

## Promoting Educators' Use of Culturally Responsive Practices: A Systematic Review of In-Service Interventions

**Abstract:** Few educators are equipped to bridge cultural differences to ensure that all students have opportunities to learn and succeed. Existing frameworks for culturally responsive practices (CRP) suggest its potential for promoting equitable learning environments, yet the state of the science has not been assessed. This systematic review aimed to 1) describe the features of empirically examined in-service CRP interventions; 2) analyze the quality of the empirical studies; and 3) characterize study measures, outcomes, and conclusions regarding intervention impact. We found a total of just 10 empirical studies of the impact of CRP in-service training models (2 quantitative and 8 qualitative). Study methods universally failed to meet standards of evidence for efficacy, effectiveness, and dissemination; none employed rigorous design features to allow causal inference. Findings suggest that the research base is inadequate to draw conclusions regarding effectiveness and that more rigorous CRP in-service intervention research is needed.

促教育者文化回应型教学实践：在干预之系综述

**内容摘要：**很少有教育者能够真正消除文化不同从而确保所有学生都有学习和成功的机会。文化回应型教学(CRP) 框架具有促进公平学习环境潜力，然而其科学依据尚且没有得到评估。综述具有以下几个目的：1)描述在CRP干预的特点；2) 分析相关性研究的数量；3) 已有研究的测量方法、效果和干预影响的特征。我们共发现10个相关性研究涉及CRP在培训效果，其中2个是量化研究，8个是质化研究。但是，这些研究的研究方法没有足够效能、效用和传播的标准；并且，十个研究中没有一个研究采用严格的方法从而使得我们可以进行因果推断。结果显示，有的研究尚且不足以得出有关CRP效用的结论。未来我们需要更多的严格的有关CRP 在干预的研究。