

Multicultural Education Course: Year 3

The Northeastern Nevada Regional Professional Development Program (NNRPDP) Multicultural Education course is provided for education professionals in order to support their professional learning, licensure renewal, or removal of a provision on their license. The primary impetus for providing the course to the NNRPDP region was based on a Nevada legislative requirement for educational licensure that requires all teachers and other education professionals applying for licensure after July 1, 2019 to complete an approved 3-credit Multicultural Education course in order to obtain a “Standard” educational license in Nevada (Nevada Revised Statutes 391.0347, 2019 & Nevada Administrative Code 391.067, 2019).

The Nevada Regional Professional Development Program (RPDP), which includes the Northwest, Southern, and Northeastern groups, was approved to provide the course as of January 1, 2020. Any licensed education personnel are able to register for and complete the course. Licensed personnel include educators, administrators, instructional coaches, literacy specialists, school nurses, school psychologists, speech and language pathologists, and school counselors. NNRPDP partnered with Southern Utah University to provide an opportunity for course participants to earn 3-graduate level credits at a cost of \$69.00 that might be used by participants for pay-scale movement or as evidence for meeting the Multicultural Education licensure provision requirements (NRS 391.0347 & NAC 391.067, 2019).

The overarching goal of the Multicultural Education course was to positively impact education professional’s dispositions for culturally responsive pedagogy (Whitaker & Valtierra, 2019). The secondary goal of the Multicultural Education course was to provide high-quality professional learning for education professionals that prompted a change in practice that would positively impact student learning (Darling-Hammond et al., 2017; Guskey, 2002; Murray, 2014). These goals continued through the fourth year of the project.

The Multicultural Education course content and learning experiences included weekly readings and critical reflection on current scholarship and evidence-based practices for culturally responsive teaching, weekly virtual discussion sessions to debrief and activate the learning, collaborative analysis and recommendations for practice using case studies, and application of learning through four field experience opportunities.

Three different instructors facilitated learning in this course. The first has fourteen years of teaching experience between K-16 contexts, five years of experience teaching online college courses, a Master’s Degrees in Equity and Diversity and Educational Leadership, and is a member of the National Association for Multicultural Education. The second has twenty-two years of teaching experience between K-16 contexts, including experience teaching online college courses, and has a Ph.D. in Educational Psychology and Educational Technology. The third has eighteen years of experience in educational settings and has a Master’s degree in Educational Leadership, a Ph.D. in Curriculum and Instruction, and has been a member of National Association for Multicultural Education since 2016. The first taught one section in the

fall, the second taught two sections (one in the fall, one in the spring), and the third taught five sections (two in the fall/winter and three in the spring).

Initial Data and Planning

Training in multicultural education in Nevada has not been required, nor mandated, until NRS 391.0347 was passed in 2019. The legislation (NRS 391.0347, 2019) requires initial licensees in Nevada to complete at least three semester hours, or 45 in-service hours, of coursework in Multicultural Education that addresses the goals and regulations set forth by the Commission on Professional Standards in Regulation 130-18 (n.d.). The Multicultural Education course must be offered by either an accredited college or university, a Nevada school district, the State Public Charter School Authority or a regional training program (NRS 391.0347 & NAC 391.067, 2019). The requirements also stipulate the learning outcomes for the course participants (Commission on Professional Standards, Regulation 130-18, n.d.):

Increase awareness and understanding of race and ethnicity and the interconnectedness of race and ethnicity with other aspects of diversity, including without limitation, geographic origin, residency status, language, socioeconomic status, sex, gender identity or expression, sexual orientation, religion, spirituality, age, physical appearance and disability; assess the capacity of the licensee for cultural competency, facilitate the development of knowledge and skills for cultural competency and build the capacity of the licensee for cultural competency; include: a review of best practices in pedagogy and selection and use of instructional materials, curriculum and assessments to ensure that all pupils are treated equitably; instruction in skills for communicating and developing relationships with pupils, families, colleagues and members of the community; and a field-based experience demonstrating the application of all course materials and topics in an education setting; be aligned with the standards and indicators for instructional leadership practices and professional responsibilities prescribed by NAC 391.572, 391.573, 391.575 and 291.576, as applicable; use resources that are based on current scientific research and national best practices in the field of multicultural education; and address the roles and responsibilities of the licensees for whom the course is designed.

Multicultural education is “a philosophical concept built on the ideals of freedom, justice, equality, equity, and human dignity” (National Association for Multicultural Education, 2021). The Center for Multicultural Education at the University of Washington states that “multicultural education is an idea, an educational reform movement, and a process” that “seeks to create equal educational opportunities for all students, including those from different racial, ethnic, and social-class groups” (2021). The purpose of multicultural education is to “prepare students for their responsibilities in an interdependent world” (NAME, 2021) requiring that students develop the “attitudes and values necessary for a democratic society” (NAME, 2021). The U.S. is becoming “a more racially and ethnically pluralistic society” (U.S. Census Bureau, 2020), and U.S. public schools reflect that increasing diversity as well with almost half of all public school students identifying as Black, Hispanic, Asian, Pacific Islander, American

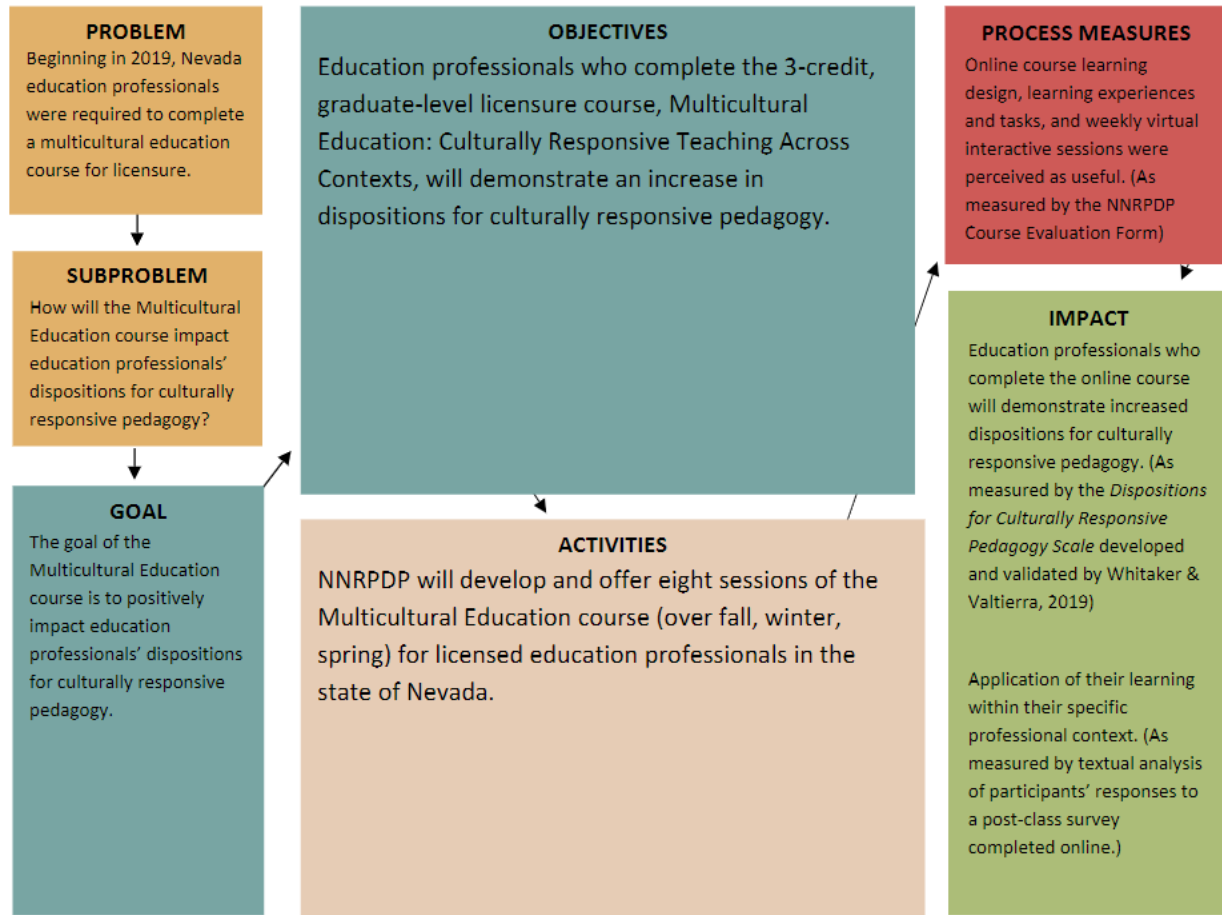
Indian/Alaska Native, or Two or More Races in the fall of 2019 (National Center for Education Statistics, 2020). Nevada mirrors the larger societal demographic plurality with over half of all residents identifying as a race other than White (U.S. Census Bureau, 2019). Students in Nevada schools, however, reflect an even greater diversity, with approximately 70 percent of students identifying as a race other than White (Nevada Department of Education, 2020). Multicultural education is intended to “create equal educational opportunities for all students by changing the total school environment so that it will reflect the diverse cultures and groups within a society and within the nation’s classrooms” (Center for Multicultural Education, University of Washington, 2021). In order to meet the needs of the increasingly diverse students in U.S. schools, teacher-educator and scholar Geneva Gay adds:

Both teaching and learning are naturally cultural, and difference is inherent to the human condition. Given that U.S. schools are increasingly ethnically, racially, and economically diverse, culturally responsive teaching is mandatory, or, as some analysts declare, it is “good teaching” in the service of the humanity and rights of diverse students. In other words, since education is intended to reflect the students for whom it is constructed, then it, like U.S. schools and society, should be ethnically, racially, and culturally diverse. (p. xxxi-xxxii, 2018)

Therefore, the NNRPDP Multicultural Education course was designed to both meet the legislative requirements mandated in 2019 for educational licensure (NRS 391.0347 & NAC 391.067) and the goals of multicultural education (Center for Multicultural Education, 2021; Gay, 2018; NAME, 2021) through effective professional learning and development (Darling-Hammond, Hyler & Gardner, 2017; Guskey, 2002; Learning Forward, 2011; Nevada Department of Education, 2017; Murray, 2014) for education professionals in Nevada.

Figure 1.

NNRPDP Multicultural Education Course Logic Model



Method

Learning Design

Darling-Hammond, Hyler and Gardner (2017) describe effective professional development “as structured learning that results in changes to teacher knowledge and practices and improvements in student learning outcomes” (p. 2). Learning Forward (2011) suggests that professional development must emphasize professional learning so that “learning for educators leads to learning for students” (p. 12). Murray (2014) adds that effective professional learning “is learning from the work teachers do” (p. xvi-xvii). Effective professional learning also integrates opportunities for new learning to be actively applied within the participant’s unique educational context (Darling-Hammond et al., 2017; Murray, 2014). Explicit modeling and integration of case studies is another component of effective professional learning (Darling-Hammond et al., 2017). Effective professional learning also supports educators and schools to “deliver on [its/their] commitment to creating learning environments that are inclusive, culturally responsive, and equipped to meet the needs of all students, especially those who have historically been marginalized and underserved” (Council of Great City Schools, 2021). With this in mind, the Multicultural Education course structure was designed to include opportunities for participants to increase their knowledge of effective

multicultural teaching for learning, identify and expand their understanding of evidence-based culturally responsive teaching and pedagogy, reflect on and assess their current instructional and professional practices, and apply their learning through field-based experiences and case study analysis in their unique educational context.

Gorski and Dalton (2019) argue that professional learning for multicultural and social justice teacher education is most effective when ongoing critical reflection opportunities are included within the design and facilitation of professional learning. Critical reflection (Lui, 2015, as noted in Gorski & Dalton, 2019) in this particular context is described as

a process of constantly analyzing, questioning, and critiquing established assumptions of oneself, schools, and the society about teaching and learning, and the social and political implications of schooling, and implementing changes to previous actions that have been supported by those established assumptions for the purpose of supporting student learning and a better schooling and more just society for all children. (pp. 1-2)

Gay and Kirkland (2003) also note that developing cultural critical consciousness and self-reflection are requirements for effective culturally responsive teaching. They argue that effective teacher education and professional learning must provide opportunities for guided and structured learning experiences where participants analyze and critique, through both personal and collaborative critical reflection, their thoughts, beliefs, and behaviors (Gay & Kirkland, 2003). The instructors and facilitators of the professional learning must also model and demonstrate the process of culturally responsive teaching through their instructional behaviors, actions, and responses during the learning experience, including structured debriefing protocols and frequent opportunities for participants to practice and apply their learning (Gay & Kirkland, 2003). Darling-Hammond, Gardner and Hylar (2017) also emphasize the importance of professional learning experiences that provide participants with frequent opportunities for participants to intentionally think about, receive input on, and make changes in practice through ongoing reflection and feedback. Therefore, the Multicultural Education course was designed to include weekly critical reflection opportunities and feedback from the course instructor, including personal and private reflection shared only with the instructor as well as collaborative reflection facilitated through guided discussion, group dialogue, and written responses in community documents.

Effective professional development for multicultural teaching and learning must also support educators in understanding “the complex characteristics of ethnic groups within U.S. society and the ways in which race, ethnicity, language, and social class interact to influence student behavior” (Banks, Cookson, Gay, Hawley, Irvine, Nieto, Schofield & Stephan, 2001). With the support and guidance of the instructors, participants should be able to identify and examine their personal attitudes towards difference, acquire knowledge about the complex histories and lived experiences of many different groups of people, increase their awareness of the diverse perspectives that exist within groups and communities, understand the influence of institutionalized knowledge within schools and society that perpetuate harmful stereotypes and bias, and obtain the knowledge and skills necessary for implementing equity pedagogy which

provides all students equal opportunities to achieve academic and social success in school (Banks et al., 2001). Thus, the Multicultural Education course included learning opportunities for participants to deepen their understanding and awareness of their own attitudes and beliefs, the lived experiences of diverse populations in both school and society, and the professional practices aligned with equity pedagogy through ongoing critical reflection and self-assessments.

Whitaker and Valtierra (2019) propose that effective teacher education and professional learning for multicultural teaching and learning must include all of the theoretical frameworks described previously alongside critical pedagogy, with the overarching goal of developing educators who can both reflect on society and the world as it is, and then, take action to transform both society and the world towards justice. Critical pedagogy, as described by Whitaker and Valtierra (2019), supports educators in examining “the social role of schools in society as mechanisms for personal empowerment and social change” (p. 31). They argue that effective multicultural education is not just implementation of well-known best practices but rather that the “heart of multicultural education is specific teacher dispositions that challenge conventional beliefs (and consequently what we see as “best practices”) about education” (p. 32, 2019).

Howard (2007) argues that educators who demonstrate cultural competence demonstrate four dispositions: a disposition for difference, a disposition for dialogue, a disposition for disillusionment, and a disposition for democracy. These dispositions are developed through strategic and effective preservice education programs and professional development (Howard, 2007). Building on Howard’s (2007) model of dispositions for good teaching, Whitaker and Valtierra suggest that effective teacher education and professional learning provides learning experiences and opportunities where participants can develop and increase their dispositionality for culturally responsive pedagogy (2019) through a focus on dispositions for praxis, community, social justice, and knowledge construction.

Whitaker and Valtierra (2019) developed The Dispositions for Culturally Responsive Pedagogy Scale (DCRPS), a valid and reliable assessment tool, in order to assess preservice, and later on, established educators’ thinking about multicultural teaching and learning. The purpose and use of the DCRPS includes not only assessment of changes in thinking that directly impact teaching and learning before and after sustained learning experiences, but also as a formative assessment tool that provides instructors and facilitators with relevant knowledge about participants’ current thinking and beliefs so that professional learning opportunities and/or preservice teacher coursework can be strategically designed to best support the development of specific dispositions for multicultural teaching that are not yet fully developed (Whitaker & Valtierra, 2019).

Therefore, the Multicultural Education course integrated the DCRPS for similar purposes; firstly, as a measurement tool for evaluating changes in beliefs that impact teaching and learning implemented as a pre- and post-questionnaire, and, secondly, as a tool for identifying current participants’ beliefs so that the learning design of the course could be

altered to best meet the unique needs of each participant and group. Adapting the course learning design based on participants' DCRPS responses focused primarily on the content and structure of the required weekly virtual interactive sessions, thus developing specific dispositions participants scored lower on in their initial assessment for multicultural teaching and learning. The strategic adjustments also occurred in conjunction with required readings, alongside instructor modeling of core principles of culturally responsive pedagogy through the integration of participants' social and cultural contexts as a foundation for course learning experiences.

The *Multicultural Education Course Professional Learning Plan* (Appendix A) describes the course learning outcomes and evidence of participant learning, strategic design and structure of the course learning opportunities, as well as the roles and responsibilities of stakeholders in the learning in alignment with Nevada Standards for Professional Development (Learning Forward, 2011; NDE, 2017). The professional learning plan describes both the role and responsibilities for the learning, including the strategic design and structure of the course learning opportunities in order to align the professional learning with Standards for Professional Learning (NDE, 2017).

Participants and Procedure

The Multicultural Education course was offered through the NNRPDP to any education professional within the state of Nevada in 2022-2023 school year. Three separate course sessions were offered: fall, winter, and spring. Each session included several unique cohort groups which met weekly via Zoom for interactive sessions during the course for a total of eight unique cohorts overall. Course information and registration were made available statewide through the RPDP registration system webpage approximately four weeks prior to the start date of each session. Participants could register to complete the course for three graduate-level credits in partnership with Southern Utah University (SUU) or for a 45-hour Certificate of Professional Learning (COPL) from NNRPDP. Participants choosing to complete the course for graduate-level credit submitted the initial registration form online as well as an additional registration process through SUU; those choosing to complete the course for a COPL from NNRPDP completed only the initial online registration step. Participants earning credit through SUU paid \$69.00 while those earning a Certificate of Professional Learning did not have to pay a fee. All required readings, and other texts were provided for participants, free of charge, in the online learning management system (CANVAS) utilized by the NNRPDP. The Multicultural Education course could be completed with either no or minimal financial expense in comparison to other approved courses. This is a significant attractant for participants as most approved graduate courses can cost hundreds or thousands of dollars (depending on the institution).

One hundred sixty-four participants completed the course over the 2022-2023 school year, and obtained either graduate-level credits or a COPL. Both the graduate-level credits and the COPL are approved by the Nevada Department of Education. Participants elected to enroll in the Multicultural Education course for a variety of reasons. Some participants completed the

course in order to remove the Multicultural Education provision on their educational license (NRS 391.0347, 2019 & NAC 391.067, 2019) while others completed the course in order to earn credits that could be applied toward renewal of their educational license. Course participants came from a variety of educational backgrounds beyond elementary, middle and secondary educators, including other roles such as administration, counseling, specialists (Physical Education, Music, & Art), career and technical education, English language learning, reading specialists, special education, school healthcare, speech and language, and school psychology. Additional course participant demographic information is detailed in the figures below.

Figure 2.

Course Participants Sorted by School District

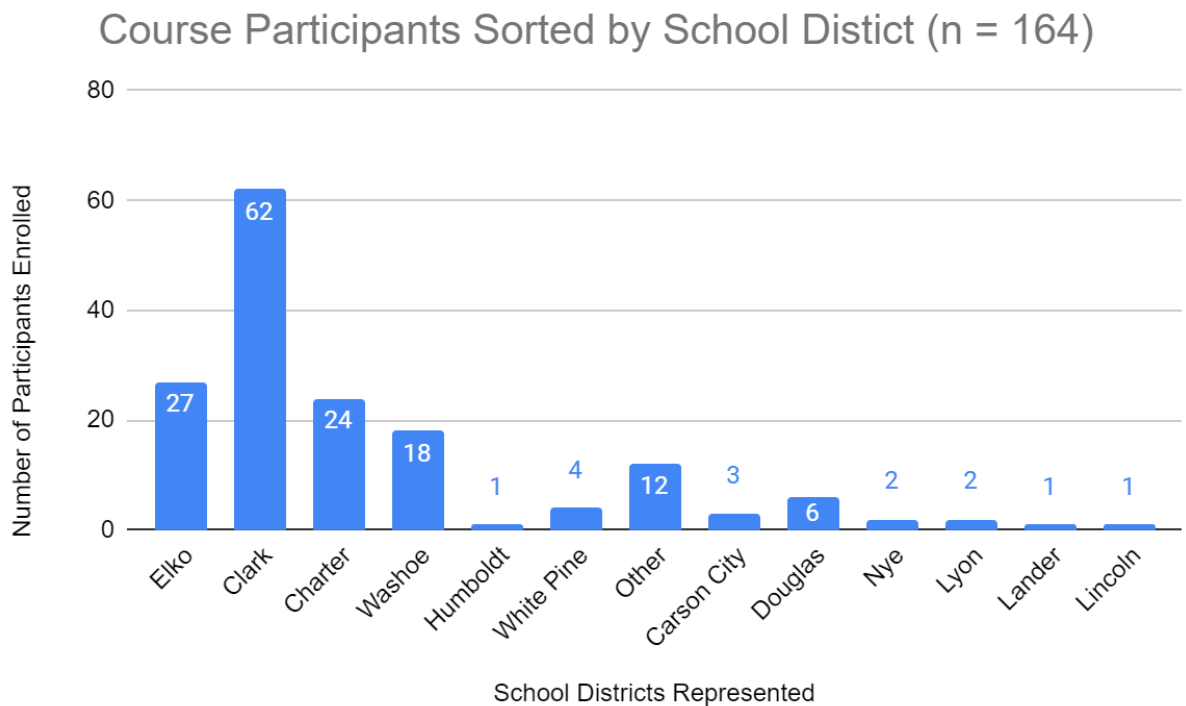


Figure 3.

Course Participants Sorted by Years of Experience

Course Participants' Years of Experience

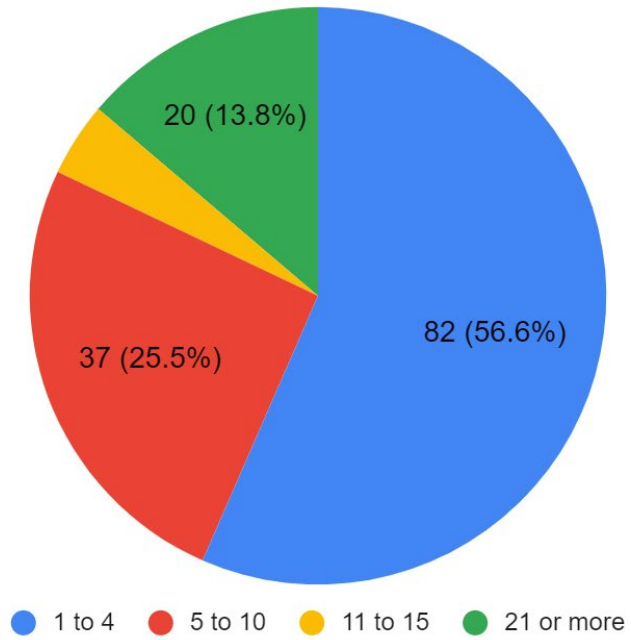
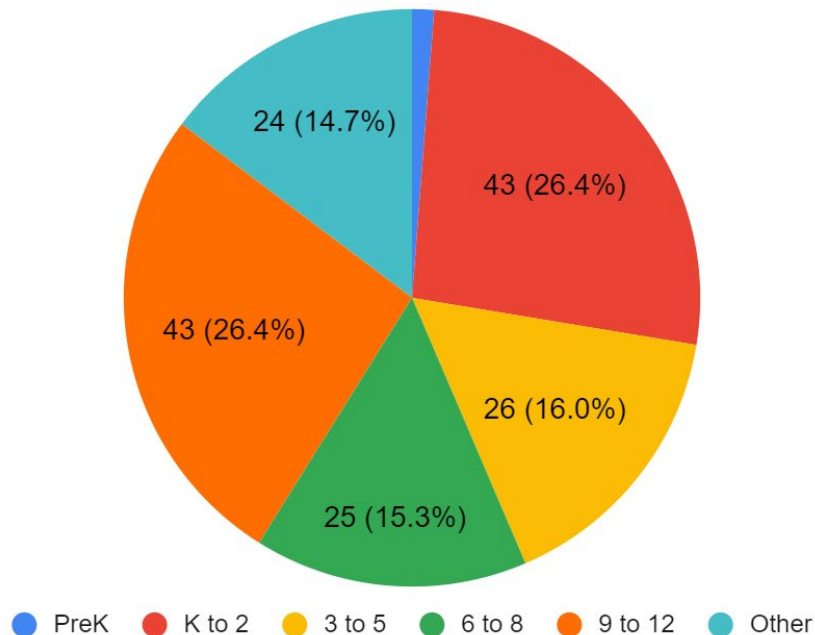


Figure 4.

Course Participants Sorted by Current Grade-Level

Course Participants' Current Grade- Level



In order to meet the needs of education professionals in the region as well as statewide, the course was facilitated using online tools in order to maximize accessibility for the geographic distance of the region and state. The online tools and technology included the CANVAS learning management system, Google documents, and Zoom interactive video conferencing. The nine-week Multicultural Education course included weekly asynchronous learning tasks and weekly synchronous interactive discussions and collaborative learning experiences.

In the third year of the Multicultural Education course, the results and conclusions from first- and second-year project analysis were utilized for course revisions. These revisions addressed two specific concerns noted in the findings: increasing the focus on building and fostering community during Zoom interactive sessions with the intention of positively impacting participants' Disposition for Community as well as focusing on participants' desired impact on students' learning and achievement in schools in relation to their learning from the course readings and learning experiences.

One final aspect of course design personalized for participants and unique to the Multicultural Education course was the integration of the Dispositions for Culturally Responsive Pedagogy Scale (DCRPS, Whitaker & Valtierra, 2019). The DCRPS "offers [professional development facilitators or course instructors] an opportunity for a comprehensive glimpse into teachers' pedagogical decision-making within a diverse social environment" (Whitaker & Valtierra, 2019, p. 57). Whitaker and Valtierra (2019) suggest that the DCRPS can be used to "leverage teachers' positive thinking about diversity as an entry point for multicultural

professional development” (p. 144) when it is used as a pre-assessment tool wherein the results are then used to guide the design and implementation of the professional development. Multicultural Education course participants were encouraged to complete the DCRPS prior to the start of the course, and the resulting data was used to inform the course design, specifically by noting educational professionals’ current strengths and identifying “gaps in their multicultural understandings and/or teaching” (Whitaker & Valtierra, 2019, p. 145) thus allowing the course instructor to incorporate additional resources or modify learning experiences to best support all participants’ learning.

Initial assessment and analysis of education professionals’ dispositionality for multicultural teaching in the third year revealed five key dispositions receiving the lowest endorsement scores (on a scale of 1-6, with 1 representing “strongly disagree” and 6 representing “strongly agree”) across the range of 26 dispositions. The five dispositions rated lowest included: willingness to be vulnerable, comfort with conflict in teaching and learning processes, belief that hot topic conversations should be had in school contexts, belief that schools can reproduce inequities, and that knowledge is co-constructed with students. These five “lowest” scoring dispositions were the same as Year 2’s “lowest” disposition scores.

Measurement

The overarching goal of the Multicultural Education course in the third year of the project was to positively impact education professionals’ dispositions for culturally responsive pedagogy as measured through the Dispositions for Culturally Responsive Pedagogy Scale (DCRPS, Appendix B) (Whitaker & Valtierra, 2019). There are 19 valid and reliable items on the DCRPS, and an additional seven items that are a recommended addition when deploying the DCRPS for the purpose of designing the professional learning or teacher course learning experiences. Of the 19 valid and reliable items, six are focused on a Disposition for Praxis, nine are focused on a Disposition for Community, and four are focused on a Disposition for Social Justice. The additional seven items, which have not yet been validated, include what Whitaker and Valtierra describe as a Disposition for Knowledge Construction (2019) which is also a critical component of culturally responsive pedagogy. All 26 items were used for both course design and evaluation of participants’ growth in dispositionality for multicultural teaching after completing the Multicultural Education course.

The secondary goal of the Multicultural Education course in the third year of the project was to provide high-quality professional learning for education professionals that prompted a change in practice that would positively impact student learning (Darling-Hammond et al., 2017; Guskey, 2002; Murray, 2014). Participants’ perceptions of the quality, benefit, and relevance of the professional learning experience through the Multicultural Education course and participants’ perception of their learning and perceived impact on student learning was measured using the NNRPDP Evaluation (Appendix C). Participants’ application of their learning in their unique educational context was measured through the post-course survey (Appendix D) responses.

Table 1 below outlines five levels of professional development evaluation alongside corresponding measurement tools, in conjunction with a brief description of how the evidence will be used in relation to evaluation of the effectiveness of the Multicultural Education course.

Table 1.

Five Levels of Professional Development Evaluation (Guskey, 2002)

Evaluation Level	What Questions Are Addressed?	How Will Information Be Gathered?	What is Measured or Assessed?	How Will Information Be Used?
1. Participants' Reactions	Did they like it? Will it be useful? Was the leader knowledgeable and helpful?	NNRPDP Evaluation	<ul style="list-style-type: none"> • The training matched my needs. • The training provided opportunities for interactions and reflections. • The presenter's experience and expertise enhanced the quality of the training. • The presenter efficiently managed time and pacing of the training. • The presenter modeled effective teaching strategies. 	To improve course design and delivery
2. Participants' Learning	Did participants acquire the intended knowledge and skills?	Dispositions for Culturally Responsive Pedagogy Scale (Pre- and Post-Questionnaire) NNRPDP Evaluation	<ul style="list-style-type: none"> • 26 Dispositions for Culturally Responsive Pedagogy • This training added to my knowledge of standards and/or my skills in teaching subject matter content. • The training will improve my teaching skills. • I will use the knowledge and skills from this training in my classroom or professional duties. • This training will help me meet the needs of diverse student populations (e.g. gifted and talented, ELL, special ed., at-risk students). • My learning today has prompted me to change my practice. • From today's learning, what will you transfer to practice? 	To improve course content, format, and organization
3. Organization Support & Change	Was implementation advocated, facilitated, and supported? Was the support public and overt?	No information was gathered related to organizational support and change beyond the legislative mandate as there was no measure correlated to	The Nevada Department of Education in conjunction with the Nevada Legislature approved the requirement for all initial licensees in Nevada to complete 3-credits of professional coursework in multicultural education.	The approval of, and requirement for, the Multicultural Education course continues to provide the impetus for the

Evaluation Level	What Questions Are Addressed?	How Will Information Be Gathered?	What is Measured or Assessed?	How Will Information Be Used?
		future support from either the Nevada Department of Education or the Nevada Legislature.		facilitation of the Multicultural Education by NNRPDP.
4. Participants' Use of New Knowledge and Skills	Did participants effectively apply the new knowledge and skills?	NNRPDP Evaluation Post-Course Survey	<ul style="list-style-type: none"> • Reflection on Learning • What have you done differently in your professional context that you would attribute to your learning from the Multicultural Education course? 	To evaluate and improve implementation of new knowledge and skills from the course.
5. Student Learning Outcomes	How did the professional development affect students? Did it benefit them in any way?	NNRPDP Evaluation Post-Course Survey	Perceptions of impact on student learning: <ul style="list-style-type: none"> • My learning today will affect students' learning. • How will your implementation affect students' learning? • What have you done differently in your professional context that you would attribute to your learning from the Multicultural Education course? 	To demonstrate how the Multicultural Education course impacts student learning.

Results

The mixed methods evaluation process included both quantitative and qualitative analysis utilizing various data sources, including Dispositions for Culturally Responsive Pedagogy Scale pre- and post- questionnaire responses (Appendix B), the NNRPDP Evaluation (Appendix C), and a post-course survey (Appendix D). Statistical and textual analysis was completed by one of the course instructors, Tom Browning. Results were sorted into five thematic categories based on the analysis: general course outcomes, increased knowledge and skills, increased dispositionality for multicultural teaching, perceived impact on changes in professional practice, and perceived impact on student learning.

General Course Outcomes

Of the 164 participants completing the course, 89 submitted the NNRPDP Evaluation including responses for the first nine statements which utilized a Likert scale. The first five items on the form evaluated participants' reactions to the course and provided evidence for Level 1 according to Guskey's *Five Levels of Professional Development Evaluation* (2002). Participants rated five items that addressed participants' perceptions of the Multicultural Education course relevancy, quality, and benefit to their professional role using the following scale: 1/2 = Not at

All, 3/4 =To Some Extent, 5 = To a Great Extent, and 6 = Not Applicable (NNRPDP Evaluation, Appendix C).

Figure 5.

Participants’ Reactions to the Multicultural Education Course: Year 1 to Year 3

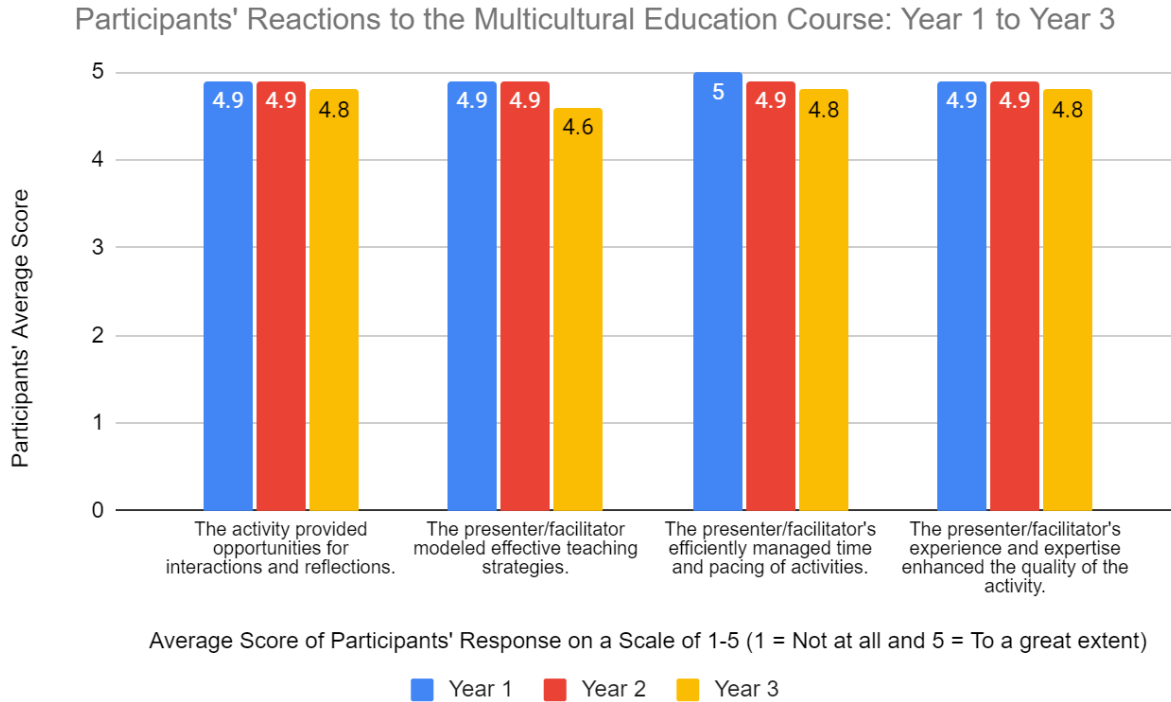


Figure 5 (see above) summarizes Year 3 participants’ reactions to the course, as captured by the NNRPDP Evaluation. This figure also compares these results to Year 2 and Year 1 participants’ reactions. Overall, Year 3 participants continued to feel that “the class matched their needs” and “provided opportunities for interactions and reflections” to a “great extent.” There was an average decrease of 0.1667 from Year 2 to Year 3 in terms of perception of the facilitator’s effectiveness. The average of scores was 4.7, suggesting that participants still felt that facilitators “modeled effective teaching strategies,” “managed time and pacing of activities” and used their “expertise and experience to enhance the quality” of the class “to a great extent.”

Increased Knowledge and Skills

Guskey (2002) states that Level 2 evaluation of professional development assesses participants’ learning. Items six through nine on the NNRPDP Evaluation form addressed participants’ perceptions of their learning from the Multicultural Education course, specifically

with regard to increased knowledge and skill, using the following scale: 1/2 = Not at all, 3/4 = To some extent, 5 = To a great extent, and 6 = Not applicable (NNRPDP Evaluation, Appendix C).

Figure 6.

Participants' Learning in the Multicultural Education Course: Year 1 to Year 3

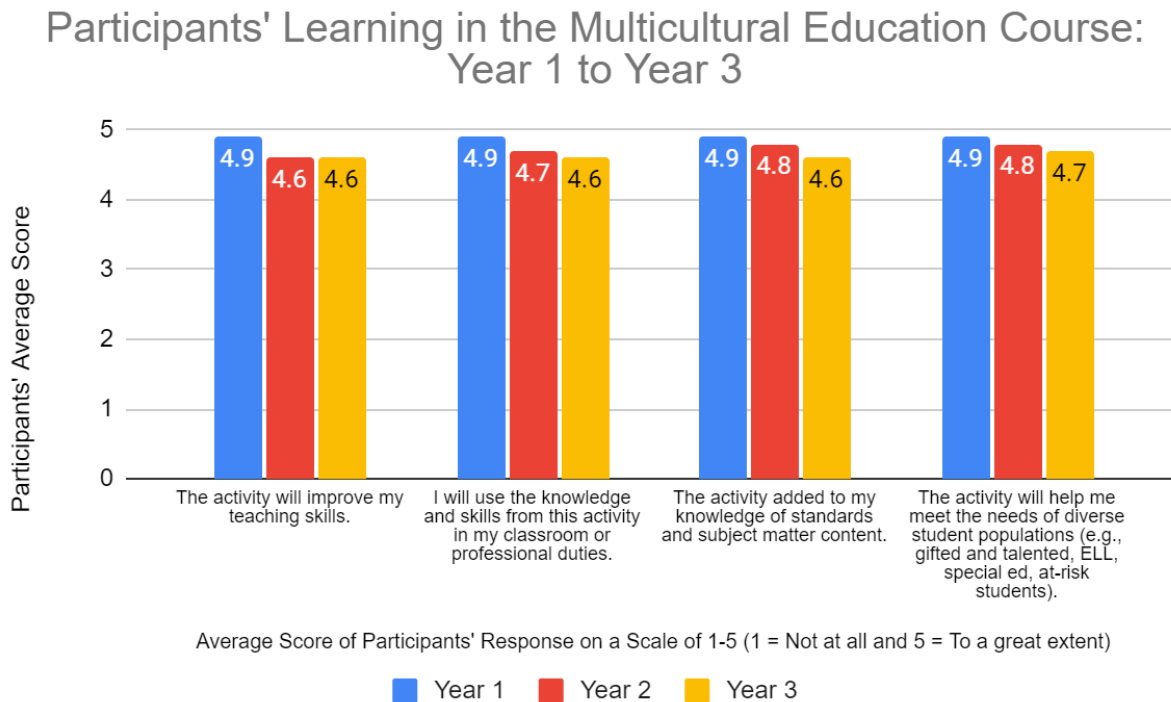


Figure 6 (see above) summarizes Year 3 participants' perception of what they learned from the course, as captured by the NNRPDP Evaluation. This figure also compares these results to Year 2 and Year 1 participants' perception of what they learned. Slight decreases of an average of 0.1 exist between Year 2 to Year 3 when participants were asked about if knowledge and skills from the class will be used in "their professional duties," added to "their subject matter," and whether it will help "meet the needs of diverse populations." The average of scores was 4.63, suggesting that participants still felt that the class improved knowledge and skills in a way that was somewhere between "to some extent" and "to a great extent." This inference is consistent with the Year 3 score for the prompt, "the [class] improved my teaching skills."

Increased Dispositions for Culturally Responsive Pedagogy

Guskey (2002) argues that evidence of participants' learning must "show attainment of specific learning goals" (p. 47). The primary goal of the Multicultural Education course, beyond the licensure purposes outlined by the state of Nevada, was to positively impact education professionals' dispositionality for multicultural teaching and learning. The Dispositions for

Culturally Responsive Pedagogy Scale (Whitaker & Valtierra, 2019) measures education professionals pedagogical decision-making within four critical aspects of multicultural teaching: praxis, community, social justice, and knowledge construction. Dispositions for Praxis assess the extent to which educational professionals’ understanding of themselves affects their professional practices (Whitaker & Valtierra, 2019). Dispositions for Community assess how educational professionals develop and leverage relationships with others to collaborate and resolve conflict (Whitaker & Valtierra, 2019). Dispositions for Social Justice assess the extent to which educational professionals recognize schools as sites for the disruption or maintenance of social inequities (Whitaker & Valtierra, 2019). Dispositions for Knowledge Construction assess educational professionals’ beliefs about how knowledge is constructed and whose knowledge “counts” in school contexts (Whitaker & Valtierra, 2019). The overarching scope of evaluation with the DCRPS is to evaluate educational professionals’ recognition of the value for continual professional learning, degree of value working collaboratively with students, families and colleagues to resolve conflict and enhance learning, and their understanding of the sociopolitical context and complexities of schooling in the U.S. (Whitaker & Valtierra, 2019). Participants completed the DCRPS questionnaire prior to beginning the Multicultural Education course and again after completing the course.

Of the 164 participants completing the course, 134 completed both the pre- and post-DCRPS questionnaires which included 26 dispositions grouped under four thematic aspects of multicultural teaching – praxis, community, social justice, and knowledge construction. Participants were asked to rate the extent to which they endorsed each item from strongly disagree (1) to strongly agree (6). Statistical analysis of each of the 26 dispositions using paired-t-tests provided evidence of changes, or a lack thereof, in dispositionality among the 134 respondents. Paired t-test statistical analysis was used to determine if the change was statistically significant ($p < 0.05$). Tables 2, 3, 4, and 5 (see below) summarize Year 3 dispositional results (i.e., mean, standard deviation, and p-value for pre- and post-questionnaires).

Table 2.

Participants’ Disposition for Praxis (n = 134, DCRPS Pre- and Post-Questionnaire)

DCRPS Item	Pre -- Mean	Pre -- Standard Deviation	Post - Mean	Post -- Standard Deviation	P-value
I value assessing my teaching practices.	5.7	.6000	5.7	.6607	0.4943
I am open to feedback about my teaching practices.	5.7	.5453	5.7	.6028	0.2396
I am aware of my cultural background.*	5.1	.9591	5.4	.7891	0.0345
I am willing to be vulnerable.*	4.9	.9581	5.1	.9452	0.0182

DCRPS Item	Pre -- Mean	Pre -- Standard Deviation	Post - Mean	Post -- Standard Deviation	P-value
I am willing to examine my own identities.*	5.4	.7561	5.5	.6331	0.0179
I am willing to take advantage of professional development opportunities focused on issues of diversity.	5.5	.7528	5.6	.6969	0.3798

*Denotes a statistically significant item.

Table 3.

Participants' Disposition for Community (n = 134, DCRPS Pre- and Post-Questionnaire)

DCRPS Item	Pre -- Mean	Pre -- Standard Deviation	Post -- Mean	Post -- Standard Deviation	P-value
I value collaborative learning.*	5.6	.6502	5.7	.5009	0.0093
I value collaborating with families.	5.6	.6491	5.5	.6320	0.309
I view myself as a member of the learning community along with students.	5.7	.5728	5.7	.5430	0.8665
I value student input into classroom rules.	5.4	.8844	5.4	.8844	1
I value developing personal relationships with students.	5.7	.6507	5.8	.4600	0.2867
I value dialog as a way to learn about students' out of school lives.	5.7	.5852	5.8	.5120	0.1164
I am comfortable with conflict as an inevitable part of the teaching and learning processes.	4.7	.9974	4.85	.9925	0.2155
I value student differences.	5.8	.4849	5.8	.4102	0.117
I value collaborating with colleagues.	5.6	.6120	5.7	.6059	0.1824

*Denotes a statistically significant item.

Table 4.

Participants' Disposition for Social Justice (n = 134, DCRPS Pre- and Post-Questionnaire)

DCRPS Item	Pre -- Mean	Pre -- Standard Deviation	Post -- Mean	Post -- Standard Deviation	P-value
I believe that hot topic conversations (e.g. race, gender, sexuality, religion, etc.) should be had in class when necessary and/or relevant.*	4.7	1.210	5.0	1.156	0.0013
I believe that schools can reproduce social inequities.*	5.0	1.015	5.3	.8603	0.0006
I believe it is important to acknowledge how issues of power are enacted in schools.*	5.1	.8272	5.4	.9221	0.0026
I value equity (giving each student what they individually need) over equality (giving each student the same thing).*	5.4	.8336	5.6	.8145	0.0017

*Denotes a statistically significant item.

Table 5.

Participants' Disposition for Knowledge Construction (n = 134, DCRPS Pre- and Post-Questionnaire)

DCRPS Item	Pre -- Mean	Pre -- Standard Deviation	Post -- Mean	Post -- Standard Deviation	P-value
I believe that diverse perspectives can enhance students' understanding of content.*	5.6	.6580	5.7	.5143	0.0081
I believe that students' cultural norms affect how they learn.*	5.5	.8286	5.7	.5885	0.0012
I believe that teachers' cultural knowledge influences their pedagogical practices.*	5.3	.8206	5.7	.5885	0.0001
I believe that class content should be viewed critically.*	5.2	1.037	5.6	.6039	0.0001
I believe that knowledge is constructed with my students (as opposed to taught to students).*	5.0	.9834	5.4	.7221	0.0005
I value cultural knowledge.*	5.5	.6774	5.7	.5045	0.0009
I value experiential learning.*	5.5	.7430	5.7	.5235	0.004

*Denotes a statistically significant item.

Of the 26 dispositions assessed on the DCRPS, fifteen dispositions showed statistically significant increases while eleven dispositions showed no statistically significant increases. In comparison, the second year of the course had 21 dispositions that showed statistically significant increases. In the first year of the course 13 dispositions showed statistically significant increases. Table 6 below outlines these changes.

Table 6.

Changes in Dispositions for Culturally Responsive Pedagogy from Year 1 to Year 3

DCRPS Item	Year 1 P-value	Year 2 P-value	Year 3 P-value
I value assessing my teaching practices.	0.0279	0.0015	0.4943
I am open to feedback about my teaching practices.	0.1328	0.0003	0.2396
I am aware of my cultural background.	0.0036	0.0711	0.0345
I am willing to be vulnerable.	0.0008	0.0019	0.0182
I am willing to examine my own identities.	0.0022	0.0007	0.0179
I am willing to take advantage of professional development opportunities focused on issues of diversity.	0.0958	0.4486	0.3798
I value collaborative learning.	0.2281	0.0002	0.0093
I value collaborating with families.	0.7986	0.8848	0.309
I view myself as a member of the learning community along with students.	0.6209	0.0426	0.8665
I value student input into classroom rules.	0.6347	0.2871	1
I value developing personal relationships with students.	0.1818	0.0258	0.2867
I value dialog as a way to learn about students' out of school lives.	0.3699	0.0002	0.1164
I am comfortable with conflict as an inevitable part of the teaching and learning processes.	0.5048	0.0063	0.2155
I value student differences.	0.5314	0.3865	0.117
I value collaborating with colleagues.	0.5359	0.0202	0.1824
I believe that hot topic conversations (e.g. race, gender, sexuality, religion, etc.) should be had in class when necessary and/or relevant.	0.0012	0.0074	0.0013
I believe that schools can reproduce social inequities.	0.0069	0.0001	0.0006
I believe it is important to acknowledge how issues of power are enacted in schools.	0.0043	0.0001	0.0026
I value equity (giving each student what they individually need) over equality (giving each student the same thing).	0.0206	0.0110	0.0017
I believe that diverse perspectives can enhance students' understanding of content.	0.5314	0.0039	0.0081
I believe that students' cultural norms affect how they learn.	0.1065	0.1065	0.0012
I believe that teachers' cultural knowledge influences their pedagogical practices.	0.0019	0.0046	0.0001
I believe that class content should be viewed critically.	0.0001	0.0207	0.0001
I believe that knowledge is constructed with my students (as opposed to taught to students).	0.0011	0.0001	0.0005
I value cultural knowledge.	0.0003	0.0125	0.0009
I value experiential learning.	0.0379	0.0001	0.004

Perceived Impact on Changes in Professional Practice

The fourth level of evaluation for professional development must assess the degree and the quality of implementation of participants' learning in their educational contexts (Guskey, 2002). Although the course learning design included multiple opportunities for participants to evaluate, reflect on, and identify specific changes to practice to make in response to their self-assessment of their professional practices, the degree and quality of the implementation of learning was not a specific course outcome. However, participants were provided an opportunity to share their perceptions about how their learning from the Multicultural Education course might impact, and subsequently, prompt them to make changes to their professional practices through the post-course survey (Appendix D). Of the 29 participants who were asked "What have you done differently in your professional context that you would attribute to your learning from the Multicultural Education course?", one participant (3%) said their learning did not prompt them to change their practice at all while the remaining 28 participants (97%) indicated at least one update to their practice as a result of the course.

The quotes below further elaborate on participants' perceptions of the impact on, and changes made to, their professional practices from their learning:

Being culturally sensitive, knowing and understanding biases, and equity pedagogy. I would have not known this on my own and I am thankful for Multicultural Education because it opens my eyes to be culturally responsive teachers.

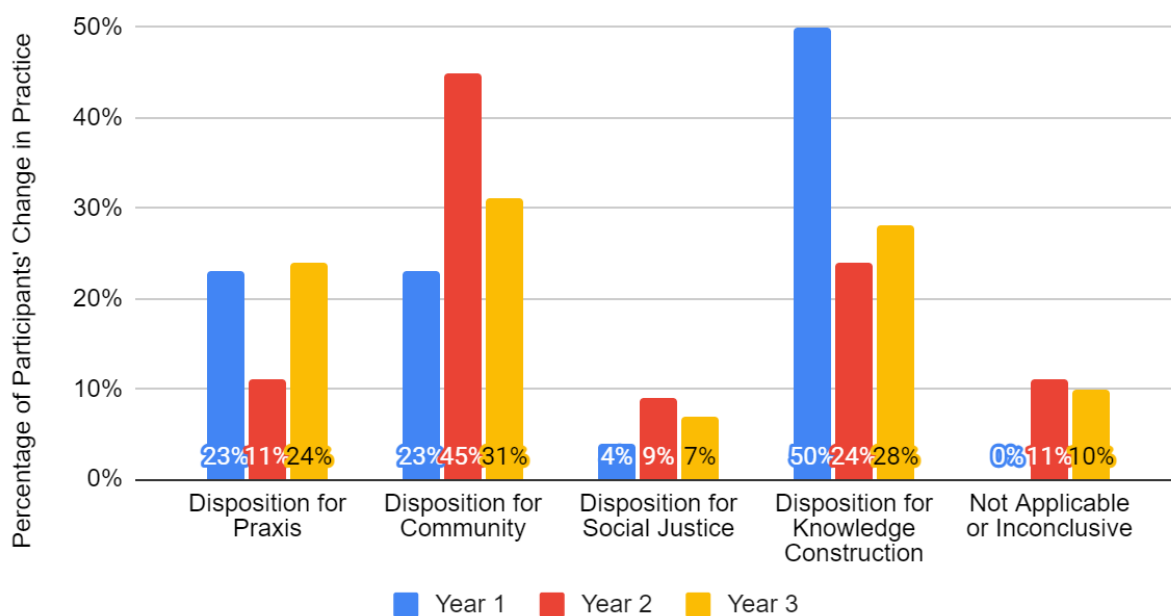
What I have done differently in my professional context after taking this course is evaluating and improving my practice as a culturally literate educator. I am much more aware of my behavior and responsibilities to provide my kids with culturally appropriate practices and materials, as well as creating a more culturally responsive classroom environment. This class was instrumental in improving my practice and ensuring that I provide relevant cultural opportunities for my students in teaching standards and objectives.

Textual analysis of the responses highlighted changes in professional practice that once again aligned with the four dispositions of culturally responsive pedagogy -- praxis, community, social justice, and knowledge construction. Twenty-four percent of the responses were related to a Disposition for Praxis, thirty-one percent of the responses were related to a Disposition for Community, seven percent of the responses were related to a Disposition for Social Justice, and twenty-eight percent of the responses were related to a Disposition for Knowledge Construction. Ten percent of participants responded with "Nothing" or the responses did not match the prompt in any way and were deemed inconclusive. Changes in the responses from the first year of the course to the third year of the course are highlighted in Figure 7 below.

Figure 7.

Participants' Change in Practice Based on Their Learning from the Course: Year 1 to Year 3

Participants' Change in Practice Based on Their Learning from the Course
(Year 1 n = 22; Year 2 n = 55; Year 3 n = 29)



A Disposition for Praxis-related change in professional practice is evident in this quote from one participant, “I constantly remind myself to evaluate the glasses that I look through so I can be a better teacher to my students and their families.” A Disposition for Community-related change in professional practice is highlighted in this participant statement:

I am showing my students that I am vulnerable and that I am flawed. I believe this will help my students see that they can be flawed and vulnerable, too. I am also trying to bring a new aspect to my curriculum and my teaching in ways that can improve my relationship with my students and their families. In other words, I am trying to adjust my curriculum to connect better to my students by bringing some of their cultures into my lessons.

A Disposition for Social Justice-related change in professional practice is clear in one participant’s response, “I am thinking about equality and equity entirely different [sic]” and a Disposition for Knowledge Construction-related change in practice is illustrated in the following participant’s response,

I know now where to find extra resources. I am starting to let students answer or tell me their responses after they finish on paper. Some students do not have the correct written answer but can tell what they are trying to answer.

Perceived Impact on Student Learning

The highest level of evaluation of professional development, Level 5, is professional development that positively impacts student learning (Guskey, 2002). The Multicultural Education course did not explicitly address nor evaluate a link between participants' learning and increased student learning. However, participants were invited to reflect on how their learning in the Multicultural Education course would impact student learning of diverse student populations (e.g., gifted and talented, ELL, special ed, at-risk students). The responses, gathered through the NNRPDP Evaluation (Appendix C), revealed participants' perceptions about how their learning from the Multicultural Education course would impact student learning.

Figure 8.

Participants' Perceived Impact on Student Learning from Year 1 to Year 3

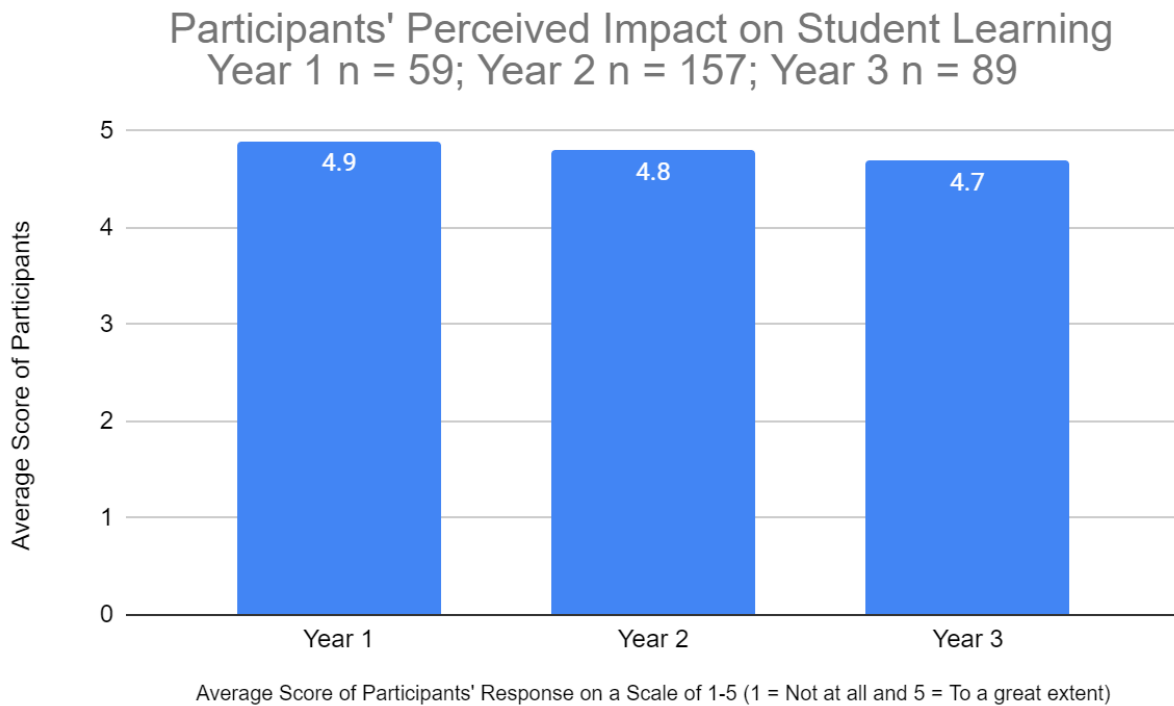


Figure 8 (see above) summarizes Year 3 participants' perception how much the course helped with meeting the needs of diverse student populations, as captured by the NNRPDP Evaluation. This figure also compares these results to Year 2 and Year 1 participants' perception of impact on student learning. Slight decreases of an average of 0.1 exist between Year 2 to Year 3. The average for Year 3 was 4.7, suggesting that participants still felt that the class helped participants meet the needs of diverse student populations "to a great extent." This average is consistent with the Year 2 and Year 1 scores of 4.8 and 4.9, respectively.

Discussion

Guskey (2002) suggested that “through evaluation, you can determine whether these [professional development] activities are achieving their purpose” (p. 46). Guskey (2002) proposed five levels of critical information that must be collected and analyzed in order to assess the professional development’s effectiveness in achieving its intended purpose or goal. Each level increases in complexity and sophistication in relation to the type of evidence gathered, what the goal is for that particular professional development participant outcome, and how the evidence is used to measure effectiveness of the professional development.

The overarching goal of the Multicultural Education course was to positively impact education professionals’ dispositions for culturally responsive pedagogy as measured through the Dispositions for Culturally Responsive Pedagogy Scale (DCRPS, Appendix B; Whitaker & Valtierra, 2019). The secondary goal of the Multicultural Education course was to provide high-quality professional learning for education professionals that prompted a change in practice that would positively impact student learning (Darling-Hammond et al., 2017; Guskey, 2002; Murray, 2014).

The primary findings suggest that the Multicultural Education course was successful in meeting the goals of the professional learning course. First, analysis of the participants’ dispositions for multicultural teaching and learning (DCRPS, Valtierra & Whitaker, 2019) provided evidence that the Multicultural Education course was successful in increasing education professionals’ dispositions for culturally responsive pedagogy as 58% percent of the increased changes in dispositionality were statistically significant. This was a decrease from the second year, when the number of dispositions with statistical significance was 21 of the 26 dispositions. It is noteworthy that the change from the first to the second year of the course with regards to participants’ dispositions for culturally responsive pedagogy is quite marked. It is possible that year 2 was a statistical anomaly and that year 3 was a reversion to the mean since 50% of dispositions showed statistically significant increase in the first year, which is similar to the 58% increase in the third year. Disposition data compiled in the fourth year will provide more evidence regarding possible mean reversion.

Analysis of participants’ reflections on their learning from the Multicultural Education course demonstrates that they perceived the course to provide a quality, beneficial, and relevant learning experience, thus affirming that the Multicultural Education course met the intended goal of providing high quality professional learning. Participants’ reflections also confirmed that the Multicultural Education course was successful in providing a professional learning experience that prompted them to make a change in their professional practices that would positively impact student learning.

General Course Outcomes

Using Guskey’s (2002) framework for evaluating the effectiveness of professional development, the first level of evaluation seeks to assess participants’ overall satisfaction with the professional development. Darling-Hammond et al. (2017) and Murray (2014) note that effective professional learning is specific, contextualized, and relevant to participants’

professional roles and duties. The data collected from participants who completed the Multicultural Education course show that participants perceived the course to be of high quality, beneficial to their professional roles, and relevant to their personal and professional lives. Ninety-seven percent of participants' responses to the open-ended prompt "Reflections and Feedback" were positive and referenced the quality of the course, the benefit of the course for their professional work, and the relevancy of the course learning experiences for their professional role and/or work. Furthermore, 98 percent of participants indicated that the Multicultural Education course met their needs (Murray, 214), 99 percent indicated the course provided opportunities for interactions and reflections (Darling-Hammond et al., 2017; Gay & Kirkland, 2003; Gorski & Dalton, 2019; Learning Forward, 2011), and 99 percent stated that the course instructor's expertise and facilitation skills enhanced the quality of the learning experience (Darling-Hammond et al., 2017) to some extent or to a great extent. Ninety-seven percent of participants indicated that the course instructor effectively modeled effective teaching strategies to some extent or to a great extent (Banks et al., 2001; Darling-Hammond et al., 2017). In the third year of the course, participants' overall satisfaction with the professional development was reaffirmed as only two percent of participants expressed feelings of strong discontent for the course content and course learning experiences, which was a sentiment expressed by four percent of participants in the second year of the course. No participants expressed feelings of strong discontent in the first year of the course.

Of the original participants who started the course, 82 percent completed the course, which is a higher percentage than is typically expected in online courses. The low attrition rate (18%) adds support for participants' satisfaction with the course as Bawa (2016) notes that online courses typically have an attrition rate of 40 to 80 percent. The low attrition rate may also be related to the fact that most participants are completing the course as a requirement of the state for licensure. While the attrition rate of 18% is much higher than that of the second year, it is also important to note that the attrition rate for the course in year two was measured based only on those participants who started the course, meaning that participants were counted as "starting" the course if they participated in the first week of the course, and later withdrew or did not complete the course. Attrition rates vary depending on whether attrition is measured based on the number of students initially enrolling and completing the course, or, based on the number of students actually starting the course and completing it. Year 3 attrition rates were calculated based on initial enrollment as week 1 enrollment in Year 3 was unavailable. It may be worth exploring in future years of the course what prompts individuals to enroll but not start the course along with what prompts individuals to remain or withdraw after starting the course.

Overall, participants' reactions and satisfaction with the Multicultural Education course affirm that the design, implementation, and facilitation was effective and successful, and that these positive findings support the continuation of the course design approach used for this professional learning experience (Darling-Hammond et al, 2017; CGCS, 2021; Learning Forward, 2011; Murray, 2014). Any changes in course design and facilitation for the next year of the course might be most effective if based on initial responses to the DCRPS questionnaire wherein the modifications made might be implemented in real-time during Zoom interactive

sessions, or based primarily on participants' initial indication of strengths and areas for growth during the first week of the course.

Increased Knowledge and Skills

In the second level of evaluation in Guskey's framework (2002), data is collected to determine the effectiveness of the professional development in increasing participants' knowledge and skills. The Multicultural Education course was successful in increasing participants' knowledge and skills based on the data collected. Ninety-eight percent of participants stated that Multicultural Education course, to some extent or to a great extent, added to their knowledge and skills in teaching their specific subject matter content (Darling-Hammond et al., 2017; CGCS, 2021; Murray, 2014) and improved their teaching skills (Banks et al., 2001; Darling-Hammond et al., 2017; Murray, 2014). Ninety-eight percent of participants responded that their increased knowledge and skills would support their work with diverse students in their professional context (Banks et al., 2001; Center for Multicultural Education, 2021; Darling-Hammond et al., 2017; Gay, 2018; NAME, 2021; Murray, 2014; Learning Forward, 2011) to a great extent.

These findings indicate that the course design, implementation, and facilitation were successful and effective in increasing participants' knowledge and skills, thus, it would behoove course instructors to adopt a similar approach when revising the course for future participants as the findings are similar to those gathered during the first and second years of the course.

Increased Dispositions for Culturally Responsive Pedagogy

Extending Guskey's (2002) evaluation of participants' increased knowledge and skills as a result of professional learning to include the dispositions necessary for effective multicultural teaching and learning (DCRPS, Whitaker & Valtierra, 2019), which was the primary objective of the Multicultural Education course, provided additional evidence of success, as well as insight for future course design and development. Analysis of the participants' dispositions for multicultural teaching and learning (DCRPS, Valtierra & Whitaker, 2019) provided evidence that the Multicultural Education course was moderately successful in increasing education professionals' dispositions for culturally responsive pedagogy as 15 of 26 dispositions showed statistically significant increases in year three of the course. These included dispositions for praxis, community, social justice, and knowledge construction thus validating that the Multicultural Education course design, implementation, and facilitation was effective in positively impacting education professionals' dispositions for multicultural teaching and learning (Banks et al., 2001; Center for Multicultural Education, 2021; Gay, 2018; Gay & Kirkland, 2003, Gorski & Dalton, 2019; Learning Forward, 2011; NAME, 2021; Whitaker & Valtierra, 2019). While this is a decrease from the second year, it should be noted that the overall average of pre-course questionnaires was higher in Year 3 (5.4) than Year 2 (5.3), especially in the areas of Praxis and Community where average pre-course questionnaire scores were higher for Year 3 in fourteen of fifteen categories. These data suggest that participants were entering the course with less room to demonstrate growth. Therefore, the findings from

year three of the course suggest that the revisions made based on findings from the first- and second-year evaluations of the course were impactful and positive, even though it is less noticeable when compared with the impact observed in Year 2. With this in mind, it appears that the third-year course design and facilitation should be continued for the fourth year of the course in order to determine if the impact of the revisions made after years one and two are only short-term or long-term.

A longitudinal analysis of participants' dispositions for multicultural teaching and learning revealed three dispositions for praxis, community, and knowledge construction that have never shown statistically significant changes. These dispositions are: *I am willing to take advantage of professional development on diversity*, *I value collaborating with families*, and *I value student difference*. The disposition *I am willing to take advantage of the professional development opportunities focused on issues of diversity* continues to be of interest based on the mandatory nature of the course for licensure in Nevada. It may be helpful in a future course to invite participants to further elaborate on this specific disposition as it relates to other professional development opportunities beyond the course in order to better understand how the unique nature of the course as a licensure requirement might influence their responses, and potentially, assess if participants' willingness to take advantage of professional development opportunities focused on issues of diversity when it is optional changes the outcome (Darling-Hammond et al., 2017; Gay & Kirkland, 2003; Gorski & Dalton, 2019; Learning Forward, 2011; Murray, 2014; Whitaker & Valtierra, 2019).

The disposition *I value collaborating with families* is particularly interesting as it is the only disposition that showed a decrease in average score between pre-course and post-course questionnaires. While the change wasn't statistically significant, it does raise questions about how Year 3 participants interpreted the challenges and opportunities associated with partnering with families with respect to multicultural education. It is possible that this decrease in average may be due to fears among educators regarding a recent nationwide effort among some politicians to invite and encourage families to protest the teaching of equity, diversity, and social justice in public schools. Educator fears about angering parents often showed up in Year 3 when participants were asked for the "hopes, fears, and wonderings" at the end of the course. For example, participants mentioned the following:

My fear is that parents will not like that I am teaching history slightly differently than how they learned it. I have already had some push back when I taught about slavery in the US.

I fear that I may get pushback from admin [sic] or parents and may not be able to feel fully comfortable explaining my reasoning for incorporating multicultural education other than "it's for the kids."

My fear is still implementation of certain topics. I always fear parents and confrontation.

The disposition *I value student difference* is the third disposition that has yet to show statistically significant growth in the three years that multicultural education has been offered by NNRPDP. This lack of growth could be attributed to the fact that pre-course questionnaires averages for this disposition being rather high each year – suggesting that participants came into the course valuing student difference. Participants averaged 5.8 and 5.7 in the third and second years, respectively. It is possible that demonstrating a statistically significant increase in this area may present a larger challenge, particularly when participants enter the course with an already strong disposition of valuing student difference.

Perceived Impact on Changes in Professional Practice

Guskey (2002) states that effective professional development leads to effective implementation of new knowledge and skills in professionals' unique educational contexts. The fourth level of his framework (Guskey, 2002) suggests the collection of data that provides evidence of the degree and quality of implementation. Although the course learning design (Multicultural Education PLP, Appendix A) included multiple opportunities for participants to evaluate, reflect on, and identify specific changes to practice to make in response to their self-assessment of their professional practices, the degree and quality of the implementation of learning was not a specific course outcome, and therefore, not measured. However, participants were provided an opportunity to share their perceptions about how their learning from the Multicultural Education course might impact, and subsequently, prompt them to make changes to their professional practices through the NNRPDP Evaluation collected at the end of the course (Appendix C) and post-course survey (Appendix D).

Participants' perceptions of how their learning from the Multicultural Education course would prompt them to change their professional practice provided evidence that the course was effective in eliciting specific ideas and plans for changing their professional practices based on their learning. Ninety-seven percent of participants indicated that their learning in the Multicultural Education course prompted them to change their professional practice to some extent or to a great extent (CGCS, 2021; Darling-Hammond et al., 2017; Learning Forward, 2011; Murray, 2014), which was an improvement from Year 2's ninety-one percent. Additionally, Year 3's improvement represented a reversion to the Year 1's ninety-seven percent.

Perceived Impact on Student Learning

Guskey (2002) and others (CGCS, 2021; Darling-Hammond et al., 2017; Learning Forward, 2011; Murray, 2014) argue that the ultimate goal of effective professional development is increased student learning. In evaluating the effectiveness of professional learning in impacting student learning, Guskey (2002) suggests that instructors or facilitators gather data that evaluates the impact of the professionals' learning on their students' learning. The Multicultural Education course does not explicitly address or evaluate this link, but anecdotal evidence was gathered about participants' perceptions of how their learning in the Multicultural Education course would impact their students' learning. Ninety-eight percent of

participants believe their learning will help them meet the needs of diverse learners to some extent or to a great extent (Banks et al., 2001; Center for Multicultural Education, 2021; CGCS, 2021; Gay, 2018; Gorski & Dalton, 2019; Learning Forward, 2011; NAME, 2021; Whitaker & Valtierra, 2019), and 98 percent stated that their learning will impact students' learning to some extent or to a great extent (CGCS, 2021; Darling-Hammond et al., 2017; Learning Forward, 2011; Murray, 2014). These findings are similar to the first and second years of the course, and suggest that the course does positively impact student learning, although in what way and to what degree is still not known.

Additional analysis further supports that the Multicultural Education course was effective in shifting educational professionals' beliefs about the role of culturally responsive pedagogy in positively impacting students' learning in their schools and districts. Participants noted that their learning would increase student belonging and motivation, increase validation and representation of diverse student identities in the learning experiences and environments. Participants' responses also affirmed their belief that multicultural teaching that is student-centered and relevant to students' lived histories and backgrounds, increases equity of educational opportunities for all students, and helps them use critical reflection to continually evaluate and improve their effectiveness in their professional contexts (Banks et al., 2001; Center for Multicultural Education, 2021; CGCS, 2021; COPS, Regulation 130-18; Darling-Hammond et al., 2017; Gay, 2018, Gay & Kirkland, 2003; Gorski & Dalton, 2019; Learning Forward, 2011; NAME, 2021; Whitaker & Valtierra, 2019).

These findings suggest that the design, implementation, and facilitation of the Multicultural Education course was effective in addressing the required course learning outcomes and goals in a manner that supported participants in identifying and planning for implementation of their learning with the intention of positively impacting students' learning. However, intention is not enough (Gay; 2018; Gorski & Dalton, 2019; Whitaker & Valtierra, 2019) and it may be beneficial for the course instructor to consider if, and how, to incorporate specific measurement of student learning correlated to participants' learning for future courses in order to better evaluate the effectiveness of the Multicultural Education course on students' learning.

Conclusion

Multicultural education, through culturally responsive pedagogy, seeks to realize equitable learning opportunities and successful academic outcomes for every student, while also preparing students for successful and active participation in a pluralistic democratic society (Banks et al., 2001; Center for Multicultural Education, 2021; Gay, 2018, NAME, 2021; Whitaker & Valtierra, 2019). However, this requires that education professionals receive training and support in developing culturally responsive pedagogy through increased knowledge, skills, and dispositions for multicultural teaching and learning which has not previously been a reality for the majority of education professionals in Nevada prior to the change in licensure requirements instituted in 2019 by the Nevada Department of Education and Legislature (Committee on Professional Standards, Regulation 130-18; NAC 391.067, 2019; NRS 391.0347, 2019).

Therefore, the NNRPDP Multicultural Education course was designed to both meet the legislative requirements mandated in 2019 for educational licensure (NRS 391.0347 & NAC 391.067) and the goals of multicultural education (Center for Multicultural Education, 2021; Gay, 2018; NAME, 2021) through effective professional learning and development (Banks et al., 2001; CGCS, 2021; Darling-Hammond, Hylar & Gardner, 2017; Gay & Kirkland, 2003; Gorski & Dalton, 2019; Guskey, 2002; Learning Forward, 2011; Nevada Department of Education, 2017; Murray, 2014) that increases educational professionals' dispositions for culturally responsive pedagogy (Whitaker & Valtierra, 2019) in the region.

Evaluation of the data collected prior to and after the course indicate that the Multicultural Education course was effective and successful in supporting participants' achievement of both the course learning outcomes and intended learning goals as demonstrated through increased knowledge, skills, and dispositions for multicultural teaching and learning. The findings also show that the impact of the Multicultural Education course on participants' culturally responsive pedagogy, which is the vehicle through which the goals of multicultural education can be realized and achieved including increased academic success (Gay, 2018), was statistically significant. According to Gay (2018), education professionals who possess the specific knowledge and skills needed for culturally responsive teaching are better positioned to teach and support all of their students, and will therefore increase the likelihood of those students' academic success in their classrooms. The potential positive impact on students' academic success warrants additional consideration in future course design and facilitation (Center for Multicultural Education, 2021; CGCS, 2019; Darling-Hammond et al., 2017; Gay, 2018; Learning Forward, 2011; NAME, 2021; Murray, 2014; Whitaker & Valtierra, 2019).

The positive findings, overall, suggest that the Multicultural Education Course Professional Learning Plan (Appendix A) might serve as both a model for future courses, as well as a model to be shared with other organizations or professional learning facilitators seeking to accomplish the same goals with education professionals. In addition, collection of data or evidence of student learning might also be incorporated in order to better evaluate the effectiveness of the Multicultural Education course on student learning, moving from perceptions of potential impact on students' learning toward measurement tools that assess students' outcomes on specific learning goals or cognitive, affective, and/or psychomotor indicators (Guskey, 2002).

The overall effectiveness and success of the Multicultural Education course in accomplishing and achieving the goals of positively impacting education professionals' dispositions for culturally responsive pedagogy (Whitaker & Valtierra, 2019), and providing high-quality professional learning for education professionals that prompted a change in practice that would positively impact student learning (Darling-Hammond et al., 2017; Guskey, 2002; Murray, 2014) should be celebrated and replicated in future courses. However, both celebration and replication must be done in conjunction with the same qualities of critical reflection and corresponding changes in practice, recommended for participants, by the course

instructors, using the data collected, in order to increase the effectiveness and success of future Multicultural Education courses.

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Appendix A. Multicultural Education Course Professional Learning Plan

Multicultural Education Course
<p>District: Statewide</p> <p>School(s): Statewide</p> <p>Administrator(s): Statewide</p> <p>RPDP Facilitators: Annie Hicks, Holly Marich, Tom Browning</p> <p>Location: Online via CANVAS and Zoom</p> <p>Audience: K-12 Licensed Education Professionals (Administrators, Educators, Counselors, Instructional Coaches, Learning Strategists, School Psychologists, School Nurses, and School Speech and Language Pathologists)</p>

TEACHER LEARNING OUTCOMES & EVIDENCE (Guskey)
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Outcomes	Evidence
Positively impact education professionals' dispositions for culturally responsive pedagogy	[Level 2] Dispositions for Culturally Responsive Pedagogy Scale (DCRPS); developed and validated by Whitaker and Valtierra (2019)
Identify the ways personal, social and cultural identity shape and influence interactions within the educational system, from multiple perspectives, including but not limited to: educators, students, families, colleagues, administrators and community members.	[Level 2, 4] Critical Reflection Journal, Field Experience Journal and discussion (asynchronous/synchronous) learning tasks: Provide course participants opportunities to develop an understanding of the role of identity within educational systems while also critically examining the way in which their own personal, social and cultural identity shapes and influences the actions they take, or do not take, that determine the trajectory of student success within their educational context.
Develop critical self-awareness of implicit and explicit bias in instructional and professional practices, and professional and personal interactions with stakeholders (students, families, colleagues, community members) and develop	[Level 2, 4] Critical Reflection Journal, Field Experience Journal and discussion (asynchronous/synchronous) learning tasks: Facilitate opportunities for course participants to critically examine, evaluate, identify, reflect on, and determine explicit and implicit bias within educational interactions (personal, professional,

<p>appropriate personal and professional response strategies.</p>	<p>stakeholders) in conjunction with identification of modifications to be implemented to minimize and eliminate bias to the greatest possible degree in personal and professional interactions.</p>
<p>Identify and examine the way in which power/privilege shape outcomes and expectations within systems, including social and educational structures, and develop appropriate response strategies aligned with instructional and professional practices.</p>	<p>[Level 2, 4] Critical Reflection Journal, Field Experience Journal and discussion (asynchronous/synchronous) learning tasks: Help course participants to identify the role of power and privilege in shaping outcomes and expectations within systems, both social and educational structures, and, identify and evaluate potential changes in instructional and professional practices.</p>
<p>Identify cultural competency skills and knowledge.</p>	<p>[Level 2] Critical Reflection Journal, Field Experience Journal and discussion (asynchronous/synchronous) learning tasks, and Dispositions for Culturally Responsive Pedagogy Scale (DCRPS) developed and validated by Whitaker and Valtierra (2019): Support course participants in developing a foundational understanding of cultural competency, including both theoretical knowledge and research, in conjunction with cultural competency skills.</p>
<p>Demonstrate an understanding of cultural competency skills and knowledge in planning, teaching, assessing and engaging with students and families across educational contexts.</p>	<p>[Level 2, 4] Critical Reflection Journal, Field Experience Journal and discussion (asynchronous/synchronous) learning tasks: Provide critical analysis opportunities, in conjunction with identification of changes in practice based on the analysis, of planning, teaching, assessing and engaging with students and families using a variety of assessment tools.</p>
<p>Demonstrate cultural competency through establishment of positive, cross-cultural relationships within educational contexts (students, families, colleagues, community members, and other stakeholders).</p>	<p>[Level 2, 4] Critical Reflection Journal, Field Experience Journal and discussion (asynchronous/synchronous) learning tasks: Apply cultural competency knowledge and skills through case studies, professional dilemmas and “what-if scenario” learning tasks wherein course participants examine, analyze and identify potential actions/responses using their learning.</p>

Apply, and demonstrate, cultural competency knowledge and skills through a field-based experience in an appropriate educational context.	[Level 2, 4] Critical Reflection Journal and Field Experience Journal learning tasks: Provide evidenced-based assessment tools for course participants to analyze and critically reflect on bias, inequity and culturally responsive principles within current and future instructional and professional practices, including instruction/pedagogy, standards and curriculum, other instructional materials and classroom structure, and assessments. Course participants then identified changes in practice to implement along with justification of the changes using research and other course materials to support their justification.
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STUDENT LEARNING OUTCOMES & EVIDENCE ([Guskey](#))

Outcomes	Evidence
Positively impact educational outcomes for all students.	[Level 5] Course participants’ perceptions of the impact their learning will have on students’ learning.

ROLES AND ACTIONS

RPDP Facilitator	Administrator	Participant
Annie Hicks, Regional Coordinator: Design, teach, facilitate and evaluate course learning tasks in order to provide specific, relevant feedback for each course participant in order to increase implementation of culturally responsive, and culturally competent practices within the participant’s educational context in order to reduce/eliminate bias, inequity and disparities in educational	Not Applicable	K-12 Licensed Education Professionals (Administrators, Educators, Counselors, Instructional Coaches, Learning Strategists, School Psychologists, School Nurses, and School Speech and Language Pathologists): Complete course learning tasks, including assigned reading/viewing of research-based practices for culturally responsive teaching/pedagogy in conjunction with developing a foundational knowledge of cultural competency skills; complete field experience learning tasks and demonstrate application of knowledge and skills through critical self-examination and critical analysis of the teaching cycle as well as identification of changes in

opportunities provided for students across all educational contexts		practice aligned based on the critical self-examination and critical analysis process.
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NNRPDP INTEGRATION OF STANDARDS FOR PROFESSIONAL LEARNING

Standards for Professional Learning guide our thinking when planning and preparing professional learning opportunities and demonstrate the alignment of projects with the standards.

	Standard	Alignment
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CONTEXT

LEARNING COMMUNITIES: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

LEADERSHIP: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

RESOURCES: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

- Course instructor created a collaborative “space” for building a learning community with course participants through sharing of personal and professional experiences, guided discussions, and collective feedback through weekly video conference interactive sessions
- Course participants participated in a collaborative learning community throughout the course during weekly video conference interactive sessions where participants reflected on their learning, shared changes in practice, applied learning to specific contexts and provided feedback for all members of the learning community
- Course instructor provided opportunities for course participants to develop their own capacity as culturally responsive and culturally competent educational professionals, including knowledge and implementation of research-based practices and outcomes, shared approaches course participants might use to advocate for students and families to have equitable learning opportunities, and provided an opportunity for course participants to connect with global and national organizations/support networks to further their professional learning and application of learning beyond the course
- Course participants developed their capacity for culturally responsive and culturally competent practice, personally and professionally, through course learning tasks, instructor feedback, and course participant feedback in order to identify areas for future professional learning; course participants identified areas in which they already were, or could, advocate for additional professional learning for themselves and their colleagues beyond the scope of the course

	Standard	Alignment
		<ul style="list-style-type: none">• Course instructor curated additional research, resources and course materials in response to course participants progress, unique educational contexts and observed/identified barriers to practice and/or implementation of culturally responsive teaching/pedagogical and culturally competent skills• Course participants shared weekly feedback about which resources were most beneficial to their unique educational context, and what questions or concerns remained, which was used by the course instructor to provide responsive feedback, support, and curate/include additional materials within the course

PROCESS

DATA: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

LEARNING DESIGNS: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

IMPLEMENTATION: Professional learning that increases educator effectiveness and results for all students; applies research on change and sustains support for implementation of professional learning for long-term change.

- Course instructor integrated multiple opportunities for self- assessment using a variety of assessment tools, including: Spectrum of Identity (University of North-Carolina, Chapel Hill), Understanding and Evaluating Privilege (McIntosh), Culturally Responsive Instruction Observation Protocol (CRIOP; Powell, Chambers, Cantrell, Correll & Malo-Juvera), Screening for Biased Content in Instructional Materials (Washington Office of Superintendent of Public Instruction), Evaluating Assessments for Bias (Compiled by A. Hicks), and, Assessment for Equitable Classroom Practices/Structure (Montgomery County Public Schools of Maryland; revised by A. Hicks)
- Course participants shared self- assessment data, alongside evaluation that designated areas of strength and areas for improvement / continued professional learning
- Course instructor integrated course participants’ current educational contexts, learning goals and context-specific learning tasks in order to make the learning relevant and action-oriented, utilizing research that supported the course learning objectives in conjunction with research-based located and identified by each course participant
- Course participants shared learning goals based on their current educational contexts in order to identify their desired outcomes for their learning and student educational opportunities
- Course instructor provided strategic, and ongoing, opportunities for course participants to critically reflect on and analyze current instructional and professional practices through self- assessment, using a variety of assessment tools, alongside reading and analyzing research-based practices

	Standard	Alignment
		<p>in order to support participants in identifying and implementing changes in practice based on their learning and reflection</p> <ul style="list-style-type: none">• Course participants completed weekly self-assessments and field experience assessments in conjunction with critical analysis of current instructional and professional practices in comparison to research-based principles of culturally responsive teaching/pedagogy and cultural competency skills in order to identify areas of strength and areas for improvement, wherein course participants identified potential changes in practice that could be implemented in order to increase culturally responsive teaching and pedagogical knowledge and skills with the goal of ensuring equitable educational opportunities for all students

	Standard	Alignment
CONTENT	<p>OUTCOMES: Professional learning that increases educator effectiveness and results for all students focuses on equitable access, opportunities and outcomes with an emphasis on achievement and opportunity disparities between student groups.</p>	<ul style="list-style-type: none"> • Course instructor integrated research and case studies that demonstrated links between personal, social and systemic barriers to equitable access, opportunities and outcomes for all students within the educational structure/context in order to facilitate course participants' increased identification and analysis of opportunity disparities between students, and in turn, guiding course participants in developing the necessary knowledge and skills to respond accordingly through personal and professional action, advocacy, and changes in practice • Course participants completed assigned reading of research and theoretical frameworks, alongside analysis of case studies, in order to identify the personal, social and systemic barriers to equitable access, opportunities, and outcomes for all students within the educational structure/context, and in response, use/apply knowledge and skills to address existing disparities in educational outcomes for students through changes in instructional and professional practice

FOUNDATION

EQUITY: Professional learning that increases educator effectiveness and results for all students focuses on equitable access, opportunities and outcomes with an emphasis on achievement and opportunity disparities between student groups.

CULTURAL COMPETENCY: Professional learning that increases educator effectiveness and results for all students facilitates educator’s self-examination of their awareness, knowledge, skills, and actions that pertain to culture and how they can develop culturally-responsive strategies to enrich educational experiences for all students.

- Course instructor guided discussion and facilitated critical analysis, through both synchronous and asynchronous tasks, designed to support course participants’ identification of inequities within educational structures/systems that impact students’ access to equitable educational opportunities, and thus, educational outcomes
- Course participants identified inequities within educational structures/systems that impact students’ access to equitable educational opportunities, and thus, educational outcomes through discussion and critical analysis of research, case studies, and individual dilemmas in order to identify changes in practice (instructional and professional) that could be implemented to address and mitigate opportunity disparities and improve educational outcomes for students
- Course instructor provided strategic, and ongoing, opportunities for critical self-examination, reflection, and analysis of explicit and implicit bias, cultural identity of self and students, identification of inequity in relation to identity and bias, and culturally competent and responsive instructional and professional practices that reduce/eliminate bias and inequities within educational structures/contexts and interactions with students, families, colleagues and community members
- Course participants completed critical self-examination, reflection, and analysis learning tasks in order to increase awareness of explicit and implicit bias, cultural identity of self and students, identification of inequity in relation to identity and bias, and culturally competent and responsive instructional and professional practices that reduce/eliminate bias and inequities within educational

	Standard	Alignment
		<p>structures/contexts and interactions with students, families, colleagues and community members; course participants then applied their knowledge and skills through case study analysis and suggested changes in practice, field experience learning tasks, and ongoing assessment of current instructional and professional practices linked to changes in practice justified through connections back to research and theoretical frameworks</p>

Appendix B

Dispositions for Culturally Responsive Pedagogy Scale (Whitaker & Valtierra, 2019)

Dispositions for Culturally Responsive Pedagogy Scale	Response Scale (1 = Strongly Disagree ↔ 6 = Strongly Agree)					
Disposition for Praxis	1	2	3	4	5	6
I value assessing my teaching practices.						
I am open to feedback about my teaching practices.						
I am aware of my cultural background.						
I am willing to be vulnerable.						
I am willing to examine my own identities.						
I am willing to take advantage of professional development opportunities focused on issues of diversity.						
Disposition for Community						
I value collaborative learning.						
I value collaborating with families.						
I view myself as a member of the learning community along with my students.						
I value student input into classroom rules.						
I value developing personal relationships with students.						
I value dialog as a way to learn about students' out of school lives.						
I am comfortable with conflict as an inevitable part of the teaching and learning processes.						
I value student differences.						
I value collaborating with colleagues.						
Disposition for Social Justice						
I believe that hot topic conversations (e.g. race, gender, sexuality, religion, etc.) should be had in class when necessary and/or relevant.						
I believe that schools can reproduce social inequities.						

I believe it is important to acknowledge how issues of power are enacted in schools.						
I value equity (giving each student what they individually need) over equality (giving each student the same thing).						
Disposition for Knowledge Construction						
I believe that diverse perspectives can enhance students' understanding of content.						
I believe that students' cultural norms affect how they learn.						
I believe that teachers' cultural knowledge influences their pedagogical practices.						
I believe that class content should be viewed critically.						
I believe that knowledge is constructed with my students (as opposed to taught to students).						
I value cultural knowledge.						
I value experiential learning.						

Appendix C

NNRPDP Evaluation

Participant Name: _____ Training Title: _____

Training Date: _____ District: _____ Presenter: _____

Please rate the following characteristics of the training.

#	Statement	Not at all	Not at all	To some extent	To some extent	To a great extent	N/A
1.	The training matched my needs.	1	2	3	4	5	6
2.	The training provided opportunities for interactions and reflections.	1	2	3	4	5	6
3.	The presenter's experience and expertise enhanced the quality of the training.	1	2	3	4	5	6
4.	The presenter efficiently managed time and pacing of the training.	1	2	3	4	5	6
5.	The presenter modeled effective teaching strategies.	1	2	3	4	5	6

6.	This training added to my knowledge of standards and/or my skills in teaching subject matter content.	1	2	3	4	5	6
7.	The training will improve my teaching skills.	1	2	3	4	5	6
8.	I will use the knowledge and skills from this training in my classroom or professional duties.	1	2	3	4	5	6
9.	This training will help me meet the needs of diverse student populations (e.g., gifted and talented, ELL, special ed., at-risk students).	1	2	3	4	5	6

Appendix D

{Post-Class Survey}

Question: *What have you done differently in your professional context that you would attribute to your learning from the Multicultural Education course?*

Response: {Open-ended text response box}