Evaluative Measures of a Culturally Relevant Teacher Preparedness Program:

A Program Improvement Study for Teacher Training

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December 9, 2021

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EXECUTIVE SUMMARY

The Adelaide L. Sanford Institute (ASI) was formed in 2006. ASI aims to arm educators of all races with the understanding and tools necessary to implement culturally relevant pedagogy. They seek to support educators to feel empowered to challenge the dominant narrative that Central Brooklyn students commonly encounter in schools. Namely, ASI aims to counter the narrative that Black students' history in America began with slavery and will likely end with tragedy. To challenge a system that often dims voices of color and leaves out their contribution to the successes of America, ASI operates through an alliance of Black educators who support one another to be courageous in their pedagogy.

Now more than ever, educators of all races have a social responsibility to address issues of white supremacy and systemic racism brought forward by reenergized civil rights movements after the brutal murder of George Floyd by a police officer (Eichstaedt et al., 2021). Black students need educators who can understand that many Black children viewed the video of George Floyd's murder and saw themselves on the ground being kneeled on at the neck until their demise. While necessary conversations surrounding race and racism in America can be uncomfortable, educators need guidance on how to break through the dominant lens of white supremacy to enable meaningful dialogue with students about their experiences and emotions. Continuing to frame the complex challenges that Black students face through oppressive Eurocentric viewpoints is a means to continued systemic racism that must come to an end.

The Problem

ASI's budget hinders its ability to hire paid staff members to perform key roles essential to its daily functioning. ASI workforce is comprised of all volunteer members. All ASI staff members except for one retiree, work full-time jobs of at least forty hours each

week. This leads to members needing to prioritize their paid work commitments over their volunteer duties for ASI. The inability to pay ASI staff members also compromises staff members' accountability in completing needed tasks such as updating email lists of conference attendees, following up with the requests of conference attendees, creating a curriculum, and adapting a program evaluation tools that can be used to acquire data that is important to funders.

ASI identifies a lack of funding as their main area of concern and funders typically require, the organization hoped to gain funding, to design an evaluation tool that can capture the impact of their program. Following ASI'S 2020 Convenings of Educators, participants were provided a link to a google survey which revealed positive feedback from program participants. During interviews with current ASI members, they shared that they also received positive verbal feedback from participants after each of their yearly conferences. However, this data has not been collected or stored systematically in a way that ASI can use for evaluative purposes. Therefore, creating evaluative measures to showcase the meaningful work of ASI was the next best step towards persuading funders to support their program. In this capstone, I explored ASI's contributions to participants' implementation of culturally relevant teaching practices and propose evaluative measures that can be used to gain funding.

Project Questions

RQ1: Which aspects of the ASI training do trainees find have the most impact on their ability to implement culturally relevant teaching practices?

RQ2: What changes in behavior do teachers report after attending ASI offerings?

RQ3:   What actions do ASI training attendees suggest that ASI could take to further support their implementation of culturally relevant pedagogy?

Findings

- o   Interview and survey responses suggest that ASI conference attendees are affected positively by ASI's practical resources given, a sense of community and the content knowledge shared during yearly conferences.

- o   ASI conference attendees became more aware of the history of culturally relevant teaching, its importance and implementation. Conference attendees utilize resources shared during conferences for classroom implementation and utilize key components of culturally relevant teaching practices.

- o   ASI's professional development goal is to plan and implement programs designed to enhance the academic, social/emotional development, and leadership skills of students through teacher development trainings on culturally relevant education. However, interviewees reported that they would like continued support with implementing their post-conference knowledge from both conference facilitators and attendees.

Recommendations

1. Recommendation 1: Utilize the adapted Kirkpatrick Model to evaluate ASI's offerings and aid in creating data to share with funders.
2. Recommendation 2: Create follow up protocols such as a living google folder, creating a Facebook group, and monthly newsletter to share best practices and encouragement for educators to continuously use the 8 competencies of culturally responsive teaching.
3. Recommendation 3: Utilize data collected from the Kirkpatrick Model to adjust ASI's programming to meet the needs of conference attendees.

Introduction

As a first-generation American and daughter of Black Caribbean parents, attending elementary school in Flatbush, Brooklyn in early the 90s was complex. I lived in a neighborhood among children who, like myself, were first-generation Americans. We were the descendants of parents from a range of Caribbean islands and our neighborhood stores and restaurants reflected our cultures. A walk down the avenue always included conversations with strangers who said they knew my parents from "back home" and the sounds of a vibrant game of chess played by the "neighborhood uncles" in front of the corner store. Loud sing-song voices, laughter, and teeth sucking were integral parts of the Caribbean flavor that was brought from the islands all the way to Brooklyn—these nuances of East Flatbush Brooklyn were well known to all who dwelled there. But the schools, however, were different. Most of the educators were white women and there was an unspoken consensus amongst students that our culture that flowed freely within our homes and neighborhoods needed to be suppressed between the hours of 8:00a.m. to 3:00p.m.

The racial makeup of Flatbush Brooklyn is predominantly Black (48.6 percent) and 20 percent White (U.S. Census, 2010). Yet, 79 percent of teachers in Flatbush school districts are White and only seven percent are Black. While the disproportionate number of White teachers to Black students is not necessarily an issue with educating Black students, when teaching the whole child, it can be very difficult for White teachers to understand the nuanced needs of Black students without training (Delpit, 1992). An example of this is my White second grade teacher never intervening when students were making "you're so black jokes or your hair is so nappy jokes" unless it was during independent work time. To her, those jokes didn't carry an more weight than other childish jokes because she didn't understand the dark history and self-hate that those jokes carried. My Black fifth grade teacher on the other hand, noticed that these jokes were

casually being shared during lunch time and classroom time when talking to peers was allowed and she discussed with my classmates and I the history of colorism and why it is important for us to not shame each other for having a dark shade of skin or kinky hair. It was also my Black fifth grade teacher who took the time to debunk images that were being portrayed of African people in the media and replaced them with images and stories of Black kings and queens.

    I further experienced the profound impact of racial representation and culturally affirmative pedagogy within my grade school classroom when I met Ms. Gathers, a Black woman who taught through the lens of her Black experience. Ms. Gathers gave power to Black voices within any subject she taught, highlighting the successes of Black people throughout the diaspora to illustrate our future possibilities and affirm our limitless potential. Although I did not have the words to describe why I felt so good being in Ms. Gathers' class, I now know that I resonated with the culturally relevant and Afrocentric pedagogy that was at the core of her teaching philosophy and the ways in which that philosophy made me feel psychologically safe.

    An Afrocentric curriculum, like the one Ms. Gathers provided, can facilitate a strong and supportive environment for Black students and provide them the narrative that they are descendants of a long line of scholars rather than the dominant narrative commonly taught in public school, of their history beginning with slavery. The American public education system continues to be taught largely from a Eurocentric perspective (King, 2020). This perspective does not consider narratives of American history from the Black American perspective. Quantitative measures being used to tell the story of Black Americans positions them as Black historical actors in events where qualitatively, their voices and experiences are ignored (King, 2020). Both Afrocentric pedagogy and culturally relevant pedagogy aim to bring Black American stories as told by Black Americans to the forefront of public-school education

(Howard & Hamilton, 2002). Some educators are still resistant to including cultural celebrations and conversations about race in the classroom (Morrier et al., 2007). Others are unaware that their teaching philosophy is centered around narrow, Eurocentric views which perpetuate white dominance and injustice towards Black people (Morrier et al., 2007). This can lead to ignoring very important aspects of the students' identities and cultural experiences. If more teachers understood the implications of their curricular choices, regardless of their race, they may be more willing to adjust their pedagogy to include a broader range of perspectives, particularly as it pertains to those who have been historically oppressed. Culturally relevant pedagogy can help students of all backgrounds feel included and valued in the classroom.

In an effort to support teachers of all races with implementing culturally relevant pedagogy, the Adelaide L. Sanford Institute (ASI) was formed in 2006. ASI aims to arm key stakeholders with the knowledge and skills necessary to feel empowered to challenge the dominant narrative that Central Brooklyn students commonly encounter in schools. Namely, ASI aims to counter the narrative that Black students' history began with slavery and will likely end with tragedy. To challenge a system that often dims voices of color and leaves out their contribution to the successes of America, ASI operates through an alliance of Black educators who support one another to be courageous in their pedagogy.

Now more than ever, educators have a social responsibility to address issues of white supremacy and systemic racism brought forward by reenergized civil rights movements after the brutal murder of George Floyd by a police officer (Eichstaedt et al., 2021). Black students need educators who can understand that many Black children view the video of George Floyd's murder and saw themselves on the ground being kneeled on at the neck. While necessary conversations surrounding race and racism in America can be uncomfortable, educators need

guidance on how to break through the dominant lens of white supremacy to enable meaningful dialogue with students about their experiences and emotions. Continuing to frame the complex challenges that Black students face through oppressive Eurocentric viewpoints is a means to continued systemic racism that must come to an end.

In this paper, I will explore how ASI members and participants understand the impact that ASI conferences have on participants implementing culturally relevant teaching practices and what program members and participant view as opportunities for growth for ASI. I will also seek to understand how evaluative measures could be used to gain funding for ASI programming. Findings from this quality improvement study will be used to help ASI develop evaluative measures that can be used in the future to improve the quality and reach of their program.

Organization Context

In September of 2006, over 1,000 community leaders and residents representing Central Brooklyn met at the Black Brooklyn Empowerment Convention. Community members met to address the consequences of a Eurocentric curriculum on Black students as well as the opportunity gaps identified across literature regarding Black students. Following this meeting, six convention attendees formed the Adelaide L. Sanford Institute (Jennifer, oral communication, May 28, 2021).

Since 2006, the Adelaide L. Sanford Institute (ASI) has hosted annual conferences and monthly executive board meetings. ASI is comprised of ten volunteer members and three core committees: a Professional Development Committee, Direct Services Committee and Parent Advocacy Committee. The Professional Development committee works on creating a yearly conference to provide support to educators looking to adapt the existing

curriculum to become culturally relevant. The Direct Services Committee provides students with advocacy strategies to increase the inclusion of Black voices within the existing curriculum. This committee also hosts a yearly orators' competition. Lastly, the Parent Advocacy Committee aims to support parents with college readiness strategies and opportunities for their children. ASI members recently found the need for both a communications committee and a marketing committee, but the scope of those roles is yet to be defined.

An ASI member reported that members find it uncomfortable to hold each other accountable for lack of activity due to ASI positions being unpaid. All ASI members are unpaid volunteers who also have full time jobs. This makes it challenging for them to also support the needs of ASI on a consistent basis. Although ASI consistently attracts new members after each yearly conference, novice members find the onboarding process to be challenging because senior members are often unavailable due to non-ASI related obligations (Jennifer, oral communication, May 28, 2021). Additionally, ASI does not have a handbook or curriculum that novice members can utilize for guidance.

Issues with volunteer staffing have created further complications for the organization. During each yearly conference, ASI staff collects contact information from the conference attendees to be used for their mailing list. However, this data has become outdated due to lack of human capital to keep it up to date. Out-of-date information hinders ASI's ability to inform key stakeholders of events, gain their feedback, and solicit monetary donations towards the sustainability of the program. The lack of time that volunteer staff has, also impacts ASI's ability to meet the demands of continuous professional development requests after trainings. Finally, an additional challenge faced by ASI is the lack of

sufficient evidence to demonstrate its impact on the Central Brooklyn community. This challenge was brought to the forefront when ASI applied for grant funding and was unable to provide the necessary data to demonstrate why they were an ideal candidate for funding. ASI acquires sixty-six percent of its revenue from donors, thirty percent from grants and four percent from individuals (see Figure 1). These funding streams are vital to the organization. However, they have not been enough to support ASI in fully realizing its mission. ASI believes that paid staff members who can work full time for the organization is needed to meet their program goals (Jennifer, oral communication, May 28, 2021).

Figure 1.

ASI Three Year Financial Revenue Report
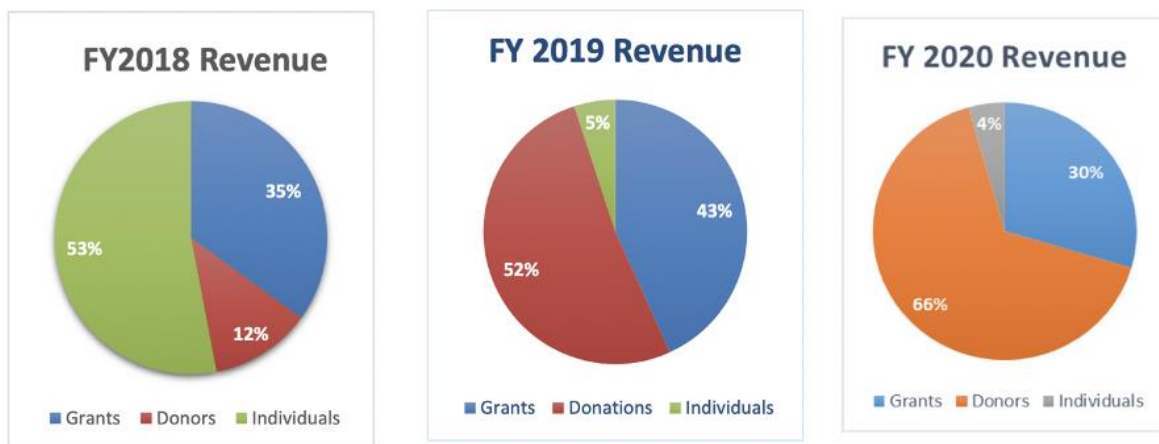
Problem of Practice

ASI's budget hinders its ability to pay staff members to perform key roles essential to its daily functioning. Depending solely on volunteers, limits the amount of time that ASI staff members can dedicate to the program. All ASI staff members except for one retiree, work full-time jobs of at least forty hours each week. This leads to staff members prioritizing their paid work commitments over their volunteer duties for ASI. The inability

to pay ASI staff members also compromises staff members' accountability in completing needed tasks such as updating email lists of conference attendees, creating a curriculum, and adapting a program evaluation tools that can be used to acquire the data that is important to funders.

Because ASI identifies a lack of funding as their main area of concern that impacts the organization at many levels, ASI must first be able to demonstrate how it has used the funding that it has acquired each year. Currently ASI's website does not provide a clear description of financial data. Next, to increase ASI's probability of gaining funding, ASI must seek a funding source that is in line with its organizations mission and goal. This can be further supported by choosing a funding model that will provide guidance on the type of funding that best suites ASI. Lastly, ASI will need to collect, organize, and analyze data about the work that their organization does, how it has benefitted the community and areas of the organization that need improvement. Currently, ASI does not have any evaluative measures that demonstrate the impact of their work overtime. An important component of any program is its ability to access it strength and opportunities for grown on a continuous and summative basis (Throgmorton et al., 2016).

Following ASI's 2020 Convenings of Educators conference, participants were provided a link to a google survey which revealed positive feedback from program participants. During interviews with current ASI members, they shared that they also received positive verbal feedback from participants following their yearly conferences. However, this data has not been collected and analyzed in a way that ASI can use for evidence to present to funders. ASI board members look forward to adapting frameworks that will evaluate their program and guide them towards a funding model that aligns well with their program.

Literature Review

I have determined from the organizational context and problem of practice, that ASI's struggle with gaining funding is two-fold. Firstly, lack of evidence that they have to provide to funders demonstrating the importance and impact of their work. Secondly, the lack of alignment to a funding model that will best suit the goals and needs of the organization. This literature review will provide ASI with evidence of the need for their work that is grounded in scholarship and practical implementation of culturally relevant teaching practices. I will discuss funding models as a means for gaining funding in the recommendation section of this paper.

In this review of literature, I concentrate on establishing the reasons that the work of ASI is needed for educators in the Central Brooklyn community. I focus on culturally relevant pedagogy, the reasoning behind it, its origins and how it impacts educators and students alike. Second, I focus on Afrocentric pedagogy and positive examples of Afrocentric pedagogy curriculum implementation. Lastly, I explore the eight components of culturally responsive teaching and use it as a benchmark to evaluate the goals of ASI and guide the creation of a conceptual framework.

Culturally Relevant Pedagogy and Its Importance to Black Students

To be culturally relevant to African American students, it is important to include their culture and history in the curriculum in a way that is authentic. This can be accomplished by reading literature written by African American authors in varied genres and including the perspective of African American historians when teaching the history of African Americans. The omission and marginalization of African American culture and history from the dominant curriculum have contributed to Black students feeling a sense of conflict between their own

culture and experiences and the aspect of their culture that is presented to them in school (Shockley, 2008).

Scholars have noted the negative effects of a Eurocentric curriculum on African American students. Black educationalists believe that "knowledge of African or African American cultures is important because, without such knowledge, Black children take part in an alien and alienating process of schooling" (Shockley, 2008, p.7). Conversely, Afrocentric pedagogy builds upon the successes and accomplishments of African Americans and affirms the importance of their contributions throughout history.

The learning needs of African American students are met when they are educated in a manner that supports and respects their culture and sense of community (Gay, 2000). Culture shapes the way that knowledge and skills are gained such as the way that students interact with assigned tasks or students' disposition towards work. The differences between the learning styles of African Americans and that of other groups are found to be grounded in the unique cultural mores of African Americans. For example, Gay (2000) argues that Eurocentric values of individualism and rivalry are rejected within African American culture. This cultural difference could influence the way African Americans compete (or choose not to complete) with fellow students in the classroom. Other scholars define the learning styles of African Americans as one that is approached from a global perspective and sensitive to social factors and external motivation. Black culture has also been described as relational in terms of thinking processes (Hale, 1988; Hillard, 2007). This represents a key tension in schools where a Eurocentric curriculum is dominant, as these kinds of schools tend to reward analytical thinking over relational thinking style (Shockley, 2008). Ultimately, the literature makes clear that the distinct learning styles of African Americans coupled with a Eurocentric perspective commonly found in

the curriculum of many American schools often pose a conflict between African American students and the curriculum.

Culturally Relevant and Culturally Responsive Pedagogy

Research concerning the learning styles of African American students and their interactions with Eurocentric curriculum has led to a call for culturally relevant pedagogy. Ladson-Billings (1995) describes three essential components of culturally relevant pedagogy: 1) students must have educational achievement as a result of the pedagogy, 2) students must obtain a deeper understanding of their native culture, and 3) students must be able to critically analyze systems in order to challenge power structures. These key components as described by Ladson-Billings are foundational aspects of culturally relevant and culturally responsive teaching. Hilliard (2007) builds on Ladson-Billings's definition of culturally relevant pedagogy by adding that culturally relevant pedagogy for Black students requires an understanding of the cultural, socio-historical, and social circumstances of non-European groups.

Gay (2000) contributes to the literature on culturally responsive pedagogy by describing its characteristics. Per Gay's conceptualization, culturally responsive pedagogy acknowledges the legitimacy of the cultural heritage of different ethnic groups, both as legacies that affect students' dispositions, attitudes, and approaches to learning and as worthy content to be taught in the formal curriculum. It also incorporates multicultural information, resources, and materials in all the subjects and skills routinely taught in schools. Figure 2 depicts the key competencies of culturally responsive teaching and culturally relevant pedagogies as synthesized by New American (2019) and bult upon by the scholarship of Ladson-Billings (1995), Hilliard (2007), and Gay (2000).

Afrocentric Pedagogy

According to Lee et al. (1990) there are seven key principles that encompass a strong Afrocentric pedagogy. Afrocentric pedagogy 1) encourages the acceptance and use of African culture and knowledge banks, 2) utilizes a system of raised frameworks of general communal and cultural systems and practices, 3) employs and develops African language patterns (e.g., Ebonics), 4) strengthens relationships and associations within the African American community specifically focusing on providing service for others (i.e. community, country, and African Diaspora), 5) encourages beneficial social interactions, 6) encourages self-determination and sufficiency within the African American community without negatively impacting other racial groups, and 7) promotes cultural stability and critical evaluation of phenomena. Afrocentric pedagogy incorporates these dimensions into the pedagogy to better address Black students' needs and encourages them to critically examine hierarchal power structures and systems and employ methods of changing unjust constructs within American society (Howard, 2001). These proposed components provide students with increased clarity on some of the ills that face their culture, race, and generation which, in turn, enables them to feel more empowered to pursue social justice.

After all, at the core of all Afrocentric pedagogy is the pursuit of social justice and the goal of eradicating unjust systems that are in place. To accomplish this central mission, Afrocentric pedagogy recognizes the importance of non-dominating perspectives from multiple cultures and explores the world and its history from an African-centered viewpoint, emphasizing the struggle of the underprivileged and the importance of group success (George & Dei, 1994). It is important to note that Afrocentricity is not a Black version of Eurocentricity. Eurocentricity is based on white supremacist notions and aims to protect white privilege and advantages in

education, economics, politics, and more whereas Afrocentricity does not have those same aims (Asante, 1991).

African-centered thought. Within the context of Afrocentric pedagogy is the principle of African- centered thought. African centered thought legitimizes African stores of knowledge, positively exploits and scaffolds productive community and cultural practices, extends and builds upon the indigenous language, reinforces community ties, and idealizes the concept of service to one's family, community, nation, race, and world. This approach imparts a world view based on a positive, self-sufficient future for one's people without denying the self-worth and right to self-determination of others. It also stresses cultural continuity while promoting critical consciousness. These ideas are foundational to Afrocentric pedagogy and serve as a catalyst for the pedagogy and its ideals.

Positive examples of Afrocentric curriculum implementation. Many schools have implemented African centered curricula successfully. Of these schools with an African centered curriculum, several have also incorporated Maulana Karenga's principles of Nguzo Saba (1995) into classroom instruction. These principles of "Umoja" or unity, "Kujichagulia" or self-determination, "Ujima" or collective work and responsibility, "Ujuamma" or cooperative economics, "Kuumba" or creativity, "Nia" or purpose, and "Imani" or faith were developed explicitly with the goal of supporting the Black community. Children participating in this curriculum, such as the students at the New Concept Development Center in Chicago, are reminded daily of the importance of adhering to these seven principles as they strive towards displaying honorable character and intellect (Durden, 2007). For example, New Concept teachers guide students to understand the process of scientific investigation by linking the Nguzo Saba

principles of Nia and Umoja to show part of a systematic way to view human relationships and the universe (Durden, 2007).

Another example of the successful implementation of Afrocentric curriculum can be found at the Mary McLeod Institute in Los Angeles. At this school, teachers employ a geometry lesson that uses the designs of the Ndebele people of South Africa, making an intentional effort to draw meaningful cultural connections and engage students in higher-order and creative thinking activities (Durden, 2007). Some of these schools also teach indigenous African languages, rhymes, songs, and games. This form of instruction gives students a positive perspective and appreciation for Africa and the African culture from which their roots descend.

African-centered curriculum does not mean that academic performance is not valued. In fact, in the state of Missouri, African centered schools such as Chick Elementary and Sanford B. Ladd are among the top-performing schools in the state. Chick Elementary was created after parents in the community demanded that their children have a school that "upheld the cultural and historical legacy of excellence among African people" (Durden, 2007). Chick academy has since reached great success. According to schooldigger.com, in 2007, Chick's fourth-grade students earned 81.6 percent proficiency or better on their state math exams as compared to the district's average of 25.7 percent and the state's average of 45.2 percent. Chick's fourth-grade students also scored well on their communication arts exams with an average score of 81.6 percent while the district and state averages were 27.5 percent and 46 percent, respectively.

The success of Chick Elementary prompted Sanford B. Ladd to be created in its image, as they are both public schools that use state curriculum but infuse it with African centered components. Both schools require students to model the higher-order thinking strategies of their ancestors from ancient Kemet and learn the mathematical methods of Imhotep and other ancient

African scholars (Durden, 2007). These schools serve as clear examples of the ways in which African centered thought and pedagogy can be integrated into the core curriculum to create a learning environment for Black students that upholds their culture and heritage while celebrating the accomplishments of their people.

Eight Competencies of Culturally Responsive Teaching

The organization New American synthesized the works of Ladson-Billings (1995), Hilliard (2007), and Gay (2000) in Figure 2 below. They identify 8 key competencies of culturally responsive teaching. These components are recognize and redress biases in systems, draw on students' culture to shape curriculum and instruction, bring real world issues into the classroom, model high expectations for all students, promote respect for students' differences, collaborate with families and local communities, communicate in linguistically and culturally responsive ways, and reflect on one's cultural lens.

Figure 2.

Eight Competencies for Culturally Responsive Teaching (New America, 2020)

Conceptual Framework

In Figure 3, I lay out the conceptual elements that guide this investigation. This

investigation is essentially a program evaluation based on an explicit model for evaluation

(Kirkpatrick, 2016). It is grounded in the key concepts unpacked in the literature which includes

Culturally relevant pedagogy (Ladson-Billings, 1995), Afrocentric Pedagogy (Lee et al., 1990),

and competencies of culturally responsive teaching as illustrated above in Figure 2.

Figure 3.

Capstone Project Conceptual Framework
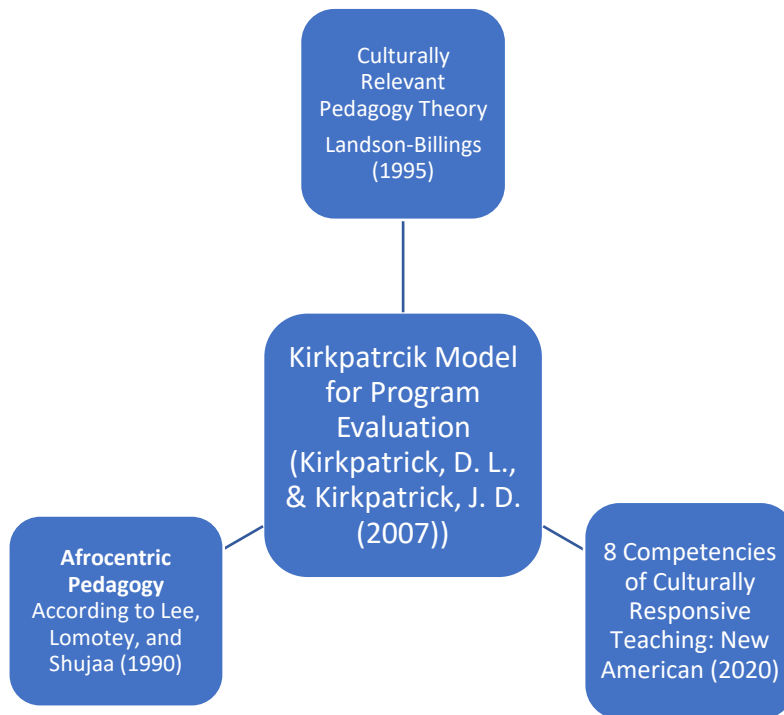
Kirkpatrick Model for Program Evaluation

The Kirkpatrick Model shown in Figure 4 is one of many reputable program evaluations that focus on allowing stakeholders to evaluate their program from four levels of criteria: reaction, learning, behavior, and results. For this capstone, I will operationalize the four levels of the Kirkpatrick model— reaction, learning, impact, and results. Level 1 will evaluate teachers' reaction to ASI training, measuring whether the trainees enjoyed the training provided to them. Level 1 will be assessed using a Likert scale evaluation model. Level 2 will evaluate the teachers short-term learning and key takeaways from the training. Level 2 learning will be assessed using open-ended questioning in the form of a K-W-L chart. This K-W-L chart assesses what the teacher knew regarding the topic before the session started (K), what the teacher wanted to know regarding the session topic (W), and what the teacher learned at the close of the session (L).

Level 3 will measure the impact of the training on the learner. Though this level will not be assessed in the scope of this capstone project, assessing the impact of ASI trainings through interviews and observations of teachers in practice is important to ASI understanding the long-term and practical implications of facilitated trainings. Level 4 will analyze the results of ASI trainings to identify how teachers have adjusted their teaching style and content to incorporate culturally relevant teaching practices. Similar to Level 3, Level 4 outcomes will be evaluated through teacher observations and interviews.

My operating assumption for this capstone project is that if ASI members utilize the Kirkpatrick framework to evaluate their program in the manner mentioned above, they will yield evidence of the impact ASI trainings. This expectation also includes the idea that students who are taught by teachers who attended ASI trainings and use culturally relevant teaching practices will show a greater interest in school and feel connected to the curriculum. The latter assumption will not be explored during this capstone but is suggested for ASI to explore in the future. Figure 4 summarizes the underlying conceptual framework of this capstone and expresses the relationship between the independent variable, Kirkpatrick's Evaluation Model, and the dependent variable, evidence of teacher learning following ASI trainings of culturally relevant teaching practices.

Figure 4.

Kirkpatrick Model
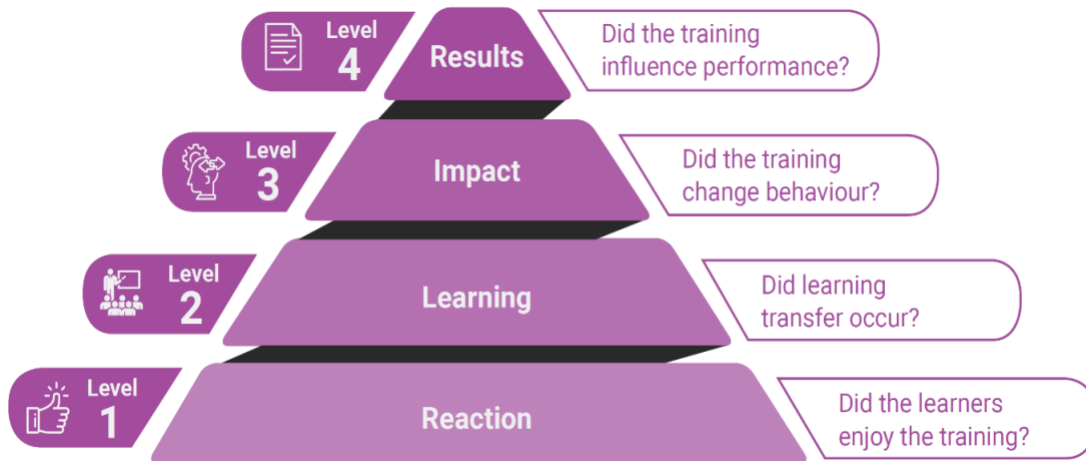
A case study on the implementation of the Kirkpatrick model can be seen in the efforts of a Michigan-based healthcare system's Physicians Leadership Academy (PLA) program which utilized this model to gain insight into how the program was impacting its participants. Through using this model, the program was able to evaluate and measure the goals of the program— increased self-awareness, relationship-building, ability to apply new skills, and confidence among physicians (Throgmorton et al., 2016). These measurable findings led to the continuation of funding for this program due to the clear evidence of its success. The Kirkpatrick model can translate to any field. Similarly, to the PLA program, ASI will use the Kirkpatrick model to evaluate the teacher's implementation of culturally relevant teacher practices as measured against the key principles of culturally relevant pedagogy and the Kirkpatrick model. Those key principals are identity and achievement, equity and excellence, developmental appropriateness, teaching to the whole child and student teacher relationships. The identity and achievement principle encourages teachers to validate students home culture and invite multiple perspectives into classroom content and discussions. The principle of equity and excellence calls for teachers to fuse mandated curriculum with perspectives from many cultures and sets a high standard of

achieving excellence for all children. The developmental appropriateness principle asks

educators to differentiate their teaching practices according to students learning styles and needs

in efforts to increase student engagement. The principle of teaching to the whole child aim to

utilize students home culture to create a supportive learning community. Lastly, the student

teacher relationship principal asserts that teachers work to create a warm and supportive

classroom environment where students feel psychologically safe and feel a sense of belonging.

Program Evaluation Standards

The Kirkpatrick model when anchored by culturally relevant teaching practices will

allow both evaluators and program users alike to understand the quality of the program

(Yarbrough et al., 2011). Program Evaluation Standards, as defined by Yarbrough et al. (2011)

and pictured in Figure 5, must have five key dimensions. These dimensions are utility,

feasibility, propriety, accuracy, evaluation, and accountability.

Figure 5.

Program Evaluation Standards (CDC, 2022)
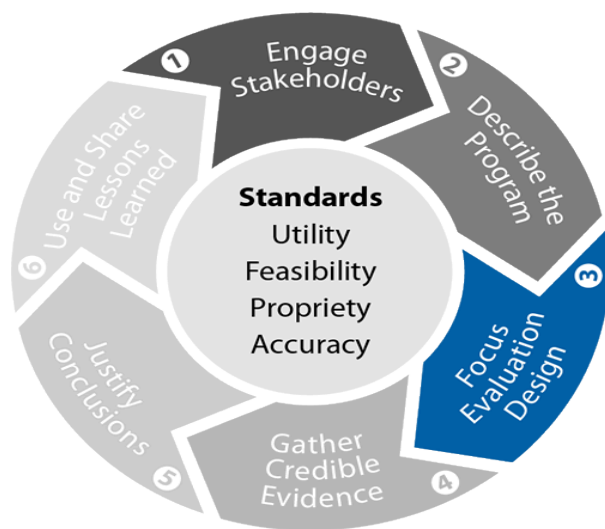
The utility standard is aimed at deepening the way in which stakeholders find the evaluation successful in meeting the needs of the program. This would mean that ASI team members would need to decide if the Kirkpatrick model anchored by the goals of culturally relevant teaching practices as described in Figure 4, meet the needs of the program. The feasibility standard is designed to increase the effectiveness and efficiency of the evaluation. Propriety standards ensure that the evaluation is legal, fair, and proper within an evaluation while accuracy standards are targeted at increasing the validity and reliability within the findings. Lastly, the evaluation accountability standard verifies that there is adequate documentation to further legitimize the accountability, validity, and reliability of the evaluation (Yarbrough et al., 2011).

In an effort to gain insight into the effectiveness of a given program and meet the criteria of the Kirkpatrick Model, surveys, observations, activity tracking, and interviews can all be useful tools. Using both quantitative and qualitative data obtained from these methods, it is the role of the program evaluator to make key decisions about the successes and opportunities for growth of the program and to present this data to stakeholders. In the case of ASI and many other organizations, this data can also be crucial to driving monetary funding.

Project Questions

Based my problem of practice, literature review and conceptual framework, I have designed three research questions to guide this quality improvement study:

i. Research Question 1: Which aspects of the ASI training do trainees find have the most impact on their ability to implement culturally relevant teaching practices?

ii. Research Question 2: What changes in behavior do teachers report after attending ASI offerings?

iii.   Research Question 3: What actions do ASI training attendees feel that ASI could take to

further support their implementation of culturally relevant pedagogy?

Project Design

I aimed to use the convergent parallel design, mixed-method approach for this project

(Creswell, 2018; Creswell & Pablo-Clark, 2011). However, the data that was available for use

was all qualitative data. Although I had access to survey data, the questions asked on the survey

were open-ended and gave further insight into the participants perception of the training. I

analyzed qualitative data from a 2021 survey of conference attendees and conducted interviews

with past conference attendees to obtain further qualitative data. The qualitative data was then

analyzed according to Creswell's Model of Qualitative Data Analysis pictured in Figure 6 below.

Figure 6.

Creswell Model of Qualitative Data Analysis (Sumardi, 2018)
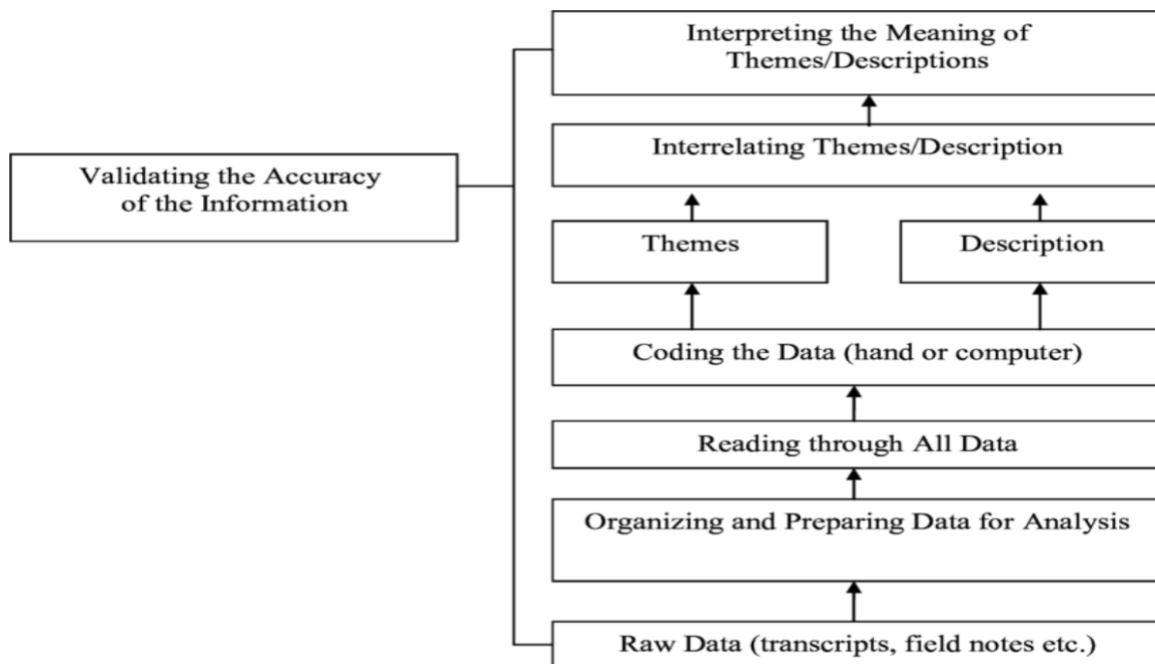
Data analysis in qualitative research (Creswell, 2009)

Data Collection

The Kirkpatrick Model is a common framework for evaluating learning programs and it suggests that an evaluation should include a combination of a surveys, observations, activity tracking, and interviews to evaluate the program's outcomes (Kirkpatrick & Kirkpatrick, 2007). Best practice suggests that to evaluate the development of teachers in a development program, a full evaluation of learning should take place (Leskiw & Singh, 2007). I acknowledge that this can be challenging for any study due to external factors such as additional teacher trainings and coaching; however, in this capstone we aimed to mitigate this challenge by asking conference attendees to give direct examples of their learning that is specific to ASI.

Sampling Method

This study employed non-probability, voluntary response sampling based on participants volunteering to complete a survey following the 2021 ASI conference and participate in an interview. A limitation of voluntary response sampling is that some people will be inherently more likely to volunteer than others (Babbie, 2017). Interviewees are made aware that though their participation in the evaluation is optional, it is a critical means for ASI to provide necessary improvements to their conferences and program evaluation data that is necessary to gain funding.

Figure 7.

Data Collection Table

Research Question	Data Needed	Collection Method
1. Which aspects of the ASI training do trainees find to have the most impact on their ability to implement culturally relevant teaching practices?	ASI conference attendees' description of conference impact.	Semi-structured interviews and survey data
1. What changes in behavior do teachers report after attending ASI offerings?		
1. What actions do ASI training attendees feel that ASI could take to further support their implementation of culturally relevant pedagogy ?		

Data Analysis

The overall method I used for qualitative data analysis is captured in Creswell's Model of Qualitative Data Analysis pictured in Figure 7 above. Through analyzing survey data prior to interviewing ASI conference members, I was able to create interview questions that allowed us to gain a deeper understanding of the impact that ASI had on their teaching practices. This approach allowed me to identify themes in the survey data that needed further exploration and clarity through interview questions. In 2021, ASI followed their virtual conference by sending all participants a link to a google survey that included eight open ended questions. I analyzed the participant responses and developed questions that could further expound on their sentiments following ASI conferences. I then synthesized the themes of the interviews and surveys that were derived from MAXQDA to ensure that I had sufficient data to answer the research questions.

Figure 8.

Data Analysis Process

Interview and Open-Ended Survey Analysis

During the interviews, I asked open-ended questions that allowed ASI conference attendees to share the impact that ASI had on their teaching practices. The interview format was semi-structured which allowed me to follow up participants responses with additional questions to further investigate the research questions. Each interview was conducted via Zoom and transcribed and coded using MAXQDA. I facilitated three interviews between January and May of 2022; interview timings ranged between 20 and 45 minutes.

I coded the survey and interview data, noting the frequency of responses for each code and divided them into themes according to our interview questions. I then divided the themes a second time by the Eight Categories of Culturally Relevant Pedagogy as noted on Figure 9 below. Next, I isolated the participants responses that pertained to their learning from ASI trainings and noted where there learning ranked on Kirkpatrick's four levels of program evaluation. After reviewing the themes from multiple perspectives, I reviewed the transcripts again and noted responses from interviewees that reflected the themes and codes. Most of the interview codes were in line with the Eight Competencies of Culturally Responsive Teaching and the Kirkpatrick model. However, those codes that remained uncategorized were marked as miscellaneous information. An example of this is a teacher noting that he felt parents may give pushback to a White teacher over a Black teacher on topics related to Black history. This response did not fall into any of themes because the teacher was not speaking of his experience

with implementing culturally relevant teaching after attending an ASI training. The teacher noted:

> Now, in some instances, you might have parents who are a little naive when it comes to a White teacher teaching about African American history. You know, something that a Black teacher could say that a white teacher couldn't say to the child, especially around you know, Black history (Interviewee 1).

Although this response from the interviewee was categorized as miscellaneous, it is still important to note because it can help shape questions for further research.

Figure 9.

Correlation of Interview Themes and 8 Competencies of CRT
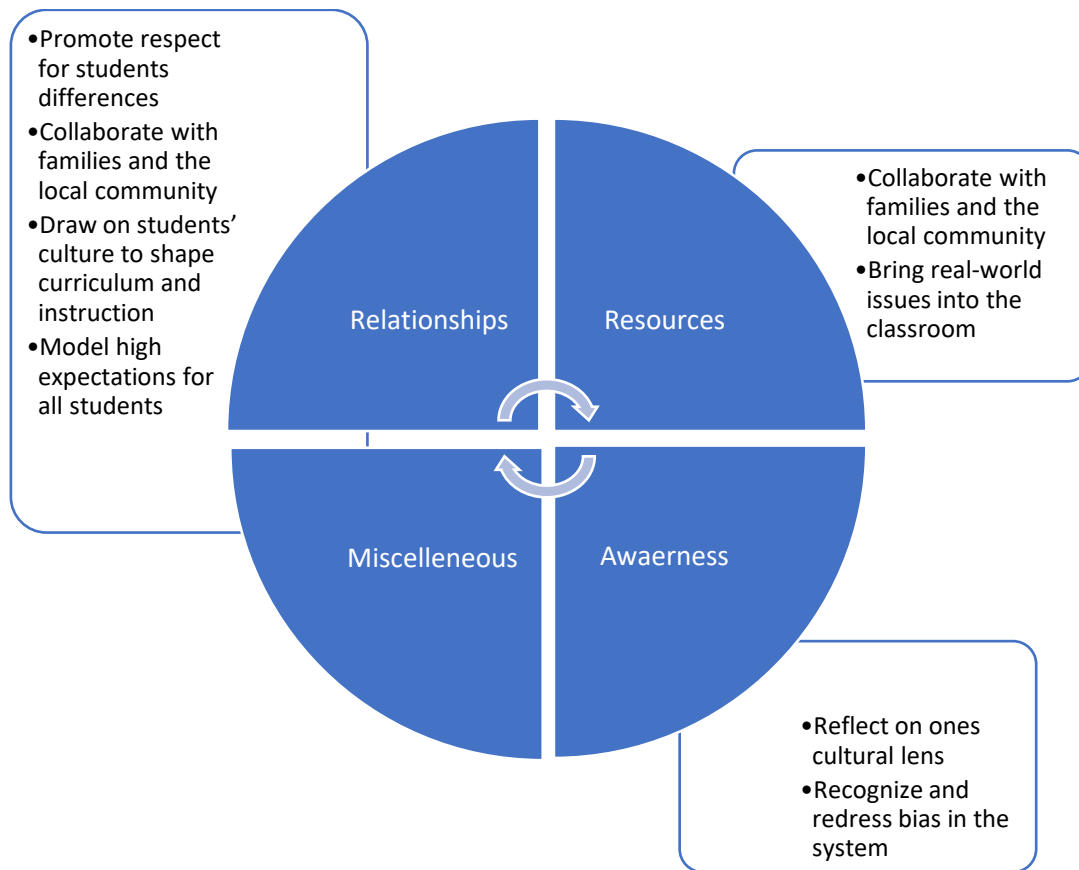
I transitioned from thematic codes to addressing the project questions by reviewing the interview data and separating responses from conference attendees that reflected their learning versus responses that reflected their feedback. Responses that reflected learning was then used to

create findings. Responses that reflected feedback for opportunities of improvement were used to guide program recommendations.

Findings

In what follows, I describe the findings of this capstone investigation. The interview responses below demonstrate a need for a comprehensive program evaluation that takes into account the feedback of program facilitators and program participants. To support the reader, I offer the relevant research question before providing the high level finding and evidence.

Finding 1

Research Question 1: Which aspects of the ASI training do trainees find to have the most impact on their ability to implement culturally relevant teaching practices?

Finding 1: ASI conference attendees reported a positive impact of 1) ASI's practical resources 2) a sense of community, and 3) the content knowledge shared during yearly conferences. ASI conference attendees reported a positive impact of ASI's practical resources. For example, a conference attendee who began attending ASI conferences when he was a teacher and continues to attend after attaining Principalship, shared an illustrative example that ASI conferences has had on his recruitment of new teachers. He stated that:

> Number one, in making sure that in my recruitment, that I was recruiting African American and Latinos who look like my scholars, because we learned how important it was for students to be able to see people who look like them at the front of the classroom (Interview number 1: Principal: 34)

Three conference attendees discussed the way that the ASI conference affirmed their alignment with the culturally responsive competency of drawing on students' culture to shape curriculum instruction and gave them a sense of comradery to educate in that way. Some of the practices that she thought were correct due to her understanding of her students' culture were critiqued for by her senior leadership, she stated:

Um, I feel more confident in some of the strategies that I was implementing. So, cooperative learning. I remember when I first started teaching it wasn't necessarily a thing. But we're communal people (referring to Black people), and we learn a lot, you know, from each other. So, I remember getting critiqued about that during an observation, but going to conferences like this equipped me with the knowledge bank, to be able to advocate for my students, and backup my strategies with actual research. So, it gave me a stronger footing in the practices that I knew worked. And which encouraged me to continue to implement those practices (Interview Number 3 Math Consultant: 74).

Another other interviewee shared:

I remember us getting together and it was almost like, you know, like-minded people …like, oh, my God, you know, you all feel the same way I do. And, but yet coming from different parts of New York, all feeling the same way (Interview number 1: Principal: 14).

Once you're part of something, it's like a tribe (referring to ASI). It really is like a family. The system, the machine will really suck you dry (referring to teaching in NYC public schools) (Interview Number 3 Math Consultant: 194).

Collaborating with families and local community is a core competency of culturally responsive teaching and a current principal and interviewee shared that one of his responses to ASI's conference was to urge all of his teachers to attend:

I tried to galvanize as many of my teachers as possible into the conference (Interview number 1: Principal: 30).

The comradery that was shared between conference attendees demonstrates the implementation of the collaboration competency of culturally responsive teaching and the ways that it made educators feel a sense of belonging within their community.

Finding 2

Research Question 2: What changes in behavior do teachers report after attending ASI offerings?

Finding 2: ASI conference attendees reportedly became more aware of the history of culturally relevant teaching, its importance and implementation methods. Conference attendees

utilized resources shared during conferences for classroom implementation and utilized key components of culturally relevant teaching practices.

ASI conference attendees reportedly became more aware of the history of culturally relevant teaching, its importance and implementation. An interviewee indicated the cultural competency of reflecting on one's cultural lens and shared:

> I referenced the workshop that I'd gone to before, and being exposed to pieces of literature, and it could even have had been a poem. Various individuals, just enhancing what I already had. Right? So just that exposure, and I swear, I wish I could tell you exactly what I'm referencing, but I do know that there were some things that were said in various presentations. I'm like, "oh, yeah, I'm gonna use that" and used it (Interview Number 2: Teacher: 94).

An interviewee to shared the impact that ASI had on his competency of recognizing and redressing bias in the system when he stated:

> What I looked at was the curriculum in making sure that our students saw themselves in it, not only the books that they were reading, but also even like the word problems that students were using in math class. Especially around social studies, because, you know, many curriculums would have you believe that black history began with slavery. So, it was really big to make sure that the curriculum did not leave out our rich ancestry (Interview number 1: Principal: 34

Conference attendees also utilized resources shared during conferences for classroom implementation and utilized key components of culturally relevant teaching practices.

A teacher shared the way that she was able to utilize the culturally responsive competency of drawing on students' culture to shape curriculum through introducing literature that may have been overlooked prior to attending the ASI conference: When asked about the usefulness of the information shared at the ASI conference, one interviewee replied:

> There was a sister from Bedford (referring to Bedford Academy High School). And let's say she referenced a text, I would then go to that text, and pull out some information and use the same thing in my classroom. Some of the resources that they use, I found very appropriate for using, for the classes. And just teaching overall. They use some phenomenal resources but I can't tell you what they were off the top of my head. (Interview Number 2: Teacher: 26).

Although this interviewee stated that she was exposed to phenomenal resources during the ASI training, providing interviewees with a virtual feedback form at the close of the training would have allowed an interviewer to reference responses and provide a point of reference for the interviewee.

Finding 3

Research Question 3: What actions do ASI training attendees feel that ASI could take to further support their implementation of culturally relevant pedagogy?

>Finding 3: Interviewees reported that they would like continued support with implementing their post-conference knowledge from both conference facilitators and attendees. At present, ASI's professional development goal is to plan and implement programs designed to enhance the academic, social/emotional development, and leadership skills of students through teacher development trainings on culturally relevant education, a goal that may be misaligned with attendees' outcomes.

Interviewees reported that they would like continued support with implementing their post-conference knowledge from both conference facilitators and attendees. One interviewee shared her satisfaction with the ASI conference by stating:

>No, no, all the presenters are awesome. Very knowledgeable, very experienced. So, there's never been a workshop that I've attended that have left scratching my head. It is like being amongst your tribe that's why I say a "tribe" because it's just full of love and just people hungry for that knowledge. And a lot of willing participants, from the presenters to the actual participants. And you know, there's always conversation afterwards. So, if anyone has questions, you know, they can readily be answered. So, everything is always clearly stated. backed up with research. So yeah, solid presentation. So no, I've never left confused about anything (Interview Number 3: Math Consultant: 50).

Another interviewee who also shared that she was satisfied with ASI yearly conferences noted that the frequency of the conferences could be increased:

Right now, our events are far and few in between. But that's also because of, you know, our capacity. And sorry, as the financial capital as well as human capital. Hopefully, one day, we can also continue to support on a more consistent basis, on a more frequent schedule. I think that will be also helpful (Interview Number 3 Teacher: 250).

One respondent noted that ASI trainings attendees could benefit from follow up support that would help keep them on track with implementing their new learning from ASI:

Because you know, you leave a conference, you feel invigorated, you get all of these contacts, and it's all lovey dovey, right? And you go back to your school and feel like, Oh, you're about to conquer the world. And then real life happens, you know, you have issues that happen at school with students, with parents, with teachers. And then next thing you know, you kind of like lose sight of what it is that you were planning to do. So, I think that what would have been important is if we had, like, you know, maybe had our own Facebook group, or now Instagram group where you could constantly be sharing best practices that were happening in your respective schools (Interview number 1: Principal: 66).

Another interviewee followed up this sentiment by stating the benefits that follow-up could have on ASI conference attendees and leaders alike:

If I don't reach out, if someone reaches out to me and say, "Is there anything else that you might have taken from it that I can fill you in on?" something along those lines, but just like follow ups intermittently, I think it's a great idea. If they send you some documentation to fill out and say, "so where are you now with what you got from the conference a year ago?" A year might be a little far, but "where are you now with what you got from the conference six months ago? How can we assist you" and, you know, in taking it even further than you already have. So, something along those lines (Interview Number 2: Teacher: 150).

One response clearly noted the way that ASI could use data to drive its decision making:

I, as a mathematician, I would always start with data. I was working with the data of school districts and or schools that were using culturally relevant curriculums, and how they as scholars were faring in comparison to schools that were not using culturally relevant curriculums with having similar demographics of children. Because I think that that's going to be important for people to see that if you have the same demographics, but you have two different curriculums, and yet two different outcomes, maybe that would encourage people to buy into it faster (Interview number 1: Principal: 62).

The positive energy as zeal that conference attendees leave with can be further capitalized on through continued communication that will not be taxing to ASI members. The Facebook group suggested by Interviewee 1 will allow those conference attendees who would like to stay

connected to other attendees a space to do so and a platform to share daily wins and challenges that they face in the classroom while implementing culturally relevant teaching practices.

Recommendations

Recommendation 1: Utilize the adapted Kirkpatrick Model to evaluate ASI's offerings and aid in creating data to share with funders.

Through a program evaluation model, ASI will be able to create data that is reliable to share with funders. Adequate documentation is necessary to legitimize ASI and make them strong candidates for funding. Interviews and a 2021 post conference survey provided us insight into how conferences attendees were impacted by ASI's offerings on the four levels of the Kirkpatrick model— reaction, learning, impact, and result. My findings showed that conference attendees felt a sense of comradery with other attendees and ASI members, they gained practical skills and deepened their knowledge of culturally relevant pedagogy. However, ASI members must be able to document evidence along the way to support decision making, provide information to stakeholders and present to funders.

I have adapted the Kirkpatrick model to fit the needs of ASI and support them in documenting their impact. Figure 10 shows the four levels of the Kirkpatrick model, an overarching question for each level and strategies to be used to produce evidence at each level. At level 1, ASI will assess the likability of the program by using a Likert scale survey at the completion of conferences. Level 2 will assess the transfer of knowledge that occurred throughout the conference by offering attendees a K-W-L chart. The K section of the chart will prompt participant to document what they knew about the eight competencies of culturally relevant pedagogy before the training. The W section of the chart will prompt attendees to document what they want to learn about the topic and the L section of the chart will be

completed at the end of the conference and attendees will document what they learned from the

conference. Level 3 will assess the impact of the conference. The impact level will be accessed

three, six, nine and twelve months after the conference. ASI will collaborate with a group of

participants from the conference and conduct observations and interviews regarding their

implementation of the eight competencies of culturally relevant pedagogy. At Level 4, ASI will

analyze the results gathered in Levels 1-3 and report the findings on their website. ASI will also

use the results to present to funders.

Figure 10.

Assessing the Impact of ASI's Yearly Conferences
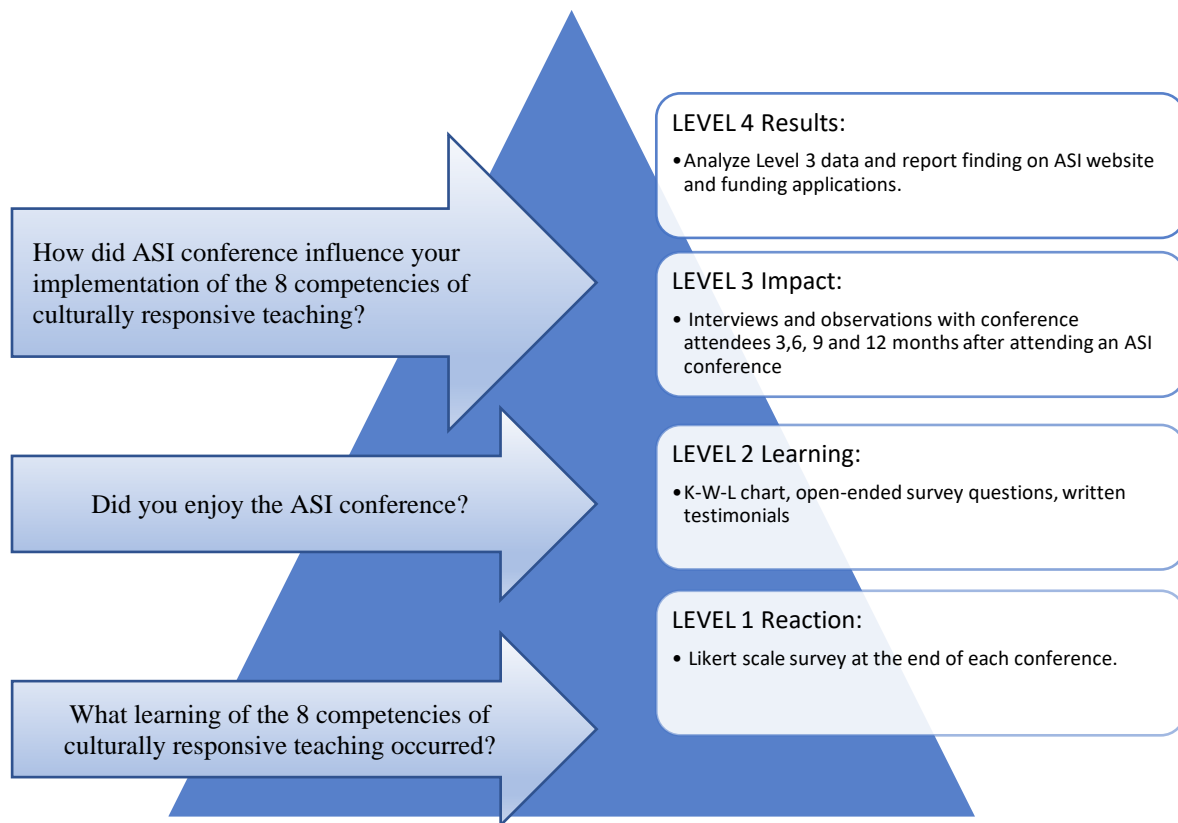
Recommendation 2. Draw on evaluation results to target well-matched funding opportunities.

To secure funding, ASI will need a well-matched funding source. In the case of ASI, hosting yearly conferences for attendees is not a means of gaining the revenue needed to fund its programming. Finding a funding model that is in line with the goals of the organization is imperative to securing a steady source of funding and avoid wasting time applying for funding sources that do not align with ASI's efforts. Foster et al. (2009) defines three parameters that an organization should consider when choosing a funding model: the source of the funds, the type of funders and motivations of the funders.

Foster et al. (2009) have defined ten funding models to guide nonprofits towards deciding the type of funding they should pursue. The models were created through a combination of list

144 nonprofit formed since 1970 and the top 100 nonprofits as identified by the Nonprofit Times

2006 list. Leaders from these organizations were seen as exemplars for each model and were

then interviewed to aid in further exploring the challenges and benefits of that model. Heartfelt

Connector, Beneficiary Builder and Member Motivator are the first three models which are

funded by many individual donations. Big Better is funded by one or few foundations or

individuals. Public Provider, Policy Innovator and Beneficiary models are funded largely by the

government and Market Maker and Local Nationalizer are funded by a variety of sources.

Towards that end, I have selected the Policy Innovator funding model.

Foster et al. (2009) argues that funding models help to guide the type of evaluation that is

needed to present to funders. Organizations such as ASI who have developed innovative ways to

address social issues, are a great candidate for the Policy Innovator funding model. This model

depends on government funding to support their methodology of solving a social issue in a way

that is unique from other organization (Foster et al., 2009). Organizations that benefit from the

Policy Innovator funding model, typically do so by presenting their unique ideas as more

effective and less expensive than the current solutions. The nonprofit organization HELP USA is

an example of using creativity for gain funding from the government to provide shelter for the

homeless population. Instead of housing homeless people in hotels, the organization opted for

transitional and low-income housing. The government saw this method as a good solution and

more cost-effective than hotels and therefore provided government funding. Additionally, HELP

USA's approach to combating the issue of homelessness came at a time when homelessness was

seen as a popular social issue to be addressed. Therefore, funders were more likely to support

their cause. The International AIDS Initiative is another example of an organization that was

formed in response to the AIDS crisis of the 1990's. This organization uses discoveries in science to create affordable vaccines for people around the world (Foster et al., 2009).

Following the police murder of George Floyd, the outrage that Black families in American experienced for decades regarding police brutality, became a crisis in the media. Protests and riots became the top stories highlighted in the media for weeks and the polarizing political topic of the 2020 presidential election. During this time, some organizations such as the New Schools Venture Fund, an education funding group, donated $250,000 to the Equal Justice Initiative and Color of Change to support their effort to decrease incarceration and excessive punishment of Black people. KIPP Charter Network in DC donated $25,000 to match the donations from KIPP DC staff, families, and alumni to the NAACP Legal Defense and Educational Fund and the police reform organization Campaign Zero (Barnum & Belsha, 2020). Like ASI, these organizations have found unique and cost-effective ways to respond to a social issue and became strong candidates for the Policy Innovator funding model.

The innovative approach to improve education coupled with the low cost for service and current climate of pressure on the government to address racial disparities for Black people in America, make ASI a strong candidate for government funding as suggested by the Policy Innovator funding model. The next step to secure government funding is ASI being able to provide funders with evidence that their program works. Lastly, ASI should demonstrate their willingness to develop a strong relationship with government changemakers.

There are many consequences for funding sources for nonprofits being a poor match. Nonprofits often waste time when applying to funding sources that are not supporters of their program goals, the money is not able to be used on the parts of the organization that the program leaders see fit and in some cases the program is unable to commence. Unlike for-profit

organizations, nonprofit organizations have the unique task of finding an income source for the value that they are providing to the community. A recent study confirmed that out of 144 nonprofits that were formed after 1970 and have grown by $50 million a year, pursuing specific funding sources, and even specifically targeting one main funding source was a key factor in this growth (Foster et al., 2009).

Recommendation 3: Create follow up protocol such as a living Google folder, Facebook group, and monthly newsletter to share best practices and encouragement for educators to continuously use the 8 Competencies of Culturally Responsive Teaching.

Our findings show that ASI members would like a way to stay connected with the organization after the yearly conference. During an interview with an ASI member, I became aware that human capital is a challenge that ASI faces which hinders their ability to follow up with conference attendees. Creating a Facebook group where ASI members and conference attendees can communicate and share their implementation of the skills learned at the conference is a zero cost, high yield method of documenting learning. The Kirkpatrick model confirms that activity tracking is a valuable method of evaluating the transfer of learning (Kirkpatrick, 2007).

In addition to a Facebook group, ASI members can create a google folder with categorized folders for conference attendees and members to add useful files. The folder link can be pinned at the top of the Facebook group for easy access. As conference attendees find books, articles, community organizations and the like that would be useful tools to support educators with implementing the 8 Competencies of Culturally Relevant Pedagogy, they can add them to the appropriate Google folder.

Newsletters are another means of tracking and celebrating the learning of ASI conference attendees. ASI members can rotate the responsibility of gathering best practice posts from the

Facebook group as well as observation data that members report from past conference attendees and create a newsletter to share learning. This newsletter can be posted on the ASI website, Facebook group and emailed to all stakeholders.

Recommendation 4: Utilize data to make informed decisions about needed adjustments to ASI's programming to meet the needs of conference attendees.

The data that I have gained from ASI conference attendees revealed that they are satisfied with the offerings of ASI conferences and could benefit from their continued support. This data could lead funders to also recognize the need for ASI to continue their work. ASI can capitalize on these findings by making decisions about their organizations next steps that are based on data collection. However, it is important that ASI gather a range of data from program participants that will allow them to understand the needs of the participants. The 2021 survey that was sent to conference attendees requested information such as their job title, years of teaching and what they learned from the conference. However, it did not ask conference attendees to share feedback that reflected their learning aspirations that were unmet during the conference. This is crucial information for ASI as that information can help them understand area of the organization where growth is needed.
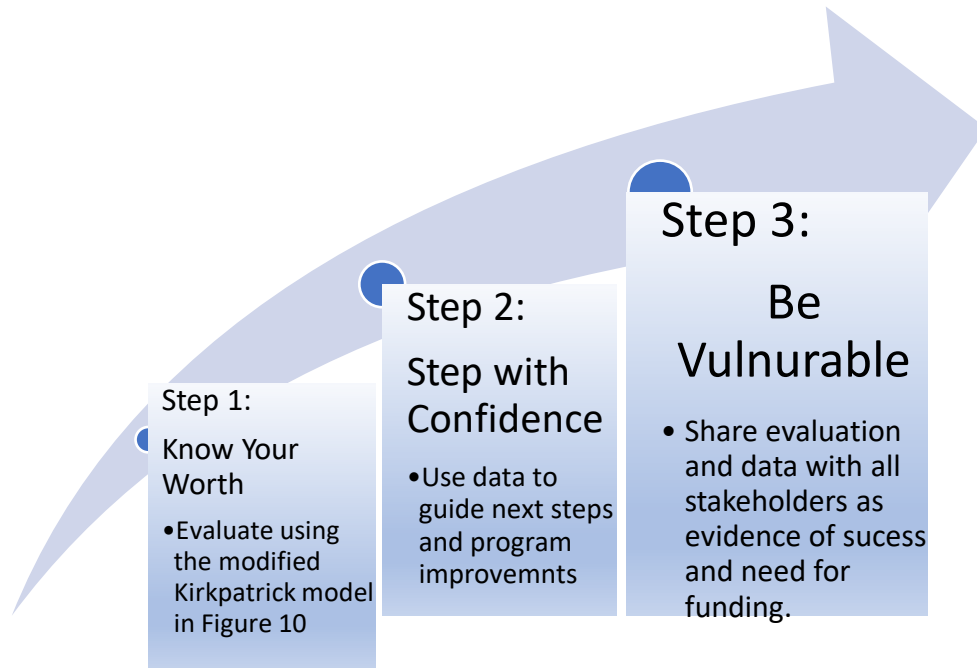
Figure 11.

ASI Recommendation Model

Figure 11 summarizes the recommendations for ASI. Step 1: Know Your Worth, suggests that through ASI knowing their strengths and opportunities for growth by using the modified Kirkpatrick model, they will be able to make informed next steps. Step 2: Step with Confidence affirms that using data to guide next steps will lead to program improvements. Lastly, Step 3: Be Vulnerable leans into the adage "In God we trust, all others bring data." — W. Edwards Deming. I recognize that looking at anything that one cares for deeply with the intension of finding areas for improvement can leave one feeling vulnerable. However, it is an experience worth having when the outcome gained is clarity rooted in evidence. In the case of ASI, this clarity can lead to the financial gain from funders that they have been seeking.

Conclusion

Through this capstone project, I have taken a deeper look at the impact that culturally relevant teaching practices has had on Black students, its importance, and its timeless relevance in a climate of constant injustices towards Black people in America. After investigating culturally relevant pedagogy coupled with Afrocentric pedagogy, I quickly realized that the Adelaide Sandford Institute was an organization worth supporting and highlighting for their efforts in guiding educators in Central Brooklyn to be courageous in their teaching through highlighting Black voices and ensuring that their students felt positively represented within the curriculum. The findings from ASI interviews and survey prove that their work is respected and needed within the community. However, there is much work to be done in the vein of program evaluation to funding models so that ASI can provide funders with the necessary data to gain monetary resources.

The challenges that ASI face can be remedied with the quick wins mentioned in the recommendation section of this capstone. Though ASI struggles with their human capital, their volunteer staff is eager to complete actionable items that will yield positive results with minimal effort such a creating a Facebook page, newsletter and google folder. I also noted in the finding section of this project that finding a well-matched funding source can have a positive impact on ASI. Once ASI produces data by using the adapted Kirkpatrick model noted in figure 10, to evaluate their program, they will be in a better position to apply for government funding from agencies that support the efforts of their organization.

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Appendix A: Survey Participation Letter

Dear ASI Conference Attendee,

As a doctoral student at Vanderbilt University, I have partnered with ASI to explore the impact that their 'culturally relevant pedagogy' trainings have had on teachers. You have been identified as a potential participant for this study because you have participated in an ASI training session or workshop series.

Your participation in this 10–15-minute survey will increase ASI's understanding of the impact that their training has had on your teaching practices. Participation or nonparticipation will not impact your relationship with ASI.

Please note many of the survey questions come from the Kirkpatrick Model offers guidance on how to measure training effectiveness at each level

If you have any questions about the project, please contact me Aminah Knight via email at Aminah.foluke.a.knight@vanderbilt.edu or my faculty advisor, Dr. Camacho, sayil.camacho@vanderbilt.edu.
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 Thank you in advance,
 Aminah Knight
214-907-3636
Aminah.foluke.a.knight@vanderbilt.edu

Appendix B: Interview Participation Letter

Dear ASI Training Participant,

As a doctoral student at Vanderbilt University, I have partnered with ASI to explore the impact that their 'culturally relevant pedagogy' trainings have had on teachers. You have been identified as a potential participant for this study because you have participated in an ASI training session or workshop series.

Your participation in this 20–30-minute interview will increase ASI's understanding of the impact that their training has had on your teaching practices. Participation or nonparticipation will not impact your relationship with ASI.

Please note many of the interview questions come from the Kirkpatrick Model offers guidance on how to measure training effectiveness at each level.

If you have any questions about the project, please contact me Aminah Knight via email at Aminah.foluke.a.knight@vanderbilt.edu or my faculty advisor, Dr. Camacho, sayil.camacho@vanderbilt.edu.
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 Thank you in advance,
 Aminah Knight
214-907-3636
Aminah.foluke.a.knight@vanderbilt.edu

Appendix C: Guidelines for Zoom Interview

Guidelines for Zoom Interview

Preamble: Thank you for participating in the ASI post training/ workshop teacher interview. My name Aminah Knight and I will be guiding today's interview as part of a quality improvement project evaluating the effectiveness of the ASI teacher trainings/ workshop. You were selected because you have participated in ASI trainings and or workshops. I will share some important points with you before we begin our interview today:

1. I will ask you a series of open-ended questions and take notes while your responses are audio-recorded.
2. We are on a first name basis. All information is strictly confidential. This means you will not be identified at any point during this study. To assure you of this, I have created a participant ID code for you.
3. Direct quotes will only be reproduced with your prior permission to do so. When quoted, your identity and any qualifiers will remain confidential.
4. Your name and information will only be known to me, the primary investigator, and Dr. Sayil Camacho, of Vanderbilt University, who is overseeing all aspects of this study as my Capstone Committee Advisor.
5. The confidentiality of your information is also protected under the guise of the Institutional Review Board at Vanderbilt University.
6. Your presence is greatly appreciated, and you can be assured that there is no correct or incorrect answer to any of the questions you may be asked today

I will now display the informed consent document. Do you consent to this zoom meeting being recorded?

Level 3: Behavior changes post ASI Training (Interview Questions)

1. Are you using what you learned in training in your daily lesson planning/ lesson implementation?
2. Think back to prior training. How are you performing in your role now compared to after previous training sessions?
3. Are there any obstacles or bottlenecks preventing you from using your new skills efficiently?
4. Have you felt supported and motivated to use the new skills you've learned? What can leadership at your school do to promote this? What can ASI trainers do to support this?
5. Is there anything you need in the work environment to help you use what you've learned?

Level 4: Results from attending ASI trainings (Interview Questions)

6. How do you feel that you performed better with implementing culturally relevant teaching practices since post ASI training/ workshop?
7. In what ways are you more aware of culturally relevant teaching practices and getting better at planning lessons that incorporate culturally relevant teaching practices?

8. How has ASI trainings reduced any gaps in your knowledge/ implementation of culturally relevant pedagogy?
9. Are your students and administration pleased with the improvements that you have made with implementing culturally relevant teaching practices? What feedback have they shared with you?
10. To what extent has ASI training helped you to reach your professional goals?
11. Has ASI training helped you work toward and/or achieve your professional development goals?

Appendix D: Interview Protocol

Interview Opening

The beginning of the focus group includes introductions, and an overview of what participants can expect during the process.
7. The focus group will last approximately 45 minutes,
8. Participation in the interview process is voluntary.
9. Participants will not face consequences for deciding not to participate in the interview.
10. Participants' identities will be kept confidential.
11. The capstone project will use anonymous excerpts from participant interviews to illustrate the practicum experience.
12. Participants provide or decline consent to be recorded.

1. Tell me about your implementation of culturally relevant teaching practices.

☐ Do you think you've gained the skills you needed to learn from ASI trainings/ workshops?

☐ How would you rate your knowledge on these skills from 1-10?

☐ How did ASI trainings/ workshops help you to connect mandated curriculum with culturally relevant teaching practices?

Study Alignment: Project Question 1

How can the Kirpatrick model be operationalized to measure ASI teacher learning of

culturally relevant teaching practices?

2. In what ways did you get the chance to practice the skills that you learning from ASI training/ workshops in your teaching practices?

1. Are there any topics from the training you still don't understand?
2. Do you feel as though you can apply what you learned to your work?

Study Alignment: Project Question 3
How do ASI teachers experience the impact and results of the ASI trainings?

3. Did anything hinder or promote your ability to implement culturally relevant teaching practices at your school following your attendance at ASI training/ workshop?

Study Alignment: Project Question 5 & 6
If ASI utilizes the Kirpatrick evaluation model, will it show that sustained learning of

culturally relevant pedagogy is taking place?

        a. Will it show that teachers have learned these strategies and are implementing

           them 3, 6, and 9 months after trainings have commenced?

        b. Does ASI workshops on culturally relevant pedagogy lead to teachers

           utilizing these methods within their teaching overtime and an increase in

           student self-awareness?

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4. Are there any content pertaining to culturally relevant pedagogy that you would like to pursue learning further?
2. Imagine that you are a preparing to lead a training on culturally relevant teaching practices. What information would you ensure to include that may have been left out or underexplored during the ASI training/ workshop?

Study Alignment: Project Question 4
Will the Kirpatrick evaluation model produce evidence of learning from ASI teacher

trainings?

Interview Closing

The participant is thanked for their time and next steps for the interview process are shared.