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Barbara Dougherty

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By L. David van Broekhuizen and
Barbara Dougherty*

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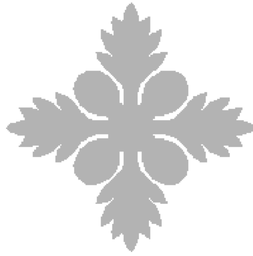
* L. David van Broekhuizen, Ph.D., is Principal Investigator for Applied Research and Development at Pacific Resources for Education and Learning (PREL).

Barbara Dougherty, Ph.D., is a Program Specialist in the Pacific Mathematics and Science Regional Consortium at PREL.



"When we teach across boundaries of race, class, or gender—indeed when we teach at all—we must recognize and overcome the power differential, the stereotypes, and the other barriers which prevent us from seeing each other. Those efforts must drive our teacher education, our curriculum development, our instructional strategies, and every aspect of the educational enterprise. Until we see the world as others see it, all the educational reforms in the world will come to naught." (Delpit, 1995, p. 134)

Professional development has for many years been the driving force behind much change that has occurred in the area of teaching and learning. As in any other profession, it is vital that teachers keep up to date on the most current concepts, thinking, and research in their field. This, in turn, supports them in their "lifelong learning" as educators, as professionals, and as individuals who are responsible for the education of the next generation. Teachers play an active and vital role in the development of productive and dedicated American global citizens.

Given that school has never been a culturally neutral institution, classroom teachers construct and lay the cultural foundation for schooling and learning. Through their actions, both explicit and implicit, they relay, sometimes unwittingly, vast amounts of cultural information. In situations where teachers and learners share a common culture and language, barriers to learning most probably are not culturally based. However, when teachers and learners come from differing backgrounds, both program and practice can exclude learners and, in part, determine the extent to which they are supported or hindered in the learning process. This could also be true in the world of professional development. Is the cultural foundation upon which we build staff development endeavors broad enough to include all teachers?

As America's population becomes increasingly diverse, the faces of our educators reflect this reality. Though the percentage of cultural diversity is smaller among teachers than among students, there are currently more linguistically and culturally diverse teachers than ever before. According to the National Center for Education Statistics (NCES), 15.5 percent of teachers in the United States are African American, Hispanic, Asian American, Native American, Pacific Islander, or Alaskan Native (NCES, 1997). This translates to slightly less than 350,000 teachers who bring with them entire sets of experiences, expertise, knowledge, and ways of life that differ from, but are not foreign to, mainstream American culture. Just as any other teacher in America's schools, each needs ongoing staff development opportunities that will promote professional growth

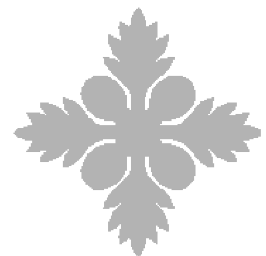
and continue to build the capacity to provide excellent and effective learning environments for students.

Several questions might then be posed: What characteristics of effective professional development lead to sustained and positive change in the classroom, school, and/or system? Are these characteristics effective universally, or are they contextually or culturally based, requiring adaptation and modification when working with diverse populations? Is there a need to develop entirely new constructs or methods of providing professional development that will integrate the diversity of its participants? Finally, and most importantly, do these changes positively affect students' learning and ability to be successful in a constantly changing world?

This synthesis sets out to provide insight into these and other related questions of interest to teachers, professional developers, administrators, and educators at large. We begin, then, with a review of the literature on models of professional development and the characteristics of effective professional development identified by research, with the knowledge that little, if any, research has addressed professional development with diverse teachers. This is followed by a section on culture, which includes the characteristics of "deep" culture, and a discussion of the American dream as it applies to a diverse and inclusive America. Lastly, we put forth implications for professional development in light of the expanding diversity of American educators. We examine the role of culture in our professional development models, and the cultural and contextual variables that are key to providing effective professional development in diverse settings for diverse teachers.

Review of Literature: Professional Development

> Professional development plays an essential role in successful education reform…[and] serves as a bridge between where prospective and experienced educators are now and where they will need to be to meet the new challenges of guiding all students in achieving to higher standards of learning and development.
>
> …Those within and outside schools need to work together to bring to bear the ideas, commitment and other resources that will be necessary to address important and complex educational issues in a variety of settings and for a diverse student body. (U.S. Department of Education, n.d.)



Much research conducted in the area of professional development identifies not only strategies and models but also characteristics of effective teacher training programs. However, most of the research has been carried out in contexts where no consideration has been given to the diversity of the participants. The majority of studies that deal with diversity issues provide information on specific staff development programs or models to foster teaching and learning for diverse *students*, not *teachers*. These focus primarily on mainstream Euro-American teacher development of techniques and strategies that support and assist learning among diverse student populations. There is, in fact, very little research that addresses the issues of how to work effectively with culturally and linguistically diverse teachers. The studies available are limited to conceptualizations of cross-cultural learning in the fields of counseling and adult English as a Second Language (ESL) instruction. Keeping in mind the limitations of research findings in the area of professional development for diverse teachers, we nevertheless believe it is important to present the models, practices, and strategies that have been identified as effective by experts in the field. Many of the findings can also be applicable, if implemented appropriately, to culturally diverse teachers.

Strategies and Models of Professional Development

> We know a good deal about the characteristics of successful professional development: It focuses on concrete classroom applications of general ideas; it exposes teachers to actual practice rather than to descriptions of practice; it involves opportunities for observation, critique, and reflection; it involves opportunities for group support and collaboration; and it involves deliberate evaluation and feedback by skilled practitioners with expertise about good teaching. But while we know a good deal about the characteristics of good professional development, we know a good deal less about how to organize successful professional development so as to influence practice in large numbers of schools and classrooms. (Elmore, 1995, p. 2)

The design of professional development includes selecting strategies or models that match the purpose(s) of the sessions being conducted. These strategies or models are often used in combination and must be selected carefully so that they fit together consistently. Especially in diverse settings, professional developers should be aware that their own cultural and experiential preferences affect this selection process. With prior knowledge of the participants' backgrounds and the proposed training context, informed decisions can be made about which strategies and models are compatible with the ways of thinking, doing, and knowing

of their diverse participants. Important considerations include:

- **Underlying beliefs about the strategy or model** (Loucks-Horsley, Hewson, Love, & Stiles, 1998). Most certainly the trainers' own biases for certain strategies or models come into play here.
- **Techniques used in the actual delivery of the strategy or model** (Loucks-Horsley, Hewson, Love, & Stiles, 1998). Again, based on the principle that culture has an impact on all we do and the comfort with which we do it, there is a need to acknowledge "other" ways, which might not carry the same level of comfort.
- **Resources needed to deliver the strategy or model** (Loucks-Horsley, Hewson, Love, & Stiles, 1998). This is an obvious and practical consideration, especially in areas where extensive travel is required or local availability of materials is limited.

Identification of the purpose(s) of the professional development activity is important to its success. Five purposes for professional development proposed by Loucks-Horsley, Hewson, Love, and Stiles (1998) are:

- **Developing Awareness**—designed to elicit thoughtful questioning on the part of teachers concerning new information;
- **Building Knowledge Focus**—provides opportunities for teachers to deepen their understanding of content and teaching practices;
- **Translating into Practice**—engages teachers in drawing on their knowledge base to plan instruction and improve their teaching;
- **Practicing Teaching**—helps teachers learn through using a new approach with their students;
- **Reflection**—engages teachers in assessing the impact of the changes on their students and in thinking about ways to improve; also encourages teachers to reflect on others' practice, adapting ideas for their own use.

It is incumbent upon professional developers, in collaboration with participating educators, to determine and make known the ultimate purpose for the staff development activity beforehand. Otherwise, each group may hold divergent expectations, leading to failure or disappointment on the part of both the professional developer and the teacher participant.

Loucks-Horsley, Hewson, Love, and Stiles (1998) identified 15 models or strategies for professional development experiences. Each carries with it a cultural aspect that may render it more or less appropriate/effective depending upon the context in which it is used and the group that will use it. How teachers participate in each of these models/strategies is also culturally dependent. There could be other models/strategies that are being used in diverse contexts that are not included in the following list. Future research in professional development for

diverse teachers might reveal alternative and possibly more culturally appropriate models/strategies.

1. **Immersion in inquiry into a discipline**—Teachers participate in the same kind of learning that their students would.
2. **Immersion in the world of professionals**—Teachers experience the day-to-day work of a professional such as a mathematician.
3. **Curriculum implementation**—Teachers learn about, use, and refine specific instructional materials for the classroom.
4. **Curriculum replacement units**—Teachers implement an instructional unit on one topic or concept. Effective teaching and learning strategies are used in the unit.
5. **Curriculum development and adaptation**—Teachers create new instructional materials and strategies or adapt existing ones to meet the learning needs of students.
6. **Workshops, institutes, courses, and seminars**—Teachers participate in structured sessions, outside of the classroom, that focus intensely on topics of interest. They learn from others with more expertise.
7. **Action research**—Teachers examine their own teaching and their students' learning by engaging in a research project in their classroom.
8. **Case discussions**—Teachers examine written narratives or videotapes of classroom teaching and learning and discuss what is happening, the problems, issues, and outcomes.
9. **Study groups**—Teachers engage in regular, structured, and collaborative group sessions to discuss topics they choose, with opportunities to examine new information, reflect on their practice, or assess and analyze outcome data.
10. **Examining student work and student thinking and scoring assessments**—Teachers examine student work and products to understand their thinking and learning strategies. Then, they identify student learning needs and appropriate teaching strategies and materials.
11. **Coaching and mentoring**—Teachers work one-on-one with an equally or more experienced teacher to improve their skills through a variety of activities, including classroom observation and feedback, problem solving, and co-planning.
12. **Partnerships with professionals in business, industry, and universities or colleges**—Teachers work collaboratively with practicing professionals, focusing on improving teacher content knowledge and instructional materials and getting new information.
13. **Professional networks**—Teachers link, in person or through electronic means, with other teachers or groups to explore and discuss topics of interest.

14. **Developing professional developers**—Teachers build skills and knowledge needed to create learning experiences for other educators.
15. **Technology for professional learning**—Teachers use various kinds of technology to learn content and pedagogy.

Factors to Consider When Planning Professional Development

In its *Standards for Staff Development*, the National Staff Development Council (1995) identified context, process, and content in the planning of effective staff development. Four areas that professional development research has shown to be effective when planning and conducting teacher training are: 1) school or institution structures; 2) design of professional development experiences; 3) time factors; and 4) teacher change factors.

School and Institution Structures

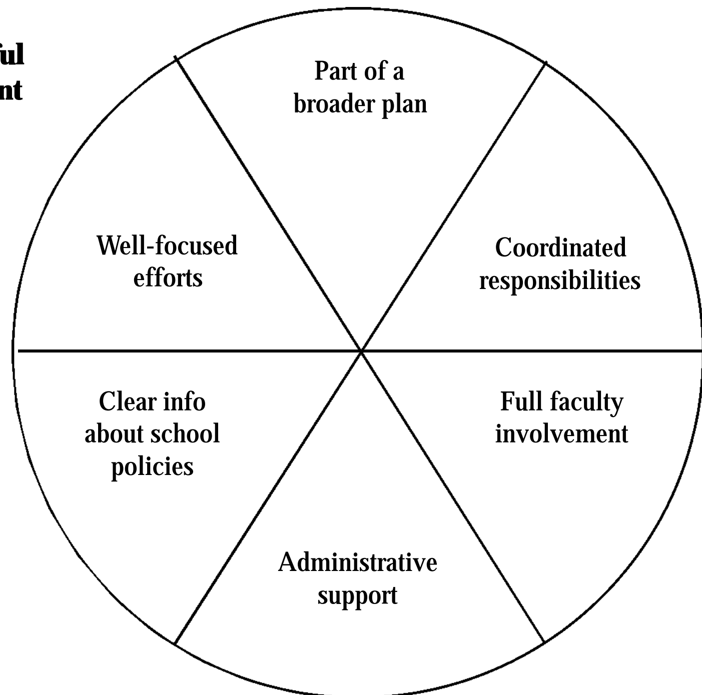
Several research studies suggest that in order to conduct successful professional development, a number of components that are linked to school and institutional structures need to be in place. The six "key" components of successful professional development are:

1. The reason for doing professional development must be **part of a broader, more extensive plan** for the school or entity (Joyce & Showers, 1995; Lawrence, 1974). It is part of a bigger picture rather than being a splintered effort.
2. Successful professional development should specify **coordinated responsibilities** so that everyone knows who is responsible for each step in the planning, delivery, and implementation stages (Joyce & Showers, 1995).
3. **Full faculty involvement** dramatically increases implementation of professional development content. Joyce, Murphy, Showers, and Murphy (1989) reported 90 percent implementation or better when there was participation by the entire school faculty, organized into peer-coaching teams for the follow-up phase, as compared to the 5 to 10 percent implementation when there was only participation by volunteers as individuals, with no peer structure for a follow-up phase.
4. **Administrative support** contributes to the success of programs (Berman & McLaughlin, 1978).
5. School leadership should disseminate **clear and consistent information about school policies** (Stallings & Mohlman, 1981). Professional development and school policies should support each other.
6. Professional development efforts should be **well-focused** (Joyce & Showers, 1995). One study (Joyce, Bush, & McKibbin, 1982) documented a school that worked on over 40 different initiatives, including pro-

fessional development, in one school year. The chance of making substantive changes in the school or classroom by trying to implement many different initiatives is minimal (Joyce & Showers, 1995).

Figure 1 illustrates the six "key" components.

Figure 1.
Components of Successful Professional Development



Design of Professional Development Experiences

The design of professional development experiences contributes significantly to the success or failure of the event. The process used to involve participants in the experience is as important as the content. In developing the design of the professional development program, it is vital to:

- Identify outcomes/goals for professional development
- Develop the design for delivering the professional development

According to Guskey (1985), there are three primary outcomes of effective professional development programs. These include changes in (1) teacher beliefs and attitudes; (2) instructional practices of teachers; and (3) student learning outcomes. It should be noted that the outcomes chosen for the professional development affect how and what is evaluated in terms of program success.

Professional development goals are more likely to be reached if they reflect tailored training for different teachers rather than a common set of goals for all participants (Lawrence, 1974). Although this might be valid for mainstream American teachers who prize individual goal setting and achievement, this might

not hold true among diverse American groups that prize collective achievement and cooperative goal setting.

If professional development sessions are to impact student achievement, the goals should be specific about student learning (Joyce & Showers, 1995). The goals should not reflect a general tone like ones geared to "improving or increasing test scores."

Likewise, achievement towards goals should be measured regularly on formative and summative levels, not just on a yearly basis or using only standardized tests. Data should be collected regularly, with a focus on what the implementation of that goal is.

The actual design of the training sessions has the greatest impact on making sure that professional development is successful (Showers, Joyce, & Bennett, 1987). There are some common components in the design of professional development programs (Showers, Joyce, & Bennett, 1987; Sparks, 1983; Wade, 1984; Joyce & Showers, 1995; Sparks, 1986; Mohlman, 1982). These components include:

- Information dissemination (through discussions, readings, lectures, and so on) or theory presentation
- Demonstration or modeling of a skill, and practice in simulated situations or in the context of the school or classroom
- Feedback and coaching models

As one might suspect, the components have minimal or moderate effects when used separately (Wade, 1984). Minimal effects were seen through isolated discussions, lectures, games, and guided field trips. Moderate effects were found when using coaching, modeling, mutual assistance, printed material, programmed study, and film production.

In studies conducted by Joyce and Showers (1995), the techniques and ideas were more likely to be implemented when the components were used in combinations. Combined professional development components greatly affected the success in meeting the desired outcomes of (1) building teacher knowledge, (2) developing of teacher skills, and (3) transfering of training to classroom practice. There was no measurable transfer of training to classroom practice when information, theory, or demonstration was used in isolation or in combination. However, when theory, demonstration, practice, feedback, and coaching were all used in combination, there was a significant impact on all three outcomes.

It is important to note that combining components does not ensure that teachers will actually use the new skills and ideas. The components themselves must be of high quality. The content included in each of the components should be veri-

fied through valid and reliable research to make sure that it supports improved student achievement (Sparks, 1983). And, when the professional development sessions are held, session instruction has to be more than “going through the motions” of teaching (Showers, Joyce, & Bennett, 1987). Sessions should develop ideas fully and allow teachers to explore ideas in depth.

According to Sparks (1983), the factors presented in Table 1 should be present in the components of successful professional development.

Table 1. Necessary Factors for the Components of Professional Development

	Components of Professional Development		
	Giving Information	**Practice**	**Coaching and Mentoring**
Necessary Factors	• Presentations with modeling or demonstration should be clear and detailed. • Discussion of how to apply the skills and ideas should occur with eight or fewer teachers. • The facilitator of the small group discussion should keep the group focused on finding solutions and sharing ideas.	• Observations should be student-focused rather than teacher-focused. • Peer observations can be more powerful than coaching in producing changes in teacher behaviors (Sparks, 1983).	• Long-term support through coaching results in teachers using skills and ideas in their classroom more than teachers who do not have support (Showers, 1982, 1984). • Long-term support can be done by peers or outside experts (Showers, 1982, 1984). • When all teachers (entire faculties) are part of peer-coaching study teams, there is greater use of the professional development’s skills and ideas in the classroom (Joyce and Showers, 1995). • The feedback component of coaching is not necessary for implementation (Joyce and Showers, 1995). • “Coach” has taken a new meaning: When teachers observe each other, the one teaching is the coach and the one observing is being coached (Joyce and Showers, 1995).

Time Factors

Time does not refer only to the time given to each professional development session. It also includes the number of sessions and the amount of time between sessions.

- The length of professional development sessions (whether they last a few hours or more than 30 hours) does not affect how teachers use the skills and ideas (Wade, 1984).
- A one-shot presentation, even if it lasts two to three days, does not allow enough time for teachers to make changes (Sparks, 1983).

Showers, Joyce, and Bennett (1987) suggested that strong implementation is not achieved until a new strategy has been used in approximately 25 teaching episodes. Their suggestion seems to imply that long-term professional development is a necessary component for changing teaching behaviors. Berman and McLaughlin (1976) introduced the idea of "mutual adaptation"– the modification and adaptation of new practices into a teacher's environment. In some cases, both environment and practice are modified until implementation occurs.

Hall and Loucks (1978) support the long-term view of professional development by looking at stages through which teachers progress as they implement new skills. Their work recommends building methods of dealing with teacher concerns into professional development design. As the program progresses over time, concerns will be dealt with and will not be issues.

Just how much time is long enough was discussed in work by Stallings, Needels, and Stayrooks (1978). They indicated that a series of four to six three-hour workshops, spaced one to two weeks apart, seems to be effective. Anderson, Evertson, and Brophy (1979) found changes in teacher behavior when two or more training sessions were separated by at least one week. Sparks (1983) stated that these spread-out sessions give teachers time to learn small chunks of content or information over a longer time. This cannot be done with one-shot presentations, even when they are more than a day in length.

Wade (1984) noted that there appears to be no statistically significant effect resulting when professional development is scheduled either during or outside of school hours.

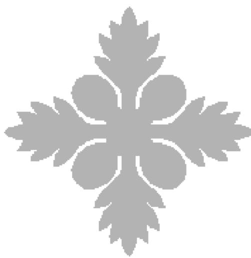
Teacher Change Factors

According to Pennington (1996), "teachers change in areas in which they are already primed to change, and this priming depends on their individual characteristics and prior experiences, which shape their view of their classroom, their students, and themselves as teachers. Thus, in teacher change, input does not

equal intake." Teachers only attend to those aspects of training that are accessible to them. Information that is accessible to teachers is based on a teacher's:

- high awareness and understanding of the input, coupled with
- favorable attitudes including a pre-existing interest in the form of input or a positive attitude towards the person giving the input,
- strong recognition of the need for new input or change, or
- strong feeling of discomfort when the information clashes with pre-existing values.

In contrast, when teachers have low awareness, low understanding, or unfavorable attitudes, input is inaccessible in whole or in part and will consequently have little or no impact on the stimulation of teacher change.



Diversity and Culture

> "Culture," says Carlos Fuentes, "is a seashell where we hear voices of what we are, what we were, what we forget, and what we can be." Without this seashell, individuals and groups have great difficulty in finding their way. Indeed the relentless and overwhelming technology and worldview of the west, together with the problems of economic survival, have precipitated a cultural crisis in most parts of the non-western world. It is a crisis of the legitimation of the existence of smaller cultures and their claim for a place in the future world. (Power, 1992, p. 15)

Having identified models and strategies of staff development, and subsequently the research-based characteristics of effective professional development, what can we say with regard to cultural contexts that lie outside the constructs of mainstream American culture? Most of the characteristics we previously identified as effective were taken from contexts in which both the trainers and participants were predominantly middle-class European-Americans. This is not to say that these characteristics of effectiveness would be inappropriate for diverse trainers and learners, but we pose the question: Where do Americans with diverse cultural and linguistic backgrounds fit within the greater scheme of the United States, the world of education, and the global learning community? This is one of the questions we will address in this section.

Beginning with the American Dream

According to what Michael Parenti (1978) refers to as "Lockean ideology," most citizens of the United States and other Western capitalist countries share a core of beliefs. Key elements of these beliefs are individualism and civic rights

(Sleeter, 1992). Ideally, in this world, all members of a given society have equal access to opportunities to advance themselves, with no apparent barriers or limitations other than their individual skills, aptitudes, abilities, and visions. Thus, all children (and thÂir families) have equal opportunities for learning, excelling, achieving, and being successful.

Sleeter (1992) quoted the Roper Organization's (1987) findings with regard to two broad interpretations of the American Dream:

> The first focuses on economic opportunity and progress. It is a dream of affluence and material comfort, of doing better than previous generations….The second definition is more spiritual. It is America, home of freedom and justice. It is our Puritan father's "City on the Hill," a shining moral light to the rest of the world.

In our current day and age, this vision of the American Dream still holds true for most Americans. Parents and families want the next generation to experience success. However, "…what it means, how it is demonstrated and how it is celebrated are culturally determined. Some cultures associate success with the accumulation of material wealth while others give priority to the quality of human interactions and relationships" (Rodriguez, 1998, p. 18).

Though some might believe it to be a recent phenomenon, the United States has a long history of diversity. The people living within U.S. borders reflect this diversity in both language and culture. Some immigrated here from far or near, and their children are Americans born in America. Some are natives of the United States who historically have not been treated fairly. Some have lived in the U.S. for generations but are still not perceived to be "true" Americans. Others were forcibly brought to this country against their will. These Americans also wish to take part in the American Dream. The journey they must take to achieve this dream will most likely be different from the path followed by most of mainstream America because the knowledge, expertise, and resources they bring may be different.

The cultural landscape of the United States is changing. In many parts of the country, diversity is becoming, or has always been, a facet of life (e.g., Hawai'i, parts of the Southwest U.S., and many large urban centers). Many segments of the American landscape that have not previously been recognized as part of America (e.g., individual Native American tribes' cultural ways of knowing and learning, bartering systems in the Chinese-American community, and "talk story" in Hawai'i) are being given increased credence and viability within a system that is becoming more inclusive.

Where, then, does that leave us as providers, coordinators, and/or recipients of staff development that is meant to improve opportunities for all children and the communities from which they come? How, within the confines of our own thinking, do we shift from a pervasive mainstream American way of thinking that espouses Lockean ideology to a more inclusive and participatory system of interaction?

Foremost is the need and desire to become aware and more sensitive to cultural differences and similarities within the American mosaic–a compilation of thousands of shades, colors, shapes, and forms that collectively make up a holistic, unified portrait, picture, or landscape. With developed awareness and sensitivity, we can change not only the way we conduct staff development, but how we approach staff development culturally, linguistically, and philosophically. Imposing mainstream American value systems (that prize individualism, competition, overt praise, etc.) on groups unaccustomed to or uncomfortable with these constructs could be counterproductive in realizing effective, appropriate, and high-quality staff development. This imposition can ultimately deter positive change. Thus, we must learn to modify ideas, adapt thinking, and become collectors and gatherers of cultural knowledge, which may not be readily available to us in academic or explicit forms. But, how do we do this? Included in the process is the willingness to gain a deeper understanding of ourselves as cultural beings. Bringing our own cultural experiences to a higher level of cognition enables us to identify and acknowledge traits, habits, patterns of behavior, and perceptions that affect how we work with others. With this, we can then develop what Cross (1995, p. 4) describes as "cultural competence," i.e., "a set of congruent behaviors, attitudes, structures, and policies that come together to work effectively in intercultural situations." Given this as a goal for all individuals who work in diverse settings, we first need to delve deeper into the concept of culture.

The Characteristics of Deep Culture

The characteristics of "deep" culture go far beyond heroes and holidays, food and festivals. Culture is comprised of a myriad of subsystems, rules of conduct and interaction, ideologies, and local and world views that shape a given group's knowledge base. If we restrict the definition of culture to only mean "transmitted and created content and patterns of values, ideas, and other symbolic-meaningful systems as factors in the shaping of human behavior and the artifacts produced through behavior" (Kroeber & Parsons, 1958, p. 583), it is less likely that we will superficially regard culture as traditional dress, dancing, food, and other manifestations or artifacts of explicit culture. These are but symbols—some more meaningful than others—of a deeper structure of knowing and believing.

> A society's culture consists of whatever it is one has to know or believe in order to operate in a manner acceptable to its members, and do so in any role that they accept for any one of themselves.…culture is not a material phenomenon; it does not consist of things, people, behavior or emotions. It is rather an organization of these things. It is the forms of things that people have in mind, their models for perceiving, relating and otherwise interpreting them. As such, the things people say and do, their social arrangements and events, are products or by-products of their culture as they apply it to the task of perceiving and dealing with their circumstances. (Goodenough, 1957, p. 167)

Deep culture manifests itself in a variety of ways. Everything from interaction patterns between adults of same or opposite gender, to concepts of time and space, from religious protocol to familial obligations, are elements of the deep cultural knowledge necessary to function in a given society. Deep culture can also include knowledge regarding kinship ties and relationships, protocol in formal and informal settings among people of various ranks (hierarchy), processes for formal and informal education, and appropriate language use in various settings.

According to Rodriguez (1998), it is vital that issues of cultural diversity be presented in their broader contexts, such as:

- religion/spirituality
- tribal/clan affiliation
- socioeconomic status
- primary or first language
- gender
- social and political constructions of ethnicity and race
- regional and geographic location
- generational status
- sexual orientation
- disability or exceptional status
- nationality
- family status and structure

"The degree to which we identify with particular groups, under what circumstances or in what aspects we do so, as well as multiple social and demographic factors influence our identity and play a significant role in defining who we are culturally" (Rodriguez, 1998, p. 13). These factors ultimately manifest themselves in how we think, believe, perceive, learn, act/react, socialize, and make choices.

Thus, as administrators in charge of staff development, and even as participants in staff development endeavors or events, it is incumbent upon us not only to be open to and proactive in attaining knowledge about the deep culture of the

group(s) we work/collaborate with, but also to seek a better understanding of the cultural factors that influence our own lives. Self-awareness is the first step on the journey toward cross-cultural competence or multicultural capacity (Tiedt & Tiedt, 1990). At the least, we must learn how to build an awareness of our own cultural contexts and how they affect the way we go about the business of staff development. This entails exploring and being open to finding out about differing systems of belief and knowledge. The journey will not be possible unless we first examine and analyze our own culture and belief systems, since these determine how and why we do what we do in the classroom and in life.

Everything we say, do, and make is a manifestation of our culture. We categorize and organize our world. We learn to interpret cultural codes–rules for forming, combining, and interpreting the symbols of our culture. For years, psychologists have looked to anthropology to learn more about humans as social beings. Likewise, anthropologists have used the tenets of psychoanalysis in their attempts to formulate more satisfying theories of culture. Among the most significant of these borrowed theories is one that describes the existence of both an overt culture, which is visible and easily described, and a covert culture, invisible for the most part and difficult to describe or understand even to the trained observer (Hall, 1973). It is the covert or "invisible" culture that is probably the most challenging when interacting with diverse groups in diverse settings. Thus, the challenge for all of us is to go beyond that which we can see, touch, and hear, to deeper levels of understanding of the "what," "why," and "how."

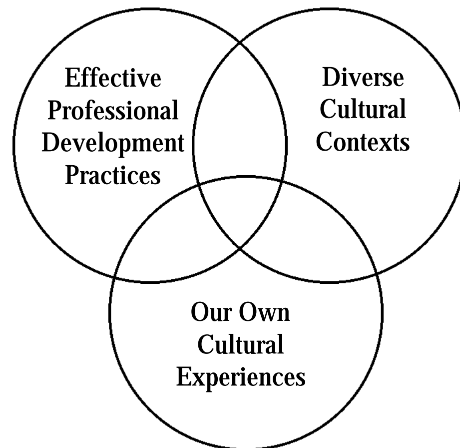
Implications for Professional Development

In the first section, we presented professional development models and staff development practices identified as successful by research. This was followed by a discussion of the changing American cultural landscape, an analysis of the American Dream in this changing context, and the characteristics of deep culture.

What, then, are the cultural variables we need to consider when planning, developing, and delivering staff development for diverse teachers? For example, which models (if any) are most appropriate for individuals who are from a culture that does not utilize face-to-face confrontation as a means to resolve disagreements or conflicts? Are the effective characteristics equally effective in settings where teachers believe that one of the most important aspects of their profession is to instill and maintain the morals and values of their culture (Thaman, 1980)?

The model presented in Figure 2 illustrates the three main components of effective staff development for diverse teachers.

Figure 2.
Three Main Components of Effective Staff Development for Diverse Teachers



The art, then, is to merge that which has been identified by research as effective professional development practices, with diverse cultural contexts and with our own cultural experiences. As the area that is common to all three increases, is there a culture change? What are the processes involved in culture change? Can culture clash shift to culture change?

Spradley and McCurdy (1975) identified four related processes for culture change: innovation, social acceptance, performance, and integration. Innovation is a combination of concepts that reconfigure into new patterns qualitatively different from existing forms. It involves the use of analysis, identification, and substitution. Social acceptance requires that individuals within a given group learn about an innovation, accept it as valid, then modify their cultural knowledge to include it. Performance occurs when an innovation is used by members of a group to interpret experience and/or to generate behavior. Finally, when innovations are accepted and lead to numerous adjustments, they become integrated into the existing culture.

Thus, we discuss culture change not only in terms of the way we conduct staff development and how we do our work as staff developers, but also in terms of the impact this work has on the teacher participants. Does the training produce a change in the way teachers go about the business of providing instruction in their classrooms?

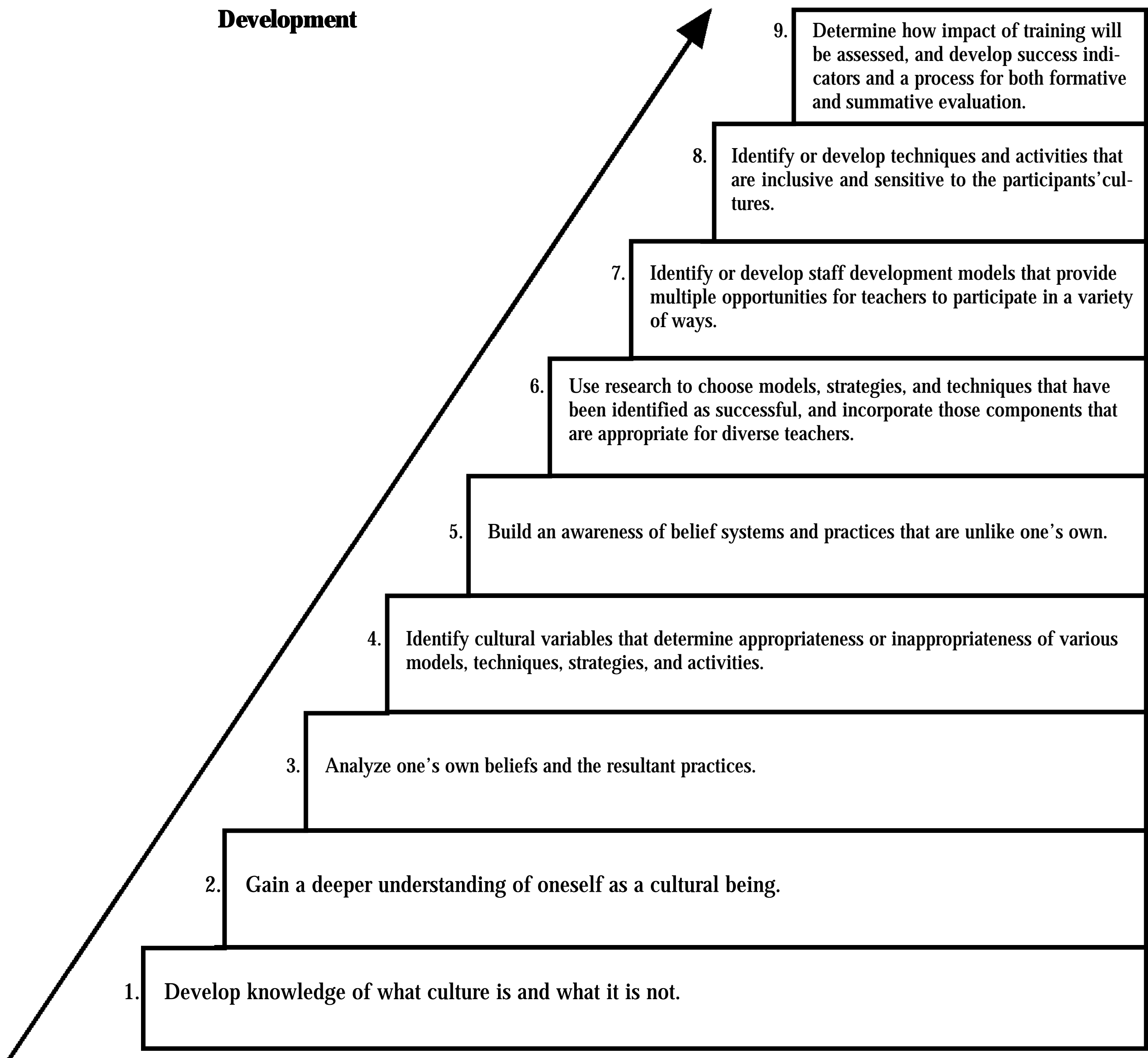
The ultimate goal is to be able to identify our own cultural experiences that we bring to the table, acknowledge the effect that this has on our work, and then modify or adapt what we do based on our own and others' experiences. This process, coupled with a knowledge base of research on effective professional development, will increase our ability to provide staff development that considers the culture(s), language(s), and experiences of participating teachers.

Through this process, we gain a more in-depth understanding of how to encourage and support teachers, meeting them where they live and not vice versa.

Steps for Developing Effective Staff Development for Diverse Teachers

As staff development professionals, how can we ensure that we have the tools and knowledge necessary to deliver the most effective and impact-laden professional development for diverse teachers? The nine steps included in Table 2 are suggestions for developing effective staff development that is responsive to and inclusive of diverse participants.

Table 2. Nine Steps for Developing Effective and Inclusive Staff Development



The first five steps deal with the development of knowledge and awareness of culture and self. It would be highly appropriate if all staff developers were guided through a series of cultural awareness experiences. Building upon a foundation of knowledge of deep culture, professional development staff can then look inward and metacognitively examine their own cultural belief systems, values, and "ways of knowing"–all of which ultimately link directly to how they act and the process by which decisions are made. Simultaneously, staff developers should have the opportunity to compare and contrast similarities and differences between themselves and the groups with which they work.

It is of utmost importance that staff developers and teachers alike gain a greater understanding of what culture is and what it is not. Rodriguez (1998) suggests the following:

> Place of origin; time of immigration, relocation, or colonization; reasons for immigration, relocation or colonization; language(s) spoken; the place of the family's first settlement; and places of geographic location and movement all help to identify one's own cultural frame or heritage. The political leanings, jobs, economic and social status, beliefs, religion, and values of one's ancestors who were immigrants, were colonized or colonizers, or underwent forced migration, relocation, and enslavement help to portray a cultural picture of one's family or community, as do the changes that subsequent generations have undergone. (p. 15)

Cognizant of their own "preferences," staff development professionals can then build an awareness of the constructs, models, and strategies that contribute to the success of a training with diverse teachers, taking into consideration the following important cultural variables.

Important Cultural Variables to Consider

Based in part on studies conducted by researchers in the areas of cross-cultural communication (Brislin et al., 1986) and anthropology (Hall, 1973), Table 3 lists the essential variables to consider when preparing to work with diverse teachers. The Traditional Cultures and Non-Traditional Cultures columns are not meant to be all-inclusive of the values of any one particular group or groups. They are offered simply to illustrate contrastive ways of knowing and believing. Likewise, the list of cultural variables is not exhaustive.

Table 3. Cultural Variables of Traditional and Non-Traditional Cultures

Cultural Variable	Non-Traditional Cultures	Traditional Cultures
Participatory structures	Whole group	Small group
	Competitive	Non-competitive
Decision-making process	Individual	Collective
Concept of time	Linear (concrete)	Circular (abstract)
Task completion	Task orientation	Process orientation
Leadership roles	Democratic	Autocratic
Roles of participants	Active	Passive
Knowledge acquisition	Theoretical	Experiential
Gender roles	Non-prescriptive	Prescriptive
Individual expression	Vocal	Reserved
	Non-conforming	Conforming
Mode of interaction	Direct	Indirect
Protocol	Informal	Formal
Recognition of excellence	Overt praise	Private acknowledgement
	Singled out	Group oriented
Modes of learning	Theoretical	Practical
	Inquiry-based	Didactic

The previous table is a starting point for professional developers to begin to broaden and expand their work. If they consciously consider the implications of culture when working with all individuals, and adapt the models, strategies, techniques, and activities accordingly, the staff development endeavor will inevitably become more inclusive of diverse participants while meeting the expectations of all involved.

The intention of this synthesis is not to offer a list of culture-specific practices based on teacher diversity; nor would it be appropriate to do so. Hopefully it will open the door to dialogue, and encourage more research in the area of professional development for diverse teachers. "Culture is much like the air people breathe: It is taken for granted until there is an external stimulation that forces people to think about it" (Brislin, 1986, p. 22). The multiplicity of cultures represented within the American mosaic requires that we develop an awareness and acceptance of diverse ways of knowing and believing. Professional development is a means by which positive change and improvement can occur in schools. Thus, it must model inclusive practices that will ultimately lead to a society in

which all students and their families can fully and uniquely participate in the American Dream.

> Diversity is an internal journey of the heart. Building community and effective diversity efforts is not an accident. The core issue is developing relationships not management structures. Diversity means building community with women, people of color, and unrecognized or underrepresented groups. All must be equal and empowered. There are no easy or proven answers. But it is essential that institutions embrace it—because our future depends on it. (Hill, 1995, p. 3)

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Pacific Resources for Education and Learning

1099 Alakea Street, 25th Floor
Honolulu, Hawai‘i 96813
Tel: (808) 441-1300
E-mail: askprel@prel.org
WEBsite: http://www.prel.org

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