

Multicultural Education Course: Year 2

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 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 professionals' 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 second 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. The course instructor has thirteen years teaching experience between K-16 contexts, that included four years of experience teaching online college courses, has a Master of Science in Equity and Diversity in Education, and is a member of the National Association for Multicultural Education. Multicultural teaching and equitable learning have been the primary focus of the instructor's professional work in their current role as a regional coordinator for the NNRPDP since 2019.

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.

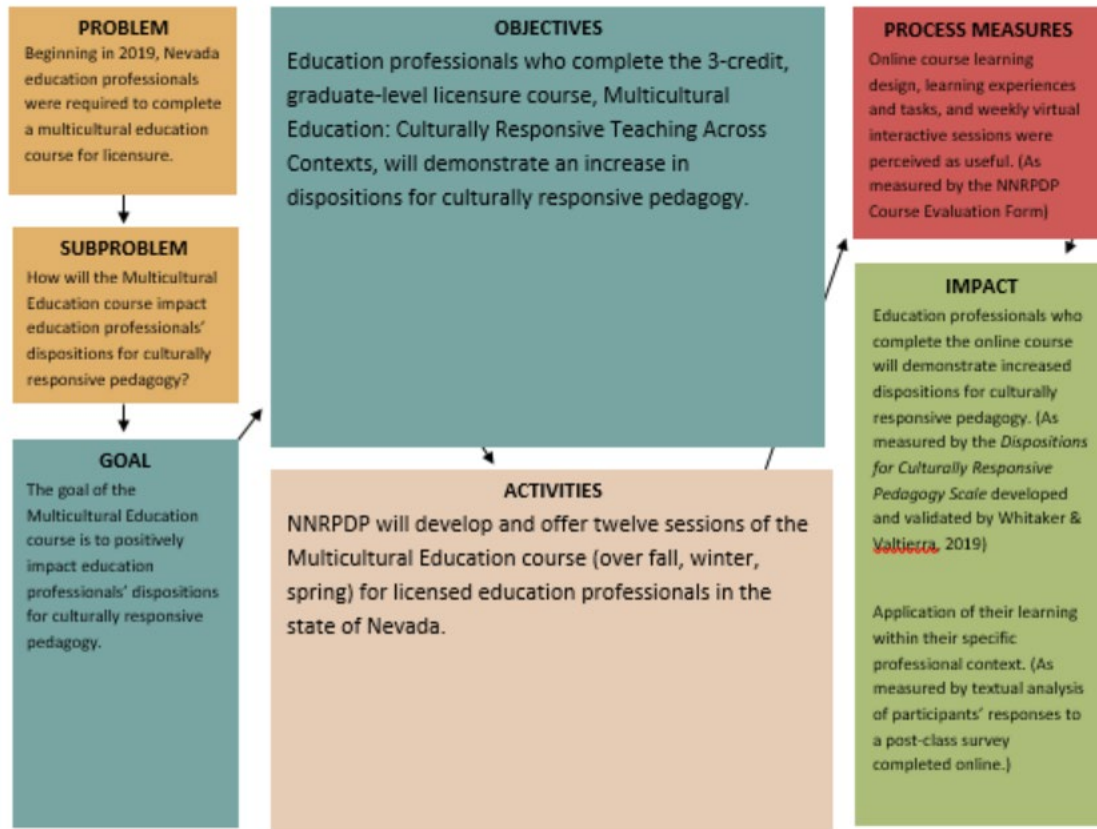
Multicultural education is “a philosophical concept built on the ideals of freedom, justice, equality, equity, and human dignity” (National Association for Multicultural Education, 2021). The Center for Multicultural Education at the University of Washington states that “multicultural education is an 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, Hylar & 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, Hylar 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 analysing, 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 Hyler (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 instructor and facilitator, 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* (2021: Appendix Q) 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 school year 2021-2022. Three separate course sessions were offered: fall, winter, and spring. Each session included four unique cohort groups which met weekly via Zoom for interactive sessions during the course. 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 \$63.00 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 approved courses range in cost from \$63.00 to \$1,500.00 dollars (J. Briske, personal communication, April 27, 2021).

One hundred ninety-seven participants completed the course over the 2021-2022 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 charts below.

Table 1 Course Participants Sorted by School District

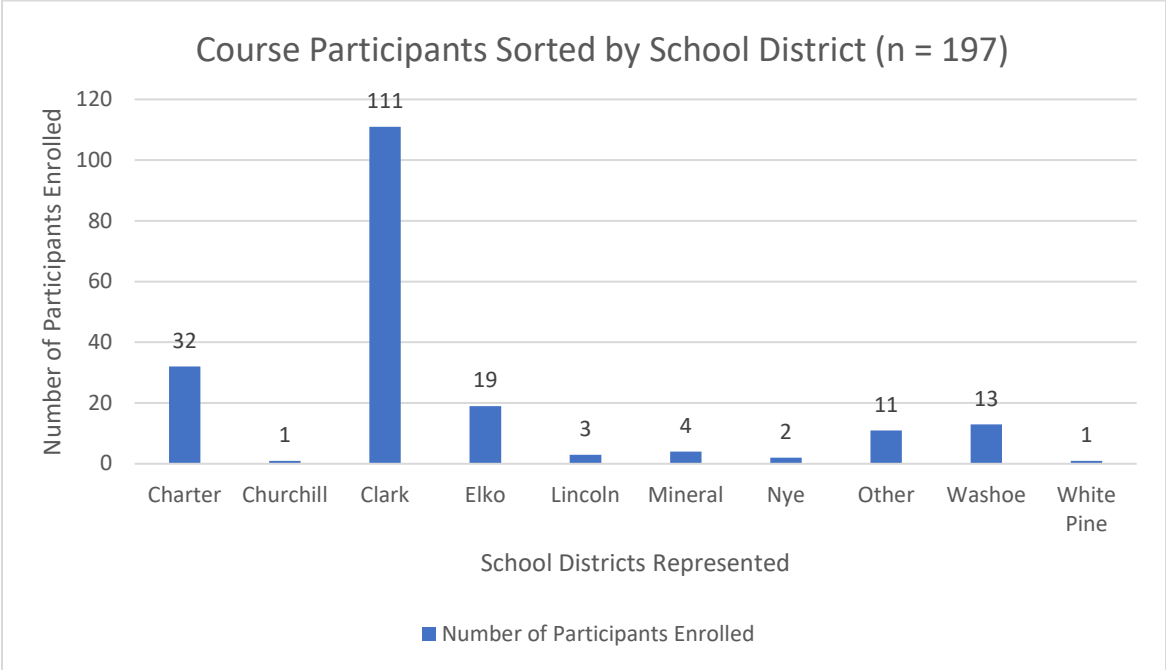


Table 2 Course Participants Sorted by Years of Experience

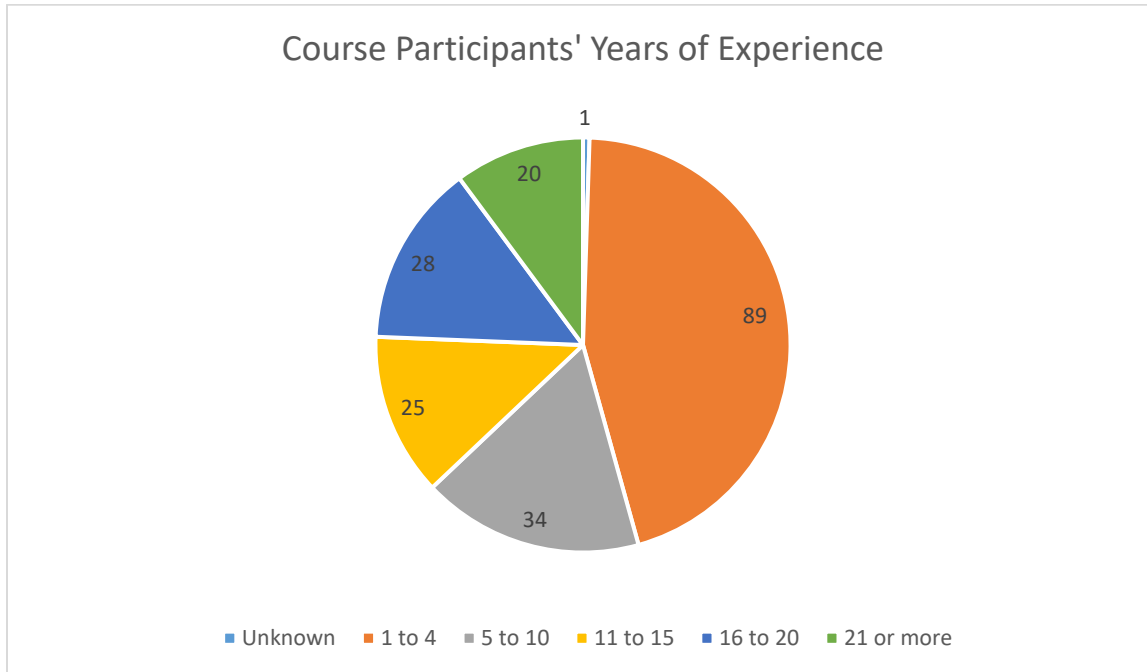
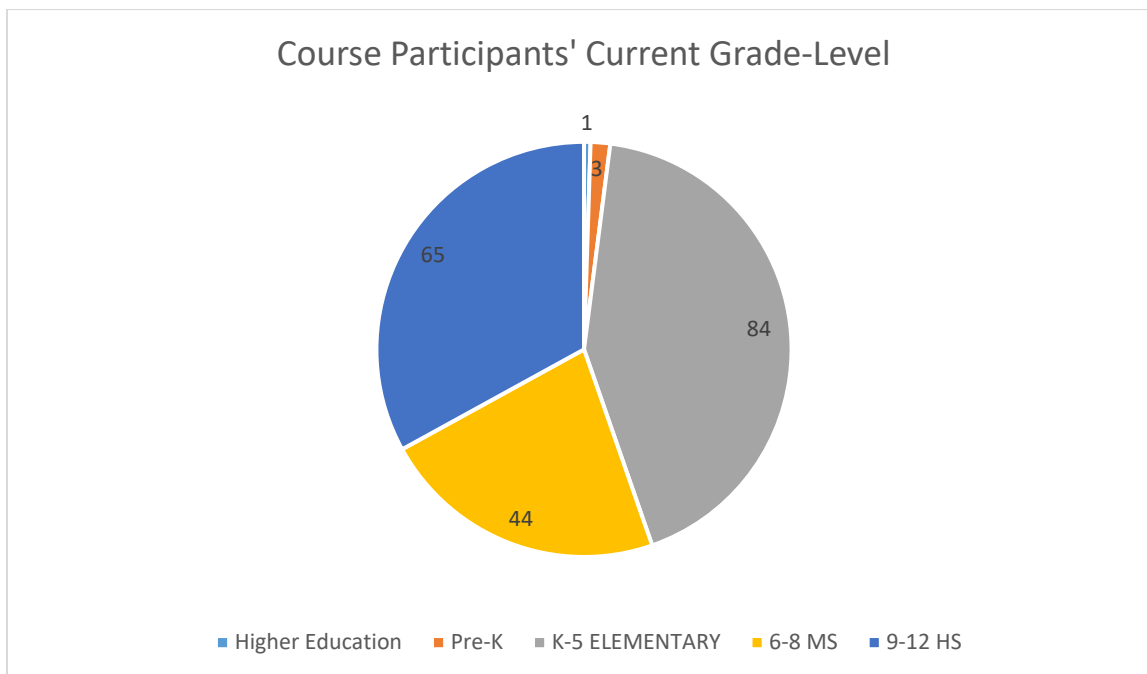


Table 3 Course Participants Sorted by Current Grade-Level



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 second year of the Multicultural Education course, the results and conclusions from the first-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 second 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. With this in mind, the course instructor added content and learning experiences specific to these five aspects of multicultural teaching in order to provide participants with an opportunity to further develop these five dispositions over the duration of the Multicultural Education course.

Measurement

The overarching goal of the Multicultural Education course in the second 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 A) (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 dispositional for multicultural teaching after completing the Multicultural Education course.

The secondary goal of the Multicultural Education course in the second 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 Course Evaluation Form (Appendix B). Participants' application of their learning in their unique educational context was measured through the post-course survey (Appendix C) responses.

The table 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 4 *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 Course Evaluation Form	<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. 	To improve course design and delivery

Evaluation Level	What Questions Are Addressed?	How Will Information Be Gathered?	What is Measured or Assessed?	How Will Information Be Used?
			<ul style="list-style-type: none"> The presenter modeled effective teaching strategies. 	
2. Participants' Learning	Did participants acquire the intended knowledge and skills?	Dispositions for Culturally Responsive Pedagogy Scale (Pre- and Post-Questionnaire) NNRPDP Course Evaluation Form	<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 future support from either the Nevada Department of Education or the Nevada Legislature.	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 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 Course Evaluation Form 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.

Evaluation Level	What Questions Are Addressed?	How Will Information Be Gathered?	What is Measured or Assessed?	How Will Information Be Used?
5. Student Learning Outcomes	<p>How did the professional development affect students?</p> <p>Did it benefit them in any way?</p>	<p>NNRPDP Course Evaluation Form</p> <p>Post-Course Survey</p>	<p>Perceptions of impact on student learning:</p> <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? 	<p>To demonstrate how the Multicultural Education course impacts student learning.</p>

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 A), the NNRPDP Course Evaluation form (Appendix B), and a post-course survey (Appendix C). Statistical and textual analysis was completed by the course instructor. 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

In the second year of the Multicultural Education course, 197 participants completed the course as measured by participation and completion of course activities and assignments. Of the participants, two were unofficially withdrawn, five requested an "Incomplete" final course grade so they could obtain an individualized completion plan to earn a Certificate of Professional Learning (COPL) within the organization's fiscal year (by June 30, 2022), and two earned a final grade of "F" and therefore did not obtain any course credit. Of the 197 participants completing the course, 169 earned a final grade of "A," 16 earned a final grade of "B," and 3 earned a final grade of "C." Seventy-six participants completed the Multicultural Education course for three-graduate level credits with Southern Utah University and 121 participants completed the Multicultural Education course for a COPL.

Of the 197 participants completing the course, 157 submitted the NNRPDP Course Evaluation form including responses for the first nine statements which utilized a Likert scale, while due to a technical glitch, only 59 submitted responses for two additional statements utilizing a Likert scale and three open-ended prompts (Appendix B). 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 Course Evaluation form, Appendix B).

Table 5 *Participants' Reactions to the Multicultural Education Course*

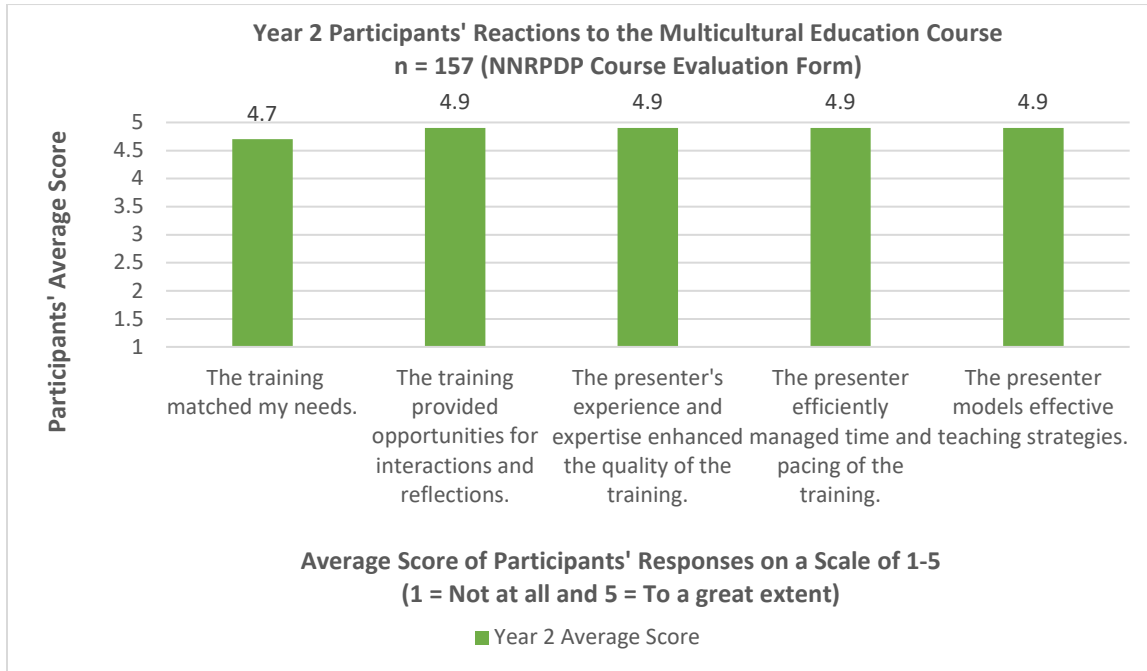
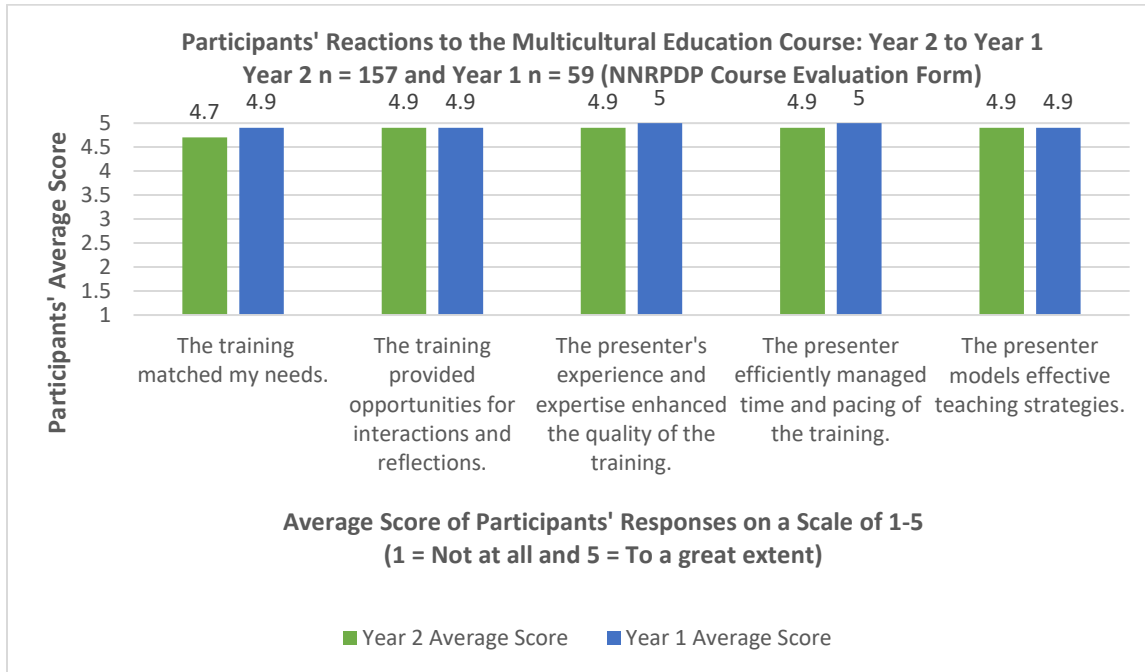


Table 6 Participants' Reactions to the Multicultural Education Course: Year 2 to Year 1



Textual analysis of participants' responses to an open-ended prompt -- *Reflections and Feedback* -- on the NNRPDP Course Evaluation form (Appendix B) surfaced participants' perceptions of the quality, benefit, and relevance of the professional learning experience from the Multicultural Education course. Fifty-nine participants responded to the prompt, and within those responses there were 29 specific references to the overall quality of the course design and facilitation, 22 specific references to participants' perceived benefit from completing the course, and 17 specific references to the relevancy of the course to participants' personal and professional lives. Seven participants responded "Not applicable," two participants expressed discontent with the course content, and one participant expressed confusion about the course assignments. Participants' overall perceptions of the course are illustrated in the following statements:

This course has allowed me to grow as an individual and as a professional. It allowed me to get to know myself better and learn how my personal identity and experiences influence my teaching practices. I am thankful for everything I have learned; I believe I have more tools in my bag to help me become a better person for myself, family, and my students.

This course helped me expand my knowledge of multicultural education and provided me with ample resources. Instructor was wonderful and coursework was purposeful.

I really enjoyed taking this course because it allowed me to really reflect on my current practices and what I can do to be a better educator, especially in the realm of

multicultural education. I think everyone should be required to take this course, especially those seasoned teachers.

I signed up for the class because it was required but thoroughly enjoyed the content, the zoom sessions, case studies and instructor's passion and dynamics when on zoom ... Happy I got to experience the class and content.

Increased Knowledge and Skills

Guskey (2002) states that Level 2 evaluation of professional development assesses participants' learning. Items six through nine on the NNRPDP Course 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 Course Evaluation form, Appendix B).

Table 7 Year 2 Participants' Learning in the Multicultural Education Course

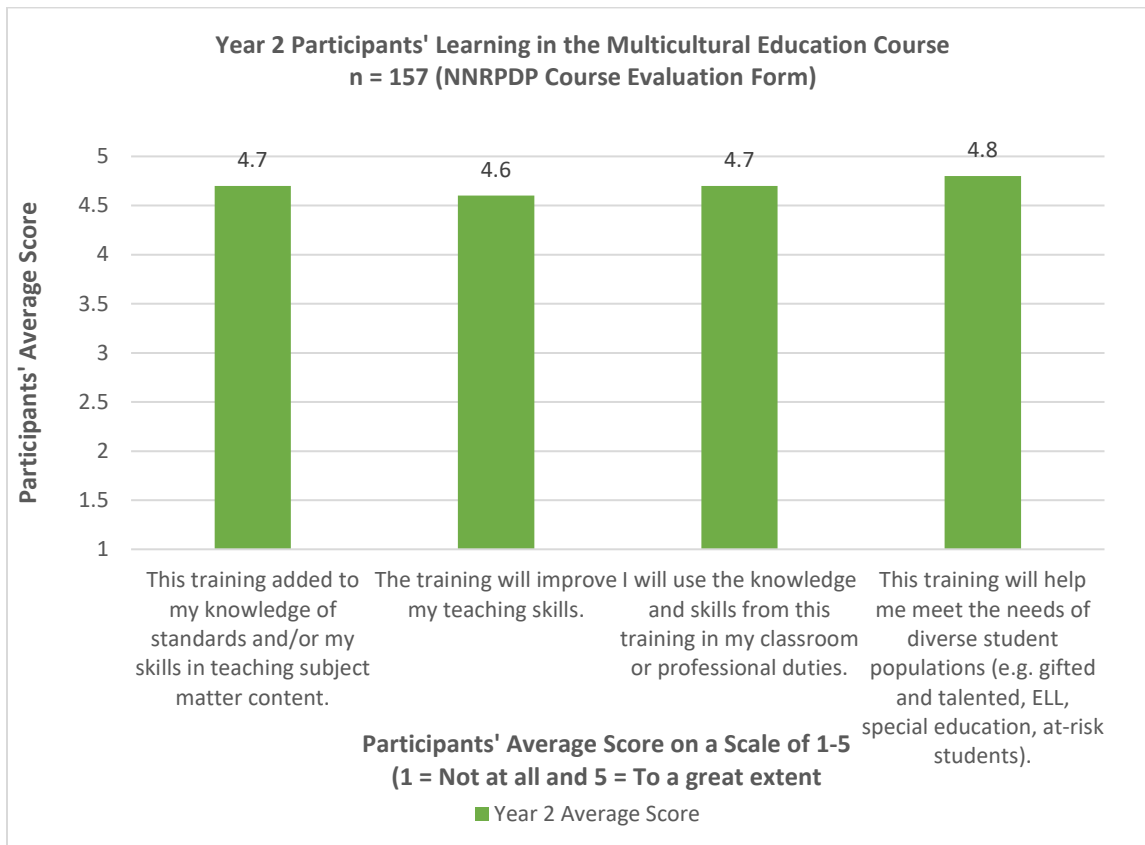
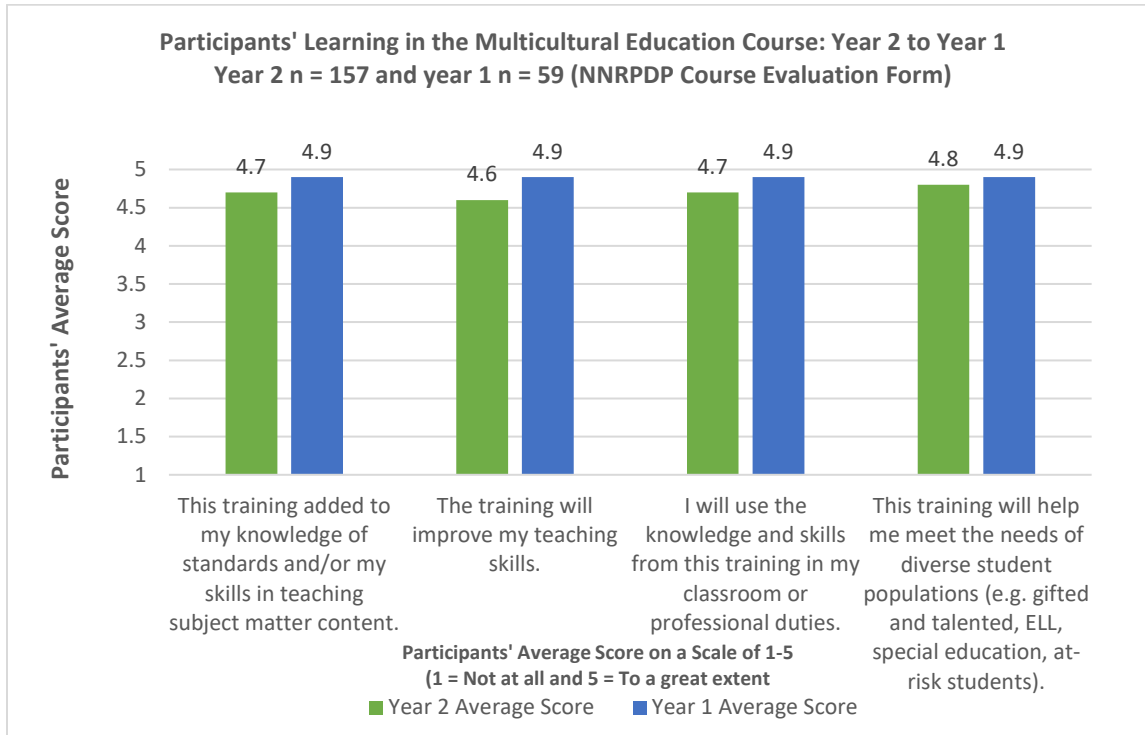


Table 8 *Participants' Learning in the Multicultural Education Course: Year 2 to Year 1*



Participants' written responses also highlighted their perceived increased knowledge and skills for multicultural teaching and learning. Participants wrote the following:

I truly enjoyed this course. It allowed me to examine some of my own cultural biases and to look at things from others' perspectives. This course will allow me to change some of my current teaching practices in order to cultivate a more culturally accepted environment, one where everyone feels accepted.

This course has been an eye opener. It is important for educators to consider their own personal biases that may affect their teaching. In addition, educators should evaluate their curriculum to make sure that it supports the needs of their students [sic]. I thought this class was really helpful in terms of getting to better understand what multicultural education actually is and what it looks like.

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' dispositional 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 197 participants completing the course, 109 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 109 respondents. Paired t-test statistical analysis was used to determine if the change was statistically significant ($p < 0.05$).

Table 9 *Participants’ Disposition for Praxis (n = 109, 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.*	5.55	0.69	5.74	0.50	0.0015
I am open to feedback about my teaching practices.*	5.57	0.63	5.76	0.53	0.0003
I am aware of my cultural background.	5.11	1.00	5.28	0.85	0.0711
I am willing to be vulnerable.*	4.76	1.04	5.07	0.96	0.0019
I am willing to examine my own identities.*	5.18	0.99	5.51	0.68	0.0007
I am willing to take advantage of professional development opportunities focused on issues of diversity.	5.50	0.74	5.45	0.96	0.4486

*Denotes a statistically significant item.

Table 10 *Participants' Disposition for Community (n = 109, DCRPS Pre- and Post-Questionnaire)*

DCRPS Item	Pre -- Mean	Pre -- Standard Deviation	Post -- Mean	Post -- Standard Deviation	P-value
I value collaborative learning.*	5.51	0.77	5.71	0.58	0.0002
I value collaborating with families.	5.50	0.75	5.51	0.77	0.8848
I view myself as a member of the learning community along with students.*	5.54	0.66	5.68	0.68	0.0426
I value student input into classroom rules.	5.33	0.84	5.40	0.98	0.2871
I value developing personal relationships with students.*	5.61	0.73	5.75	0.56	0.0258
I value dialog as a way to learn about students' out of school lives.*	5.52	0.79	5.77	0.48	0.0002
I am comfortable with conflict as an inevitable part of the teaching and learning processes.*	4.65	1.04	4.94	0.97	0.0063
I value student differences.	5.71	0.55	5.75	0.53	0.3865
I value collaborating with colleagues.*	5.50	0.70	5.64	0.57	0.0202

*Denotes a statistically significant item.

Table 11 *Participants' Disposition for Social Justice (n = 109, 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.*	4.83	1.25	5.14	1.03	0.0074
I believe that schools can reproduce social inequities.*	4.99	1.04	5.39	0.84	0.0001
I believe it is important to acknowledge how issues of power are enacted in schools.*	5.08	1.01	5.46	0.94	0.0001
I value equity (giving each student what they individually need) over equality (giving each student the same thing).*	5.43	0.82	5.63	0.82	0.0110

*Denotes a statistically significant item.

Table 12 Participants' Disposition for Knowledge Construction (n = 109, 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.*	5.38	0.79	5.61	0.67	0.0039
I believe that students' cultural norms affect how they learn.*	4.63	0.52	4.78	0.52	0.1065
I believe that teachers' cultural knowledge influences their pedagogical practices.*	5.32	0.83	5.58	0.79	0.0046
I believe that class content should be viewed critically.*	5.22	0.98	5.48	0.93	0.0207
I believe that knowledge is constructed with my students (as opposed to taught to students).*	4.94	1.01	5.47	0.86	0.0001
I value cultural knowledge.*	5.52	0.74	5.68	0.59	0.0125
I value experiential learning.*	5.47	0.71	5.72	0.56	0.0001

*Denotes a statistically significant item.

Of the 26 dispositions assessed on the DCRPS, 21 dispositions showed statistically significant increases while five dispositions showed no statistically significant increases. In comparison, in the first year of the course only 13 dispositions showed statistically significant increases. The table below outlines these changes.

Table 13 Changes in Dispositions for Culturally Responsive Pedagogy from Year 1 to Year 2

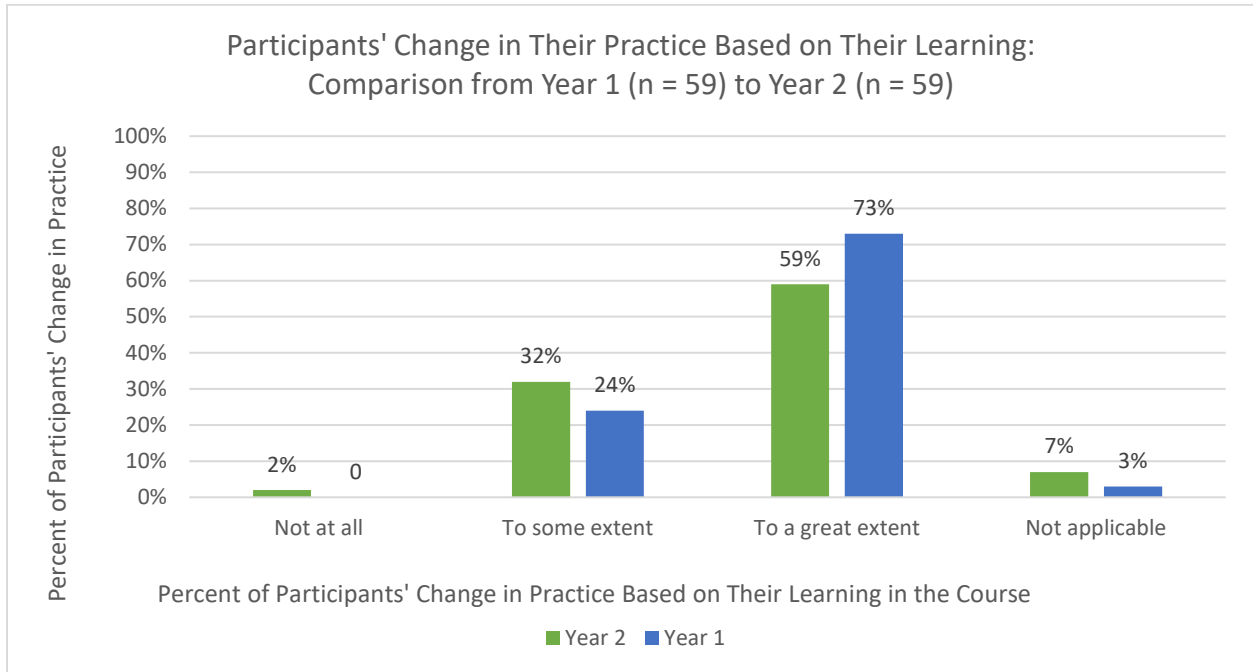
DCRPS Item	Year 1 P-value	Year 2 P-value
I value assessing my teaching practices.	0.0279	0.0015
I am open to feedback about my teaching practices.	0.1328	0.0003
I am aware of my cultural background.	0.0036	0.0711
I am willing to be vulnerable.	0.0008	0.0019
I am willing to examine my own identities.	0.0022	0.0007
I am willing to take advantage of professional development opportunities focused on issues of diversity.	0.0958	0.4486
I value collaborative learning.	0.2281	0.0002
I value collaborating with families.	0.7986	0.8848
I view myself as a member of the learning community along with students.	0.6209	0.0426
I value student input into classroom rules.	0.6347	0.2871
I value developing personal relationships with students.	0.1818	0.0258
I value dialog as a way to learn about students' out of school lives.	0.3699	0.0002
I am comfortable with conflict as an inevitable part of the teaching and learning processes.	0.5048	0.0063
I value student differences.	0.5314	0.3865

DCRPS Item	Year 1 P-value	Year 2 P-value
I value collaborating with colleagues.	0.5359	0.0202
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
I believe that schools can reproduce social inequities.	0.0069	0.0001
I believe it is important to acknowledge how issues of power are enacted in schools.	0.0043	0.0001
I value equity (giving each student what they individually need) over equality (giving each student the same thing).	0.0206	0.0110
I believe that diverse perspectives can enhance students' understanding of content.	0.5314	0.0039
I believe that students' cultural norms affect how they learn.	0.1065	0.1065
I believe that teachers' cultural knowledge influences their pedagogical practices.	0.0019	0.0046
I believe that class content should be viewed critically.	0.0001	0.0207
I believe that knowledge is constructed with my students (as opposed to taught to students).	0.0011	0.0001
I value cultural knowledge.	0.0003	0.0125
I value experiential learning.	0.0379	0.0001

Perceived Impact on Changes in Professional Practice

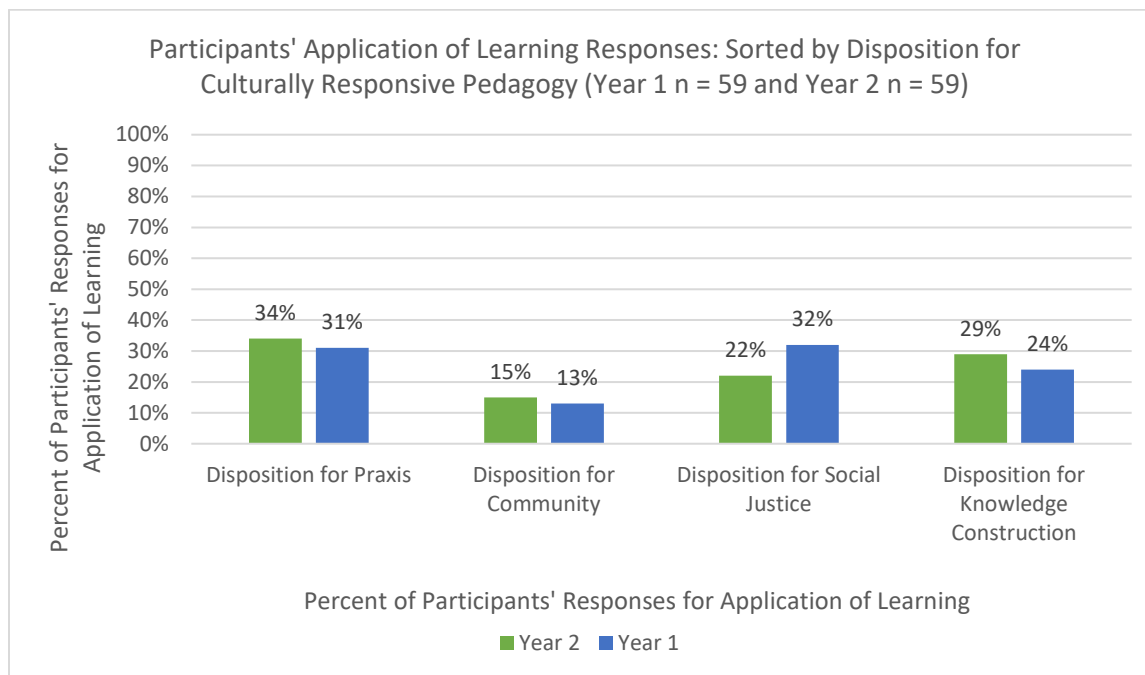
The fourth level of evaluation for professional development must assess the degree and the quality of implementation of participants' learning in their educational contexts (Guskey, 2002). Although the course learning design included multiple opportunities for participants to evaluate, reflect on, and 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 NNRPDP Course Evaluation form collected at the end of the course (Appendix B) along with the post-course survey (Appendix C). Of the 59 participants who were able to complete the final portion of the course evaluation form, one participant (2%) said their learning did not prompt them to change their practice at all, 19 (32%) said their learning prompted them to change their practice "to some extent," and 35 (59%) indicated their learning prompted them to change their practice "to a great extent." Four participants (7%) responded that the statement "My learning today has prompted me to change my practice" was not applicable to their professional practice. Changes from the first year to the second year of the course are outlined below.

Table 14 Participants' Change in Their Practice Based on Their Learning: Year 1 to Year 2



Participants were also invited to provide an open-ended text response to the prompt -- *From today's learning, what will you transfer to practice?* (Appendix B). Fifty-nine participants responded to the prompt. Textual analysis of the responses correlated to the four dispositions for culturally responsive pedagogy addressed in the DCRPS -- praxis, community, social justice, and knowledge construction -- through specific changes in professional practice related to their learning from the Multicultural Education course. Of the overall responses, 34 percent indicated changes in professional practice that aligned with a Disposition for Praxis, 15 percent indicated changes in professional practice that aligned with a Disposition for Community, 22 percent indicated changes in professional practice that aligned with a Disposition for Social Justice, and 29 percent indicated changes in professional practice that aligned with a Disposition for Knowledge Construction. Changes from the first year to the second year of the course are shown in the table below.

Table 15 *Changes in Participants' Application of Learning from Year 1 to Year 2*



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

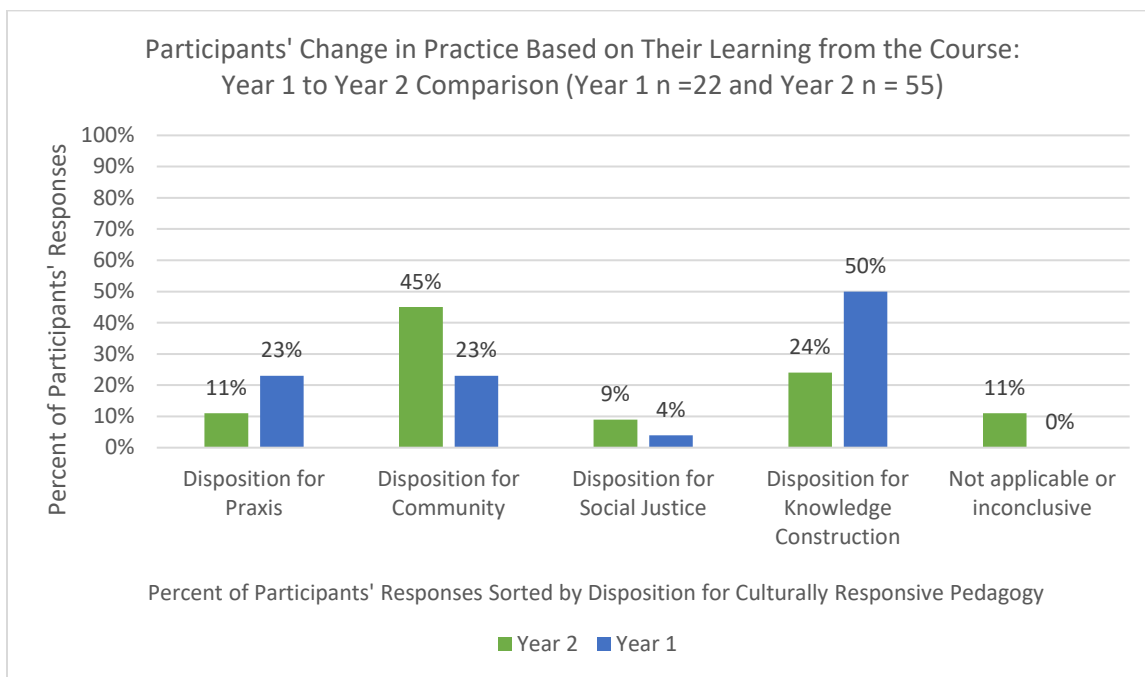
I will transfer what I learned in this course into practice the critical consciousness of being self-reflective [sic] on a daily basis. I will also be more cognizant of being equitable with all of my students and do a better job when it comes to having unintentional subconscious biases.

Building strong positive relationships with students and their families, incorporating diverse textbooks to reflect students' diversity, and to modify curriculum to meet my students' needs.

Guskey (2002) also suggests that relevant evaluation of how participants implement their learning to make changes in their professional practice is most helpful when there is a period of time in between the professional development and the collection of evidence. In order to address this key point in evaluating the effectiveness of the Multicultural Education course in changing educational professionals' practices, a post-course survey (Appendix C) was developed to gather information. The post-course survey was conducted anonymously, through an online survey link that was emailed to all course participants at least one month after the course ended. The post-course survey asked participants -- *What have you done differently in your professional context that you would attribute to your learning from the Multicultural Education course?* (Appendix C). Of the 197 participants who completed the course, 55 responded to the post-course survey. 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. Eleven percent of the responses were related to a Disposition for Praxis, 45 percent of the responses were related to a Disposition for Community, nine percent of the responses were related to a Disposition for Social Justice, and 24 percent of the responses were related to a Disposition for Knowledge Construction. Seven percent of participants responded with “Nothing” and four percent of 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 second year of the course are highlighted below.

Table 16 Participant’s Change in Practice Based on Their Learning from the Course: Year 1 to Year 2



A Disposition for Praxis-related change in professional practice is evident in this quote from one participant, “I self-evaluate my teaching and interactions to ensure I am being fair and unbiased with all my students and their families.” A Disposition for Community-related change in professional practice is highlighted in this participant statement:

I am more aware of how I see my students. I see them and value them for their differences and different ways they contribute to the classroom. I am also more aware of incorporating multicultural viewpoints, pictures, languages, and discussions.

A Disposition for Social Justice-related change in professional practice is clear in one participant’s response, “I am more aware of stereotyping and making assumptions due to race

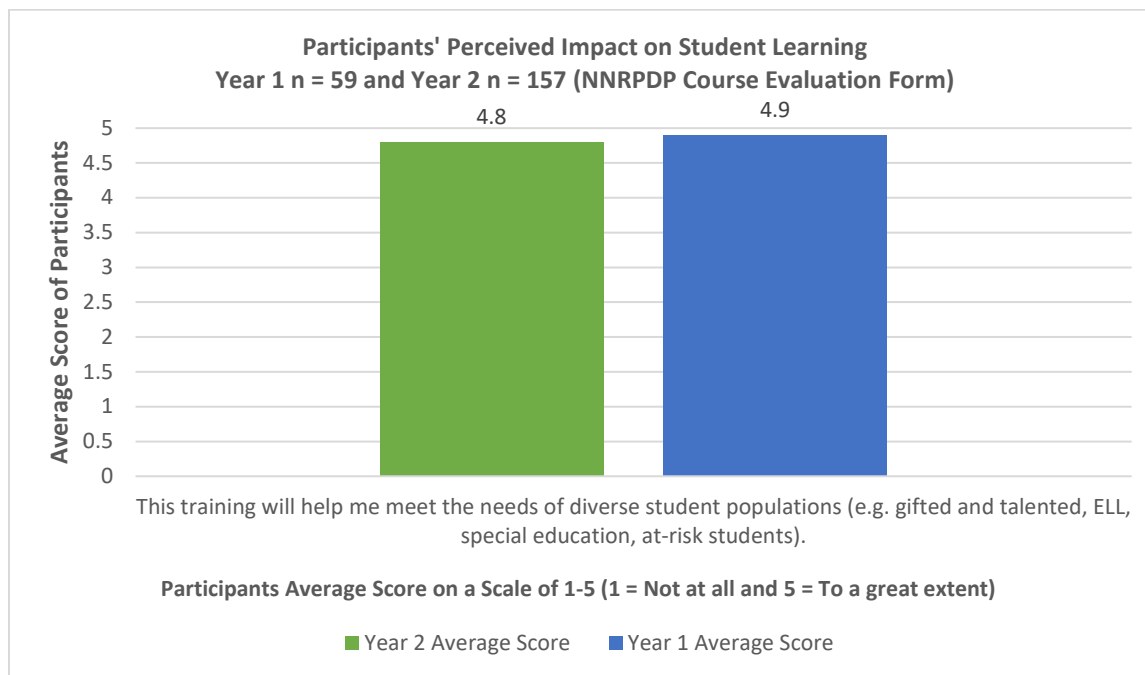
or culture” and a Disposition for Knowledge Construction-related change in practice is illustrated in the following participant’s response,

Thanks to this class, I have started getting my students to learn about the cultural backgrounds of other students. I intentionally incorporate learning experiences and content relevant to their personal cultural perspectives and heritage. They are becoming encouraged to learn about the cultural backgrounds of each other. They are given opportunities to discuss and share their cultural experiences through the "Our Family" project. Through this project, the students create an ornament that reflects the child's family heritage. As they bring it to school, they present it to the class along with an explanation of its meaning. Listening to these presentations encourage the others into asking questions to understand each other’s [sic] cultures. Respect and great bondings [sic] are being created among them.

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. The responses, gathered through the NNRPDP Course Evaluation form (Appendix B), revealed participants’ perceptions about how their learning from the Multicultural Education course would impact student learning.

Table 17 Participants' Perceived Impact on Student Learning from Year 1 to Year 2



Textual analysis of participants' responses to the NNRPDP Course Evaluation form (Appendix B) prompt -- *How will your implementation affect students' learning?* -- revealed multiple, interconnected themes based on participants' perceptions of how their learning will impact student learning. The themes that emerged from the textual analysis included increased student belonging and motivation in the learning environment, validation and representation of diverse student identities in the learning environment through learning experiences and curriculum selection/integration, student-centered teaching and learning based on students' strengths, equitable pedagogical practices that increase educational opportunities for all students, and using critical reflection to continually increase teaching effectiveness.

One participant stated "My implementation will hopefully provide students with an inclusive learning environment where they can thrive" while another participant noted "Implementation will increase students' learning. For students that often feel under-represented, feeling represented and supported would increase their engagement in the learning process." Yet another wrote that "This will affect students' learning because it will help me think about why I am making a decision, how it benefits everyone, and be able to explain to whoever is involved." One participant's reflection captured the interconnectedness of many of the themes touched on in previous quotes, "I am more mindful of my students' needs and how my teaching practices can best benefit their learning. I am able to reflect on what is working and what is not and make changes that help all my students, not just one population." Student feels valued, heard, and loved, learning and change happens. (personal communication, NNRPDP Course Evaluation form, 2021)

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 A; 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. Firstly, 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 81 percent of the increased changes in dispositionality were statistically significant. The number of dispositions with statistical significance increased from the first year where 13 of the 26 dispositions showed statistically significant increases to 21 of the 26 dispositions demonstrating a statistically significant increase in the second year of the course. 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 of particular interest to note that in the first year of the course, dispositions for community had no statistically significant increase in any of the nine dispositions, whereas in year two of the course, six of the nine dispositions for community showed statistically significant increases.

Secondly, 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.

While overall, the findings from year two either mirror or are similar to the findings from year one with regards to participants’ reflections on their learning, there were notable

differences in two areas. Firstly, participants' perceptions that their learning in the course prompted them to change their practice to a great extent was lower in year two of the course than in year one, and, participants' perceptions that the course would positively impact their teaching also showed a lower overall average score on a scale of one to five in year two as compared to year one. These changes suggest that increasing opportunities for participants' specific application of learning in future sessions of the course could be beneficial, both for participants and students. As the number of participants completing the course increases, it is also more likely that the number of participants participating in the course who work in an educational context outside of the traditional classroom is increasing as well. Reviewing professional role and context prior to the start of each course session in order to more effectively address application of learning beyond the traditional classroom, as well as disaggregating findings by professional role, might be a worthwhile investment in order to address these differences in outcomes between the first and second year of the course.

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-five 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, 97 percent of participants indicated that the Multicultural Education course met their needs (Murray, 214), 100 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. One-hundred 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 second year of the course, one unexpected finding related to participants' overall satisfaction with the professional development provided was that four percent of participants expressed feelings of strong discontent for the course content and course learning experiences, which is a sentiment not expressed at all in the first year of the course.

All participants who completed the course achieved academic success as indicated by final course grades with 86 percent earning a final grade of "A" and eight percent receiving a final grade of "B." Additionally, while the fact that all participants earned an "A" or "B" may seem to imply participants' satisfaction, this finding might also suggest that participants'

satisfaction with their final course grade influenced their evaluation of the course more than other factors (VanMaaren, Jaquett & Williams, 2016) and therefore, any correlation between final course grades and course satisfaction must be undertaken with the knowledge that other factors might influence the positive correlation. With regard to participants' overall success in the course in the second year, one finding worth noting is that five participants requested an "Incomplete" which allowed them additional time to complete and submit coursework in order to earn their RPDP Certificate of Professional Learning even though they were not able to complete the required assignments prior to the final date of the course. The reasons for these requests included unexpected changes in personal circumstances and significant medical crisis that interfered with participants' ability to participate in Zoom interactive sessions and/or to complete required coursework. This was not a specific consideration in the first year of the course, although it may be that participants in the first year of the course experienced similar challenges but were not aware of the option to request an "Incomplete" and instead, withdrew or dropped out of the course.

Of the original participants who started the course, 96 percent completed the course, which is a higher percentage than is typically expected in online courses. The low attrition rate (four percent) 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. This finding is particularly relevant in light of the fact that both years of the Multicultural Education course took place during a global pandemic when educational professionals faced daunting changes to their profession and relentless challenges in all aspects of their lives (CGCS, 2021). 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. 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. Initial enrollment and course completion were not calculated for the purposes of this report as the number of individuals initially enrolling differed vastly from the number of participants who actually started the course. 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 made during 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-seven 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 the course instructor to adopt a similar approach when revising the course for future participants as the findings are similar to those gathered during the first year 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 successful in increasing education professionals' dispositions for culturally responsive pedagogy as 21 of 26 dispositions showed statistically significant increases in year two 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). The findings from year two of the course suggest that the revisions made based on findings from the first year evaluation of the course were indeed impactful and positive. With this in mind, it appears that the second year course design and facilitation should be continued for the third year of the course in order to determine if the impact of the revisions made after year one are only short-term or long-term.

Analysis of participants' dispositions for multicultural teaching and learning also revealed five dispositions for praxis, community, and knowledge construction that were not statistically significant. This finding, while expected, provided additional insight for future course revision, design, and facilitation. It may be worthwhile for the course instructor to review the course content and Zoom interactive session learning experiences to assess where the five dispositions' are evident in order to determine if additional course content or learning experiences specific to these dispositions might further increase the positive impact of the course on participants' dispositional for culturally responsive pedagogy.

Within Dispositions for Praxis, the disposition *I am open to feedback about my teaching practices* showed a statistically significant increase whereas in the first year of the course that same disposition showed no statistically significant increase. The disposition *I am willing to take advantage of the professional development opportunities focused on issues of diversity* continued not to show statistical significance from year one to year two. This finding 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).

Under Dispositions for Knowledge Construction, two dispositions *I believe that diverse perspectives can enhance students' understanding of content*, and, *I believe that students' cultural norms affect how they learn* that did not show statistically significant increases in the first year of the course evaluation, showed statistically significant increases in the second year of the course. Banks et al. (2001) argue that acquisition of the knowledge and skills needed to both value and integrate diverse perspectives as well as create learning experiences that reflect a nuanced understanding of students' cultural norms and ways of thinking is directly related to the support and guidance of the instructor or facilitator of the professional learning. This positive change affirms that changes made by the instructor between the first and second year of the course had a positive impact on participants' development of these two critical dispositions through the specific guidance and support provided to participants during the course (Center for Multicultural Education, 2021; Gay, 2018; NAME, 2021; Learning Forward, 2011).

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 Q) 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 Course Evaluation form collected at the end of the course (Appendix B) and post-course survey (Appendix C).

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-one 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), but in a departure from the findings from year one, seven percent of participants' indicated that changing their practice was "Not applicable" to their learning in the course. This suggests a closer review of the findings to determine if those participants' indicating that changing their practice was "Not applicable" were from educational fields outside of the "traditional" classroom teaching role, or, if other factors may have influenced participants' perceptions. However, all participants identified at least one specific change in practice they had made, or planned to make in the future, linked to the four dispositions for culturally responsive pedagogy, suggesting that the Multicultural Education course was successful in both prompting a change in practice and in the kinds and qualities of changes implemented, or to be implemented (Whitaker & Valtierra, 2019). This finding bears further evaluation and exploration as the course instructor prepares for the third year of the course.

One important note is that similar to the findings of year one, in year two, some participants' plans for current or future implementation were directly related to the ongoing global pandemic, which they perceived as a substantial barrier to successful implementation (CGCS, 2021). One participant noted in the course evaluation, "The importance of navigating student behaviors after their 18 months at home" was their area of focus for implementing their new learning while another said "Family involvement in students [sic] learning" was their primary focus for implementing their learning. While the global pandemic appears to be easing, future course design may still address the ongoing changes within the educational system and expectations for educational professionals as a result of the pandemic (CGCS, 2021).

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 year 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 (COPS, 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 Q) 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 instructor, using the data collected, in order to increase the effectiveness and success of future Multicultural Education courses.

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