

# SRI International

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## **Evaluation of the California Subject Matter Project (CSMP)**

### ***California International Studies Project (CISP) Case Study***

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## **California Subject Matter Project: The California International Studies Project Equity and Access Program**

### **Introduction**

This case study describes the Equity and Access program of the California International Studies Project (CISP). The objective of Equity and Access is to train teachers across disciplines in strategies for increasing student engagement and learning. CISP initiated Equity and Access through a grant it received in 2001 from the California Postsecondary Education Commission to expand the professional development it was providing teachers in three Los Angeles schools. Since 2003, Equity and Access has become a statewide program that has reached more than 10 schools in the greater Los Angeles and San Francisco Bay Areas that serve typically underserved populations, such as English language learners, low achievers, and those in high-poverty areas. The program has a strong reputation, advocates among former participants, administrator buy-in, and demand beyond its capacity. Equity and Access' success is noteworthy in a policy environment where long-term professional development typically is difficult because of competing demands and priorities.

In this case study, we describe two Los Angeles high schools in different stages of implementing Equity and Access to highlight the features of the program that have made the program persist and expand. Both schools exhibit the importance of administrator buy-in for starting and maintaining the program. They also illustrate how research-based features of the professional development, especially intense initial professional development with ongoing in-classroom coaching to support teachers' implementation of strategies learned in the initial workshops, is critical for effecting change in teacher attitudes and instructional practices.

### **Background Information about the Equity and Access Program**

From the early 1990s, equity-focused instruction occupied a central priority in CISP programs (Exhibit 1). The project introduced the Contemporary World History Project (CWHIP), an online international relations and problem-solving simulation that combined an engaging Model UN-type exercise for students with professional development for their teachers. In small teams from World History classes, students negotiated and problem-solved international issues. Teachers expanded their skills to conduct some instruction using a special form of cooperative small group study developed by Elizabeth Cohen at Stanford. In 2001, the scope of the professional development was enlarged with a three-year grant from the CA Postsecondary Education Commission supporting work in LAUSD

#### **Exhibit 1 The California International Studies Project**

The California International Studies Project (CISP) strives to provide standards-based professional development in history and international studies to prepare students to live, work, and be informed, active citizens in a world where conditions, people, and distant events may have a critical impact on their own and others' lives. They do this by: (1) Developing teachers' academic content knowledge and strengthening their instructional skills; (2) Conducting site and statewide programs designed to bridge cultures, cultivate equity, and enhance access for California's diverse student population; and (3) Examining the complexity of historical and contemporary issues from a range of discipline perspectives.

high schools. Largely at the request of the teachers and administrators in the pilot schools, Equity and Access emerged as a multidisciplinary program that draws on key equity-focused concepts from Professor Cohen's work and is now available to teachers in all content areas.

The Equity and Access professional development program format provides for in-depth initial learning, with ongoing individual follow-up. The program typically starts with a 5-day institute, followed throughout the year by classroom observations of each teacher and coaching tailored to each teacher's needs.<sup>1</sup> The current 5-day institute is a mix of modeling, small group discussion, partner work, video clips, and PowerPoint presentation. During the institute, the professional development (PD) provider models strategies for the teachers and the teachers participate in the group work as their students would. In this way, teachers get to experience first hand how powerfully the program changes the learning experience for students even as they begin to learn the strategies necessary for implementing Equity and Access in their own schools.

### **Equity and Access Goals and Philosophy**

The goal of Equity and Access is to bring underserved and disengaged students fully into the instructional mainstream. The approach is to promote equity among students through the use of educational strategies that assure students' access to content knowledge in the classroom. Equity and Access strives to increase student participation, engagement, and frequent, rich use of academic language. Equity and Access is based on an instructional model called complex instruction (CI).<sup>2</sup> CI was developed out of research that showed that students in a classroom replicate the status differences found in society. Higher-status students engage at a higher level and tend to take the lead in classroom interactions; lower-status students diminish their participation and suppress potential contributions to the group. Because more engaged students (i.e., higher status students in traditional classrooms) get more opportunities to learn, traditional classrooms serve to reinforce status differences in society. Status can be determined by a number of factors such as gender, socioeconomic status, or educational attainment. In the classroom, higher status students are those who read, write and compute well. CI aims to reduce or remove differential levels of status by valuing a broader array of "success markers" such as making connections to real world events, organizing material for presentations, analyzing visual images for important details, and using symbols to represent ideas. Recognizing and acknowledging such skills can change teachers' expectations for their students and students' expectations for themselves.

A core component of the program is raising teachers' expectations for their students and building teachers' efficacy, which is critical for low-performing schools and an important predictor of student learning. As a CISP professional development provider said,

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<sup>1</sup> If teachers are not comfortable being observed, which is sometimes the case, they do not participate in the follow-up portions of Equity and Access.

<sup>2</sup> CI was developed by Dr. Elizabeth Cohen, a Stanford University professor who was the CISP principal investigator and faculty advisor for 10 years.

We should never accept good enough. If you're not in here to impact student learning, maybe you need to rethink your role and your job. If you do it right, it's hard work. And if you're not willing to do that hard work, you're wasting your own and other people's time.... I think [teachers] have to believe they can change children's learning, attitudes, and beliefs about something. If they don't believe that, then I don't think they can change.

The Equity and Access program is organized around five essential elements<sup>3</sup>:

1. **Setting Expectations** –Teachers instill the conviction in students that they can succeed at academic tasks and that they are responsible and accountable for maintaining high standards of conduct and participation.
2. **Holding Students Accountable** –Teachers are consistent in holding students to successful completion of assignments and to observing classroom norms, standards, and schedules.
3. **Engaging Students** –Teachers organize instructional work that requires active participation and makes clear the importance of high-quality work.
4. **Sharing Academic Authority** –Teachers give students greater responsibility for developing and presenting the academic substance of the course.
5. **Developing Critical Thinkers** –Teachers establish expectations for higher order thinking and critical evaluation of content material and peers' contributions.

A major strategy CI uses to reach its goals is collaborative, small-group instruction that aims to foster equal access to the curriculum, deep student engagement, and, ultimately, student learning. In CI, students assume various roles and divide the work accordingly.<sup>3</sup> For example, the Materials Manager makes sure required supplies and materials are

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<sup>3</sup> Essential elements description is from the *Equity and Access: Key Concepts* document provided by California International Studies Project.

<sup>3</sup> Three common roles are: Reporter – Makes sure the group product is completed, sees that the product represents the group's best effort, organizes the group's report for the class, summarizes the activity to introduce the report to the class, reports to the teacher and class on how the group worked together, makes sure that all parts of the project are correctly labeled and handed in; Recorder – Makes sure everyone has notes or diagrams from the discussion/research, makes sure everyone completes the individual report, is responsible for seeing that the activity cards and information are returned properly, helps the group identify different parts of the task, lets the teacher know when the group is ready; Materials Manager – Makes sure that all supplies and materials needed are available, makes sure that materials are used properly, supervises cleanup and the return of all materials, sees that the group is clean and orderly.

Resource Manager – Looks up additional information for the group, shares all additional information with everyone, helps the group assign time limits to the task, keeps the group aware of how much time is left, encourages all members to make good use of the time, puts away all additional resource material used by the group, makes sure all the role badges are collected and returned

Other roles, such as the Harmonizer, may be assumed depending on the needs of the task and the number of students in the group.

CI roles description is from *Program for CI* document available online at:  
<http://www.stanford.edu/class/ed284/csb/RoleSkit/RoleHint.pdf>

available, the Resource Manager finds and shares additional information, and the Facilitator and Reporter both make sure that the academic content is learned and the group product is completed. Because students rotate through all of the group roles, all students develop the skills to play each role effectively. The students' ability to accomplish their assigned group role is key to achieving challenging academic tasks. In the ideal use of CI, the teacher is the facilitator/manager of learning and the students learn to draw on the skills and knowledge that each group member has in a way that is beneficial to all.

Fully implementing CI requires teachers to teach in ways that are drastically different from traditional instruction.<sup>4</sup> Teachers must change the way they plan assignments, communicate with students, and manage their classroom. They must shift traditional norms of authority by increasing students' responsibility for instruction and learning. Finally, teachers must become a skilled facilitator who holds students accountable for becoming resources for knowledge development themselves instead of being the main source of knowledge in the classroom.

As CISP worked to support teachers in implementing CI, it became apparent that not all teachers were able to fully implement CI. CISP realized that most teachers need extensive scaffolding in learning how to successfully introduce CI ideals in their classrooms. Further, CISP helped teachers implement parts of CI as they were able to do so based on their own level of mastery of the strategies and techniques needed. Group work, while a highly effective method of distributing responsibility and redefining status for students, can be difficult for teachers to implement. Equity and Access retains a focus on group work, but also devotes substantial time to the "fundamental" five essential elements listed above. The ongoing coaching for implementation enables all participants to build on and to expand existing skills in use of the strategies. With the active support of a coach, teachers who have (or can develop) a solid grasp of these strategies move quickly to incorporate the more demanding aspects of effective group work instruction. Teachers who are not yet ready to implement CI fully can still make major improvements in their classrooms to increase student engagement, even if they are not yet ready to fully

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<sup>4</sup> For example, in a classroom fully implementing CI each team (usually four students) would examine a related but different topic (e.g., the roles of individual enlightenment philosophers) connected to a big idea or question (e.g., "What is Democracy, After All?"). After closely studying resource materials on their individual topic, each team conceptualizes, organizes and develops a "teaching" product – political cartoon, mural, interview, debate, etc. – that conveys to classmates the essence of their topic and its relationship to the big idea. The study processes and the product development are designed to require a wide range of skills to complete (multiple abilities). The teacher closely monitors the teams at their workstations during this time, intervening with a statement or question when essential to increase the effectiveness of the collaboration. After each team "teaches" its topic to classmates, the group's work is immediately debriefed by the teacher who draws both on the workstation observations and the group's public presentation. Over a period of two or three weeks, each team rotates through the different topics and is expected to improve on the quality of the instruction provided to their classmates beyond was taught in the previous round.

implement CI's group work model. In explaining Equity and Access' purposeful deviation from the groupwork structures that are central to pure CI, the Executive Director states,

You don't have to give up anything in terms of expectations of accountability, authority, critical thinking, and engagement just because you're not operating in a small group context...[Equity and Access] helps teachers build that foundation and never gives up a moment of instruction because [teachers are] having to pay so much attention to complex [groupwork] processes they've never done before."

The teacher participants are introduced to such strategies as using images, graphic organizers, and summarizing key concepts in their own words. The PD provider is mindful about scaffolding different instructional processes that are difficult, conceptually and in practice, to grasp. Because of the complexity of implementing CI, teachers typically can absorb only elements—for example, a few discrete strategies—through the institute alone. After the institute, Equity and Access providers individualize the professional development by observing the teacher participants in their classrooms and coaching them on their instruction. With follow-up classroom observation and coaching, CISP has found that teachers can adopt deeper instructional changes over time.

The CISP realizes that the content of Equity and Access requires substantial changes in teacher pedagogy and student interactions within classrooms. Especially because students need to learn new ways of engaging with each other and with academic content (see Exhibit 5 below for an example of how students interact in a classroom where the teacher is using Equity and Access), the CISP prefers to work with entire schools or departments so that there are consistent expectations for student behavior across multiple classes. Most of the professional development is provided by one full-time staff member who described part of his job as figuring out school needs and adapting the Equity and Access program to address the needs of each school as well as individual teachers.

### **Implementation of the Equity and Access Program**

Here we describe the Equity and Access Program in schools at different stages of implementation. South East High School (SEHS) recently began working with CISP, and one group of teachers has participated in the 5-day institute. The Los Angeles High School for the Arts (LAHSA) has completed its second year of working with CISP, and all the teachers have participated in the 5-day institute as well as follow-up coaching.

### ***South East High School***

The Equity and Access program at South East High School (Exhibit 2) began because an administrator, herself a former participant in Equity and Access, believed the program could support deep instructional improvement at the school and would enable them to address the areas of growth in their WASC Action Plan. Early in 2009, the administrator realized that they had sufficient funds to support at least one group of teachers participating in Equity and Access during the summer of 2009. She selected the social studies teachers because she thought they would have the most opportunities to implement CI strategies in their classrooms. She invited history-social science teachers for the pilot institute in the Spring 2009 and coaching during 2009-10 with the intention to expand participation to other content areas when funding permits.

#### **Exhibit 2 South East High School**

SEHS is a large comprehensive high school in its fourth year with approximately 120 teachers and 2,800 students; 99% of the students are Hispanic, and 80% of the students receive free or reduced-price meals. An administrator had worked as a classroom teacher with the Equity and Access main PD provider in the past. She had participated in the training and believes strongly in it. She introduced the Equity and Access program into her school to help with students' engagement and critical thinking skills.

Exhibit 3 describes a portion of the training the social studies teachers received at the Equity and Access institute. Through modeling and discussion in a lesson on political cartoons, the main PD provider and a PD provider-in-training introduced the teachers to strategies for facilitating classroom discussions and promoting students' critical thinking.

#### **Exhibit 3 Political Cartoon Lesson for Social Studies Teachers**

The PD providers asked the participants to break into pairs and led them through a political cartoon lesson, during which the teachers were broken into small groups and assigned the differentiated roles that students play in classrooms using CI. Afterward, the participants' discussed the instruction and classroom norms. They observed how students share the "responsibility of authority" when they work in groups, and they considered the challenges of using group work in the current standards-driven era and the importance of investing time in ensuring students fully grasp content in order to increase access to the curriculum.

Throughout, the PD providers modeled techniques for directing discussions (e.g., summarizing a participant's thought and then asking him or her to expand it) and always grounded their instruction in Equity and Access ideals. For example, a participant questioned whether the political cartoon lesson could be successful in a typical high school classroom because the students might lack the ability to have a deep discussion. The PD providers reminded the teachers that students are very capable of having discussions about even controversial issues like race, although they may have different ways of stating their ideas. The PD providers told the teachers that their job as facilitators is teach students how to work together in groups, to open up their students' thinking and give them credit for their thoughts.

Although it is too early to know how the SEHS social studies teachers will implement CI strategies in their classrooms or the effects the program will have on the school, the participants reported they had a highly positive experience in the institute. They believed expectations were made clear and group roles were clearly delineated, and they gained a new perspective on their students' roles in class. One teacher, who was excited about starting to use group work as a means to develop students' confidence and sense of ownership over their learning, said,

Especially in high school, roles are so set among students. You have the "troublemakers" or the ones who don't want to do anything.... I've had a couple of gifted or AP classes, and a lot of the teaching depends on the person who seems to always think they know the answer.... It places a lot of pressure on students, on them. Also, other students shut down. It's too easy to concentrate responsibility [for learning in a few students out of the whole class].

Over the 2009–10 school year, the administrator is hoping to use the school's cross-content professional learning communities to support the social studies teachers in their continued use of CI and to spread CI ideas. A strong proponent of the CI strategies, she plans to encourage peer coaching and modeling of instruction in the fall.

### ***Los Angeles High School for the Arts***

Like at SEHS, school administrators at the Los Angeles High School for the Arts (LAHSA) were already familiar with Equity and Access when they first approached the CISP about working with their school (Exhibit 4). LAHSA's current principal and the lead Equity and Access professional development provider were both teachers at a large comprehensive high school. While LAHSA's goal is "to ensure that every student [is] actively learning and participating in the learning process," the principal described LAHSA's student population as "reticent to speak" and lacking a clear, strong voice. She believes that both the performing arts theme and CI are strategies to help students feel comfortable speaking for themselves. As a result, she contacted the CISP to get LAHSA involved with Equity and Access at the school's inception.

<p style="text-align: center;"><b>Exhibit 4</b></p> <p style="text-align: center;"><b>Los Angeles School for the Arts</b></p> <p>LAHSA began as a small learning community at a larger comprehensive high school but became a separate school in 2007-08. Designated as a "pilot school" by its district, LAHSA has autonomy over its budget, curriculum, assessment, staffing, calendar, and general governance. The LAHSA principal had been a teacher in the small learning community and took several of her colleagues with her when she founded LAHSA. In 2008-09, the school had 22 teachers and 404 students; 93% of the students were Hispanic, and 88% of the students received free and reduced-priced meals.</p>
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In summer 2007 before LAHSA's first school year began, all the teachers and the principal attended a 5-day Equity and Access institute tailored to the schools' needs. The PD provider modeled group lessons and strategies and eventually had teachers direct themselves in small groups. After the institute, every teacher was observed in the classroom by the PD provider and participated in a coaching debriefing session once each

semester. In LAHSA's second year, every teacher received an observation and coaching session once (or more by need or on request). In addition, if a teacher missed the summer institute or was a new hire, the principal required attendance at a similar Equity and Access institute at another school. As a result, her whole staff has experienced similar intensive professional development.

In addition to the institute and individual coaching, every other week, during LAHSA's allocated professional development time, the Equity and Access provider delivers professional development to the whole school based on teachers' requests and needs he identifies during his observations. He also occasionally models instruction in teachers' classrooms when they are struggling with a particular issue. He once taught a class of students in front of all the teachers. The provider's willingness to step in to the classroom as an observer and as a teacher and his ability to be effective in both roles has built LAHSA's teachers' confidence in him.

Of the 22 teachers at LAHSA, the principal reported that 18 have wholeheartedly embraced CI and that the rest implement CI strategies in a less structured way. The whole-school participation in Equity and Access professional development is visible around the school: The five organizing principles were posted in all observed classrooms, and an interviewed teacher reported a common language developing around CI. LAHSA does not have a set curriculum, instead using unit maps that guide teachers in creating lesson plans. "Equity and Access" is written at the top of each unit map to remind teachers to use CI strategies whenever possible. CI strategies reach across content areas, and implementation of them is apparent in teachers' lesson plans. A member of the instructional leadership team reviews lesson plans from different teachers and sees the use of group work and roles in all classrooms. The common language and strategies among the teachers also set consistent expectations for the students.

One LAHSA teacher, who is in her third year of teaching, said the Equity and Access program is one of the first training sessions that really made her think, and she was thankful she was introduced to CI early in her career. She said using roles in group work has made her classroom run a little more smoothly and her students are quicker to "get down to business." After using CI in her classroom all year, the teacher felt a culture had developed—a sense of "let's do this together"—and the students were holding each other accountable for assigned work. A description of a lesson in this teacher's ninth grade world geography classroom (Exhibit 5) reveals the Equity and Access elements she has already implemented. Throughout the lesson, the teacher used the strategies she learned through the Equity and Access program. Of note were her abilities to act as a facilitator of discussions, to guide students to relate the curriculum content to content relevant to their everyday lives, and to provoke students to consider larger ideas beyond the lesson (e.g., individual behavior and sociological tendencies). The PD provider observed this lesson and used it for a coaching session solidly grounded in Equity and Access elements.

LAHSA's principal is enthusiastic about Equity and Access and said she will "absolutely" continue working with CISP as long as budgets allow. Because LAHSA has autonomy over its budget, the principal has been using a combination of unrestricted and categorical funds to pay for CISP's services. Although this payment method is not wholly

sustainable, the principal finds Equity and Access principles so valuable that she plans to find a way to continue weaving them into the philosophy of her school.

### **Exhibit 5**

#### **Examples of CI Strategies in a Lesson on Mexican Revolutionaries**

##### **The Lesson**

For a lesson on Mexican revolutionaries, students engaged in a “gallery walk” in which they discussed student-created posters describing characteristics of individual revolutionaries. Students were asked to give reasons for why the revolutionary would be their friend or foe, from their personal perspective and from the perspective of different revolutionaries. Before starting the gallery walk, the teacher reminded students to provide clear and logical reasons and to carefully consider their peers’ opinions.

After the gallery walk, the teacher led the students through a whole group discussion. She reminded them of the norms of discussion (e.g., allow each other time to talk) and let the students generate their own topics and ideas without telling them what to think or placing value judgments on their statements. An initial discussion of what made revolutionaries strong leaders led to a tangent discussion about what makes a person famous and what his/her agenda is for being famous. The students talked about modern-day celebrities, such as Paris Hilton, who are famous but not necessarily for positive reasons. The teacher used these current references to direct the discussion back to revolutionaries: Were the Mexican revolutionaries acting on the basis of their need for fame or on their personal convictions? As the class ended, the teacher asked the students to recap the discussion “in their own words,” prompting students to talk about the importance of acting as themselves and not trying to impress other people. They reasoned that if people act as themselves, other peoples’ judgments will be based on genuine actions and will be more meaningful.

##### **The Coaching Session**

The coaching session was solidly grounded in Equity and Access elements, both in the way the PD provider interacted with the teacher and in the topics of his feedback about the class. The PD provider started with a probing question, gave specific feedback, asked the teacher to reflect on her instruction, and guided her to answers instead of giving them to her. Most of the discussion revolved around the students and methods to ensure equal access to the discussion and content. For example, the PD provider suggested the teacher provide more public feedback to students on their posters. Some posters were very artistic with little text whereas others had a lot of text with more rudimentary drawings. The PD provider reminded the teacher to recognize both types of work as valuable to the whole class so they realize the importance of various modes of expression. Despite her overall pleasure with the class-ending discussion, the teacher mentioned her concern that boys were dominating it. She did not want to devalue the boys’ comments and/or make the girls feel uncomfortable by singly calling on the girls, but she still wanted the girls to speak more. While the PD provider concurred that students should be allowed the right to speak, if others feel they do not have the right to the floor he suggested an impartial method for choosing students to speak (e.g., using popsicle sticks with students’ names on them). At the end of the coaching session, the teacher was very grateful for the feedback the PD provider had given but noted that she was already looking forward to the next session to continue to refine her practice.

The principal said Equity and Access has been the most successful professional development she has introduced to her staff, and there was a unanimous staff vote to keep the program going. The principal and interviewed teachers reported that CI strategies were taking hold well, and the principal believed the debrief sessions were very useful for the teachers. LAHSA staff reported changes in their students: Shy students speak up more, students delegate responsibility on their own, and they are more active in their learning. Overall, the original goal of ensuring that every student is actively learning is on

the way to being met as the uniform professional development creates a cohesive instructional community among LAHSA teachers.

### **Successes and Challenges of the Equity and Access Program**

The content and structure of the Equity and Access program have contributed to its success. Equity and Access introduces teachers to a wide array of strategies that meet teachers where they are in their instructional skills and helps them move forward to creating a more engaging classroom. The strategies can be applied to any context and content area. Teachers are active participants in their learning and work together to learn new strategies. The ongoing coaching helps teachers effect deep change in their classrooms. All these characteristics are research-based features of effective professional development. The administrators confirmed that the programs have had positive effects on their staff and both continue to be supportive advocates of the programs at their schools. In fact, the LAHSA principal believes her school would be a different place without the Equity and Access program. CI philosophies have helped her teachers view all students as equal, and she reported that teachers were facilitating learning rather than teaching by “talking at” their students.

The professional development would not be as successful without competent providers who can gain teacher trust and buy-in. The providers are knowledgeable, thoughtful, and have a strong framework that guides them in providing coherent professional development. Further, participants report that they provide constructive feedback in a nonjudgmental manner that elicits teacher buy-in. The SEHS administrator chose to work with CISP specifically because she wanted to work with the main PD provider. She felt he is especially effective in working with teachers. She reported that rather than evaluate teachers, he gives positive feedback and works with them to help realize aspects of their own instruction. This positive interaction builds trust and his coaching work is ultimately more effective.

The success of the Equity and Access program, however, has resulted in questions about sustainability and scalability. As more schools and teachers are choosing to participate, the program’s ability to meet increased demand is becoming strained. Currently, Equity and Access has only one full-time PD provider, with five more being trained and working part time. The format—an initial institute and then follow-up coaching—requires a substantial time commitment from the PD provider, whose workload has grown as Equity and Access attracted more clients. Because the main provider is at capacity with his current responsibilities, there is no way to scale up to the demand for the Equity and Access program exists unless additional funding is found for the providers’ salaries and ultimately for continuing to train additional providers.

Finding funding to sustain the program at current schools also is difficult, given the policy climate in California. With huge budget cuts, schools are being forced to prioritize among competing demands. While it is true that high-poverty, low-performing schools often participate in categorical programs that give them higher per-pupil funding than the average school, they often face more accountability pressure and constraints. Some categorical funds offer limited flexibility in how money can be spent. Additionally, districts and schools feel such immediate pressure to improve test scores that

administrators frequently try simpler “fixes,” policies and program designed to increase test scores rapidly and without requiring the time and effort necessary for deep change. Both LAHSA and SEHS are paying for the program through unstable funding sources: LAHSA is using unattached categorical funds to pay for CISP’s work, and SEHS used salary savings in its categorical budgets for this year’s Equity and Access professional development. Both funding streams are subject to being cut or used for higher priority needs. While the current level of state funding supports the CISP’s basic infrastructure—the local sites—the Equity and Access program is funded solely by grants and district or school contracts. This program’s total dependence on “soft” money means that the program always has an uncertain future which, over time, may make it challenging to retain professional development providers.

Because most of the schools Equity and Access serves are high need and have many competing demands, program staff are often not compensated fully for their time and effort. For example, the main PD provider provides his services on a sliding scale, often working beyond contract hours to provide additional professional development, observation, and coaching for no extra pay. One school principal noted that the rate she paid is far below what his time and contributions are worth to her school. As a strategy to start up a program and help a small number of schools this has indeed been quite effective. However, it is clearly not a sustainable level of effort in either the long term for these schools, or for expanding this work to other schools.

The Equity and Access program delivers research-based content in a manner aligned with research findings on effective professional development. The schools and teachers that have been involved describe it as being transformational for their work and for their students. However, at this time its future and the possibility for it to scale up to meet demand, are uncertain. The financial climate and accountability pressures faced by the type of schools Equity and Access is most designed to serve may constrain the future development and expansion of this program.