted Score				87

### Indo Questionnaire Results

Item #	Selected Answer	5-Point Correct Answer	Initial Points Assigned	Corrected Points Assigned
1.	A	B	0	0
2.	C	D	0	3
3.	E	E	5	-
4.	E	E	5	-
5.	B	B	5	-
6.	D	D	5	-
7.	E	E	5	-
8.	Write in	E	0	3
9.	Write in	A	0	2
10.	C	B	0	0
11.	C	E	0	3
12.	C	B	0	0
13.	C	D	0	3
14.	Write in	A	0	2
15.	B	B	5	-
16.	A	E	0	3
17.	A	A	5	-
18.	A	C	0	3
19.	E	C	0	1
20.	B	D	0	1
Totals			35	24
Adjusted Score				59

### Smiley Questionnaire Results

Item #	Selected Answer	5-Point Correct Answer	Initial Points Assigned	Corrected Points Assigned
1.	A	B	0	0
2.	D	D	5	-
3.	E	E	5	-
4.	E	E	5	-
5.	B	B	5	-
6.	D	D	5	-
7.	A	E	0	3
8.	E	E	5	-
9.	A	A	5	-
10.	B	B	5	-
11.	C	E	0	3
12.	B	B	5	-
13.	C	D	0	3
14.	A	A	5	-
15.	B	B	5	-
16.	E	E	5	-
17.	A	A	5	-
18.	C	C	5	-
19.	A	C	0	3
20.	D	D	5	-
Totals			75	12
Adjusted Score				87

**Barnes Questionnaire Results**

Item #	Selected Answer	5-Point Correct Answer	Initial Points Assigned	Corrected Points Assigned
1.	C	B	0	3
2.	C	D	0	3
3.	E	E	5	-
4.	A	E	0	3
5.	E	B	0	3
6.	B	D	0	3
7.	A	E	0	3
8.	E	E	5	-
9.	A	A	5	-
10.	B	B	5	-
11.	C	E	0	3
12.	C	B	0	0
13.	D	D	5	-
14.	A	A	5	-
15.	B	B	5	-
16.	E	E	5	-
17.	A	A	5	-
18.	A	C	0	3
19.	E	C	0	1
20.	D	D	5	-
Totals			50	25
Adjusted Score				75

**Fountelroy Questionnaire Results**

Item #	Selected Answer	5-Point Correct Answer	Initial Points Assigned	Corrected Points Assigned
1.	B	B	5	-
2.	D	D	5	-
3.	E	E	5	-
4.	A	E	0	3
5.	E	B	0	3
6.	B	D	0	3
7.	E	E	5	-
8.	E	E	5	-
9.	A	A	5	-
10.	B	B	5	-
11.	C	E	0	3
12.	B	B	5	-
13.	C	D	0	3
14.	A	A	5	-
15.	B	B	5	-
16.	E	E	5	-
17.	A	A	5	-
18.	C	C	5	-
19.	A	C	0	3
20.	D	D	5	-
Totals			70	18
Adjusted Score				88

**Dunford Questionnaire Results**

Item #	Selected Answer	5-Point Correct Answer	Initial Points Assigned	Corrected Points Assigned
1.	B	B	5	-
2.	D	D	5	-
3.	E	E	5	-
4.	E	E	5	-
5.	B	B	5	-
6.	D	D	5	-
7.	E	E	5	-
8.	E	E	5	-
9.	A	A	5	-
10.	B	B	5	-
11.	E	E	5	-
12.	B	B	5	-
13.	D	D	5	-
14.	A	A	5	-
15.	A	B	0	3
16.	E	E	5	-
17.	A	A	5	-
18.	C	C	5	-
19.	C	C	5	-
20.	D	D	5	-
Totals			95	5
Adjusted Score				98

**Portillo Questionnaire Results**

Item #	Selected Answer	5-Point Correct Answer	Initial Points Assigned	Corrected Points Assigned
1.	B	B	5	-
2.	D	D	5	-
3.	E	E	5	-
4.	A	E	0	3
5.	E	B	0	0
6.	D	D	5	-
7.	E	E	5	-
8.	E	E	5	-
9.	A	A	5	-
10.	B	B	5	-
11.	A	E	0	1
12.	B	B	5	-
13.	D	D	5	-
14.	B	A	0	0
15.	B	B	5	-
16.	A	E	0	3
17.	A	A	5	-
18.	C	C	5	-
19.	C	C	5	-
20.	D	D	5	-
Totals			75	7
Adjusted Score				82

**Ross Questionnaire Results**

Item #	Selected Answer	5-Point Correct Answer	Initial Points Assigned	Corrected Points Assigned
1.	Write in	B	0	0
2.	D	D	5	-
3.	Write in	E	0	1
4.	Write in	E	0	2
5.	B	B	5	-
6.	D	D	5	-
7.	Write in	E	0	3
8.	E	E	5	-
9.	A	A	5	-
10.	Write in	B	0	3
11.	C	E	0	3
12.	Write in	B	0	5
13.	Write in	D	0	5
14.	A	A	5	-
15.	B	B	5	-
16.	E	E	5	-
17.	Write in	A	0	3
18.	C	C	5	-
19.	C	C	5	-
20.	D	D	5	-
Totals			55	25
Adjusted Score				80

## APPENDIX D

### Revised and Coded Classroom Observation Transcripts

#### Classroom Observation, 11/7/17, K. Castle Rocky High School, American Literature Grade 11 Ladson-Billings & Gay in Aronson & Laughter Practice 2, Bui & Fagan Practice 6, and Paris Practice 17

Ladson-Billings & Gay in Aronson & Laughter Practice 2

Engage students in critical reflection about their own lives and societies. Use inclusive curricula and activities to support analysis of all the cultures represented. Students learn about their own and others' cultures and develop pride in their own and others' cultures. (Ladson-Billings & Gay in Aronson & Laughter, 2016, p. 165)

Bui & Fagan Practice 6:

Incorporate multicultural text into the curriculum and give students the opportunity to work collaboratively as often as possible. These two strategies build home-school connections and a sense of community and caring in the classroom which may improve students' affect and attitude toward learning. (Bui & Fagan, 2013, p. 67)

Paris Practice 17:

Teachers realize that knowledge of African American Language (AAL) and other heritage languages (OHL) is required in order to understand and utilize their students' linguistic resources in the classroom. (Paris, 2009, p. 444)

8:10

Students enter the classroom, sit at their desks and chat as they prepare to work. Student desks are arranged in parallel rows spanning the length of the classroom from front to rear with an aisle in the middle. The desks on one side of the room face the desks on the other side splitting the class in to two halves and allowing the students to either face each other, the projector screen in the rear of the class, or the white board in the front of the class. Attendance photos are projected onto the screen in the rear of the class.

Castle greets students (Good morning everyone) and asks them to put away their electronic devices and prepare for meditation. "Close your eyes, take three deep breaths, relax your bodies, take yourself to a comfortable/happy place and focus on seeing, tasting, feeling whatever you see there."

8:17 - Students still filter in slowly and settle into the meditation routine. The classroom is entirely silent except for a few creaking desks, some distant outdoor traffic noises, some sniffles, and the sound of me typing on my laptop. Ms. Castle sits in the back/center of the classroom modeling the meditation expectations.

8:22

Go ahead and take three deep breaths. Bring yourself back from this place. You can say hello to your neighbors if you like. Mr. Dunford, would you like to introduce yourself quickly?"

8:23

Project "Do Now" exercise on the screen and gives students directions to do it (poem analysis). As a few other students trickle into the room she acknowledges them visually and continues with directions.



Ms. Castle walks up and down the aisle as she gives instructions and speaks in a pleasant, instructional tone. She is dressed in a skirt, black zippered hoodie, multicolored striped shirt, red sneakers, and large golden hoop earrings. Her hair is placed in a bun atop her head with neat bangs in the front.

She cruises around the room returning work and distributing breakfast to students who want it. The students continue working on the do now, one student asks her a question (inaudible) and she responds "Do your thing." Some of the late arriving students begin to take out their phones and she reminds them, each by name, to put them away. They comply quickly with no complaint.

8:30

The Do Now exercise continues, the class is completely engaged in work without talking, and Ms. Castle plays jazz music softly in the background. A student quietly asks to go to the restroom and Ms. Castle nods an affirmative "Uhm hummm," and the student quietly exits. There are about 35 students in the classroom and they are all engaged. Ms. Castle is now standing the projector cart in the front/center of the room.

## UNIT 2: Introduction to Asian-American Literature

Write a one-paragraph essay analysis of any 1 of the Angel Island poems. Explain what you believe the author's main idea or argument. Include:

- Pick 1-3 line to pick apart and analyze
- Explain how you interpret the line

8:38

A few more students enter and she quickly greets them by name, explains the Do Now and they get to work. She asks if any students need binder paper and visits students' desks to distribute them. As she walks by students she does drive-by check ins like "I want to talk to ---- you before you graduate," and other inaudible relationship-building chatter. "A few more minutes y'all."

8:41

Assignment revolves around naming of African-American children and what they mean, if anything (names given by White people like George or Charlene).

**Student 1:** Doesn't this have to do with the idea that White people are trying to erase black culture?"

**Castle:** This has to do with assimilation. Carlos, do you have anything to add?

**Student 2:** Names mix people all into the same color.

**Castle:** These systems of naming help to create a singular culture. I do not refer to myself as a minority. (Refers to the previous study of Baldwin and colorism). Comments on the tension Filipinos have between dark and light-skinned persons of Filipino ancestry)

Castle jots students' ideas down on the board. "For me, this poem is like the O.G. speaking on the bus... like in Safeway when the older Filipino dude was----). Ms. Castle seamlessly flows

between Standard Academic English (... these are sample annotations...) and SF Bay area youth culture vernacular, instantly reeling the students into the lesson.

Castle talks about how Haiku poems have been appropriated by many cultures and languages, and comments on how language is always evolving and has “musical” qualities. She mentioned forced migration and asks “to what extent is this voluntary?” References past lesson about *Raisin In The Sun* and a similar scene related to the poems they’re studying.

8:51

Castle constantly invites students to lend their viewpoints and speak aloud. Students do so comfortably and loudly enough for all the students to hear as Castle jots their points down on the board. Castle just referenced Tupac.

Then Castle talked about someone named “Cowboy,” a former student I assume, who always referred to everyone as family.

8:54

Asked for a visual check in on how everyone is feeling (thumbs up, sideways, or down) before she moved on to the next portion of the lesson.

UNIT 2: What does it mean to act or be an ethnicity?

Castle asked a student to collect the Do Nows while she passed out materials for the next part. Joked with a student to, “Eat the bottom of the dang muffin!” Told another student to put his cell phone away. A student enter the class with a message for a student and she passes it along in the midst of everything else – no problem.

She is very attentive to students’ needs, a student coughed as she walked by and she asked “Are you okay?” This exchange took 2 seconds, she moved right along to asking for student input to the lesson and jotted her comment down.

**Castle:** What did it feel like to do this activity?

**Student 3:** I can’t say it was easy, it made me think about racial stereotypes.

**Student 4:** It was easy to me because I see this on the daily. It was cool to do because I was able to say someone was wrong about how they saw me.

Ms. Castle tapped a student to be a time-keeper for her (one second) and the student silently agreed. When discussing the ways people stereotype others she said “You may just be an old-ass dumb person.”

**THE ACCIDENTAL ASIAN by Eric Liu (1998)**

*Reminiscent of the work of James Baldwin in its unwavering honesty...Lui is a powerful and elegant voice into the discussion of what it means to be American* – back cover book review

Castle gives directions about the lesson and work expectations. “What does it mean to act or be an ethnicity? What does it mean to assimilate?” She provides background about the author Liu as it is projected in more detail on the screen.

Castle: What does it mean to be a model minority?

Student 5: A poser.

Castle: What does it mean to be a model?

Student: How you are supposed to act or what you’re supposed to do.

Castle: A better question might be according to who? It might be how you try to lighten your skin to be more beautiful, how you fix your hair, how you try to get fancy letters after your name and what they mean.

Ms. Castle mentioned how Baldwin ran for public office and lost, but thought that if he won “That would be dope.” She said that in our current politics we can go from King to Malcolm in a matter of minutes. Her commentary is rife with politically charged references to ideas and famous figures. She explains another Do Now they don’t have the time to do that day:

*I am Filipina (fill in the blank). To most people I meet, being a real Filipina (fill in the blank) means:*

- I will only date White boys
- I will go to college and be successful
- ---- too many to capture---

9:20

Ms. Castle went on to talk about self-hatred of dark skin and the desire to produce lighter-skinned children. Made mention of the role religion plays in assimilation. Very dense topics; too much for students to discuss immediately.

She projected a passage of the essay on the document reader and called a few students’ names at random to read aloud from the papers on their desks, then said “popcorn” indicating that she wanted students to volunteer to read aloud.

Student: Is the boy Arabic? Because I call my dad Baba.

Castle: No, but ----- is in the Arabian diaspora.

9:21

As time draws near to end, two boys begin talking rudely. Castle addresses them quickly by name, moves closer to them, and asks them to stop. She then addresses the entire class asking them to stop moving around and give their attention to the guest student speakers’ announcement about a queer student empowerment program. Castle suggests students take a flier even if they think their not interested and encourages them to ask questions.

9:25

Castle continues to move around the classroom collecting work and checking in with students as she does so. She even passes out food as the bell rings for the next class. A student exclaims, “I’m having a great ass morning!”

## Preliminary Estimate of Ms. Castle's Expertise in Ladson-Billings & Gay in Aronson & Laughter Practice 2; Bui & Fagan Practice 6; and Paris Practice 17

### Excerpt of Draft CAPs Expertise Scale, Ladson-Billings & Gay in Aronson & Laughter #2; Bui & Fagan #6; Paris #17

	<b>CAPs Instructional Practice</b>	<b>Novice 1</b> <i>Lacks coherent sense of overall task, treats each situation as new, looks for appropriate rules to follow, needs forecast of expected outcomes, does not rely on prior experience, requires textbook examples, rules and guidelines determine responses. (Lyon, 2015)</i>	<b>Advanced Beginner 2</b> <i>Perceives similarity of concrete situations with prior examples of the same experience, less dependent upon action guidelines, keenly attuned to feedback, focused on examples set by colleagues and mentors, newly able to diagnose issues yet still dependent on rules. (Lyon, 2015)</i>	<b>Competent 3</b> <i>Adopts a hierarchical process of decision making, has sense of when using rules is appropriate and when rules provide diminishing returns and may be disregarded, becomes vested in outcomes resulting from actions, views, reflection and evaluation as increasingly important. (Lyon, 2015)</i>	<b>Proficient 4</b> <i>Intuitively organizes and understands tasks, thinks analytically about what to do, recognizes situations and simultaneously judges them to be similar or dissimilar to previous experiences and acts according to what has succeeded in the past, situations guide responses. (Lyon, 2015)</i>	<b>Expert 5</b> <i>Fully engaged in fluid, efficient performance, responsive to context, based on previous situations, without obvious thought, responses are reactive rather than studied and premeditated, focuses more on intuition than the calculations. (Lyon, 2015)</i>
2.	Engage students in critical reflection about their own lives and societies. Use inclusive curricula and activities to support analysis of all the cultures represented. Students learn about their own and others' cultures and develop pride in their own and others' cultures. (Ladson-Billings & Gay in Aronson & Laughter, 2016, p. 165)	a. Investigates all aspects of students' lives and society b. Reviews inclusive curricula use, activities, and methods c. Seeks genuine, historically-accurate sources of student cultures (customs, values, contributions, language)	a. Lists life and societal issues linked to students' success b. Selects curricula inclusive of all the students' cultures c. Invites culture leaders and elders to supplement and authenticate sources for student instruction	a. Presents list to students for feedback and refinement b. Obtains feedback from peer evaluators for refinement c. Conducts lessons on all students' cultures with regular collaboration with culture leaders and elders	a. Engages students in critical reflection of life and society b. Uses curricular activities to support analysis of cultures c. Supports student learning about their own and others' cultures to develop pride and mutual respect	a. Facilitates discussion and activism about societal ills b. Referees culture analyses for objectivity and respect c. Helps students transform cultural pride to ownership and an obligation to carry heritage toward progress
6.	Incorporate multicultural text into the curriculum and give students the opportunity to work collaboratively as often as possible. These two strategies build home-school connections and a sense of community and caring in the classroom, which may improve students' affect and attitude toward learning. (Bui & Fagan, 2013, p. 67)	a. Compare and contrast multicultural text choices b. Review methods to support student collaboration c. Review data relating home-school connections to class climate, student affect, attitude, and achievement d. Examine students' affect & attitude toward learning	a. Choose texts that support home-school connections b. Select methods to support student collaboration c. Obtain colleague/mentor feedback on home-school connections and alignment with research data d. Identify factors impacting student affect & attitude	a. Rank texts by relevance to students' communities b. Create system to support student collaboration c. Use feedback to design lessons that strengthen home-school connections and sense of community d. Minimize negative and maximize positive factors	a. Incorporate multicultural texts into the curriculum b. Give opportunities for frequent collaboration c. Strengthen home-school connections and a sense of community and caring in the classroom d. Improve students' affect & attitude toward learning	a. Guide student dialogue of text relevance to learning b. Monitor and refine student collaboration c. Conduct student evaluation of lesson effectiveness and the connectedness to home community experiences d. Gather student feedback to improve affect and attitude
17.	Teachers realize that knowledge of African American Language (AAL) and other heritage languages (OHL) is required in order to understand and utilize their students' linguistic resources in the classroom. (Paris, 2009, p. 444) DAE = Dominant Academic English LD = Linguistic Dexterity	a. References literature that describes AAL & OHL's structures, conventions, and roles in mastering DAE b. Identifies and assesses students' use of AAL & OHL in their homes and in the classroom	a. Obtains mentor/colleague feedback on AAL & OHL's structures, conventions, and roles in mastering DAE b. Shares analysis of students' linguistic resources with colleagues and mentors for DAE instruction feedback	a. Uses mentor/colleague feedback to consult with families on AAL & OHL usage and mastery of DAE b. Categorizes each students' linguistic resources and outlines individualized paths to DAE mastery	a. Monitors & adjusts AAL & OHL use during instruction and enables students to decode and master DAE b. Executes, reviews, and revises students' individual DAE mastery plans through practice of LD	a. Learns and incorporates students' contemporary versions of AAL & OHL in teaching and learning b. Helps students analyze and assess their performance within their individualized DAE mastery plans

Instructional practices observed during a lesson are aligned with the sub practices of the CAPs expertise scale at the most similar levels of expertise (Novice 1, Advanced Beginner 2, Competent 3, Proficient 4, and Expert 5). The teacher's CAPs expertise is assigned to the highest level observed during the lesson. Mixed levels of sub practice expertise within the same practice yield a "+" or "-" rating modification depending upon the points mean ( $\bar{x}$ ). The percent of subpractice occurrence within the lesson timeframe is used to determine the degree of expertise within each level as follows: < 12.5% = Adequate, 12.5-25% = Moderate, > 25% = Strong. Unobserved sub practices do not impact the mean percent of practice. Overall expertise rating is expressed as the mean percent of sub practice occurrence and the mean sub practice expertise level.

### **Ladson-Billings & Gay in Aronson & Laughter Practice 2:**

**2.5a** = Facilitates discussion about societal ills and activism:

#Occurrences/#Minutes	Occurrence Frequency	Percent of Practice	Expertise Level
25/70	Once every 2.8 minutes	35.7%	Expert

**2.4b** = Use inclusive curricula and activities to support analysis of all the cultures represented:

#Occurrences/#Minutes	Occurrence Frequency	Percent of Practice	Expertise Level
10/70	Once every 7 minutes	14.3%	Proficient

**2.4c** = Students learn about their own and others' cultures and develop pride in their own and others' cultures:

#Occurrences/#Minutes	Occurrence Frequency	Percent of Practice	Expertise Level
6/70	Once every 11.6 minutes	8.6%	Proficient

Mean Percent of Practice	Overall Expertise Rating
19.5%	Moderate Proficient+

**Bui & Fagan Practice 6:****6.5a** = Guide student dialogue of text relevance to learning:

#Occurrences/#Minutes	Occurrence Frequency	Percent of Practice	Expertise Level
18/70	Once every 3.9 minutes	25.7%	Expert

**6.5b** = Monitor and refine student collaboration:

#Occurrences/#Minutes	Occurrence Frequency	Percent of Practice	Expertise Level
13/70	Once every 5.4 minutes	18.6%	Expert

**6.4c** = Strengthen home-school connections and a sense of community and caring in the classroom:

#Occurrences/#Minutes	Occurrence Frequency	Percent of Practice	Expertise Level
13/70	Once every 5.4 minutes	18.6%	Proficient

**6.4d** = Improve students' affect and attitude toward learning:

#Occurrences/#Minutes	Occurrence Frequency	Percent of Practice	Expertise Level
9/70	Once every 7.8 minutes	12.9%	Proficient

Mean Percent of Practice	Overall Expertise Rating
18.9%	Moderate Proficient+

Ms. Castle's instructional practice within level 5 "Expert" reveals occurrences of sub-practices 6a: "Guide student dialogue of text relevance to learning," and 6b: "Monitor and refine student collaboration." These sub-practice occurrences at level 5 "Expert" indicate superior expertise.

**Paris Practice 17:****17.5a** = Learns and incorporates students' contemporary versions of African American Language & other heritage languages in teaching and learning:

#Occurrences/#Minutes	Occurrence Frequency	Percent of Practice	Expertise Level
9/70	Once every 7.8 minutes	12.9%	Expert

**17.4b** = Executes, reviews, and revises students' individual DAE mastery plans through practice of linguistic dexterity:

#Occurrences/#Minutes	Occurrence Frequency	Percent of Practice	Expertise Level
0/70	NA	NA	NA

Mean Percent of Practice	Overall Expertise Rating
12.9%	Moderate Expert

~~~~~

**Feedback**

I don't have too much to say. I guess the main thing that stands out to me is that at the end of the day, depending on what's going on for the teacher and the students – obviously your range of

effectiveness is going to constantly vary. It's good to know that based on your observations I'm hitting these markers and it looks like I'm using them. Just to have someone else with some expertise come through and observe when I'm hitting certain points is definitely super useful. I think teachers being observed in general by people who really support them as opposed to a punitive thing is always a super useful form of PD.

I guess the main thing that stands out to me ultimately is that the data is limited just in the sense that you're only able to observe people once for one class. The real effectiveness of culturally responsive pedagogy is of course being able to assess in the long term where those relationships are, and in some cases maybe observing the most difficult relationships and just seeing how those evolve over time.

If I think about how this could be used in a department or in a pathway at our school it makes me think of how different the observations would be -- based on different lesson plans and in different units because, inevitably, different teachers might be naturally more enthusiastic about particular units or just whatever is going on at the school or for the young people at that time. Maybe it goes smoother, or maybe some material lends itself a little bit more to being tweaked in different ways for the students' style of learning. In the long term I think it would be useful to think about this if, for example, I was able to look at this with peers I work with and we were able to look at each other's units *over time*. I feel like a lot of teachers I know we all have certain areas of our curriculum that we want to work on more. Whereas we might feel like certain units or certain practices are really strong. So that's one thing that stands out to me.

There are, of course, the things I can do in general in terms of how I relate to students. But I know that, for example, some of my lesson plans involve more participation while some may be more teacher-led. Those are the areas that I need to be more involved, more participatory, more students acting on their own -- kinda thing. So those are just some things that I'm thinking of.

In terms of the utility of it (the CAPs expertise scale as a tool), I could definitely see using something like this especially within trusted learning groups, people who have some rapport, people who work with the same group of students -- I think in that way, if it was focused in that way there is so much more utility, for sure.

DUNFORD: I realize now that B&F #4 (c. students share the contributions they will make to the new learning environment) may be an inappropriate practice to look for during a classroom observation because that may only occur at the beginning of the school year. If you can make any suggestions on how these practices can be reworded or revised I'd love to hear them.

Aside from talking about those things (B&F #4) in the beginning of the year, in our feedback at the end of each unit we might talk about the contributions we've made or things we're working on, or things we're all working on as individuals, but I don't know that it would be shared in a classroom discussion very often after that.

I think maybe for six, I don't remember everything in the academic article where this came from, but something I would imagine an expert would be doing would be probably explicitly teaching intersectionality and really pushing for people from different backgrounds to really be unpacking

and investigating a lot of the nuance in a text. So, to me there's a lot of possible depth in (B&F) 6 that goes beyond – that can really dig for depth. So that's kinda something that I would expect an expert to do. Maybe strategically pairing people or creating questions and prompts that encourage students to use the text to unpack a lot of the bias and issues in the text but also in their own families and their own communities. That's something that I would expect someone who was proficient or expert to do. So, for example, if you want the young people to talk about the concept of self-hate you would create a prompt and group work where they would have to maybe talk about what self-hate looks like in the text and then maybe discuss where they've seen it – at school with peers, or at home, or how a family member talks about themselves or something like that. You really want to show that they can internalize it. I would say something in expertise would think should involve some idea of how the students show you that they can apply it to a personal situation, they can discuss maturely together and show that they internalized the learning. Whereas I would expect someone with less experience to maybe just push for the focus on the text, and maybe not really have the relationship quite yet to pull for that deeper personal kind of learning. Maybe they're not there yet, or maybe they themselves aren't vulnerable enough to model it. I don't know, I'm not sure.

DUNFORD: Thank you for welcoming me into your classroom; it was a pleasure to witness the supportive learning environment you established.

Thank you, I appreciate that. They drove me a little crazy today but overall, yes, we've been building a community day by day. That was a pretty good day, granted they thought they were being watched. They were particularly on task.



**Classroom Observation, 12/6/17, T. Herndon**  
**Polity Middle School, Ethnic Studies Gr. 7**  
**Ladson-Billings & Gay in Aronson & Laughter Practice 2 and 3; Bui & Fagan Practice 6**

Ladson-Billings & Gay in Aronson & Laughter practices 2 and 3

2. Engage students in critical reflection about their own lives and societies. Use inclusive curricula and activities to support analysis of all the cultures represented. Students learn about their own and others' cultures and develop pride in their own and others' cultures. (Ladson-Billings & Gay in Aronson & Laughter, 2016, p. 165)

3. Teachers facilitate classroom discussions to reveal, analyze, deconstruct, and rectify oppressive systems of power embedded in the curriculum. Culturally relevant educators work not only in the classroom but also in the active pursuit of social justice for all members of society. (Ladson-Billings & Gay in Aronson & Laughter, 2016, p. 167)

Bui & Fagan practice 6:

6. Incorporate multicultural text into the curriculum and give students the opportunity to work collaboratively as often as possible. These two strategies build home-school connections and a sense of community and caring in the classroom which may improve students' affect and attitude toward learning. (Bui & Fagan, 2013, p. 67)

2:05 pm

The students are seated with their laptops open completing a Do Now exercise question, "How does your family celebrate the holidays?" The student tables are arranged in a horseshoe opening up to the front of the room with the prompt projected on the screen.

2:10 pm

Ms. Herndon rings a bell three times signaling the end of the Do Now exercise.

**Herndon:** Good afternoon!

**All:** Good afternoon!

**Herndon:** Good afternoon!

**All:** Good afternoon!

**Herndon:** A human shouldn't talk to another human being unless they have greeted them first.

She continues frontloading the next exercise with an explanation of holidays and how they are celebrated. She explained how her family was Jehovah's Witnesses and she was not allowed to celebrate worldly holidays like many of her classmates. She explained they would be watching some videos about holidays.

**Herndon:** Raise your hand if you are African American (some students raise their hands). Raise your hand if you are Black (more students raise their hands).

**Herndon:** In this country there are multiple ways to celebrate the end of the year, Dennis (directly addressing this student to recapture his attention). There's Christmas, Kwanzaa, and Hanukkah. We're going to watch these short films, and then we're gonna share out one thing we

learned from these children's books, and then we're gonna go back to writing our own books right here exactly at 2:25.

Ms. Herndon shows the students necklaces that she and the members of her 7<sup>th</sup> grade girls group and the Black Student Union made from paper plates and other school art supplies for Kwanzaa. She explains how the necklaces were patterned after jewelry and adornments of the Maasi people in Tanzania. She describes how long ago enslaved Africans in America brought cowrie shells with them to remind them of their resourcefulness and where they came from. She tells the students she plans to visit a compound established by the Black Panthers in Kenya this summer. She describes Kwanzaa as a celebration, not a holiday. She plays the video and pauses it when important topics arise.

**Herndon:** (Pauses video) "How many days is Kwanzaa?" (Pauses again and runs across the classroom to show the students a painting of the word Umoja and explains she and her students made it last year.)

There are fifteen students in the classroom and they all sit attentively as the video plays and Ms. Herndon offers explanations.

**Herndon:** What colors are the candles for Kwanzaa?

**All:** Green, black and red!

**Herndon:** Why?

**Several students:** They're the African colors.

Herndon explains that they are the same colors as the Pan-African flag. The video describes the history, symbolism, and purpose of Kwanzaa, and dramatizes how a young child celebrates it every year with her family.

**Herndon:** (pauses the video) "On the count of three read the definition of Kwanzaa you see on the screen. Uno, dos, tres."

**Students:** (In unison) "It's a Kwanzaa celebration, it's a source of hope and pride."

She explains that a Kwanzaa celebration will take place at the Southeast Community Center and there will be people there teaching families how "to Kwanzaa" because many people don't know how. She mentions her third grade teacher and community member, Brother Cleo, who works at Charles Dickenson Elementary and runs the Simba Lions group to develop the self-pride of African American boys. She describes their rituals of singing the black national anthem and welcoming the ancestors with libations.

**Herndon:** Jason, do you know what libations are?

**Jason:** No.

**Herndon:** Do you know why some people pour beer out of their 40's?

She explains the libation tradition as it is adapted by the black culture who pours out liquor on the ground for their dead homies. She explains how this tradition comes directly from their heritage in Africa. She then states that she has a friend whose father is Black and mother is Jewish and celebrates differently.

**Herndon:** What do you think she celebrates?

**Students:** Hanukkah.

Ms. Herndon plays a brief video about Hanukkah that explains the history of Hanukkah, its symbolism and purpose.

**Herndon:** Now there's a brief video of Hanukkah you can tell to your Jewish friends. Now, who in here celebrates Christmas?"

Many students raise their hands. She calls one by name who happily gives her account of her Christmas family traditions. She calls another student by the wrong name for her explanation. The girl corrects her and Herndon apologizes for the mistake. The girl then gives an unexpected account of her New Year's holiday celebration representing the customs of Armenia. The girl explains that it is very similar to Christmas, but is more family-oriented and less extravagant.

Herndon states the Christmas video is very long and she won't take the time to show the whole thing and will instead quickly give them the important facts of the Nativity story.

**Student 1:** If you really want to know, Jesus was born in June.

**Herndon:** Thanks for sharing that, but we're not gonna go there because I don't want to start a mutiny. (The students look at each other, puzzled). You'll learn about that when I teach you about resistance next year. Right now we're talking about race and religion and how it plays a cultural role.

Herndon projects images of the nativity, describes the setting, and identifies Mary, Joseph, and baby Jesus. She tells the story of the immaculate conception and the savior prophecy.

**Herndon:** Does anybody see snow in the picture?

**Students:** No.

**Herndon:** Does it snow in the Middle East during December?

The students don't respond immediately; a few of them look at each other, shrug their shoulders, and say they don't know.

**Herndon:** Is December winter?

**Students:** Yes.

**Herndon:** Is it cold?

**Students:** Yes.

**Herndon:** (To a male student) Would you take your eight-months pregnant wife on a donkey all the way to Jerusalem in the middle of winter?

**Student 1:** See, I *told* you Jesus was born in June. This don't make no sense!

Ms. Herndon does not address the comment and continues with the story explaining there were no places for them to stay in Bethlehem so they chose to sleep in a shelter for animals. She pauses for a moment to compare the stable where Jesus was born to the hospitals most of them were born in and allows them to contemplate inequity, privilege, and status. She challenged the students to imagine similar scenarios today like being born in a car, or in an airplane over the Pacific Ocean, and explains that Jesus was born where animals were kept.

**Herndon:** Imagine the smell! The smell is what I would remember. (Transforming into the persona of a child) *"In a barn momma?!? That's where you guys had me momma?!?"*

(Resumes Christmas video) Continues with nativity story describing the angels heralding the birth of the king of the Jews and how three wise men came from the East following a large star to meet him.

**Herndon:** What did the Jewish people celebrate at the end of the year?

**Students:** Hanukkah.

**Herndon:** So why don't they celebrate Christmas if Jesus was the King of the Jews? (Students remain silent). Some Jewish people do not believe that Jesus was the king of the Jews.

There is a knock on the door, a student entered and as she walked to her seat she told the class a student "farted" in another student's face. The class began laughing. Ms. Herndon told her to not disturb the class and continued with the lesson. Ms. Herndon explained how the wise men brought perfume, spices, and gold with them as gifts for Jesus.

**Herndon:** Where does gold come from in the world? (Students make several guesses). Spices and perfume came from India and gold came from this part of Africa (points at a map).

Ms. Herndon draws the students' attention to the characteristics of the wise men such as their styles of dress and skin color and asks the students what they think their cultures might be. She then explains there are passages in the bible describing Jesus as having hair like wool and skin like bronze.

**Herndon:** Who wears turbans on their heads?

**Students:** (Guessing cautiously) Indians? Muslims?

**Herndon:** Indian Muslim people were the first ones to lay eyes on this brown, kinky-haired child who was born in a barn. We celebrate Christmas as a way to celebrate the life of a man who did great things. Your task now is to think. Holidays, can I celebrate more than one?

She then projected the instructions on the screen describing the book making exercise. She directs the students to open their laptops and get to work. The directions are to write and turn in the words to their books so Ms. Herndon can transcribe them into a single book they will publish. She explains they have 25 minutes to do the exercise.

2:32 pm

The students open their laptops and get started. Many students have questions and raise their hands. Ms. Herndon visits the students individually offering them guidance as they request it. She reiterates to several students that they are supposed to write books about their culture and draw and color illustrations to accompany the text. She will then process their words and scan their illustrations to create a single book. Students ask other questions about the kinds of paper and drawing/coloring utensils they can use.

Herndon then cues up holiday song videos with the lyrics projected on the screen. There is a knock on the door and an adult male faculty member speaks briefly with Ms. Herndon, then goes to student one and gives her academic counseling advice with reminders of upcoming events and obligations. He stays for about 60 seconds then leaves. All the students continue work on researching material for their books.

2:41 pm

The music changes to a contemporary version of Marvin Gaye's "Sexual Healing" and Ms. Herndon changes it to jazz saxophone version of Bill Withers "Ain't No Sunshine." As the music plays, Ms. Herndon goes from one student to the next answering questions, getting supplies like colored pencils and watercolors and reviewing student work. One student asked to go to the restroom and Herndon refused, saying that her work wasn't done and she thinks she'll play in the hallway instead of completing her lesson.

2:44 pm

A student walks in late, gets a laptop and sits at a table. Ms. Herndon explains the activity to her and she gets started. The tables have room for two students each and most students work in pairs. Five students work independently, and three of them listen to music through headphones.

Ms. Herndon continues visiting students' tables to monitor their work, whether they ask for assistance or not. She can be heard asking students how they would describe their ethnic/racial/cultural heritage in the project, referencing El Salvador, Filipino heritage, and Black Creole family dysfunction. The students appear to be partnered with close friends as they very comfortably chat and tease each other during the exercise.

2:53 pm

There are several instances of light horseplay (tapping each others' heads, falling out of the chair, pushing each other, etc.), and it is apparent the end of the school day is near. Ms. Herndon tunes out the chatter and focuses on assisting a student (the same one she refused let leave the classroom). Mr. Herndon sits with the student and has an in depth, personal conversation about her family's holiday tradition and how they don't really celebrate their culture. Ms. Herndon listens intently and offers her some ideas related to the fact the student's family is from Texas such as sharecropping and different ways to describe it

2:57 pm

Two especially active students discuss work choices in the sentence she wants to use, saying, "I'm not gonna say that aloud 'cause I'm not gonna get in trouble." Ms. Herndon rings the bell three times and tells the students to put away their computers. She makes a few announcements about extra points for wearing a Willie Brown Middle School t-shirt.

Ms. Herndon plays Bruno Mars' "24 Carat Magic" and tells the students to sing, saying its important to leave a lesson in a good mood. A few students join in as the school bell rings and they leave for the day.

The most active student pair completely ignores Ms. Herndon's instructions to leave and continue playfully working on their project together. Eventually they toss their watercolor paint water in the sink, gather their things and leave.

# Preliminary Estimate of Ms. Herndon's Expertise in Ladson-Billings & Gay in Aronson & Laughter Practice 2 and 3, Bui & Fagan Practice 6

## Excerpt of Draft CAPs Expertise Scale, Ladson-Billings & Gay in Aronson & Laughter; Bui & Fagan

|    | <b>CAPs Instructional Practice</b>                                                                                                                                                                                                                                                                                                                   | <b>Novice 1</b><br><i>Lacks coherent sense of overall task, treats each situation as new, looks for appropriate rules to follow, needs forecast of expected outcomes, does not rely on prior experience, requires textbook examples, rules and guidelines determine responses. (Lyon, 2015)</i> | <b>Advanced Beginner 2</b><br><i>Perceives similarity of concrete situations with prior experience, less dependent upon action guidelines, keenly attuned to feedback, focused on examples set by colleagues and mentors, newly able to diagnose issues yet still dependent on rules. (Lyon, 2015)</i> | <b>Competent 3</b><br><i>Adopts a hierarchical process of decision making, has sense of when using rules is appropriate and when rules provide diminishing returns and may be disregarded, becomes vested in outcomes resulting from actions, views, reflection and evaluation as increasingly important. (Lyon, 2015)</i> | <b>Proficient 4</b><br><i>Intuitively organizes and understands tasks, thinks analytically about what to do, recognizes situations and simultaneously judges them to be similar or dissimilar to previous experiences and acts according to what has succeeded in the past, situations guide responses. (Lyon, 2015)</i> | <b>Expert 5</b><br><i>Fully engaged in fluid, efficient performance, responsive to context, based on previous situations, without obvious thought, responses are reactive rather than studied and premeditated, focuses more on intuition than the calculations. (Lyon, 2015)</i> |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2. | Engage students in critical reflection about their own lives and societies. Use inclusive curricula and activities to support analysis of all the cultures represented. Students learn about their own and others' cultures and develop pride in their own and others' cultures. (Ladson-Billings & Gay in Aronson & Laughter, 2016, p. 165)         | a. Investigates all aspects of students' lives and society<br>b. Reviews inclusive curricula use, activities, and methods<br>c. Seeks genuine, historically-accurate sources of student cultures (customs, values, contributions, language)                                                     | a. Lists life and societal issues linked to students' success<br>b. Selects curricula inclusive of all the students' cultures<br>c. Invites culture leaders and elders to supplement and authenticate sources for student instruction                                                                  | a. Presents life & societal issues list to students for feedback and refinement<br>b. Obtains feedback from peer evaluators for refinement<br>c. Conducts lessons on all students' cultures with regular collaboration with culture leaders and elders                                                                     | a. Engages students in critical reflection of life and society<br>b. Uses curricular activities to support analysis of cultures<br>c. Supports student learning about their own and others' cultures to develop pride and mutual respect                                                                                 | a. Facilitates discussion about societal ills and activism<br>b. Referees culture analyses for objectivity and respect<br>c. Helps students transform cultural pride to ownership and an obligation to carry heritage toward progress                                             |
| 3. | Teachers facilitate classroom discussions to reveal, analyze, deconstruct, and rectify oppressive systems of power embedded in the curriculum. Culturally relevant educators work not only in the classroom but also in the active pursuit of social justice for all members of society. (Ladson-Billings & Gay in Aronson & Laughter, 2016, p. 167) | a. Understands the dynamics of oppressive systems of power in curriculum<br>b. Accepts out of classroom work as vital to the impact of work done in classroom<br>c. Learns nuances of justice in families' cultures & society                                                                   | a. Studies lessons/critiques of power and oppression by mentors and colleagues<br>b. Seeks and engages with community-based groups & activities tied to students<br>c. Seeks feedback from peers on social justice instruction                                                                         | a. Uses best instruction to help students deconstruct and analyze curriculum<br>b. Collaborates with group and activity leaders to improve student outcomes<br>c. Practices best social justice learning activities/lessons                                                                                                | a. Facilitates discussions to reveal oppressive systems of power in curriculum<br>b. Becomes an active and integral part of community groups and activity success<br>c. Enlists community groups to support justice learning                                                                                             | a. Inspires students to create tools to amend and rectify oppression in curriculum<br>b. Strengthens school/district and group partnerships to improve student outcomes<br>c. Nurtures students' critical thinking & models activism                                              |
| 6. | Incorporate multicultural text into the curriculum and give students the opportunity to work collaboratively as often as possible. These two strategies build home-school connections and a sense of community and caring in the classroom which may improve students' affect and attitude toward learning. (Bui & Fagan, 2013, p. 67)               | a. Compare and contrast multicultural text choices<br>b. Review methods to support student collaboration<br>c. Review data relating home-school connections to class climate, student affect, attitude, and achievement<br>d. Examine students' affect & attitude toward learning               | a. Choose texts that support home-school connections<br>b. Select methods to support student collaboration<br>c. Obtain colleague/mentor feedback on home-school connections and alignment with research data<br>d. Identify factors impacting student affect & attitude                               | a. Rank texts by relevance to students' communities<br>b. Create system to support student collaboration<br>c. Use feedback to design lessons that strengthen home-school connections and sense of community<br>d. Minimize negative and maximize positive factors                                                         | a. Incorporate multicultural texts into the curriculum<br>b. Give opportunities for frequent collaboration<br>c. Strengthen home-school connections and a sense of community and caring in the classroom<br>d. Improve students' affect & attitude toward learning                                                       | a. Guide student dialogue of text relevance to learning<br>b. Monitor and refine student collaboration<br>c. Conduct student evaluation of lesson effectiveness and the connectedness to home community experiences<br>d. Gather student feedback to improve affect and attitude  |

Instructional practices observed during a lesson are aligned with the sub practices of the CAPs expertise scale at the most similar levels of expertise (Novice 1, Advanced Beginner 2, Competent 3, Proficient 4, and Expert 5). The teacher's CAPs expertise is assigned to the highest level observed during the lesson. Mixed levels of sub practice expertise within the same practice yield a "+" or "-" rating modification depending upon the points mean ( $\bar{x}$ ). The percent of subpractice occurrence within the lesson timeframe is used to determine the degree of expertise within each level as follows: < 12.5% = Adequate, 12.5-25% = Moderate, > 25% = Strong. Unobserved sub practices do not negatively affect the mean percent of practice. Overall expertise rating is expressed as the mean percent of sub practice occurrence and the mean sub practice expertise level.

### ***Ladson-Billings and Gay in Aronson & Laughter CAPs practice 2:***

**2.4a.** = Engage students in critical reflection about their own lives and societies:

| #Occurrences/#Minutes | Occurrence Frequency   | Percent of Practice | Expertise Level |
|-----------------------|------------------------|---------------------|-----------------|
| 28/50                 | once every 1.8 minutes | 56%                 | Proficient      |

**2.4b.** = Use inclusive curricula and activities to support analysis of all the cultures represented:

| #Occurrences/#Minutes | Occurrence Frequency   | Percent of Practice | Expertise Level |
|-----------------------|------------------------|---------------------|-----------------|
| 15/50                 | once every 3.3 minutes | 30%                 | Proficient      |

**2.4c.** = Students learn about their own and others' cultures and develop pride in their own and others' cultures:

| #Occurrences/#Minutes | Occurrence Frequency   | Percent of Practice | Expertise Level |
|-----------------------|------------------------|---------------------|-----------------|
| 16/50                 | once every 3.1 minutes | 32%                 | Proficient      |

| Avg. Percent of Practice | Overall Expertise |
|--------------------------|-------------------|
| 39%                      | Strong Proficient |

**Ladson-Billings and Gay in Aronson & Laughter CAPs practice 3:**

**3.4a.** = Facilitates discussions to reveal oppressive systems of power in curriculum:

| #Occurrences/#Minutes | Occurrence Frequency   | Percent of Practice | Expertise Level |
|-----------------------|------------------------|---------------------|-----------------|
| 24/50                 | once every 2.1 minutes | 48%                 | Proficient      |

**3.4b.** = Becomes an active and integral part of community groups and activity success:

| #Occurrences/#Minutes | Occurrence Frequency  | Percent of Practice | Expertise Level |
|-----------------------|-----------------------|---------------------|-----------------|
| 2/50                  | once every 25 minutes | 4%                  | Proficient      |

**3.5c.** = Nurtures students' critical thinking & models activism:

| #Occurrences/#Minutes | Occurrence Frequency  | Percent of Practice | Expertise Level |
|-----------------------|-----------------------|---------------------|-----------------|
| 1/50                  | once every 50 minutes | 2%                  | Expert          |

| Avg. Percent of Practice | Overall Expertise    |
|--------------------------|----------------------|
| 18%                      | Moderate Proficient+ |

**Bui & Fagan CAPs practice 6:**

**6.4a.** = Incorporate multicultural text to the classroom:

| #Occurrences/#Minutes | Occurrence Frequency   | Percent of Practice | Expertise Level |
|-----------------------|------------------------|---------------------|-----------------|
| 8/50                  | once every 6.3 minutes | 12%                 | Proficient      |

**6.5b.** = Monitor and refine student collaboration:

| #Occurrences/#Minutes | Occurrence Frequency   | Percent of Practice | Expertise Level |
|-----------------------|------------------------|---------------------|-----------------|
| 9/50                  | once every 5.6 minutes | 18%                 | Expert          |

**6.4c.** = Strengthen home-school connections and a sense of community and caring in the classroom:

| #Occurrences/#Minutes | Occurrence Frequency  | Percent of Practice | Expertise Level |
|-----------------------|-----------------------|---------------------|-----------------|
| 2/50                  | once every 25 minutes | 4%                  | Proficient      |

**6.4d.** = Improve students' affect and attitude toward learning:

| #Occurrences/#Minutes | Occurrence Frequency   | Percent of Practice | Expertise Level |
|-----------------------|------------------------|---------------------|-----------------|
| 15/50                 | once every 3.3 minutes | 30%                 | Proficient      |

| Avg. Percent of Practice | Overall Expertise    |
|--------------------------|----------------------|
| 16%                      | Moderate Proficient+ |



## Summary

The lesson about holiday celebrations and how they differ according to history and culture was rich with opportunities for CAPs practice. Ms. Herndon skillfully leveraged these opportunities with a peak CAPs sub-practice use, “Engage students in critical reflection about their own lives and societies,” of 56%. An equally significant yet inadequately measured aspect of her class was the level of student engagement and provocation of critical thought. At one point during the lesson she was compelled to rein in a student’s critical stance as to avoid “a mutiny” and chose to revisit the discussion in a lesson about resistance planned for later in the school year. It is apparent her classroom supports academic safety and freedom of thought.

For comparative purposes, this study averages the sub practices percents of practice to assign an overall expertise rating. Sub practice occurrences within Ladson-Billings & Gay in Aronson & Laughter CAPs practices 2 and 3 were observed during this lesson. Five observed sub practices rated in the proficient range and one in the expert range. Expert level practice coding within a single sub practice supersedes that of proficient level practice. One occurrence of expert level practice in sub practice 3c was coded in the lesson transcript.

Sub practice occurrences within Bui & Fagan’s CAPs instructional practice 6 were also observed. Three observed sub practices were rated in the proficient range and one was rated in the expert range.

Ms. Herndon’s practice can be characterized by **overall CAPs expertise ratings of “Moderate Proficient” for Ladson-Billings & Gay in Aronson & Laughter Practice 2, “Adequate Proficient” for Ladson-Billings & Gay in Aronson & Laughter Practice 3, and “Adequate Proficient” for Bui & Fagan’s Practice 6.**

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Herndon’s Feedback:

Struggles with parent communication and partnerships.

Characterizes herself as a “Black” teacher, not just a teacher who happens to be black.

Intentionally mentions her community work and activism.

She places tape on the floor on the outer aisles and in the back rows of her classroom to represent the margins and encourages students to arrange themselves inside the margins, both literally and metaphorically.

Blows her whistle during a fight and her 8<sup>th</sup> grade students come to break it up.

Local newspaper featured Polity Middle School’s BSU for their healthy award-winning healthy eating work in their low-income neighborhood.

Used ancestor recognition circle immediately following the police shooting of an unarmed black man incident in the city.

**Classroom Observation, 12/5/17, A. Hilton**  
**Rocky High School, English Language Arts Gr. 12**  
**Caballero Practices 7 and 8**

Caballero practices 7 and 8:

7. Teachers develop trusting relationships with students and parents to overcome the negative influences of poverty and differing socioeconomic status. Teachers foster interpersonal connections with families to avoid making assumptions about their values and identities. (Caballero, 2010, p. 20)

8. Teachers seek to understand how their life experiences, schooling contexts, and instructional settings shape their teaching. Explore relationships between racial identity, ethnic identity, and pedagogy, and become more aware of how schools often perpetuate socio-economic inequities. (Caballero, 2010, p. 36)

8:15

Do Now Exercise: Subordinate Conjunctions, 3-Day Weekends

- Whenever there is a 3-day weekend (ex. I make plans to do something fun with my kids)
- Whenever there is a 3-day weekend, \_\_\_\_\_
- Since there is no school tomorrow, \_\_\_\_\_
- Although 3-day weekends are great, \_\_\_\_\_

Mellow instrumental techno/hip-hop groove music is playing softly in the background. Ms. Hilton walks around the classroom and visits students' desks as they work, collecting a few along the way and asking quietly if she can use them as examples for the rest of the class.

Ms. Hilton is dressed in blue denim jeans, a neutral knit sweater, and sneakers.

8:23

She announces that the Do Now exercise is over and she has three examples from the class. She projects the sentences on the screen using the document camera and the students read their sentences aloud. She thanks each student for participating and outlines the agenda for the remainder of the class. The students take out packets and review the agenda with her. Hilton projects an example of a monthly budget exercise table (2. Calculate monthly income projection) on the screen and tells the students they have 2 minutes to begin work. Some students have out cell phones and she says gives them permission to use them as calculators or Internet research tools (visit SFUSD website, look up career starting salaries, etc.) if they like. One student commented that the image on the screen was difficult to see and she zoomed in using the ELMO.

The student desks are forward facing and arranged into 3 columns of desk pairs with two center aisles. There are approximately 30 students in the class. As the students work, she continues to visit the students' desks and offer assistance as needed. Some students have breakfast packages on their desks and eat as they work. The students collaborate with their partners as they complete the assignment, sharing Internet information on one of their phones and calculator results on the other. Ms. Hilton continues to roam, offering suggestions on which websites to visit and the kinds of calculations to make (e.g. "Subtract that number from this one, place this figure in this column, that is your starting monthly budget.").

Ms. Hilton offers plenty of praise for students' efforts with phrases like, "Wow, that's an incredible amount of money," and "That's great! Let's just use that number," "Look at that! You

should start with that figure.” Students seem invigorated by her praise and willing to continue working.

8:44

She returns to the screen and explains what she has seen at the students’ desks using her budget example. She explains the importance of creating a budget and how it can help determine savings for big-ticket items, allocate monies for student loan repayment, transportation, housing, utilities, food, and other necessities. She explains that the entire packet is due on Monday and the rest of the class period will be spent completing as much as possible. She says they will continue completing the table for the next 7 minutes, and then they will transition to the reflection portion of the exercise.

Some student pairs turn to face other student pairs and form intermittent groups of four. When one student seems to be drifting off task, Ms. Hilton calls him by name and reminds him, “You chose graphic designer as a career choice; be sure you know just how far your salary will go to fulfilling the lifestyle you want.” Another student commented during a check-in that she might want to relocate to another city after she graduates college and wonders how the cost of living might differ. Ms. Hilton thought it was an excellent point and shared it aloud with the rest of the class. Other students began to ask her questions related to the point as she visited their desks.

“You did that perfect!” exclaimed Ms. Hilton as she reviewed another student’s work. All but 2 or 3 students are intensely engaged in completing the assignment, only raising their eyes and voices to seek assistance from their partners or the teacher. “That’s good! That’s great!” repeats Ms. Hilton over and over.

8:58

Ms. Hilton returns to the front of the class and begins to explain differences in budgets when the income is minimum wage. She uses the budget table still projected on the board from the document camera and enters figures with her pencil in real time as she speaks. She makes a specific point on hourly wages and the effect that missed days of work have on such a budget. It becomes clear that minimum wage is insufficient and drives home the point that education is very important for career advancement and increased earning potential.

9:02

Ms. Hilton introduces the online interactive budget challenge exercise by projecting the website onto the screen. She briefly describes how the challenge works and that the students will be using iPads to complete the exercise. She dismisses the students by rows to get the iPads out of the charging cabinet and suggests they also use the transition time as an opportunity to throw away their breakfast trash. The transition takes 3 minutes, and the students are seated quietly with their iPads opened on the website and ready for further instruction.

9:05

Ms. Hilton continues cruising around the classroom assisting students as needed with locating the website and clearing the desks from breakfast litter. 100% of the students are silently engaged with the technology, tapping and swiping the screens and fully immersed in the

challenge. One student wears ear bud style headphones. Several students continue to use their cell phones as well.

9:17

Two adults enter the room to make an announcement about a visit by Microsoft software engineers to explain their work and give a presentation on careers in computer science.

**Student:** Will there be free lunch?

**Presenter:** Yes.

**Hilton:** It is an opportunity for you to make connections with professionals in the field. Raise your hand if you want a permission slip to be involved in this. (2 students raise their hands, and Hilton explains to the presenters that they are deeply engaged in the class project). Hilton visits a few students' desks and encourages them to get permission slips. She then announces that the class period is coming to an end and asks them to begin returning their iPads to the bin. She gives the students a few reminders about the end of the grading period and other timelines. She has a brief exchange with a student wearing a volleyball t-shirt and begins clapping and cheering saying, "Go Lady Bucs!"

9:25

The bell rings and only a few students remain, gathering their things and putting away the iPads.

## Preliminary Estimate of Ms. Hilton's Expertise in Caballero Practices 7 and 8

### Excerpt of Draft CAPs Expertise Scale, Caballero #7 and #8

CAPs Instructional Practice	Novice 1	Advanced Beginner 2	Competent 3	Proficient 4	Expert 5
1-3: Ladson-Billings & Gay in Aronson & Laughter (2016) 4-6: Bui & Fagen (2013) 7-9: Caballero (2010) 10-12: Emdin (2008, 2016) 13-15: Langille (2008) 16-18: Paris (2009) 19-21: Rodriguez et al. (2004)	Lacks coherent sense of overall task, treats each situation as new, looks for appropriate rules to follow, needs forecast of expected outcomes, does not rely on prior experience, requires textbook examples, rules and guidelines determine responses. (Lyon, 2015)	Perceives similarity of concrete situations with prior examples of the same experience, less dependent upon action guidelines, keenly attuned to feedback, focused on examples set by colleagues and mentors, newly able to diagnose issues yet still dependent on rules. (Lyon, 2015)	Adopts a hierarchical process of decision making, has sense of when using rules is appropriate and when rules provide diminishing returns and may be disregarded, becomes vested in outcomes resulting from actions, views, reflection and evaluation as increasingly important. (Lyon, 2015)	Intuitively organizes and understands tasks, thinks analytically about what to do, recognizes situations and simultaneously judges them to be similar or dissimilar to previous experiences and acts according to what has succeeded in the past, situations guide responses. (Lyon, 2015)	Fully engaged in fluid, efficient performance, responsive to context, based on previous situations, without obvious thought, responses are reactive rather than studied and premeditated, focuses more on intuition than the calculations. (Lyon, 2015)
7. Teachers develop trusting relationships with students and parents to overcome the negative influences of poverty and differing socioeconomic status (SES). Teachers foster interpersonal connections with families (ICF) to avoid making assumptions about their values and identities. (Caballero, 2010, p. 20)	a. Refer to school-home communication protocols b. Consult research on overcoming the barriers differing SES and poverty place on teacher-family relationships c. Study research on the impact of ICF in schools d. Learn the impact of false assumptions on ICF	a. Learn all background info. about students and parents b. Collaborate w/mentors to help diminish impact of differing SES & poverty on teacher-family relationships c. Analyze exemplary ICF and identify best practices d. List false assumptions about families' values and identity	a. Choose means to exchange personal info. with families b. Design relationship-building strategies like home visits and community organization involvement c. Align ICF best practices with class demographics d. Employ methods to avoid assumptions and judgment	a. Build trusting relationships with students and parents b. Teacher-family relationships function to overcome the negative influences of poverty and differing SES c. Foster interpersonal connections with families d. Gain true understanding of families' values & identities	a. Families express trust with teacher and relationship b. Sustains frequent & regular dialogue w/families to improve quality of teacher-family relationships c. Gather student feedback on ICF effectiveness d. Families express acceptance of the teacher as ally
8. Teachers seek to understand how their life experiences, schooling contexts, and instructional settings shape their teaching. Explore relationships between racial identity, ethnic identity, and pedagogy, and become more aware of how schools often perpetuate socioeconomic inequities. (Caballero, 2010, p. 36)	a. Read studies on how teachers' lives and educational experiences shape teaching b. Investigates own racial, ethnic, and pedagogical identity c. Review research data indicating how schools often perpetuate socioeconomic inequities	a. Examine lives and schooling and identify factors that shape teaching practice b. Fully defines, accepts, and shares own racial, ethnic, and pedagogical identity c. Investigate and identify ways the school and classroom may perpetuate socioeconomic inequities	a. Rank most influential factors that shape teaching for analysis in lessons b. List possible ways their racial and ethnic identity could impact pedagogy c. Design learning activities from possible sources of socioeconomic inequities within classroom & school	a. Show students how their life and educational experiences shape their teaching b. Lessons explore relationships between racial/ethnic identity and pedagogy c. Lessons demonstrate awareness of how schools often perpetuate socioeconomic inequities	a. Conduct class activities on roles of bias in curriculum, teaching, and learning b. Guide discussions on the role of race and ethnicity in teaching and learning c. Provide students tools to investigate socioeconomic inequities within classroom and school

Instructional practices observed during a lesson are aligned with the sub practices of the CAPs expertise scale at the most similar levels of expertise (Novice 1, Advanced Beginner 2, Competent 3, Proficient 4, and Expert 5). The teacher's CAPs expertise is assigned to the highest level observed during the lesson. Mixed levels of sub practice expertise within the same practice yield a "+" or "-" rating modification depending upon the points mean ( $\bar{x}$ ). The percent of subpractice occurrence within the lesson timeframe is used to determine the degree of expertise within each level as follows: < 12.5% = Adequate, 12.5-25% = Moderate, > 25% = Strong. Unobserved sub practices do not impact the mean percent of practice. Overall expertise rating is expressed as the mean percent of sub practice occurrence and the mean sub practice expertise level.

### Caballero CAPs practice #7:

**7.4a** = Teachers develop trusting relationships with students and parents:

#Occurrences/#Minutes	Occurrence Frequency	Percent of Practice	Expertise Level
22/70	Once every 3.2 minutes	31.4%	Proficient

**7.2b** = Collaborate w/mentors to help diminish impact of differing SES & poverty on teacher-family relationships:

#Occurrences/#Minutes	Occurrence Frequency	Percent of Practice	Expertise Level
32/70	Once every 2.2 minutes	45.7%	Advanced Beginner

**7.4c** = Teachers foster interpersonal connections with families:

#Occurrences/#Minutes	Occurrence Frequency	Percent of Practice	Expertise Level
2/70	Once every 35 minutes	2.9%	Proficient

**7.3d** = Align interpersonal connections with families best practices with class demographics:

#Occurrences/#Minutes	Occurrence Frequency	Percent of Practice	Expertise Level
8/70	Once every 8.8 minutes	11.4%	Competent

Mean Percent of Practice	Overall Expertise Rating
22.9%	Moderate Competent+

Ms. Hilton’s observed instruction within Caballero’s practice #7 provided evidence in varied levels of expertise within sub-practices a-d, and required adjustment in the rating procedure. Occurrences of sub-practices 7a and 7c were rated within standard level 4 “Proficient”, while substandard occurrences of sub-practices 7b and 7d were rated within level 2 “Advanced Beginner” and level 3 “Competent” respectively.

### ***Caballero CAPs practice #8***

**8a** = Teachers seek to understand how their life experiences, schooling contexts, and instructional settings shape their teaching:

#Occurrences/#Minutes	Occurrence Frequency	Percent of Practice	Expertise Level
0/70	NA	NA	NA

**8b** = Explore relationships between racial identity, ethnic identity, and pedagogy:

#Occurrences/#Minutes	Occurrence Frequency	Percent of Practice	Expertise Level
0/70	NA	NA	NA

**8.5c** = Become more aware of how schools often perpetuate socio-economic inequities:

#Occurrences/#Minutes	Occurrence Frequency	Percent of Practice	Expertise Level
15/70	Once every 4.7 minutes	21.4%	Expert

Mean Percent of Practice	Overall Expertise Rating
21.4%	Moderate Expert

Further analysis of Ms. Hilton’s instructional practice within level 5 “Expert” reveals occurrences of sub-practices 8c: “Provide students tools to investigate socioeconomic inequities within classroom and school.”

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### **Feedback**

It (the coded observation) is really good feedback for me about how I can be more deliberate in trying to teach from that place because I do struggle with “b: Explore relationships between racial identity, ethnic identity, and pedagogy.” I stumble over my delivery, how I can word this, coming from a place of care and of knowledge. I’m just worried about nitpicking or offending somebody so I need more training, I guess, in just how to present lessons through that lens. So if you didn’t see any I’m not going to tell you that I was some perfect expert doing this and you missed it. It’s grueling for me and something I already know I stumble with and how to approach that in a way to be effective really.

I like to think I teach within the social justice framework this, that, and the other, but then I think, “Do I?” Do I need to like pay someone, or go to school, or can I just like see what I’m reading and see what I am trying to fight? So, I just need to link those two pieces together exactly like you say, like when it’s coming from a place of care, and it’s like awareness. I’m

trying to bring my students attention to, like the system, but by like playing part of this game to improve – like one of the ways out of poverty is your education. And so using that to your benefit and using that to break the cycle of poverty and, you know oppression. I don't want to come off as the expert in the room, but that is stuff that I want to present to them so that it's not the elephant in the room in a sense. So like, oh we're kinda dancing around this topic and I'm not just saying it. I am coming to terms with like, I've got to try. I've got a lot of great colleagues that are aware of where my stumbling blocks are to parents and I could ask, "How would you say this," or "How would you approach this?" Then, again, just definite learning from there, like looking at those mistakes or looking at what I stumbled on and getting better the next time I can deliver it. That's what happens from period, to period, to period you know. Thank God my first period is so chill because everything I kinda stumble on I'm like a better teacher for the rest of the day.

*DUNFORD: Looking at practice 7 level 4a, "Teachers develop trusting relationships with students and parents," it might be difficult to observe a trusting relationship developing with parents during a lesson. How would you revise that practice to make it more appropriate for an observation? Would you delete the parent piece altogether?*

I think eliminating parents wouldn't be a bad idea because the students are the ones doing the work. The parents might have all the trust with the teacher in the world but if the student hasn't bought in then it doesn't matter. I think family supports that bridge between school and home is so important. What if the parent happens to be, not necessarily a negative influence, but I mean I'm sure potentially there's that – you know the parent doesn't really care about school or hold any kind of accountability or expectations for their student, then what would it matter to know how to build trust? But again, that's probably a lack of trust from maybe their own experience too and they have to overcome that hurdle as well. It's just hard. It's just really a hard thing with a really large school. We have a lot of students and a lot of kids who don't have any class. It's on one hand a really good job and you can build trust with the students. It's a really huge, big job to build that kind of relationship outside of the classroom too. I don't know; did that make sense?

Maybe something like that communication piece, the students could take home a questionnaire or something else to get some feedback in the beginning of the year. Like, "What kind of expectations do you have," or your students appear for their experience in high school, just sort like that welcoming piece just like opening up the conversation and asking for their feedback and asking for any kind of input they can provide up front about their student or about their hopes for their student. I think maybe it would be a good thing to just attempt that kind of connection at the beginning of the year and really make it clear like, "I really want to hear from you. I am open to learning more about your child with your help." I wonder with like 150, and like in my case, by the end of the year I have 300 students. Sustaining that level of connections with all families I think is a really humongous task. I think, due to how huge of a task that is, I think that a lot of teachers kind of don't even dip their toe in it because it's just so big.

*DUNFORD: Perhaps instead of administering the questionnaire like I did at the beginning of the study, I could give teachers a folder they could fill with different examples of communication they send home. That may provide a clearer picture of the kind of work the teachers are doing in*

*the parent communication area. Taking a look now at #8, I want to talk about the work of investigating your identity, your bias, and your privilege, and using it to inform your instruction.*

I'm in a group, there's three of us, we call it a teaching salon. We meet once a month with a topic and we try to have an anchor text on the topic. It ranges from everything, like whatever in our practice that we're stuck on or we some support from each other with, we bring it. We calendar out the year of what our topic is month to month, sometimes we do a text message. For the past four months, we broke it into four sections, we read *Why Are All the Black Kids Sitting Together in the Cafeteria?* by Beverly Daniels Tatum. Last year we read *Expectations for Other People's Children* by Lisa Delpit. It's central reading, the 20<sup>th</sup> annual edition just came out this year and so my friend was like, "Let's do this book." So, we've been reading that and it's just been amazing for me to read this and sit with two other teachers every month and talk about the section that we just read. (Sighs) It's really powerful work. It's great, it's good stuff, and it's hard but I think it's really good for me to have colleagues that I'm working through this stuff and we're doing it together and supporting each other in that way too. So, it's been good, but it's so dense and it's so much to just – I mean, I would read like two pages and I'm like, "Oh my God! I just can't think about this stuff right now (laughs)." For the last time, I mean it's not like, "I'm gonna breeze through this book." So, that's been really helpful. Like you just said, it's a lot of work, it is, but it's important work to make sure you are really thinking about where you're coming from in teaching. Like what kind of just functions we all – well, I mean it's just so many amazing analogies about how, like racism is just this smog we all breathe. It's just like, sometimes we can see it, but you're always breathing it in and so just being aware of that and thinking about its purpose. Whether you're intending you're up for it and what your intentions are. I think really the first step is acknowledging it and knowing that we face it all the time and we're immersed in it.

I just really appreciate your feedback, it's just been so really good to have another pair of eyes in the room. I was so nervous about it, but you made me feel kinda good. Just to have someone to observe and have such kind things to say, so thank you.



**Classroom Observation, 11/30/17, G. Heald**  
**Belltower HS, Manhood Development Program Gr. 9-12**  
**Ladson-Billings & Gay in Aronson & Laughter Practice 2**

Engage students in critical reflection about their own lives and societies. Use inclusive curricula and activities to support analysis of all the cultures represented. Students learn about their own and others' cultures and develop pride in their own and others' cultures. (Ladson-Billings & Gay in Aronson & Laughter, 2016, p. 165)

8:15

Today's Agenda

Do Now - Define word of the day & quote of the day meaning - "Self-Identity" projected onto the screen. Mr. Heald explained the Do Now exercise and asked the students to get to work.

There are 9 African American male students in the classroom seated in a horseshoe configuration with the screen in the front of the room. Hip-hop jazz music plays softly in the background. The students jot down their definitions in composition books, and use their personal cell phones to research. One particularly talkative student dominates "air time," initially off-task and then immediately roped into the discussion by Mr. Heald. He gives multiple answers and offers a string of explanations, reading aloud from his cell phone (he consulted Siri aloud) while Mr. Heald records them on the whiteboard. After about 2 minutes of steady participation from that student (now referred to as "R"), Mr. Heald called upon another to provide input. He responded with a brief and accurate answer. The other 8 students seem particularly tolerant of the talkative "R's" need to speak.

8:25

Mr. Heald continues to successfully solicit responses from all of the students, yet returns to the most talkative student every 30 seconds or so to allow for his input and keep him engaged. One student makes a disparaging remark about students who are "cut" from athletics teams as being "trash" and Coach Heald quickly corrects him. The other students accepted the correction well and followed suit, adhering to respectful norms of discourse.

8:30

Coach Heald projects a quote from the Hon. Elijah Muhammad; "Knowledge of one's identity, one's self, community, nation, religion, and God, is the true meaning of resurrection, while the ignorance of it signifies Hell." Coach Heald asks the students if they are familiar with the author and/or the quote. None of them are. Coach Heald dissects each phrase in the quote and provokes critical thinking among the students. "R" shouts out many ideas (about one per 20 seconds) in an attempt to participate in the discussion. Coach Heald reminds the students to copy down the quote in their journals and walks around the center of the horseshoe checking in with all the students to make sure they have done so. They all have.

8:40

Coach Heald announces that he will show a brief video to the students called "Why Black People Are Suffering a Major Identity Crisis in the 21st Century." He frontloads the video asking several students by name questions about what they think it will be about.

**Heald:** What do you think this is about?

**Student 1:** I think some other people don't want to see Black people do as much as them.

**Heald:** Why do you think Black people are experiencing an identity crisis?

**Student 2:** I don't know.

**Heald:** Think about false identity and how we sometimes refer to ourselves. What do we and other people call us?

**Several students:** "Niggas."

**Student 3:** Young African American men.

**Student 4:** They know Black people as thugs.

**Heald:** How about American? Black? African-American? These are all part of the identity crisis I'm referring to. There are different labels we have been willing to accept. He reads the written description of the video describing the crisis before he plays it.

8:47

As soon as the video plays "R" squeals loudly and places his head on the desk. It seems as though he recognizes his tendency to disrupt class and is actively trying to regulate himself. None of the other students react to his outburst in the least.

A 10th student enters the classroom late and jokingly makes up a story about him rushing to get to class on time. The class recognizes his dishonesty and seems to accept it as a de-facto apology for being tardy.

Coach Heald pauses the 7-minute Atlanta Black Star video every few minutes to comment on what was played. The video depicted celebrity blacks (Whoopi Goldberg, Morgan Freeman, Raven Symone, etc.) as they exclaim they are not African-American, but simply American. Coach Heald raises the concept of "divide and conquer" and asks the students if they are familiar with the tactic. The video projects images of Kanye West with blue contact lenses, Lil' Kim with lightened skin and extensive facial plastic surgery, and gives an account of John Henrik Clarke's description of the Arab Slave Trade in East Africa. Several students interrupt expressing their misunderstanding of Egypt's location of Africa.

**Student 2:** I thought Egypt was in Europe.

**"R":** They got a slave trade right now in Liberia

**Heald:** That's right, and we talked about that a few days ago.

The video presents an argument that Black people in America need to reclaim their identity in order to shrug off the affects of psychological colonization.

9:05

**Heald:** What did we get from the video?-----

**Student 5:** Be proud of your skin color.

**Student 6:** Be proud for who you are.

**Student 3:** Don't care about your race.

**Heald:** You said don't?

**Student 3:** Yes. At the end Dr. King said don't be afraid of who you are.

**Heald:** Yes, Dr. King said he's black and he's beautiful.

**Student 4:** Steve Harvey said he didn't care about slavery.

**Heald:** Yes he did, and I would like to see more about that. I don't know what context he said that in and it might have been negative propaganda against him.

**Student 9:** Morgan Freeman said don't call me a Black man.

**Student 10:** Commented on "R's" outburst when the video began and started to laugh at him. "R" told him to shut up. Student 10's comment was largely ignored by everyone else.

**Heald:** Why did Raven Symone say she's not black?

**Student 4:** She doesn't want to be discriminated against.

**Student 7:** The supermodel didn't want to be called black so she could fit into the worldwide fashion industry.

**Heald:** I noticed that most people quoted in the video had reached a celebrity status and that's when their ethnicity became an issue. This is not to say that "common" black people don't have this issue. Coach 2, what do you think about this discussion?

**Coach #2:** I think everyone should love their skin color and respect the sacrifices others have made so we can exist.

**Heald:** What do you think Will?

**Will:** I agree with you that more context is needed with regard to the celebrities responses. I'd like to hear the featured celebrities comment on their portrayals in the video.

9:15

**Coach 2:** Have you seen Lil' Wayne's video about Kaepernick's protest? Bring it up Coach Heald.

**Heald:** I will, and then we'll check out the video "R" recommended also. Coach 2, would you like to frontload the discussion.

Lil' Wayne explained that he didn't know much about the Black Lives Matter movement and needed to be educated further. He claims that in his 33 years he never dealt with racism and is surprised that it is not over. Shannon Sharpe reminded him of the Katrina catastrophe. Wayne says the only flag, country, or nation he is concerned with is his immediate family. Skip Bayless reminded Wayne of his comment that the only black person he saw in the arena at his concert was his make up artist, then Wayne characterized that as an example of race equity.

9:20

**"R":** Man, turn this bull off!

**Heald:** What do we thing about that?

**"R":** That's bullshit!

**Coach 2:** Did y'all hear what he said mattered most to him?

**"R":** His kids!

**Heald:** One of the biggest catastrophes happened in his city and his seems oblivious. "R", I need you to segue us into the next video we're about to see.

9:25

**"R":** Joyner Lucas "I'm Not Your Racist" tells stories about his rap. A white person and black person talk about each other.

**"R"** begins to comment during the video explaining what's happening. The interruption annoys the students and they tell him to stop. He does. The video is very powerful, and the entire class is silent.

9:35

**Coach 2:** "R", what do you think about that video?

**"R":** I think he's speaking truth because white people always try to do what we do and they really don't know what it's about.

Coach Heald: (To "R") You just saw this last night?

**"R":** Yes

**Student 2:** I like how he mentioned Obama in the video. I think he was the best president ever. Now Trump is starting all these issues with Russia and North Korea and I don't understand that.

**"R":** Joyner was talking about Steve Harvey when he talked about black men wearing suits.

**Heald:** My take on it is that I see the truth on both sides; what the white guy was saying and also the brotha. I was about to shed a tear back there when at the end of the video the two men hugged each other. If we could just figure it out together, we need to figure it out amongst ourselves first, but if we can do it together that's the real goal.

**Student 2:** All I want is peace. The only time the world is ever gonna work together is if we all focus on peace. Everybody should be friends; there is no reason for us to be fighting -- we're all people.

**Heald:** What do you think Will?

**Will:** I appreciate the fact that "R" shared it with us.

**Heald:** Yes, that's the first thing "R" did when he walked into the classroom was say that he has a video he wants to show us. He has another video too. "R", you wanna let us know what this one is about?

"R" describes the next video about a white student was killed. "R" continued to provide commentary during the video until it ended. He was not interrupted.

## Preliminary Estimate of Mr. Heald's Expertise in Ladson-Billings & Gay in Aronson & Laughter Practice 2

### Excerpt of Draft CAPs Expertise Scale, Ladson-Billings & Gay in Aronson & Laughter #2

	<b>CAPs Instructional Practice</b>	<b>Novice 1</b> <i>Lacks coherent sense of overall task, treats each situation as new, looks for appropriate rules to follow, needs forecast of expected outcomes, does not rely on prior experience, requires textbook examples, rules and guidelines determine responses. (Lyon, 2015)</i>	<b>Advanced Beginner 2</b> <i>Perceives similarity of concrete situations with prior examples of the same experience, less dependent upon action guidelines, keenly attuned to feedback, focused on examples set by colleagues and mentors, newly able to diagnose issues yet still dependent on rules. (Lyon, 2015)</i>	<b>Competent 3</b> <i>Adopts a hierarchical process of decision making, has sense of when using rules is appropriate and when rules provide diminishing returns and may be disregarded, becomes vested in outcomes resulting from actions, views, reflection and evaluation as increasingly important. (Lyon, 2015)</i>	<b>Proficient 4</b> <i>Intuitively organizes and understands tasks, thinks analytically about what to do, recognizes situations and simultaneously judges them to be similar or dissimilar to previous experiences and acts according to what has succeeded in the past, situations guide responses. (Lyon, 2015)</i>	<b>Expert 5</b> <i>Fully engaged in fluid, efficient performance, responsive to context, based on previous situations, without obvious thought, responses are reactive rather than studied and premeditated, focuses more on intuition than the calculations. (Lyon, 2015)</i>
2.	Engage students in critical reflection about their own lives and societies. Use inclusive curricula and activities to support analysis of all the cultures represented. Students learn about their own and others' cultures and develop pride in their own and others' cultures. (Ladson-Billings & Gay in Aronson & Laughter, 2016, p. 165)	a. Investigates all aspects of students' lives and society b. Reviews inclusive curricula use, activities, and methods c. Seeks genuine, historically-accurate sources of student cultures (customs, values, contributions, language)	a. Lists life and societal issues linked to students' success b. Selects curricula inclusive of all the students' cultures c. Invites culture leaders and elders to supplement and authenticate sources for student instruction	a. Presents list to students for feedback and refinement b. Obtains feedback from peer evaluators for refinement c. Conducts lessons on all students' cultures with regular collaboration with culture leaders and elders	a. Engages students in critical reflection of life and society b. Uses curricular activities to support analysis of cultures c. Supports student learning about their own and others' cultures to develop pride and mutual respect	a. Facilitates discussion and activism about societal ills b. Referees culture analyses for objectivity and respect c. Helps students transform cultural pride to ownership and an obligation to carry heritage toward progress

Instructional practices observed during a lesson are aligned with the sub practices of the CAPs expertise scale at the most similar levels of expertise (Novice 1, Advanced Beginner 2, Competent 3, Proficient 4, and Expert 5). The teacher's CAPs expertise is assigned to the highest level observed during the lesson. Mixed levels of sub practice expertise within the same practice yield a "+" or "-" rating modification depending upon the points mean ( $\bar{x}$ ). The percent of subpractice occurrence within the lesson timeframe is used to determine the degree of expertise within each level as follows: < 12.5% = Adequate, 12.5-25% = Moderate, > 25% = Strong. Unobserved sub practices do not impact the mean percent of practice. Overall expertise rating is expressed as the mean percent of sub practice occurrence and the mean sub practice expertise level.

Coach Heald's lesson covered all three areas within the second practice of Ladson-Billings & Gay's Culturally Responsive Teaching theory synthesized by Aronson & Laughter and categorized in the CAPs expertise scale.

### **Ladson-Billings & Gay in Aronson & Laughter Practice 2:**

**2.4a** = Engages students in critical reflection of life and society:

#Occurrences/#Minutes	Occurrence Frequency	Percent of Practice	Expertise Level
46/105	Once every 2.3 minutes	43.8%	Proficient

Sub-practice 2a was observed with 46 occurrences, or once every 2.3 minutes during the lesson. This reflection, done primarily in the form of verbal feedback from teacher prompts and discussions following videos, approaches the expert criteria of "facilitating discussion and activism about societal ills," in that discussions were held, but without any evidence of activism.

**2.5b** = Referees culture analyses for objectivity and respect:

#Occurrences/#Minutes	Occurrence Frequency	Percent of Practice	Expertise Level
11/105	Once every 9.5 minutes	10.5%	Expert

Sub-practice 2b was observed with 11 occurrences, or once every 9.5 minutes during the lesson. While Coach Heald certainly "refereed culture analyses for objectivity and respect," (the students made several expressions of subjectivity ("They know Black people as thugs," @ 8:40), and disrespectful language ("That's bullshit!" @ 9:20), which suggests Mr. Heald allows a degree of free expression within the discussion format. The rationale behind this allowance will be explored further. Mr. Heald's instructional practice within level 5 "Expert" reveals occurrences of sub-practice 2b: "Referees culture analyses for objectivity and respect."

**2.4c** = Students learn about their own and others' cultures and develop pride in their own and others' cultures:

#Occurrences/#Minutes	Occurrence Frequency	Percent of Practice	Expertise Level
5/105	Once every 21 minutes	4.8%	Proficient

Mean Percent of Practice	Overall Expertise Rating
19.7%	Moderate Proficient+

Sub-practice 2c was observed with 5 occurrences, or once every 21 minutes. These coincided with the word of the day, quote of the day, and three videos, all of which were followed by student discussion. Heald's observed practice in "Help(ing) students transform cultural pride into ownership and an obligation to carry heritage toward progress," was indicated by several students brief responses of pride ("Young African American men," @ 8:40; "I like how he mentioned Obama in the video. I think he was the best president ever," @ 9:35), and of anger and frustration that could catalyze activism ("Man, turn this bull off!" @ 9:20; "white people always try to do what we do and they really don't know what it's about," @ 9:35; and "All I want is peace. The only time the world is ever gonna work together is if we all focus on peace. Everybody should be friends; there is no reason for us to be fighting -- we're all people," @ 9:35). These action-oriented comments were outnumbered by more passive, statement-of-fact comments by roughly 5 to 1, suggesting there is minimal to moderate effectiveness in the "5" expert rating, built upon a much stronger "4" proficient rating of "Support(ing) student learning about their own and others' cultures to develop pride and mutual respect." Nevertheless, Mr. Heald's instructional practice within level 5 "Expert" reveals occurrences of sub-practice 2c: "Helps students transform cultural pride to ownership and an obligation to carry heritage toward progress."

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Feedback from Heald:

2a. Add something about teaching "life skills" instead of life and helping them reflect upon "personal life situations" like trauma, grief, and others.

2b. Include important historical figures and their philosophies students can identify with and emulate.

**Classroom Observation, 12/5/17, J. Hunt  
Mountaintop Middle School, Math Gr. 8  
Bui & Fagan Practices 5 and 6**

Bui & Fagan practices 5 and 6:

5. Assess if students have an accurate and appropriate amount of prior knowledge about a topic. Integrate strategies (e.g., predictions, word webs) that will teach necessary background knowledge to help students interact with content on a personal level. Allow students to rephrase content in their dominant language or use visuals to supplement their verbal retells. (Bui & Fagan, 2013, pp. 65-66)

6. Incorporate multicultural text into the curriculum and give students the opportunity to work collaboratively as often as possible. These two strategies build home-school connections and a sense of community and caring in the classroom which may improve students' affect and attitude toward learning. (Bui & Fagan, 2013, p. 67)

11:00 am

Ms. Hunt stands outside of the classroom and greets the students as they enter while a student teacher (Ms. Simmons) distributes papers. The students are seated in seven table groups of four. Some finish snacks they got from their break. A "Do Now" geometry exercise is projected onto the screen: "Find the missing angle a and angle c." Ms. Hunt reminds students to begin the exercise as they settle into their seats.

**Hunt:** "Thank you Brandon and Sheila for following directions and beginning your do now. Be sure to show all of your work."

**Male Student (Marshal):** "Can I get a pencil please?"

**Hunt:** "Yes." (The student teacher hands Marshal a pencil).

**Student teacher (Ms. Simmons):** "We're finishing in (counts down) 5 – 4 – 3 – 2 ... "If food is going to be a distraction we are going to put it away."

A few students continue chatting as Ms. Simmons begins reviewing the answers of the Do Now.

**Simmons:** "I'm going to pull a popsicle stick and if I call your name please give me your answer."

**Hunt:** "Excuse me student 2 (Yuki), but some students at tables 4 and 6 are still talking and being disrespectful. Let's respect out teacher and our classmates please."

Ms. Hunt intermittently interrupts another student (Laura) to enforce the norm of no talking during instruction.

**Simmons:** "Thank you (students) for jumping in and adding your answers..."

*cue 00:00.00 (begin audio recording)*

**Hunt:** "Quick joke: What kind of shorts do clouds wear?"

The students shout out their guesses including "Windy," "Lightning," and "Thunderwear."



**Hunt:** “Samantha!?! Did you go to the same website I did?”

**Samantha:** (Sheepishly) “No.”

**Hunt:** “What kind of shorts do clouds wear? They wear thunderwear!” (Some students groan after the punch line.) Not underwear, but they’re clouds so they can wear thunderwear.” (The students continue making comments of the silliness of the joke.)

*queue 00:27.00*

**Hunt:** “Okay, please put your binder on the floor.”

**Simmons:** “I got some requests; we’re doing Silent Board Game.”

The class groans loudly with the announcement. One student shouts, “You guys are so boring! That’s why I’m leaving!” Marshal, unlike most of the other students, seems eager to participate and exclaims, “Yes! Let’s get it!” Several female students mutter, “Oh my God!” Many students appear disinterested in the activity and begin inappropriate, profanity-laced background chatter (e.g. “Shut the f@ck up,” I’mma get your AK47 here ... (indecipherable) ... type of RPG missile,” “What the f@ck are you talking about?” etc.).

**Simmons:** (Talking over student chatter) “There should be no talking, binders should be on the floor, 3 – 2 – 1. So, thank you so much Table 4 for not talking I really appreciate it. Thank you Table 3. Thank you Table 2. Thank you so much Table 6. Thank you so much Table 7 (indecipherable). Thank you Table 1. We’re still waiting on a couple of students.

A female student calls Ms. Hunt over to her desk to ask a semi-private question. Ms. Hunt obliges and quietly assists the student while the rest of the class quiets down. By the time Ms. Hunt finishes with the student the background chatter has decreased to near silence.

*queue 01:38.00*

**Simmons:** “Okay. So, I got a request for another Silent Board Game and I think that it would be a really good time to bring it back.”

**Marshal:** “No.”

**Simmons:** “Yes. So, again, one of the reasons we get down the board game is so that we get some new participation -- maybe people who don’t usually share, don’t usually have chance to do things in front of the class, but to make it a safe space so that maybe you don’t have to talk but you can still contribute to the game.”

**Marshal:** “How?”

**Simmons:** (Ignoring Marshal) “So I’m going to put some numbers up on the chart. If I pull your popsicle stick you will get the marker and you will get to try out an answer. If it’s correct I’ll keep it up there, and if it’s not I’ll just erase it. **No big deal. Okay?”**

The game begins. The class is nearly silent as Ms. Simmons pulls popsicle sticks from a glass jar and **hands them to the students so they can attempt to answer the questions.**

*queue 03:14.00*

**Marshal:** (Shouts out) “Ooohh, I know what number two is!”

No one addresses Marshal. The class remains silent as the game is played. Without warning, a student breaks the silence with a loud, grunt-like noise and saying, “I’m Kayla!” She then softly says, “Excuse me,” as an apology for the outburst. No one in the class responds.

**Simmons:** **So again, this is a chance for people to try out their ideas and make it low risk so people don’t feel like they’re on the spot.**

Marshal continues to speak out saying things like “That’s what I thought,” and “That’s my boy,” and makes distracting game-show-style buzzer sounds while the other students are working. The class ignores him.

**Simmons:** (Speaking to the students playing the game) **“Just try to figure it out. Just try to find the pattern, okay?”**

*queue 05:37.00*

**Simmons:** “Again, silence. Wait, do we talk during silent board game?”

**Marshal:** I quit.

**Hunt:** **No, we can’t quit. It’s a team group effort.** (Marshal stays engaged, but there is still a constant din of noises and activity during the exercise.)

**Simmons:** “So I’m not, we’re not going to continue until it’s silent again because it’s a *Silent Board Game*. The first rule of the Silent Board game is that it’s silent.”

The game continues with more students getting popsicle sticks, but the class is not completely silent. There are muted comments in the background, a loud outburst of laughter, and the sound of the popsicle sticks jiggling around in the jar. During this period Marshal repeats, “I got next,” five times. He later says, “Oranges are good.”

**Simmons:** “Alright. Again, first rule of thumb for the board game is that it is...”

**Marshal:** “Silent!”

**Simmons:** “Alright.”

**Marshal:** (Talking to another student) “No, I said let me go next. I’m going next after her.”

The classroom noise level begins to increase even further with other students participating in the game loudly with laughter and comments like, “Wow!” “I’m really serious,” “I’m cheating, so…” and “Man shut up, dang! Why y’all telling her?”

**Simmons:** (In a sing-song voice) “Again, Si-lent Board Game. Marshal?!?”

*queue 07:15.00*

It becomes apparent that Marshal is the most vocal student in the class, and everyone adjusts to his frequent comments and questions. When he begins to sing a song Ms. Simmons says, “Marshal, that’s your warning.” Marshal’s singing stops, but many of his classmates continue to chat, giggle, and make noises as they continue the game.

**Marshal:** “Ms. Hunt? How is it a team effort if one person has to go up there?”

**Hunt:** “Because we’re helping each other figure it out”

**Marshal:** “How?”

**Hunt:** “Because of the pattern that each person contributes to.”

Ms. Hunt swiftly and respectfully addresses Marshal’s comments and questions, eventually walking closer and standing beside him. Meanwhile, the other students no longer suppress their voices and openly talk to each other and make noises (e.g. one student taps out a rhythm on a desk) as they continue the game.

**Simmons:** “So, I’m going to wait until it’s silent again because this is a Silent Board Game.” (The tapping eventually stops). “Wait, just to save on time I’m gonna choose sticks.”

**Marshal:** “What? She said I could do it!” (Ms. Hunt remains by Marshal’s side, quietly redirecting him. He seems reassured that he has her attention, but continues with the comments.)

**Simmons:** “We’re running low on time. I’m sorry.”

**Marshal:** “I did ask before she got it.”

The students continue with the game, expressing confusion and frustration with comments like, “C’mon dude,” “Did you put the wrong number?” “That makes no sense,” and “Yes, it does.” Ms. Simmons “shushes” them as they deliberate.

**Simmons:** “Alright. Who can say what this rule is? What’s the rule? Kimberly, what’s the rule?”

**Kimberly:** “Uh, it’s times by a certain number  $n$  times two.”

Ms. Simmons verifies Kimberly’s correct answer explaining it is the description of exponents/perfect squares and that they would learn more about them in the 8<sup>th</sup> grade.

*queue 11:56.00*

11:29 am

**Hunt:** “So before we start our group task that we need to finish from yesterday, Ms. Simmons and I, we looked over your exit tickets for the ones about you reflected on how well you guys worked in a group. So the first one says, ‘My...’ (she stops abruptly), oh, I’ll wait. (There are a few students off task and not focused on Ms. Hunt’s directions.) I believe particular students are talking and not being respectful listeners right now, thank you.” (A student quickly responds, “Thank you Ms. Hunt.”)

Ms. Hunt stands in the front of the room and gives a detailed description of the exit ticket data about team participation. She expressed how the results are anonymous and reminds Marshal specifically when he shouts out, “That’s me!” Overall, the data suggested that while most of the student teammates listen to each other, a significant number of them indicated that their questions go unanswered by their peers. She emphasizes that is really important for the students to focus on asking questions and for the teammates stop and answer them. Ms. Hunt says she’s going to conduct the exit ticket poll again and see if there is any improvement. During Ms. Hunt’s explanation and despite her reminder, Marshal audibly comments two times, “That’s me,” as she describes a student who does not understand and does not get questions answered.

**Hunt:** “(Are there any) Questions, comments, or concerns?” (No student responds).

Ms. Hunt then transitions the class to the next exercise, “Shuffle Quiz,” and expresses her expectations for student participation. Ms. Hunt pauses her directions realizing that not everyone is paying attention.

**Hunt:** “I’ll wait. (Speaking directly to a female student) Can I have your head up so I know you’re listening?”

**Female Student:** “(Indecipherable)... I can hear you.”

**Hunt:** “Okay, but I want your head up.”

*queue 14:56.00*

Thus far, Ms. Hunt and Ms. Simmons repeatedly reminded the students that they are expected to be respectful of their teacher and classmates during instruction and remain silent. This happened no fewer than 10 times at this point. Despite the reminders, there is a constant din (approx. 20% maximum classroom volume) of relatively low volume student talk.

11:34

The shuffle quiz exercise is student table group work and the teachers walk from one table to the next assisting students and keeping them on task. There are a total of 23 students in the class and groups range from two to four students. 100% of the students are engaged in the exercise and actively exchange ideas. Occasionally a student will get up to throw something in the trash, but everyone stays engaged with varying degrees of focus. Ms. Hunt encourages another student (Marie?) to sit correctly. A student asks if he can get a drink of water. Shortly thereafter (Marie) exclaims, "But it's so comfortable though! (Utters a harsh groan of discontentment). Y'all stop bothering me!"

*queue 16:00.00*

The students continue with the shuffle quiz in their table groups. They collaborate in the problem solving process, asking and answering each other questions. They regularly call upon Ms. Hunt and Ms. Simmons for further clarification. A couple students complain about the length of the class period.

**Male Student:** "It's soooo loooonnnnggg."

**Simmons:** "I know, because it's a block day."

**Female Student (Marie?):** (In a whining voice) "It's like an hour and thirty minutes! Almost two hours! Never mind, I like Mondays." (adds another harsh groan).

*queue 17:30.00*

It becomes clear that many students struggle with staying focused evidenced by multiple random and unrelated outbursts (e.g. tapping on the tables, starting and settling mini disputes, etc.), but they manage to remain engaged in the exercise. As Ms. Hunt goes from one table group to another she states, "I'm looking for on-topic conversation."

*queue 21:26.00*

A student begins making silly whooping and emergency alarm sounds and the tapping on the table intensifies. Ms. Hunt intervenes.

**Hunt:** "So, if you are waiting for a Shuffle Quiz, these are questions you can ask each other." She calls on a student (Holden) to read them aloud.

**Hayden(?):** "Where do you see the straight line? Why did you subtract by 90 degrees -- ANGELA!?! Why did you subtract by 100 degrees Angela?"

The class volume level remains constant despite the questions being read aloud. It is unclear how many students heard them.

*queue 27:10.00*

11:42

**Hunt:** “So, I need your attention in  $5 - 4 - 3 - 2 - 1$ . Thank you Table 5 for not talking. Thank you Table 2. Thank you Table 3. (The class volume decreases to near silence). I want you guys to talk to each other, but if you’re yelling to other tables it’s hard for me to hear the table in front of me. So it’s okay to talk, but let’s keep the voice going down so we can hear our tablemates. Okay, and if you’re having off-topic conversations, that means things not related to the task, I need you to try to bring back the conversation.”

**Marie:** (Whining) “We have like 50 something more minutes left in this claaaaassssss.”

**Hunt:** “Yep, and you have plenty of work to do so let’s get started.”

**Marie:** Oooohhh nooo!(Groans again and returns to work).

*queue 28:00.00*

Both Ms. Hunt and Ms. Simmons continue checking in with the table groups, reviewing their work, asking specific clarifying questions, and offering specific suggestions. The student conversation appears to be more focused with fewer off-topic comments and increased talk about figures (e.g. “Eighty degrees!” “Ninety minus (indecipherable),” “Twenty-seven,” “Right angle,” etc.).

Ms. Hunt and Ms. Simmons check for understanding as they visit table groups with questions like, “How did you find (indecipherable)?” “So, tell me how you got the answer,” “Where are the ninety degrees; which one?” “What (kind of angle) do we call that?” “How do you *know* it’s a ninety-degree angle?” and similar questions. If they don’t get the correct answer on the first visit they inform the table group they will come back and they expect to hear it when they return.

*queue 34:50.00*

11:48

Virtually all of the off-topic conversation has stopped. Some students begin to show signs of fatigue and place their heads on the desks. Ms. Simmons kneels down next to one of them and gently offers him words of encouragement. Ms. Hunt asks Marshal to stop leaning back in his chair and focus. Marshal asked to leave the class and Ms. Hunt gave him permission. Student 3 (Kayla) leaned back in her chair and began playfully snoring very loudly. Ms. Simmons asked her what she was doing and she expressed her restlessness. Immediately, Kayla springs out of her seat and begins dancing in the center of the room. She flails her arms and legs wildly, but silently. One classmate (Briana) joins her dancing for a few seconds, then returns to her seat. After about 2 minutes, Kayla also returns to her seat and continues hand dancing for a few more seconds before returning to task.

**Brianna:** “Marshal’s out there playing! It don’t take that long to get some water.”

11:45

Marshal returns from the hallway from getting a drink of water. Brianna leaves.

*queue 40:25.00*

**Hunt:** “So we’re done? Okay, can I please have your attention in 5 – 4 – 3 – 2 – 1.”

She explains that about almost everyone on one half of the room is finished with figure D of the exercise and she want to tell them what they’re going to do next. She announces that this week is Computer Science Education Week and she wants everyone to try coding for an hour. She gives the students a website address to visit. Students begin talking again making it difficult for others to hear. A male student interrupts her with a question.

**Male Student:** “Can we go to our computers now so we can finish the work?”

**Hunt:** “Um, sure. But wait – wait – wait. (More students interrupt with questions and she begins counting down) 5 – 4 – 3 – 2 – 1. So, can I please go over instructions first then I will take your personal questions in a second? So any side comments due can we wait till instructions are done everyone can hear what’s going on?”

She continues giving details about the website, but there are still students talking so she pauses again.

**Hunt:** “I feel like a lot of people aren’t listening.”

The students all stop talking and listen as she finishes the announcement about the coding activity. She promises the students that when they finish their shuffle quiz she will set them up on the computer to begin the coding activity. A student asks if she is done with the announcement, she says yes, and **the class resumes the shuffle quiz.** Approximately 90% of the students are on task.

*queue 42:30.00*

11:59

**The first table group calls Ms. Simmons over to their table and informs her they are finished with the exercise. She visits the table and verifies with a series of questions. They smile and clap gleefully as she allows them to go to the computer cart and get laptops to begin the coding activity. Shortly thereafter, two more table groups finish and get laptops.**

12:03

Brianna returns from the restroom.

**Brianna:** “Hi class.”

**Male Student:** “Hi Brianna.”

**Kayla:** “It’s about time Brianna!”

Kayla leaves the classroom with the restroom pass. Two minutes later Kayla returns, stands in the doorway and lets out an animated character-like evil laugh. No one in the class seems to notice. She returns to her seat and resumes work as normal.

*queue 53:20.00*

12:09

Mr. Shell walks in and Marshal greets him loudly from across the room. “Hey Shell, my homie!” Mr. Shell speaks briefly with me, agrees to check in after class, and gives a few greetings and handshakes to other students as he exits.

12:11

4 of 8 table groups have completed their shuffle quizzes and are doing the coding exercise on the laptops. Another table announces they have finished and get permission to code. Kayla stands up, claps, does an impromptu dance move, and gets a laptop for herself.

*queue 1:01:00.00*

Another student finishes the shuffle quiz and heads to the computer cart to get a laptop. Along the way he sings a little tune about the game he is about to play. Ms. Hunt hears him and reminds him of the coding activity.

**Hunt:** “You have to do a code.org activity.”

Ms. Hunt wonders aloud which students are doing non-coding activities and reiterates the expectation to several other students.

Brianna stands and walks around the classroom, investigates me at the teacher desk, bounces a small ball, gets a laptop for herself also and returns to her desk. By this time, many more students complete the exercise, help themselves to the laptops, and return to their desks. A student says, “We have 17 more minutes,” in the background.

12:17

Every student has a laptop now, and a cacophony of sounds emanate from the machines giving clues to what programs they are on. Marshal and one other students use over-the-ear headphones.

All of the students are individually engaged in their work, and Ms. Hunt and Ms. Simmons take the opportunity to compare notes on the side of the classroom. Students periodically make comments aloud, some seemingly to alert their classmates of their activity (e.g. “Ooohh this is cool,” “Look, it’s Chris Bosh,” “This is too easy,” “Ninjago,” etc.). Others express frustration (i.e. Kayla says, “Take this computer away from me before I throw it on the floor”), and others ask the teachers for assistance. Ms. Hunt and Ms. Simmons continue visiting tables to help students as they request it. A few students recognize that their classmates are doing similar activities and join their table groups.

12:26



Ms. Hunt leaves the classroom to make some copies, and Ms. Simmons monitors the student activity.

12:28

Ms. Hunt returns and announces that Ms. Simmons will pass out homework and they need to begin cleaning up. The students begin shutting down their laptops and return them to the docking cart.

*queue 1:14:03.00*

**Hunt:** So if you want to be excused stay in your assigned seat. When your table is cleaned up there will be no trash... (her words become indecipherable as students TJ and Kayla begin rudely interrupt her with obnoxiously loud singing.)

Ms. Hunt asks them to sit quietly, and directly addresses Kayla who sang, "All I want for Christmas is my two front teeth," **saying she already has her two front teeth.** Kayla continues singing but places her hands over her mouth to reduce the volume. She seems to want to honor Ms. Hunt's request. Brianna begins singing too.

Ms. Hunt and Ms. Simmons call the students by name asking them to return their computers and go to their seats. Ten seconds later the bell rings and Ms. Hunt says everyone can leave the class except for Marshal and Amari. The teachers speak with them individually to reinforce their expectations and provide feedback.

12:34

All the students exit and the teachers debrief for a few seconds.

## Preliminary Estimate of Ms. Hunt's Expertise in Bui & Fagan Practices 5 and 6

### Excerpt of Draft CAPs Expertise Scale, Bui & Fagan

	<b>CAPs Instructional Practice</b>	<b>Novice 1</b> <i>Lacks coherent sense of overall task, treats each situation as new, looks for appropriate rules to follow, needs forecast of expected outcomes, does not rely on prior experience, requires textbook examples, rules and guidelines determine responses. (Lyon, 2015)</i>	<b>Advanced Beginner 2</b> <i>Perceives similarity of concrete situations with prior examples of the same experience, less dependent upon action guidelines, keenly attuned to feedback, focused on examples set by colleagues and mentors, newly able to diagnose issues yet still dependent on rules. (Lyon, 2015)</i>	<b>Competent 3</b> <i>Adopts a hierarchical process of decision making, has sense of when using rules is appropriate and when rules provide diminishing returns and may be disregarded, becomes vested in outcomes resulting from actions, views, reflection and evaluation as increasingly important. (Lyon, 2015)</i>	<b>Proficient 4</b> <i>Intuitively organizes and understands tasks, thinks analytically about what to do, recognizes situations and simultaneously judges them to be similar or dissimilar to previous experiences and acts according to what has succeeded in the past, situations guide responses. (Lyon, 2015)</i>	<b>Expert 5</b> <i>Fully engaged in fluid, efficient performance, responsive to context, based on previous situations, without obvious thought, responses are reactive rather than studied and premeditated, focuses more on intuition than the calculations. (Lyon, 2015)</i>
5.	Assess if students have an accurate and appropriate amount of prior knowledge about a topic. Integrate strategies (e.g., predictions, word webs) that will teach necessary background knowledge to help students interact with content on a personal level. Allow students to rephrase content in their dominant language or use visuals to supplement their verbal retells. (Bui & Fagan, 2013, pp. 65-66)	a. Review academic content proficiency standards and assessment strategies b. Learn the rationale about background knowledge strategies like prediction, discussion, and word webs c. Refer to studies on use of student dominant language and visuals in verbal retells	a. Analyze assessment types and student work samples to determine compatibility b. Attend background knowledge strategies workshops and investigate relevance to students' personal lives c. Observe lessons using student dominant language and visuals in verbal retells	a. Select assessments best suited to students' work and communication styles b. Relate students' personal experiences to academic content & use background knowledge strategies c. Use student data to design verbal learning retells with dominant lang. and visuals	a. Assess students' accurate and appropriate prior knowledge about a topic b. Utilize strategies that teach background knowledge to help students interact with content on a personal level c. Helps students use dominant language and visuals to supplement verbal retells	a. Review assessment results w/students to confirm reliability and plan next steps b. Create forums so students exchange experiences and make personal connections to background knowledge c. Fosters student discussions in dominant languages and collaborative visuals design
6.	Incorporate multicultural text into the curriculum and give students the opportunity to work collaboratively as often as possible. These two strategies build home-school connections and a sense of community and caring in the classroom which may improve students' affect and attitude toward learning. (Bui & Fagan, 2013, p. 67)	a. Compare and contrast multicultural text choices b. Review methods to support student collaboration c. Review data relating home-school connections to class climate, student affect, attitude, and achievement d. Examine students' affect & attitude toward learning	a. Choose texts that support home-school connections b. Select methods to support student collaboration c. Obtain colleague/mentor feedback on home-school connections and alignment with research data d. Identify factors impacting student affect & attitude	a. Rank texts by relevance to students' communities b. Create system to support student collaboration c. Use feedback to design lessons that strengthen home-school connections and sense of community d. Minimize negative and maximize positive factors	a. Incorporate multicultural texts into the curriculum b. Give opportunities for frequent collaboration c. Strengthen home-school connections and a sense of community and caring in the classroom d. Improve students' affect & attitude toward learning	a. Guide student dialogue of text relevance to learning b. Monitor and refine student collaboration c. Conduct student evaluation of lesson effectiveness and the connectedness to home community experiences d. Gather student feedback to improve affect and attitude

Instructional practices observed during a lesson are aligned with the subpractices of the CAPs expertise scale at the most similar levels of expertise (Novice 1, Advanced Beginner 2, Competent 3, Proficient 4, and Expert 5). The teacher's CAPs expertise is assigned to the highest level observed during the lesson. Mixed levels of sub practice expertise within the same practice yield a "+" or "-" rating modification depending upon the points mean ( $\bar{x}$ ). The percent of subpractice occurrence within the lesson timeframe is used to determine the degree of expertise within each level as follows: < 12.5% = Adequate, 12.5-25% = Moderate, > 25% = Strong. Unobserved subpractices do not impact the mean percent of practice. Overall expertise rating is expressed as the mean percent of sub practice occurrence and the mean sub practice expertise level.

### **Bui & Fagan CAPs practice 5:**

**5.5a** = Review assessment results w/students to confirm reliability and plan next steps:

#Occurrences/#Minutes	Occurrence Frequency	Percent of Practice	Expertise Level
3/90	Once every 30 minutes	3%	Expert 5

**5.4b** = Integrate strategies (e.g., predictions, word webs) that will teach necessary background knowledge to help students interact with content on a personal level:

#Occurrences/#Minutes	Occurrence Frequency	Percent of Practice	Expertise Level
10/90	Once every 9 minutes	11%	Proficient 4

**5.4c** = Allow students to rephrase content in their dominant language or use visuals to supplement their verbal retells.

#Occurrences/#Minutes	Occurrence Frequency	Percent of Practice	Expertise Level
0/90	NA	NA	NA

Mean Percent of Practice	Overall Expertise Rating
7%	Adequate Proficient+

### **Bui & Fagan CAPs practice 6:**

**6.4a** = Incorporate multicultural text to the classroom:

#Occurrences/#Minutes	Occurrence Frequency	Percent of Practice	Expertise Level
0/90	NA	NA	NA

**6.5b** = Monitor and refine student collaboration:

#Occurrences/#Minutes	Occurrence Frequency	Percent of Practice	Expertise Level
18/90	Once every 5 minutes	20%	Expert 5

**6.4c** = Strengthen home-school connections and a sense of community and caring in the classroom:

#Occurrences/#Minutes	Occurrence Frequency	Percent of Practice	Expertise Level
9/90	Once every 10 minutes	10%	Proficient 4

**6.4d** = Improve students' affect and attitude toward learning:

#Occurrences/#Minutes	Occurrence Frequency	Percent of Practice	Expertise Level
24/90	Once every 3.8 minutes	27%	Proficient 4

Mean Percent of Practice	Overall Expertise Rating
19%	Moderate Proficient+

For comparative purposes, this study averages the sub practices percents of practice to assign an overall expertise rating. Sub practice occurrences within Bui & Fagan's CAPs instructional practices 5 and 6 were observed during this lesson. Three observed sub practices rated in the proficient range and two in the expert range. There were no observed occurrences within sub practices 5c and 6a at any level of expertise and they received no rating. Expert level practice coding within a single sub practice supersedes that of proficient level practice. Three occurrences of expert level practice in sub practice 5a were coded in the lesson transcript while twelve occurrences of 5a practice at the proficient level were not. Ms. Hunt's practice can be characterized by **overall CAPs expertise ratings of "Adequate Proficient+" for Bui & Fagan's CAPs instructional practice 5, and "Moderate Proficient+" for Bui & Fagan's CAPs instructional practice 6.**

**Classroom Observation, 11/28/17, S. Indo**  
**Constitution Secondary School, Social Emotional Learning Skills Gr. 9-12**  
**Rodriguez et al. Practices 19, 20, and 21**

Rodriguez et. al. (2004) CAPs Practices 19, 20, and 21:

19. Rigorous lessons are scaffolded to the cognitive, social, and academic development levels of culturally diverse students (CDS). Culturally mediated activities use symbols, thoughts, cognitive processes, and social contexts derived from students' cultures. Teachers engage students in activities specific to their own experiences. (Rodriguez et. al., 2004, pp. 47-48, 52-53)

20. Status equalization affirms the value of the students' primary languages and cultures (PLC) as well as dominant language and culture (DLC). Teachers develop self-regulation among learners by envisioning them as capable and competent of making and setting goals, motivating themselves, and monitoring their own learning. (Rodriguez et. al., 2004, pp. 48, 52-53)

21. Teachers are culturally diverse (CD) and exemplify a respectful mix of values, norms, and expectations (VNE) in a collaborative instruction (CI) model. Teachers help students understand "Codes of Power." Dominant culture practices and rules (DCPR) are explicitly defined; mainstream social behavior (MSB) is translated into contexts to which students can relate. (Rodriguez et. al., 2004, p. 49)

10:15

Ms. I and Mr. Karl co-teach day two of a t-shirt tie-dyeing lesson with seven female students. The students are in different stages of engagement when I walk into the room, two of them actively working to complete their shirts, three sitting at another table snacking and chatting loudly in "Spanglish", and two more sitting in chairs observing the other students.

Ms. I: "When you use the "B-word" are you referring to males or females?"

Students: "We are talking about both."

Ms. I: "I like it better when you use more respectful language."

The class is very active with multiple conversations and different students entering and exiting the classroom. The room is rich with communication, both verbal and nonverbal, with students expressing varying degrees of interest in the class activity with facial expressions, body language, and presence; other sentiments of approval and a sort of "tribal comparison" of different cliques thickens the atmosphere (glares, sneers, eye rolling, etc.). The cleanup process has begun and Ms. I offers an option to transition to the ethnic studies class that begins at 10:30. As students walk out of the classroom Ms. I follows some of them to maintain supervision and monitor possible increasing tensions.

10:30

Ms. I completes the cleanup activity and returns to her classroom accompanied by several students who choose not to attend the ethnic studies class. The room is darkened and filled with the aroma of grilled cheese sandwiches. Deep soothing music plays in the background as Ms. I announces the transition to mindfulness. She asks the students (whole class style) how long they want to do mindfulness. Students shout out responses ranging from 2 to 10 minutes. After some back and forth, the class settles on a 3-minute session. Two other teachers (Mr. Karl and Ms. Ramsey) co-teach in the classroom and facilitate the session. Ms. I announces that mindfulness will begin and reviews norms (no screens, cell phones off, eyes closed, remain still, etc.) and begins the timer. Students stop talking and the sounds of nature (thunder, birds chirping, rain falling, wind whistling, etc.) blast through the speakers. None of the students eyes are closed, but they sit quietly (one on the computer, two whispering to each other, one laying on the couch

eating chips, another snacking quietly at the desk). The timer alarm rings and mindfulness ends. Ms. I excitedly praises the students for their participation and announces the points/tickets they earned. One student, Demere, immediately goes to the grill and fries an egg.

10:40

The students move their chairs into a circle for “circle time” guided by the other two co-teachers who also sit in the circle. Ms. I facilitates the circle exercise and asks the students to read from a poster of responsible decision-making. Two students read from the poster aloud and comment on the decisions (waking up in the morning and making it to school on time; not smoking before school, etc.). Next, Ms. I passes around a shoebox filled with hypothetical scenarios and asks the students to give examples of responsible decisions. The students use very frank language filled with vulgar/profane words to emphasize their points. Teachers mediate the discussion when the volume gets too high. A discussion begins about computer use, and Ms. I pulls Demere into the conversation by asking his opinion even as he completes meal preparation. Demere willfully participates in the discussion and even gets a few laughs from his classmates with a witty retort.

Another student knocks on the door to enter the classroom. Ms. I lets her in, greets her, the student asks the class what they are doing and they tell her circle time. All of this happens seamlessly within a few seconds. The student joins the circle and immediately contributes to the discussion with another scenario drawn from the shoebox. Two more students enter the classroom, one joined the circle quietly and the other quickly left. Eight students are now seated in the circle, including three teachers, all the snacks have been consumed, and they are all engaged in a new discussion about bullying. Ms. I engages in the conversation revealing her own perspectives regarding her experiences being bullied as a child and her opinion on white standards of beauty. One student, Elizabeth, continually violates the cell phone policy and refuses to turn it off while in the circle. Ms. I insists that she put away the phone. Instead, Elizabeth quietly leaves the circle, sits in a chair and continues taking selfies and texting. Even still, she participates in the discussion from the chair outside of the circle.

The scenarios raised from the shoebox are provocative and describe choices to engage in theft, substance abuse, and other activities detrimental to academic success that the students are very familiar with. The students express themselves freely with plenty of foul/abusive language, and the teachers appear to allow this in an effort to stimulate student participation. This strategy seems successful as all the students remain engaged in ways that appear individually significant for them.

11:10

The occupational therapist, Nicole, arrives for her weekly exercise, and the circle is collapsed for transition. Two students leave the classroom during this transition. Ms. Ramsey begins cooking more grilled cheese sandwiches. Two female students retreat to a computer to watch Spanish language music videos together. Two other students go to separate computers and engage in activities outside of the OT session. Ms. I and Mr. Karl visit each student where they are, engaged or not, and offers praise or encouragement for their participation. Ms. I successfully re-engages a few students and walks around the class saying, “Great job guys,” and “Thanks for participating,” even when some of them barely do. She asks Ms. R. if she gave sandwiches to all the students who wanted them. Ms. I walked out of the classroom in an attempt to bring back

Elizabeth who had recently left class, and paused briefly to ask a student if she needed further assistance before she exited. Most of the students had engaged in the activity by then.

11:25

Ms. I went to the cafeteria, found Elizabeth, and convinced her to return to the classroom. As Ms. I re-entered the class she checked in briefly with the student she last spoke with as she exited asking, "Are you doing okay?" and saying "I'm happy to see you working." Mr. Karl, Ms. Ramsey, and Nicole constantly roam the classroom and monitor student work to keep them engaged.

Ms. I sits with Elizabeth and offers one-on-one assistance, reading to her and asking questions from the OT worksheet while she continues to snack on chips. Elizabeth is no longer on her cell phone, but she does get out of her chair occasionally to visit the grill and throw trash away. Through this all, Ms. I continues reading the worksheet and asking questions and Elizabeth continues to answer -- even from the other side of the room.

OT Nicole and Mr. Karl continue supporting other students, while Ms. Ramsey continues making grilled sandwiches. Every student engages in the OT exercise while multi-tasking in their activity of choice (watching music videos, playing computer puzzle games, eating snack chips, etc.), and there are elements of the OT exercise that support students' learning styles (art/creativity with colored pencils, interviewing skills, and evaluating music).

11:40

The students continue with the OT exercise and are monitored by all the teachers, including Ms. I, who each visit the students and offer motivating words like "Good job," "Looking good," and "Great work," and provide suggestions for improvement. Ms. I takes a closer look at some students' work, makes comments on their career choices and asks them about their scores. As Ms. I walks around the classroom she says, "Keep working," and offers assistance as needed. She praises one student calling her an "independent lady" as she shrugs off assistance, and gives another student a reassuring shoulder squeeze as he works on his writing.

Ms. I visits another student, asks her if she needs anything, and returns with colored pencils for the exercise. When she walks away she notices the student begins watching music videos on the computer. She returns and says, "Remember we said you couldn't do your best if you're distracted by music videos?" The student stops and reengages in the exercise without complaint. A minute later Ms. I returns and says, "Good job!" Ms. I then sits with her and closely reviews her work. The student complies and appears to receive her feedback in the best way she can.

11:53

Students appear to have completed most of their work, and the OT activity draws to a close in preparation for PE.



## Preliminary Estimate of Ms. Indo's Expertise in Rodriguez et. al. Practices 19, 20, and 21

### Excerpt of Draft CAPs Expertise Scale, Rodriguez et. al. (2004)

	<b>CAPs Instructional Practice</b>	<b>Novice 1</b> <i>Lacks coherent sense of overall task, treats each situation as new, looks for appropriate rules to follow, needs forecast of expected outcomes, does not rely on prior experience, requires textbook examples, rules and guidelines determine responses. (Lyon, 2015)</i>	<b>Advanced Beginner 2</b> <i>Perceives similarity of concrete situations with prior examples of the same experience, less dependent upon action guidelines, keenly attuned to feedback, focused on examples set by colleagues and mentors, newly able to diagnose issues yet still dependent on rules. (Lyon, 2015)</i>	<b>Competent 3</b> <i>Adopts a hierarchical process of decision making, has sense of when using rules is appropriate and when rules provide diminishing returns and may be disregarded, becomes vested in outcomes resulting from actions, views, reflection and evaluation as increasingly important. (Lyon, 2015)</i>	<b>Proficient 4</b> <i>Intuitively organizes and understands tasks, thinks analytically about what to do, recognizes situations and simultaneously judges them to be similar or dissimilar to previous experiences and acts according to what has succeeded in the past, situations guide responses. (Lyon, 2015)</i>	<b>Expert 5</b> <i>Fully engaged in fluid, efficient performance, responsive to context, based on previous situations, without obvious thought, responses are reactive rather than studied and premeditated, focuses more on intuition than the calculations. (Lyon, 2015)</i>
	1-3: Ladson-Billings & Gay in Aronson & Laughter (2016) 4-6: Bui & Fagan (2013) 7-9: Caballero (2010) 10-12: Emdin (2008, 2016) 13-15: Langille (2008) 16-18: Paris (2009) 19-21: Rodriguez et al. (2004)					
19.	Rigorous lessons are scaffolded to the cognitive, social, and academic development levels of culturally diverse students (CDS). Culturally mediated activities use symbols, thoughts, cognitive processes, and social contexts derived from students' cultures. Teachers engage students in activities specific to their own experiences. (Rodriguez et al., 2004, pp. 47-48, 52-53)	a. Reviews lesson scaffolding research related to CDS' levels of cognitive, social, and academic development b. Reviews research on ways symbols, thoughts, social contexts, and cognitive processes mediate activity c. Finds ways to catalog and learn students' experiences	a. Identifies and examines strengths and weaknesses of past scaffolding efforts with colleagues/mentors b. Relates research findings to students' cultures and obtains colleague/mentor feedback on activity plans c. Deeply perceives students' cultural & life experiences	a. Develops lesson scaffolding strategies to accommodate CDS' cognitive, social, and academic development b. Utilizes colleague/mentor feedback to design student culture specific, culturally mediated learning activity c. Uses students' experiences to design learning activities	a. Scaffolds rigorous lessons to the CDS' cognitive, social, and academic levels of development b. Uses symbols, thoughts, cognitive processes, and social contexts of students' cultures to mediate activity c. Engage students in activity specific to their experience	a. Helps CDS to identify scaffolding needs aligned with their cognitive, social, and academic development b. Reveals the impact of cultural symbols, thoughts, cognitive processes, and social contexts on activities c. Guides student reflection and discussion of activities
20.	Status equalization affirms the value of the students' primary languages and cultures (PLC) as well as dominant language and culture (DLC). Teachers develop self-regulation among learners by envisioning them as capable and competent of making and setting goals, motivating themselves, and monitoring their own learning. (Rodriguez et al., 2004, pp. 48, 52-53)	a. Considers concept of status equalization and examines tensions between PLC/DLC b. Reviews studies correlating teacher expectations and student performance c. Consults literature on self-regulation/motivation and role of goal making/setting & self-monitored learning	a. Receives colleague/mentor guidance on most effective use of status equalization b. Analyzes high expectations instruction and the student performance data it yields c. Identifies best practices from examples of self-regulation/motivation instructional strategies	a. Imbues teaching and learning practices with status equalization theory b. Adjusts instructional style to reflect vision of students as capable and competent c. Incorporates student goal-making/setting & progress monitoring strategies into daily instructional practice	a. Uses status equalization to affirm students' PLC value as well as the value of DLC b. Lauds students' capabilities & competence with regular recognition of performance c. Develops learners' self-regulation and motivation by helping them make/set goals and monitor learning	a. Encourages students to affirm value of each others' PLC and value of DLC b. Cultivates a collaborative climate with performance recognition by the students c. Provides students with tools to enhance peers' goal-making/setting and progress-monitoring skills
21.	Teachers are culturally diverse (CD) and exemplify a respectful mix of values, norms, and expectations (VNE) in a collaborative instruction (CI) model. Teachers help students understand "Codes of Power." Dominant culture practices and rules (DCPR) are explicitly defined; mainstream social behavior (MSB) is translated into contexts to which students can relate. (Rodriguez et al., 2004, p. 49)	a. Learn the affects of VNE in teaching and learning b. Reference research on the impact of CI on learning c. Refer to Delipis's (1988) Codes of Power Principle d. Investigate, identify, and describe details of DCPR e. Explore, categorize, and define all aspects of MSB	a. Identify self's & students' VNE required for learning b. Observe and adopt best CI strategies in lesson design c. Assess students' academic & social competence in DCPR d. Quantify differences in DCPR and CD-VNE e. Observe & identify student-relatable contexts & speech	a. Align self's & students' VNE to optimize learning b. Make CI learning activities embody cultural diversity c. Lessons drive academic & social competence in DCPR d. Develop learning activities that explicitly define DCPR e. Use MSB information to create learning activities	a. CD teachers exemplify a respectful mix of VNE b. CD teachers practice model of collaborative instruction c. Lessons drive academic & social competence in DCPR d. Ensures full understanding of DCPR explicit definition e. Lessons translate MSB into student-relatable contexts	a. CD teachers & students assess and refine VNE b. CD teachers & students assess and refine CI model c. Students relate Codes of Power Principle to DCPR d. Guide students in outlining conflict of CD-VNE & DCPR e. Facilitate critical discussion of MSB & students' lives

Instructional practices observed during a lesson are aligned with the sub practices of the CAPs expertise scale at the most similar levels of expertise (Novice 1, Advanced Beginner 2, Competent 3, Proficient 4, and Expert 5). The teacher's CAPs expertise is assigned to the highest level observed during the lesson. Mixed levels of sub practice expertise within the same practice yield a "+" or "-" rating modification depending upon the points mean ( $\bar{x}$ ). The percent of subpractice occurrence within the lesson timeframe is used to determine the degree of expertise within each level as follows: < 12.5% = Adequate, 12.5-25% = Moderate, > 25% = Strong. Unobserved subpractices do not impact the mean percent of practice. Overall expertise rating is expressed as the mean percent of sub practice occurrence and the mean sub practice expertise level.

### Rodriguez et al. CAPs Practice 19:

**19.4a** = Scaffolds rigorous lessons to the CDS' cognitive, social, and academic levels of development:

#Occurrences/#Minutes	Occurrence Frequency	Percent of Practice	Expertise Level
8/105	once every 13 minutes	7.6%	Proficient

**19.4b** = Uses symbols, thoughts, cognitive processes, and social contexts of students' cultures to mediate activity:

#Occurrences/#Minutes	Occurrence Frequency	Percent of Practice	Expertise Level
5/105	once every 21 minutes	4.8%	Proficient

**19.4c** = Engage students in activity specific to their experience:

#Occurrences/#Minutes	Occurrence Frequency	Percent of Practice	Expertise Level
5/105	once every 21 minutes	4.8%	Proficient

Avg. % Practice	Overall Expertise
5.7%	Adequate Proficient

**Rodriguez et al. CAPs Practice 20:**

**20.4a** = Uses status equalization to affirm students' PLC value as well as the value of DLC:

#Occurrences/#Minutes	Occurrence Frequency	Percent of Practice	Expertise Level
9/105	once every 11.7 minutes	8.6%	Proficient

**20.4b** = Lauds students' capabilities and competence with regular recognition of performance:

#Occurrences/#Minutes	Occurrence Frequency	Percent of Practice	Expertise Level
14/105	once every 7.5 minutes	13.3%	Proficient

**20.4c** = Develops learners' self-regulation and motivation by helping them make/set goals and monitor learning:

#Occurrences/#Minutes	Occurrence Frequency	Percent of Practice	Expertise Level
9/105	once every 11.7 minutes	8.6%	Proficient

Avg. % Practice	Overall Expertise
10.2%	Adequate Proficient

**Rodriguez et al. CAPs Practice 21:**

**21.4a** = Culturally diverse teachers exemplify a respectful mix of values, norms, and expectations:

#Occurrences/#Minutes	Occurrence Frequency	Percent of Practice	Expertise Level
11/105	once every 9.5 minutes	10.5%	Proficient

**21.4b** = Culturally diverse teachers practice model of collaborative instruction:

#Occurrences/#Minutes	Occurrence Frequency	Percent of Practice	Expertise Level
11/105	once every 9.5 minutes	10.5%	Proficient

**21.4c** = Lessons drive academic & social competence in dominant culture, practices, and rules:

#Occurrences/#Minutes	Occurrence Frequency	Percent of Practice	Expertise Level
9/105	once every 11.7 minutes	8.6%	Proficient

**21.4d** = Ensures full understanding of dominant culture, practices, and rules explicit definitions.

#Occurrences/#Minutes	Occurrence Frequency	Percent of Practice	Expertise Level
3/105	once every 35 minutes	2.9%	Proficient

**21.5e** = Facilitate critical discussion of mainstream social behavior and students' lives:

#Occurrences/#Minutes	Occurrence Frequency	Percent of Practice	Expertise Level
5/105	once every 21 minutes	4.8%	Expert

Avg. % Practice	Overall Expertise
7.5%	Adequate Proficient+

For comparative purposes, this study averages the sub practices' percents of practice to assign an overall expertise rating. Eleven CAPs sub practices were observed during Ms. Indo's lesson, with ten rated in the proficient range and one in the expert range. As such, her practice can be



characterized by **overall CAPs expertise ratings of “Adequate Proficient” for Rodriguez et al.’s CAPs instructional practice 19, “Adequate Proficient” for Rodriguez et al.’s CAPs instructional practice 20, and “Adequate Proficient+” for Rodriguez et al.’s CAPs instructional practice 21.**

The atypical co-teaching triad model of Ms. Indo’s class aligns well with Rodriguez et al.’s CAPs practice #21 sub practices a and b. The mix of teachers’ genders, ethnicities, and cultural backgrounds provided the foundation for meaningful interactions with the culturally diverse students. Increased expert-level CAPs ratings would likely result with focused identification and intentional instructional leveraging of the teachers’ diversity in culture, values, norms, and expectations.

**Classroom Observation, 12/8/17, H. Shell**  
**Mountaintop Middle School, Manhood Development Program Gr. 6 & 8**  
**Rodriguez et al. Practices 19 and 20**

Rodriguez et al. (2004) CAPs Practices 19 and 20:

19. Rigorous lessons are scaffolded to the cognitive, social, and academic development levels of culturally diverse students (CDS). Culturally mediated activities use symbols, thoughts, cognitive processes, and social contexts derived from students' cultures. Teachers engage students in activities specific to their own experiences (Rodriguez et. al., 2004, pp. 47-48, 52-53)

20. Status equalization affirms the value of the students' primary languages and cultures (PLC) as well as dominant language and culture (DLC). Teachers develop self-regulation among learners by envisioning them as capable and competent of making and setting goals, motivating themselves, and monitoring their own learning. (Rodriguez et. al., 2004, pp. 48, 52-53 )

*queue 00:00.00 (begin audio recording)*

**6<sup>th</sup> Grade MDP**

10:45

The bell rings. Instrumental Hip Hop music plays softly in the background. Three long student tables are arranged in a horseshoe facing the front of the room where the whiteboard and projector screen is located. A "Do Now" exercise is projected on the screen: Word of the Day: Segregation - Laws separating blacks and whites (1870-1960s in the US). Part of Jim Crow. Mr. Shell stands in the front of the class organizing lesson materials. He is wearing a crisp gray suit, a pale pink shirt with no tie, and tanned leather dress shoes. The first student (Quincy) walks into the class, finds his seat, and shares a moment with his teacher:

Quincy: "We finishing our thing today?"

Shell: "Yes, We're finishing the document."

Quincy: "Then what after that?"

Shell: "After that we're gonna have a discussion, and then we have an exit ticket to do."

Quincy: "Anything cool?"

Shell: "We got a quiz."

Quincy: "What is that for?"

Shell: "Just a check for your understanding to see what you learned from the film."

A few more students file in. They chat continuously, checking in with each other informally and commenting about upcoming events printed on fliers arranged in their workspace. Mr. Shell greets all the students, now five in total, with elaborate handshakes once they are seated. Every student is African-American and male. One student sounds particularly excited about a field trip to a concert tomorrow (Saturday). Mr. Shell intervenes and asks the student to sit in a different chair.

**Shell:** “Come have a seat over here brother?”

**Excited Student:** “Okay.”

Quincy seems less enthusiastic about settling into the class and exclaims (whiningly), “I wanna go home and play Call of Duty,” just as Mr. Shell begins to give more directions.

**Shell:** “Grab your notebooks on the (indecipherable). And we are gonna start the quiet game [here](#). Real simple.”

The students continue chatting softly as they complete the Do Now exercise in their notebooks. While still writing, one of the students boldly asks his classmates, “Who got a X Box?” No one replies.

**Shell:** (Speaking directly to a late-arriving student) “Troy? Notebook. Something to write with.”

Shell now addresses the whole class and [reiterates the agenda and expectations](#).

**Shell:** “Since it’s Friday we have a short class, so we gotta be a little more purposeful. [We’re definitely gonna finish the documentary. We’re going to get through that today but we’ve got to be on task.](#)”

A student informs Mr. Shell that Anthony and Omarion are absent and may not make it to class. [Mr. Shell says he is aware and hopes they arrive soon](#). A couple other students chime in about the difficulties they experience in making it to class, citing conflicts they have with other students and the subsequent disciplinary referrals they get from their teachers. [Mr. Shell listens intently and empathizes with them](#). Just then, Omarion walks into the classroom.

*queue 05:13.00*

Omarion immediately places his head on the table and begins to cry. Mr. Shell pats him gently on the back and reassures him that he is in a safe place.

**Shell:** “[I got you. I’m happy you’re here though.](#)”

Mr. Shell sits on the opposite side of Omarion and continues offering assistance to the other students while in close proximity to the troubled child. The agenda is projected on the screen:

- Word of the Day
- Quote of the Day
- Rituals

**Shell:** “[Let’s try to get this down in one minute guys.](#)”

[A few moments of silence pass while the students complete the work. Quincy asks Mr. Shell if they’re going to play The Quiet Game.](#)

**Shell:** “Yes sir, I was just about to say that. Let’s start this quiet game in 3 – in 2 ... (Quincy interrupts with a question). Question? One question.”

**Quincy:** “Um, when do we get candy? You said that, when we have that concert, is it any chance that, are we gonna catch the bus home or something like that?”

**Shell:** “Tomorrow?”

**Quincy:** “Yeah.”

**Shell:** “Tomorrow we’re all gonna meet up there.”

**Another student:** “Meet up where?”

Mr. Shell attempts to answer the students’ questions, now many all at once, with a singular detailed explanation. It is evident that they are too consumed with anxiety about the trip to focus on the lesson at hand. He reminds them of the spoken-word performer they saw at the Man Up Conference a few weeks ago, describes the performance, and explains they will see something similar. Then, the students ask Mr. Shell who I am and why I’m there. Mr. Shell introduces me, I say hello, and they continue with questions about field trip logistics. Mr. Shell confirms the students completed the word of the day so they can move on to the quote of the day.

*queue 08:15.00*

**Shell:** “Quote of the Day gentlemen. Quiet Game starting in 3 – 2 – 1 – 0.”

The students stop all the chatter and copy down the quote of the day from the screen:

“Segregation...not only harms one physically but injures one spiritually...it scars the soul...it is a system which forever stares the segregated in the face, saying “You are less than...You are not equal to...” --- Martin Luther King, Jr.

Mr. Shell then calls Quincy by name to read the quote aloud. Troy raises his hand to ask a question about the video they watched the day before. Mr. Shell explains that the quote and word of the day go with the documentary they began watching yesterday and they will complete the documentary today.

*queue 08:15.00*

**Shell:** “The word of the day is ‘segregation.’ This was covered in the documentary. I wanted to recall it to make sure you understood the information and it sticks with you. You’ll remember we talked about Jim Crow Laws yesterday and how those laws were set up, basically, taking away the rights of Black people after slavery was made illegal. Segregation was one of those laws. So when you see historical pictures of water fountains that say ‘Whites Only’, ‘Colored Over Here’, or the separation of bathrooms; Black people couldn’t go to libraries, public pools, certain

**schools, and couldn't live certain places** – that was because of segregation. The laws specifically stated that, mainly in the South, that Black people could not live equally as Whites.”

11:00

Mr. Shell resumes the video from yesterday. The documentary entitled “13<sup>th</sup>” resumes with commentary from Jelani Cobb, Van Jones, Michelle Alexander and others describing inequities in policing, civil rights, and social justice, accompanied by images of police brutality (e.g. Oscar Grant, Eric Garner, Tamir Rice, Philando Castille, etc.) The Black Lives Matter Movement is described as an initiative to humanize people traditionally mistreated by the criminal justice system with the intention of humanizing all people. The students watch intently. As the video ends, a student distributes agree/disagree cards for whole class responses.

*queue 20:28.00*

**Shell:** “Class excerpt number 54, (turns to a student and addresses him directly) will you read that sentence for us?”

**Student:** “Police violence isn’t the problem itself. It is a reflection of a much larger system of racial and social control.”

**Shell:** “Our word of the day? Mass Incarceration.”

11:07

Mr. Shell announces that the daily ritual is about to begin and asks Troy if he will lead the class in the activity. Troy agrees.

**Troy:** “Sankofa!”

**All:** “King!”

**Troy:** “Sankofa!”

**All:** “King!”

**Troy:** “Sankofa!”

**All:** “King!”

**Troy:** “I am because we are.”

**All:** “I am because we are.”

**Troy:** “We are because I am.”

**All:** “We are because I am.”

**Troy:** "Let the circle be unbroken."

**All:** "Let the circle be unbroken."

**Troy:** "What 'hood we rep'?"

**All:** "Brotherhood!"

**Troy:** "What 'hood we rep'?"

**All:** "Brotherhood!"

**Troy:** "What 'hood we rep'?"

**All:** "Brotherhood!"

**Troy:** "What 'hood we rep'?"

**All:** "Brotherhood!"

Troy complains that not everyone is participating as fully as they should. Another student, Sean T., takes over the call and response sequence with more enthusiasm. Mr. Shell looks on disapprovingly and tells them to get serious.

**Shell:** "C'mon Sean T.!"

**Sean T.:** "Ashe!"

**All:** "Ashe!"

**Mr. Shell:** "Alright, let's hit 'em."

**Sean T.:** "C'mon. (Speaking to classmates) We're going to show him what we do. (Now speaking to me) What's your name?"

**Me:** "Mr. Dunford."

**Quincy:** "Dunford? Look at this Dunford!"

The students stand in a circle, drop facedown to the floor and begin to do pushups. These pushups appear to be equal parts fitness and performance, because when they reach the highest point of the exercise they lift on hand off the floor and slap hands with the person in front of them. The students seem excited about me watching them do high-five pushups.

While the students do this, Mr. Shell speaks quietly with the Omarion who is still seated, and attempts to lift his spirits. Soon, the ritual is finished and Mr. Shell directs them back toward the circle for the next activity.

**Quincy:** (To Shell) Can we get some candy now?

**Shell:** “You know what it is. Time for the Quiet Game.”

*queue 25:15.00*

11:10

Mr. Shell projects discussion topics on the screen for the students to express agreement and/or disagreement on. Omarion has distributed red and green cards his classmates.

**Shell:** “We’re about to have our academic discussion. First statement: ‘Our current prison system is fair and treats people equally.’ Do you agree or disagree?”

All the students raise red colored cards indicating their disagreement.

**Shell:** “Can you tell me why you disagree?”

On the back of the cards are sentence stems: “I agree/disagree with \_\_\_\_\_ because...” and the students use them to further express their opinions. After Quincy offers his opinion, Mr. Shell asks the students to use the cards and sentence stems to indicate whether they agree or disagree with Quincy and why.

**Shell:** “It’s okay to have an opinion brother. We can disagree we each other and still respect one another, right?”

Mr. Shell calls separately upon Omarion and Sean T. to respond to the topic. Sean T. speaks confidently about a peace treaty (referring to the end of the Civil War and Reconstruction) and how the newly freed slaves sought prominent positions in society. He continued making the point that many former slave owners and property holders were against this new trend and chose terror as a means to restore subservency. Mr. Shell expressed special appreciation for Sean T’s analysis.

**Shell:** (Prompt 2) “In the US the only reason people are incarcerated, meaning imprisoned, is to keep society safe. Do you agree or disagree?”

Troy offers his opinion first, then Quincy raises his card in disagreement with Troy. Anthony and Sean T. also raise their cards and add their opinions. The students are fully engaged in the discussion, but in their unique, often fidgety and playful ways. Mr. Shell allows the students to joke and cajole each other in moderation as it is apparent this is their preferred mode of learning and understanding. A student jumped out of his seat, ran to the door, opened it and stood with his behind facing the hallway. He grimaced and Mr. Shell thanked him for relieving himself respectfully.

The discussion had to be cut short due to the shortened Friday schedule, and some of the students protested with groans and exasperated body language in their chairs.

Mr. Shell distributed a lesson evaluation form to the students for them to enter comments in their journals. He tells them it won't be graded, but he needs to know how well they thought the lesson went and what could be done to improve it. They immediately cease talking and all horseplay and begin writing. One minute later the bell rings indicating they must transition to their next class. Mr. Shell assures the students they will finish the work on Monday. Four students put back their notebooks and pencils and leave right away while two others lag behind to look at some information posted on the wall.

*queue 38:00.00*

### 8<sup>th</sup> Grade MDP

11:25

Students begin filtering in for the next class. Instrumental hip-hop music plays softly in the background as they walk through the door, greet each other and Mr. Shell, and walk toward their seats. A couple of students notice the video queued on the screen and informally ask Mr. Shell about the agenda before the rest of their classmates arrive. Twelve students gradually settle into the classroom, some of them pushing and cursing at each other, accusing each other for various things and making threats. The unruly behavior suggests that many of them enter the class with varied levels of stress from the period before and/or from the hallways in transition. Mr. Shell's calm, yet authoritative demeanor is a consistent and predictable part of the classroom and is in stark contrast to the unpredictable antics of the entering youth.

*queue 40:40.00*

At the sound of "1-minute left" tardy warning bell, Shell reminds the students to get their notebooks and something to write with. He repeats this reminder with individual students and to the entire class five more times over three minutes ensuring all the students have sufficient time to gather their materials and be prepared for the day's lesson.

*queue 43:45.00*

**Shell:** "The Quiet Game starts in 5 – 4 – 3 – 2 – 1 – 0!" The students exchange glances during the countdown realizing the chatting has to end. Almost everyone stops talking and gets to work, but two students continue talking. Four students raise their hands high trying to get Mr. Shell's attention.

**Shell:** (To the two off-task and talking students.) "You're out. You're out."

**Talking Student 1:** (Seemingly surprised) "Aaahhwww! No! We're sorry, we're sorry, we're sorry!"

**Shell:** (Calmly) "Don't do that."



**Talking Student 1:** (Frantically) “Shell, we’ll stop! Please!?! I did not know!”

Mr. Shell mercifully allows the students to remain in the class despite their breaking the quiet game norm. Three more students enter the classroom, sit quietly and begin to write the word of the day. The classroom volume decreases dramatically (about 90%) until it is completely quiet. The only sounds are the music playing in the background and Mr. Shell’s calm, stately, and reassuring baritone voice reminding students of the short class period and granting permission to the restroom.

11:38

All the students are fully engaged in the lesson, copying down the quote of the day and looking at the materials Mr. Shell distributed (Unit 3, Lesson 1 Assessment, the 7 Principles of Ma’at, and a flyer for a free lecture and performance at MOAD). Student 1 left the classroom momentarily, returned, and got the paperwork from Mr. Shell. Mr. Shell noticed he could hear the music coming from one hooded student’s earphones. He told him he could hear the music and asked him to put the earphones away. The student offered a bogus explanation, saying his phone wasn’t on. Mr. Shell insisted that he take the earphones out and turn off the music. The student complied.

*queue 55:45.00*

**Shell:** “Alright Kings, we have a short day today so we’re going to skip rituals. Take a look at these two sheets of paper.”

Mr. Shell directs their attention to the fliers, informs them of the field trip to see the spoken word performer at the Museum of the African Diaspora (MOAD) the following day, and gives them details on how they can attend. He then explains they have 10 minutes to complete the assessment on the 7 principles of Ma’at and asks the students if they have any questions before they begin. There are no questions, so he instructs them to get started and begins walking around the room to check on their progress.

11:46

The students show signs of restlessness as they continue with the project, asking Mr. Shell more questions, asking to be excused to the restroom, complaining about being hungry, averting their eyes from their work to look around the classroom, and arguing and poking each other. Mr. Shell asks them to stay focused and reminds them there are only 5 minutes remaining.

*queue 1:04:40.00*

11:53

Three students have now left the classroom, and four of the nine remaining students have begun looking around the room, making silly faces/gestures at each other, and giggling. The students seated directly across from Mr. Shell sees this behavior and complains to Mr. Shell saying other students aren’t focused. It appears he wants to do the same but Mr. Shell won’t allow it. Mr. Shell tells him to mind his business and get back to work. He announces there is one more minute left. One student is increasingly disengaged, deliberately drops his pencil on the floor and

rolls around under his desk to pick it up. The student with the earphones begins giggling and tries to disguise his laughter by coughing.

11:58

Mr. Shell asks a student to collect the assessments and he does so quietly, but pokes another student as he does so. The student throws a pencil at him. The distributor student picks the pencil up off the floor, returns it to him quietly, and returns to his desk. They appear to be friends.

*queue 1:14:30.00*

12:00

Mr. Shell briefly names the first and second phases of African-American history, Ma'at and Maafa respectively, and plays a video clip from "Roots" of a runaway slave being captured and beaten with a whip. The students are completely silent as they watch the video. The bell rings for the next class to begin and the student with the earphones complains that he has to leave just as the good part began. All the students go to Mr. Shell's table to get snacks as they leave class.

## Preliminary Estimate of Mr. Shell's Expertise in Rodriguez et. al. Practices 19 and 20

### Excerpt of Draft CAPs Expertise Scale, Rodriguez et al. (2004)

	<b>CAPs Instructional Practice</b>	<b>Novice 1</b> <i>Lacks coherent sense of overall task, treats each situation as new, looks for appropriate rules to follow, needs forecast of expected outcomes, does not rely on prior experience, requires textbook examples, rules and guidelines determine responses. (Lyon, 2015)</i>	<b>Advanced Beginner 2</b> <i>Perceives similarity of concrete situations with prior examples of the same experience, less dependent upon action guidelines, keenly attuned to feedback, focused on examples set by colleagues and mentors, newly able to diagnose issues yet still dependent on rules. (Lyon, 2015)</i>	<b>Competent 3</b> <i>Adopts a hierarchical process of decision making, has sense of when using rules is appropriate and when rules provide diminishing returns and may be disregarded, becomes vested in outcomes resulting from actions, views, reflection and evaluation as increasingly important. (Lyon, 2015)</i>	<b>Proficient 4</b> <i>Intuitively organizes and understands tasks, thinks analytically about what to do, recognizes situations and simultaneously judges them to be similar or dissimilar to previous experiences and acts according to what has succeeded in the past, situations guide responses. (Lyon, 2015)</i>	<b>Expert 5</b> <i>Fully engaged in fluid, efficient performance, responsive to context, based on previous situations, without obvious thought, responses are reactive rather than studied and premeditated, focuses more on intuition than the calculations. (Lyon, 2015)</i>
19.	Rigorous lessons are scaffolded to the cognitive, social, and academic development levels of culturally diverse students (CDS). Culturally mediated activities use symbols, thoughts, cognitive processes, and social contexts derived from students' cultures. Teachers engage students in activities specific to their own experiences. (Rodriguez et al., 2004, pp. 47-48, 52-53)	a. Reviews lesson scaffolding research related to CDS' levels of cognitive, social, and academic development b. Reviews research on ways symbols, thoughts, social contexts, and cognitive processes mediate activity c. Finds ways to catalog and learn students' experiences	a. Identifies and examines strengths and weaknesses of past scaffolding efforts with colleagues/mentors b. Relates research findings to students' cultures and obtains colleague/mentor feedback on activity plans c. Deeply perceives students' cultural & life experiences	a. Develops lesson scaffolding strategies to accommodate CDS' cognitive, social, and academic development b. Utilizes colleague/mentor feedback to design student culture specific, culturally mediated learning activity c. Uses students' experiences to design learning activities	a. Scaffolds rigorous lessons to the CDS' cognitive, social, and academic levels of development b. Uses symbols, thoughts, cognitive processes, and social contexts of students' cultures to mediate activity c. Engage students in activity specific to their experience	a. Helps CDS to identify scaffolding needs aligned with their cognitive, social, and academic development b. Reveals the impact of cultural symbols, thoughts, cognitive processes, and social contexts on activities c. Guides student reflection and discussion of activities
20.	Status equalization affirms the value of the students' primary languages and cultures (PLC) as well as dominant language and culture (DLC). Teachers develop self-regulation among learners by envisioning them as capable and competent of making and setting goals, motivating themselves, and monitoring their own learning. (Rodriguez et al., 2004, pp. 48, 52-53)	a. Considers concept of status equalization and examines tensions between PLC/DLC b. Reviews studies correlating teacher expectations and student performance c. Consults literature on self-regulation/motivation and role of goal making/setting & self-monitored learning	a. Receives colleague/mentor guidance on most effective use of status equalization b. Analyzes high expectations instruction and the student performance data it yields c. Identifies best practices from examples of self-regulation/motivation instructional strategies	a. Imbues teaching and learning practices with status equalization theory b. Adjusts instructional style to reflect vision of students as capable and competent c. Incorporates student goal-making/setting & progress monitoring strategies into daily instructional practice	a. Uses status equalization to affirm students' PLC value as well as the value of DLC b. Lauds students' capabilities & competence with regular recognition by the students c. Develops learners' self-regulation and motivation by helping them make/set goals and monitor learning	a. Encourages students to affirm value of each others' PLC and value of DLC b. Cultivates a collaborative climate with performance recognition by the students c. Provides students with tools to enhance peers' goal-making/setting and progress-monitoring skills

Instructional practices observed during a lesson are aligned with the sub practices of the CAPs expertise scale at the most similar levels of expertise (Novice 1, Advanced Beginner 2, Competent 3, Proficient 4, and Expert 5). The teacher's CAPs expertise is assigned to the highest level observed during the lesson. Mixed levels of sub practice expertise within the same practice yield a "+" or "-" rating modification depending upon the points mean ( $\bar{x}$ ). The percent of subpractice occurrence within the lesson timeframe is used to determine the degree of expertise within each level as follows: < 12.5% = Adequate, 12.5-25% = Moderate, > 25% = Strong. Unobserved sub practices do not impact the mean percent of practice. Overall expertise rating is expressed as the mean percent of sub practice occurrence and the mean sub practice expertise level.

### Rodriguez et al. CAPs practice 19:

**19-4a.** = Scaffolds rigorous lessons to the culturally diverse students' cognitive, social, and academic levels of development:

#Occurrences/#Minutes	Occurrence Frequency	Percent of Practice	Expertise Level
16/60	once every 3.75 minutes	0.27	Proficient

**19-4b.** = Uses symbols, thoughts, cognitive processes, and social contexts of students' cultures to mediate activity:

#Occurrences/#Minutes	Occurrence Frequency	Percent of Practice	Expertise Level
41/60	once every 1.46 minutes	0.68	Proficient

**19-5c.** = Guides student reflection and discussion of activities:

#Occurrences/#Minutes	Occurrence Frequency	Percent of Practice	Expertise Level
12/60	once every 5 minutes	0.20	Expert

Mean Percent of Practice	Overall Expertise Rating
38.3%	Strong Proficient+

### Rodriguez et al. CAPs practice 20:

**20-4a.** = Uses status equalization to affirm students' PLC value as well as the value of dominant language and culture:

#Occurrences/#Minutes	Occurrence Frequency	Percent of Practice	Expertise Level
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10/60	once every 6 minutes	0.17	Proficient
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**20-4b.** = Lauds students' capabilities & competence with regular recognition of performance:

#Occurrences/#Minutes	Occurrence Frequency	Percent of Practice	Expertise Level
20/60	once every 3 minutes	0.33	Proficient

**20-4c.** = Develops learners' self-regulation and motivation by helping them make/set goals and monitor learning:

#Occurrences/#Minutes	Occurrence Frequency	Percent of Practice	Expertise Level
32/60	once every 1.86 minutes	0.52	Proficient

Mean Percent of Practice	Overall Expertise Rating
34%	Strong Proficient

For comparative purposes, this study averages the sub practices percents of practice to assign an overall expertise rating. Six CAPs sub practices were observed during Mr. Shell' lesson, with five rated in the proficient range and one in the expert range. As such, his practice can be characterized by **overall CAPs expertise ratings of "Proficient" for Rodriguez et al.'s CAPs instructional practice 19 and "Proficient" for Rodriguez et al.'s CAPs instructional practice 20.**

Mr. Shell's lesson pacing, student engagement, student rapport, and classroom community are very strong. The strength of the learning environment suggests that an overall rating of expert could be achieved with minor adjustments to lesson design and class routines.

**Classroom Observation, 11/7/17, J. Smiley**  
**Rocky High School, English Language Development 1 Gr. 9-12**  
**Ladson-Billings & Gay in Aronson & Laughter Practice 2; Bui & Fagan Practices 5 and 6**

Ladson-Billings & Gay in Aronson & Laughter Practice 2

Engage students in critical reflection about their own lives and societies. Use inclusive curricula and activities to support analysis of all the cultures represented. Students learn about their own and others' cultures and develop pride in their own and others' cultures. (Ladson-Billings & Gay in Aronson & Laughter, 2016, p. 165)

Bui & Fagan practices 5 and 6

5. Assess if students have an accurate and appropriate amount of prior knowledge about a topic. Integrate strategies (e.g., predictions, word webs) that will teach necessary background knowledge to help students interact with content on a personal level. Allow students to rephrase content in their dominant language or use visuals to supplement their verbal retells. (Bui & Fagan, 2013, pp. 65-66)

6. Incorporate multicultural text into the curriculum and give students the opportunity to work collaboratively as often as possible. These two strategies build home-school connections and a sense of community and caring in the classroom which may improve students' affect and attitude toward learning. (Bui & Fagan, 2013, p. 67)

**Smiley:** Good morning students! (very few responses, some other languages spoken) Let me say that again, good morning students!?! (A louder good morning) That's better.

She begins the Do Now exercise with an image of a boy plastering glass bottles on the side of a building and asks what they see.

**Student 1:** How do you say botela in English?.....

About 17 students are arranged into five table groups of 3-4. A Chinese-language-speaking par educator assists a group of Chinese students with their work. There is plenty of talking in many languages, some students speak more loudly than others (especially the Spanish speaking boys). Students seem to be grouped according to language similarities, with Asian students and Latino/a students seated together. Ms. Smiley walks from group to group assisting the students as needed, even speaking a few words of their language.

9:40

A chime sounds and group student work ends. Ms. Smiley returns to the white board and diagrams sentences; I see \_\_\_\_\_, what/who \_\_\_\_\_...

Asks students to stand in a circle in the center of the room and answer the questions she wrote on the board. Says, "Please repeat: What do you see? What do you think?" Students repeat after her, and she arranges them into two parallel lines facing each other. She asks them to high five their partner and ask each other the "What" questions in English. There is a lot of conversation in multiple languages; it appears the students are trying to get comfortable using English. They smile at each other shyly as they try the language and accents. Two minutes later she rings a bell and she directs the lines to shift and the students to switch partners. Students are now out of their comfort zones and partnered with students who speak other languages. Some students hang onto each other in loose embraces as they transition. The bell rings again and they switch partners a second time, exchanging high fives again. She rings the bell again and tells them to thank their partners and sit down. They hurry back to their seats.

The students are now more focused, and Ms. Smiley asks them to volunteer answers on what they see. Students listen intently and use English to answer her questions.

**Smiley:** Is the wall strong?

Students: No

**Smiley:** Actually, it is quite strong as they are filled with sand.

She explains how there is no recycling program in Guatemala and the student is building a classroom wall. Holds up a sheet of paper with a drawing of a floor plan and asks the students what it is. There are many guesses, but one student says, "It's a classroom." Ms. Smiley agrees.

Ms. Smiley calls upon students by name, appearing to focus on the more talkative ones, to answer questions about the diagram projected on onto the screen. The floor plan is a rendering of their classroom.

**Smiley:** (pointing to an area on the floor plan) What is this?

**Random Student:** "Sofa!"

**Random Student 2:** "Armchair!"

**Random Student 3:** (in labored, thick Spanish accent) "Where is the pencil sharpener?"

**Smiley:** (enthusiastically repeats) Where is the pencil sharpener?!?

Ms. Smiley frantically attempts to respond to every student vocalization, constantly encouraging their engagement in the activity. They each have a copy of the diagram on their desks and they label each piece of furniture and classroom fixture. The paraeducator appears to be fluent in an Asian language (possibly Mandarin) and scaffolds the activity with the Chinese student group. There is a lot of student-to-student communication in class, and although it seems slightly chaotic, most of the students are fully engaged. Only two or three students lose focus momentarily, but Ms. Smiley calls them by name and they are re-engaged.

Ms. Smiley continues walking around the classroom pointing out items and identifying them, "The guitar is here," "The bookshelf is in the back," "The screen is in the front."

Two students get permission to go to the bathroom and return without incident. She calls the name of a quiet female student to answer a location question aloud. She does so, albeit quietly. A much louder Spanish speaking student talks in his group above his female classmate, and Ms. Smiley calls on him to give an answer aloud. He complies and the classroom is suddenly silent as he speaks. This young man is just talkative.

10:09

Ms. Smiley asks the students to take out their personal whiteboards as she distributes markers. Written on a poster on the wall is a prompt:

*There are six tables in the classroom. There is \_\_\_\_\_. There are \_\_\_\_\_.*

Students understand they are supposed to complete the sentences on their whiteboards. Ms. Smiley explains to a student “There are mucho, so you don’t have to write two.” Ms. Smiley fills in the blanks on the poster paper placed on the wall as she provides answers and explains the exercise. There are many posters on the walls for students to reference.

10:14

Smiley: Think about your classroom in China, in Guatemala, in El Salvador, in Brazil, and draw a picture of what is in it. How many students? How many chairs? Is there a teacher desk? Where is it?

**Female Student 5:** Speaks to Smiley in rapid Spanish and asks question about “escuela.”

**Smiley:** Yes, write about the items in your classroom in El Salvador.

Smiley distributes dictionaries to the students as they complete the assignment. Visits each group and clarifies the assignment, occasionally speaking Spanish “en la clase,” and other brief phrases to assist students. Simultaneously, the paraeducator assists a group of needier Chinese students seated in a cluster of tables in a similar fashion. Smiley monitors student work and offers assistance in English, asking clarifying questions like “Is this a table or two desks,” and “Wow, look at all of this! Are these doors? Is this the front? Where is your seat? Do you like the back or the front? Where is (calls the student by name)’s chair?” She asks student the difference between a broom and mop, mentions whether or not it uses water, and draws an image of a broom on a poster on the wall and labels it “broom.”

Ms. Smiley has very high energy as she visits one student group after another and sketches more items on the board with labels (screen, and flag). She asks a group “How many students are in your class” and writes the number 56 on the board. The students work very hard to complete the assignment. One student, visibly tired, exclaims “Ms. Smiley, I’m finished.” Another student asks her (in Spanish) if he can open the door because he is hot. She responds “Yes, you can open the door,” and he does. She rings a bell for the students to stop and calls the students by name to refocus.

10:30

Ms. Smiley projects a copy of the worksheet on the screen and begins to explain it. Asks students to respond “Where are the lights? Above my \_\_\_\_\_.”

**Students:** “Above my head.” “Above the floor.” “Above the desks.”

Smiley: Write about your classroom using the prepositions in the box: in, on, next to, etc. Write full sentences.

Ms. Smiley visits table groups again offering assistance, occasionally clarifying English prepositions with Spanish “Circa,” and next to. She writes the word “forty” on a student’s whiteboard to assist him with his worksheet. She even speaks some Chinese words with students to help them understand. The students seem impressed and appreciate her effort. They begin chatting excitedly after she leaves their group. One of them even begins to bob his head, snap his fingers, hum, and dance a little to himself. Students work hard; one of them begins to stretch, another gets up and walks a few steps around his table group. They have spent a lot of energy.

10:38

Ms. Smiley rings a bell and announces it is time to clean up as the period is about to end. Most students continue working until the bell rings. There are many smiles and laughter as they dismiss, a couple students engage in light horseplay as they exit. The girl tattles on the boy to Ms. Smiley and she says “No, you are friends. You help each other!” It was a lighthearted exchange.



## Preliminary Estimate of Ms. Smiley's Expertise in Bui & Fagan Practices 4, 5 and 6:

Ladson-Billings & Gay in Aronson & Laughter #2; Bui & Fagan #5 and #6

	<b>CAPs Instructional Practice</b>	<b>Novice 1</b> <i>Lacks coherent sense of overall task, treats each situation as new, looks for appropriate rules to follow, needs forecast of expected outcomes, does not rely on prior experience, requires textbook examples, rules and guidelines determine responses. (Lyon, 2015)</i>	<b>Advanced Beginner 2</b> <i>Perceives similarity of concrete situations with prior examples of the same experience, less dependent upon action guidelines, keenly attuned to feedback, focused on examples set by colleagues and mentors, newly able to diagnose issues yet still dependent on rules. (Lyon, 2015)</i>	<b>Competent 3</b> <i>Adopts a hierarchical process of decision making, has sense of when using rules is appropriate and when rules provide diminishing returns and may be disregarded, becomes vested in outcomes resulting from actions, views, reflection and evaluation as increasingly important. (Lyon, 2015)</i>	<b>Proficient 4</b> <i>Intuitively organizes and understands tasks, thinks analytically about what to do, recognizes situations and simultaneously judges them to be similar or dissimilar to previous experiences and acts according to what has succeeded in the past, situations guide responses. (Lyon, 2015)</i>	<b>Expert 5</b> <i>Fully engaged in fluid, efficient performance, responsive to context, based on previous situations, without obvious thought, responses are reactive rather than studied and premeditated, focuses more on intuition than the calculations. (Lyon, 2015)</i>
2.	Engage students in critical reflection about their own lives and societies. Use inclusive curricula and activities to support analysis of all the cultures represented. Students learn about their own and others' cultures and develop pride in their own and others' cultures. (Ladson-Billings & Gay in Aronson & Laughter, 2016, p. 165)	a. Investigates all aspects of students' lives and society b. Reviews inclusive curricula use, activities, and methods c. Seeks genuine, historically-accurate sources of student cultures (customs, values, contributions, language)	a. Lists life and societal issues linked to students' success b. Selects curricula inclusive of all the students' cultures c. Invites culture leaders and elders to supplement and authenticate sources for student instruction	a. Presents list to students for feedback and refinement b. Obtains feedback from peer evaluators for refinement c. Conducts lessons on all students' cultures with regular collaboration with culture leaders and elders	a. Engages students in critical reflection of life and society b. Uses curricular activities to support analysis of cultures c. Supports student learning about their own and others' cultures to develop pride and mutual respect	a. Facilitates discussion and activism about societal ills b. Referees culture analyses for objectivity and respect c. Helps students transform cultural pride to ownership and an obligation to carry heritage toward progress
5.	Assess if students have an accurate and appropriate amount of prior knowledge about a topic. Integrate strategies (e.g., predictions, word webs) that will teach necessary background knowledge to help students interact with content on a personal level. Allow students to rephrase content in their dominant language or use visuals to supplement their verbal retells. (Bui & Fagan, 2013, pp. 65-66)	a. Review academic content proficiency standards and assessment strategies b. Learn the rationale about background knowledge strategies like prediction, discussion, and word webs c. Refer to studies on use of student dominant language and visuals in verbal retells	a. Analyze assessment types and student work samples to determine compatibility b. Attend background knowledge strategies workshops and investigate relevance to students' personal lives c. Observe lessons using student dominant language and visuals in verbal retells	a. Select assessments best suited to students' work and communication styles b. Relate students' personal experiences to academic content & use background knowledge strategies c. Use student data to design verbal learning retells with dominant lang. and visuals	a. Assess students' accurate and appropriate prior knowledge about a topic b. Utilize strategies that teach background knowledge to help students interact with content on a personal level c. Helps students use dominant language and visuals to supplement verbal retells	a. Review assessment results w/ students to confirm reliability and plan next steps b. Create forums so students exchange experiences and make personal connections to background knowledge c. Fosters student discussions in dominant languages and collaborative visuals design
6.	Incorporate multicultural text into the curriculum and give students the opportunity to work collaboratively as often as possible. These two strategies build home-school connections and a sense of community and caring in the classroom which may improve students' affect and attitude toward learning. (Bui & Fagan, 2013, p. 67)	a. Compare and contrast multicultural text choices b. Review methods to support student collaboration c. Review data relating home-school connections to class climate, student affect, attitude, and achievement d. Examine students' affect & attitude toward learning	a. Choose texts that support home-school connections b. Select methods to support student collaboration c. Obtain colleague/mentor feedback on home-school connections and alignment with research data d. Identify factors impacting student affect & attitude	a. Rank texts by relevance to students' communities b. Create system to support student collaboration c. Use feedback to design lessons that strengthen home-school connections and sense of community d. Minimize negative and maximize positive factors	a. Incorporate multicultural texts into the curriculum b. Give opportunities for frequent collaboration c. Strengthen home-school connections and a sense of community and caring in the classroom d. Improve students' affect & attitude toward learning	a. Guide student dialogue of text relevance to learning b. Monitor and refine student collaboration c. Conduct student evaluation of lesson effectiveness and the connectedness to home community experiences d. Gather student feedback to improve affect and attitude

Instructional practices observed during a lesson are aligned with the sub practices of the CAPs expertise scale at the most similar levels of expertise (Novice 1, Advanced Beginner 2, Competent 3, Proficient 4, and Expert 5). The teacher's CAPs expertise is assigned to the highest level observed during the lesson. Mixed levels of sub practice expertise within the same practice yield a "+" or "-" rating modification depending upon the points mean ( $\bar{x}$ ). The percent of subpractice occurrence within the lesson timeframe is used to determine the degree of expertise within each level as follows: < 12.5% = Adequate, 12.5-25% = Moderate, > 25% = Strong. Unobserved sub practices do not negatively affect the mean percent of practice. Overall expertise rating is expressed as the mean percent of sub practice occurrence and the mean sub practice expertise level.

### Ladson-Billings & Gay in Aronson & Laughter Practice 2:

**2.4a** = Engages students in critical reflection of life and society:

#Occurrences/#Minutes	Occurrence Frequency	Percent of Practice	Expertise Level
1/70	Once every 70 minutes	1.4%	Proficient

**2.4b** = Use inclusive curricula and activities to support analysis of all the cultures represented:

#Occurrences/#Minutes	Occurrence Frequency	Percent of Practice	Expertise Level
9/70	Once every 7.8 minutes	12.9%	Proficient

**2.4c** = Students learn about their own and others' cultures and develop pride in their own and others' cultures:

#Occurrences/#Minutes	Occurrence Frequency	Percent of Practice	Expertise Level
7/70	Once every 10 minutes	10%	Proficient

Mean Percent of Practice	Overall Expertise Rating
8.1%	Adequate Proficient

**Bui & Fagan CAPs practice 5:**

**5.4a** = Assess if students have an accurate and appropriate amount of prior knowledge about a topic:

#Occurrences/#Minutes	Occurrence Frequency	Percent of Practice	Expertise Level
10/70	Once every 7 minutes	14.3%	Proficient 4

**5.4b** = Integrate strategies (e.g., predictions, word webs) that will teach necessary background knowledge to help students interact with content on a personal level:

#Occurrences/#Minutes	Occurrence Frequency	Percent of Practice	Expertise Level
32/70	Once every 2.2 minutes	45.7%	Proficient 4

**5.5c** = Fosters student discussions in dominant languages and collaborative visuals design:

#Occurrences/#Minutes	Occurrence Frequency	Percent of Practice	Expertise Level
10/70	Once every 7 minutes	14.3	Expert 5

Mean Percent of Practice	Overall Expertise Rating
<b>24.8%</b>	<b>Moderate Proficient+</b>

Analysis of Ms. Smiley's instructional practice within level 5 "Expert" reveals occurrences of sub practice 5c: "Fosters student discussions in dominant languages and collaborative visuals design," and increases her expertise rating. Regular discussions in students' home languages between students, the teacher, and the paraeducator within the language-based small learning groups are examples of this.

**Bui & Fagan CAPs practice 6:**

**6.5a** = Guide student dialogue of text relevance to learning:

#Occurrences/#Minutes	Occurrence Frequency	Percent of Practice	Expertise Level
7/70	Once every 10 minutes	10%	Expert 5

**6.5b** = Monitor and refine student collaboration:

#Occurrences/#Minutes	Occurrence Frequency	Percent of Practice	Expertise Level
15/70	Once every 4.7 minutes	21.4%	Expert 5

**6.4c** = Strengthen home-school connections and a sense of community and caring in the classroom:

#Occurrences/#Minutes	Occurrence Frequency	Percent of Practice	Expertise Level
14/70	Once every 5 minutes	20%	Proficient 4

**6.4d** = Improve students' affect and attitude toward learning:

#Occurrences/#Minutes	Occurrence Frequency	Percent of Practice	Expertise Level
15/70	Once every 4.7 minutes	21.4%	Proficient 4

Mean Percent of Practice	Overall Expertise Rating
<b>18.2%</b>	<b>Moderate Proficient+</b>

Analysis of Ms. Smiley's instructional practice within level 5 "Expert" reveals occurrences of sub-practices 6a: "Guides student dialogue of text relevance to learning," and 6b: "Monitors and refines student collaboration."

**Classroom Observation, 11/9/17, L. Jolly**  
**Belltower HS, Advisory Gr. 12**  
**Langlie Practice 13**

Langlie practice 13:

13. Student/teacher relationships are fluid and are not limited to the formal classroom setting. Teachers communicate with parents and provide personal counseling to students, and tutor and provide academic counseling to students for 30 minutes or more each week. (Langlie, 2008, pp. 66, 102)

1:45

**Jolly:** “Good afternoon students!”

**Several students:** (In unison) “Good Afternoon Ms. Jolly.”

Principal Gutierrez addresses the entire school over the PA system about an assembly for 11<sup>th</sup> grade students. The students settle into their desks and prepare for the class. The desks are arranged into five forward-facing columns of 6 desks with aisles in between. There are 18 students in the class, 100% of them are African-American.

Ms. Jolly introduces the students to the visitors, Ms. Aurora Johnson (an African American woman) and myself, and we briefly tell them who we are and why we’re present. On the screen is projected an explanation of a scholarship application from the National Sorority of Phi Delta Kappa, Inc. Ms. Jolly gives a brief description of the scholarship while distributes the 8-page packet to all of the students assembled. Ms. Jolly monitors the students’ activities as they receive the packets, instructing students remove hats and hoods, and put away cell phones and other distracting materials.

**Jolly:** “Anybody who does not want to follow this today, I will give a pass to room 200. Each and every one of you need something to write with. You need a pen or a pencil.”

She employs a combination of physical proximity to the students, non-verbal gestures and expressions, and vocal commands (“Have a seat,” “Put your phone away please,” etc.) to communicate her expectations to the class.

**Jolly:** “You guys listen up. This application is no joke. Ms. Johnson is taking out the time of her day to tell you just how to fill it out, just what to write down. It not as self-explanatory as you might think. These things gets scored by a committee that reads every application that comes in and the committee decides, based upon how the application is filled out, who gets the scholarship. So if you’re following her lead today, you guys might end up with the money.”

1:49

Ms. Johnson takes position in the front of the classroom and explains the process of completing the scholarship application.

**Student (Khalil):** “Uh, does it have to be in pen?”

**Ms. Johnson:** “Yes, it does Khalil.”

**Jolly:** “You guys can use these as work copies so that you have a copy of what you need to do, and I’ll give you a fresh copy.”

**Khalil:** “I’m gonna be your test copy, right?”

**Jolly:** “What I’m trying to do is make sure you know how to do it and that it gets done properly. Use this as a work copy. Fill it out as she’s telling you, you can fill it out in pencil, and then when I give you fresh copy you just copy everything over again. That way you don’t make a mistake.”

**Khalil:** “That’s cool!”

As Ms. Jolly works her way through and around the students, a male student inadvertently brushes against a female student and apologizes in a crude way. Ms. Jolly recognizes the young man’s indiscretion and asks him if he can rephrase himself. The student revises his statement and says, “Excuse me my queen, I’m sorry.”

Ms. Jolly allows Ms. Johnson to make her presentation and field questions as they arise. When the students get a little too loud Ms. Jolly interrupts with an authoritative, “Excuse me?!? Excuse me! Thank you,” and the students quiet down. The students have begun chatting excitedly about their career aspirations and how they relate to possible college majors. As the volume increases some of the chatter veers off topic.

**Jolly:** “Hold on Ms. Johnson -- hold on Ms. Johnson. Chico and Charles...”

**Charles:** (In a deliberately audible mutter) “What did I do?”

**Jolly:** ... would you gentlemen like to go to room 200?

**Charles:** (Mumbles barely-decipherable utterance) “Why you always wanna (indcipherable) at me? I get my application too right?”

**Jolly:** “If not, sit here without the comments.”

**Charles:** “What did I say though?”

**Chico:** “Charles didn’t say nothin’, that was me though.”

**Jolly:** “Without the comments -- without the comments. Ms. Johnson doesn’t have to be here. She’s not being paid to be here. She wants to make sure some black kids get a scholarship. Okay?”

**Chico:** “Okay.”

**Jolly:** “So let’s give her the respect.” (She turns to Ms. Johnson) “Okay, go ahead.”

Both students stayed in the classroom and continued completing the scholarship applications.

Ms. Johnson asked the students to raise their hands if they participated in honors courses and Ms. Jolly chimed in saying, “Raise your hands high.” The students instantly did so. Ms. Jolly periodically assisted Ms. Johnson in clarifying the information and polling the students. Ms. Johnson paused for a moment while students entered information about their participation in extra-curricular activities.

**Charles:** “Ms. Jolly?”

**Jolly:** “Yes?”

**Charles:** “What was that mentor thing we did last year?”

**Jolly:** “Oh yes. You were a middle school mentor at Everett Middle school, so you would list that.”

**Johnson:** “Are any of you in youth government here?”

**Jolly:** “Yes. If you meet with Mr. Gutierrez, the youth leadership – who’s in the leadership with Gutierrez?”

**Female Student:** “That’s Student Advisory Council.”

**Johnson:** “Yes, that’s student government. (In a louder voice) If you’re a part of student government list it.”

Ms. Johnson continued encouraging the students to list extracurricular activities and asked the students if there were other activities on campus. By this time many more students were talking with each other and did not give her a response. Ms. Johnson stopped speaking mid-sentence.

**Jolly:** “Do you know why she stopped talking? Somebody tell me why she stopped talking.”

One of the students replied, “Because we are talking too much.” The class quieted down and Ms. Johnson continued offering other options for extracurricular activities like cheerleading and Black Student Union. Ms. Jolly also offered a few options like debate club, and Mission BIT.

**Female Student:** “So, if you were a tutor that would be included?”

Ms. Johnson clarified the student’s question and directed the rest of the class to other places on the application where that activity and others like it could be entered.

2:14

Ms. Johnson walks the students through the application completion process step-by-step and page-by-page. Ms. Jolly continues to manage the classroom climate and assist Ms. Johnson with the documents and the document camera. Students remain engaged and respectful, raising their

hands when they have questions and making appropriate comments until the applications are complete.

**Charleston:** Do they need your SAT scores?

**Ms. Jolly:** “Let me do this real quick before the bell rings. Those of you with a 2.0 and higher raise your hands. Keep your hands up (she quietly counts the students). Those of you with a 3.0 or higher raise your hands up. Raise them higher (she counts again). Those of you with a 3.4 and higher raise your hands (she counts). And those of you with a 4.0 raise your hands.”

A student shouts out “Agoun,” the name of the highest achieving student in the class, and most other students utter a collective “Aaaaahhh!” in respectful acknowledgment. Ms. Johnson says she’d like to meet with him after class. As the period quickly comes to a close, the volume of class chatter increases and Ms. Johnson once again must raise her voice so her final instructions can be heard. Ms. Jolly intervenes again shouting, “Hey! We’re not done!” and the students quiet down. “Here we go!” says Jolly, and Johnson completes her presentation.

**Jolly:** “And when is it due?”

**Johnson:** “It is due January 15<sup>th</sup>.”

**Female Student:** “Ain’t that Martin Luther King’s birthday or somethin’ like that?”

2:20

The bell rings. As the students exit, one student says loudly, “Bitch shut u...” and Ms. Jolly immediately calls him by name saying, “AJ, come back in here.” There is a collective “OOOOHHHH,” by the remaining students. Reluctantly, AJ returns to Ms. Jolly’s desk and tries to explain his way out of his foible. She eventually accepts the half-hearted apology and dismisses him. Several students including Charleston remain in the class after dismissal and Ms. Jolly ushers them to her office next door for additional assistance. As she exits the classroom multiple students greet her and she replies, “How you doin’ baby? Good to see you!” Two to three students await Ms. Jolly at her office door as she approaches to receive further guidance. It is apparent she is well respected and loved.

2:27

Ms. Jolly escorts Ms. Johnson back to her office next door. They are followed by a short procession of several other students who need to see Ms. Jolly for various reasons. Ms. Jolly settles in at her desk and addresses the students’ needs as they enter. This takes about fifteen minutes. Despite the relatively small class size, it is clear that the 30-minute, three-day per week advisory period is not long enough to fully support the students. This helps explain why she makes herself available all day, every day, and borrows the classroom next door to hold the class.

2:45

The last student leaves Ms. Jolly’s office.



## Preliminary Estimate of Ms. Jolly's Expertise in Langlie Practice 13

### Excerpt of Draft CAPs Expertise Scale, Langlie #13

	<b>CAPs Instructional Practice</b>	<b>Novice 1</b> <i>Lacks coherent sense of overall task, treats each situation as new, looks for appropriate rules to follow, needs forecast of expected outcomes, does not rely on prior experience, requires textbook examples, rules and guidelines determine responses. (Lyon, 2015)</i>	<b>Advanced Beginner 2</b> <i>Perceives similarity of concrete situations with prior examples of the same experience, less dependent upon action guidelines, keenly attuned to feedback, focused on examples set by colleagues and mentors, newly able to diagnose issues yet still dependent on rules. (Lyon, 2015)</i>	<b>Competent 3</b> <i>Adopts a hierarchical process of decision making, has sense of when using rules is appropriate and when rules provide diminishing returns and may be disregarded, becomes vested in outcomes resulting from actions, views, reflection and evaluation as increasingly important. (Lyon, 2015)</i>	<b>Proficient 4</b> <i>Intuitively organizes and understands tasks, thinks analytically about what to do, recognizes situations and simultaneously judges them to be similar or dissimilar to previous experiences and acts according to what has succeeded in the past, situations guide responses. (Lyon, 2015)</i>	<b>Expert 5</b> <i>Fully engaged in fluid, efficient performance, responsive to context, based on previous situations, without obvious thought, responses are reactive rather than studied and premeditated, focuses more on intuition than the calculations. (Lyon, 2015)</i>
13.	Student/teacher relationships (STR) are fluid and are not limited to the formal classroom setting. Teachers communicate with parents and provide personal counseling to students, and tutor and provide academic counseling to students for 30 minutes or more each week. (Langlie, 2008, pp. 66, 102)	a. Synthesizes list of informal STR-building strategies from educational research b. Reviews examples and guidelines of effective parent communication c. Seeks research on tutoring and personal/academic counseling strategies and their expected outcomes	a. Observes informal STR-building strategies of colleagues and mentors b. Obtains colleague/mentor feedback on parent communication practices c. Discerns initial differences in performance of students who are tutored/counseled and those who are not	a. Reflects upon observations and adopts informal STR-building best practices b. Uses feedback to refine parent communication and assess its effectiveness c. Identifies students' specific tutoring/counseling needs and creates a schedule to accommodate their growth	a. STR are fluid and are not limited to the formal classroom setting b. Personally counsel students and communicate with parents $\geq 30$ minutes/week c. Provide tutoring and academic counseling to students for 30 minutes or more each week	a. Requires students to share informal STR activities and the effects on their growth b. Seeks and honors parents' suggestions for ways to improve communication c. Helps students and their families monitor, assess, and improve effectiveness of tutoring/counseling

Instructional practices observed during a lesson are aligned with the sub practices of the CAPs expertise scale at the most similar levels of expertise (Novice 1, Advanced Beginner 2, Competent 3, Proficient 4, and Expert 5). The teacher's CAPs expertise is assigned to the highest level observed during the lesson. Mixed levels of sub practice expertise within the same practice yield a "+" or "-" rating modification depending upon the points mean ( $\bar{x}$ ). The percent of subpractice occurrence within the lesson timeframe is used to determine the degree of expertise within each level as follows:  $< 12.5\%$  = Adequate,  $12.5\text{--}25\%$  = Moderate,  $> 25\%$  = Strong. Unobserved sub practices do not impact the mean percent of practice. Overall expertise rating is expressed as the mean percent of sub practice occurrence and the mean sub practice expertise level.

**13.4a** = Student/teacher relationships are fluid and are not limited to the formal classroom setting:

#Occurrences/#Minutes	Occurrence Frequency	Percent of Practice	Expertise Level
22/60	Once every 2.7 minutes	36.7%	Proficient

**13.4b** = Teachers communicate with parents and provide personal counseling to students  $\geq 30$  minutes/week:

#Occurrences/#Minutes	Occurrence Frequency	Percent of Practice	Expertise Level
30/60	Once every 2 minutes	50%	Proficient

**13.4c** = Teachers tutor and provide academic counseling to students  $\geq 30$  minutes/week:

#Occurrences/#Minutes	Occurrence Frequency	Percent of Practice	Expertise Level
15/60	Once every 4 minutes	25%	Proficient

Mean Percent of Practice	Overall Expertise Rating
37.2%	Strong Proficient

The ratings in Langlie's sub-practices 13a, 13b, and 13c were averaged to calculate an overall expertise rating for observed practice. **Ms. Jolly's overall expertise rating is "Strong Proficient."**

\\\\\\

Feedback from Jolly:

1. Hold students accountable for the extended learning outside of the classroom
2. Be accessible at all times (evenings, weekends, etc.). Trust students and families with cell phone number.
3. Go back and check on students to make sure the tutoring is working.

**Classroom Observation, 12/6/17, R. Mohair**  
**Polity Middle School, Manhood Development Program Gr. 8**  
**Bui & Fagan Practices 5 and 6**

Bui & Fagan practices 5 and 6:

5. Assess if students have an accurate and appropriate amount of prior knowledge about a topic. Integrate strategies (e.g., predictions, word webs) that will teach necessary background knowledge to help students interact with content on a personal level. Allow students to rephrase content in their dominant language or use visuals to supplement their verbal retells. (Bui & Fagan, 2013, pp. 65-66)

6. Incorporate multicultural text into the curriculum and give students the opportunity to work collaboratively as often as possible. These two strategies build home-school connections and a sense of community and caring in the classroom which may improve students' affect and attitude toward learning. (Bui & Fagan, 2013, p. 67)

1:00

Mr. Mohair meets the students outside of the classroom and prepares the students for class, reviewing the norms of behavior (head up, chest out, etc.). After this he leads the students in the call and response.

**Mohair:** Ago!

**Students:** Amei!

**Mohair:** Ago!

**Students:** Amei!

Students enter the classroom and are seated. The room is arranged in five table groups surrounded with four bright red chairs. Eight male students are in attendance, all of them appear to be African-American.

< queue 2:20:00 >

1:18

**Mohair:** (Addressing the entire class) When I say man, you say up. Man!

**Student 1:** Up.

**Mohair:** When I say man, you say up. Man!

**Student 1:** (More loudly) UP!

**Mohair:** (Repeatedly snapping his fingers) I need you guys to pay attention. Let's get our focus skills together. I'm gonna be honest with y'all, uh – before I begin, good afternoon kings.

**Student 1:** Good afternoon.

Just a single student responds to Mr. Mohair's calls while the rest of the class does not. Mr. Mohair reiterates he wants to be honest with them saying that what he's observed the entire



school day was “craziness from the beginning to the end.” One student interrupts Mohair echoing, “Craziness.” Another student chimes in retorting, “I’ve been good all day.”

**Mohair:** (Calmly) “Listen up; just hear me out.”

**King Deshawn:** (Showing another student my laptop cover) “Hey look, that’s raw! He has a bible computer!”

Mr. Mohair quickly acknowledges the student’s inappropriate outburst and refocuses him on instruction.

**Mohair:** Rashad, eyes on me **brother** (Addressing entire class) Let’s try to remember the space that we’re in and the expectations and standards that we have set.

1:14

Mr. Mohair asks a student (Delorean) to open the door for the paraeducator, Brother Calvin, then explains their task of reviewing and revising the papers they had already written. He expresses his dissatisfaction with their nominal progress the day before and emphasizes that their essays are very important and are evidence of the work they had been doing for the past six to nine weeks. He explains that any insufficient progress would be reported to their parents. He then redistributes copies of their essays and the copyediting worksheet to the students and directs the students to get red pens from the resource table. A few students walk to the computer cart in the back of the room to get laptops. Mohair reminds the students that they are beginning the writing revision process and should not bother the laptop computers. He then begins to review proofreading terminology and techniques.

<queue 7:33.90>

**Mohair:** Niko, can you tell me what the “A” means in revision?

**Niko:** (Reading from the worksheet) “A” means to add something from a sentence or phrase.

**Mohair:** Yes, adding a word to a sentence or a phrase (gives an example of a sentence fragment before choosing a different student). King Devondre, “R”.

**Devondre:** Removing unneeded sentences and words.

**Mohair:** Exactly. (Gives an example of a sentence about the many countries, cultures, and people within the African continent before asking a different student) Desean, “M”.

**Desean:** Move or change a word or sentence.

**Mohair:** Yes. (Provides an example of a sentence about the war that led to Nigeria’s independence before asking a different student). King Dominic, “S”?

**Dominic:** Substituting or trading words.

**Mohair:** Yes, substituting or trading words. (Gives an example of a sentence describing a fictional trip the teacher took to the grocery store using the names of actual people, Jaheim and Jabrill. A student asks who Jaheim is and Mr. Mohair turns to the student and replies only to him) Jaheim was my brother's name, yeah. (Mohair attempts to move on when he is interrupted by another student)

**Student 2:** Jabrill? Who's Jabrill? Was that your brother's name too?

**Mohair:** Uh no, I had a student named Jabrill. Let's go ahead and focus on the proofreading. King Namontay, what does "C" mean for proofreading?

**Namontay:** Capitalize, names, places – stuff like that.

**Mohair:** Yeah, you might say that. (Another student, Chester, raises his hand). Chester?

**Chester:** (Confidently) Capitalize names, places, books, and titles.

**Mohair:** Great! (Mohair repeats the students answer and gives an example of South Sudan that needs both names capitalized, then he mentions the names of presidents, prime ministers, cities, rivers, and land masses need to be capitalized.) "U", what does the "U" mean? Who hasn't gone yet? Deshawn, King Deshawn.

**Deshawn:** Usage. Match your nouns and verbs correctly.

**Mohair:** Correct. (Repeats the answer and calls upon another student). "P", what does the "P" do? Delorean. What does the "P" mean in "CUPS?"

**Delorean:** Punctuation: periods, quotes, commas, question marks, and exclamation points.

**Mohair:** Great. (Repeats the answer, emphasizes the importance of punctuation and points out a hyperlink posted in their Google Classroom that will direct the students to more specific information and review on proper use of punctuation.) The last one. What does the "S" stand for, Devondre?

**Devondre:** Spelling: check all words; use dictionary.

**Mohair:** Alright. So, spelling is very, very important. If you guys see a red line under a word when you're typing, usually that means that the word is misspelled. So if you see that in your paper when we go back to our Google Classroom, make those changes. Alright. When I say Man you say up. Man!

< queue 11:26.00 >

**Students:** (Only three students, half-heartedly) Up.

Mohair announces the transition from direct instruction to independent work in the Google Classroom and directs the students to get the Chromebooks from the cabinet.

**Student 1:** Man, that's messed up. You know, we missed a whole day of Chromebooks yesterday.

**Mohair:** (Ignoring the statement) I need everyone to get out of their seats and grab a Chromebook.

All the students except for Delorean get the Chromebooks from the cabinet. Mr. Mohair approaches him (seated with his chair turned backwards) and asks why he isn't participating. He accuses him of horse playing as he entered the classroom and predicts he will begin whining when he lags behind in the lesson. Delorean adamantly disagrees and argues with every point Mr. Mohair makes. Mr. Mohair engages Delorean in this exchange for about 30 seconds and suggests he leave the classroom until Mr. Porter intervenes and speaks quietly with him. Mr. Porter speaks with Delorean for a minute or two and they quietly leave the classroom together. Delorean looks back at Mr. Mohair as he walks out the door.

< queue 12:51.00 >

**Mohair:** (Addressing whole class) Okay, go ahead and I need you guys to pull up two documents. You have one document in front of you, that's the ARMS and CUPS. You have another document that you need to pull up which is your African country breakdown. Okay? So, pull up the breakdown.

1:23

The students continue work on the laptops to work while Mr. Mohair offers a few final guiding instructions. Mohair visits each student to verify they have their documents open on their screens.

**Mohair:** Using the handout that I just gave you and the breakdown that's on your paper, I want you guys to go through the checklist. The first note on the checklist says (projects an image of the checklist onto a screen in front of the classroom) the first note says MLA format. So you guys should be checking this to make sure you that have the correct MLA format. That's at the top of the page, page number, make sure you have the capitalization. Okay? So, go ahead and start making your marks on your paper right now checking for your MLA format.

Mohair continues visiting students' desks to assist them and verify they are doing the assignment correctly. He answers questions about the process and offers assistance with errors.

Student 3 (Dominic) begins tapping on the keys to generate a loud computer tone. Student 1 turns to Dominic and says, "Will you stop doing that bro?" Dominic does not stop and makes the noise several more times. I turned my eyes to watch him and noticed he was staring directly at me, apparently trying to get my attention. One minute later he sneezed loudly, likely in an additional attempt to gain attention. Mr. Mohair remains engaged with Student 4, assisting him with his laptop that seems to be malfunctioning. Mr. Porter reenters the room quietly, checks in

with a student, and goes to a desk to work on a laptop of his own. Student 5, seated at another table, asks Mr. Mohair for help and Mr. Mohair promises to return to Student 4 when he's finished.

During a pause in assisting student 5, Mr. Mohair addresses student 4 from across the room.

**Mohair:** "Did you fix it?"

**Student 4:** No, the screen is broke.

**Mohair:** Is it the actual screen or is the Google Doc?

**Student 4:** It's the screen.

**Mohair:** Okay, try getting another Chromebook and see if it looks different.

Student 1 went to get the laptop for Student 4 while Student 4 left the classroom (presumably to get water).

1:38

Student 4 returns to the classroom and sits in Student 4's seat. He takes the laptop to Mohair for him to check his work. As Mr. Mohair continues assisting students, some students begin having off-task conversations and make silly clicking noises and animal sounds. Several students make random comments about boxers Muhammad Ali and Mike Tyson.

< queue 31:13.90 >

**Mohair:** Hey, hey, hey! You're asking questions that's not about your countries, so let's try to stay focused. This is the last day. Come on.

A student begins walking around the classroom and at Mohair's request he returns to his seat.

**Mohair:** (To the whole class) I hear kings talking about everything else, but what I *do* know is that I'm putting these grades in and I am communicating what I have to your parents.

**Dominic:** (To Mohair, calmly) I mean, just 'cause you hear a word doesn't mean that we're not doing work.

**Mohair:** Dominic, if you want to keep on getting smart we can have that conver... (interrupted by Dominic)

**Dominic:** You act like we can't multitask.

**Mohair:** What I'm saying is that your grades don't reflect multitasking, and that's not the proper way to speak to an adult Dominic.

**Mohair:** **Brother**, if you're talking about the points I was referring to yesterday... (interrupted again)

**Dominic:** You told me to shut the f@ck up. (Some of the students begin laughing.)

**Mohair:** Stop. Now, you know that's not true.

**Dominic:** What do you mean that's not true?

**Mohair:** You know that's not true.

**Dominic:** I know that's true.

**Mohair:** Listen, cause I'm not gonna go back and forth with you, and I'm not gonna play this game. Not today. What we are gonna focus on is y'all getting your grades done. Every time we talk about work and completing it y'all try to make me focus on something else. I want y'all to focus on your grades, okay? The grade is to put in your essay. (Turning his attention to Deshawn) Deshawn, take a seat. (Attention now back on Dominic) The grade is not multitasking and that's not the assignment. (Returning attention to Deshawn) Deshawn take a seat.

**Deshawn:** (Seemingly emboldened by Dominic's antics) I ain't got nothing to do. I'm bored bruh!

**Mohair:** (Calmly) Take a seat.

While the exchange between Mohair and Dominic is tense, the volume remains at a conversational tone and does not escalate. The students return to their work on the Chromebooks. **Mohair continues assisting students with their work.** About thirty seconds later he addresses Dominic again.

**Mohair:** **Brother Dominic, I need to talk to you real quick**

**Dominic:** Talk to me? (Muttering to himself as if rehearsing his lines) Please suspend me. *Suspend me.*

< queue: 36:50.00 >

1:44

Mohair has Dominic speak with him outside of class. As they walk out the door Delorean quietly returns. Dolorean approaches a classmate and pretends to sucker punch him, then quietly gets a laptop from the cabinet. The off-task conversations increase when Mohair and Dominic exit the room. Three students talk about hair mayonnaise, tease each other on the way it is spelled, and research it on the Internet. **Mr. Porter leaves his desk, walks over to the talkative students and tries to re-engage them in the lesson.** The students liberally use vulgar language and Mr. Porter interjects insisting that they not use the "N-word." They continue telling mama jokes and imaginary sexual exploits.

**Porter:** Namonte!

**Namonte:** What? What are you yelling for?

**Porter:** Y'all take a seat. Back to your seats y'all.

**Namonte:** What? (Genuinely surprised by the correction) I was helping him!

**Porter:** Okay.

< queue 46:10.00 >

Mr. Mohair hears the volume increase and returns just in time to see Deshawn throw a pencil at another student. He immediately calls him out of the class to join the conversation with Dominic.

1:54

Mr. Porter returns to the table of students who have begun horse playing more vigorously, throwing more pencils and smacking each other on the head. A pencil flies across the room and hits the wall.

**Mr. Porter:** (In a low, disappointed tone) Whoever did that has issues.

**Delorean:** Who?

**Mr. Porter:** For real, you're throwing something across the classroom...

**Delorean:** He threw it at me first.

**Porter:** I'm not talking to him, I'm talking to you.

**Delorean:** Well, I'm talking to you.

**Porter:** (Conceding, calmly and with care) What are you saying?

**Delorean:** That he threw it first.

**Porter:** So that makes it right, what you did?

**Delorean:** Yes!

**Porter:** So, he goes and does something that doesn't make any sense and you turn around and do the same thing?

**Delorean:** (Irritated) That's a different situation!

**Porter:** (Interrupts Delorean) I'm just asking you if that's your take on it.

**Delorean:** (More calmly) That's a different situation.

**Porter:** Okay. Well no, that's what just happened. So he does something that doesn't make any sense and you turn around and do the same thing? That's what you just did. Oh well, just understand your actions. Delorean, stay focused. He's trying to take you off focus bruh; that's all that is.

**Delorean:** He took my skin off!

**Pencil throwing student:** I'm trying to take his focus? This dude's on Google doing nothing.

**Porter:** He shouldn't be. He just lost his focus, that's what it is. He ain't trying to, he did. Hey look, it ain't uncommon when you ain't doing well they want to bring the next person along. You need to be trying to bring each other up not trying to bring each other down. That's what you should be thinking about.

**Pencil throwing student:** Alright then.

1:55

Mr. Mohair returned to class and said he was disappointed and said the babysitting would not continue. He said he expected them to work independently on their essays. He explained that they'll focus on their presentations during the next class. He announces that he'll be available for tutoring for about an hour after the BSU meeting at the end of school.

2:00

All the students left, and while Mr. Porter watched, Deshawn apologized to Mr. Mohair for his behavior. Deshawn acknowledged that he let his emotions get the best of him and he lost control.

## Preliminary Estimate of Mr. Mohair's Expertise in Bui & Fagan Practices 5 and 6

### Excerpt of Draft CAPs Expertise Scale, Bui & Fagan

	<b>CAPs Instructional Practice</b>	<b>Novice 1</b> <i>Lacks coherent sense of overall task, treats each situation as new, looks for appropriate rules to follow, needs forecast of expected outcomes, does not rely on prior experience, requires textbook examples, rules and guidelines determine responses. (Lyon, 2015)</i>	<b>Advanced Beginner 2</b> <i>Perceives similarity of concrete situations with prior examples of the same experience, less dependent upon action guidelines, keenly attuned to feedback, focused on examples set by colleagues and mentors, newly able to diagnose issues yet still dependent on rules. (Lyon, 2015)</i>	<b>Competent 3</b> <i>Adopts a hierarchical process of decision making, has sense of when using rules is appropriate and when rules provide diminishing returns and may be disregarded, becomes vested in outcomes resulting from actions, views, reflection and evaluation as increasingly important. (Lyon, 2015)</i>	<b>Proficient 4</b> <i>Intuitively organizes and understands tasks, thinks analytically about what to do, recognizes situations and simultaneously judges them to be similar or dissimilar to previous experiences and acts according to what has succeeded in the past, situations guide responses. (Lyon, 2015)</i>	<b>Expert 5</b> <i>Fully engaged in fluid, efficient performance, responsive to context, based on previous situations, without obvious thought, responses are reactive rather than studied and premeditated, focuses more on intuition than the calculations. (Lyon, 2015)</i>
5.	Assess if students have an accurate and appropriate amount of prior knowledge about a topic. Integrate strategies (e.g., predictions, word webs) that will teach necessary background knowledge to help students interact with content on a personal level. Allow students to rephrase content in their dominant language or use visuals to supplement their verbal retells. (Bui & Fagan, 2013, pp. 65-66)	a. Review academic content proficiency standards and assessment strategies b. Learn the rationale about background knowledge strategies like prediction, discussion, and word webs c. Refer to studies on use of student dominant language and visuals in verbal retells	a. Analyze assessment types and student work samples to determine compatibility b. Attend background knowledge strategies workshops and investigate relevance to students' personal lives c. Observe lessons using student dominant language and visuals in verbal retells	a. Select assessments best suited to students' work and communication styles b. Relate students' personal experiences to academic content & use background knowledge strategies c. Use student data to design verbal learning retells with dominant lang. and visuals	a. Assess students' accurate and appropriate prior knowledge about a topic b. Utilize strategies that teach background knowledge to help students interact with content on a personal level c. Helps students use dominant language and visuals to supplement verbal retells	a. Review assessment results w/students to confirm reliability and plan next steps b. Create forums so students exchange experiences and make personal connections to background knowledge c. Fosters student discussions in dominant languages and collaborative visuals design
6.	Incorporate multicultural text into the curriculum and give students the opportunity to work collaboratively as often as possible. These two strategies build home-school connections and a sense of community and caring in the classroom which may improve students' affect and attitude toward learning. (Bui & Fagan, 2013, p. 67)	a. Compare and contrast multicultural text choices b. Review methods to support student collaboration c. Review data relating home-school connections to class climate, student affect, attitude, and achievement d. Examine students' affect & attitude toward learning	a. Choose texts that support home-school connections b. Select methods to support student collaboration c. Obtain colleague/mentor feedback on home-school connections and alignment with research data d. Identify factors impacting student affect & attitude	a. Rank texts by relevance to students' communities b. Create system to support student collaboration c. Use feedback to design lessons that strengthen home-school connections and sense of community d. Minimize negative and maximize positive factors	a. Incorporate multicultural texts into the curriculum b. Give opportunities for frequent collaboration c. Strengthen home-school connections and a sense of community and caring in the classroom d. Improve students' affect & attitude toward learning	a. Guide student dialogue of text relevance to learning b. Monitor and refine student collaboration c. Conduct student evaluation of lesson effectiveness and the connectedness to home community experiences d. Gather student feedback to improve affect and attitude

Instructional practices observed during a lesson are aligned with the sub practices of the CAPs expertise scale at the most similar levels of expertise (Novice 1, Advanced Beginner 2, Competent 3, Proficient 4, and Expert 5). The teacher's CAPs expertise is assigned to the highest level observed during the lesson. Mixed levels of sub practice expertise within the same practice yield a "+" or "-" rating modification depending upon the points mean ( $\bar{x}$ ). The percent of subpractice occurrence within the lesson timeframe is used to determine the degree of expertise within each level as follows: < 12.5% = Adequate, 12.5-25% = Moderate, > 25% = Strong. Unobserved sub practices do not impact the mean percent of practice. Overall expertise rating is expressed as the mean percent of sub practice occurrence and the mean sub practice expertise level.

### **Bui & Fagan CAPs practice 5:**

**5.4a** = Assess if students have an accurate and appropriate amount of prior knowledge about a topic.

#Occurrences/#Minutes	Occurrence Frequency	Percent of Practice	Expertise Level
20/60	Once every 3 minutes	33.3%	Proficient 4

**5.4b** = Integrate strategies (e.g., predictions, word webs) that will teach necessary background knowledge to help students interact with content on a personal level:

#Occurrences/#Minutes	Occurrence Frequency	Percent of Practice	Expertise Level
13/60	Once every 4.6 minutes	21.7%	Proficient 4

**5.4c** = Allow students to rephrase content in their dominant language or use visuals to supplement their verbal retells.

#Occurrences/#Minutes	Occurrence Frequency	Percent of Practice	Expertise Level
8/60	Once every 7.5 minutes	13.3	Proficient 4

Mean Percent of Practice	Overall Expertise Rating
22.8%	Moderate Proficient



**Bui & Fagan CAPs practice 6:**

**6.4a** = Incorporate multicultural text into the classroom:

#Occurrences/#Minutes	Occurrence Frequency	Percent of Practice	Expertise Level
7/60	Once every 8.6 minutes	11.7%	Proficient 4

**6.5b** = Monitor and refine student collaboration:

#Occurrences/#Minutes	Occurrence Frequency	Percent of Practice	Expertise Level
7/60	Once every 8.6 minutes	11.7%	Expert 5

**6.4c** = Strengthen home-school connections and a sense of community and caring in the classroom:

#Occurrences/#Minutes	Occurrence Frequency	Percent of Practice	Expertise Level
20/60	Once every 3 minutes	3.3%	Proficient 4

**6.4d** = Improve students' affect and attitude toward learning:

#Occurrences/#Minutes	Occurrence Frequency	Percent of Practice	Expertise Level
28/60	Once every 2.1 minutes	46.7%	Proficient 4

Mean Percent of Practice	Overall Expertise Rating
18.4%	Moderate Proficient+

On the surface Mr. Mohair's instructional practices, especially his tendency to engage in argumentative exchanges with his students, may appear to be ineffective, perhaps even detrimental to his students' progress. However, his (and the other adults in the classroom) willingness to engage in this way without backing down demonstrates strength and communicates a degree of respect and care his students crave. The Manhood Development Program curriculum seeks to strengthen student identities by building students' self awareness, social awareness, and responsible decision-making skills. The tedium of this process increases with the depth of the students' trauma. Consequently, sub practice 5c, "Allow students to rephrase content in their dominant language or use visuals to supplement their verbal retells," is applied to students' argumentative retorts to corrections in behavior. Additionally, Mr. Mohair exhibits expert level practice in 6b, "Monitor and refine student collaboration," which increases his overall expertise rating.