

INSIGHTS INTO NEW TEACHER PROFESSIONAL DEVELOPMENT: A FOCUS ON CULTURALLY RESPONSIVE TEACHING PRACTICES

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K-12 professional development programs at national, state, and local levels can differ. They exist in varying lengths as conferences, online webinars, in-school sessions, or after-school training programs. Due to limited resources, costs, and time, measuring the efficacy of a session based on participant knowledge and impact becomes challenging. In this present study, I used a retrospective pretest in order to assess K-12 teachers' knowledge-base and the efficacy of a mandated professional development session for new teachers in one urban, majority-minority public school district. A majority-minority school district is one in which the majority of the student population comprises racial/ethnic minorities. New teachers employed to work with students are encouraged to integrate culturally responsive practices in the classroom; however, their skills and knowledge are frequently unassessed. This present study provides insight into the skills and knowledge necessary for culturally responsive teaching.