REMEDYING EDUCATIONAL RACISM? STUDYING ETHNIC STUDIES

By

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DISSERTATION ABSTRACT

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Title: Remedying Educational Racism? Studying Ethnic Studies

America's classrooms are still reproducing predictable and inequitable outcomes for students of color. Empirical evidence has shown a link between ethnic studies courses and increased academic achievement, and recent policy initiatives demonstrate that educational leaders are responding to growing demand and evidence that supports ES instruction.

This mixed methods study chronicles administrative and instructional efforts to implement ES standards in two districts to identify what has worked well and what challenges are posed by ethnic studies implementation.

Findings from an online survey show that strategies to support implementation include creation of ES lead/work groups, and training and recruitment of experienced ES teachers. Core themes emerging from structured interviews indicate the key role of teacher leaders; administrative support that spans both central office and the site; the centrality of student agency and voice as data; and the infusion of equity based pedagogical practices schoolwide. This study demonstrates that grassroots organizing; building capacity; and intentional leadership that views ES pedagogy and content as essential in addressing educational inequities; are crucial components of ethnic studies implementation.

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History of Ethnic Studies

Ethnic studies is the interdisciplinary study of cultural identity, diverse historical perspectives, and the examination of difference, power, and systems of oppression in the United States (de los Ríos, López, and Morrell, 2015; Sleeter, 2011). The activism of students and scholars of the Civil Rights era introduced the subject as an academic discipline; educational institutions and textbook companies responded to calls for curricula and course offerings that were reflective of diverse multicultural perspectives, not just of the European immigration narrative (Dee and Penner, 2016; Sleeter, 2011). The demand for ethnic studies (ES) scholarship challenged the dominant mythology of European conquest and manifest destiny to more accurately reflect the complexity of identities in the United States, with a particular focus on how the government exploited, murdered, and enslaved millions, as part of the colonial project that resulted in the formation of the United States (Tintiango-Cubales, Kohli, Sacramento, Henning, Agarwal-Rangnath Sleeter, 2014). The critical exploration of population shifts, patterns of migration, multicultural histories, and contemporary social issues intersecting with American identities has been termed "Ethnic Studies" (Tintiangco-Cubales, et al., 2014). More recent scholarship in the field has provides an even more complex definition, whereby "ethnic studies" must be replaced by "critical ethnic studies", which interrogates the role of ethnic studies within the university, and calls up on scholars to "address these systems of power more (ins)urgently while also "[nurturing] political subjectivities that are compelled to imagine decolonial futures" (Patel et.al, 2017). Critical ethnic studies is

an acknowledgement of the political and intellectual endeavor that the discipline represented once incorporated into universities, thereby becoming "institutionalized", and includes a self-critique of the positionality of the scholar/teacher, as well as critique of the discipline that explores the ethnic studies scholars' relationship to knowledge and power.

Though there have been courses offered in ethnic studies at the community college and university level for decades, and some integration of multicultural perspectives into K-12 curricula efforts since the '60s, the national discussion of the social and academic value of an ethnic studies program at the secondary level has escalated since the passage in 2011 of House Bill 2281 in Arizona. This legislation sought to ban an ethnic studies program in Tucson Unified School District (Cabrera, Milem, Jaquette, and Marx, 2014). This program, known as Mexican American Studies (MAS), sought positive academic outcomes for students by employing culturally responsive and critical pedagogical practices rooted in indigenous epistemologies (Cabrera, et al., 2014). The ban in Tucson, Arizona, has served as a catalyst for reexamination of the value of ethnic studies as an effective intervention in the closure of racial achievement gaps in America's public schools. Of further interest is the employment of ethnic studies as a strategy to address the broader goal of operationalizing pluralism in the United States. Given the transforming demographics in American schools, the rising demand for ethnic studies across the country, and *because of, rather than despite,* efforts to ban it, this area of research continues to grow.

Ethnic Studies Now

There are several arguments that support the adoption of ethnic studies curricula. Students of color enrolled in ES courses graduate at higher rates than their non-enrolled peers (Cabrera, et al., 2014; Sleeter, 2011). Further, the racial/ethnic composition of the U.S. population is changing. The white population of the United States, which made up 76% of the total population in 1990, now makes up 61% of the country. Other ethnic groups' populations have increased dramatically, though they still make up a smaller proportion of the country's population. For example, from 2000 to 2016, the Asian American population increased by 72 percent from 10.5 to 18.0 million, though they increased only from 4 to 6% of the entire country. The largest demographic shift can be seen in the Hispanic/Latinx population, which increased from 9 to 18%. The Black population remains around 12%. The percentage of American Indians/Alaska Natives is 1% of the undergraduate population (Postsecondary National Policy Institute, 2019). However, it is important to note that the percentage of American Indians/Alaska Native students is most likely inaccurate due to the U.S. Department of Education's new guidelines on reporting race and ethnicity data on students, whereby approximately 31,000 fewer AI/AN students were reported in 2010–11 than 2009–10 (The White House Initiative on American Indian and Alaska Native Education U.S. Department of Education (WHIAIANE) has recommended that students and staff are provided the opportunity to self-identify and provided the opportunity to take into account Native students who are bi-racial/bi-cultural (WHIAIANE, 2015). This erasure is consistent with the sixth key component of Tribal Critical Theory that recognizes that educational policies "toward Indigenous people have, historically, closely followed each other

toward the problematic goal of assimilation" (Brayboy, 2013, p. 95). It is important to resist the erasure of Native American students. Regardless of low and or underreported, their experience in school matters, and it is the responsibility of our schools, and a tenet of ethnic studies, to address the ways colonialism continues to negatively impact Native students' school experiences and outcomes.

America's classrooms are still reproducing inequitable outcomes because they have yet to incorporate cultural identities, diverse historical perspectives, and the examination of difference in the United States (Musu-Gillete, et.al., 2017). Though high school completion rates are higher for Black and Hispanic students than they were in 1990 (an increase from 83 percent to 92 percent and from 59 percent to 88 percent, respectively) they are still lower than that of whites, which improved from 90 to 95 percent in the same period (Musu-Gillete, et al, 2017). In addition, some gaps have widened, such as the 30-point white-Black difference in reading scores for 12th graders, with White students scoring an average of 295 and Black students averaging 266 on the NAEP reading scale in 2015. This persistent disparity is mirrored in the data on out of school suspensions. In 2011–12, about 6.4 percent of public school students received out of school suspensions, Black students made up a higher percentage (15.4 percent, or 492,800 out of 3.2 million public school students total) of this population than any other ethnic group (Musu-Gillette, et al., 2017). Lack of college access is most acute for historically marginalized students, even as our teaching force has become less diverse (de los Ríos et al., 2015).

The persistent racial achievement gap, which has been more recently recognized as an opportunity gap, has been a constant in American public education since *Brown v*

Board of Education (1954) efforts to desegregate schools. The conversation has evolved from an examination of access to opportunities afforded white students, to a critical theoretical approach to curriculum and pedagogy, embodied in this moment by the term "Culturally Responsive Teaching" (CRT), whereby instructional strategy, cultural connection between curricula and students' experiences/lives, and recognition of students' innate knowledge are seen as tools to engage students and scaffold learning (Dee & Penner, 2017; de los Ríos et al., 2015). Ethnic studies is more than just a critical examination of power and perspective. Ethnic studies also draws upon the critical analysis of racism offered by Critical Race Theory (CRT) the hallmarks of which can (and should) be evidenced within ethnic studies scholarship: 1) the normalcy of racism in US society; 2) interest convergence; 3) race as a social construction; 4) intersectionality and anti- essentialism; and, 5), voice or counter-narrative (Delgado and Stefancic, 2001). Ethnic studies combine the study of difference with critical theory in order to situate students as empowered learners and citizens. In addition to this philosophy of social action, Ethnic studies programs are characterized by 1) the incorporation of the lived experiences and histories of students from diverse ethnic backgrounds; 2) curricula that offer students opportunities to engage critically with American narratives around democracy, race and racism, and power; and 3) curricula implemented via a culturally responsive instructional practice (Sleeter, 2011).

As a result of the growing body of empirical evidence that finds a link between ethnic studies courses and increased academic achievement, states have begun to take notice by answering grassroots calls to support ethnic studies in k-12 schools (Tintiango-Cubales, et al., 2014). In July 2017, Oregon passed House Bill 2845, a bill that directs the

Oregon Department of Education to develop ethnic studies k-12 state standards, with implementation planned for 2020 (June 2017).

More recently, school districts such as Los Angeles United School District (LAUSD) and San Francisco United School District (SFUSD) have initiated the institutionalization of ethnic studies in response to student demand[1] in acknowledgement of the rapidly transforming demographic composition of American schools, and because white students benefit too (Dee and Penner, 2017). California passed AB-2016, a bill that "encourages" California schools to offer a model ethnic studies curriculum, currently in development. State Assembly members Medina, Weber, and Bonta, have proposed Assembly Bill 2772, which would *require* students to have taken an ethnic studies course based on the "model curriculum" in order to graduate, though this has been amended to seek *grant funding* for ethnic studies courses from the California State Department of Education (AB-2772 Pupil Instruction: ethnic studies: grant program 2018). Los Angeles Unified School District (LAUSD) passed a resolution in 2014 to mandate a college preparatory ethnic studies course as a high school requirement and Santa Barbara Unified School District school board just passed the high school requirement to be added for 2019 (de los Rios, Lopez & Morrell, 2015; Garcia, B., 2018). Seattle School District, in response to a resolution passed by the National Association for Advancement of Colored People (NAACP), also passed a resolution in support of ethnic studies on June 28, 2017 (Seattle Public Schools, 2018).

The recent interest in ethnic studies curricula and its presence in public educational policy makes it important to consider what is known about ethnic studies

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[1] Student demand is a complex vocalization that usually entails a community (parents, organizations, etc.,) creating the conditions to support student voice and advocacy.

from prior research. This review is a search of the most recent scholarship on the topic of teaching ethnic studies curricula at the secondary level.

CHAPTER II: LITERATURE REVIEW

This literature review uses Christine Sleeter's (2011) five characteristics of effective ethnic studies programs as a framework to analyze the relevant literature (See Appendix B). Part One describes characteristics of the final literature pool and Part Two organizes the literature using Sleeter's (2011) themes of effective ethnic studies programs.

Part One: Final Literature Pool

The fourteen literature articles I selected for this review are focused on the pedagogical strategies and/or impacts of ethnic studies in secondary and K-12 settings. I systematically reviewed and synthesized the final literature pool and divided the review into three major categories: (a) types of research design, (b) settings, (c) analysis (see Appendix B for studies organized by design, measures, and analysis methods).

Types of Research. The majority of research in my pool was qualitative; however, there were five quantitative studies. The quantitative studies all presented findings that suggest a positive relationship between ethnic studies courses and desired achievement outcomes for students (Cabrera, Milem, Jaquette, & Marx, 2014; Dee & Penner, 2017; Godfrey, Santos, Burson, 2017; Hurtado, Engberg, Ponjuan, & Landreman, 2002; Mayhew, Grunwald, & Dey, 2005). For example, Cabrera et al., (2014) used a cross-sectional multivariate analysis of TUSD's student level administrative data to establish the relationship between taking MAS classes and passing Arizona state standardized tests. This study utilized a dataset from four cohorts (2008-2011) of students enrolled in Tucson's Mexican American Studies program (MAS) with the largest participant pool (N= 26,022) of the studies included on my review. These four years

represented the "peak" of MAS participation in Tucson schools before the ban. Findings established that students in the MAS program had a 64% increased likelihood of passing the AIMS (Arizona's Instrument to Measure Standards) state assessment and three of the four cohorts saw a positive relationship between program participation and graduation (Cabrera et al., 2014).

While a longitudinal study is designed to permit observations over an extended period of time to gauge change; in contrast, cross-sectional studies are designed to collect observations at a single point in time (Babbie, 2013). Of the studies included in my literature review, four were longitudinal quantitative studies, four of my fourteen studies were longitudinal qualitative case studies, four were cross-sectional qualitative studies, and two were cross-sectional quantitative studies.

Out of the three longitudinal quantitative studies in this synthesis, two looked at student academic and/or behavior outcomes that followed student participation in ethnic studies courses (Cabrera et al., 2014; Dee & Penner, 2017). Cabrera et al. (2014) examined the relationship between course participation and student achievement for three student cohorts between 2008 and 2011, using graduation and the state standardized test results as their measure. Dee and Penner (2017) also conducted a quantitative longitudinal cohort study which followed 9th grade ethnic studies students identified as 8th graders as low achieving to test the efficacy of ethnic studies to engage students and raise achievement. In contrast to these ethnic studies course cohort studies, the Godfrey, Santos, and Burson (2017) study looked at ethnic and social identity formation in a general 6th grade student population. This study is relevant to this review as the authors examined students who do not display high levels of "system justification" in order to

explore the role that marginalization and belonging play in middle school academic and behavioral trajectories. System justification theory proposes that "individuals are motivated to justify and rationalize existing social arrangements, defending and bolstering the status quo simply because it exists" (Godfrey et al., 2017, p.1) and examines the importance of ethnic studies for what the researchers term "marginalized youth" and measured the impact of their system justifying beliefs on development in the areas of behavior and achievement outcomes in 8th grade.

Seven of the studies included in this review are qualitative case studies that examine how students' multiple identities interact with ethnic studies curriculum. A qualitative case study by Caraballo (2017) looked at how urban middle school students' experience is shaped and mediated by their multiple identities and literacies, describing student achievement as "identities in practice." Similar to the 2017 de los Ríos study of "photovoice," this study employed narrative analysis to explore "the liminal spaces between students' home/cultural and academic contexts and document the dynamic ways in which students resist the discursive regulation of their academic identities" (Caraballo, 2017, p.587). To be successful within the "discourses of achievement" is to attain or master the dominant "culture of power"; however, to enact a critical assemblage (shaping the ELA curriculum in ways that give voice to the multiple narratives of identity) while developing a critical awareness of how literacies operates within interrelated worlds, can be a way to remove the barriers to educational justice (Caraballo, 2017; de los Ríos, 2017).

The Chung & Harrison study used in-person semi-structured interviews to look at how teacher education programs (TEP) may be structured, institutionally and

ideologically, to "hinder the success of preservice teachers of color" (Chung & Harrison, 2015, p.4). The result of continued curricular and pedagogical mismatch is the underrepresentation of teachers of color that mirrors the opportunity gap that exists in our k-12 systems.

Settings. As this review explores the current scholarship on secondary ethnic studies instruction, both content and impact, middle school and university level studies included are intended to reflect the scope of ethnic studies implementation models in North American public education.

Table 2.1 describes the subjects, sample size, school description, and locations of participants from the studies included in this literature review of ethnic studies programs and their impact. These studies include a wide range of sample sizes from an intensity sampling of seven award winning teachers (Farinde-Wu et al., 2017) to 26,022 participants (Cabrera et al., 2014). Five of the studies in this review feature culture-specific programs like that of TUSD's Mexican-American Studies program (Cabrera et al., 2014; de los Rîos, 2013; de los Rîos, Lopez, & Morrell, 2015; de los Rîos, 2017; San Pedro, 2015). For example, San Pedro's (2015) three-year ethnographic study challenges the narrative that Native American student silence indicates disengagement, in contrast to what silence may communicate in a European-American dominant classroom, and examines how a culturally responsive practice creates space for "the listening and sharing of story as a dialogic process between researcher and participants" (San Pedro, 2015, p. 518). Participants range from middle and high school students to first year university students, students in a teacher education program (TEP) and also high performing teachers in a high school setting.

Table 2.1. Subjects, Sample Size, School Description, and Setting

Study	Subjects	N	Description	Location
1	4 high school student cohorts	26,022	MAS (Mexican American Studies)	TUSD
2	An 8th grade class over the course of a semester	NR	Northeastern Urban Academy (NUA)	Selective public middle school in a large city
3	Students of color	12	Teacher Education Program (TEP)	Midwest University
4	5 high school cohorts	1,405	Year-long ethnic studies course	SFUSD
5	Self-identified 11th and 12th grade Chicanx and Latinx students	35	Year-long MAS course	California
6	3 programs employing ES studies with high school students	Not identified	Two high school classes and one summer and after-school program	Pomona High School
7	3 Chicanx "focal students"	3	Secondary Chicanx/Latinx course	Working-class high school in Southern California
8	"Award Winning Teachers"	7	High school teachers	BISD ("major" urban school district)
9	Sixth graders	257	Diverse, low income, middle school	Urban southwestern city
10	Entering first year college students	8051	Flagship universities with a strong stated commitment to diversity	3 states representing the Midwest, Northeast, and Mid-Atlantic

11	30 Filipino-American and 5 Euro-American preservice teachers	35	A follow-up survey of TEP "Pinoy Teach" TEP program	Seattle, WA
12	Undergraduate students	544	Predominantly White, public university	Midwest
13	2 teachers and 43 high school students	45	Two high school ethnic studies classes and instructional materials	Pacific Northwest
14	High school Seniors	16	Native American literature classroom composed of multi-tribal and multicultural student body (off reservation)	DVHS in Northern Arizona

Note. NR=Not Reported.

Eight of the studies included in this review are situated in school districts where the majority of students are students of color[2] (Cabrera et al., 2014; Carabello, 2017; Dee & Penner, 2017; de los Rios, 2013; de los Rios & Morrell, 2015; de los Rios, 2017; Farinde-Wu et al., 2017; Godrey et al., 2017). Data on how ES successfully addresses the student needs of districts such as these are illustrative of the increased call for responsive instruction and curriculum that is being heard from diversifying public school districts across the nation. For example, Dee & Penner (2017) used a regression discontinuity (RD) design to assess the GPA improvement of five cohorts of 9th graders (n=1405) to

[2] In the de los Rios, López and Morrell (2015) study, the authors argue that it is vital that the needs of students in large, urban school districts are addressed, as "Of the 6.9 million students who are enrolled in the nation's largest 60 school districts, 71% of them are either African American or Latino (as opposed to approximately 35% of the nation as a whole…. Nationwide, the largest central city school districts are home to 28% of all African American students, 24% of all Latino students, 19% of all Asian American students, and 25% of all ELL (Council of Great City Schools 2012; de los Rios et al., 2015).

establish the causal effects of a yearlong ES course for students "on the margin of participation" (pg. 134).

Not only do articles in this review consider ES effects at the secondary level, but it is important to consider the culturally sustaining impact of ES on those who would teach in middle and high school. Two studies that explore the effects of culturally relevant programming on preservice teachers of color and their students are located in teacher education programs (TEPs). The Chung & Harrison (2015) study used in-person semi-structured interviews to look at how teacher education programs (TEP) may be structured institutionally and ideologically, to "hinder the success of preservice teachers of color," which is both echo and ripple of the opportunity gap that exists in our k-12 systems (p.5). Thus, this study examines how participants navigate the institutional barriers in teacher education programs and argues for an ethnic studies critique of teacher education. Chung & Harrison (2015) asks, "How might TEPs be transformed to make space for students of color?" (p. 5), while Halagoa's (2010) study of the long-term impact of a Filipino-American curriculum on preservice teachers ten years later could be considered to answer this question, which found that the participants had an increased sense of empowerment, appreciation of diversity, and civic engagement (Halagoa, 2010).

Part Two: Sleeter-identified Themes: Content and Impact

Sleeter's seminal (2011) review of ethnic studies research, commissioned by the National Education Association, argues for ethnic studies as a remedy for the disenfranchisement and disengagement of students of color in American classrooms (p. 5). Sleeter's comprehensive assessment of the characteristics of effective ethnic studies

courses resulted in "five consistent themes of the field" that differentiate ethnic studies from conventional Euro-American studies courses:

1) Explicit identification of the point of view from which knowledge emanates, and the relationship between social location and perspective;

2) Examination of U.S. colonialism historically, as well as how relations of colonialism continue to play out;

3) Examination of the historical construction of race and institutional racism, how people navigate racism, and struggles for liberation;

4) Probing meanings of collective or communal identities that people hold; and

5) Studying one's community's creative and intellectual products, both historic and contemporary (Sleeter, 2002; 2011, p. 3)

These themes are not discrete, separate notions. The nuances they hold overlap with each other (See Appendix B). For example, being exposed to a point of view can impact how a person identifies. Sleeter describes this as a "critical multicultural education approach in which the curriculum is organized around themes having to do with understanding and learning to challenge racism and other forms of oppression, rather than around groups. Thus, while it's partly a matter of how much one understands about ES, it's also partly what one sees ES as being primarily about" (C. Sleeter, personal communication, June 25, 2018). In keeping with this critical perspective of ethnic studies, this review attempts to use this framework to explore examples of ES content and impact at the secondary level.

Theme 1: Explicit identification of the point of view from which knowledge emanates, and the relationship between social location and perspective. Ethnic studies' aim is to include multiple perspectives from voices that have been primarily excluded from K-12 content. Eleven studies included in this review fall under this theme. For example, the three-year ethnographic study conducted by San Pedro (2015) looks specifically at the role of silence and culturally responsive pedagogy (CRP) in a Native American literature course with curriculum-centered indigenous knowledge, which consciously decenters assimilationist and colonial educational practices. San Pedro (2015) explored how "schooling spaces that have historically rejected the beliefs, languages, and knowledges of Native American students" (p. 516) as well as regard the silence of those students as disengagement. In contrast to this, San Pedro observed the role of silence in Native culture as a form of participation, where "silence was discussed as a rich and fertile ground for identity development through the use of listening, dialogically and critically, to the positions and stories of students in this classroom space…. they were part of the conversation and a part of the lessons and materials, which were rooted in issues and topics important to their shared understanding of their world and worlds" (p. 537). Hurtado, Engberg, Ponjuan, and Landreman's (2002) survey of 8,051 students entering college in three flagship universities found that students who engaged in discussions about race and ethnicity in their precollege experiences, and were more practiced in perspective-taking and engagement with students with diverse experiences from their own, were more prepared for what the authors termed "democratic outcomes," including understanding the "importance of engaging in social action to create change in society" (p. 182).

Theme 2: Examination of U.S. colonialism historically, as well as how relations of colonialism continue to play out. Colonization affects the way families view themselves and that in turn impacts a student's identity development. Ten of the studies in this review address this relationship specifically. *Pinoy Teach*, a Pacific Northwest teacher preparation program, critically examined US colonialism in the context of Filipino colonial narratives in local middle schools. Halagao (2010) found that when exposed to decolonized curriculum, students experienced a '"deeper love and appreciation of ethnic history, culture, identity and community" (Sleeter, 2011, p.14). This curriculum utilized a problem posing pedagogy to interrogate impacts of colonization. Sleeter (2011) characterizes this content as a process of decolonization that "helped them to develop a sense of empowerment and self-efficacy that persisted, as well as a life commitment to diversity and multiculturalism" (p.14).

Theme 3: Examination of the historical construction of race and institutional racism, how people navigate racism and struggles for liberation. Seven studies in this review explicitly explored the social construction of race as a component of an ethnic studies curriculum and its impacts. As an example, the Godfrey, Santos, and Burson (2017) study looked at ethnic and social identity formation in a general 6th grade student population. They found that "marginalized youth who are more critically conscious -- who understand the economic, political and social forces that contribute to inequity, feel empowered to changes these conditions -- and take part in social action -- have better occupational outcomes" (p.2). The authors found that when students understand the genesis of racism, it creates a pathway for them to navigate it.

Theme 4: Probing meanings of collective or communal identities that people

hold. Ethnic Studies programs that cultivate, honor, and give voice to student ethnic and cultural identities produce students who not only identify more strongly as an ethnic being, but also experience/reach higher educational outcomes. All of the studies included in this review address the importance of ethnic identity exploration within a school context. For example, de los Rios (2013) discusses a yearlong social science elective course that implemented Chicano/a-Latino/a studies. She found that "this class served as a space for eleventh and twelfth grade students to move between their colonized and de-colonized sensibility and to shift into a third space -- a decolonial imaginary -- that encompassed both tensions and possibilities" (p.71). Students explored the contradictions between stereotypical representations of Latinx and their authentic, academic selves.

Theme 5: Studying one's community's creative and intellectual products, both

historic and contemporary. As with Theme 4, all of the studies in this review address the critical ways ethnic studies fills in the educational gaps that result from a Eurocentric educational frame that has up to this moment characterized schooling in the United States, both from a historical and contemporary perspective. As an example, Naegele's (2017) qualitative case study looked at high school students' experience in ethnic studies courses in two schools in the Pacific Northwest. One classroom that was part of the study was an ethnic studies course where students explored the historical legacy of slavery while reading Ta-Nehisi Coates' *Between the World and Me*. Students were encouraged to examine contemporary issues such as code switching, police brutality, and the complexities of Black identity in the US. "Students were able to use discourse as an

intellectual process to self-awareness and academic growth. Students described the interactive nature of ethnic studies and explained different experiential activities facilitated in class that helped them understand what racism and ethnic studies are" (p. 94).

Summary

In summary, as this literature review reveals, the empirical evidence base that supports ethnic studies instruction in high schools is growing following a period of intense political scrutiny following the ban of the Mexican American Studies program in 2010 in Arizona (Tintiangco-Cubales, et.al, 2014; Wanberg, 2013). Ethnic studies can manifest itself across grade levels, as elective or required, in teacher preparation realms, and across varied racial and ethnic histories and presences. Recent legislative initiatives demonstrate that policy makers are responding to increased demand and evidence that supports ethnic studies instruction.

Research Questions. I aim to answer the following research questions:

Research Question 1: What assets/strengths/supports are most helpful in the implementation of ethnic studies?

Research Question 2: What are the barriers/challenges to ES implementation**?**

Research Question 3: To what degree do result depend on participants' district, participants' roles, and the phase of implementation at participant's site?

Theoretical Framework

The process of examining how ethnic studies courses interact with, shape, and reflect the larger educational system is complex. Only by the exploration of how those within organizations (in this case, building, and district decision-makers in schools and

school systems) engage, react, and respond to the promotion of ethnic studies (ES) as a response to opportunity gaps, can we see where ES elicits changes in systems as has been evidenced in students (Sleeter, 2011). In other words, my research questions seek to identify the ways in which we see ethnic studies taken up as a new narrative that results in organizational transformation through learning.

In order to address my research questions, it is helpful to understand ES as a dialogic pedagogy enacting change within systems that are fluid, interconnected, and dynamic. This dissertation utilizes dialogic organizational theory (Bushe & Marshak, 2014; Demers, 2007) as a framework for understanding the implementation process through which an organization changes to reflect the diverse needs and values of those within it.

Creswell and Creswell (2014) describe how theory in mixed method studies operates "as an orienting lens that shapes the types of questions asked, who participates in the study, how data are collected, and the implications made from the study" (p.208). My research plan is to use a two-phase, sequential, exploratory, mixed-method research design that is illustrative of Bushe and Marshak's (2014) dialogic organizational theory of change. Bushe and Marshak (2014) argue for a disruptive rather than diagnostic approach to organizational change and describe three primary change processes that contribute to organizational transformation. These processes include 1) the emergence of a new narrative after the disruption of the 'established' meaning-making processes, 2) changing hegemonic narratives through ongoing and deliberate dialogue, and 3) introducing 'generative images' which provoke new ways of thinking (Bushe & Marshak, 2014). This

theory reflects the idea that knowledge is not fixed, and there's no meta-narrative that exists because one's understanding is always emerging.

All elements of an organization are connected. Organizational change theorists have long described the importance of examining entrenched beliefs and attitudes within organizations. Ethnic studies operates as a theory that engages and challenges the hegemonic model of education that exists and persists in many educational organizations. The mental model, one of Senge's "core disciplines" (Senge, 1990, p. X) of the learning organization, can be a useful way of thinking about the "story" of education, and the ways in which ethnic studies is a new mental model that is "shaping our perception," namely giving voice to our multiple histories, shaping and producing a new definition of what it means to be an "American." ES operates as a plural and critical, rather than a singular and hegemonic, narrative of knowledge and being. The dominant narrative of American studies, coined the "whitestream" (Cabrera, Milem, Jaquette, & Marx, 2014), has operated as a mental model that has impeded learning within the school organization (think about inaccurate or whitewashed textbooks), while ethnic studies offers a new mental model that challenges the "theory in use" (Senge, 2006, p. 177). The "theory in use" (school as reproduction) model does not challenge the precept that all students can achieve at high levels, nor does it provide a curriculum model and pedagogy that engages students from all backgrounds. The "closing the achievement gap" narrative can be seen as a "theory-in-use" that reinforces system archetypes, replicates inequities by equity initiatives that do not transform practice, e.g. the intervention Achievement Via Individual Determination (AVID), a program that targets the "academic middle" which,

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in turn, supports canonical AP tracking). The incorporation of ES be seen as a shift part of shaping the system that must accommodate new understandings.

In addition to the consideration of the power of the mental model, it is important to note that in contrast to a focus on organizations as open systems, dialogic organizational development (OD) is based on a view of organizations as dialogic systems where individual, group, and organizational actions result from self-organizing, socially constructed realities created and sustained by the prevailing narratives, stories, and conversations through which people make meaning about their experiences (Bushe & Marshak, 2014, p. 193).

In Demer's (2007) analysis of the social dynamics perspective of organizational change, the dialogic mode consists of actors engaged in "actions and conversations that may be translated into text… for the change to become organizational, it has to become part of the text. This means that to understand change dynamics, organizational change, both as text, and as conversation, must be studied (Demers, 2007, p. 205). How is ethnic studies changing the text? Demers's synthesis of organizational change theories (2007) describes how a narrative approach looks at how change emerges from disturbances that change the conversations, which shape meaning making and everyday thinking and behavior. We can see ethnic studies as a disturbance (that has emerged from grassroots advocacy) that now functions to create a "new identity for the organization and its members" (p. 196).

Brazilian educational theorist Paulo Freire, in *Pedagogy of the Oppressed* (1970), made the claim that education is "suffering from narration sickness" (p. 71). Freire attributes this sickness to the imbalance of the teacher-student relationship, which can be

healed through a dialogic process between student and teacher, and through the transformation of a banking system of education (whereby the teacher "deposits" knowledge into the student), into one that is liberatory and transformative, what Freire calls "problem posing" (Freire & Ramos, 1972). This idea can be extended further: a dialogic organizational development practice sees beyond problem posing and can be applied to a generative practice that makes room for new types of relationships, possibilities to emerge (Demers, 2006). Through this framework I hope to demonstrate that ethnic studies engages organizations in a transformative process of thinking and learning.

Dialogic Organizational Development. Dialogic OD emphasizes discourse, emergence and generativity to foster or accelerate change (Bushe & Marshak, 2014). Generativity creates change by offering people new images that allow them to see old things in new ways and to make new actions available that couldn't be conceived of before. Emergence creates change by the disruption of stable patterns and creating opportunities for new thoughts and actions to emerge. Narrative and discourse create change by altering the stories and symbols people use to make meaning of themselves and the situations they are in. (Demers, 2007). In her synthesis of organizational change theories, Demers goes on to outline characteristics and principles of "discourses about change" (p. 193), which:

- Assumes groups and organizations are self-organizing socially constructed realities that are continuously created, conveyed, and changed through narratives, stories, images, and conversations.

- Are based on concepts of complexity, meaning-making, emergence, and self-organization, these dialogic process activities assume relationships and organizations are continuously re-creating themselves through the ongoing conversations that occur at all levels and parts.

- Will encourage incremental shifts that lead groups to self-organize in new and different ways as a result of shifts in the nature of conversations, for example, their participants, emphases, or patterns,

- Acknowledge the inherently generative potential of action as reflective of situational/local context

Dialogic Change Model. Adapted from Bushe and Marshak's (2014) theory of dialogic organizational development, Kuenkel (2016) developed the following Dialogic Change Model, which represents the different phases of transformation that organizations undergo with the implementation of the dialogic approach. As all stakeholders within an organization are impacted by reform initiatives, it is helpful to understand how a change process unfolds. Figure 2.1 illustrates how the dialogic change model could be applied to understand ethnic studies implementation as a dynamic and emergent school reform change process that echoes the ever-shifting landscape of American classrooms.

Exploring and Engaging. Phase 1, exploring and engaging, may involve schools and districts involved in the research of various ethnic studies models, pedagogies, including culturally responsive instruction. This phase may also be exploratory efforts to identify interested students and qualified potential instructors. Community inreach or outreach may be part of this phase, connections and relationship building between

various stakeholder groups that include historically marginalized, underserved, or underrepresented populations.
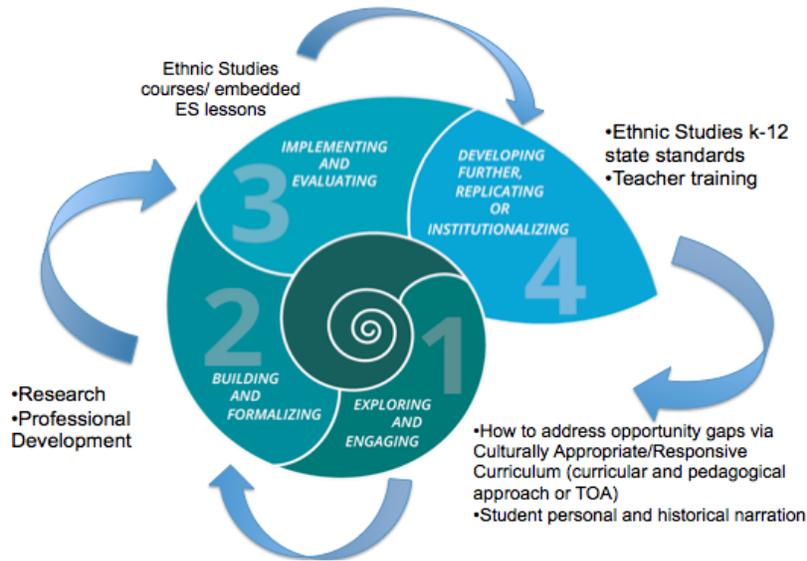
Figure 2.1. Dialogic Organizational Development combined with ES organizational learning

Building and Formalizing. This phase involves clarifying and building goals and curriculum. Some districts may create an ethnic studies work group or task force; proposed pilot curricula or programs; create summer work; gather resources, engage in standards development and alignment activities; and embed building or district-wide ethnic studies professional development into yearlong PD plan. This stage may also involve consolidation, or integration of other equity initiatives into an ethnic studies implementation plan.

Implementing and Evaluating. This phase may involve piloting stand-alone ethnic studies courses, embedding ethnic studies standards and/or pedagogies into existing courses; document and resource curation and lesson study. This phase may also

include team teaching and observation opportunities, as well as collection of student artifacts and feedback. Traditional data collection also may be part of this phase (enrollment, attendance, and state assessment scores). The creation of new specialists, including ethnic studies teacher on special assignment (TOSA) or instructional coaches may be considered. Collaboration among teachers, interdisciplinary teams, buildings, or institutions (dual enrollment?) also may inform the implementation and evaluation of this work.

   Developing Further, Replicating, or Institutionalizing. Scaling and redesign efforts are part of this phase. Ethnic studies standards are being implemented system-wide. There is a shared commitment to expand ethnic studies standards and pedagogies to support student engagement and learning. Faculty understand goals of ethnic studies and building and district leadership can utilize data and information from evaluation phase to further refine ethnic studies instruction, curriculum, programs and policy for sustainability.

   My literature review examined ethnic studies at the secondary level and found that successful ethnic studies courses adhere to certain themes (Sleeter, 2011; Zulema, 2017) and that students experience positive academic and social outcomes that contribute to school resiliency and long-term democratic participation (Hurtado et al., 2002; Mayhew et al., 2005). This emergent body of evidence supports legislation proposals that mandate the implementation of ethnic studies state standards in K-12 systems such as in California and Oregon. My research questions intend to explore the discourse and impact of ethnic studies course/instructional practice on school organizations. I seek to explore to what degree building and system leaders can articulate the content, goals, benefits, and

challenges of implementing ethnic studies curricula, and their perception of ES' effect on the academic outcomes and social climate of the systems in which they operate. As ES programs are characterized by 1) the incorporation of the lived experiences and histories of students from diverse ethnic backgrounds; 2) curricula that offer students opportunities to engage critically with American narratives around democracy, race and racism, and power; and 3) a culturally responsive instructional practice (Sleeter, 2011) it is imperative to explore how systems are responding to these initiatives, and what new narratives are emerge in response to the continued demand for ethnic studies courses and curriculum.

Gaps in Prior Research

My literature review examined studies of ethnic studies at the secondary level. The growing body of evidence supports the argument that ethnic studies improves academic and social outcomes for all students (Cabrera et al., 2014; Dee & Penner, 2017; Godfrey & Burson, 2017; Sleeter, 2011). Similarly, there is evidence that ethnic studies is viewed and experienced positively by teachers (Farinde-Wu, et al., 2017; Naegele, 2017). Naegele's recent cross case study (2017) found that teachers and students had positive perceptions of ethnic studies in the Pacific Northwest. The momentum is building for further evaluation of the impact of ethnic studies, not just on the students or teachers, but within the larger educational context. There was a noticeable lack of data on approach to implementation of ethnic studies on the schools within which these courses operate.

As we consider the growing ethnic studies k-12 movement, it is important to identify the strategies employed by key decision-makers within school districts as they articulate and move the ethnic studies conversation forward. What levers can be identified by decision makers that districts and states can utilize as they respond to

community, teacher, and student calls (or challenges) to ethnic studies? Given the passage of HB 2845 in Oregon, the proposal of HB 1294 in Washington, and the recent veto of AB2772 in California by Governor Brown (9/3018) these issues seem urgent for school decision-makers.

Therefore, this study will focus on the strategies and barriers as identified by building and system leaders as districts explore and implement ethnic studies at the secondary level. As a mixed methods study, my study will build on prior research that was predominantly qualitative; the explanatory sequential approach will help explain the quantitative findings from my survey that follow the coding of responses. Second, my study will look at two West Coast school districts with established ethnic studies secondary courses, compared to the previous research that tended to examine select programs at a single school. Finally, the qualitative portion will include open-ended questions with program participants from each site to provide analysis and context for the survey responses, helping to explain the quantitative findings.

While the prior research on ethnic studies looks at curriculum, instructional pedagogy, and student outcomes, there exists a lack of data on school and district leaderships' sense of ethnic studies. Previously examined literature on ES has shown that the majority of this content was either elective or implemented by supporters of ES, be they professors, social justice leaders, and or grassroots educational experts and advocates. Therefore, mainstream administrators and district level leaders largely have not been required to implement this content. This is about to change, with newly adopted ES legislative initiatives in Oregon, Washington and California. The implementation of this legislation poses a challenge for education leaders with little ES content knowledge.

Therefore, this proposed study seeks to chronicle administrative level efforts to implement ES standards in two states to identify what has worked well and what challenges they face.

CHAPTER III: RESEARCH METHODOLOGY

I used a two-phase, sequential explanatory mixed methods research approach to explore the perceptions of school and district leaders of districts engaged in ethnic studies implementation at the secondary level. I collected, analyzed, and combine quantitative and qualitative data. In Phase I, I administered an online survey that included both open- and close- ended survey questions in Qualtrics, an online survey platform provided by University of Oregon.

Then, in Phase II, I gained a deeper understanding of the emergent organizational narratives of school and district leaders around ethnic studies in various settings and program implementation phases through qualitative interviews. The quantitative results helped guide the interview question development, which was specifically designed to elaborate upon the initial results. In identifying and synthesizing these factors, I can be better able to offer conclusions and possible recommendations for schools and districts about the process of moving forward with the implementation of ethnic studies standards embedded within already-existing courses, and the development of ethnic studies stand-alone courses and programs.

Figure 3.1. Explanatory sequential mixed methods
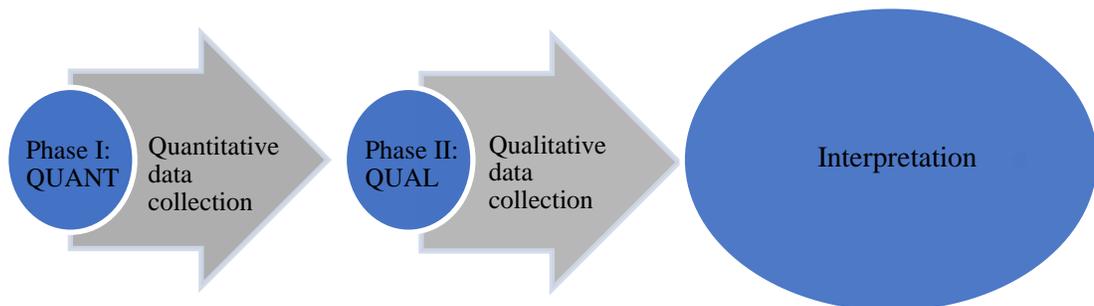
Setting and Participants

My study looks at ethnic studies courses/programs in two locations on the West Coast. I chose these two school districts because they have a long-established (District 1) or nascent (District 2) Ethnic Studies program . The participants for this study are a sample of key decision makers involved in ethnic studies implementation of elective courses offered in a secondary setting. Participants were recruited through an email request through the building principal at each site and through outreach via already existing personal and professional networks. While each districts' implementation process is context-specific, I hoped to receive a comparable number of survey responses from both districts. Further, interview participants were selected from the original survey pool, in order to "maximize the importance of one phase explaining the other" (Creswell & Creswell, 2018, p. 222).

District 1. District 1, in California, employs 363 central office certificated and 212 school site administrators. There are 15 high schools with 15,861 students as of October 2017. District demographic information was available but separated by high school. District total enrollment = 54,063. The following district wide data was available. 7 % of District B students are African American, 27% are Latinx, <1% are Native American, 1% are Pacific Islander, 15% are White, 35% are Asian American, 5% Multi-Racial, 5% Declined to State, 29% English Language Learners, 11% Special Education, and 55% Socioeconomically Disadvantaged. (*District facts at a glance).

District 1's 2017 graduation rate is 84%, which is also the graduation rate of White students, which was ten percentage points below that of Asian American students (94%). Filipino American student rate also exceeded that of White students at 89%.

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African American graduation rate is 77%, Latinx students 70%, and Pacific Islander graduation rate is 80%.

   District 2. District 2 is located in Washington state, and employs 44.80 district administrators, and 187.25 school administrators (Glander, 2017). Total 9-12th grade enrollment in the 2016-17 school year was 14,818. There are 12 comprehensive high schools, though total high school enrollment data includes transitional and alternative programs. In 2017, 2,468 enrolled students were African American (16.7% 2, 635 enrolled students were Asian (17.8%); 1,858 were Hispanic (12.5%); 1,097 Multiracial (7.4%); and 6, 565 enrolled students were White (44.3%). In 2017, 1,326 of 9-12 students were eligible for Bilingual services (9.3% of enrolled students). (*District Data Profile, 2018).

   Data provided from 2015-6 4-Year Cohort reports that the district graduation rate was 76.94%. The total number of "on time" graduates in 2016 was 2, 639 students. There was no significant gap between that of White and Asian American Students (83.65% and 81.36% respectively). The graduation rate of American Indian/Alaska Native students was 54.55%, Pacific Islanders, 57.69%, these two groups represented the greatest gap. The graduation rate was 69.22% for African American students, and 61.81% for Latinx. The graduation percentage for those in the "Multiracial" category was 76.83%, closest to the district average. (*District Data Profile, 2018).

Sampling Plan

   I reached my survey and interview subjects by first contacting pre-identified district personnel, such as the Chief Academic Officer listed on the district website,

district directors of Curriculum and Instruction, and also ES course instructors identified through professional and personal outreach.

I requested permission to contact the pilot ES instructors or those who are seen as pivotal district or building allies in ethnic studies course implementation. I conducted a convenience sample of ethnic studies instructors, building, and district leadership from that point. My goal was to include at least 100 survey respondents total, with a balanced representation across districts and roles. Given the total number of building and district leadership positions per district, the projected completion rate should offer statistical power.

Part two of my sampling process involved my second data collection instrument, a semi-structured interview with open-ended questions. Creswell and Creswell (2018) describe how "qualitative approaches allow room to be innovative and to work more within researcher-designed frameworks" (p. 20). This approach is particularly relevant given the nature of the dialogic organizational change framework, through employment of narrative analysis of ethnic studies philosophy and pedagogy. The subjects' interview responses were used to provide interpretation and analysis of the quantitative data collection.

Data collection and instrumentation

There are two data collection instruments in this study, both created by me: (a) a 12-question web-based questionnaire and (b) a semi-structured individual interview. Dillman, Smyth, and Christian (2014) note that online survey use is proliferating, as "web is especially attractive because of speed, low cost, and economies of scale" (p. 301). I used Qualtrics to design and deliver the survey via email to the sample of school

professionals. As this population tends to be tech savvy, the survey includes a variety of item response formats, including forced-choice questions, where, according to research, respondents are more likely to consider each item, as well as questions using a Likert scale (Dillman, Smyth, and Christin, 2014, p.128).

Ethnic studies is described as "an interdisciplinary field that begins with the assumption that race and racism have been and will continue to be strong social and cultural forces in American society (Hu-Dehart, 1993). de los Rîos, Lopez, and Morrell (2015) describe potentials of a "critical race pedagogy" to mitigate the problem of the miseducation of students of color in the United States (p. 85-6). They offer three case studies as evidence for their argument that effective ethnic studies programs are rigorous and engaging curricula that connect students to "literacies of power, agency, social awareness, civic engagement, and academic achievement" (p 84). The first part of my quantitative survey looks at the components of the course itself, using items that speak to these literacies, as well as questions that address the impact of ES outside of the classroom, and phase two interview questions will build from these responses.

Phase I: Survey

Phase I examines pedagogical and organizational change and ethnic studies. I reached out to various professional and personal contacts to identify potential research sites. Babbie describes the unit of analysis as "the what or whom being studied (2013, p. 97). I contacted ethnic studies teachers/grassroots advocates and building leaders as those who have moved or are moving the ethnic studies conversation and implementation process through their organization. The perspectives of these stakeholders are critical in

order to determine "how the narrators [of ethnic studies] create a new identity for the organization and its members (Demers, 2007, p. 196).

I included information about my University of Oregon program enrollment as "people are more likely to comply with a request if it comes from an authoritative source that has been legitimized by larger society to make such requests (Dillman, Smyth ad Christian, 2014). I then sent out an initial email to the teacher/advocates and administrative contacts at each of the four districts that explains the scope and purpose of this proposed study and that there are two potential ways for them to be involved: (a) an ethnic studies course survey, (b) interview participation. This initial email included the survey link and due date of the survey. The initial email reminded administrators that this proposed study would build on previous work to add to the growing research-base for ethnic studies K-12 implementation, provide a brief description of the interview goals and request for further recommendations, and note that schools will be notified on how to participate in these phases at a later time. As, it is important to communicate the importance of the contact and survey completion (Dillman et. al., 2014), my initial letter cited the value of the study within the broader goal of supporting educators, schools, and districts in implementation of Ethnic Studies State Standards and courses.

The survey, found in Appendix E addresses a) the phase of implementation of ethnic studies programs, b) characteristics of successful ethnic studies pedagogy and practice, and c) strategies for successful implementation of ethnic studies programs. Part A consists of 12 questions total. As an example, participants are asked to rank what they see as the most to least important characteristic of an ethnic studies program and utilizes the Sleeter themes, such as "development of ethnic literacy." The survey was emailed out

with a shortened URL and QR (quick response) code that took the user directly to the browser-based survey.

I administered the email survey in early Spring 2019. I started with a short introduction email, (or reminder to those already contacted), indicating how I received their email address, including a short introduction to my study goals, as well as the timeline for completion and my affiliation with the University of Oregon.

I began with snowball sampling, identifying likely participants by school district and through professional networks. Any new contacts were added to my participant database. Email requests for participation were sequenced: I reached out with an initial request two days before sending out the email with the survey link and embedded QR code (in case respondents replied using a mobile device). I sent a follow up email one week later, with a reminder about the importance of survey completion, and a final reminder after two weeks, along with a thank you for all participants once my survey had closed. I also thanked the various contacts who shared my survey with others. Table 3.1 identifies which survey items address my research questions.

Phase II: Interviews

I used open-ended survey questions to further determine respondents' perception of ethnic studies curriculum as a remedy for the persistent opportunity gap that exists for students of color in our classrooms. From these open-ended responses, I identified my interview subjects and composed appropriate questions.

Table 3.1. Survey Questions Aligned with RQs and Phases of Dialogic Change Model

Survey Question	RQ1	RQ2

Q3 My school has (check as many as apply):
  a) One or more "stand alone" ethnic studies courses (e.g., ES 101, ES 012, Mexican American Studies (MAS), etc.)
  b) One or more courses that embed ethnic studies standards in existing course curriculum (e.g. History of the Americas, etc.)
  c) An ethnic studies course sequence or pathway
  d) Other (courses or curriculum that are relevant to ethnic studies (please describe)
	X	

Q4 Which phase of ES implementation best characterizes the ES efforts in your district?	X	
Q5 Please indicate what you feel are the most important characteristics of a successful Ethnic Studies program.	X	X
Q6 The following have been challenges to ethnic studies implementation in my district		X
Q7 Which of the following best describes your building or districts' most effective strategies for supporting successful ethnic studies implementation?	X	
Q8 Based on your experience, how valuable are the following tactics for districts considering implementation of ethnic studies district-wide?	X	
Q9 Which factors have been most influential in your districts' most recent ethnic studies efforts?	X	
Q10 Please describe one challenge you or your school/district has faced in implementing ethnic studies and how that challenge was overcome or mitigated.		X
Q11 Is there anything else you wish to share about the process of ethnic studies implementation in your building or district?	X	X
Q12 Are you willing to be interviewed for this study? If so, please provide your email address or phone number for follow-up.		

The "Research Question" spans the RQ1 and RQ2 columns in the header.

As an example, an interview participant whose school offers a Mexican American Studies (MAS) or Asian American Studies (AAS) course may identify a different implementation strategy, or recommend different student population recruitment/intervention strategies, than a respondent with an ethnic studies elective course offering.

Sample

I hoped to conduct at least two interviews at each district with either a high school ethnic studies teacher and/or grassroots ES advocate identified by either my initial outreach, or through interest indicated in survey responses, in order to receive more detailed information about the efficacy and strategic establishment and implementation process of ethnic studies courses in their local school communities. Once interview participants were identified, I focused on program characteristics, specific barriers, challenges, and successes identified, and also solicited their feedback on any recommendations they would offer to nascent ethnic studies courses or programs.

Both instruments (the survey and interview) are designed to answer each research question, with the open-ended and interview responses extending on the survey responses.

Analysis

This study is interested in identification of variables that may indicate effective strategies or barriers for effective ethnic studies implementation as identified by those making decisions about ethnic studies curricula and programming. Initial analyses will be descriptive in nature. In addition to calculating means and standard deviations for each question, bar graphs will be created to represent the number of respondents endorsing the

importance, effectiveness, challenge, value, and influence of different factors in the implementation of ES.

Understanding how context may relate to differences in the most effective supports and biggest challenges of ES implementation is one objective of this study. An urban district in close proximity to the origin of ethnic studies may offer valuable insight for districts that are new to the ethnic studies conversation as district demographics continue to shift. Descriptive data will also be examined by district. The intent is not to compare districts, but to understand whether results are consistent across districts. An independent samples *t* test will be applied to the descriptive results to see whether apparent differences across districts are statistically significant or likely due to random sampling variability.

Understanding the role of the participant, as well as the phase of implementation were hypothesized to be instrumental in the types of responses obtained. Thus, descriptive results will also be analyzed by participant role and by phase of implementation using an independent samples *t* test to determine if any observed differences are statistically significant or likely due to random sampling variability.

In addition, answers to open-ended questions, including where participants provided other responses to the quantitative items, were coded and categorized with consistency checks completed by an experienced faculty member at the University of Oregon. First, I read through responses question by question and highlighted any impression, motif, or theme that emerged from the feedback. As Creswell (2014) suggests, "the traditional approach in the social sciences is to allow the codes to emerge during the data analysis" (p. 199). Next, I coded the data using established categories

based on the five ES themes identified by Sleeter (2011), and previous studies included my literature review. Additional themes arose from the open-ended question responses, and I added codes to capture the themes. Data was collected and organized through word processing and spreadsheet computer programs (i.e., Word and Excel).

I made several passes through the survey results to see if themes emerged that could be applied to Phase II interview results. First, I transcribed interview recordings using online software and edited for coherence and grammar. I then shared interview transcripts with all interviewees, asking them for feedback, corrections, and elaboration as a means to member check. I then continued to use the Sleeter's five (2011) ethnic studies themes (i.e. Origin of knowledge, Historical U.S. colonialism and contemporary colonialism, Historical construction of race, Institutional racism, Navigation of racism) as an organizing frame to determine the degree to which the ES courses and the understanding of ethnic studies held by building leadership were aligned. Next, my second phase involved several more passes through the four interview transcripts: 1) to see how the four interviewees responses to the 10 questions differed from and/or echoed each other or survey responses, and 2) to see if responses could be mapped onto the dialogic framework in order to better understand and articulate how ethnic studies interacts with broader organizational change processes. Finally, I read each transcript intact, noting patterns that may be evident from participant role and region, as indicated by respondents in their surveys, open-ended question, and interview responses.

Validity

I chose to focus on two districts along the West Coast of the United States where student demographics are comparable, providing construct validity, which, increasingly

in recent studies, has "become the overriding objective in validity" (Creswell & Creswell, 2018, p. 153) and is particularly important given that this sequential explanatory mixed methods approach seeks to determine the perceived efficacy of ethnic studies secondary programs.

There were limitations related to external validity, given that both my survey and interview sample were non-random. External validity asks, "To what populations, settings, treatment variables, and measurement variables can this effect be generalized" (Shadish, Cook, and Campbell, 2002, p. 37)? Part of my research was to elicit whether there are generalizable conclusions about the role of building and system leadership in guiding the communication of ethnic studies programming; however, this study was only administered in districts where ethnic studies is already being implemented.

I pilot-tested the survey instrument with colleagues, including my principal, assistant principal, and district leadership in Fall 2018, in Eugene, Oregon, to gain feedback on internal and external construct validity. To increase the validity of the findings in the study, I asked several colleagues familiar with the research topic to review and offer feedback on survey items and I requested a peer examination of the raw data I received.

Methodological triangulation is the use of two or more methods in studying the same idea under investigation (Creswell, 2014). I used the survey data, open-ended question themed responses, and attendance/achievement data to ascertain whether the participants' perception of ethnic studies corresponds with the Sleeter themes, and to what degree the respondent felt ethnic studies curricula/programming meets student and system needs, with both the "traditional" measures of school success, i.e., grades,

attendance, and graduation rates, and/or if there were other measures to consider, such as student perception of learning and engagement. For example, a lengthy quotation from an answer from the open-ended question section helps explain survey data, while the survey data can increase generalizability of themes uncovered through open-ended responses.

According to Creswell and Creswell, "validity using the convergent approach should be based on establishing both quantitative validity (e.g. construct) and qualitative validity (e.g. triangulation) for each database" (Creswell & Creswell, 2014, p. 221). The biggest threat with this approach is unequal sample size, therefore I used the same concepts for both the quantitative and qualitative aims of this study.

Because ethnic studies is grounded in critical pedagogy, which acknowledges that there is no such thing as a neutral learning process (Friere,1990) the subjectivity of the researcher must be acknowledged: "qualitative research is primarily concerned with understanding how a particular researcher's values and expectations may have influenced the conduct and conclusions of the study" (Creswell & Creswell, 2018, pg. 124). My own experience as an ethnic studies instructor, critical educator, and person of color may be useful for the familiarity with, and crafting of survey items related to implementation, but also may bias my interpretation, therefore I had a colleague conduct an independent peer examination of findings during the interpretation phase.

To further increase validity and credibility, I reviewed the ES advocate(s)/ administrator interview questions with a group of graduate students in the Doctor of Education program following the analysis of my survey results.

Conclusions

      My survey questions are designed to ascertain 1) the strategic decisions and pedagogical choices made by districts and instructional leaders for ES implementation, 2) the areas of resistance and challenge as ethnic studies programs expand and are refined , 3) keys for successful navigation of barriers for teachers, students, and administrative leadership to ES program adoption; and 4) an accounting of the complex political, social, and academic landscapes that the ES programs navigate both within the organization and without.

CHAPTER IV: RESULTS

As noted in Chapter 1, I designed this dissertation study to answer three research questions, which are repeated here for clarity.

Research Question 1: What assets/strengths/supports are most helpful in the implementation of ethnic studies?

Research Question 2: What are the barriers/challenges to ES implementation?

Research Question 3: To what degree do result depend on participants' district, participants' roles, and the phase of implementation at participant's site?

I organized this Results chapter around each phase of my study. I present Phase I data in four sections: (a) description of the sample, (b) description of the research questions, (c) descriptive and inferential statistics of the survey sample organized by each survey item, then (d) I address open-ended Question 11 and 12. Phase II consists of data analysis of the transcripts of four interviews. I analyzed the interviews in the context of the Dialogic Organizational Development (Dialogic OD), seeking to clarify areas of confusion and/or support consistent data from the survey data. The chapter concludes with a discussion of the results for each research question and a preview of the next chapter.

Phase I: Survey Results

Descriptive Statistics of the Sample

Study participants were self-identified by role and implementation phase. The purpose of grouping participants by role was to investigate what commonalities or different responses emerged for each role: a) building or central office decision-makers ("administrators") or b) ethnic studies instructors ("teachers"). As per the research

questions, results were analyzed by these two groups, as well as by phase of implementation ("site"). Survey requests were sent to 157 staff members identified as "ethnic studies decision-makers": a) central office administration concerned with instructional decision-making, b) building administration, and c) ethnic studies instructors. District A, in full implementation, provided a database of 157 staff email limited to those three roles. District B, in pilot phase, provided research permission forms for the six principals of the schools listed as piloting ethnic studies on the district website. Principals had to return a signed "permission to conduct research" form for their school before any assistant administration or ethnic studies teachers could be contacted directly. District B Principals were contacted with the email invitation to participate and description of the study, and three reminder emails: two building principals consented to the research application, one principal "did not consent", and three principals did not respond to the research request.

Overall survey completion rate was low. The survey response rate was 32% (n = 57) responses out of the total sample (N= 177) invited to take the survey. Question 1 had 57 respondents, with 3 respondents indicating non-consent. Questions 2-4 were demographic questions. There were 53 respondents who answered Q2, which asked participants to indicate position in school district ("role"). Q3 was designed to identify what types of ethnic studies programs, if any, were present in respondents' school or district, while Q4 asked respondents to identify what "phase" of implementation "best characterizes the ethnic studies efforts in your school?" Respondents could check multiple options on Q3 & 4. There was attrition as the survey proceeded. Only 20% (n = 35) of the total sample (N = 177) completed 100% of the survey. This means my survey

suffers from an 80% non-response bias, which lowers its representativeness (Fincham, 2008). Question 11 was open-ended, and asked participants if "there is anything else [respondents] wish to share about ethnic studies implementation in your building or district?" Question 12 was an invitation for a follow-up interview, to which 15 respondents answered "yes" and 20 "no." Question 13 was conditioned on respondents identifying themselves as an "ethnic studies instructor" earlier in Q2, and asked "what best characterizes the level of administrative support you have received from your building and district administrators re: ethnic studies implementation?" Eleven participants answered that question: 7 indicated "very supportive", 2 respondents answered "supportive" and 2 answered "moderately supportive". The items "not supportive" or "not at all supportive" were not selected. Table 4.1 demonstrates survey participation for each survey item.

   Role. Respondents identified themselves by position ("role"), and district and building administrators comprised 47% of total survey respondents. Participants who identified themselves as instructional/curriculum leaders (n = 5) were included as "administrator" when analyzing for difference, as during my initial outreach period district contacts' job titles included "ethnic studies program coordinator" or "ethnic studies program manager", administrative positions located within central office capacity in both research sites. Ethnic studies instructors; one respondent who self-identified as both 'ethnic studies instructor" and "department leader"; and one self-identified "English teacher" were included as "teachers" (n = 13) when comparing for significance. Respondents who did not complete the survey, or "False" results were removed from the sample for statistical analysis.

Table 4.1. RQ by Survey Item and Participation

Survey Item	RQ	Total # of Respondents	%
1 Consent to the study		57	100
2 Position in district		53	93
3 Types of ES offerings	1,3	51	89
4 Phase	1,3	47	82
5 Important characteristics	1,2,3	44	76
6 Challenges	2,3	43	75
7 Effective strategies	1,3	38	67
8 Valuable tactics	1,3	36	63
9 Influential factors	1,3	34	60
10 Challenge (open-ended)	2,3	26	46
11 Anything else? (open-ended)	1,2,3	18	32
12 Willing to be interviewed?	1,2,3	35	61
13 Level of administrative support	3	11	
14 Identify a supportive administrator	1,2,3	9	

Of the 35 respondents included in statistical analysis by survey item, 47% were district or building administrators. 15% of participants identified themselves as "curriculum/instructional leaders", 35% identified themselves as an ethnic studies instructor, and 1 (3%) identified themselves as a Language Arts instructor. Descriptive information collected on this survey is presented in Table 4.2.

Table 4.2. Phase I Descriptive Data

Variable	District A	District B	Total Percent
Role			
District Admin		1	2.5
Building Admin	7	1	24
Building Principal	4	3	21
Instructional/Curriculum Leader	2	3	15
ES Instructor	12	0	35
Other (ELA)	1	0	2.5
Total	26	8	100

Of the 57 initial survey respondents, three did not give consent to finish the survey, leaving 54 participants. Of the 57 participants, 100% completed Q1, 53 completed Q2, but only 35 completed every question of the survey. As mentioned above, data included in statistical analysis is corrected for partial completion for questions 5-10, which address this study's research questions, though all survey responses both full and partial, were included in demographic and summarized data as it is still valuable to the study as a whole, and I acknowledge the limitations in the lack of responses to Q5-14 and concede that the validity of those results are questionable.

Phase of Implementation. In addition to identifying themselves by "role" or position within the school district, Q3 asked respondents to identify what type of ethnic studies program was present in their school. 22 respondents indicated their school had "One or more "stand alone ethnic studies courses of some kind"; eight responded that their school included "one or more courses that embed ethnic studies standards into

existing core curriculum; four respondents indicated their school had an "ethnic studies course sequence or pathway". There were nine "Other" responses: three indicated that they had multiple selections from the items, but couldn't select more than one box; two included descriptions of elementary foreign language programs, "which provides 30-40 minutes of exposure a day to the language, culture, and/or traditions of the Filipino community"; one respondent replied that their school was in the early stages of ethnic studies development, and one replied "N/A".

Q4 asked participants were asked to identify "which phrase of implementation best characterizes the ethnic studies efforts in [your] school?" This question was intended to create a variable by which to evaluate if districts and administrators in different stages of implementation responded differently to questions prioritizing important characteristics of ethnic studies programming, as well as in the identification of effective strategies and barriers to successful implementation. In acknowledgement that participants may experience different phases of implementation depending on their role (for example, a district administrator may understand that one building is in "full implementation" while another building may be in the "pre-planning", "professional development around culturally relevant pedagogy" phases simultaneously (or various combinations of implementation), thus, participants could select more than one choice. However, all survey participants indicating "pilot" were included in that category as their primary indicator. Ten of those respondents selected one or more phases in addition to "pilot", and one responded each, within the" Partial Implementation", and "Redesigning/Designing" indicated their district/building was in multiple phases of implementation. See Table 4.3 for a summary of responses indicating phase.

Table 4.3. Q4 Summary of Responses Indicating Phase of Implementation

Phase	Primary indicator	Selected as part of multi-stage implementation and/or redesign	Response frequency
Pre-planning	1	1	2
Professional Development	3	5	8
Planning/Design	0	6	6
Piloting of ES course/curriculum	15	10	25
Redesigning/Refining	3	8	11
Partial Implementation	4	1	5
Full Implementation	8	0	8
Total	34	31	65

Description of the Research Question

Research Question 1. RQ1 asks "what are the characteristics, strategies, and supports most helpful in the implementation of ethnic studies?" Survey items 5, 7, 8, & 9 were designed to answer this question, with Q5 asking respondents to rank a forced choice menu of options developed from Sleeter's (2011) 5 themes of ethnic studies. Q7 asked respondents to identify effective strategies from a list of options synthesized from current ethnic studies initiatives being employed in districts on the West Coast (e.g. such as adding ethic studies credit as a graduation requirement). Q8 asks respondents to identify successful tactics particular to their ethnic studies implementation process, and Q9 asks respondents to choose from a list of "influential factors" for their district's recent ethnic studies efforts.

Research Question 2: RQ2 was designed to identify the barriers and challenges to ethnic studies implementation. Questions 6 & 10 ask participants to identify challenges on a Likert scale from "very challenging" to "not challenging". Question 6 asked respondents to rank items such as "adequate teacher preparation", "creating k-12 alignment", etc., according to level of perceived level of challenge to ethnic studies implementation. Items were designed to capture the range of levers that interact with curricular change in large public districts. Respondents were able to indicate more than one response as "very challenging", "somewhat challenging", "hardly challenging", "not challenging" and "does not apply". Question 10 was an open-ended question asking respondents to describe a challenge faced by the respondent or their school/district implementing ethnic studies. Responses were coded and analyzed for difference. A summary of all responses and coding choices for Q10 is provided in Appendix G.

Research Question 3: RQ3 was designed to determine if participating respondents' experiences shaped response by district, roles, and phase of implementation. Though I planned initially to run a Chi Square analysis, in order to establish more statistical power I chose to run independent t-tests for Questions 5-10 as my parametric statistical analysis to evaluate whether a statistical relationship exists between the two participant "roles" and the respective characteristics, strategies, supports, and challenges, as illustrated in Figures 1 through 7.

An independent samples t-test using Levene's Test for Equality of Variances was conducted to compare responses between the different ethnic studies "decision-maker" roles: those identified as "administrators" and those identified as "teachers" (ethnic studies or those embedding ethnic studies lessons into their course curriculum) for each

survey response. Responses were also compared by site ("District A" or "District B" to test the hypothesis that role of participant and phase of implementation shapes perception of process recommendations and characteristics important to successful ethnic studies implementation. I provide descriptive analysis and inferential statistics for each survey item in the following sections.

Descriptive and Inferential Statistics of Survey Items

Question 5: Characteristics of Successful Ethnic Studies Programs. Question 5 asked respondents to indicate the most important characteristics of a successful ethnic studies course or program and was designed to address RQ1. 37 of 44 (84.09%) respondents indicated "student-centered, problem solving approach combined with authentic caring" as very important. Respondents were able to choose more than one response as "very important". Other top ethnic studies characteristics identified as "very important" include, respectively: "Critical stance, developing critical   about self and others", and "Objective of systemically examining and dismantling institutionalized racism and other systems of oppression"- Ten "Other" open-ended responses were provided by respondents that repeated core ethnic studies pedagogical aims such as 1) cultivation of anti-racist orientation in students and spaces (e.g. the importance of creating "intentional anti-racist spaces within classes and the school"), 2) fostering student inquiry and agency (e.g. "the creation of an educational system that develops a hunger for all knowledge in all students") and 3) community and solidarity-building (e.g. "community and solidarity as well as a thirst for knowledge and action"; and "analysis of power and privilege across race, class, gender, sexuality and ability". Further discussion

of these priorities for ethnic studies decision-makers are addressed in the discussion

section. See Table 4.4 for a summary of responses to Q5.

Table 4.4. Q5 Summary of ES Characteristics identified as "Most Important" for Successful Programs

Characteristic	Very Important	Somewhat Important	Somewhat Unimportant	Very Unimportant	Missing	M	SD	%	Total
Student Centered, Problem-Solving Approach, Authentic Caring	32	2	0	1	4	1.14	.55	89.7	35
Critical Stance, Critical Consciousness About Self and Others	31	1	0	1	6	1.12	.55	84.6	33
Examining and Dismantling Institutional and Systemic Racism and other Systems of Oppression	31	3	0	1	4	1.17	.57	89.7	35
Exploration of History and Present from the Perspective of Non-Dominant Groups	30	4	0	1	4	1.20	.58	89.7	35
Culturally Sustaining Pedagogy	29	5	0	1	4	1.23	.60	77.27	35
Development of Ethnic and Cultural Literacy	28	6	0	1	4	1.26	.61	89.7	35
Other	10	0	0	2	32	1.00	.00	17.9	7

There was no significant difference in responses "what you feel are the most important characteristics of a successful ethnic studies course or program between the 27 participants from District A and the 8 participants from District B. There was no significant effect for development of ethnic or racial literacy between District A (M = 1.2, SD = 4.2) and District B (M = 1.38, SD = 1.06), t (33) = -.62, p = .542. Similarly, when conducting an independent t-test between administrators and teacher responses ("role"), again there was no significant effect. Summarized data by mean for each comparison grouping is presented in Figure 4.1.

Figure 4.1. Characteristics of Successful ES Programs by Site and Role (RQ3)
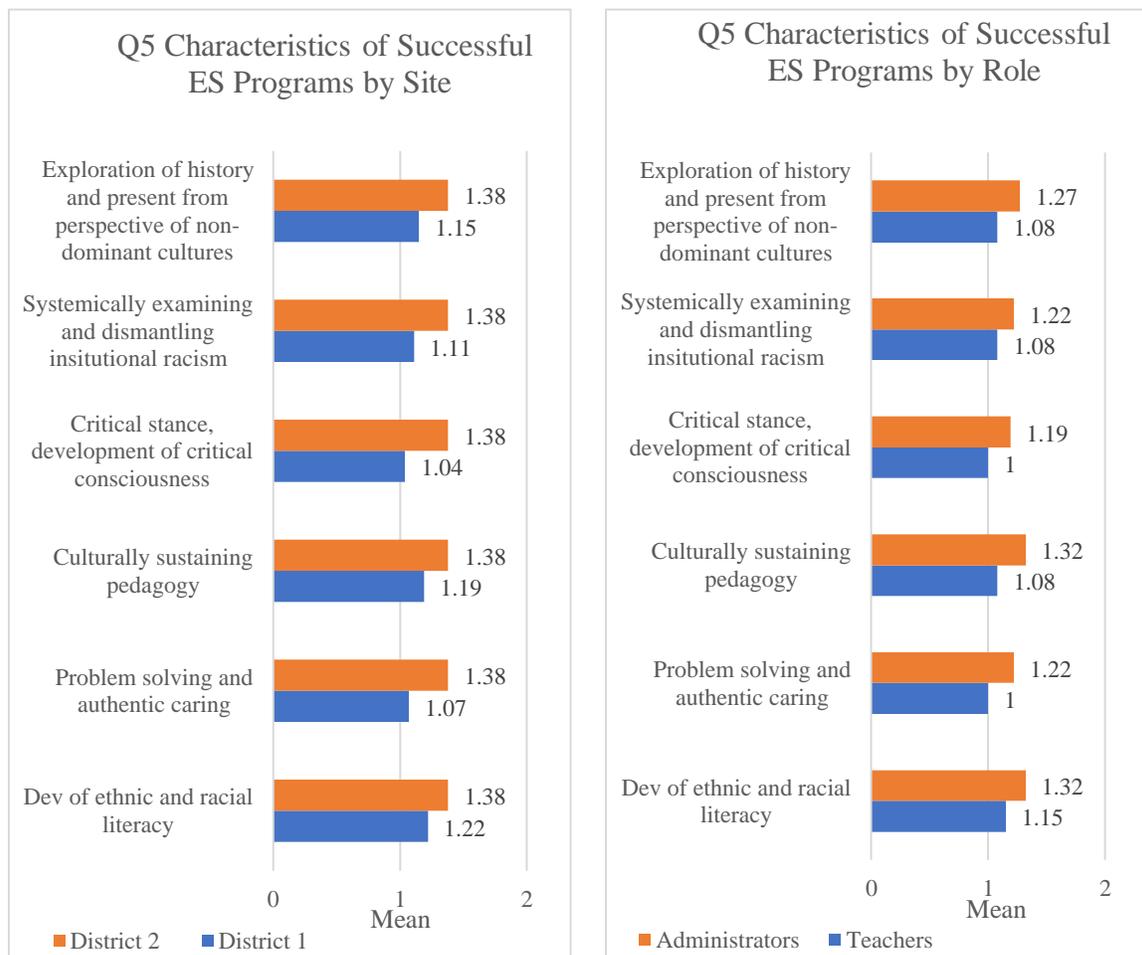
*p = < .05.

Question 6: Challenges to Ethnic Studies Implementation. Question 6 asked respondents to identify challenges to ethnic studies implementation in their districts and was designed to answer RQ2. "Adequate Teacher Preparation" and "Adequate Resources" both were identified as "very challenging" with 10 respondents each within that category. Least challenging factors included "Community Buy-In", "District Buy-In", and "Faculty Buy-In". Both categories, "Very Challenging" and "Somewhat Challenging" had the same five factors. Included in the five "other" open-ended responses, one respondent addressed "verbal buy in [without] needed school supports"; two responses addressed lack of building administrative support; one respondent identified community involvement as a challenge to curriculum development; one respondent identified "Eurocentric values within veteran teachers in the building" as a challenge; and "state, and national level attacks" on ethnic studies. A summary of challenges to ethnic studies implementation is represented in Table 4.5.

An independent- samples t-test was conducted to compare responses to challenges to ethnic studies implementation by site and role. While there were no significant differences in responses by role, there was a significant difference in the identified factor [in]"adequate teacher preparation" variable (or factor?) by site: District A (M = 2.46, SD = 1.07) and District B (M = 1.5, SD = 1.06), t (32)= 2.23, p = 0.03. These results suggest that District B, in an earlier phase of implementation district-wide, experiences a greater effect from this variable. Results from this independent t-test are displayed in Figure 4.2.

Table 4.5. Q6 Summary of Factors Identified as "Most Challenging" to Successful ES Implementation

Factor	Very Challenging	Somewhat Challenging	Hardly Challenging	Not Challenging	Missing	M	SD	%	Total
Adequate Teacher Preparation	10	14	2	8	5	2.24	1.13	87.2	34
Adequate Resources (FTE, textbooks, pd, collaboration time)	10	13	4	5	7	2.13	1.04	82.1	32
Creating k-12 alignment	9	13	1	6	10	2.14	1.09	74.4	29
Misperception of content and purpose	8	7	9	7	8	2.48	1.12	79.5	31
Community groups' perception of representation of curriculum	5	6	12	9	7	2.78	2.04	82.1	32
District buy-in	4	12	5	11	7	2.72	1.08	82.1	32
Faculty buy-in	6	10	5	11	7	2.66	1.15	82.1	30
Alignment with State Standards	2	8	11	10	7	2.94	1.04	79.5	31
Parent buy-in	0	11	8	0	8	3.03	.87	79.4	31
Community buy-in	0	9	7	14	9	3.17	.87	76.9	30
Other	5	0	0	0	32	1.00	.00	12.5	5

Figure 4.2. Challenges to ES Implementation by Site and Role (RQ3)

*p = < .05.
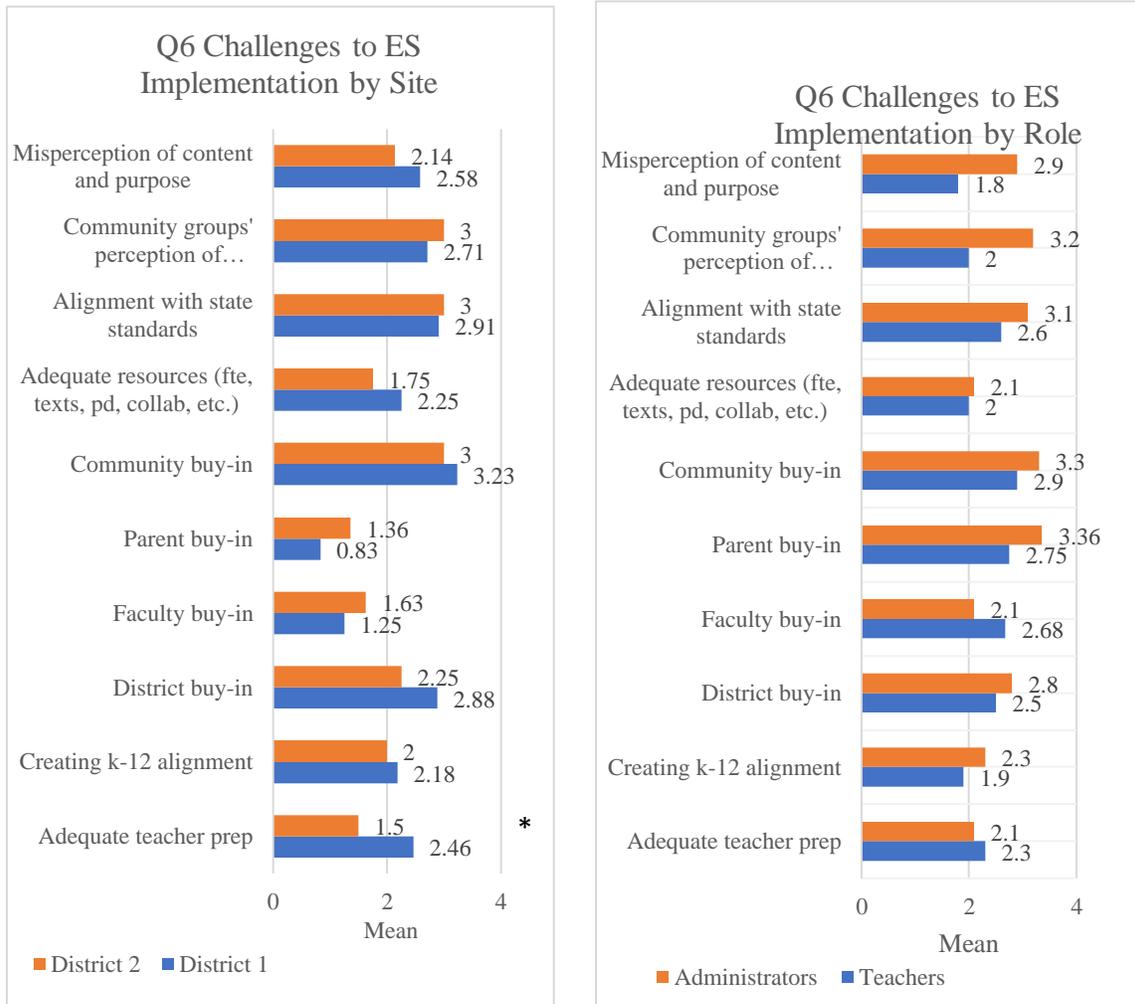
Question 7: Effective Strategies for ES Implementation. Question 7 asked respondents to identify "most effective strategies for supporting successful ethnic studies implementation" addressing RQ1. Piloting of courses in multiple sites and implementing a single grade elective course were identified as "most effective" with the same frequency, as indicated in Table 4.6. There were four open-ended strategies provided in the "Other" response category, which fit closely, but not identically, with existing survey items: 1) "partnerships with community based organizations", 2) "ethnic studies for all

9th grade students, 3) "implementation of 8th grade ethnic studies required course at my middle school", and 4) "one person ethnic studies department at district level". The strategy "Building into the master schedule with intentional supports" was identified as both "most effective" by 11 respondents, ranking it as 5th (28.95%), and "does not apply" by 11 respondents. One respondent provided an open-ended response identified as "less effective" that read: "teachers paid by district to write curriculum that is community vetted".

In the independent t-tests comparing group means between roles no significant effects were found. However, there was a significant difference in two strategies by site. There was significance in the factor "Implementation of 9th grade (or other single grade) ethnic studies elective" between District A and B. District A (M = 2.04, SD 1.10) and District B (M = 3.16, SD 1.33), t (29) = -2.17, p = 0.38. The second statistically significant factor by site was "Embedding Ethnic Studies standards/pedagogy into existing courses". District A (M = 2.38, SD 1.17) and District B (M = 1.33, SD = .52), t (28) = 2.10, p = .0.45. Results from the independent t-tests to test the hypothesis that role and site may impact recommended strategies for ethnic studies implementation are displayed in Figure 4.3.

Table 4.6. Q7 Summary of Strategies Identified as "Most Effective" for Supporting Successful ES Implementation

Strategy	Most Effective	Somewhat Effective	Somewhat Ineffective	Less Effective	Missing	M	SD	%	Total
Piloting of ES courses in multiple sites	11	10	2	8	8	2.23	1.20	79.5	31
Embedding ES standards/pedagogy into existing courses	10	12	1	7	9	2.17	1.15	76.9	30
Implementation of 9th grade (or other single grade) ES elective course	11	9	3	8	8	2.26	1.21	79.5	31
Partnering with outside entities to articulate ES curriculum	10	7	4	10	8	2.45	1.20	79.5	31
Building into master schedule with intentional supports	8	7	5	13	6	2.70	1.24	84.6	33
Advocating for ES graduation requirement	8	9	5	10	7	2.53	1.19	82.1	32
Other	3	0	0	1	35	1.75	1.5	10.3	4

Figure 4.3. Effective Strategies for ES Implementation by Site and Role (RQ3)
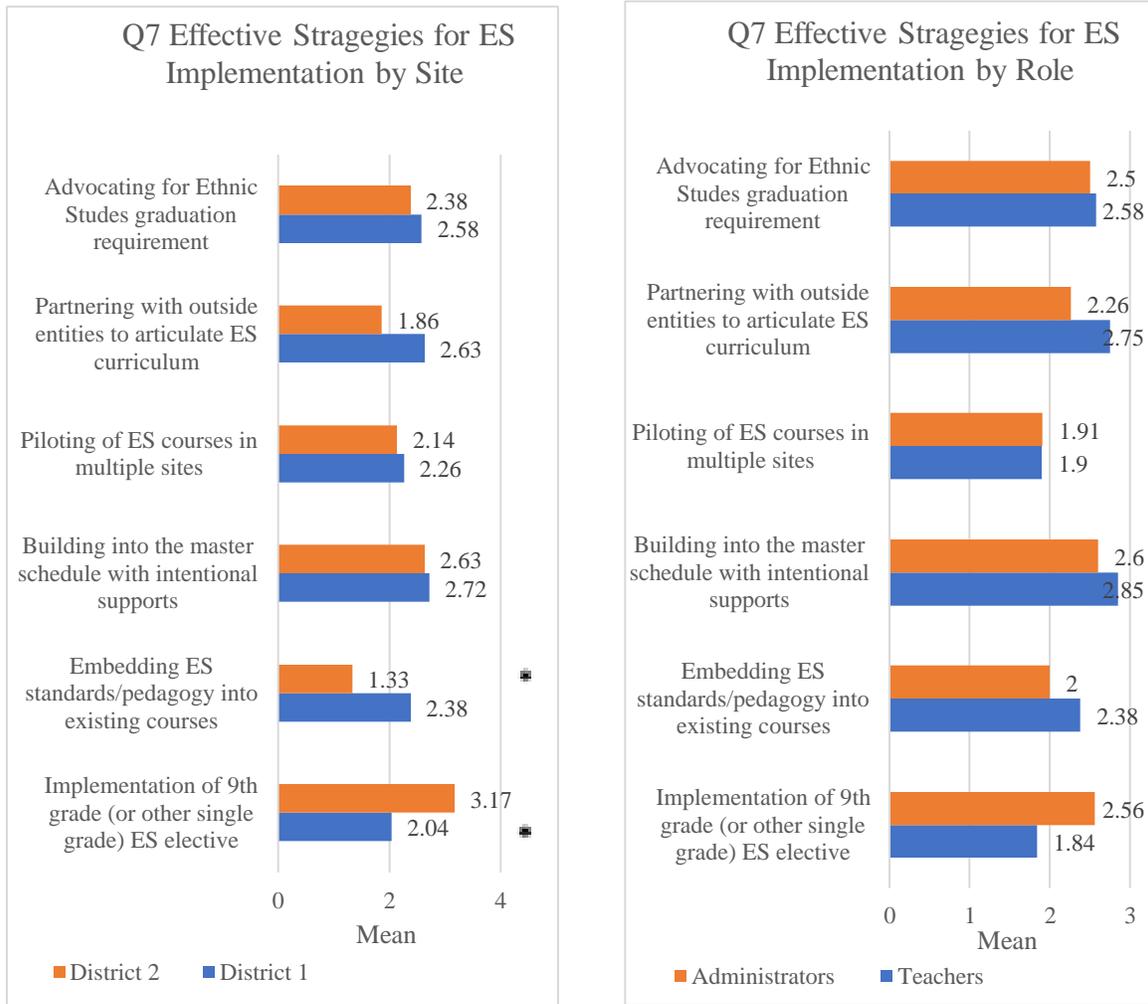
p = < .05.

Q8: Recommended Tactics for ES Implementation. Question 8 asked

respondents to evaluate effective tactics for successful ethnic studies implementation and

was designed to answer RQ1. Item eight provided six options ranging from the creation

of work groups to build capacity to designing structures to support family and community

engagement. Respondents chose "Creating an Ethnic Studies Task Force/Work Group" as

the most valuable tactic (84.09%), with "Delivering Professional Development Around

Culturally Sustaining Pedagogy" next (82.35%). There were no "Other" responses

provided to this item. Table 4.7 summarizes frequency of tactics selected as of "high value" in successful ethnic studies implementation.

Table 4.7. Q8 Summary of Most Valuable Tactics for Successful ES Implementation

Tactics	High Value	Moderate Value	Low Value	No Value	Missing	M	SD	%	Total
Creating an ES Task Force/Work Group	27	5	0	0	7	1.16	.37	82.1	32
Delivering PD around Culturally Sustaining Pedagogy	26	6	0	0	7	1.19	.40	82.1	32
Training and recruitment of experienced ES instructors	26	5	1	0	7	1.22	.49	82.1	32
Creating community group/higher education partnerships	25	7	0	0	7	1.22	.42	82.1	32
Capacity building of site-based Equity Teams or Racial Equity Teams	21	11	0	0	7	1.34	.48	82.1	32
Design supports for family and community engagement in ES	17	12	2	0	7	1.59	.76	82.1	32
Other	2	0	0	0	37	1.00	.00	5.1	37

Independent t-tests were conducted to determine if there were any statistically significant differences between comparison groups to tactics for successful ethnic studies implementation. There was no significant difference by site for tactics for districts strategizing around ethnic studies implementation. There was significant difference between roles for "training and recruitment" as a tactic, admin ($M = 1.35$, SD .59) and teacher ($M = 1.00$, SD .00); $t (30) = 2.05$, $p = .049$. These results may suggest that respondents who self-identified as administrators see training and recruitment as a more effective strategy for implementation. See Figure 4.4 for results from the independent t-tests to test the hypothesis that role and site may impact recommended tactics for ethnic studies implementation.

Question 9: Influential factors in Ethnic Studies Efforts. Question 9 asked respondents to "identify the factors most influential in [their] districts' most recent ethnic studies efforts", addressing RQ1. Teacher leaders were identified as "very influential" (82.35%), with school board policy (63.64%) and grassroots community activism (60.61%) also indicated. Conversely, parent groups received the largest percentage of "not influential" selections, chosen by 5 respondents (16.67%). There were no open-ended responses provided for this item. A summary of most to least influential factors in recent ethnic studies efforts is represented in Table 4.8.

Figure 4.4. Recommended Tactics for ES Implementation by Site and Role (RQ3)
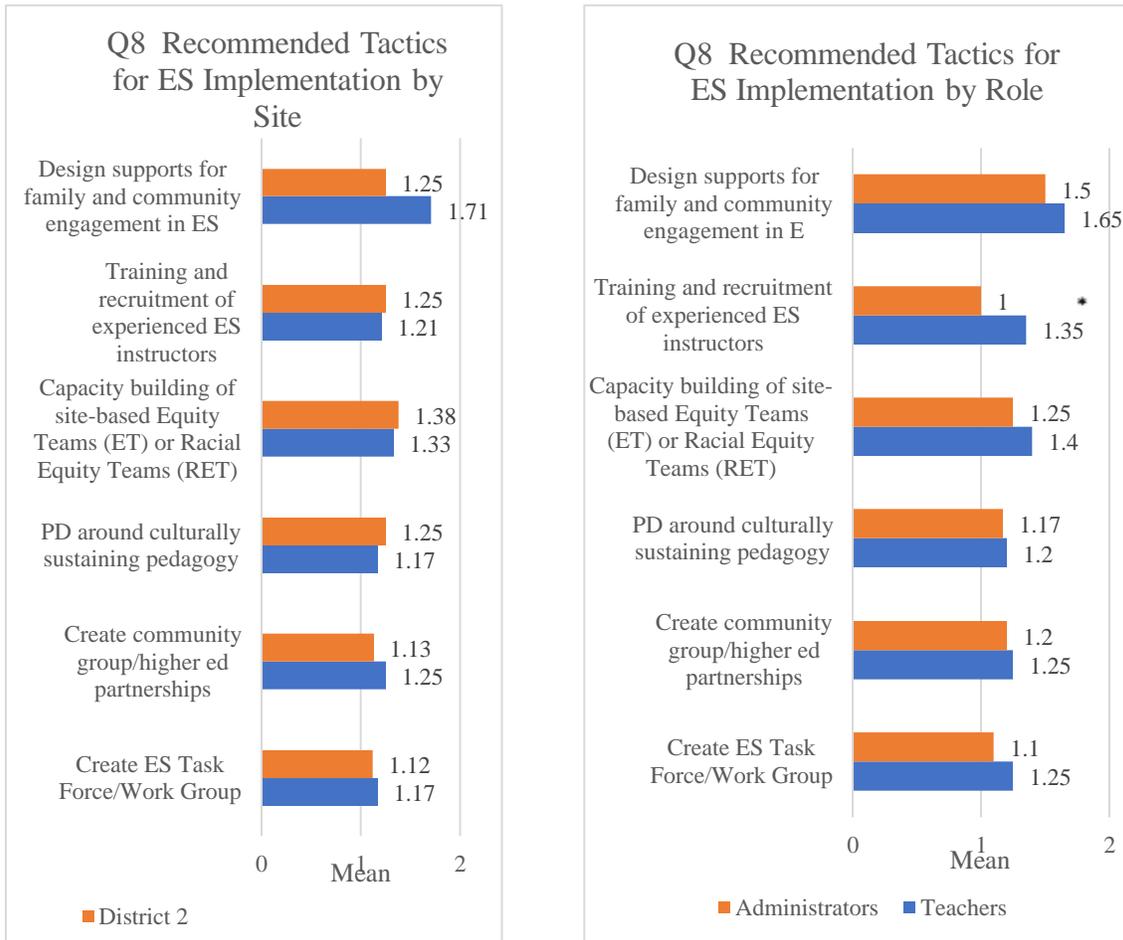
*p < .05.

Table 4.8. Q9 Summary of Most Influential Factors in Recent ES Efforts

Factors	Very Influential	Moderately Influential	Slightly Influential	Not Influential	Missing	M	SD	%	Total
Teacher leaders	27	5	0	1	6	1.24	.61	84.6	33
School board policy	20	9	3	0	7	1.47	.67	82.1	32
Students/student union groups	19	7	3	1	9	1.54	.82	76.9	30
Grassroots community activism	19	6	4	3	7	1.72	1.02	82.1	32
Recent empirical data supporting ES instruction	18	4	6	2	9	1.73	1.01	76.9	30
Political climate	17	8	4	1	9	1.63	.85	76.9	30
Parent groups	8	12	5	5	9	2.23	1.04	76.9	30
State legislation	8	9	8	4	10	2.28	1.03	74.4	29
Current media coverage	7	12	9	2	9	2.20	.89	76.9	30
Other	0	0	0	0	39				

Respondents were asked to identify factors that they felt were most influential in their districts' most recent ethnic studies efforts. There was no statistically significant differences between roles however, comparing factors by site found statistically significant difference between sites. "School board policy" was an influential factor,

District A ($M = 1.35$, SD = .63) and District B ($M = 2.29$, SD = .76; $t(30) = -2.29$, p

= .029. See Figure 4.5 for results from the independent t-tests to test the hypothesis that

role and site may influence identified influential factors in ethnic studies implementation.

Figure 4.5. Influential Factors in ES Implementation by Site and Role (RQ3)
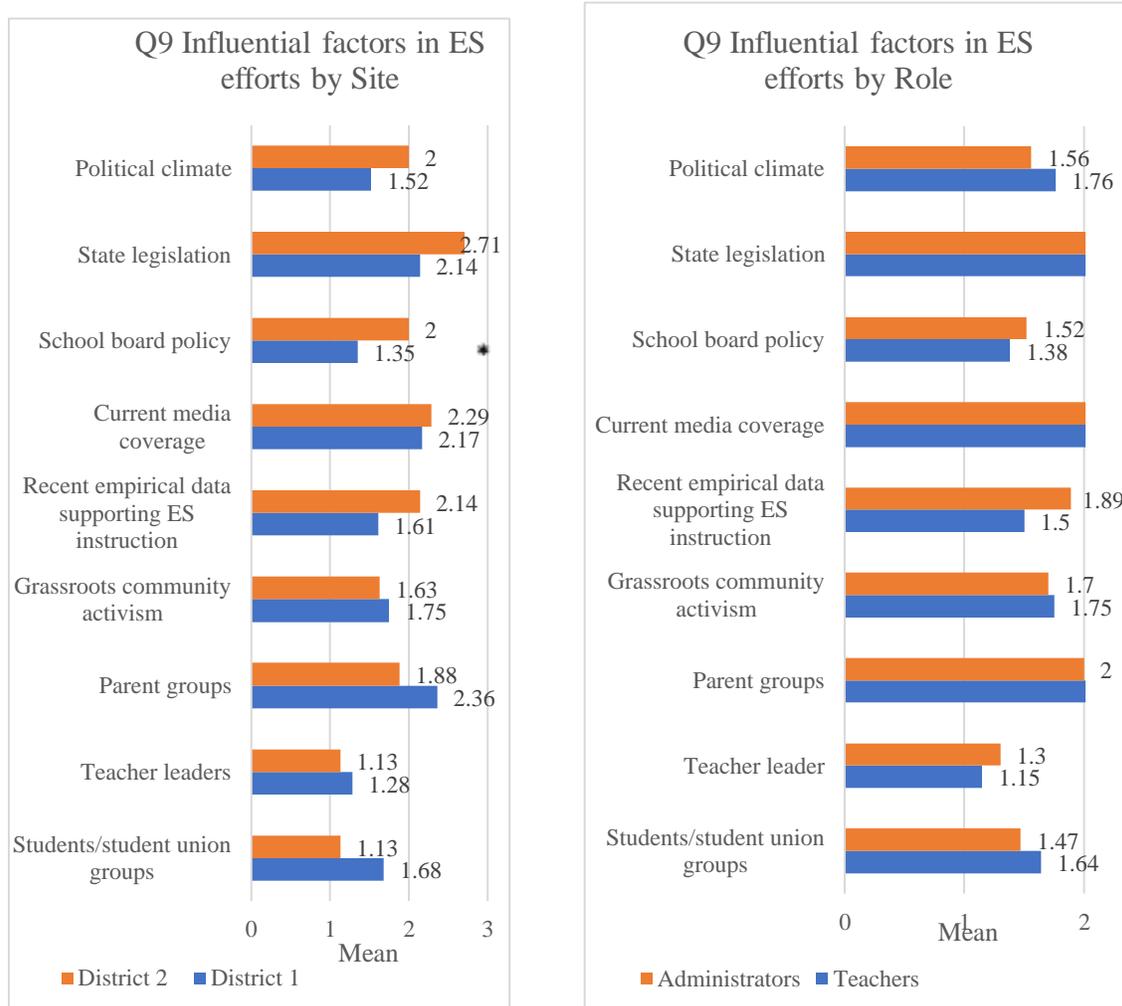
* $p < .05$.

Question 10: Challenges to Ethnic Studies Implementation. Question 10 was

an open-ended question that asked respondents to "describe one challenge you or your

school/district has faced in implementing ethnic studies and how that challenge was

overcome or mitigated" and addressed RQ2. 26 respondents offered feedback to this question, with 4 respondents describing more than one challenge. Therefore, 30 responses total were provided by participants which were organized into six variables by four themes that emerged: 1) Lack of resources, staffing, support; 2) scheduling and/or course sequencing challenges; 3) misperception or misunderstanding of the value/content of ethnic studies; 4) need for ethnic studies state standard/curriculum development; 5) elective vs. requirement issues; 5) ineffective leadership. As an example, one respondent answered, "we have had several challenges, but if I were to focus on one, it would be uneven support at the site level. However, we as Ethnic studies practitioners/leaders are fortunate to have relatively strong support from our larger community that is always pushing/encouraging central office leadership to continue to strengthen the Ethnic Studies related work." This response was included in "Resources/Staffing Support, while, "Gaining the support in messaging that ES is an important course which all students will benefit from" was categorized as fitting into "perception/understanding of importance of ES". See Appendix G for a summary of responses and coding choices. Q10 themes organized by response frequency are presented in Table 4.9.

I conducted independent *t* tests between the two comparison groups ("roles" and "district") to test the hypothesis that role and phase of implementation may impact perceived challenges to ethnic studies implementation. Independent *t* tests comparing groups by site had no statistical significance, while there was statistical significance between groupings by role for two themes in respondent-identified challenges: "schedule /sequencing" and "elective course rather than required".

Table 4.9. Q10 Summary of Responses to Implementation Challenges

Theme	Count	%
Resources/Staffing Support	13	30.95
Schedule/Sequencing	9	21.43
Perception/Understanding of ES	5	11.90
Standards and Curriculum Development	8	19.05
Not Required	4	9.52
Ineffective Leadership	3	7.14
Total	42	100.00

Results suggest that teachers find scheduling and sequencing of courses as more challenging: "Administrators" ($M = .22$, $SD = 43$) and "Teacher" ($M = .63$, $SD = .52$), t (24) = -2.08, $p = .048$. There were statistically significant differences also for responses addressing offering ethnic studies as an elective rather than a required course Administrators ($M = .06$, $SD = .34$) compared to Teachers ($M = .38$, $SD = .52$), t (24) = -2.19, $p = .04$. Results from Question 10 are displayed in Figure 4.6.

Figure 4.6. Challenges to ES Implementation by Site and Role (RQ3)

Q10 Challenges in ES Implementation by Site

Ineffective Leadership — District 2: 0.25, District 1: 0.56
Elective Course Rather than Req. — District 2: 0, District 1: 0.22
Standards/Curr. Dev. — District 2: 0.25, District 1: 0.33
Misperception/Lack of Understanding of ES — District 2: 0.13, District 1: 0.22
Schedule/Sequencing Challenges — District 2: 0.25, District 1: 0.39
Insufficient Resources — District 2: 0.63, District 1: 0.44

Q10 Challenges in ES Implementation by Role

Ineffective Leadership — Administrators: 0.17, Teachers: 0
Elective Course Rather than Req. — Administrators: 0.38*, Teachers: 0.06
Standards/Curr. Dev. — Administrators: 0.28, Teachers: 0.38
Misperception/Lack of Understanding of ES — Administrators: 0.22, Teachers: 0.13
Schedule/Sequencing Challenges — Administrators: 0.22*, Teachers: 0.63
Insufficient Resources — Administrators: 0.5, Teachers: 0.5

* $p < .05$.

Open-ended Question 11. Question 11 asked respondents "is there anything else you wish to share about the process of ethnic studies implementation in your building or district?". 14 survey participants responded to this question. 10 of those responses included recommendations for successful implementation, echoing priorities themed in Q10. Resources, including Teachers on Special Assignments (TSAs) to lead ethnic studies initiatives (3); training opportunities for teachers and administration on embedding of ethnic studies curriculum into existing programs (2), statewide testing of

social studies with ethnic studies state standards (2), intentional creation of community partnerships and cultivation of ethnic studies teaching cohorts (2). Some responses captured the challenge of implementation without a clear articulation of the content and goals of ethnic studies (3). Six responses were positive about their own experience ("Ethic studies is very well received at my site and is well respected by the current administration"), designed for those considering ethnic studies implementation to "start and don't stop", and a summary of the respondents' sense of progress: "the success of [ethnic studies in District A] is directly anchored to: 1. Community Partnership 2. Strong Teacher-Leader 3. Strong theoretical/practical knowledge and know-how 4. Success of the program 5. Political alignment from top to bottom. The last point was/is the result of ongoing and longstanding organizing!"

In the next section, I present data analysis from Phase II, in which I conducted four interviews. I analyzed the data set from these interviews to further explore the characteristics of successful ethnic studies implementation using the Sleeter's five (2011) ethnic studies themes and mapped responses onto the dialogic framework in order to articulate how ES is shaping organizational equity reform, with a focus on the ways role and region interact in strategic implementation.

Phase II: Interview Results

In this section, I present findings from four transcribed recordings of principal interviews, conducted in December 2019. First, I describe the interview sites and interviewees, and review the protocol. Because there were only four interviews, I elected not to code data, but instead to apply the data from the transcriptions to themes that emerged from my Phase I data collection as well as noted significant points of similarity

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or difference, or that echoed Sleeter's (2011) five themes of ethnic studies addressed in the literature review section. Through this lens, I provide analysis of the interview transcriptions as related to explanation of (a) how ethnic studies pedagogy can be articulated through an administrative lens for effective implementation, and (b) the role a dialogic change model framework may play in strategic implementation and organizational change. Finally, I summarize key findings from the interviews.

Description of the Sample and Protocol

All four of my interviewees were volunteers identified through survey question 12. I selected two building principals from each district, in order to investigate the perceived role of ethnic studies as a mechanism for organizational change from the perspective of the leader of that organization. How do school leaders see ethnic studies? Is ethnic studies disruptive to the narrative of educational inequity as the literature suggests, and if so, in what ways does ethnic studies provide opportunity to students traditionally marginalized, and in what ways does ethnic studies impact school culture through learning? Finally, how does an ethnic studies pedagogical lens impact school leadership?

District A. District A was in the full implementation phase, offering either ethnic studies elective credit or social studies credited courses, and/or an embedded ethnic studies framework or lessons present within all of its high schools, some middle schools, and few at the elementary level. This work was in its sixth year at the time of this writing, following a school board resolution six years earlier in support of ethnic studies. Principal Acevedo[3] of Roosevelt High School, my first interview subject, was the leader of the

[3] All names of interview subjects, schools, and districts have been changed.

flagship school for ethnic studies programming in the city. The school was located in a working class, largely immigrant neighborhood. Principal Acevedo, a former social studies teacher, described a tradition of critical education designed to serve the largely Filipino student population present in the large comprehensive high school before the development of the stand-alone ethnic studies course pilot, and this reputation was one of the reasons Principal Acevedo gave for choosing to relocate to District A and teach at Roosevelt. He stated that demographics of that school community reminded him of "home", a large city on the West Coast. At the time of our interview Principal Acevedo had been the Roosevelt principal for three years.

My second interview subject, Principal Baker of Washington High School, also had previously taught at Roosevelt for three years as a Language Arts instructor. In addition, he had experience at various interdisciplinary specialized high school programs before becoming an administrator. Principal Baker was also originally from a city in on the West Coast and shared he chose to relocate in District A because of its larger, more diverse population.

Both Principal Acevedo and Principal Baker had close, collegial relationships with the ethnic studies program coordinators in District A, having both worked in the same building during the program's pilot phase. They both described the consistent mentoring and curricular support provided to their teachers by the ethnic studies coordinators. The ethnic studies courses at District A were designed to engage students the district designated as at high risk of credit deficiency or dropout, and employed as an intervention for student disengagement as a result of Eurocentric, culturally unresponsive curriculum and teaching, targeting 9th and 10th graders.

District B. District B, also a large, urban school district, but located in the Pacific Northwest, was in the pilot phase of implementation at the time of this study, with a list of six pilot schools and a description of their ethnic studies efforts provided on the district website, work formally organized after a 2017 school board resolution to expand and improve ethnic studies curriculum in the district. As described in Phase I, despite obtaining district research approval, district response to survey invitations was constrained by research protocol requirements and the sudden retirement of an advocate of the study, a central office director. Both principals who provided survey consent for their buildings also agreed to be interviewed. Principal Campbell was an experienced administrator with 18 years' experience as a school leader. At the time of this study, she was principal at Fieldham High School, a small, college preparatory arts public school program of around 250 students co-located with a museum in the city center. Principal Campbell, an African American woman and former science instructor, offered a perspective informed by her experience leading as a woman of Color in a 75% white school.

The fourth interviewee, Principal Douglass, a white male with over 14 years as principal, was also a veteran administrator of a predominantly white alternative program, yet he was quick to distinguish the culture of New Directions High School from that of Fieldham. He described his current student population as over 75% LGBTQ-identified due to New Directions having gained a reputation over recent years as a safe space for LGBTQ, and marginalized youth, as results from the recent climate surveys we discussed attested. New Directions High School's website described the school's program as "learner-driven" with a vision guided by a commitment to social and racial justice.

Fieldham High School and New Directions offered two different models of ethnic studies implementation. Fieldham HS offered a course fulfilling a Humanities requirement to Seniors with optional college credit, while New Directions considered all programming informed by ethnic studies pedagogy, with a few explicit ethnic studies course offerings, and others "embedded".

Three of the four interviewees were administrators of Color: Filipino (Acevedo), Black biracial (Baker), and Black (Campbell), and Principal Campbell was the only woman interviewee. All four interview subjects' ethnic studies courses were in full implementation in their buildings, not pilot phase, though only District A had full implementation district-wide.

Analysis of Interview Transcriptions

Interview questions were developed after identifying themes from survey responses as well as questions designed to provide extend or elaborate upon those themes. There was general thematic consensus between data generated from the four interviews. See Appendix F for Interview Questions. Overall, interviews also provided some insight and possible explanations for the difference between approaches to ethnic studies implementation and recommended strategies for successful implementation. In addition, the interviews reflected the qualitative data collected in Phase I.

Exploring and Engaging. All of the interviewees described initiatives in their buildings and districts that led to the current incarnations of ethnic studies course offerings available to students at the time of the interviews. Roosevelt High School offers one to two sections of an ethnic studies elective to 9th grade students who have "historically been disengaged": students with multiple risk factors (i.e. free and reduced

lunch, homelessness, etc.) are identified and recruited for the course, which has become a template for the district. Principal Acevedo went on to describe his understanding of the term "ethnic studies" as informed by "the history of the Third World Liberation movement at San Francisco State, and UC Berkeley". Principal Baker also described the relevance of ethnic studies for their school community, which is largely immigrant and non-white, and the strong ties to resistance pedagogy in the families served by the school, where ethnic studies is "something that's been driven by [those communities]". Both principals from District A discussed funding and state college entrance requirements that constrain ability to offer more sections to more students at multiple grade levels, however, at Principal Baker's school the 10th grade ethnic studies courses for social studies credit, and are co-taught with a special education teacher, as Washington High School is 65% English Language Learners at different levels, newcomers, and primarily students of color. "[Ethnic studies] is a something where you get to have some agency and control and some focus on things that really better relate to you culturally and racially. Yeah, so that's why we found [ethnic studies] very important." Principal Campbell discussed the opportunity gaps that persist for African American males in District B and barriers that exist for historically marginalized students to access ethnic studies courses, as well as the potential for the presence of ethnic studies courses to create a false sense of inclusion.

All interviewees addressed the importance of student agency, of the role that developing students' sense of their own power as independent learners to effect change, be it with their own interactions with curriculum or outside of the classroom. Students and community are seen as the stakeholders for whom the course is designed, and student

feedback has driven 'ethnic studies decision-makers' to create space within their building

allocations to support that learning. Principal Baker describes how ethnic studies

pedagogy then permeates other spaces:

> "…And we see that because that also translates to a lot of those students, all the students have to go through ethnic studies. But we also see that in some of the leadership opportunities that they see and take on after that, and how they can frame things when they're bringing it to us as either administration or bring it to the adults and staff in our school. So that's really great. In terms of the other teachers, our school isn't huge, but there's also been a little bit more cross-curricular support and development just in terms of that, especially across curriculum for ethnic studies and English specifics or English Language Arts, helping in some of the writing processes…. And we're really trying to do that at our school site in all of our disciplines, not just history and English, but in math and science…. One of the great things about [the ethnic studies] program is it, it's really brought a lot of information to that department, our Social Studies department, and they're very smart, very progressive and very on top of what they want to do in terms of helping students be independent learners, as opposed to dependent learners. And so that has affected that culture within that department. And that also spreads as well. Because when other people see that student reaction, and also how invested that department is, they see things and they add on to them."

Principal Douglass addressed this point, described his building's evolution from a

school that had always been rooted in social justice to an alternative program where the

"three main themes right now are dominant narrative, critical narrative [and] anti-racism,

and we try to integrate that into everything we're doing in the school." He then went on

to discuss how the school's 15-year old Black Studies program would now be considered

ethnic studies, which was "good, but wasn't enough".

Building and Formalizing. Survey and interview results amplified the tenet of

ethnic studies pedagogy as a student-teacher relationship that is rooted in authentic care

and distinguished between theory and the practice of ethnic studies pedagogy. District A

adopted a resolution for ethnic studies in 2013, which both administrators referenced

during their interviews as an essential building block to supporting the implementation

process. Principal Acevedo situated his course within the larger history of ethnic studies in education:

> Yes, so you know, look what we're looking at 50 years of struggle for ethnic studies this year. This was the shift that I read about in college, it was inspired by, I can't believe it's been 50 years and like, we are starting to just scrape the surface of institutional breakthroughs that are going to facilitate what I hope is further democratization in pedagogy, right? Because ethnic studies isn't just theories, philosophies or a radical account of what has happened historically, but it's also the implementation of inquiry-based, equity based pedagogical practices, right? And so Ethnic studies isn't just philosophy, it's practice too…. So, the board adopts this resolution in 2013. Great. That's theory… Put your money where your mouth is. That's the beginning of practice. And then you get the right people to run that shit and not just some sort of bureaucrat, year, but a practitioner who can also like work in concert with some other practitioners and… then think about it on the system level to scale it up.

All of the interview subjects discussed the critical role of the teacher to demonstrate authentic care. Principal Baker saw ethnic studies as critical to students' introduction to social studies, where "we want them to start off strong and then we want to keep building on that", eventually translating into higher graduation rates. Both principals from District A also mentioned the role of teacher recruitment and the challenge presented by gentrification. Because of the rising cost of living in District A, there is high teacher turnover (25-35% per year). Ironically, this factor has enabled both principals to be intentional about recruitment of teachers of Color, who are more likely to have had ethnic studies already in their background. Principal Acevedo also acknowledged that part of the implementation process involves taking "experts" out of the classroom to guide that work on a systemic level. However, this turnover creates space for leaders to be intentional about who they are moving into those gaps. Principal Campbell spoke to this point as well, describing the growth of the ethnic studies instructor at Fieldham and her view of her administrative responsibility to "remove

barriers so that he can continue on to professionally grow and teach… he's taking it out there [to other teacher education programs]." Principal Campbell also described how her school moved from "theory to action" as a response to a racist incident at the school "that really prompted a rethinking of our practices and a rethinking of our implicit biases on this campus where [implicit bias] was campus wide", requiring all stakeholders (students and staff) to engage in conversations around what an anti-racist culture school culture is in reality, what Principal Campbell described as "an organizational cultural shift".

Principal Douglass outlined a years-long process of replacing teachers who were not "on board" with the school's vision of racial and social justice, where now the school is "up to 40% staff of color. And it's been intentional. It's been a long road, we also had to move out people, because they weren't, you know, they didn't want to do what we wanted to do. And so we're sort of in our fourth evolution of all this. New Directions has a participatory democratic structure, where building professional development occurs two times a month, where once a month is racial justice, and once a month is ethnic studies, and "what we're talking about is how, what kinds of issues and challenges are coming up in integrating these concepts of dominant narrative and critical narrative into all curriculum. And it's nice, because the whole school, we're all on board with it, which is different than a lot of schools. We have nobody trying to sabotage or opt out."

All of the building leaders spoke to the difference between having a teacher who loved their students, and a teacher with the requisite skills to teach ethnic studies which is what makes a district-wide curriculum helpful. Principal Douglass said, "you can't do it without the right adults". Both District A leaders described their work as making intentional decisions to shape a culture that is informed by an ethnic studies pedagogical

lens: "I think how administration responds to the opportunities for these things. So therefore, how they see this as an opportunity, how they can see it driving the larger culture and climate of a school and vision for school. Also, how they then support that implementation…. Also, teacher leaders, how are the teacher leaders seeing this as an opportunity?"

Principal Douglass echoed Principal Baker's point about the role of grassroots initiatives being the most authentically disruptive to institutional inequities, criticizing initiatives that come from the top down. Principal Douglass's perspective of the work to diversify the work force was more explicit than that of Principal Campbell, describing the vulnerability of staff of Color to displacement and budget cuts, as well as the risk of burnout from bearing the expectation to support all students and/or colleagues of color, citing District B's ethnic studies program manager being placed on paid administrative leave as an example of this contradiction.

Principal Douglass describes the centering of ethnic studies and racial justice as "the heart of who we feel we are at this point", and the school also "embraces intersectionality". New Directions has a total minority enrollment of 31%, with 26% of students identified as economically disadvantaged, and over 75% of students identifying as LGBTQ. Principal Douglass cited New Direction as having the highest scores on school climate surveys, though "we're also the highest, unfortunately, for things like depression, anxiety, and attempted suicide". He described how the staff recognized that students, up to two years prior, could work their way through the schedule without taking ethnic studies, so the staff viewed it as their "responsibility" to mandate that every

student has to take at least two ethnic studies classes, and then (now) four ethnic studies [required] classes:

> I mean, ethnic studies is fundamentally about race and anti-racism. And we're committed to [that work] as much as possible. But I think part of the way we think as a staff is that we have to continue to grow and we have to continue to learn, and part of that is learning with kids and part of it is learning together. But each of us has to be thinking about things. And, you know, running and pass to each other, trying to deepen our own understanding, because we're a learning community. And the core that has been the racial justice initiative we started a few years ago now, with ethnic studies. It was one of the things- our naming it as ethnic studies- was one of the things that grew out of that.

Implementing and Evaluating. District B principals discussed the role of continuous professional development that accompanies ethnic studies implementation. Both principals from District B described student leadership bodies that are very active, supported by each schools' Racial Equity Teams (RET), that asks faculty to consider the question, "what are racial equity instructional practices?', as well as school-wide day-long conferences explicitly oriented around racial justice. All interviewees described the ways that ethnic studies pedagogy, once in place, has impacted the culture of the school, both in students' ability to articulate, identify, and engage in anti-oppressive behavior, and demand that of their learning spaces. There was an emphasis from all interviewees on student voice as data, from climate surveys to student governance. "Measuring student success? Student success is tailor made…So I think successfully implemented ethnic studies curriculum will be anchored in the philosophy that the curriculum is universal [in design], but it has particular scaffolds for a particular student." In addition to determining whether an ethnic studies program fulfills its goal of democratization, there is an emphasis, again, on student feedback on the efficacy of ethnic studies:

> "How do we continue to build on things as our students progress in their grade levels and in their proficiency? So I think that's another really key,

important part of this and the last one, oftentimes we forget about this- identifying student voice and student agency. Are students responding to this? Do they enjoy this class? What are the things that they can speak to, in terms of why do you feel like you like this class? Are we reaching you as students? And to be able to hear that feedback as a teacher and as a department and as an entire school, and especially also as an administrator… So even if it's a grand, great philosophy that we see as an adult, depending on the implementation, depending on the support they get, they're going to give us that feedback. And so being able to see and identify those things, and hear and respond to our students is really, really critical for all of us.

Principal Campbell recommended that ethnic studies content and pedagogy should be introduced much earlier in students' education, around sixth grade,

> "so that as [students]become young adults and they transition into the high school, then they have a sense of understanding and acceptance and urgency in knowing that, for some people, color is a barrier in the classroom, color is a barrier in employment, color is a barrier in communication and misunderstandings… And so I think that having people [who have had ethnic studies is valuable] because our kids tend to lose empathy during the middle school years…. So I think that in order to create an understanding for the kids especially, and, hopefully it can formulate within the family communities, bringing families together early on, and not waiting to do [a courageous conversation about race] like we did here with our parent community."

Like the administrators from District A, Principal C sees offering ethnic studies at earlier levels as an important way to increase success for meeting credit requirements for students entering high school. Principal C also asks who is accessing Ethnic Studies. Do students who are historically marginalized have the same access given the cumulative impact of disenfranchisement (credit deficiency, prerequisites, etc.)? "I think about ethnic studies in terms of how it looks good on everybody's college transcript, but how disruptive is it really?"

District B has a district wide ethnic studies advisory group developing curriculum and capacity, though Principal Douglass also questioned the authenticity of that work, saying "as a district, we talk a good game. There's a lot of individuals who sort of project

themselves. But talking about antiracist pedagogy or trying to get ethnic studies just in every school has been really, really hard, and it's the principals that have been one of the places that's been the barriers- that's [have] been the gatekeeper." Principal Douglass went on to discuss how comprehensive high schools were stymied by the barrier of the interdisciplinary nature of ethnic studies and credit requirements, saying, "that's not hard. You just cross credit… inherently, the comprehensive high school [and] the rigidity of that, that mindset, right? Like you can only afford this kind of credit in this kind of class and this kind of credit in this kind of class- that's a barrier in itself then, right, to ethnic studies implementation because it's interdisciplinary work."

Developing Further Replicating or Institutionalizing. District A interviewees discussed the key role of allocating resources, "human resources", throughout all levels of the system to support ethnic studies implementation. This included supporting the work of the program coordinator by giving him another staff member, and then "what we have is people working from the Board of Education, district level brass, teacher level practitioners working in concert, as well as with university professionals…" as well as consistency in leadership- ensuring that teachers and leaders are not forced to move on because of the high cost of living.

> But I think what's helpful in this district is this coherent curriculum that's been developed by a tried and tested authentic caring teacher and who has been able to establish a team of other authentic and caring teachers to help him design this curriculum and [develop] the articulation from middle school to high school. So, yes, I would say that's number one.

This emphasis on replication relies on the role of the instructor more than the curriculum, "who the instructor is, that instructor really having a belief in that fundamental sense of I'm here to support students and want to build strong relationships

with them." In addition, because ethnic studies is in full implementation district-wide, teachers have a cohort of other teachers in addition to the teachers on special assignment (TSAs) to go to for support. District A leaders felt a strong sense of central office support for ethnic studies, as did Principal Campbell of District B, describing the superintendent of District B as "amazing…. a catalyst for why [initiatives focused on educational equity] is happening the way it's happening". She went on to describe central office focus on race and equity led primarily by women of Color, the implementation of Racial Equity Teams (RET) at about 80% of schools in District B, and the diversification of principalship.

Principal Douglass spoke to the positive feedback from students: the presence of ethnic studies classes. The negative feedback: they want more ethnic studies classes. Like Principal Campbell, Principal Douglass addressed the necessity of pushing people into uncomfortable spaces to have authentic dialogue about racism, asking, "what's the critical piece? You got to have adults who understand and believe in this stuff and want to get into the down and dirty of let's have discussions, let's talk about our own lives as much as appropriate, and without the right staff, you're not gonna make much progress." New Directions has made ethic studies a requirement, students have to take a certain number of ethnic studies classes. Douglass admitted that he does not see ethnic studies as a successful district-wide initiative, ultimately, due to the lack of support for the ethnic studies program manager and the inability of the district "to disrupt what these white kids are thinking what's happening at these white schools? What's the curriculum? Is there any discussion about these things?" Principal Douglass noted that any successful initiatives [to diversify the workforce] undertaken in his district have involved partnering outside of the district.

Summary of Findings

        The following are understandings that emerged when reviewing the transcripts of these four principals who each articulated an ethnic studies pedagogical lens which characterized their leadership, enabling their ability to move ethnic studies as an instrument of educational reform into and through their system. It is important to note that these participants are not representative of administrators as a whole, they are what is possible: existence proof of strong and successful ethnic studies leadership. Therefore, themes are coded with an eye toward what is possible:

- An ability to articulate the ways in which ethnic studies pedagogy is centers student identities, voice, experience- how personal experience interacts with collective narratives.
- The understanding that credit and college entrance requirements often serve as barriers to effective ethnic studies implementation.
- An intentionality around recruitment and retention of skilled teacher(s), who demonstrate both content knowledge and embody authentic care for students.
- An understanding of the imperative of a community of skilled ethnic studies curriculum designers and implementers outside of the building to access for support
- Orientation of self as a leader either in community with or in conflict with central office in support of students
- Recognition that ethnic studies philosophy, pedagogy, and content should be embedded in the culture of the school, not just within a stand-alone class
- A demonstrated receptivity to personal growth as a leader. Acknowledgement bias and blind spots, of personal implicit biases: racism, sexism, homophobia, etc.
- Recognition that ethnic studies implementation process starts small, with the grassroots, and builds on the efforts and activism of those that have gone before. "Grassroots is no joke"
- Gentrification is impacting not just the student demographics but also that of faculty, which shapes curriculum offerings and student experience.
- The perspective that ethnic studies requires an acknowledgment of the social, economic, and political environments that impact mental health (students and adults) "It's so much work here. Like yeah. The 60-hour weeks and 60 hours of secondary trauma. 60 fighting the district".

        Overall, there was a general thematic consensus between data generated in Phase I and Phase II: theoretically, both ethnic studies instructors and those administrators

making decisions that directly impact ethnic studies have an understanding of the factors impacting students' lives, the critical role of a teacher who demonstrates authentic care, and the ways in which school climate and culture, central office administration, district and statewide educational policy can facilitate or hinder implementation. The next chapter will present the conclusions of the study by research question, limitations of the study, and discuss future research needed in this field.

CHAPTER V: DISCUSSION

In this chapter, I first present a summary of my findings and discuss how my findings contribute to the literature on the implementation of ethnic studies at the secondary level. I then discuss how ethnic studies is operating within the dialogic organizational development framework, challenging the narrative of one district as its pilot of ethnic studies continues to disrupt and provide opportunity for ethnic studies organizing and learning. I will then discuss limitations of the study and how the limitations can inform future research.

Discussion of Results by Research Question

The goal of this ethnic studies implementation study was to gather the voices of ethnic studies "decision-makers" to contribute to the growing body of literature supporting ethnic studies implementation at the secondary level. In this section, I present an integrated summary about my findings by each research question. The summary for each research question incorporates results from each phase of my study. Finally, I conclude with an overall summary including how results from each research question correspond with my theoretical framework and provide a rationale for the study's conclusions.

Research Question 1 (RQ1). The data from Phase I and Phase II provide answers for RQ1: *What assets/strengths/supports are most helpful in the implementation of ethnic studies?* Quantitative and qualitative data from this study suggest that both ethnic studies teachers and administrators recognize teachers who demonstrate *authentic care* (Valenzuela, 1999) grounded in ethnic studies pedagogy is foremost in successful ethnic studies implementation. This essential characteristic of successful ethnic studies

implementation may seem obvious, yet all four interviewees underscored the point that ethnic studies is a pedagogical orientation that goes beyond specific content; teachers who demonstrate authentic care communicate their belief in the capacity of all students to become independent, critical thinkers possessed with a sense of intellectual agency. They also invite students to situate their own knowledges within their social location and perspective and facilitate a dynamic classroom space that not only enables student voice but understand it to be an essential component for emancipatory learning. ES teachers who demonstrate authentic care create climates of respect that allow students to engage critically *with* their own personal histories- exploring how personal identity is situated within a sociohistorical context- and cultivate in their settings a sense of empowerment that impacts the culture of the school beyond the classroom.

My findings are consistent with the literature review. "Authentic care" or "care" was a central characteristic of the effective ethnic studies instructor, mentioned in nine of the fourteen studies cited in my literature review: Cabrera et al 2014; de los Rios 2013; de los Ríos et al., 2015; Dee & Penner 2017; Farinde-Wu et al 2014; Halagao 2010; Naegele 2017; San Pedro 2015; Tintiangco-Cubales et al., 2015;; as well as by Sleeter 2011. The ethnic studies pedagogical conception of care goes beyond an investment in a students' academic performance. It is a *rehumanizing* endeavor in that students are understood as possessors of inherent knowledge, ways of being, and sense of self separate from their (subjective) identities reduced, by schooling, to test scores and GPA.

In this way, successful ethnic studies implementation requires an understanding of the two aims of ethnic studies. The first aim involves disruption of a hegemonic narrative of history, and the second is creating a positive learning space of support and healing for

those battered by white supremacy. Ethnic studies incorporates culturally responsive teaching as a core tenet, a pedagogical approach which affirms students as possessors of their own *cultural knowledges*, and cultivates student meaning-making through the exploration of students' personal identities and our national meta- and counter-narratives. It utilizes: "the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them. It teaches *to and* through the strengths of these students" (Gay, 2010, p. 31). This teaching orientation was identified in the survey results as an important strategy for districts in the exploring and engaging stage of implementation by the ES decision-makers who participated in this study. Identification of and supporting ethnic studies teacher-leaders was another tactic employed as a mechanism for ethnic studies capacity-building by those leaders who were in pre-planning or pilot phase. This included an explicit emphasis on the importance of Brown and Black students being affirmed in their collective or communal identities, one of Sleeter's (2011) ES themes, and also in ways of being and knowing through curriculum, and the growing sense of self into critical awareness of knowledge-making in the world. This also corresponded strongly with the literature review, where "culture" and "cultural knowledge" was mentioned 477 times. (Cabrera et al 2014; Caraballo 2017; Chung & Harrison 2015; Dee & Penner 2017; de los Ríos 2013; de los Rios et al., 2015; de los Ríos 2017; Dee & Penner 2017; Farinde-Wu et al., 2014; Godfrey et al., 2017; Halagao 2010; Hurtado et al., 2002; Naegele 2017; San Pedro 2015; Tintiangco-Cubales et al., 2015; as well as by Sleeter 2011).

Responses from survey open-ended feedback reinforced the pivotal role of ES *leadership* in support of teacher leaders and ES content and program development. Building and central office leadership is fundamental to effective ES programming, providing adequate resources (human as well as material) in classroom and buildings; and also central office system-wide support in the role of teachers on special assignment (TSAs), curriculum specialists, and/or ethnic studies leaders or advisory groups; in order to create and sustain a community of ES practitioners operating at the forefront of the ethnic studies movement across sites with the support of building administrators.

Survey and interview responses to items addressing RQ1 indicate that strategic implementation of ethnic studies necessarily requires an acknowledgement that implementation approaches respond to the needs of particular communities and be context-specific. The school sites in District A served majority students of color, therefore the curriculum not only explicitly addresses historic past and present navigation of colonialism, but also serves as a guidepost for students as they themselves navigate racism. Alternatively, within the two largely White schools situated in District B, not only is it important to present history through the critical ES framework, but also to cultivate intentional *anti-racist* consciousness and carve out spaces beyond ethnic studies content, with a deliberate intent to disrupt narratives of White dominance and hegemony. As one survey respondent said, "a systems approach is needed for sustainable implementation. Don't start with the curriculum. Start with organizing and building collective capacity among educators, students, and families."

School board resolutions of support and that of state legislating bodies is fundamental for guiding district and building prioritization of ethnic studies via resource

allocation and curriculum development. The literature strongly supports that notion of ethnic studies as curricular reform, and this emphasis on curricular shift was addressed more than 500 times total in thirteen of the fourteen studies, and supports the study's findings that ethnic studies stand-alone courses, embedded ethnic studies lessons, standards, and pedagogical orientation will facilitate implementation both building and system-wide (Cabrera et al 2014; Caraballo 2017; Chung & Harrison 2015; Dee & Penner 2017; de los Ríos 2013; de los Rios et al., 2015; de los Ríos 2017; de los Ríos 2017; Dee & Penner 2017; Farinde-Wu et al., 2014; Halagao 2010; Hurtado et al., 2002; Mayhew et al 2005; Naegele 2017; San Pedro 2015).

 Research Question 2 (RQ2). Research Question 2 asked, *what are the barriers/challenges to ethnic studies implementation?* As responses to RQ1 so clearly indicated, identifying, cultivating, training, and retaining the right teachers is essential for ethnic studies implementation. Effective ethnic studies teachers possess both the background knowledge to facilitate strong ethnic studies curriculum delivery combined with a commitment to a pedagogical approach that centers the student- teacher relationship with the goal of individual and collective conscientization- developing the skills to identify problems and pose solutions (Freire 1972). Survey and interview data echo that of the literature review, suggesting that (a) a *lack* of teachers with adequate teacher preparation in ethnic studies pedagogy, or (b) without the conditions with which to hone their craft within a community of supportive professionals, serves as a barrier to ethnic studies implementation. The participants in this study addressed factors impacting teacher preparation and retention: 1) budget constraints that prioritize tested subject matter, 2) a compartmentalized work culture perpetuating Eurocentric instructional norms

that result in racial battle fatigue or isolation, and 3) displacement due to lack of seniority or gentrification. These barriers were cited by all four administrators and brought forward in survey data.

The literature supports this barrier that emerged in both Phase I and Phase II of my research, and eleven of the fourteen studies address the need for successful programs to be adequately supported, and to see both funding in terms of teacher resources and training, and as leadership structures in place to support instructors (Caraballo 2017; Chung & Harrison 2015; Dee & Penner 2017; de los Rios et al., 2015; de los Ríos 2017; Dee & Penner 2017; Farinde-Wu et al., 2017; Halagao 2010; Hurtado et al., 2002; Naegele 2017; San Pedro 2015).

Adequately prepared ethnic studies instructors should be viewed as a community resource, as effective ethnic studies programming supports students and schools- in recognition that they come to school with their own funds of knowledge (Valenzuela, 1999) with the capacity to build democratic learning communities, coalitions of empowered learners who enact the principals of rehumanization. These principles are antithetical to standardization of curriculum and outcomes, i.e., traditional measures of student success that invisibilize or exceptionalize students of Color. Two studies in my literature review specifically addressed the lack of teacher preparation as a key barrier for ethnic studies implementation, describing this lack of an ethnic studies pedagogical lens in teacher preparation programs, which factors into student persistence (Chung 2015; Halagao 2010; Farinde-Wu et al., 2017).

Study participants acknowledged that if the standards or content isn't tested, then [the content matter] is not a district priority. It is important to note here the contradictory

position of ethnic studies, as it moves towards standardization and system-wide implementation. On the one hand, in response to empirical data and community demand supportive of ethnic studies, districts and states are hard at work developing ethnic studies state standards that can gird programming and the backbone of a system as it expands to *authentically* embraces diverse student needs, identities, and community histories relative to, and critical of, dominant narratives that valorize American exceptionalism and imperialism. Interview and survey data, as well as the literature review reinforce the problem and solution that the development and embedding of ethnic studies standards offer, describing standards (i.e. tests) as negative when part of the standards-based reform movement of No Child Left Behind, wielded punitively against students of color and schools most underserved, paradoxically, the development of ethnic studies state standards can be seen as an innovative and canon-disrupting curricular intervention on behalf of all students, the most recent chapter of 70 year struggle for ethnic studies to replace the traditional "history" curriculum with a more historically accurate and critical analysis of race, power, and oppression in the United States settler colonial project. Perhaps ironically, given the clichéd educational emphasis on "relationships and rigor" and the now forty-year endeavor to "close the achievement gap"; the development of content standards in ethnic studies would allow for the more authentically rigorous exploration of who students are relative to their histories and futures, facilitating student engagement as they seek to position themselves within both through an assets framing.

  Research Question 3 (RQ3). My third research question was designed to test the hypothesis that ethnic studies instructors and administrators making decisions that

impacting ethnic studies implementation may prioritize supports and barriers differently. RQ asked: *to what degree do results depend on participants' district, participants' roles, and the phase of implementation at participant's site?* My original hypothesis was that the disruptive nature of ethnic studies to the dominant educational discourse around *who and how schools serve* would shape how respondents prioritized implementation strategies, particularly in ways that may sustain organizational features that reflect and maintain status quo. Further, I was interested to see if administrators and curriculum directors would identify the same strategies as ethnic studies teachers, who I believed may be more critical of the organizational culture: from teacher pedagogy, curriculum, school climate, assessment, hiring practices and retainment.

On most survey questions I found no significant variance of difference between role or site, for a few reasons, some which will be discussed further in the Limitations section. However, District A respondents were more likely to indicate that adequate teacher preparation was a challenge to effective implementation. This could be explained by a number of factors, including the challenge of maintaining a stable teacher force in the face of rapid gentrification of traditionally working class and immigrant neighborhoods, but could also be impacted by the largely White teacher candidate pool, in a district that serves majority students of color and the lack of cultural congruence between teachers and students. As mentioned in the Results section, administrators from both District A and B discussed their strategy of replacing teachers who left the building because of housing unaffordability or other reasons and often replaced them with teachers of Color, who were more likely to have either had the life or educational background to support skillful ethnic studies instruction.

All four administrators interviewed as part of this study were able to clearly articulate the purpose and pedagogy of ethnic studies. In the case of District A, both principals were educators of Color who had taken ethnic studies courses as undergraduates, and had relocated to District A and Roosevelt High School specifically to be part of the culture of innovation that resulted in the ethnic studies pilot program, and both conveyed a strong sense of enthusiasm and conviction that the commitment to the objectives of ethnic studies was shared district-wide. District A survey participants were more likely to choose "implementation of a 9th grade stand-alone (or other single grade) course as an effective strategy for implementation, which followed the strategic implementation plan employed by that district begun in 2014 (check Phase II date). Because of the coherence of that strategy, the sense of purpose for both students, building leadership, and school community seemed in alignment. All interviewees leadership style was characterized by a commitment to cultivating critical independent learners who have a strong sense of self and belonging in both their school communities and beyond.

Ethnic studies teachers were more likely to suggest "training and recruitment of experienced ethnic studies teachers" as a recommended tactic for ethnic studies implementation. This may be in acknowledgement of the lack of content-specific coursework in pre-service programs, as well as a community of support needed for a comprehensive ethnic studies program as they develop courses and programs at the secondary level. Respondents also discussed the value in embedding or infusing ethnic studies content within several subject areas, within a "social justice pathway", or, as in New Directions High School, throughout the entire school. Both roles and both sites indicated that building capacity at the pre-planning and pilot phase required employing

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several tactics: from the creation of ethnic studies task forces and/or work groups, to delivering professional development around culturally responsive pedagogy, and designing supports for family and community engagement for ethnic studies", multipronged approaches that reflective of the family and community-centered ethos of ethnic studies that counters the individualistic approach of the traditional stand-along American history course.

Interestingly, "Teacher Leaders" were chosen more frequently by administrators than by ethnic studies teachers as the most influential factor in districts' most recent successful ethnic studies efforts underscoring, again, the essential role of teachers in ethnic studies implementation efforts. "School board policy" was also an influential factor, with a significant difference between District A and District B, which was somewhat surprising, as District B's ethnic studies efforts following the passing of the 2017 school board resolution in support of ethnic studies has stumbled, at least as far as a system-wide strategy for implementation. as the reluctance of principals to participate in this study, and the placing of the ethnic studies program manager on paid administrative leave seems to suggest.

There were two responses to "challenges in implementation" with significant variance by role that did correspond to expected outcomes. Administrators were more likely to choose "elective course rather than required" than were ethnic studies teachers. Question 10 was open-ended, and responses that fit into this theme included "the continual struggle to keep "ethnic studies as a course and the challenge of it not being a [graduation or college entrance] requirement and only an elective requirement" (See Appendix G). It was clear from all the survey and interview data collected that

participants shared a commitment to ethnic studies, and recognized that within a system characterized by scarcity, what is prioritized is what is required, not necessarily what is seen as best for students- and, like standardization, harms the most vulnerable and/or disengaged students. There was also significance by role for the option "schedule/sequencing challenges", this time with teachers indicating that it was a more significant challenge than administrators. Again, as cited earlier, core graduation requirements and what is situated as the "core" serves as a barrier to implementation. One respondent described their challenge as "developing a student-centered, innovative master schedule to allow for all 9th graders to access both Ethnic Studies and Conceptual Physics, along with district Health and College & Career requirements."

Survey and interview participants noted both the structural and pedagogical shifts required to implement ethnic studies successfully, and that the process is reflective of the organizational culture sustaining or inhibiting it. District A's efforts began over ten years ago, with the piloting of ethnic studies in five schools, which eventually expanded, with the passage of the school board resolution to expand the program in all of the city's public high schools. The resolution also encouraged exploration of implementation into district middle schools, and the consideration of an eventual graduation requirement.

District B: Ethnic Studies and Dialogic Change

As established in the literature review, ethnic studies curriculum challenges the canon of history and/or social studies content that centers a noncritical narrative of Euro-American conquest, and the unquestioned authority of the teacher. A finding that emerged both in the literature and the study results suggest that strategic ethnic studies implementation must be guided by a system that embeds both its pedagogy and ES advocates throughout

the multiple layers of the system: from the streets, to classroom, to building and central office administration, extending to the school board, supported by community organizations and other levers of policy-making.

This study has utilized the Dialogic Organizational Development (Bushe & Marshak, 2014) framework as theoretical lens through which to explore if ethnic studies maintains its authentically disruptive and democratizing nature as it moves from theory into application within educational systems. It is a reasonable question to investigate if ethnic studies loses its revolutionary and disruptive nature as it becomes institutionalized and standardized? In her synthesis of organizational change theories, Christiane Demers (2007) described "discourses about change" as that which "are based on concepts of complexity, meaning-making, emergence, and self-organization, these dialogic process activities assume relationships and organizations are continuously re-creating themselves through the ongoing conversations that occur at all levels and parts" (p. 193).

It is important to note here that an authentically critical ethnic studies operates with its own theoretical framework grounded in Critical Race Theory, which views policymaking differently that of the traditional mainstream approach to educational policy. "CRT views policy not as a mechanism that delivers progressively greater degrees of equity, but a process that is shaped by the interests of the dominant White population: a situation where genuine progress is won through political protest and where apparent gains are quickly cut back (Gillborn, 2013, p.134) That ethnic studies is a disruptive pedagogy can most clearly be seen in this moment in District B, as ethnic studies organizers- teachers and students- utilize the strategies of solidarity building, political organizing, and protest to make their presence felt both in school board meetings in

support of the ethnic studies manager who guided the work resulting in the 2017 board resolution (supported by a historically powerful and organized community group), and, in the response of ethnic studies students and teacher/activists who present a slate of ethnic studies candidates to exert political influence through their teachers' union, and craft a nonprofit organization to support authentic ethnic studies implementation. In this way, barriers to implementation as embodied by (a) principals who silence or displace ethnic studies teacher leaders/organizers and (b) central office leadership (that seems at the conclusion of this study to currently be engaged in neutralizing and/or co-opting the work of district ethnic studies leaders through the contracting out of ethnic studies curriculum development.

This example of institutional racism in response to ethnic studies implementation, through the displacing of the ES director, and contracting out of ethnic studies curriculum development, aligns with what CRT scholars assert is characteristic of educational policy:

> When calls for change become so great as to threaten the stability of the system, then (temporarily at least) the interests of the White majority are seen to converge with those of the protesting minority group and certain concessions may be grated. However, once the apparent contradiction between rhetoric and reality has been addressed, then the real-world impacts of the changes are reined in or removed completely. Far from advancing equity, therefore, a critical perspective views public policy as largely serving to *manage* race inequality at sustainable levels while maintaining, and even enhancing, White dominance of the system. (Gillborn, 2013, 138).

The moves of District B leadership are being met by grassroots resistance strategies deeply rooted in ethnic studies' commitment to struggle for decolonization and liberation, and is dramatically challenging the "theory-in-use"- a district that instituted a pilot ethnic studies program without adequate or perhaps even genuine support of leadership. One respondent from District B responded to Q11's invitation for "anything else?" thus: "[the

process of ethnic studies implementation] is frustrating, but youth and community partnerships and organizing, plus a strong work group of committed educators from across the district have meant a lot. I'm afraid educators of color and leaders of the movement are getting burned out from the districts' two-faced support/non-support". Like the Mexican American Studies program in Tucson, AZ, the controversy currently unfolding is sure to generate more interest and research of ethnic studies implementation processes.

District B seems to be about five years behind District A, with the passage of their board resolution in support of ethnic studies in 2017, and an equally proactive group of progressive teacher leaders creatively responding to the calls for "ethnic studies now". However, it remains to be seen if District B will develop "political alignment from top to bottom… the result of ongoing and longstanding organizing". The organizing is happening, the ethnic studies tradition suggests perhaps the alignment will follow.

Contributions to Literature

This study contributes to the research of ethnic studies implementation in several ways. At the date of this dissertation, there is no published study directly investigating the process of ethnic studies implementation at the secondary level, that specifically examines the perspective of school leaders and ethnic studies instructors as they move this "new" content into the fabric of classrooms, schools, and k-12 public school systems. The results from my literature search indicated there was a need for research in the field of ethnic studies implementation at the secondary level, informing my decision to investigate this educational initiative to more effectively achieve educational equity for students. Primarily, this study contributes a first look at specifically administrative

practices, priorities, and processes as ethnic studies content and pedagogy are moved through their organizations.

My literature review is a new contribution to the field. My literature review identified a scarcity of ethnic studies research that included ethnic studies "decision-makers" as the focus of study. The literature review provides a starting point for future research into ethnic studies implementation strategies by connecting studies that support social-emotional and academic learning of ethnic studies students with an analysis of the strategies and barriers that support effective ethnic studies implementation in k-12 schools. This contribution to the literature illustrates where ethnic studies pedagogy, student outcomes, and strategies to support ethnic studies implementation overlap. As is the nature of early-stage research, results of the study are limited, however the literature review and results provide a foundation for further research.

As is the nature of exploratory research, the purpose of my study was to establish the basis for the design or development of new interventions. By using a mixed-methods design, and multiple data collection activities- (a) quantitative survey questions, (b) qualitative survey questions, and (c) interviews- I captured both qualitative and quantitative data to establish new knowledge around approaching the ethnic studies implementation process. It is the intent of the study to inform further development of organizations in the pre-planning, piloting, implementing, and redesign phases of ethnic studies programming that may impact *the who, how, and what* strategies to support effective implementation. While it is beyond the scope of this dissertation to fully describe these strategies supporting ethnic studies implementation- particularly in districts dissimilar to the ones featured in this study, indications about what strategies and

supports may broadly consist of can be seen in the themes discussed in the literature and supported in the empirical data of this study.

This study moves from an understanding of ethnic studies as a theoretical and historical lens to one that is a pedagogical and practical initiative in service of achieving equity in schools. It examines the interaction of teaching and administering ethnic studies content and its impact on student agency, achievement, school culture, and policy as a dynamic dialogic change process both responsive and resistant to the pluralistic demands of America's diverse school constituencies.

Phase I Limitations

Phase I includes several limitations that should be considered when interpreting results. Quantitative and qualitative data were collected in Phase I, therefore limitations in validity and reliability are reported. Limitations include, but are not necessarily limited to: internal validity, construct validity, and reliability threats.

Internal Validity Threats. While the sample frame was intended to include a wide range of education professionals in various roles making decisions that impact ethnic studies implementation in two large school districts, and thereby increase the generalizability, both sample set were a voluntary sample: District A provided an excel sheet with a list of 157 email addresses from the following categories: central office administrators related to ethnic studies instruction, building administration, and ethnic studies instructors. District B building and teacher participants could not be contacted directly, but only once the principal had granted permission, and only two of the principals of the six ethnic studies pilot schools listed on the website consented to participation, thereby further limiting the sample to two buildings and voluntary central

office administrators. Therefore, not only did the self-selection bias affect the response rate to my survey, but to the very nature of the population that was my sample.

The sample size and low participation rates should also be taken into consideration. Overall response rate was quite low, with only 20% of the total sample completing the survey. However, it is worth noting that online surveys often have lower response rates, sometimes as low as 33%, particularly if the email is answered on a mobile phone (Dillman et al., 2014; Fincham, 2008; Nutty 2008). Unequal response rate is also worth noting. Of the 35 completed surveys, 63% ($n = 22$) respondents were classified as "administrators", and 37% ($n = 13$) were "ethnic studies teachers". Further, 74 % ($n = 26$) respondents were from District A, and 23% ($n = 8$) from District B.

Finally, the timing of survey administration, June in District A and September in District B should be taken into consideration and may have influenced the response rate. While these windows were dependent on the granting of district research approval according to the study timeline, June and September are notoriously challenging for educators as they conclude and begin the academic school year.

Construct Validity Threats. Content validity and low reliability need to be considered due to the survey design and implementation. I designed the Ethnic Studies Implementation Survey instrument and there have been no other studies of its use. Lack of retests, low response rates, and no alternative form of the survey may have influenced both reliability and content validity measures.

For example, Question 2 asked respondents to identify their position in their district. Forced choice options included *instructional/curriculum leader* which may be an administrative or instructional role, meaning that either could be identified as

"administrator" or "teacher" for statistical analysis purposes. Similarly, Question 4 asked respondents to indicate *phase of implementation in their school.* As RQ 3 seeks to compare responses by phase, this question did not take into account that the study was designed to assess district-level implementation practices, rather than building-level. Because participants may have been unaware of district-level implementation, or may have interpreted the question to apply to their own personal sense of implementation in their own planning process, content validity may have been compromised in the survey. However, steps to correct for low validity and reliability were taken. A nationally recognized expert on ethnic studies, as well as local professionals working with ethnic studies implementation and school administration were consulted before employing the survey to increase content validity. The survey was revised three times and field tested with ethnic studies teachers who did not participate in the study. Questions and answers were refined between each field test.

Forced-choice surveys are not without limitations. Participants must choose the best answer, which is not always the "right" answer, thereby increasing the possibility of falsely positive or high responses. However, the survey was brief, clearly worded with a repeated Likert-scale structure for the survey items addressing the research questions, with three open-ended "other" options for each question, to provide opportunity for alternative responses and elaboration. These three attributes reduce the likelihood of ipsative data (Bartram, 2007; Brown & Maydeu-Olivares, 2011).

Item non-response bias also must be considered. My survey did not require respondents to answer all questions before moving forward. This allowed respondents to skip questions and had an unintended consequence. Two open-ended questions, Question

10 and Question 13, designed to answer RQ2 and RQ3, had lower response rates, potentially altering the accuracy and power of the statistical analysis. Further, I did not account for family-wise error, therefore some differences deemed to be significant may not be real.

Social desirability bias influence must also be examined. Questions 1-4 did not lend themselves to this, however questions 5-13 asked respondents to identify characteristics, strategies, and challenges to ethnic studies implementation. Respondents may have overrepresented their familiarity with themes or processes of ethnic studies implementation as to appear knowledgeable or anti-racist, two socially desired identities.

Internal Validity Threats. First, sampling for my four principal interviews was not at random. Instead, I chose a purposive sample (Creswell & Creswell, 2017; Dworkin, 2012). Of the four interviewees, all were selected from a pool of volunteers from the Phase I survey. All four were specifically chosen because they were building principals, two from each district, and because of their presumed level of familiarity with central office, building level, and classroom level considerations for ethnic studies implementation. Second, all interviews were conducted in person. Researcher interaction bias should be considered. Third, the overall sample size was in the small end of the acceptable range (Dworkin, 2012), However, by triangulating data from both the quantitative and qualitative sources, this small sample size is not likely to have decreased internal validity (Maxwell, 2012; Creswell & Creswell, 2017). Themes overlapped both among the interviews and between Phase I and Phase II data sets: thus, the information gleaned from the four interviews suggests satisfactory thematic coherence. Finally, some alterations were made to the transcript data, including written responses to open-ended

questions on the survey. Slight corrections for grammar and punctuation, and or spelling for readability and identifying features of language and/or geographic references were deleted.

External Validity Threats. The overall low survey response to Phase I and the sampling methods in Phase II may not reflect the experience of all principals guiding ethnic studies implementation in their buildings or geographic regions, therefore, the overall generalizability of this study may be limited as it is a single study. However, the perspective of participants who are at the forefront of ethnic studies implementation as a system-wide initiative at the secondary level likely capture themes and considerations facing ethnic studies decision-makers in other systems as they move to expand ethnic studies instruction.

My professional experience and participation in the ethnic studies movement may have skewed what my informants shared in unknowable ways. For example, they may have been more primed to discuss what was working than what didn't, due to the purposeful selection of my interviewees. My identity as a Black-biracial instructor of ethnic studies at a high school in the Pacific Northwest means that I have been driven to ask these questions by a life-long commitment to equity instilled in me by my teacher/activist parents. My research interest is shaped by 20 years of experience teaching high school, and by my commitment to fostering critical engagement in students. I attempted to counter this bias by editing my survey extensively for neutral language, and by employing respondent validation techniques during my interviews.

Future Research Directions

This study was conducted with the purpose of identifying strategies and barriers to supportive ethnic studies implementation and gaining understanding of how that implementation impacts school organizations. If successful ethnic studies instruction is dependent on the preparation of teachers who understand the goals and pedagogy of ethnic studies and can skillfully implement that content, as study data suggests, then further research is needed to understand what preservice teaching programs can do and are doing to currently support ethnic studies instruction, and, perhaps more importantly, *if* ethnic studies as a discrete content area can support the recruitment and retention of teachers of color.

Another recommendation that bears further research is the role of ethnic studies advisory or work groups, or racial equity teams (RET) in building capacity for ethnic studies implementation. In what ways are teachers and school districts creating and supporting networks of professionals committed to reflective and anti-racist practice, and in what ways is that supportive of the goals of ethnic studies in creating equitable classrooms and communities? Do these types of teams impact the retention of teachers of color through the creation of a distributed body working to disrupt narratives of inequality in schools, or are teachers of color disproportionately doing the heavy lifting of dismantling racism, as is our longstanding tradition in schools and society?

Finally, what is being done in administrator licensure programs to develop equity leadership in candidates? What does it take to produce leaders who can articulate and embody an ethnic studies pedagogical lens, as the leaders interviewed in this study did? What does authentic care look like at the administrative level, and what policies and

practices then can be enacted that reflect care for, rather than measure the harm done to, our students? More research is needed to understand the ways that administrative licensure programs can support the kinds of courageous leadership required to guide successful ethnic studies implementation in school systems.

Conclusion

The results from this study indicate that ethnic studies pedagogy and curriculum are operating as a dialogic pedagogy enacting change. This transformation of the *who, what, and how* of education is creating conditions for emancipatory education that centers students as agents of knowledge-making and change. Ethnic studies educators and administrators are challenging the singular and hegemonic narrative of the American immigrant story of conquest and land of opportunity, moving schools and systems away from a "multicultural" melting pot narrative that upholds this narrative, and into a decolonizing and humanizing space where critical and pluralistic new narratives can emerge. Study participants responses demonstrate ethnic studies is present in multiple phases and configurations: single-subject classrooms and courses *and* students are taking that critical consciousness with them into the other school spaces in which they move, demanding that their other teachers and school leaders respond with authentic care. Ethnic studies is being infused into other content areas, ethnic studies themes and pedagogy moving building and system-wide, through professional development focused on strategies of racial and cultural literacy and responsiveness; and the development of anti-oppressive pedagogies; moving from standards-based reform to the development of an aligned k-12 curricular and pedagogical approach to social studies, language arts, and the teacher-student relationship itself that is supported by explicit school board policy,

and community partnerships. As ethnic studies implementation continues, overcoming the challenge of providing adequate training and support is critical: to teacher leaders through a strong district-wide network connecting and supporting them via supported ethnic studies central office leadership that collects and disseminates data supporting the efficacy of ethnic studies; a collaborative network of support such as an ethnic studies lead group and student cohort that can utilize tactics of grassroots activism to build solidarity to amplify their voice when needed; and to preservice teachers whose educational preparatory programs provide students a critical pedagogical lens that provides a nourishing, sustaining, and culturally inclusive space for teachers of color as they prepare to effectively provide all students the education they deserve.

APPENDIX A

RESEARCH ARTICLES INCLUDED IN THE LITERATURE POOL

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STUDY DESIGNS, MEASURES, AND ANALYSIS METHODS

Citation	Design	Data	Analysis
1	Longitudinal cohort quant.	Administrative data (GPA, AIMS scores, graduation data)	Logistic regression models
2	Case Study	Written assignments, school and curriculum documents, student focus group, and semi-structured student and teacher interviews	Documented coded narrative analysis (of tension, resistance, and hope) as students interacted with curriculum
3	Interview study	In-person semi-structured interviews with open-ended questions	Coded "themed" data
4	Longitudinal cohort quant.	Administrative data (8th grade GPA, 9th grade attendance, rates, 9th grade GPA and credits earned)	Regression discontinuity analysis
5	Case study	Weekly reflections, digital recorded discussion, and in-class and out of class (in)formal discussions and observations. Six one-on-one in depth interviews.	Coded "themed" data
6	Case Study	Three participatory action research projects including interviews, surveys, photographs, participant observation, digital video, and descriptive statistics	Coded "themed" data

7	Case Study	Photovoice compositions, semi structured interviews, participant observations	Coded "themed" data
8	Interview study	In-person semi-structured interviews with open-ended questions	Coded "themed" data
9	Longitudinal quant.	System justification scale adapted from Kay and Jost (2003); Rosenberg's global self-esteem scale (Rosenberg, 1989); The Children's Depression Inventory; Risky Behavior Questionnaire (Eccles & Barber, 1990); Classroom Regulatory Behaviors Scale (Santos & Menjîvar, 2013); 10 item measure of perceived interpersonal ethnic discrimination from "others" and societal authorities (Whitbeck, Hoyt, McMorris, Chen, & Stubben, 2001)	Structural equation modeling techniques
10	Cross-sectional qual.	Open-ended survey of former Pinoy Teach participants	Coded "themed" data
11	Cross-sectional quant.	Survey from national research project called Preparing Students for a Diverse Democracy	Multiple regression and exploratory factor analyses
12	Cross-sectional quant.	Survey adapted from a diversity climate survey developed at the Higher Education	Linear regression

		Research Institute (HERI)	
13	Case Study	Classroom observations, open-ended student survey, teacher and student interviews, and student work products	Coded "themed" data
14	Longitudinal qual.	1) Student artifacts, (2) field notes and transcribed class conversations; and (3) personal communications including semi-structured interviews and impromptu conversations	Triangulation

APPENDIX C

Studies' Themes Corresponding with the Sleeter (2011) Categories

Citation	Themes				
	Origin of knowledge	Historical U.S. colonialism and contemporary colonialism	Historical construction of race	Probing meanings of collective or communal identities	Studying one's community's creative and intellectual products, both historic and contemporary
1	X	X	X	X	X
2	X	X	X	X	X
3	X			X	X
4				X	X
5	X	X	X	X	X
6	X	X	X	X	X
7	X	X	X	X	X
8	X			X	X
9	X	X		X	X
10	X	X		X	X
11		X	X	X	X
12				X	X
13	X	X	X	X	X
14	X	X		X	X
Total	11	10	7	14	14

APPENDIX D

Summary of Findings

Cite	Summary of Findings
1	MAS students achieved higher AIMS scores and higher rates of passing and graduation despite having significantly lower GPAs and standardized test scores.
2	Appreciating and facilitating students' multiple literacies and identities while engaging them in critical literacy education supports students' academic participation.
3	Students of color in primarily white Teacher Ed programs experience barriers that can be mediated by employing an ethnic studies framework and more faculty of color.
4	There is a strong causal relationship between the teaching of ethnic studies and increased achievement outcomes for 9th graders.
5	Mexican American Studies (MAS) courses grounded in historically and culturally relevant pedagogy can reengage historically disenfranchised youth.
6	Ethnic studies at the Secondary level is not new, and the critical pedagogy of race it provides students is both rigorous and relevant.
7	New Literacy Studies (NLS) can provide diverse students voice beyond traditional print literacy that demonstrate their comprehension of the multilingual and global realities of today.
8	Teachers who understand that culture and difference are assets that are fostered through connections between home, classroom, and community are more successful with our diverse student populations.
9	Marginalized youth who are more critically conscious in 6th grade, exhibiting less systems-justifying belief had better trajectories through middle school.
10	Pinoy Teach, a program designed to support pre-service teachers in Filipino American history and culture to middle school students, served as a tool to decolonize and support culturally sustaining practice.
	Students from highly segregated high school communities are less prepared for the negotiation required of democratic and socially diverse settings in college and beyond.
12	Students with more pre-college experience with diverse peers and school climates that value diversity have higher expectations for their institution to create an authentically positive climate for diversity, and this effect is different according to gender.
13	Students and teachers perceive strongly positive impacts of ethnic studies courses on students in regard to learning, engagement, and educational aspiration
14	Literacy events that affirm Indigenous knowledges include examining the role of silence and storytelling as expressions of critical engagement of Native youth.

ES IMPLEMENTATION SURVEY

Start of Block: SURVEY INSTRUCTION

Start of Block: Informed Consent

Q1

Welcome to the research study!

We are interested in understanding ethnic studies implementation. You will be presented with information relevant to ethnic studies implementation at the secondary level and asked to answer some questions about it. Please be assured that your responses will be kept completely confidential.

 The study should take you around five minutes to complete, and you will receive the results of my study for your participation. Your participation in this research is voluntary. You have the right to withdraw at any point during the study, for any reason, and without any prejudice. If you would like to contact the Principal Investigator in the study to discuss this research, please e-mail Leah Dunbar: ldunbar@uoregon.edu.

 By clicking the button below, you acknowledge that your participation in the study is voluntary, you are 18 years of age, and that you are aware that you may choose to terminate your participation in the study at any time and for any reason.

 Please note that this survey will be best displayed on a laptop or desktop computer. Some features may be less compatible for use on a mobile device.

o   I consent, begin the study (1)
o   I do not consent, I do not wish to participate (2)

Skip To: Q2 If Welcome to the research study!   We are interested in understanding ethnic studies implementati... = I consent, begin the study
Skip To: End of Survey If Welcome to the research study!   We are interested in understanding ethnic studies implementati... = I do not consent, I do not wish to participate

Q2 My position in my district is:
o   Building principal (1)
o   Building administrator (2)
o   Department leader (3)
o   Ethnic studies instructor (4)
o   Instructional/curriculum leader (5)
o   Other? (6) _____

Q3 My school has (check as many as apply):

- o One or more "stand alone" ethnic studies courses (e.g., ES 101, ES 012, Mexican American Studies (MAS), etc.) (1)
- o One or more courses that embed ethnic studies standards in existing course curriculum (e.g. History of the Americas, etc.) (2)
- o An ethnic studies course sequence or pathway (3)
- o Other (courses or curriculum that are relevant to ethnic studies (please describe) (4)_____

Q4 Which phase of implementation best characterizes the ethnic studies efforts in your school?

- ☐ Pre-planning (researching successful instructional and curricular models) (1)
- ☐ Professional development around Culturally Relevant Pedagogy (2)
- ☐ Planning/Design (clarifying standards, goals, identifying team, gathering resources, etc.) (3)
- ☐ Piloting of ES course/curriculum (4)
- ☐ Redesigning/refining of ES course/curriculum (concurrent with or post-pilot phase? please describe) (5)
- ☐ Partial implementation (please describe) (6) _____
- ☐ Full implementation (please describe) (7) _____

Q5 Please indicate what you feel are the most important characteristics of a successful ethnic studies course or program.

	Very Important (1)	Somewhat Important (2)	Somewhat Unimportant (3)	Very Unimportant (4)
Development of ethnic and racial literacy (1)	☐	☐	☐	☐
Student-centered, problem solving approach combined with authentic caring (2)	☐	☐	☐	☐
Culturally sustaining pedagogy (3)	☐	☐	☐	☐
Critical stance, developing critical consciousness about self and others (4)	☐	☐	☐	☐
Objective of systemically examining and dismantling institutional racism and other systems of oppression (5)	☐	☐	☐	☐
Exploration of history and present experience from the perspective of non-dominant groups (6)	☐	☐	☐	☐
Other (please describe) (7)	☐	☐	☐	☐
Other (please describe) (8)	☐	☐	☐	☐
Other (please describe) (9)	☐	☐	☐	☐

Q6 The following have been challenges to ethnic studies implementation in my district:

(Rate level of challenge for all that apply and indicate if a challenge did not apply in your case)

	Very Challenging (1)	Somewhat Challenging (2)	Hardly Challenging (3)	Not Challenging (4)	Does not apply (5)
Adequate teacher preparation (1)	☐	☐	☐	☐	☐
Creating K-12 alignment (2)	☐	☐	☐	☐	☐
District buy-in (3)	☐	☐	☐	☐	☐
Faculty buy-in (4)	☐	☐	☐	☐	☐
Parent buy-in (5)	☐	☐	☐	☐	☐
Community buy-in (6)	☐	☐	☐	☐	☐
Adequate resources (FTE, textbooks, professional development, collaboration time) (7)	☐	☐	☐	☐	☐
Alignment with state standards (8)	☐	☐	☐	☐	☐
Community groups' perception of representation of curriculum (9)	☐	☐	☐	☐	☐
Misperception of content and purpose (10)	☐	☐	☐	☐	☐
Other (please describe) (11)	☐	☐	☐	☐	☐
Other (please describe) (12)	☐	☐	☐	☐	☐
Other (please describe) (13)	☐	☐	☐	☐	☐

Q7 Which of the following best describes your building or districts' most effective strategies for supporting successful ethnic studies implementation? (Check all that apply and indicate strategy effectiveness)

	Most Effective (1)	Somewhat Effective (2)	Somewhat Ineffective (3)	Less Effective (4)	Does not apply (5)
Implementation of 9th grade (or other single grade) Ethnic Studies elective course (1)	☐	☐	☐	☐	☐
Embedding Ethnic Studies standards/pedagogy into existing courses (2)	☐	☐	☐	☐	☐
Building into the master schedule with intentional supports (3)	☐	☐	☐	☐	☐
Piloting of Ethnic Studies courses in multiple sites (4)	☐	☐	☐	☐	☐
Partnering with outside entities to articulate Ethnic Studies curriculum (5)	☐	☐	☐	☐	☐
Advocating for Ethnic Studies graduation requirement (6)	☐	☐	☐	☐	☐
Other (please describe) (7)	☐	☐	☐	☐	☐
Other (please describe) (8)	☐	☐	☐	☐	☐
Other (Please describe) (9)	☐	☐	☐	☐	☐

Q8 Based on your experience, how valuable are the following tactics for districts considering implementation of ethnic studies district-wide?

	High Value (1)	Moderate Value (2)	Low Value (3)	No Value (4)
Creating an Ethnic Studies Task Force/Work Group (1)	☐	☐	☐	☐
Creating community group/higher education partnerships (2)	☐	☐	☐	☐
Delivering professional development around culturally sustaining pedagogy (3)	☐	☐	☐	☐
Capacity building of site-based Equity Teams (ET) or Racial	☐	☐	☐	☐

Equity Teams (RET) (4)				
Training and recruitment of experienced Ethnic Studies instructors (5)	☐	☐	☐	☐
Design supports for family and community engagement in ES (6)	☐	☐	☐	☐
Other (please describe) (7)	☐	☐	☐	☐
Other (please describe) (8)	☐	☐	☐	☐
Other (please describe) (9)	☐	☐	☐	☐

Q9 Which factors have been most influential in your districts' most recent ethnic studies efforts?

	Very influential (1)	Moderately influential (2)	Slightly influential (3)	Not influential (4)
Students/student union groups (1)	o	o	o	o
Teacher leaders (2)	o	o	o	o
Parent groups (3)	o	o	o	o
Grassroots community activism (4)	o	o	o	o
Recent empirical data supporting ES instruction (5)	o	o	o	o
Current media coverage (6)	o	o	o	o
School board policy (7)	o	o	o	o
State legislation (8)	o	o	o	o
Political climate (9)	o	o	o	o
Other (please describe) (10)	o	o	o	o
Other (please describe) (11)	o	o	o	o
Other (please describe) (12)	o	o	o	o

Q10 Please describe one challenge you or your school/district has faced in implementing ethnic studies and how that challenge was overcome or mitigated.

_____

Q11 Is there anything else you wish to share about the process of ethnic studies implementation in your building or district?

_____

Q12 Are you willing to be interviewed for this study? If so, please provide your email address or phone number for follow-up.
o   Yes (1) _____
o   No (2)

End of Block: Informed Consent

APPENDIX F

ETHNIC STUDIES IMPLEMENTATION STUDY PHASE II: INTERVIEW

Question
1. Describe the ethnic studies program in your school. What informs your understanding of the term? What is/are the course titles, who is best served by these classes?
2. How would you describe the impact of ethnic studies courses on the student culture/climate of your school? How about on the teachers?
3. What do you see as the most important component of a successful ethnic studies program? (show/review survey options) Is there anything missing from this list that you would add?
4. Survey respondents identified a "student-centered, problem solving approach combined with authentic caring" as a critical component of a successful ES program. How does a school leader make sure that is present in the practice of ES?
5. SFUSD is in "full implementation" of ethnic studies courses. Can you name or identify any organizational or systemic shifts that have occurred as a result of this work? (can include student achievement outcomes/curricular reform, teacher pedagogy, etc.)
6. What barriers or challenges has your building struggled with the most as regards ethnic studies implementation?
7. What do you see as most important, structurally, to be in place to support ethnic studies? Philosophically and/or pedagogically what do you see as most important?
8. Describe the support you receive from your district's central office for ethnic studies work. What does that support look like?
9. What is your school's relationship to recent media response to (names specific ethnic studies work)? Has the community perception of ethnic studies changed as a result of that conversation?
10. How is data about students' perceptions of the curriculum assessed and how are their perspectives utilized to refine and modify the curriculum?
11. What do you think is the single most important component to a successfully implemented ES program?

Q10 Challenges in Implementing Ethnic Studies (Open-ended Answers and Coding

Scheme)

Question	*Please describe one challenge you or your school/district has faced in implementing ethnic studies and how that challenge was overcome or mitigated.*

<u>Coding Variables</u>

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
Support/ Resources/ Staffing	Scheduling/ Sequencing	Understanding of the Value of ES	Standards and Curriculum Development	Not Required for Graduation/ College Entry	Ineffective Leadership

1,4	Our school faces the challenge that we don't have enough staffing to fully implement a comprehensive Ethnic Studies curricular program. We also face the challenge that it is currently embedded in the history department with supports from individual teachers in other departments. We are moving in the right direction, but it is frustrating to not be able to move quicker.
4	identifying high quality standards aligned materials was a challenge. The district recruited staff to study, design and write curriculum.
1	Teachers didn't feel fully prepared; resources around PD and planning time were allocated to support.
1	Funding - obtained funding for course implementation
1	It's a challenge to reach educators to provide professional development during the school year. This has been mitigated by partnering with other organizations, specifically the education association, to deliver PD in the summer and create an organized sequence of PD during the school year
6	In a previous year, the person in the job of Ethnic Studies manager had neither the will nor the expertise to lead our Ethnic Studies Department. To overcome this challenge, someone who did have the will and the expertise was hired to lead.

3	Our biggest challenge was convincing district and faculty that ethnic studies was the right direction, convincing staff that the master narrative was biased and destructive to students of color. in our school, we held staff meetings designed to spark open conversations about race and how we approach the topic in education. Then Trump was elected, and all those conversations became more than Black people whining. They became self-reflective, awakening conversations about what was being done to people of color in this country. They became put up or shut up conversations about how to change the direction of this educational system and an acknowledgement that there was a lot of work to do.
3	District - predominately Asian schools or schools known for being academically rigorous are less supportive of the class being fully implemented. Not yet overcome.
3, 4	Getting other teachers to implement in their current curriculum.
1,6	The district is paying lip service to ethnic studies, but undercutting the people are trying to make it happen by not allowing director to spend existing money or more people for the department, and by silencing the director.
3	Gaining the support in messaging that ES is an important course which all students will benefit from.
1	I have just begun teaching Ethnic Studies, so I guess tackling the curriculum without any specialized training. Training was offered but at a late date that conflicted with other training I was taking. Still working on overcoming this.
1,2	Ethnic Studies was only offered as an elective course for upper class men (11th/12th graders). Our school has recently rolled out more sections available for 9th graders by hiring another Ethnic Studies teacher.
2	Bell schedule challenges-offering ethnic studies to every student while acknowledging that 9th grade is heavily impacted with A-G requirements (California) as well as physical education graduation requirements
2	Developing a student-centered, innovative master schedule to allow for all 9th graders to access both Ethnic Studies and Conceptual Physics, along with district Health & College & Career requirements.
2	We have had several challenges, but if I were to focus on one, it would be uneven support at the site level. However, we as Ethnic Studies practitioners/leaders are fortunate to have relatively strong support at

from our larger community that ALWAYS IS PUSHING/ENCOURAGING central office leadership to continue to strengthen the Ethnic Studies related work.

2   Creating a course sequence from 9th-12th grade.

5   Ethnic studies as an elective not a requirement. Students will often get placed in the ethnic studies course just because the counselor saw that there was space in the class.

5   The continual struggle to keep Ethnic Studies as a course and the challenge of it not being a Social Science A-G requirement and only an elective requirement.

3   Teacher buy in/understanding of the importance of teaching non-dominant cultures.

1   Even though our district puts little to no money towards social studies, they have hired several TSAs to support ethnic studies at the high school level (and a bit at the middle school level).

1   Funding ethnic studies at every school.

1   Just teacher shortage in general.

1,3   Definitely need the support of the school community to reach out to students to take the class and see the importance of Ethnic Studies in their lives.

2   The biggest challenge I have faced so far is implementing a meaningful ES class in a continuation school setting where classes only last 9 weeks (quarter system).

4   The attempt to implement a stand-alone course is something challenging at this time. I think a more sustainable way to embed Ethnic Studies is by embedding it within other content areas.

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