

Molding a culturally responsive literacy practice:

How does on-going, intensive professional development alter teachers' literacy practices and assumptions when working with diverse student populations?

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STRENGTH OF AN INTENSIVE PROFESSIONAL DEVELOPMENT MODEL

Abstract

As the diversity in our public schools grows, it is imperative that teachers receive professional development to be effective within diverse classrooms. This study investigated the effectiveness of an on-going, intensive professional development in four elementary schools on culturally responsive instructional practices. Findings indicate that such professional development can, indeed, increase teachers' knowledge of culturally responsive practices. Future research should seek to determine the level of implementation participants in such professional development attain in their instruction.

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Molding a culturally responsive literacy practice

Purpose and rationale

With rapidly growing diversity in our public schools, it is important that practicing teachers have knowledge of instructional practices that work well with a wide range of students. Traditionally, teaching has been geared toward white, middle-class students with attention to European American icons and ideal (Gay, 2000). In addition, most teachers do not have the same cultural frames of reference as the majority of their students (Heath, 1983). This mindset has left a gap in teachers' skill sets when it comes to working within more diverse classrooms.

Teachers need to be trained to work with such populations. However, professional development is often a one-shot, hit or miss occurrence, leaving teachers without follow-up sessions or time for prolonged thought on a topic. The National Reading Panel (2000) found that professional development, when done well, does have the potential to affect teachers' attitudes and practices, which in turn, can improve student success. This study sought to discover if prolonged, intensive professional development on culturally responsive reading instruction and practices would affect instruction or ideas concerning instruction of diverse students. Specifically:

How does on-going, intensive professional development alter teachers' literacy practices and assumptions when working with diverse student populations?

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Theoretical Framework and Literature Review

This study was designed and conducted with a sociocultural viewpoint of learning and teaching. Learning is extremely social and is mediated by one's own culture (Vygotsky, 1978). As such, culturally responsive instruction builds upon the student need to learn within a context that builds upon and addresses culture and that encourages social interaction for learning. Culturally responsive instruction is a result of the understanding that we all learn better when our cultural and historical identities are built upon within the curriculum and are valued by the educator.

Geneva Gay defines culturally responsive teaching as:

Using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them. It teaches *to* and *through* the strengths of these students. It is culturally *validating and affirming* (2000, p.29).

Culturally responsive practices include the following principles: connecting Curriculum to students' backgrounds, building on students' home language and dialect, planning for dialogic instruction, maintaining a rigorous curriculum, and attending to classroom discourse (McIntyre, Hulan, & Layne, 2010). In addition, culturally responsive teachers build trust within their classrooms, use effective questioning techniques, provide effective feedback, and analyze instructional materials (Jackson, 1995).

Connecting curriculum to students' backgrounds requires knowledge of one's students. Interest inventories are one way that teachers can glean information

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about their students because they ask questions about what students like to do, like to read about, like to watch, etc. Teachers can create a link between students' interests and the curriculum by culling information from these interest inventories and creating lessons or introducing books that meet the interests of the students. By building upon students' "funds of knowledge" (Moll, Amati, Neff, & Gonzalez, 1992), teachers validate the knowledge that students bring with them to school. This also involves the use of curricular materials that present information to students in ways that are culturally relevant. Multicultural literature can be used to "facilitate the academic achievement of students from diverse racial, cultural, gender, and social-class groups" (Banks & Banks, 2010, p.23).

Culturally responsive instruction also requires that we build upon students' home language and dialect. Students do not simply learn to read and write in isolation. They learn to read and write within a larger discourse, "within a larger set of values and beliefs" (Delpit, 1995, p.153). The use of a student's home language is often discouraged within the school setting if it does not match the language of school. Often, children come to school with ways of interacting that are seen as negative in our society, yet are signs of respect in their home cultures (e.g., not looking a teacher in the eyes). It is important that teachers see differences in language use as simply differences—not deficiencies (McIntyre, Hulan, & Layne, 2010).

A rigorous curriculum is imperative when working with any population. Culturally, linguistically, socioeconomically, and academically diverse students should be expected and encouraged to meet high levels of performance. Personal

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relationships are central to making high expectations work, in which teachers convey to students that “this work is important; I know you can do it; I won’t give up on you” (Howard, 1990). Educators should analyze the expectations they hold for students and try to determine ways to hold students accountable for their progress.

Attention to classroom discourse involves paying attention to wait time, turn taking, types of questions asked, and scaffolding students toward understanding (McIntyre, Hulan, & Layne, 2010). Analysis of discourse patterns is an important practice for teachers who are trying to make their instruction more culturally responsive.

Principals of culturally responsive instruction pose challenges to most educators. Because of this, teachers need professional development to develop their skills in culturally responsive teaching. Professional development within schools can foster teachers’ understandings of working within diverse settings. The National Reading Panel (2000) found that professional development has the potential to alter teachers’ attitudes and practices, which can then improve student outcomes. To be effective, professional development should involve prolonged periods of training and extensive support (National Reading Panel, 2000). The book clubs in this study provided such support and training through regular meetings, on-going discussion of strategies and practices in the classroom, feedback from peers and group leaders, and participants’ analysis of their own practice.

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Research Methods

Participants

Participants voluntarily participated in the book study after hearing a description and plan from the researcher. Four groups of teachers met at their respective elementary schools every two weeks for one hour to discuss articles or chapters addressing issues associated with working with diverse students. A total of 28 meetings (between 6-8 meetings per group) took place with the groups and spanned from January to May of 2012. Twenty-five teachers participated in the entire professional development, while an additional twelve teachers participated sporadically. Of the participants who completed both pre and post tests and attended at least four sessions, seven have bachelor degrees, nine have master degrees, and two have their Rank One teaching endorsements. Seven participants have fewer than five years experience, four have between six and ten years of teaching experience, three have between 11 and 15 years of experience, and four teachers have at least twenty years of teaching experience. The data shared from teachers' pre-and post-tests only include teachers who participated in at least four of the meetings to truly evaluate if the professional development was useful. That represents over half of the meetings and a larger commitment to the study of culturally responsive instructional practices.

Topics

The topics under study were planned to build toward a more culturally responsive mindset in teaching. We built from a space of self-exploration about

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identity toward pedagogical decision-making and methods. The topics of each meeting are included in the following table.

Table 1: Professional development plan and topics

Meeting	Topic and Participant Preparation for meeting
1	Introduction, pre-test, consents, teachers share what they need from this PD
2	Identity and “Me exercise”; interest inventories and student motivation Williams, B. (2003). The face in the mirror, the person on the page. <i>Journal of Adolescent and Adult Literacy</i> , 47(2), 178-182. Double Entry Journal: What effect does the use of a book on a topic of interest have on student engagement and ability to engage with and comprehend with text?
3	Confronting deficit views and <i>real</i> reasons children struggle with reading Chapter 3 of McIntyre, Hulan, Layne (2010). <i>Children who struggle with reading</i> . Double entry journal: Do you recognize deficit view that you have had? How do you feel about those views and how do you think they affect your teaching?
4	Tenets of Culturally Responsive Instruction

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	<p>Jackson, F. (1994). Seven strategies to support a culturally responsive pedagogy.</p> <p>Parts of Gay, G. (2000). Preparing for culturally responsive teaching.</p> <p>Double entry journal: Which of these seven strategies do I need to work on the most? How can I get better at this?</p>
5	<p>Attending to discourse in a culturally responsive classroom</p> <p>Powers, S.W (2011). Discourse/ Instructional conversation: Connecting school and personal discourses. In <i>Literacy for all students</i>. Powell, R. & Rightmyer, E. (eds.). New York: Routledge.</p> <p>Double entry journal: In the left hand column note what stands out to you in the chapter. In the right hand column note how this information will affect your instruction.</p> <p>Exercise: Dr. Hulan videotaped one lesson and reviewed it with the teacher using standards of effective discourse practices in culturally responsive instruction.</p>
6	<p>Multicultural literature and the symbolic curriculum*</p> <p>Louie, B. (2006). Guiding principles for teaching multicultural literature. <i>The Reading Teacher</i>, 59 (5), 438-448.</p> <p>Various websites.</p> <p>Exercise:</p>

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	<ol style="list-style-type: none"> 1. Analyze a piece of multicultural literature using the guiding principles from Louie’s article. 2. Using the websites provided, develop a list of 4-10 multicultural literature titles that would be useful in your classroom instruction. Provide authors and titles and rationale for why these would be useful.
7	<p>Instructional Conversations and Vocabulary instruction</p> <p>Chapter 4 of McIntyre, Hulan, and Layne (2010): Classroom community and discourse practices in research-based, culturally responsive classrooms.</p> <p>Exercise: Bubble map on dialogic instruction and a double entry journal to find useful information and how it would be used in the classroom.</p>
8	<p>Post-test and PD evaluation</p> <p>Teachers receive multicultural literature and discuss its possible uses</p>

* teachers selected multicultural literature titles that would be useful in their own teaching and received several upon completion of this professional development

Teachers read articles on the above topics and had tasks to complete in the classroom. These included conducting interest inventories on students and trying to find literature to build on students interests, being videotaped and analyzing discourse practices used in teaching, finding and analyzing multicultural literature,

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and choosing specific goals to increase their aptitude in culturally responsive teaching. Additional resources provided to teachers included sets of multicultural literature specifically selected to meet the needs of their particular classrooms (a list of all titles dispersed is included in the appendix), links to Diversity calendars so they could learn about and celebrate important dates of their students and/or of peoples from around the world, and guidelines for selecting multicultural literature.

Data Collection

Participants completed a pre-test and a post-test to measure growth in their thinking from the beginning of the professional development to the end of the professional development. Questions included in these measures were:

1. What are the good things, to you, about working within a diverse school?
2. What are the negative things, to you, about working within a diverse school?
3. Do you teach differently because you work within a diverse school? If yes, how?
4. What are some instructional strategies or methods you use to insure engagement of students from diverse linguistic, cultural, racial, and socioeconomic backgrounds?

In addition, teachers completed double entry journals that helped them to think through the readings that were assigned for each meeting. These double entry journals also helped teachers to remember their thinking from the readings (after teaching all day long) and helped the facilitator to evaluate thinking and areas for concentration during meetings.

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Data Analysis

Individual answers on pre and post-tests were analyzed using the constant comparative method (Patton, 2001). Only pre- and post-tests completed by participants who attended at least 4 meetings including the first and last were included in the analysis. Patterns were identified within answers and themes extrapolated from those lists of patterns. These themes are shared in the results. Member checking occurred in an on-going fashion (Doyle, 2007) through discussions with participants regarding notes taken, interpretations of participants' views on the readings, and intentions for future readings. These were meant to determine if the researcher was on the right track in planning and documenting occurrences in the professional development.

Results

To see if the professional development had any immediate effect on the thinking of the participating teachers, the answers on the pre and post-tests were compared to one another. Using the constant comparative method and honing in on patterns across answers, I was able to determine the following. Findings are shared by question:

The good things about working within a diverse school

In the pre-test the majority of teachers expressed that they thought it was important for children to experience diversity. Some went on to explain that experiences with diversity could help to overcome prejudicial attitudes. Many teachers said that they themselves liked being exposed to different cultures, and that they liked the challenge of working in diverse schools.

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Following the professional development, respondents answered these questions slightly differently. Teachers shared that the positive things, to them, about working within a diverse school included learning about new cultures and different perspectives (for students *and* teachers), and the prospect of students *and* teachers becoming more accepting of different cultures. In addition, one teacher wrote that the incredible growth that students show is the most positive aspect of working in a diverse school to her.

The negative things about working within a diverse school

In the pre-test, when asked to name the negative things about working within a diverse school, the majority of respondents named language barriers and lack of parental involvement. Individuals also listed that they did not know their students' traditional values and that students are often not prepared when they start school. One teacher wrote "Home life is not conducive to education." Another wrote, "Ignorance that still exists regarding different cultures." These very different statements demonstrate the range of perspectives found within participants in these book clubs.

In the post-test, teachers still named communication with parents and students, as well as lack of parent involvement as negatives to working in a diverse school. However, teachers added some interesting new ideas that they see as challenges to working in diverse schools. Several teachers simply wrote, "stereotypes" as a response to this question. Another teacher wrote, "Making sure you relate lessons to students' cultures especially since I don't have a lot of background knowledge."

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Do you teach differently because you work within a diverse school? How?

In a comparison of responses to this question from before the professional development to the responses given after the professional development, teachers indicated that they had indeed learned about some instructional strategies or methods that are more culturally responsive. In the pre-test, 12 participants said yes while three responded no. In the post-test, ten said that yes, they teach differently and three said that they do not teach differently. Interestingly, the teachers who said that they do not teach differently in the pre-test gave answers such as the following: "I will always teach in the same way." However, in the post-test participants who answered no to the question actually went on to explain that indeed they do teach differently. For example, one teacher explained, "things aren't different, we just adapt and differentiate with our strategies and curriculum."

In responses to the *How?* they teach differently because they are in diverse schools, teachers' answers in the post-test were much more developed and included more culturally responsive ideas. Here I share responses from the pre and post-tests to emphasize the contrast. Themes among responses in the pre-test included:

- Use of real world examples,
- Providing scaffolding (ex. Visuals, modeling),
- Build background knowledge and vocabulary,
- Meet kids' basic needs before they can be educated,
- Discipline, and
- Collaboration among other teachers (ESL).

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While some of these responses are reflective of culturally responsive beliefs, responses to the post-test included more culturally responsive thinking. Themes that were prevalent in the post-test included:

- Use of multicultural literature,
- Hands-on activities,
- Increased dialogue and discussion within classes,
- Enabling students to learn with others through a variety of grouping patterns,
- Building on background knowledge,
- Using a variety of instructional strategies and materials to fit the needs of students, and
- Celebrating a variety of cultures.

Among these, increased dialogue and discussion and enabling students to learn with others through a variety of grouping patterns were the most often cited in the post-test responses to this question. It should be noted that those responses were absent in the pre-test.

Instructional strategies or methods used to insure engagement of students from diverse linguistic, cultural, racial, and socioeconomic backgrounds

Respondents to the final question showed increased knowledge of culturally responsive practices. The following table includes participants' responses in pre and post-tests; the method that was added in the post-tests that was covered in the Culturally Responsive Book Club is noted in the final column.

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Table 2: Instructional strategies used within diverse backgrounds noted before and after the professional development and change

January 2012	May 2012	CR Book Club Method added
Using real world examples Hands-on activities Using class discussions to fuel interests	Multicultural books Including multicultural examples within lessons	Multicultural literature
Discussions, questions and answers, body language and pointing (gestures) for very low English Proficiency students	Multicultural literature, Discussion groups about various cultures among the students	Multicultural literature Discussion groups Attention to various cultures
Lots of one on one, books on tape, iPad integration, pairing students, lots of examples	Collaborative work, hands-on activities, individual and small group work, variety of instruction, technology	Collaborative work Hands-on activities Small group work Variety of instruction
I use real-life situations that my students can relate to so that they can connect to learning (word problems, collaborative projects, etc.)	I teach and accommodate to the different learning styles	
Engage background knowledge, positive learning environment where students' life experiences are valued in class, respect for students as a model for how I want them to act towards one another	Instructional conversations, illustrations teacher and student generated, teacher-developed graphic organizers, student-generated glossaries and writing notebooks	Instructional conversations
Technology, real-life situations	Stations, partner and group work	Partner and Group work
Modeling, visual cues, prompting, linking to the real world	Music/songs, pictures, building on background knowledge	Building on background knowledge
Cooperative learning, counting in different languages	Model/set examples, numerous opportunities for students to be exposed to English and academic	Numerous opportunities for exposure to various forms of English

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	language, opportunities for students to explore	
Lots of varied reading material, provide culturally diverse experiences (videos, projects, etc.)	Use a variety of materials (books, manipulatives), hands-on, lots of communication within small groups, celebrate a variety of cultural holidays	Hands-on Lots of communication within small groups Use a variety of materials Celebrate a variety of cultural holidays (rather than all Christian holidays)
We study different cultures	Interaction, talking, celebrations	Interaction
No response given.	Lots of vocab and discussions, modeling the material for students	Discussions Modeling
Picture cues, hands-on, differentiate instruction	Group/station work, hands-on activities	Group work
I use technology, hands-on manipulative, and role modeling	Games, dances, songs	Dances Songs (building off of culture through various formats)
No response given.	Lots of discovery learning, modeling, hands-on	Modeling Hands-on
Continually using different strategies and interacting different ways	Guided groups, independent learning, discovery learning, technology projects, learning with others	Grouping Learning with others
Lots of hands-on activities, peer/partner work, video where appropriate, lots of teacher modeling	Lots of modeling, lots of practice, peer teaching, group work	Modeling Peer teaching Group work
No response given.	Learning with others, group work, guided groups, learning stations	Group work

This table shows that there was, in fact, growth in teachers' knowledge of culturally responsive instructional practices. While this is promising, the true power of professional development can only be measured by what is transferred effectively to the classroom. Future research should follow participants of this

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study to see whether any of the strategies learned in this professional development are used during instruction, and if so to what end.

Discussion/ Implications

It is clear from the data presented here that a professional development in culturally responsive instructional practices can, indeed, increase teachers' knowledge of such practices. Before the study, teachers stated that diversity was important for students to experience, which is clearly a positive ideal within culturally responsive thinking. In the post-test, however, teachers seemed to have shifted their thinking beyond the child's experience within diversity and toward their own experiences within diversity. Their responses reflected an understanding that they were active in the culture of the school and were beneficiaries of an exchange of knowledge about different cultures.

Teachers still listed communication issues and lack of parental support as negative aspects of working in a diverse school, however some new ideas did emerge within responses to this question. Several respondents listed stereotypes as negatives to working in a diverse school. As teachers in diverse schools, they likely face stereotypes within the school and among faculty and students, but they probably also experience stereotypes when speaking with colleagues and friends outside of the school community. As educators we face and must confront such stereotypes with positive and accurate rebukes when faced with them. Perhaps the fact that teachers did not list stereotypes as negatives to working within diverse schools until the post-test shows that teachers are developing in their consciousness

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of their roles as educators within such settings. It's possible that these particular teachers are facing such stereotypes and have chosen to confront them.

A few teachers expressed that they struggle with creating lessons and instruction that builds on their students' background knowledge or cultural values. This shows a shift from seeing the lack of background knowledge as simply the student's issue and moves it toward a shared responsibility. Several teachers expressed this sentiment and a longing to learn more about the cultures of their students. Yes, especially when working within diverse and high-poverty schools we need to build students' background knowledge and vocabulary, but we also need to build our own background knowledge and vocabulary about the students we serve.

As reported above, teachers' instructional repertoires did grow through this professional development. Responses to questions about working with diverse populations indicated a wider range of strategies that teachers are aware of including discussion, various grouping patterns, use of multicultural literature, and others. It is important to note again that this does not imply that teachers will use these strategies in their classrooms. However, they are now more aware of strategies to work with their diverse student populations. Further studies will be needed to follow-up on the actual enactment of such strategies within the classroom.

Recommendations

Following the study, participants completed a professional development evaluation in which they indicated which concepts and meetings were most useful to them and which they would like further training on. Respondents shared that the

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most useful sessions were on the following topics (number of responses are in parentheses out of 20 respondents):

- Multicultural literature (18)
- Allowing for wait time (18)
- Providing support for higher level thinking (15)
- Building on students' home language and dialect (14)
- Conducting the interest inventory (14)
- Attention to types of questions that are asked (13)
- Connecting curriculum to students' background (13)
- Reasons students struggle with reading (13)
- Using various grouping patterns in the classroom (12)
- Turn-taking between teacher and student and among students (12)
- Maintaining a rigorous curriculum (11)
- Build trust within the classroom (11)
- Scaffolding toward understanding (10)

Teachers were also asked to indicate topics they would like to learn more about. The most popular topics included the following with number of respondents in parentheses:

- Providing support for high-level thinking (6)
- Building on students' home languages and dialect (6)
- Reasons children struggle with reading (5)
- Multicultural literature (4)
- Attention to the types of questions that are asked (4)

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- The selective tradition (4)

From this data and the findings of this study, it can be recommended that professional development in the form taken in this study be replicated. Meeting bi-weekly and in small same-school groups in the school where teacher's work is conducive to learning new things and to encouraging the camaraderie that might foster the use of the new strategies learned in the professional development. Meeting every two weeks kept the topics under study on the minds of the participants and gave them feedback in a timely manner. Since I visited each of these schools so often, I became more of a co-participant than outsider. I build relationships with teachers and some of the students. These relationships helped to build trust and to make the professional development more successful.

Meeting in the school was positive for several reasons. Teachers did not have to travel. They could simply finish their school day, grab something to drink, and join in the group. This set-up was also positive because the groups knew the populations they served better than anyone. In district-wide professional development sessions, many different school cultures are represented and so they cannot be tailored as well to the specific needs and desires of a faculty. Within these small groups teachers were able to speak about families they all knew who faced certain challenges to brainstorm ideas to help the children in those families. Through discussion of strategies with colleagues teachers were able to locate resources within the building that would help in implementation of culturally responsive instruction that was specific and fitting for their particular classroom and school.

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In the future, I will make some changes to the way I administer this type of professional development. First, I would build in some sort of check to make sure that participants completed the readings. During this professional development, teachers were asked to complete double entry journals. While many did do this, some did not. I am struck by the amount of work people put in when they know they will receive a grade versus no grade. In the future, I will want to devise some sort of accountability measure for participants. In future professional development of this sort, I will identify one point person at each site to be in charge of setting up technology or meeting rooms. While this would add a burden on one participant at each site, it would help me to focus on the actual content of the meetings and would give some sort of ownership to a member of the school's faculty. Finally, in the future, I would like to start the professional development earlier in the school year so teachers would have perhaps a semester to absorb the information and to try small changes to instruction and a second semester to implement what they had learned in a larger scale.

I believe the Collaborative Center for Literacy Development could help to foster such professional development at the school level around Kentucky. While I chose diverse schools, culturally responsive instruction is an effective lens for teachers in any type of school and with any demographic. Supporting small-group, intensive, on-going professional development in which participants talk about topics germane to their own schools' culture could have positive effects on Kentucky's children.

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Appendix

Teachers created wish lists of multicultural literature titles they wanted for use in their classrooms. Titles provided to teachers with funds from this CCLD grant include the following:

Author's last	Title	Publication date	Publisher and location
Grace, C.O. & Bruchac, M.M.	1621: A New look at Thanksgiving	2001	National Geographic Society Washington, D.C.
Adoff, A.	black is brown is tan	1973	Harper Collins Publishers New York
Allen, D.	Dancing in the Wings	2000	Puffin Books New York
Anaya, R.	Elegy on the death of Cesar Chavez	2000	Cinco Puntos Press El Paso, TX
Andrews-Goebel, N.	The Pot that Juan Built	2002	Lee & Lowe Books New York
Beauregard, L.	In Search of the Fog Zombie	2012	Lerner Publishing
Bernhard, D.	While You are Sleeping	2011	Charlesbridge Watertown, MA
Boelts, M.	Those Shoes	2007	Candlewick Press Massachusetts
Bridges, R.	Through my Eyes	1999	Scholastic New York
Bruchac, J.	Eagle Song	1997	Puffin Books New York
Bryan, A.	Words to my life's song	2009	Atheneum Books for Young Readers New York
Bunting, E.	Going Home	1996	Harper Collins Publishers New York
Bunting, E.	One Green Apple	2006	Clarion Books New York

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Bunting, E.	Smoky Night	1994	Harcourt Publishers Orlando
Campbell, N.	Shin-chi's Canoe	2008	Groundwood Books Toronto
Cheng, A.	Grandfather Counts	2000	Lee & Lowe Books New York
Chinn, K.	Sam and the Lucky Money	1995	Lee & Lowe Books New York
Choi, Y.	The Name Jar		Dragonfly Books New York
Coffelt, N.	Fred Stays with Me!	2007	Little, Brown and Company New York
Cohn, D.	Dream Carver	2002	Chronicle Books San Francisco
Creech, S.	Walk Two Moons	1994	Harper Collins Publishers New York
Curtis, C.P.	Bud, Not Buddy	1999	Random House New York
D'Aluisio, F.	What the World Eats	2008	Tricycle Press Berkeley
da Costa, D.	Snow in Jerusalem	2001	Albert Whitman and Company, Chicago
Diakite, P.	I Lost My Tooth in Africa	2006	Scholastic New York
Ellis, D.	The Breadwinner	2000	Groundwood Books Toronto
Flor Ada, A.	Me llamo Maria Isabel	1993	Aladdin Paperbacks New York
Flor Ada, A.	I Love Saturdays y domingos	2002	Aladdin Paperbacks New York
Garland, S.	The Lotus Seed	1993	Harcourt Publishers Orlando
Greenfield, E.	Honey, I Love	1978	Harper Collins Publishers New York

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Hesse, K.	Come on, Rain	1999	Scholastic New York
Hickox, R.	The Golden Sandal: A Middle Eastern Cinderella Story	1998	Holiday House New York
Ho, M.	Hush!	1996	Orchard Books New York
Hoffman, M.	Boundless Grace	1995	Puffin Books New York
Hoffman, M.	Starring Grace	2000	Puffin Books New York
Johnston, T.	The Harmonica	2008	Charlesbridge Watertown, MA
Jules, J.	No English	2007	Mitten Press Michigan
Keats, E.J.	The Snowy Day	1962	The Viking Press New York
Koss, A.G.	How I Saved Hanukkah	1998	Dial Books for Young Readers New York
Lachtman, O.D.	Pepita Talks Twice	1995	Pinata Books Houston, Texas
Lai, T.	Inside Out and Back Again	2011	Harper Collins Publishers New York
Laiz, J.	Elephants of the Tsunami	2005	Earthbound Book Massachusetts
Lee-Tai, A.	A Place Where Sunflowers Grow	2006	Children's Book Press San Francisco
Lin, G.	Where the Mountain Meets the Moon	2009	Little, Brown and Company New York
Look, L.	Uncle Peter's Amazing Chinese Wedding	2006	Atheneum Books for Young Readers New York
McKissack, P. & McKissack, F.	Ida B. Wells-Barnett: A Voice against Violence	2001	Enslow Publishers New Jersey

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Mora, P.	Tomas and the Library Lady	1997	Dragonfly Books New York
Munoz Ryan, P.	Esperanza Rising	2000	Scholastic New York
Osborne, M.P.	American Tall Tales	1991	Alfred A. Knopf New York
Park, L.S.	A Single Shard	2001	Houghton Mifflin Harcourt New York
Parr, T.	It's Okay to be Different	2009	Little, Brown and Company New York
Parr, T.	The Family Book	2003	Little, Brown and Company New York
Perkins, M.	Rickshaw Girl	2008	Charlesbridge Watertown, MA
Polacco, P.	Chicken Sunday	1992	Penguin Young readers Group New York
Recorvits, H.	My Name is Yoon	2003	Frances Foster Books New York
Reiser, L.	Margaret and Margarita	1993	Harper Collins Publishers New York
Ringgold, F.	Tar Beach	1991	Dragonfly Books New York
Rockliff, M.	My Heart will not Sit Down	2012	Alfred A. Knopf New York
Savageau, C.	Muskrat will be swimming	1996	Tilbury House Gardiner, ME
Say, A.	Grandfather's Journey	1993	Houghton Mifflin Harcourt New York
Seuss, D.	The Sneeches	1989	Random House New York
Shange, N.	Ellington was not a Street	1983	Simon & Schuster New York

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Sherman, P.	Ben and the Emancipation Proclamation	2010	Eerdman Books for Young Readers, Grand Rapids, Michigan
Skrmeta, A.	The Composition	2000	Groundwood Books Toronto
SMITH, D.	If the World were a Village, 2nd edition	2011	Kids Can Press Toronto
Soto, G.	Too Many Tamales	1993	Penguin Young readers Group New York
Soto, G.	Taking Sides	1991	Harcourt Publishers Orlando
Spier, P.	People	1980	A Doubleday Book for Young Readers New York
Tan, S.	The Arrival	2006	Arthur A. Levine Books New York
Tarpley, N.A.	I Love My Hair!	1998	Little, Brown and Company New York
Thong, R.	Round is a Mooncake	2000	Chronicle Books San Francisco
Trottier, M.	Migrant	2011	Groundwood Books Toronto
Tyler, M.	The skin you live in	2005	Chicago Children's Museum Chicago, IL
Uchida, Y.	The Bracelet	1993	Penguin Young readers Group New York
UNICEF	A Life Like Mine: How children live around the world	2002	DK Publishing New York
Vidal, B.	Federico and the Magi's Gift	2004	Alfred A. Knopf New York
Waboose, J.B.	Morning on the Lake	1998	Kids Can Press Toronto
Williams-Garcia, R.	One Crazy Summer	2010	Harper Collins Publishers New York

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Williams, K.L. & Mohammed, K.	Four Feet, Two Sandals	2007	Eerdman Books for Young Readers, Grand Rapids, Michigan
Williams, K.L. & Mohammed, K.	My name is SANGOEL	2009	Eerdman Books for Young Readers, Grand Rapids, Michigan
Winter, J.	Wangari's Trees of Peace	2008	Harcourt Publishers Orlando
Winter, J.	The Librarian of Basra	2005	Harcourt Children's Books New York
Winter, J.	Nasreen's Secret School: A true story from Afganistan		Beach Lane Books New York
Woodson, J.	Show Way	2005	G.P. Putnam's Sons New York
Yelchin, E.	Breaking Stalin's Nose	2011	Henry Holt and Co New York