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Transformative Professional Development in Culturally Diverse Classrooms

"The best thing about being sad," replied Merlin, beginning to puff and blow, "is to learn something. That is the only thing that never fails. You may grow old and trembling in your anatomies, you may lie awake at night listening to the disorder in your veins, you may miss your only love, you may see the world about you devastated by evil lunatics, or know your honor trampled in the sewers of baser minds. There is only one thing for it then—to learn. Learn why the world wags and what wags it. That is the only thing which the mind can never exhaust, never alienate, never be tortured by, never fear or distrust, and never dream of regretting. Learning is the thing for you."

T. H. White (1996)

Lasting improvements in learning require states, districts, and schools to develop strategies that get students to be excited about learning, attend class regularly, and work hard in their courses. Motivation is foundational to

learning. In this book we provide a cohesive set of field-tested professional development practices that teacher-inquiry teams in elementary, middle, and high schools have successfully used to strengthen student motivation and learning. Through home visits, lesson studies, and regular analysis of student work, teachers have improved instruction for academically low-, middle-, and high-achieving students, and they have deepened their knowledge about the potential of cultural and linguistic diversity. Using late start, early release, planning time, and/or professional development days, these teams of teachers continuously apply their insights to a vision of pedagogy that is—for every student—*r*espectful, *r*elevant, *r*igorous, and *r*esults focused. These 4Rs are essential to professional development and necessary for our work because they represent the cohesive application of theory and research on intrinsic motivation and culturally responsive teaching.

For the past five years we have been implementing professional development programs in Seattle and have developed the Center of Action, Inquiry, and Motivation (AIM Center). On a continual basis we conduct and refine professional learning experiences that apply research on intrinsic motivation and culturally responsive teaching in urban schools. In doing so, we respect the compromises that teachers negotiate every day in an attempt to apply research to pragmatic considerations. That said, we have been able to co-create, with teachers and administrative leaders, a *schoolwide professional learning syllabus* to provide focus and coherence to teacher-inquiry communities. Amid shifting policies and unanticipated interruptions, educators report that their learning has been practical and empowering for improving instruction.

This book describes how the AIM Center applies research and theory with schools to focus and deepen their professional learning community (PLC) structure, which generally includes several four- to six-member teams of teachers. Collaborating schools often refer to PLCs as *inquiry teams.* Inquiry teams meet 10 times during the year and follow a professional learning plan that connects to teachers' annual professional goals. We chart each year in a schoolwide syllabus. This helps educators anticipate an entire year of professional learning. Teachers participate in the development of the syllabus so that their learning reflects a relevant means to discuss their everyday learning and their approach to documenting insights in their professional portfolios. These portfolios contain narrative descriptions, data, artifacts, and reflections so that educators can learn from changes they are making, study the process and consequences of these changes, and try again.

Early in the school year each teacher identifies four students—two low achieving, one middle achieving, and one high achieving—and follows their progress throughout the year, using the focus on these four students to unite and deepen teacher practice. In addition to selecting students who represent an academic range, we encourage teachers to consider linguistic, ethnic, and gender diversity. Professional development activities, which

occur in the community, in classrooms, and in inquiry teams, and as described in this book, include the following:

- *Home Visits.* These off-campus meetings with the families of each of the four selected students are set up early in the school year. They help teachers get to know their students at a level deeper than mere classroom contact can provide. These visits are usually held in the student's home and follow a *funds of knowledge* approach (Gonzáles, Moll, & Amanti, 2005). The visits enable teachers to discover student strengths that can be "mined" to enhance classroom learning.

- *Data Collection and Examination.* Teachers gather a variety of information about these same four students, including attendance, GPA, test scores, academic history, activities, interests, and so forth, which teachers record on a single summary sheet. These data are supplemented with notes from interviews or conferences with students or from shadowing students for a portion of their school day. Following a close examination of these data, teachers write summative reflections regarding each student's progress.

- *Lesson Study.* Teachers design a specific lesson with these four students in mind. The lessons are often developed or shared with colleagues to draw upon their creativity and experience related to the task.

- *Group Collaboration.* Time is provided for inquiry team members to discuss and reflect on their home visits, data collection, and examination of student work in order to design lessons and discuss problems of practice with colleagues.

The culmination of annual professional development work is a portfolio that documents what each teacher has learned from an in-depth focus on four students. The portfolios include the notes, reflections, student work, and data gathered on the four students throughout the year. We provide information about this process in Chapter 6.

Although school improvement is influenced by a host of factors, evidence from our work suggests that the inquiry cycles in this book significantly contribute to reducing achievement gaps and to effective dropout prevention. These accomplishments were initially acknowledged by the U.S. Department of Education when Spring Woods High School, in Houston, Texas, received the 1998–1999 National Award for Model Professional Development, and they were used as examples in broadly disseminated publications such as *Implementing Schoolwide Programs—An Idea Book on Planning* (U.S. Department of Education, 1998). According to the North Central Regional Educational Laboratory, at Spring Woods High School—over an eight-year period of time—scores on the Texas Assessment of Academic Progress increased dramatically among all student groups (22.2% to 77.3% in math, 23.1% to 86.1% in reading, 10.9% to 85.2% in writing; Hassel, 1999). School and district surveys

also indicated consistent improvement in student behavior, motivation, and attitude toward school.

More recently, this work has contributed to academic achievement at Rainier View Elementary School. At Rainier View, the student population consisted of 96% children of color, 77% of whom lived in poverty, as defined by their participation in the federal free and reduced lunch program. With the Motivational Framework for Culturally Responsive Teaching as the shared instructional language, teachers used the professional learning practices described in this book to strengthen cross-curricular instructional skills. Rainier View teachers also learned about and implemented a balanced literacy approach to reading and writing instruction and an inquiry approach to mathematics and science instruction.

Rainier View made significant academic and cultural gains over the years of its school reform work. Academic achievement increased over a two-year period by 35% in reading, 43% in writing, and 18% in math, as measured by the fourth-grade state assessment (Office of Superintendent of Public Instruction, n.d.). (Fourth grade was the grade level measured consistently throughout the years of the school's reform work.) It is significant to note that academic achievement improved in all measured content areas. In addition, Rainier View's school climate improved, with teachers taking responsibility for increasing their own instructional knowledge and supporting others in doing the same, as measured by the district's staff survey (Thompson, 2010).

WHO GETS LEFT BEHIND?

Although there are scores of schools throughout the United States that are able to demonstrate their progress on multiple measures of student learning, the roots of success or failure for schools are found in large societal and institutional structures that are outside this book's scope. Nonetheless, we would be remiss not to mention that school success or failure is often a political as well as educational challenge. Schools are a part of larger systems that inevitably share responsibility for policies and practices that influence the extent to which educators participate in continuous school renewal. That said, the need for professional learning that provides a sustained focus on academic success among diverse student groups is imperative. Although equity-minded activists, decision makers, and educators have made significant strides, the historical and contemporary patterns of inequity are daunting.

Barely 30% of high school freshmen can read at grade level (Lee, Grigg, & Donahue, 2007), and 1.2 million U.S. high school students drop out every year—roughly 7,000 each school day (Editorial Projects in Education Research Center, 2007). According to data from the 2000 U.S. Census, nearly half of African Americans have a high school diploma or less. In contrast, more than seven in ten Asian Americans ages 25–64 and more than six in ten European Americans have completed some college (Editorial Projects in Education Research Center, 2007). From an economic perspective, a

college degree has become more important than ever before. In the 21st century, a college graduate in the United States earns, on average, $23,441 more per year than a high school graduate and $31,595 more than a high school dropout (Olson, 2007). Data from 1999–2000 indicate that while only 7% of 24-year-olds from low-income families had earned a four-year college degree, 52% of those from high-income families had completed a postsecondary degree.

INTERRUPTING DEFICIT THINKING ABOUT STUDENT POTENTIAL

Questions about the consequences of learning to the individual can always be asked in reference to society as a whole (Freire, 1970/1994; Merriam, Caffarella, & Baumgartner, 2007). History is replete with examples of the ways in which inequality and racism persist over time, often in more virulent forms (Lipsitz, 1998; Marabel, 2002; Winant, 2004). The legacy of the United States includes the appropriation of Native American land; the enslavement of African peoples; and the exploitation of Japanese, Chinese, Filipino, and Latino labor. White power and privilege are maintained through law, politics, property ownership, economic rights, and immigration as well as organizational policy and social structures (Foner & Frederickson, 2004; Katznelson, 2005).

Whether or not teachers and learners acknowledge the pervasiveness of politics in their work, politics is an inevitable part of instructional practice. Obvious examples are teacher-learner relationships (authoritarian or democratic), readings that comprise the curriculum (those left in and those left out), and everyday pedagogical practices (who gets to speak, which questions get asked and answered, and how deeply are they probed). Politics certainly can be found in the attitude toward nonstandard English reflected in the curriculum and in the way schools are unequally funded depending on the economic class of the students served. From the use of grading and tracking policies to the physical conditions of classrooms and buildings, the whole activity of education is ethical and political in nature.

For these and other reasons, unequal educational attainment among student groups is not a coincidence. A dominant group can so successfully project its way of seeing social reality that its view is accepted as common sense, as part of the natural order, even by those who are disempowered or marginalized by it (Foucault, 1980; Freire & Macedo, 1987). And although for some it may feel like heresy to acknowledge that Anglo Americans and dominant western norms enjoy a position of privilege and power in this country's educational system, there is significant evidence that historically underserved student groups are consistently viewed through a "deficit lens." Yet the messages that we send and the structures we create about the academic potential of learners are fundamental to academic success.

Michael Fullan (2002), a prominent educational theorist, suggests that levels of multidimensional change in schools require three components for

successful implementation: revised materials, revised practices, and, per-haps most important, revised beliefs.

Our goal in writing this book is to provide professional learning experiences that can be deeply transformative in ways that influence teacher beliefs and actions. They encourage the professional growth of teachers through reflective opportunities that build on students' strengths. We propose a serious effort to move beyond the rhetoric that "all children can learn" to the idea that all children *are* learners.

A CULTURE/STRENGTHS-BASED ORIENTATION TO LEARNING

A strengths-focused orientation to teaching and learning is foundational to student success within and across demographically diverse student groups. Students' concentration, imagination, effort, and willingness to learn are powerfully influenced by how they feel about the setting they are in, the respect they receive from the people around them, and their ability to trust their own thinking and experiences. People who feel unsafe, unconnected, and disrespected are often unmotivated to learn. Such a conclusion does not explain all the issues and barriers related to students' progress, but it is fundamental to what happens among learners and teachers wherever they meet. In education, the day-to-day, face-to-face feelings matter tremen-dously with respect to whether people stay or leave and whether they are willing to direct their energy toward learning.

CULTURALLY RESPONSIVE TEACHING: WHAT IT IS AND WHAT IT DOES

By *culturally responsive teaching* we mean instruction that builds on stu-dents' strengths to (1) create inclusive learning environments where culture is seen as inseparable from motivation, (2) align pedagogical practices to support intrinsic motivation among diverse student groups, and (3) engage teachers within authentic contexts such as their own classrooms to examine instructional practices that support or dampen student motivation across cultural groups.

To approach teaching and learning in ways that are fundamentally about students' strengths and potential, we have developed the Motivational Framework for Culturally Responsive Teaching (Ginsberg & Wlodkowski, 2000). This framework (discussed in depth in Chapter 2) is a holistic model based on studies (Csikszentmihalyi, 1997; Deci & Ryan, 1991; Lambert & McCombs, 1998) whose findings indicate that most people are highly motivated to learn when they feel included (respected in the learning group), have a positive attitude (find the subject relevant), can make learn-ing meaningful (find learning engaging and challenging), and are becom-ing competent (effective at what they value). The framework is the genesis for the 4Rs (respect, relevance, rigor, and results). It is a model that keeps

student diversity and intrinsic motivation in the foreground of planning, teaching, and assessing. Since the motivational framework is the original theory and language upon which the 4Rs are based, we will use its four conditions to explain and exemplify the work in this book.

In concert with the framework, and representative of the 4Rs, this book offers professional development cycles to deepen teachers' understanding of diverse student groups and to enhance their teaching based on this new understanding. These cycles provide ways to continuously learn more about students' lives and school experiences so that the four conditions of the motivational framework are personalized to support and challenge a range of learners. For example, what *respect* or *relationships* means to different students who have been socialized in different communities may require insight gained through deeper learning about students, learning that is possible only beyond normal classroom routines. Our experience indicates that this kind of insight is at the core of teaching and learning in pluralistic classrooms.

For this reason, early in the book we provide professional development cycles for teachers to become more familiar with the lives of students— inside and outside of school—by visiting with students' families in their homes and by shadowing students through part of a school day. In these cycles we continuously use the Motivational Framework to translate the knowledge from these experiences into culturally responsive teaching.

CULTURALLY RESPONSIVE TEACHING FROM AN INTRINSIC MOTIVATIONAL PERSPECTIVE

Motivation directly addresses why people do what they do as well as how they learn. As a meta-theory for teaching and learning, it offers a rationale that can intersect with many educational theories. An intrinsic motivational orientation to learning includes the understanding that while people have common needs and experiences, they also may have culturally different values and perspectives. This viewpoint takes both phenomena into account. The same learning experience can lead to different emotions and reactions because cultural meanings vary among people.

Instruction from an intrinsic motivational perspective respects and responds to diversity. It does not bracket human beings according to narrow or prescribed characteristics. Rather, it emphasizes energy, attention, effort, and emotions as basic processes in learning for all people (Ginsberg & Wlodkowski, 2009). Although we may not be motivated to learn what someone else believes is important, motivation and learning naturally occur in all human beings (Lambert & McCombs, 1998). Human beings are born with a sense of purpose and a natural tendency to learn. As we develop, we direct energy toward important goals and learning that we strongly value. This occurs when people feel safe and know they are engaged in effectively learning something important. In fact, under such circumstances, motivation is an irresistible feeling (Ginsberg & Wlodkowski, 2000).

In culturally responsive teaching, teachers design lessons to evoke and enhance the motivation to learn that all students possess. They accomplish this by creating with students a classroom environment in which the four conditions necessary for students' intrinsic motivation emerge as energy for learning. These conditions (addressed in Chapter 2) are inclusion, a positive attitude, meaningful learning with social merit, and a personal sense of competence. When students experience a learning environment as the embodiment of these four conditions, they are intrinsically motivated to learn. They enjoy the learning activity for the process and value of doing it and do not need to be reminded of an external reward such as extra privileges. Their involvement is apparent and often self-initiated.

FINDING WAYS TO HELP STUDENTS SUSTAIN MOTIVATION

Motivation, *inspiration*, and *engagement* are words that draw forth images both compelling and attractive. Most educators would agree that the meaning of these words should permeate schools and learning. Within a learning experience, motivation is the source and mediator of student engagement.

Yet to sustain student motivation and engagement in learning is elusive, vulnerable to distraction, boredom, and difficulty. In classrooms, the juxtaposition of students' culture, language, experience, background, expectations, and orientation toward learning presents a terrific opportunity to create learning environments that reflect a vision of pluralistic opportunity.

In recent years, the requirements for higher standards of learning and high-stakes testing place enormous pressure on public education and the families it serves. This pressure challenges all of us to find new ways to liberate motivation for teaching and learning. When people experience undue pressure, they often take the most cursory approach to accomplishing a goal—even if it means that learning becomes superficial and less enduring. Recognizing this limitation on learning, as educators we need to delve deeper into understanding instruction from a motivational perspective.

For the past 30 years, while students have become more linguistically, ethnically, and culturally diverse, motivation has been a burgeoning field of study, with new ideas and research in disciplines ranging from cultural studies to psychology. Concepts such as cultural pluralism, bilingual education, multiple intelligences, neurotransmitters, flow, constructivism, cooperative learning, and performance assessment are matters of social conversation as well as topics for scholarly inquiry. This book presents professional learning strategies (cycles) based on the study and application of motivational concepts that have stimulated and extended the knowledge of practicing educators for up to five years or longer with encouraging results in student success. These are field-tested methods

with a 15-year history of successful application. Yet there is still so much to learn in teaching and professional development that any trustworthy motivational algorithm is always a work in progress.

TWO LAYERS OF APPLICATION FOR AN INSTRUCTIONAL FRAMEWORK

Regardless of the instructional framework that a school uses to develop instructional goals, we believe that one layer needs to apply to students in PreK–12 classrooms. And another layer needs to apply to professional development activities. If our goal is to create schools where adults experience the same conditions for learning that we seek to create for students, we need learning activities to be planned, implemented, and assessed with the same instructional ideals in mind. Therefore, in this book we provide examples of motivating classroom instruction as well as plans for motivating professional development experiences such as home visits, shadowing students, lesson studies, and analysis of data.

Both layers of learning are rooted in the research-based idea that coherently connected and motivationally effective professional learning practices positively influence student achievement and school improvement. This book responds to educators' need for effective and interesting ways to continuously examine instructional practice, ways that are grounded in research, are respectful of local contexts, and are flexible. After decades of cookie-cutter reform efforts and workshops about cultural diversity and school improvement, this approach to professional learning signals a new era in professional development. It is an era that values creating for adults the same motivational conditions for learning that schools seek to create for PreK–12 students, an era that unites insights into students' lives with classroom pedagogy.

EFFECTIVE, INNOVATIVE, AND TRANSFORMATIVE PROFESSIONAL DEVELOPMENT

Recent research indicates that to support academic rigor, we must broaden the definition beyond the mere idea of making advance courses available to a broader range of students. In an article titled "College Prep for All? What We've Learned in Chicago," Mazzeo, Allensworth, and Lee (2010), from the Consortium on Chicago School Research, make a compelling case that the unintended consequences of offering higher-level courses without attention to pedagogical innovation are that grades decline, failure increases, and absenteeism rises. In addition, there is no improvement in college outcomes, and students who attend college are no more likely to stay there than students were prior to the decision to increase enrollment in advanced courses. Although curriculum requirements have important equity benefits

and can play a role in college readiness, they are not likely to lead to tangible academic outcomes without building the capacity of schools to improve instruction (Mazzeo et al., 2010).

To promote instructional innovation through professional learning, it is essential to recognize that motivated teachers tend to have motivated students. The conditions that enhance students' intrinsic motivation to learn encourage the motivation of teachers to learn in faculty development activities and to apply what they have learned in the classroom. School systems have used the Motivational Framework as a means to increase the motivational effectiveness of their faculty and to raise the academic achievement of their students (Ginsberg & Wlodkowski, 2000). When teachers change their instructional practices and those changes are sustained, it is likely that those teachers have experienced intrinsic motivation and transformational learning in their professional development.

Transformative learning, an adult learning theory developed by Jack Mezirow (2000), refers to learning that results in a deep change of beliefs, assumptions, or perspectives, making people more discriminating and able to construct opinions that will prove more true to guide their actions. Transformative learning theory advocates that instructors of adults, in this case professional development specialists, be cultural activists who promote agency among teachers through reflective discourse and action. Such instructors strive to facilitate the authority of teachers, keeping in mind four pedagogical principles:

- Introduce a *relevant experience,* prior or current, that solicits learners' interest and desire to make meaning.
- Collaborate with learners, and use *critical self-reflection* to consider the information and ideas generated.
- Facilitate *reflective discourse,* a discussion in which learners are able to redefine meaning for themselves based on the reciprocal sharing of information and insights with peers.
- Initiate *effective action* determined in concert with learners.

As an illustration, we will briefly review home visits (extensively described in Chapter 4) because this professional development activity clearly reflects the application of these principles. When teachers visit the homes of diverse student groups to look for strengths in their families and to establish mutual positive regard in order to teach students more effectively, their experience is *relevant.* The new knowledge they gain is an obvious asset to creating a curriculum that matters to students. Teachers frequently differ in their socioeconomic background and ethnicity from the families they visit. The home visit provides them with a better understanding of the cultural conditions and emotional realities of their students in everyday life.

As part of this professional activity, teachers often journal to *critically reflect* on their experience using their writing as an opportunity to examine their own underlying beliefs and assumptions and to generate their own meaning of these experiences.

Further, the activity provides for *reflective discourse,* whereby teachers have a chance to engage in dialogue with peers and to search for a clearer understanding and interpretation of their experience. With such self-generated knowledge (generated by the teachers, not told to them by a professional development specialist), teachers are inclined to use their own agency to explore possibilities for changing teaching and curricula as ways to take *effective action.* After reviewing their pedagogical changes, they can assess how their actions affected student learning as well as their relationship to the student.

In this activity, as well as all of the strategies (cycles) offered in this book, the validity of the teachers' experiences, thinking, and judgments is used to construct new learning in ways that reflect the transformation of their perspectives, so that they may act with informed awareness and self-understanding to facilitate innovations in their pedagogy.

When teachers experience something that is relevant and disorienting and have the time and support to understand their feelings and to gain insight into their personal and professional beliefs, they are at a place conducive to becoming more competent in their instruction through culturally responsive teaching. And, as we have seen often, their advocacy for social justice can be pervasive.

COLLABORATION AMONG A CADRE OF INSTRUCTIONAL LEADERS

It is important to acknowledge up front that effective, innovative, and transformative professional development is built upon an ethic of collaboration and that school leaders are not solely responsible for the transforming of their schools. One pivotal group in customizing the ideas in this book to an individual context is the instructional leadership cadre, an inquiry-oriented group of key stakeholders (including the principal, assistant principal, teachers, parents, community members, central office staff, and students). The cadre experiments with and coaches school-based colleagues in planning, implementing, and strengthening school improvement programs. Essentially, the instructional leadership cadre members become in-house staff developers. In addition to their regular responsibilities, they use their classrooms and meeting spaces as studios to conduct student and adult learning in ways that allow them to continuously refine their strategies while providing professional development to their colleagues. Eventually, the cadre nurtures the development of other teams and includes the entire staff.

THE ROLE OF DATA

Professional learning benefits from immediate, understandable, and relevant data. This includes student learning data based on classroom and standardized assessments. Data play many roles in ongoing school renewal,

and Chapter 6 illuminates this through suggestions about how to use student learning data well.

Up front, however, we want to foreshadow an aspect of this book that can help teachers reflect upon their professional learning experiences. In Chapters 3 through 6, each of the professional learning practices is outlined as an action cycle that can be modified to fit within the rigor of a school day.

ACTION CYCLES TO STIMULATE AND ENRICH TEACHER KNOWLEDGE

In this book, we refer to *action cycles,* which are a form of teacher inquiry and action research. However, while actions in this book are informed by research and can contribute to research, the primary goal of the professional learning practices in this book is to strengthen instruction through forms of collaborative action. Given the multiple demands on teachers' time, educators may want to modify aspects of the action cycles that call for documentation and reflection. Most teachers are masters of efficiency and have a host of thoughtful ways to reflect *in* action as well as *on* action. We respect the compromises that are required to implement any form of change within the rigorous demands of a school day.

Under ideal circumstances, there would be room for inquiry and action. Action research has a long history in education (Herr & Anderson, 2005). It allows educators to engage in a cyclic process using real-world information and data to inform new learning and action by identifying a concern, developing a question, collecting data, making sense of data, and creating action. In this book, most of the chapters are organized around an action cycle that has a particular focus. For example, Chapter 4, which focuses on visiting with students and families in their homes, guides educators through an approach to structuring an action cycle that provides relevant information for culturally responsive instruction. Each chapter includes (1) a way for educators to clarify their focus, (2) effective ways to collect data, (3) strategies for analyzing data, and (4) examples of ways to take action. The ongoing cycle of activities forms a spiral of action so that each cycle continually increases knowledge of the initial question and leads to ideas and actions for teachers to enact and further investigate.

Action research, which takes its cues from questions, puzzles, and problems from the perceptions of practitioners in particular local contexts, builds descriptions and theories within the practice context itself. Typically, teachers test their ideas through experimental cycles that affect some desired change in the situation (Argyris & Schön, 1996; Glanz, 1999). Exhibit 1.1 provides a way to think about a typical action cycle.

As Exhibit 1.1 shows, the process of learning is continuously reconceptualized in ways that transform instruction because a new way of learning

Exhibit 1.1   Action Cycle
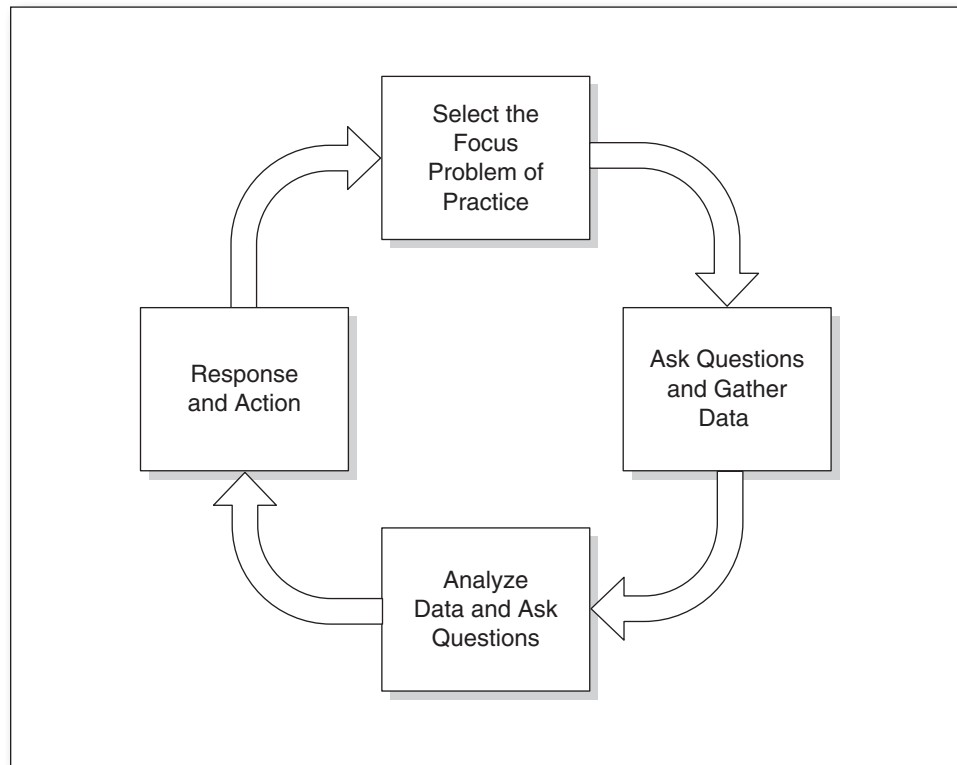
Source: Glanz (1999, p. 23).

is now understood. Similarly, an action cycle is an evolving set of questions and actions that help teachers become increasingly competent with problems of practice they seek to address. The multidimensional complexity of teaching requires intentional examination of the primary assumptions underlying challenges as well as the emerging questions. In other words, it is necessary to continually reframe challenges as resolvable problems of practice.

Our ultimate goal is to help educators engage in creative and well-informed ways to (1) learn about students' lives and interests, (2) apply insights about students' lives to instructional practice, (3) collaborate with peers on designing and critiquing common lessons (research lessons), (4) continuously apply student learning data to the improvement of instructional practice, and (5) involve students, families, and community members in the process.

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Each of the professional learning practices in this book is outlined and exemplified in Chapters 3 through 6. However, each approach is dynamic, as is the relationship between approaches. This means that organizational change outcomes can at times be unpredictable. We have found that

important organizational changes emerge when adults are invested in inquiry designs and when the designs are pragmatic within their particular context. Theory enhances durability, but imagination guides the implementation of professional development that seeks to connect the dots between students, curriculum, instruction, the school environment, and a continuous sense of opportunity (Fullan, 1993; Liu, 2004). Our approach to adult learning is transformative. Transformative learning allows teachers to examine and construct rather than simply implement prescribed ideas about "good instruction." A creative model for this kind of learning is the Motivational Framework for Culturally Responsive Teaching, the topic of Chapter 2.