

Instructional Supervision for Culturally Responsive Teaching

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In this position paper we propose that clinical supervision, one process within the broader field of instructional supervision, can be a powerful vehicle for promoting culturally responsive teaching (CRT), especially when it is aligned with other instructional supervision processes such as professional development, professional learning communities (PLCs), curriculum development, and action research. We argue that clinical supervision and these other supervision processes can lead to self-motivated change toward more CRT. And we suggest that collaborative inquiry by the supervisor and teachers rather than external critique is the appropriate path toward CRT.

We begin by providing an overview of the literature on CRT. Next, we discuss clinical supervision and how it can be used to promote teachers' cultural responsiveness. We then discuss how clinical supervision can be integrated with and enhance other instructional supervision processes in efforts to increase CRT.

Culturally Responsive Teaching

At the most general level, cultural responsiveness has been defined as "The understanding and incorporation of a student's culture into the classroom" (Larson et al., 2018, 154). Larson et al. propose "the basic principles of culturally responsive teaching include having the knowledge, dispositions, and skills necessary to teach in a diverse society" (154). The goal of CRT, according to Bonner, Warren, and Jiang (2018), "is to ensure diverse students achieve through support such as respect for their cultural backgrounds, meaningful connections to the curriculum, appropriate communication, and effective instructional strategies" (700). CRT encompasses classroom climate, curriculum, instruction, and student assessment (Civitillo et al. 2019).

Culturally responsive teachers believe that all students can learn, and such teachers accept responsibility for that learning (Ladson-Billings 2009). Responsive teachers are both supportive and assertive (Delpit 2006). They are genuinely concerned about, develop trusting relationships with, and have high expectations for students from marginalized cultures (Hoffman 2018). The classroom environment of the culturally responsive teacher is caring and collaborative, and students are taught that they can succeed (Michael and Young 2005).

Culturally responsive teachers take an assets-based approach to teaching students, basing teaching and learning on cultural assets that students bring with them to the classroom. Responsive teachers connect learning to the student's home and community (Ladson-Billings 2009) and to experiences and artifacts from the student's life (Larson et al. 2018). These teachers understand that students from different cultures learn in different ways, and thus they differentiate instruction. Culturally responsive teachers recognize that students communicate in different ways, and thus they vary their own communication style. Responsive teachers realize that students demonstrate their learning in different ways, and thus they use multiple ways to assess student learning (Larson et al. 2018). They encourage students to take charge of their own

learning, and foster an academic mindset (Hoffman 2018). Culturally responsive teachers prepare students to cope with the realities of the real world but also how to work to change that world (Delpit 2006).

Civitillo et al. (2019) argue that CRT is “not only a set of teaching strategies but it requires teachers holding beliefs that consider cultural diversity as a positive attribute and valuable resource in teaching and learning” (342). Bonner et al. (2018) argue that “teachers must continuously reflect on their own beliefs and biases to become more culturally conscious and committed to supporting marginalized, diverse students. Subsequently, they will commit to become culturally competent and responsive” (720). The path from being culturally unconscious to cultural consciousness and then to cultural responsiveness is discovered through reflection and inquiry. The remainder of this paper will propose ways that supervision can assist teachers on the journey toward cultural responsiveness.

Clinical Supervision as a Support for CRT

Sullivan and Glanz (2013) define clinical supervision as “the ongoing, nonjudgmental, collaborative process that engages teachers in dialogue that encourages deep reflective practices for the purpose of improving teaching and learning” (121). Clinical supervision requires mutual trust and a collegial relationship between the teacher and the supervisor, is based on the gathering and analysis of classroom data, and involves the teacher and supervisor in reflective dialogue. The steps in clinical supervision include: preconference, observation, analysis and planning, postconference, and critique of the first four steps (Glickman, Gordon, and Ross-Gordon 2018). Garman (1982) proposed four concepts embedded in the clinical cycle: collegiality, collaboration, skilled service, and ethical conduct.

Clinical supervision, as defined above, seems to be an appropriate process for promoting CRT. Other instructional supervision processes, like professional development, professional learning communities (PLCs), curriculum development, and action research can be combined with clinical supervision to help teachers to adopt CRT (we discuss these other processes and their relationship to clinical supervision later in this article); however, even standing alone, clinical supervision can lead teachers to become culturally aware and responsive. There are exceptions to every generality, but almost all teachers desire to be successful and want their students to learn. Teachers who have students from diverse cultures in their class and who do not practice CRT will not be successful teachers, and some of their students will not be successful learners. Clinical supervision can assist teachers to become conscious of the reality that it is not their students but their teaching (along with the society and educational system teachers live and teach in) that is causing problems with student learning and teacher frustration. Clinical supervision also can assist teachers to develop the capacities necessary to practice CRT.

This brings us to the specific concern of *how* clinical supervision can promote CRT. The answer is not an instrumental approach that is focused on the technical aspects of a traditional lesson plan and the implementation of that plan. Nor is it a direct critique by the supervisor of the teacher’s beliefs and teaching. Rather the answer is collaborative inquiry by the supervisor and teacher into the classroom climate, curriculum, instruction and student assessment in relationship to different student cultures. Such inquiry by its nature will include an examination of the

assumptions the teacher holds regarding that climate, curriculum, instruction, and assessment. The approach to clinical supervision espoused here is not intended to criticize or control teachers, but to assist them to develop “the capacity to understand, challenge, and ultimately transform their own practices” (Smyth 1984, 426). Critique of teacher beliefs and behaviors is certainly part of this process, but it should be self-critique facilitated by the supervisor. An inquiry stance, classroom data, and reflective dialogue on that data can lead to a new level of teacher consciousness and, motivated by that consciousness, new teaching behaviors.

Observation data gathered in clinical supervision for CRT can focus on a variety of classroom behaviors and can be quantitative or qualitative, depending on the CRT-related area the teacher and supervisor decide to explore. Appendix A summarizes the context and preconference for a free-standing clinical cycle to support CRT, provides an excerpt from the first few minutes of an open narrative by the supervisor during the observation, and includes the supervisor’s plan for the postconference.

Professional Development and Clinical Supervision as Combined Supports for CRT

A number of capacities for CRT are identified in the literature (Bonner et al. 2018; Civitillo et al. 2019; Delpit 2006; Gay 2002; Hulan 2015; Larson et al. 2018; Michael and Young 2005). A list of frequently described capacities includes:

- Understanding students’ cultural backgrounds
- Employing cross-cultural communication
- Demonstrating care for students from diverse cultures
- Connecting the curriculum to students’ cultures
- Conveying high expectations and rigorous standards
- Balancing supportiveness and assertiveness
- Differentiating instruction to match cultural backgrounds and assets
- Providing multiple ways for students to demonstrate their learning

Most teachers do not enter teaching with the above capacities, and clearly, they cannot be developed overnight—ongoing professional development is required to develop and apply these skills to different cultural groups. Professional development activities for developing the above capacities can be carried out during in-house sessions or during field activities. In-house sessions can include review of disaggregated student achievement data, readings and videos followed by reflective dialogue, writing and sharing of cultural autobiographies, presentations by and interaction with diversity panels, review and critique of instructional materials, skill demonstration followed by practice with feedback, and role-plays and simulations. Examples of field activities are home visits, participation in community events, visits to schools known to be centers of CRT, cross-cultural interviews, and community assets mapping. Whether the professional development activity is in-house or field-based, reflective journaling and follow-up discussions on the activity can extend the teacher’s learning.

Learning about CRT needs to be applied in the classroom to bear fruit, and clinical supervision can support the teacher’s planning for application, gather data on application, provide feedback on effects, and assist in efforts to improve future application. In the preconference, the teacher

can share a draft plan for applying some aspect of CRT learned in a professional development program, and the supervisor can assist the teacher to reflect on possible effects and modify the plan to increase its potential for success. Data agreed upon in the preconference and gathered during the observation can focus on how well the new practice is carried out by the teacher, how members of the cultural group in question and other students respond to the practice, and the effects on student learning. In the postconference, the observation data can be the starting point for reflection on whether the teacher carried out the practice as intended, the effects the practice had on students and the teacher, whether the teacher plans to continue using the practice in future lessons, and if so, how the practice can be improved. Dialogue in the postconference can also focus on the place of the new practice in the teacher's overall efforts toward CRT, and how the professional development program the teacher is participating in can better assist those efforts. Appendix B reviews portions of a clinical supervision cycle tied to a professional development program. In the clinical cycle summarized in Appendix B, the supervisor gathers data on teacher behaviors using a performance indicator tool.

PLCs and Clinical Supervision as Combined Supports for CRT

Authentic PLCs have a number of general characteristics (Glickman et al. 2018). The focus of the PLC is student learning. The members of the PLC agree on a set of values and norms that guide the group's work. Group members agree to be open and honest and to show respect and care for one another. The PLC works to deprivatize teaching as it facilitates teachers' collective learning and collaborative improvement efforts. According to Glickman et al. (2018), "PLCs free teachers from isolation and provide peer support as they share information and expertise, work together to develop curriculum, create instructional materials, assess student learning, and engage in joint problem solving" (450).

Moore (2018) describes features of a PLC focused on culturally responsive teaching. The members of the group agree to become agents of change. Group norms ensure the PLC is a safe space for sharing of experiences and beliefs. The group establishes a clear purpose related to cultural awareness and focuses on that purpose at each meeting. The group reflects on critical readings consistent with its purpose. Meetings include dialogue that moves the PLC toward the generation of ideas for CRT at each meeting, with members trying out those ideas between meetings and reflecting on results at the following meeting.

The particular content of PLC meetings focused on CRT varies from group to group. For example, a PLC described by Feldman and Fataar (2014) focused on connecting students' cultural identities and lifeworld knowledge with school-based learning. In collegial conversations described by Horn (2004), teachers used "teaching replays" and "teaching rehearsals" to learn from each other how to increase equity in their classrooms. Teaching replays were play-by-play descriptions of events that had occurred in classrooms, including student quotes. Teaching rehearsals were new versions of the classroom interactions, including both student and teacher voice, created by the teachers and incorporating strategies that could be used to address similar classroom situations in the future.

A detailed model for collegial groups described by Keedy and Robbins (1993) was not focused specifically on CRT but could easily be adapted for that purpose. In this format, each member of

the group chooses an improvement goal to focus on for the year. The teachers in the group assist each other to develop “game plans” intended to meet improvement goals. Between group meetings, which take place every two to three weeks, the teachers implement their game plans, collect and analyze data on their progress, and make entries in reflective journals. At the beginning of each meeting, one teacher summarizes an article on that teacher’s game plan for the rest of the group. Next, teachers share individual reports on progress with their game plans since the last meeting. After each presentation, the group analyzes and critiques the teacher’s improvement efforts, and assists the teacher to revise the game plan. In the last part of the meeting the teachers reflect on the group process and benefits.

Clinical supervision can support a PLC’s efforts at CRT using the Keedy and Robbins’ model in a number of ways. First, observation data and conferral during clinical supervision can inform both initial PLC discussions and the individual PLC member’s goal and game plan for CRT. Second, as a teacher carries out a game plan between PLC meetings, clinical supervision can provide the teacher with data and consultation to assist efforts to implement the plan and reflect on progress. Additionally, teachers may wish to share observation data related to game-plan implementation during PLC meetings, and to discuss that observation data with the supervisor and each other. Finally, dialogue during a PLC meeting may lead to teacher requests for clinical supervision cycles focused on particular classroom behaviors, with observation data to be shared with individual members or the entire PLC. Appendix C illustrates how a PLC and clinical supervision can work together to support CRT. The observation technique shown in Appendix C is selective verbatim.

Curriculum Development and Clinical Supervision as Combined Supports for CRT

Historically, the curriculum of schools in the U.S. has lacked cultural relevance. Unfortunately, state-mandated curriculum enforced by high-stakes achievement tests aligned with the state curriculum have in many cases actually created roadblocks to teachers and supervisors making curriculum more relevant for various marginalized groups. The worst example of culturally biased curriculum is the scripted curriculum that allows teachers no leeway to integrate culturally relevant material. Discussing scripted curriculum, Wyatt (2014) states:

The standardization process has made it difficult for teachers to connect with the needs of their students and make curricular content relevant. At present, scripted programmes sit in contrast to culturally relevant/responsive education with little common ground between the approaches. (463)

Given the current state of affairs, how do teachers and supervisors go about connecting diverse cultures with the curriculum? Banks (2014) describes four approaches to integrating cultural content into the curriculum. The first two approaches, the contributions approach and the additive approach, leave traditional curriculum basically the same. The other two approaches, the transformative and the social action approach, are considered higher-level approaches. In the transformative approach, curriculum content is presented through multiple cultural perspectives, experiences, and ways of knowing. The social action approach includes transformative curriculum content but also assists students to participate in critical inquiry and action for social change inside and outside of the school.

The Center for Research on Education, Diversity, and Excellence (CREDE) (2019) has established five Standards for Effective Pedagogy and Learning which can be summarized as follows:

- Teachers and students should collaborate in the learning process.
- Language and literature should be developed across the curriculum.
- School should be made meaningful to students by connecting curriculum to their lives outside of school.
- All students should be provided challenging learning activities intended to develop complex thinking.
- The curriculum should involve conversations between the teacher and the students and among the students.

Standards like those developed by CREDE show the interrelationship of culturally relevant curriculum and culturally responsive teaching. According to Sawyer (2017), “Curriculum making suggests that teachers play an active role in both the formulation of curriculum and its enactment, thus assuming the lack of duality between these two domains” (3). If we agree that curriculum and instruction are interrelated and that teachers should be involved in curriculum development, we are still left with the problem of externally mandated curriculum. One solution is to modify the curriculum so that it becomes culturally relevant while still meeting external mandates. Two examples of this approach follow.

Wyatt (2014) describes how teachers modified a scripted literacy program so that it reflected CREDE standards. Teachers replaced the scripted program’s rules with student-generated values, shifted from an emphasis on individual accomplishment to students sharing learning strategies, changed from whole-group instruction to multiple activity centers, connected content to students’ home lives or school experiences, and initiated student choice in learning activities. Based on her review of teachers’ lesson plans, teachers’ reflections, and coaches’ observation notes, Wyatt concluded, “when given the opportunity to make adjustments to commercially developed programmes, teachers are able to work within their boundaries in ways that support teaching diverse students” (463).

Davis and McCarther (2015) describe development of an arts curriculum intended to enable student understanding of important historical events while connecting learning to students’ cultures, meeting external standards, preparing students for social action beyond the classroom, and providing students with multiple options for achieving desired learning outcomes. Interviews of the teachers in this study revealed that the teachers valued students’ cultures, were willing to try out an innovative, culturally responsive curriculum, and were comfortable with a curriculum that introduced students to social activism.

Curriculum development efforts like those described above involve iterative cycles of curriculum planning, implementation, analysis, and revision. Clinical supervision can assist teachers throughout this cycle. Observation of teaching and conferral with teachers can inform initial curriculum planning. Clinical supervision also can help teachers assess classroom implementation and effects on students, which in turn informs curriculum revision. Beyond the

formal curriculum, Gambrell (2017) describes the symbolic curriculum and the procedural curriculum. The symbolic curriculum includes such things as “how desks are set up, bulletin boards, how wall space is used, and video clips used to reinforce learning” (5). The procedural curriculum involves “interactions between students, and from teacher to students, and how discussions, questions, and class time are utilized” (5). These different types of curriculum blur the boundary between curriculum and teaching. In the words of Sawyer (2017), “curriculum is partly created in the process of its use. In this view of curriculum, the distinction between material and methods, curriculum and instruction, is erased” (3). Clinical supervision can promote cultural responsiveness in both curriculum and teaching, regardless of where we draw the line between the two, or how blurred that line becomes. Appendix D outlines a clinical supervision cycle designed to support a curriculum incorporating community diversity and assets, using a rubric agreed upon by the teacher and supervisor as the observation tool.

Action Research and Clinical Supervision as Combined Supports for CRT

Action research can be carried out at the individual teacher, team, or school level. Regardless of the level of action research, the general steps are the same: gather preliminary data to identify a focus area, create an action plan to address the focus area, carry out the action plan while gathering formative data to assess progress and make necessary revisions, and gather summative data to assess results. A number of action research projects focused on culturally responsive teaching have been described in the literature. For example, Messiou et al. (2016) report on two cycles of action research to develop secondary teachers’ cultural responsiveness. In the first cycle, groups of three teachers initially discussed their views on diversity, then discussed the topic with students. The teachers then planned a single lesson with the goal of *all* students benefitting from the lesson. Each teacher taught the lesson while the other two observed. Observation data were gathered on student engagement and contributions. Also, students were interviewed after each lesson to gather their feedback. After the first lesson, the three teachers met to share data and discuss how the lesson could be improved, and the second teacher taught the same lesson using the revised plan. The process was repeated for the third lesson, with the third teacher teaching that lesson. In a final meeting, the teachers identified the implications of the action research cycle for responding to student diversity.

Based on dialogue on the first cycle, a second, streamlined action research cycle was carried out for the same purpose as the first. Conclusions drawn from the teachers action research were: (a) considering student views can lead to teachers’ cultural sensitivity, (b) professional dialogue can encourage teacher reflection, experimentation, and inclusive teaching, (c) teacher collaboration is needed to support innovative teaching, and (d) collaborative inquiry and resulting change is likely to challenge the status quo.

In another action research project described by Wright (2016) a group of five math teachers used culturally responsive teaching methods to make math more meaningful to students, assist students to better understand social justice issues, and enhance student agency. The teachers used methods such as student-led learning, collaborative learning, open-ended discussion, and problem-solving. In one activity that was part of the action research, teachers asked students to choose a social justice issue and use math to better understand the issue and support a change they espoused. Teachers gathered and presented data on their action research, including student

feedback, student work samples, and entries from research journals. Based on interviews with the teachers who carried out the action research, Wright concluded the teachers developed a deeper understanding of the theories upon which the action research was based, were better able to apply theory to practice, and had encouraged teachers not involved in the project to use ideas they had applied in the action research.

Whether action research is conducted at the individual, team, or school level, if the research is focused on CRT, it will play out at the classroom level, thus clinical supervision can support action research at any level. Classroom data can be gathered and conferred upon to assist teachers in deciding on a focus area for action research, exploring the focus area, action planning, monitoring implementation, and assessing results. Action research and clinical supervision are both based on the cycle of inquiry and thus are natural partners in the advancement of CRT. Appendix E sketches a clinical cycle designed to assist teachers involved in action research, with the supervisor using an observation system tailored to a specific lesson co-taught by the teachers.

Putting it All Together: Integrating Multiple Instructional Supervision Processes

The following case illustrates how all of the various instructional supervision processes described above can be integrated to create powerful support for CRT. Eastside High School serves an area within a large city in the Southwestern United States. Eastside's student population is 15 percent African American, 65 percent Hispanic, 17 percent White, and 3 percent Asian/Pacific Islander. A major urban university sits one mile to the west of Eastside. While the area served by Eastside is primarily low SES, an area between the university and the high school has become "gentrified" over the last decade, and most of the white families as well as some families of color served by the high school live in that area.

Throughout the previous school year, teachers at Eastside had participated in professional learning based on Nelson and Guerra's (2008) four-stage program designed to raise teachers' consciousness and change their beliefs. In Phase 1, the teachers explored a variety of data disaggregated by cultural groups that revealed student achievement gaps and showed that such gaps were the result of inequitable treatment of some groups. Phase 2 involved cultural simulations and debriefings used to assess the readiness of teachers to move forward in the program. Those who had reached the readiness stage by the end of Phase 2 moved on to Phase 3, while teachers not ready to move forward were provided additional readiness activities. In Phase 3, readings, videos, simulations, and attendance at community events helped teachers to analyze their own cultural identities, their students' cultures, and deficit beliefs that marginalize particular cultural groups. Phase 4 involved teachers reviewing the student data from Phase 1, this time disaggregated not only by cultural groups but also by the participating teachers at Eastside and their content areas. Teachers also collected and analyzed additional data that revealed inequitable treatment of students and families. Reflective dialogue on Phase 4 data, readings, and videos caused teachers to examine their beliefs and practices, which led to cognitive dissonance, in some cases surfaced deficit thinking that needed to be deconstructed and reframed with the assistance of the facilitator, and ultimately led to many of the teachers changing their beliefs about marginalized cultural groups and committing to changing their behavior toward those groups.

At the beginning of the following school year, Eastside's Social Studies PLC asked Melissa, the supervisor who had facilitated the previous year's professional learning, to attend its first meeting of the year to discuss making the social studies program—and their teaching—more culturally responsive. At the meeting the teachers complained to Melissa that the district social studies curriculum was a barrier to applying the principles they had learned in the professional development program. During their discussion, the PLC members agreed that the social studies curriculum lacked sufficient attention to the diverse cultures of the students who attended Eastside. They also agreed that the lack of cultural relevance had negatively affected student engagement, especially the engagement of students of color. Melissa responded that, while she was not free to share specific data gathered in clinical supervision of social studies teachers the past few years, her observations during clinical supervision were generally consistent with the teachers' perceptions. Melissa also commented that the teachers were free to revise the social studies curriculum, provided that the state and district standards were addressed in the school-based curriculum and it was approved by the district's curriculum office. The teachers responded that they were willing to use PLC time to revise the curriculum, but also expressed a lack of confidence in their knowledge and skills for curriculum development. Melissa made two suggestions: first, that the PLC spend some time engaging in professional learning in curriculum development and its relationship to CRT, and second, that the PLC focus on one course at a time, beginning with the course that it considered in most need of revision.

The Social Studies PLC agreed with Melissa's recommendation, and decided to focus first on the program's sociology course. Several teachers had taught the sociology course over the past several years and thus were familiar with the course content. Melissa suggested that, to initiate the course revision process, they "experiment" with the curriculum unit they believed was most in need of revision to promote CRT. The PLC chose the unit on community for their initial efforts at curriculum revision. Teachers who had taught the unit on community had all generally followed the district's course description. Early in the unit, students would be assigned a chapter on community, then be asked in class discussions to define community, identify characteristics of a community, describe communities that they belonged to, and determine different roles and relationships necessary for a successful community. Later in the unit different community leaders would visit the class, and based on Internet research as well as materials made available by the city government as well as the school and public library, students would make presentations on various city agencies that served the community. The teachers agreed that, like the sociology course in general, the current unit on community was not particularly relevant to the students of color as indicated by low engagement by these groups.

Melissa agreed with the PLC that the unit on community would be an appropriate starting point for the curriculum development process. She and the PLC discussed possible topics for professional learning that would be relevant not only to this unit but also to the sociology course as a whole, and ultimately the entire social studies curriculum. Melissa suggested professional learning that would integrate cultural responsiveness, project-based learning (PBL), and community-based learning (CBL) within the general topic of curriculum development. The PLC agreed to this, with the provision that the professional learning would be provided during meetings of the PLC. Melissa, who had considerable expertise in providing professional development for CRT, contacted Dr. Jenn Robbins at the nearby university. Jenn had worked

with a number of schools in the district on incorporating PBL and CBL within the curriculum. Melissa, Jenn, and two members of the PLC put together a proposal for professional development for the entire PLC that would integrate CRT, PBL, and CBL. The proposal included the development of knowledge, skills and dispositions that would assist the social studies teachers to improve the unit on community, the sociology course, and the social studies curriculum. The PLC as a whole agreed that, because the professional learning could extend beyond the unit on community, it would be appropriate to devote several PLC sessions to the proposed professional development.

Melissa and Jenn were co-facilitators of several weekly PLC sessions on the aforementioned topics. Jenn took the lead on sharing information on PBL and CBL. The teachers learned about these strategies through readings, videos, discussions, and review of sample curriculum units. They learned that PBL begins with a driving question that reflects an authentic problem to be solved or issue to be addressed, with the problem or issue relevant to the students lives. PBL involves the students in an in-depth inquiry in which they utilize a variety of resources—sometimes provided by the teacher and sometimes gathered by the students—and design a process to answer the driving question. The project includes regular and multiple types of self-assessment based on feedback provided by the teacher or data gathered by the students, with project revisions based on that self-assessment. PBL requires students both to provide a solution to the driving question and submit artifacts demonstrating what they learned during the project.

The teachers also learned that CBL often is centered on a social issue found in the local community, with student learning activities directly related to both academic goals and the social issue. CBL is mutually beneficial—students learn from the community and the community benefits from the students' community activities. Students often are assisted by community experts who serve as their mentors and community organizations that partner with students in the CBL. The outcomes of CBL are shared with the community, and such sharing is often accompanied by a school-community celebration of the mutual growth of students and community. Successful CBL leads to a stronger long-term relationship between the school and community.

In their study of PBL and CBL the teachers found that the two strategies had a number of common characteristics. In both PBL and CBL, students are allowed “voice and choice” in the learning process and product. Rather than having knowledge transferred to them, students construct knowledge, with the teacher acting as a guide-on-the-side and fellow learner. PBL and CBL both typically are group processes that require significant collaboration among group members. Both PBL and CBL require an extended period of time for meaningful learning to take place. Both entail the development and application of higher-level skills, including communication, inquiry, and problem-solving skills. Both involve ongoing reflection at the individual and group level. Finally, PBL and CBL both require the public presentation of a final product. Throughout the professional learning about PBL and CBL, Melissa reviewed topics from the previous year's professional development on CRT and invited the teachers to discuss how CRT could be infused with PBL and CBL.

The teachers in the Social Studies PLC were interested in trying out the ideas they had been discussing but also were concerned about the complexity of potential changes to the social

studies curriculum and their own teaching practices. Would the work and risk involved in such change really improve student learning, especially for cultural groups that had shown low engagement in traditional social studies classes? Melissa proposed that, before making formal changes in the curriculum, the PLC explore new strategies in the sociology unit on community by conducting an action research project on that unit to be implemented the next time it was scheduled to be taught. If the action research showed positive results, the PLC would then consider integrating CRT, PBL, and CBL not only in the unit on community but also other units of the socially course and other courses in the social studies curriculum. The PLC agreed, and with Melissa's assistance, began planning for the action research.

The Social Studies PLC decided that the entire PLC would be involved in the development of the experimental curriculum unit on community as well as the action research project exploring that unit. The PLC's action plan follows:

1. Develop a curriculum unit on community that integrates state and district learning outcomes, CRT, PBL, and CBL.
2. Deliver the unit, with one member of the PLC teaching the unit, and other members of the PLC and Melissa assisting through peer observation, clinical supervision, ongoing review of data on student performance, and reflective dialogue during PLC meetings.
3. Assess the unit through review of observation data; teacher, student, and community-member reflections and feedback; artifacts gathered during unit delivery; and the final student product and presentation of that product.
4. Revise the unit as necessary.

Planning the curriculum unit began with identifying student learning outcomes (SLOs) and connecting those outcomes to state and district standards. The PLC decided to include three types of projects in the unit, all of which would meet the unit's SLOs. One project would be on documenting the history of one of several marginalized cultural groups identified in the unit, including the challenges the group had faced and the contributions it had made to the community. Another project would be on identifying and describing the current assets of one of several marginalized cultural groups in the community. A third project would be on identifying and addressing a social issue that was affecting one or more cultural groups in the community. The beginning of the unit focused on knowledge and skills any of the three student teams would need, including team-member roles and responsibilities, guidelines for recruiting and interacting with community participants, ethical standards for student inquiry, and alternative types of data collection and analysis. The remainder of the unit would consist of students choosing a team and specific topic to address and then planning, implementing, and documenting the project. The unit plan also included procedures for formative and summative student assessment. Formative assessment would consist of ongoing review of individual reflective journals, team activity logs, artifacts constructed by teams, and observation of team meetings. Summative assessment would focus on a final product developed by the student team and a public presentation of that topic. Unit preparation also involved the PLC assembling three student packets to assist students on each of the three teams to complete their project, identification of potential community partners and mentors for each student team, communications to parents and community members about the three projects, and the identification of additional resources needed for the unit.

In the unit plan developed by the PLC, students who chose to serve on an historical team would first select a marginalized cultural group within the community served by the school, then gather and analyze data on historical figures, sites, critical events, inequities, social movements, and contributions associated with the cultural group. The students on this team, assisted by community mentors, would review archival data (historical newspaper articles, video clips, maps, government documents, artwork), visit historical sites (museums, monuments, memorials, homes, landscapes), and conduct interviews (of parents, senior citizens, historians) to construct oral histories. The final product would be a digital history of the community (including photographs and videos) available on the Internet and an oral presentation to community members providing an overview of the digital history.

Students choosing to join a community-assets team would first select a marginalized cultural group to focus on, then, with the assistance of community members, identify and explore assets of that culture that made the community a better place to live, learn, and work, both for members of the cultural group and for other members of the community. Such assets could include persons, associations, services, programs, civic groups, networks, churches, businesses, recurring events, neighborhoods, traditions, and meeting locations. The students would first identify potential assets through searching the Internet or conversations with their mentor or other community members, but would then do detailed exploration to verify and describe assets through field-based observations, interviews, focus groups, and review of documents and artifacts. The final product for these teams would be a digital map of asset locations accompanied by a digital essay on each asset, with a public presentation providing an overview of the assets the team had identified.

Students selecting to serve on a cultural-issue team would explore social issues affecting one or more cultural groups, then select a particular social issue to examine in depth. Some of the myriad issues that might be addressed include immigration, racial inequity, gender inequity, an environmental danger affecting a particular cultural group, an issue involving the LGBTQ community, how to assist the homeless, increasing gentrification of the community, a conflict between two cultural groups, and support for disabled citizens. The issue the team selected for its focus area would be one that both the students and the community considered important. Once a team selected a specific issue, with the assistance of mentors and community partners, it would investigate the issue in depth through review of news reports, interviews with community members and experts on the issue, attendance at community meetings, field observations, and so forth. The team then would explore alternative ways to address the problem, and formulate a proposal for consideration by community stakeholders. The proposal would be presented in a public forum, with community members invited to respond to the proposal.

Another part of the unit plan was to provide regular opportunities for the various student teams to share data and reflections with each other. Since there would be some degree of overlap across the three types of projects, information provided by any team could be used by other teams to assist in their decision-making. Also, each team would provide feedback to the other teams as input for continuous project improvement.

Tim was scheduled to teach the next scheduled section of the sociology course, and he agreed to try out the new curriculum unit. Several members of the PLC were able to observe selected

lessons in the unit, and Tim videotaped several classroom lessons and field experiences that were part of the unit, sharing those videos with the entire PLC. Melissa conducted three clinical supervision cycles with Tim, each focused on a concern Tim had with a classroom lesson. The first clinical supervision cycle focused on Tim's introduction of the unit to his students, the second on identifying the cultural groups the student teams would focus on, and the third on community members who would serve as team mentors and the student-mentor relationship. At Tim's request, Melissa shared observation data from the clinical supervision cycles with the PLC. Melissa also made several observations of student teams and their mentors carrying out field activities and shared data gathered during field observations with the PLC. Tim and designated members of the PLC met with mentors of student teams on a regular basis to consult on the unit's field-based activities. During the unit, portions of PLC meetings were devoted to Tim, the rest of the PLC, and Melissa reviewing unit progress; assisting Tim with problems he and the students were experiencing; and discussing upcoming unit activities. The entire PLC attended the culminating public sessions delivered by the students and then met to process the presentations and analyze the products the student teams had shared.

Data gathered as part of the team's action research on the unit included a journal Tim had kept and volunteered to share with the PLC; observation notes made by Melissa and PLC members; videos of selected lessons and field experiences; surveys of students, mentors, parents, and other community members; focus group interviews of students and mentors; student journals; team logs; archival data gathered by students throughout the unit; and the public product each team had developed. Data analysis and reflective dialogue by the PLC revealed some problems with the initial delivery of the unit, including coordination of team-member roles, communication among mentors and students, organization of field experiences, and student synthesis of data. The teachers agreed to address these problems with revision to the unit on community and also attend to these areas in the design of other units that would involve the same types of instructional strategies. The results of the action research also indicated meaningful growth of the students in their attitudes and behaviors toward historically marginalized cultural groups as well as in the students' inquiry, critical thinking, and problem-solving skills. Moreover, students were excited about engaging in more activities in the future like those they had carried out for the unit on community, and parents and other community members expressed positive perceptions of the community projects. The teachers in the PLC agreed that, although the project had been a great deal of work for a single curriculum unit, the time and effort they had expended laid the groundwork not only for integrating CRT, PBL and CBL for a number of other units in the sociology course, but also for improving CRT across the social studies curriculum.

Conclusion

Although extant scholarship supports the proposition that instructional supervision in general (Arnold 2016; Glickman et al. 2018; Sergiovanni, Starratt, and Cho 2014) and clinical supervision in particular (Hyun and Marshall 1996; Jacobs and Casciola 2016; Smyth 1984) can promote CRT, more research is needed on the capacity of the supervision processes we have discussed to facilitate teachers' cultural responsiveness. There are many variations on each of these processes, and more research is needed on what approaches to clinical supervision, what types of professional development, what activities of PLCs, what areas of curriculum development, and what models of action research work best to foster CRT within particular

school contexts. It is also necessary to carry out research on how clinical supervision can best complement the other supervisory processes. Finally, a whole series of studies could be carried out on various combinations of the different instructional supervision processes and their level of success in promoting CRT.

Given the changing demographics of our nation, the achievement gaps among cultural groups, and our history of failure to provide an equitable education to all students, CRT may well be the single most important goal of educational reform. It is time for the field of instructional supervision to become a major player in the movement toward cultural responsiveness in our schools.

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Appendix A

Freestanding Clinical Supervision in Support of CRT

Classroom Conflict at Central High School

Context

An equity audit at Central High School showed that African American students were referred to the principal's office for disciplinary reasons, suspended, and expelled from school at a significantly higher rate than White students, and that compared to White students, a higher percentage of office referrals for African American students were for minor infractions.

Preconference

A number of teachers, including Robert, volunteered to use clinical supervision to extend the equity audit to their classrooms. Robert and supervisor Lucinda decided in their preconference that Lucinda would gather narrative data on interactions between Robert and any African American student that took place immediately before, during, or immediately after any classroom conflict or disruption involving an African American student.

Observation Data: Excerpt from Open-ended Narrative

At 9:46, students are transitioning from first to second period after attending an irregular assembly that addressed the issue of sexting. The halls are full of movement and chatter. Three girls enter the room with their notebooks and discuss where to sit (there appears to be no assigned seating). Another boy enters holding his notebook and sits alone at the far back corner. Robert stands at the door, greeting some students by name. Gradually, twelve more students enter, always in groups of either male or female, but not mixed. There is a question on the screen that most appear to be copying into their notebooks. As the bell rings, two boys, (both White), approach the door slowly with their backpacks, and another boy, (African-American), runs by holding a few books and, with a smile, slaps one of them on the back as he passes. The boy who was slapped reacts and immediately rams the African American student up against a display case in the hall, which cracks. Robert immediately moves from his position inside the room to the display case outside of the door and suggests that, after class, they will have to discuss who will pay for repairing the case. At this, the White student rolls his eyes, slumps his shoulders, and drops his backpack to the floor, but says nothing. The African-American student responds by yelling that he didn't do anything and curses as he throws his books to the floor. As the White student picks up his backpack and moves to sit in a desk next to his friend, another student, (White, female), approaches Robert appearing to have a question about yesterday's homework. Robert raises his voice and says to the African-American student, "You have one minute to clean up those books and come sign this discipline referral or you're going to find yourself in ISS!" As the boy picks up the books with exaggerated movements, Robert addresses the girl's question and then hands the discipline referral

slip to the African American student, saying, “Buddy, I know you can do better than this”. The boy mumbles, “I ain’t your buddy,” signs the slip, and flops into a desk at the front of the class.

Lucinda’s Plan for Postconference

Before reviewing the observation data with the teacher, have the teacher note the specific behaviors that violated the code of conduct and his perceived motives for those behaviors.

Reflection with teacher:

1. After reviewing this account, is there anything that you feel is inaccurate or missing? Is there anything new that you didn’t consider before?
2. Can you share what role you feel history might have played in this chain of events? (History of individual interaction with these particular students? History with other students? Any recent incidents?)
3. To what extent do you feel that any aspect of the school environment may have played a role in the situation?
4. Is there anything that you might do differently next time?
5. How will you approach the possibility of restoring relationships, both between the students themselves and between you and the students?

Appendix B

Professional Development and Clinical Supervision in Support of CRT

Implementing TESA at Ramirez Elementary School

Professional Development Program

Amy teaches 4th-grade social studies at Ramirez Elementary School. The teachers at Ramirez were attending a professional development program called “Teacher Expectations and Student Achievement” (TESA), which includes five workshops scheduled so teachers can practice skills they learn in their classrooms between workshops. In the third workshop, the teachers learned about latency, (wait-time), reasons for praise, (precise feedback), and personal interest statements, (incorporating student interest/experience).

Preconference

In a preconference to initiate a clinical supervision cycle, Amy asked Matt, her supervisor, to observe her trying out all three types of behaviors she had learned about in the third workshop. The class that Matt observed was 17 percent African American, 5 percent Asian, 52 percent Latinx, and 26 percent White.

Observation Data

Key for Student Ethnicity:

AA = African American

A = Asian

L = Latinx

W = White

Key for Teacher Behaviors:

at top of student space = Wait time, in seconds

∅ = No response opportunity given

✓ = Reason given for praise

~ = Personal interest statement or question

8, 3 ~ Dana - L	6, 11 ✓, ✓, ✓ ~ Marley - AA	4, 13, 7 ✓, ✓ ~, ~, ~ Chance - AA	∅ Trudy - A
4 ✓ Giles - W	12 ✓ ~ David - L	3 Story - W	8 ✓ ~ Janet - L
8, 9 ~ Alonso - L	5, 2 Jackson - W	∅ ✓ Denita - W	10 ✓ ~ James - L
13, 18 ✓, ✓ ~ Christy - L	9 ✓ ~ Judy - L	∅ ✓ ~ Jonathan - L	22 ✓ ~ Mark - L
5 ✓ ~ Hope - W	12, 12 ✓ ~ Jose - L	9, 4 ✓ ~ Kate - L	8, 8 ✓ ~, ~ Michael - AA
12, 4, 7 ✓, ✓ ~, ~ Kendra - AA	8, 3 ✓ Ollie - L	∅ ✓ Bailey - W	8, 3 ✓ ~ Zach - L

Planning for Postconference

Reflection with teacher:

1. If we count any of the three teaching behaviors as an interaction, what do you notice about the number of interactions that you had with each group of students? What do you think the reason might be for this?
2. Are there any patterns in the wait time that you gave to each group? What do you think the reason for these patterns might be?
3. Are there any patterns in the way that you distributed reasons for praising students? Do you think there is an explanation for these patterns?
4. Are there any patterns in the personal connections that you attempted to make for students? What do you think the reasoning might be for these?
5. Let's discuss your lack of interaction with Trudy. Is this typical, or was today an anomaly? What is contributing to this lack of interaction? How can I help you address that?

Appendix C
PLCs and Clinical Supervision in Support of CRT

Working for Gender Equity at Everett High School

Science PLC

A PLC made up of science teachers at Everett High School, after reviewing student performance data over a three-year period, concluded that female student performance in science was consistently below that of male students. Additionally, even though the number of eligible females and males was approximately the same, many fewer females than males were enrolling in advanced science electives. The PLC decided to ask Miguel, the science supervisor, to conduct a series of clinical supervision cycles with the goal of helping the teachers to determine if teacher stereotypes or bias displayed in the classroom was contributing to the performance gap, and if this was the case, generating ideas for addressing the situation. Several members of the PLC, including Rick, volunteered to have Miguel observe them.

Preconference

In his preconference with Miguel, Rick asked Miguel to record individual conversations he had with females and males during a lab to see if there was any evidence of gender bias.

Observation Data—Excerpt from Selective Verbatim Notes:

Key:

R = Rick

F = Female student

M = Male student

10:00

R: (directed at whole class) How much time will we need to finish the experiment that we started yesterday?

F1: Five minutes.

F2: Yeah, five minutes.

M1: Can we have ten?

R: Ron, I know you can do it in less. I'll give you all five minutes.

10:05

R: Let's review your results from the experiment together. Sandy, what did you measure for trial number one?

F3: Ummm, 14 centimeters?

R: You mean millimeters. Okay, to be sure we have an accurate measurement here, let's average that with a few more answers. Bridget, what was your measurement for trial one?

F1: 22 millimeters.

R: Christy?

F4: 24 millimeters.

R: David?

M2: 12 millimeters.

R: Really? Twelve? Can you tell me how you got twelve?

M2: Well, Charles said that we should measure from the base to where the first layer starts, so I just did what he said.

R: Oh, I see, since he became your team captain in soccer, now you just defer to him (chuckles). Let's see if your teammate knows as much about science as he does about soccer. Charles, can you explain why you said that? Nice work on last night's game, by the way.

M3: Well, it made sense to me to that we wouldn't measure the other layers because those resulted after another solution was added.

R: Interesting. That is not the measurement that I was expecting, but your reasoning makes me rethink that. Okay. . . on to the second trial. Abigail, what was your measurement?

F5: For which one?

R: The second. Be sure to stop gabbing and pay attention.

Planning for Postconference

1. Note the following and make comparisons between male and female interactions:
 - a. Number of response opportunities
 - b. Affirmative or negative feedback
 - c. Precise feedback
 - d. Higher-order questioning
 - e. Personal interest statements
2. Putting yourself in each student's shoes, what are some unspoken messages that you, as a student, might take from this interaction?

Appendix D

Curriculum Development and Clinical Supervision in Support of CRT

Curriculum Change at Kiger Middle School

Language Arts Curriculum

The Language Arts team at Kiger Middle School, which serves a culturally diverse community, spent an entire year modifying the curriculum for the purpose of representing all of the cultures served by the school in the curriculum. A lesson in the new 7th grade curriculum calls for students to write stories about and make presentations on local citizens who they consider heroes because of their contributions to the community.

Preconference

In his preconference with supervisor Maria, 7th-grade teacher Steve shared that three students would make "hero" presentations during the lesson to be observed, with students encouraged to ask the presenters questions about their heroes after the presenters were done with their stories. Steve asked Maria to gather data that would reflect whether the lesson met the curriculum goal of students researching and learning about community assets. Steve and Maria identified four areas for Maria to gather data on, each related to one of the curriculum objectives that Steve was planning to address in the lesson, and they designed a rubric focused on those four areas for Maria to use during the observation

Observation Data: Rubric with Criteria for Lesson on Community Assets

To what degree does the lesson:	1	2	3	4	Totals	Evidence
involve student-led inquiry of diversity in the community?		✓			2	The teacher initiated the inquiry with guiding questions. Students listed cultures they were aware of and brainstormed the assets they think each culture brings to the community. They also listed curiosity questions about each culture. A few key students were strongly engaged, but the majority of the students showed little initiative or understanding of the purpose.
involve increasing student awareness of the effects of that diversity?			✓		3	Students researched ethnic demographics of the community and then used their own neighborhood as a sample, asking their curiosity questions of neighbors and asking what effects and assets they feel their cultures bring to the community. There was no reflection to show change in awareness, and there was no historical research done to verify or enhance the neighbors' responses.

help students to assess community assets?				✓	4	Students developed a rubric with criteria for “What makes a hero?” They used historical and literary heroes to evaluate criteria such as “Did this person show perseverance in overcoming adversity?” and “Did this person challenge social norms for the benefit of others?”
involve student exposure to the personal stories of people from various cultures?			✓		3	All students selected a particular neighbor from a culture different from their own and conducted an in-depth interview. Only three students, though, invited that neighbor and his/her family members to a “Celebration of Our Community Heroes” Night.
					12	

Key: 1—no evidence of progress toward the objective, 2—evidence the objective was partially met, 3—evidence the objective was mostly met, 4—evidence the objective was fully met

Planning for Postconference

Reflection with teacher:

1. After reviewing the above rubric, what are some of your observations for elements to repeat in future lessons?
2. What are some elements that you would want to improve upon?
3. How can you generate enough of a sense of urgency in the students about their own learning to help them initiate more of their own inquiry?
4. How can you ensure that all students gain deeper exposure to the personal stories of people from a variety of cultures?
5. How can you gauge that student awareness has moved beyond the “academic” and is having an effect on daily choices, including choices beyond the classroom?

Appendix E

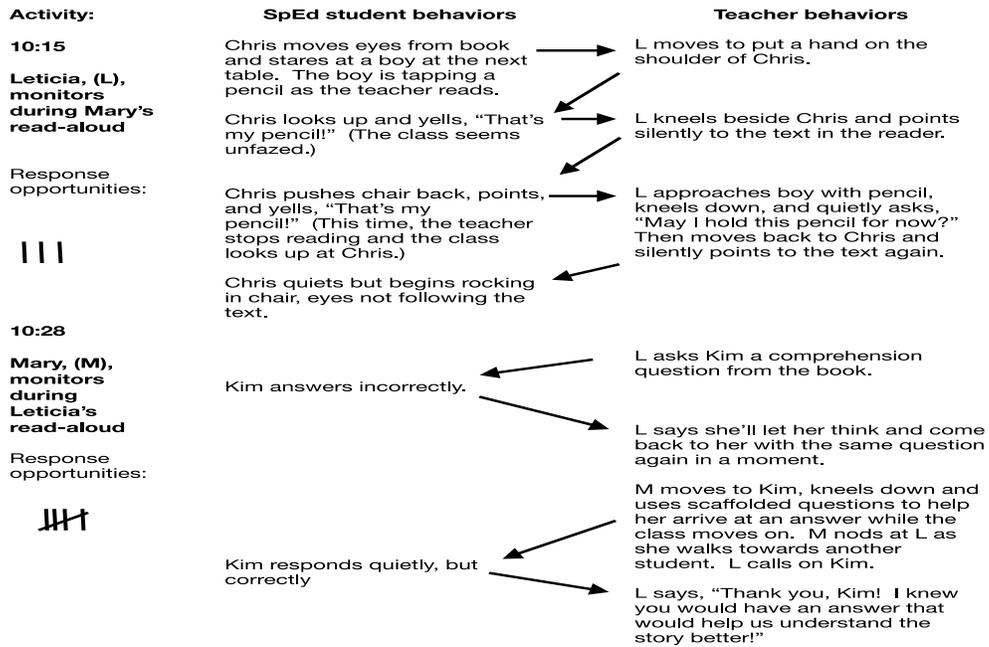
Action Research and Clinical Supervision in Support of CRT

Co-teaching Regular and Special Education at Province Elementary School

Preconference

Mary, a regular classroom teacher, and Leticia, a special education teacher at Province Elementary School, conducted an action research project on a regular and a special education teacher co-teaching 2nd grade reading. In a preconference with Jeff, their supervisor, the two teachers reviewed their lesson plan for the class to be observed. They first would take turns reading a story aloud to the entire class while the students followed along in their readers. One of the teachers would walk through the room monitoring students while the other took her turn reading aloud. After the reading, the students would be placed into small groups at round tables where they would complete art projects based on the reading. The two teachers would move from table to table, monitor student work, discuss connections between the story and the art work with students, and assist students as necessary. The teachers asked Jeff to gather data on engagement of, problems experienced by, and assistance provided to special needs students in the class.

Observation Data: Excerpt from Tailored Observation Tool



Planning for Postconference

1. What do you note from the data that you feel went well?
2. What do you note that you would like to improve/capitalize on?
3. For each of the following, how could you use team teaching to augment the learning, both for the Special Education students and the rest of the class?
 - a. Response opportunities
 - b. Latency, (wait time)
 - c. Individualized guided practice
 - d. Positive feedback