

2020

## Teachers' Perceptions of Culturally Responsive Pedagogy's Influence on Instructional Strategies

Dr. Lynn Marie Love-Kelly  
*Walden University*

Follow this and additional works at: <https://scholarworks.waldenu.edu/dissertations>



Part of the [Curriculum and Instruction Commons](#)

---

This Dissertation is brought to you for free and open access by the Walden Dissertations and Doctoral Studies Collection at ScholarWorks. It has been accepted for inclusion in Walden Dissertations and Doctoral Studies by an authorized administrator of ScholarWorks. For more information, please contact [ScholarWorks@waldenu.edu](mailto:ScholarWorks@waldenu.edu).

# Walden University

College of Education

This is to certify that the doctoral study by

Lynn M. Love-Kelly

has been found to be complete and satisfactory in all respects,  
and that any and all revisions required by  
the review committee have been made.

Review Committee

Dr. Antoinette Myers, Committee Chairperson, Education Faculty

Dr. Anita Dutrow, Committee Member, Education Faculty

Dr. Marilyn Robb, University Reviewer, Education Faculty

Chief Academic Officer and Provost

Sue Subocz, Ph.D.

Walden University

2020

Abstract

Teachers' Perceptions of Culturally Responsive Pedagogy's Influence on Instructional  
Strategies

by

Lynn M. Love-Kelly

MS, Walden University, 2007

BA, Douglass College, 1984

Final Study Submitted in Partial Fulfillment  
of the Requirements for the Degree of  
Doctor of Education

Walden University

June 2020

## Abstract

Urban high school literacy teachers are concerned with being prepared to teach incoming, culturally diverse ninth-grade students. More specifically, teachers have difficulty with implementing culturally responsive instructional strategies (CRIS) in urban high school literacy classrooms. The purpose of this qualitative case study was to explore the challenges of using CRIS in urban high school literacy classrooms. Vygotsky's social constructivist theory was the conceptual framework that informed this study, suggesting that students learn, and teachers instruct based on social experiences in thinking and interpreting the world. The guiding research question was concerning how high school teachers apply CRIS to address the unique needs and challenges of urban high school literacy learners. The data collection involved a purposeful sample of 10 literacy teachers, observations, and semi-structured interviews. Data analysis included thematic color-coding to identify patterns and themes to answer the research questions. The findings revealed challenges in culturally specific vocabulary and dialect. The findings also revealed challenges in time constraints due to content matter scheduling and multiple learning styles in the classroom. The recommendation is to provide a three-day professional development workshop on implementing CRIS through the creation of an online manual and explanatory videos. This study promotes positive social change through teachers implementing instructional strategies that incorporate cultural sensitivity aimed at improving student success.

Teachers' Perceptions of Culturally Responsive Pedagogy's Influence on Instructional

Strategies

by

Lynn M. Love-Kelly

MS, Walden University, 2007

BA, Douglass College, 1984

Final Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

June 2020

## Dedication

I dedicate this work to my children. I want them to continue their education beyond college and always seek knowledge in whatever field they pursue and excel. I dedicate the completion of this work to my two daughters Ni'mah Kelly and Maymunah Kelly who have emotionally, physically and technologically supported me throughout this long journey. My son Ubaidullah Kelly and niece Kiana Cox both say "we grew up with this paper." I also thank my oldest son Abdullah Kelly who took over chores when I needed to write or meet a Walden University deadline. I also dedicate, thank and love my mother Gloria C. Love for instilling in me the courage and desire to always seek academic success. I also thank my husband Wilbert H. Kelly Jr for years of patience during writing sessions. I owe all success and completion of this project to Allah (swt) of which nothing would have been possible.

## Acknowledgments

I thank my family members for providing support for so many years. I cannot begin to explain the number of times I have wanted to quit and start paying the student loans with nothing to show for so much debt incurred. I thank all my family members, especially my middle sister Holly Cox who always gave me emotional, physical and technology support when I felt like quitting. I am especially grateful to Dr. Antoinette Myers, who has taught and supported me at Walden University.

Table of Contents

List of Tables.....vi

Section 1: The Problem..... 1

    Introduction to the Study..... 1

    Background ..... 1

    Evidence of the Problem on the Local Level .....3

    Evidence of the Problem on the Professional Level .....3

    Rationale .....8

    Definition of Terms ..... 11

    Significance of the Study ..... 12

    Research Questions..... 13

    Review of the Literature ..... 13

        Conceptual Framework .....13

        Review of the Broader Problem ..... 17

        Challenge of Using CRIS ..... 18

        Cultural Competence.....20

        Inquiry Education.....20

        Cultural Diversity and Challenges of Using CRIS .....20

        Culturally Sustaining Pedagogy and Demographics.....21

        CRIS and Center for Research on Education, Diversity, and Excellence  
            (CREDE).....22

        Culturally Responsive Best Practice Strategies in the Classroom.....23



CRIS and Standard Test Practice .....	25
CRIS and Technology .....	26
CRIS and Critical Multicultural Literacies .....	26
CRIS and Transformative Learning .....	28
Implications .....	28
Summary .....	29
Section 2: The Methodology .....	31
Qualitative Research Design and Approach.....	31
Description of Qualitative Research Design .....	31
Justification of Research Design.....	32
Characteristics of Qualitative Research (Tradition) .....	32
Participants .....	32
Criteria for Selecting Participants.....	33
Justification for the Number of Participants.....	33
Access to Participants .....	33
Researcher/Participant Relationship .....	34
Target Population.....	34
Sample Method.....	35
Sample Technique and Setting .....	35
Ethical Issues and Confidentiality Agreement .....	35
Data Collection .....	36
Justification of Data Collection .....	36

Data Collection Instruments and Source.....	37
Observations .....	37
Interviews .....	37
Sufficiency of Data Collection .....	38
Processes of Data Collection .....	38
Data Collection Tracking System .....	39
Role of the Researcher .....	39
Data Analysis Results .....	40
Data Analysis Process .....	40
Research Findings.....	41
Patterns-Themes in Findings .....	43
Salient Data and Discrepant Cases .....	46
Accuracy of Data Analysis Procedures.....	46
Summary of Outcomes.....	47
Project Deliverable and Findings.....	50
Section 3: The Project.....	52
Introduction .....	52
Rationale .....	53
Review of the Literature .....	54
Professional Development.....	55
Providing Teachers with Professional Development .....	57

Using Professional Development and Culturally Responsive Teaching to	
Improve Practice .....	59
Familiarity with Culturally Responsive Instructional Strategies (CRIS).....	60
Professional Development, CRIS, and Brain Power Research .....	61
Project Description.....	62
Project Evaluation Plan .....	64
Project Implications .....	65
Social Change .....	65
Benefits of Local Community .....	66
Larger Context .....	66
Section 4: Reflections and Conclusions .....	67
Project Strengths and Limitations.....	67
Recommendations for Alternative Approaches.....	69
Scholarship, Project Development, and Leadership and Change .....	70
Reflection on the Importance of the Work.....	71
Implications, Applications, and Directions for Future Research .....	72
Conclusion.....	72
References .....	75
PowerPoint Presentation of Developing a Plan for the implementation of CRIS.....	113
Appendix B: Request Letter to Superintendent to Conduct Study.....	133
Appendix C: Permission to Conduct Research .....	135
Appendix D: E-mail Recruitment Letter .....	136

Appendix E: Interview Protocol Form .....	137
Appendix F: Observation Protocol Form.....	139
Appendix G: Coding Chart .....	142
Appendix H: Initial Three Questions.....	143

List of Tables

Table 1. Coding for Interviews .....41

Table 2. Data Analysis of Observation Field Notes .....43

Table 3. Synthesis of Themes, Interviews, and Observations .....49

## Section 1: The Problem

### **Introduction to the Study**

The problem in this qualitative case study was the difficulties literacy teachers have implementing culturally responsive instructional strategies in urban high school literacy classrooms. The purpose of this qualitative case study was to explore the challenges of using CRIS in urban high school literacy classrooms. The research of Rychly and Graves (2012) necessitated that more research information on the application of CRIS in high school classrooms was the deficit. According to Jett, McNeal Curry, and Vernon-Jackson (2016), the research described attributes of culturally responsive educators and ways to promote instructional strategies in the classroom. Subsequently, including cultural diversity in instructional practice, as per Jimenez, Guzman, and Maxwell (2014), can lead to the start of positive social change within a classroom and school.

### **Background**

The work of Banks (2014) reinforced the importance of CRIS to instruction in urban schools. The work of Relles (2015) asserted that because of the change in the demographics of local classrooms, there was a need for CRIS in urban environments. Consequently, Griner and Stewart (2013) favored CRIS because the authors believed it provided an environment that was respectful of relationships and meaningful for achieving academic success. According to Krasnoff (2016), “racially, ethnically, culturally, and linguistically diverse students have the opportunity to meet their learning challenges with the strength and relevance found in their cultural frame of reference”

(p.1) as support for CRIS.

According to Richmond, Bartell, Floden, and Petchauer (2017), the education community realized that knowledge alone was not enough to promote effective CRIS in teaching practices. Therefore, a closer examination of teaching practices was necessary to determine effectiveness on diverse learners (Ball & Forzani, 2011; Grossman et al., 2009; McDonald, Kazemi, & Kavanagh, 2013). Consequently, African American children rarely have a black teacher (N. Anderson., personal communication, September 1, 2015). According to Dorrington, Patterson, Prejean, West, and Lawson (2017), a decrease in teacher diversity impacted students by creating an underrepresentation among the teaching force.

Acquah, Tandon, and Lempinen (2016), found that teachers needed training on how CRIS may support learning. The findings of Acquah et al. (2016) indicated that teachers needed to learn skills that produced excellent outcomes in the continually changing school population. The study concluded that teachers struggled to teach linguistically and culturally diverse classrooms because teaching experience occurred in homogenous environments. Ultimately the findings of Acquah et al. (2016) indicated that once the teachers took an introspective look at careers, identified an inability to teach diverse classrooms, and desired to learn CRIS, that changes could occur in the various classes. Assaf and Lopez (2015) stated there was a gap in the literature on the implementation of CRIS in urban schools. The difficulty in many classrooms, according to Mason-Williams (2015), was that “students of color and students who live in poverty are disproportionately served by less experienced, less effective teachers than White

students from affluent backgrounds” (p.1) in urban schools. The findings of Tucker-Raymond and Rosario (2017) suggested that when educators understood how to instruct students in the classroom, it became more comfortable for them to position personal identities in the classes, which created an environment that was not only humanizing but responsive to the dynamics of a school.

### **Evidence of the Problem on the Local Level**

Subsequently, inequality in education continues to perpetuate because many instructors may not be aware of the importance of CRIS in the classroom. The dynamics of a school were socially constructed based on communities surrounding the school, literacy, and culture. In ABC school, literacy teachers struggled with implementing CRIS in urban high school literacy classrooms. The percentage of students who passed standard tests on the local level, the inconsistency of literacy teachers who use, and the recognition of the benefits of CRIS in instruction created potential obstacles in educational practices at ABC School (G.Alcott., personal communication, September 8, 2016). However, the school union and teachers acknowledged the need to improve the instruction of urban learners (C. Brown, personal communication, October 8, 2017). The study also concluded that literacy teachers struggled to teach linguistically and culturally diverse classrooms because of teaching experience gained in homogenous environments. Subsequently, inequality in education continues to perpetuate as many literacy instructors may not be aware of the importance of CRIS in the classroom.

### **Evidence of the Problem on the Professional Level**



The dynamics of a school are socially constructed based on communities surrounding the school, literacy, and culture. According to Kelley, Siwatu, Tost, and Martinez (2015), middle-class models in the American school system had little to no meaning for urban learners. The latter become the new majority in classrooms. An example of what CRIS looked like, according to Alsubaie (2015), was when children had an opportunity to use culture to motivate good virtues and learning in the classroom. However, Cooper and He (2013) asserted that teachers bring rigor, skills, and experiences into the school to assist them as they teach diverse learners. According to Aronson (2016), pedagogy affected the attitude and disposition of a teacher at the school.

The setting was a diverse, high-poverty, urban high school in the northeastern part of the United States. ABC School population was composed of 60% African American 30% Hispanic, and 10% other. SMART boards and computers were available in some of the classrooms. The class sizes ranged from 15 to 25 students. The ABC school was in a district that serviced approximately 2,000 students. The district had not previously sponsored any professional development workshops on CRIS.

In ABC school, literacy teachers struggled with implementing culturally responsive instructional strategies in urban high school literacy classrooms. The percentage of students who passed standard tests on the local level, the inconsistency of literacy teachers who used and recognized the benefits of CRIS in instruction created potential obstacles in educational practices at ABC School (G. Alcott., personal communication, September 8, 2016). However, the ABC School union and teachers acknowledged the need to improve the instruction of urban learners (C. Brown, personal

communication, October 8, 2017). The negative labels of at-risk and disadvantaged masked the brilliance and educational tools that students from high-poverty backgrounds brought into the classroom. If literacy teachers did not practice critical reflectivity, it became difficult to develop CRIS skills because teachers believed or followed that which was associated with at-risk behavior in students.

Explicitly according to Gay (2013), the resistance to CRIS derived from the idea that “society and schools cultivate resistance through persistent and pervasive practices that treat ethnic and cultural diversity as contentious, negative, insignificant, or nonexistent” (p. 56). However, research continues to project increasing diversity in U.S. classrooms (Ford, Stuart, & Vakil, 2014; Rychly & Graves, 2012; Taylor, 2015). According to Gay (2013), teachers needed a positive outlook on the differences within the classes to ensure teaching practice was constructive. Professionally according to Gay (2015), the resistance to CRIS varied from teachers being unclear to a rejection of the validity of CRIS in education. Similarly, Curwood (2014) argued that teachers needed to learn how to design, obtain the skills, knowledge, and dispositions necessary in high-poverty, literacy, urban environments. Research showed that diverse children from poor homes grew up with deficit skills needed for success in the 21<sup>st</sup> century (Russell Sage Foundation, 2015). According to Thurston and Kaomea (2015), there needed to be an understanding that “students will be more successful in literacy classrooms that offer culturally responsive instruction...” (p. 425). The educational models explained by Curwood (2014) were essential to the creation of cultural knowledge and its development toward using CRIS in the classroom. Kelley et al. (2015) indicated a connection between

literacy and CRIS to improve teaching. According to theorists (Gay, 2013; Kelley et al., 2015; Ladson-Billings, 2014), there existed a strong need for CRIS in classrooms.

According to Weinstein, Curren, and Tomlinson-Clark (2004), when efficiently used, CRIS allowed the teacher to recognize personal bias and value the need to become a culturally responsive classroom teacher. The culturally responsive teachers, according to Weinstein et al., (2004) developed a mindset for applying specific strategies and practices to ensure a culturally responsive environment. Hence Ladson-Billings (2017) reinforced the denotation behind culturally relevant teaching when she stated that a culturally relevant teacher respected and understood the needs of students. Gay (2010, 2013) gave criteria for recognizing culturally responsive teaching as a pedagogy.

As pointed out by Milner and Laughter (2015), it was beneficial for teachers to understand how race builds and informs the application of CRIS. According to Milner and Laughter (2015), culturally responsive pedagogy was constructed based on race, physical, social, legal, and historical concepts and ideas. On the professional level, some believed that common curriculum standards were flexible for urban literacy learners yet also created barriers limiting the development of relationships (Conley, 2014). According to King (2015), learning and instruction standards were supposed to support and bring structure to learning and instruction. The negative labels of at-risk and disadvantaged masked the brilliance and educational tools that students from high-poverty backgrounds brought into the classroom. If the teachers did not practice critical reflectivity, it became difficult to develop CRIS because teachers believed or followed that which was associated with at-risk behavior in students.

Research by Dimitrov and Haque (2016) developed a means for teachers to use a reflective tool called Intercultural Teaching Competence. The reflective tool permitted teachers to reflect on teaching across cultures and adjust practice. Because of the results of Dimitrov and Haque (2016), the Intercultural Teaching Competence Tool, an overwhelming number of white teachers in public schools, and many educational programs were deficient in CRIS training. On the professional level, there was a problem in education among urban learners, CRIS, and school. Instruction that linked various types of learning created not only connections but credibility for CRIS within the curriculum for high poverty mainstream classrooms.

According to Taysum (2016), “cultural alignment prevents forms of segregation rooted in nation-states widen historiography of education segregation based on a low income, and racial, cultural and linguistic diversity and those recognized as having special education needs” (p. 281). Cultural alignment promoted not only social justice in the classroom but also learning in teaching practice for diverse literacy learners. Obstacles such as standardized testing mandated curriculum, and inflexible schedules, often hindered the development of inclusive and critically aware urban literacy classroom environments. Additional research on teacher perspectives and cultural awareness concluded that the use of culturally relevant instructional practices enhanced learning in diverse classrooms (Biraimah & Jotia, 2012; DeVillar & Jiang, 2012; Lupi & Turner, 2013). As globalization continued to affect classroom demographics, it also impacted literacy teacher’s cultural knowledge and application of culture in instruction. A synthesis research article by Aronson and Laughter (2016) reinforced the foundational work of

(Gay, 2010; Ladson-Billings, 1995). Consequently, Aronson and Laughter's, (2016) work was a response to Sleeter's (2012) assertion that there was a deficit of research supporting culturally responsive and culturally relevant education.

### **Rationale**

The need for more research on CRIS suggested by the work of Darling-Hammond (2013), was "it is first necessary to recruit highly skilled teachers, cultivate their effectiveness and retain them" (p. 2). Studying educators who were successful with diverse learners in high poverty areas was an opportunity to produce a tool for social change to improve education. Identifying CRIS was an excellent chance for school personnel to incorporate strategies to build an equitable educational environment for students (Bromberg & Theokas, 2013). These strategies were beneficial to the professional development of culturally responsive educators. The work of Tucker-Raymond and Rosario (2017) discussed how the learning was connected to "moment-to-moment interactions in the classrooms" (p. 2) and to a social struggle.

Consequently, teachers needed to know how their beliefs were associated with their classroom practices. According to Roehrig et al. (2012), teacher effectiveness included a combination of characteristics and behavioral methods that manifested in strategies used by teachers. The research of Samuels (2018) concluded that "culturally responsive pedagogy is characterized by teachers who are committed to cultural competence, establish high expectations, and position themselves as both facilitators and learners" (p. 23).

Teaching practices must be changed to accommodate increasing diversity in urban classrooms. As per Ladson-Billings (2014), “the secret behind culturally relevant pedagogy: the ability to link principles of learning with a deep understanding of (and appreciation for) culture” (p. 77). Recent studies implicated that current teachers struggled to comprehend and demonstrate an attitude that illustrated a culturally welcoming approach for increasing diversity within the classroom (Gay & Howard, 2010; Kumar & Hamer, 2012; Matsko & Hammerness, 2014; Oh & Nussli, 2014). Teachers sometimes had difficulty getting diverse classrooms to apply and understand school norms and still allow students to maintain their culture in the classrooms, which created a more significant achievement gap in the class (Souza, 2013). According to Ramirez, Jimenez-Silva, Boozer, and Clark (2016), culturally responsive pedagogy has been a model for over 15 years that changed the method of instruction for youth by transforming the methodology used in diverse classrooms. The need for CRIS in diverse classrooms was so critical that it became mandated as part of new teacher professional development; that teachers developed a level of cultural competence as per the (Council for the Accreditation of Educator Preparation, 2013). The momentum behind the research was the increased number of Caucasian teachers and their perceptions of culturally and racially urban learners (Warren, 2013). The evidence of the momentum presented by the (Council for the Accreditation of Educator Preparation, 2013). As reported by the, U.S. Department of Education, National Center for Education Statistics (2015) concerning high-poverty schools, 63% of the teachers were white, 16 % black, and 17% Hispanic.

Consequently, the U.S. Department of Education, National Center for Education Statistics (2015), also reported that 92% of the teachers were white, 3% Hispanic, and 3% were black in other poverty schools. According to Aud et al. (2013), at the U.S. Department of Education, National Center for Education Statistics (2015) public school populations were comprised of many ethnicities and white female teachers. According to Simon and Johnson (2015), 20% of all new teachers in urban schools left teaching before the end of the first year.

According to Camangian (2015), there was a professional obligation for the teacher to be critically responsible to students by fervently adopting academic standards to meet students socially and academically. In dialogues with White females, many commented that they did not understand or believe the behavior or train of thought of high poverty literacy learners to impact instruction. (P. Aaron., personal communication October 20, 2017). Hence educators, as reported by Warren (2015), developed a perception gap. Perception Gap “refers to the disparity in perception between those on the receiving end of one’s help and the helper” (Warren, 2015, p. 573). The results of these perception gaps were the teachers’ inability to build relationships with students, create discipline solutions, create curriculum, or develop meaningful professional development tasks. Compounding the perception gap, according to Saint-Hilaire (2014), was a deficient understanding of cultural differences on the part of teachers, which led to an inability by instructors to access students’ prior knowledge, interest, or include them in the learning process. CRIS needs to be incorporated into current scripted literacy lessons, as reported by (Wyatt, 2014).

The inability to comprehend and apply a student's prior knowledge or interest led instructors to focus on low academic performance instead of the implementation of CRIS. It was identified by Fitchett, Starker, and Salyers (2012) that the focus on low academic performance hindered training toward effective use of CRIS in diverse classrooms. It was crucial, according to Turkan and Buzick (2014), that teachers owned responsibility for meeting the needs of culturally diverse students in the school with CRIS. Progressive steps toward implementation of CRIS, according to Turkan and Buzick, (2014), involved teachers' acknowledgment of previous cultural differences, designing or implementing strategies that improved and initiated CRIS in their daily practice. The purpose of this qualitative case study was to explore the challenges of using CRIS in urban high school literacy classrooms.

### **Definition of Terms**

The following definitions were important in describing the relationship between diverse learners, teacher perception, and CRIS. The terms were in the literature and discussed within this qualitative case study. The terms used throughout the study were *cultural competence*, *culturally responsive teaching*, *culturally responsive pedagogy*, *critical reflectivity*, and *reading proficiency*.

*Cultural competence*: A person or group of people who understand and are aware of how culture impacts different people (Zygmunt, Clark, Clausen, Mucherah, & Tancock, 2016).

*Culturally responsive teaching*: Is a method involving the use of culture, prior experiences to teach diverse students so that they can learn (Gay, 2013).



*Culturally responsive instructional strategies (CRIS)*-Are strategies that make a connection between classroom and literacy in the real world (Harding-Dekam, 2014).

*Culturally responsive pedagogy (CRP)*: Is a teaching approach that invites educators to teach based on what learning students already possess (Gay, 2010).

*Critical reflectivity*: Is when a teacher examines how their perceptions impact the teaching and learning of diverse students (Durden & Truscott, 2013).

*Reading proficiency*: According to the National Assessment of Educational Progress referred to scores that ranged from 0-500 regarding performance on reading assessments (Child Trends Databank, 2015).

### **Significance of the Study**

The significance of this case study led to an improvement in teaching practices at ABC School. The results of the study assisted literacy teachers in using CRIS in instruction. The study was essential to literacy teachers, principals, and administrators because the holistic experiences were from experienced teachers. The decreased skills and strategies in literacy instruction produced students poorly equipped for highly technical work or college. The study contributed to a body of knowledge needed for the implementation of CRIS in urban high school literacy classrooms. As teachers became more aware of different CRIS' in individual practice, the teacher developed into a high-quality teacher for urban high school literacy classrooms. As teachers learned to include CRIS in instruction and saw its effect, it simultaneously improved social conditions in the school. Data collected were used to promote a positive social change through improved teacher literacy instruction.

## **Research Questions**

The questions focused on exploring teacher perceptions of CRIS effectiveness in classes. The study centered on the social constructivist conceptual framework.

Acknowledging that culture was in every aspect of life, the guiding research question for this case study was, what culturally responsive instructional strategies did high school teachers use in urban literacy classrooms? Additional research questions were:

RQ1: How did high school teachers apply culturally responsive instructional strategies to address the unique needs of urban high poverty literacy learners?

RQ 2: What challenges did teachers face when using culturally responsive instructional strategies?

The research warranted information on how teachers address culturally responsive pedagogy and the challenges of using CRIS in instruction. The research represented an exploration of a gap in past studies on CRIS in urban literacy classrooms. The case study method was suitable for answering these types of research questions.

## **Review of the Literature**

### **Conceptual Framework**

The conceptual framework for the study was social constructivism (Vygotsky, 1978). Constructivism, according to theorist Vygotsky (1978), allowed the teachers to know where the students were and what was needed to teach the material effectively. Social constructivism related to RQ 1 because teachers in an urban environment used CRIS to meet the needs of high poverty literacy learners. The history and trend of CRIS were relevant to the initial ideas of social constructivism in meeting the students where

they existed in learning experiences. Success in a classroom occurred when teacher-facilitated information and arranged activities for the learners to understand the content (Vygotsky, 1978).

Hence teachers in several education climates were regularly asked to think about why and how to teach content and whether the methodology was successful. Under the concept of social constructivism, learners-built knowledge based on what they believed was a reality. Social interactions created knowledge and experiences under the idea of constructivism. The work of theorists (Vygotsky, 1978) supported the use of the constructivist-based methodology to improve student learning and cognitive abilities. According to Vygotsky (1978), work emphasized that to understand a child's cognitive development, a person must explore the social, historical, and external environment in which the child developed. The research of Vygotsky's (1978), was related to this study because urban high poverty learners were affected and learned by the intimate environment and cultural experiences. Subsequently, this study used components of Gay's (2013) foundational work on culturally responsive teaching as a precursor to the conceptual framework suggested initially by Vygotsky (1978), that students learned based on prior knowledge and cultural connectedness initiated by the teacher. The research of Ladson-Billings (1994) demonstrated that professional learning was evident when teachers not only helped the students achieve but also contributed to professional development.

As the seminal theorist Gay (2013), emphasized the connection between cultural knowledge and lived experiences were essential to adaptation and practice of CRIS. The

combination of lived experiences, learning styles, multicultural education was foundationally effective in CRIS implementation in diverse classrooms (Gay, 2013). Teachers' perceptions of CRIS and its' influence are directly related to what Cushner and Chang (2015) called cultural norms. A synthesis of cultural norms and CRIS were beneficial to instructors' daily practice within diverse classrooms.

Subsequently, Makaiau, Leng, and Fukui (2015) asserted the understanding that whatever occurred in classrooms was based on the social context of the class and teacher experiences. Literacy teachers in diverse urban environments contend with several daily challenges. The regular problem of poverty and high mobility in and out of neighborhoods affects the teachers' classroom dynamics and instruction. Additional factors affecting education were inadequate funding to cover the educational needs of the students, according to (Noel, 2016). Subsequently, this led to the second research question of a teacher's challenges in utilizing CRIS in the classroom based on personal understanding and applicability of prior knowledge about the class.

The idea of instructing a student based on schema, cultural norms, society, and perceptions substantiated the successful work of (Ladson-Billings, 2017). Furthermore, the research of Gay (2013) focused on research question one of how teachers applied CRIS as part of best practices. The foundation on which CRP relied on necessitates that culture was an essential part of how teachers instructed and, ultimately, how learners received knowledge that aligned with the social constructionist conceptual framework.

The research was needed to understand why a teacher did or did not use CRIS in instruction. The research represented an exploration of a gap in past studies and looked at

current classroom trends on the topic of teachers' perception of the influence of CRIS. The search involved Boolean search terms such as culturally appropriate instruction, culturally responsive instruction, diversity, pedagogy, equity, instructional strategies, multicultural education, culturally relevant, culturally relevant education, professional development strategies, teacher beliefs, challenges of using CRIS, and teacher perceptions. The databases used to locate peer-reviewed journal articles published within the last five years on CRIS and topics were: Educational Resource Informational Center [ERIC], Sage Premier, EBSCO Host, Google Scholar, Education Research Complete, Walden dissertations, Taylor & Francis Online, Oxford Education Bibliographies, and Academic Search Complete. ProQuest Central was used to locate doctoral dissertations and additional articles not already situated in previous searches. The searches became saturated as duplicate studies and articles continued to appear in future searches. The review of the literature focused on the existing applications of CRIS in classrooms through the lens and history of CRP and social constructivism. The analysis of literature began with a discussion of the conceptual framework, which was social constructivism.

According to Oh and Nussli (2014), a gap existed between teachers' instructional methods and students. The difference between teachers and students existed because the number of enrolled students was culturally diverse, yet the teaching population identified as White middle-class females (Oh & Nussli, 2014). On a traditional level, White middle-class females possessed a limited exposure to cultural experiences, diverse classrooms at the beginning of teaching career (Kumar & Hamer, 2012; Shiveley & Misco, 2012). Teachers attempted to embrace CRIS daily because of the rise in urban high poverty

literacy learners. CRIS brought a humanizing aspect to daily teaching and socially transformative methods in diverse classrooms. The following categories presented in the review of the broader problem were: (a) Challenge of using CRIS, (b) The Importance of CRIS, (c) Cultural Competence (d) Importance of CRIS, (e) Inquiry Education (f) Cultural Diversity and Challenges of Using CRIS (g) Culturally Sustaining Pedagogy and Demographics, (h) CRIS and Center for Research on Education, Diversity, and Excellence (CREDE), (i) CRIS and Best Practices in the classroom, (j) CRIS and Standardized Testing Practice, (k) CRIS and Technology, (l) CRIS and Multicultural Literacies, lastly, (m) CRIS and Transformative Learning,

### **Review of the Broader Problem**

The initial topics were culturally responsive pedagogy, culturally sustaining pedagogy and demographics, culturally responsive instructional strategies (cris), cris best practices, cris and standardized test practice, cris and technology, multicultural literacy, and transformative learning. A guiding focus throughout this review was the research of Gay (2013), who established a format of what characterized culturally responsive teaching. As Gay (2013) stated, culturally responsive teaching initially began with endorsing student cultural heritage and concentrating on the child.

Another component per Gay (2013), was considering the curriculum and learning within strategies implemented in diverse urban classrooms. Gay's (2002) culturally responsive guidelines reinforced by Powell, Chambers Cantrell, Malo-Juvera, and Correll (2016) emphasized the necessity of CRIS in urban classrooms. Gay (2002) asserted that culturally responsive teaching was visible when-the teacher was validating,

comprehensive, multidimensional, empowering, transformative, and multifaceted instruction. The inclusion of assessments and connection with instructional strategies assisted efforts to enable students to become active in the classroom, which ultimately strengthened instructional practice. According to Jimenez (2013), CRIS created a way for teachers to build on cultural and linguistic experiences, which enhanced training and student learning.

The premise of CRIS was for teachers to focus on the student's prior knowledge, experiences respective backgrounds to guide instruction. The work of Basbay (2014). and Herrera, Holmes, and Kavimandan (2012), supported the importance of culturally competent instruction and the need for an understanding of how diversity impacted education. As a component of CRIS, teachers had individual thoughts and concepts about teaching and learning that they disseminated into urban classrooms. As per Jun (2016), teachers needed to accept and acknowledge personal prejudices about people and different cultures so that they will be open to creating a nurturing social change environment within the classroom. CRIS was a hands-on mechanism that allowed students to improve engagement and comprehension of the material. Subsequently, as stated by Mayfield and Garrison-Wade (2015), "culturally responsive practices... "create an optimal learning environment where personal beliefs and assumptions are regularly examined, cultural identities are nurtured...cultural competence is developed..." (p. 30).

### **Challenge of Using CRIS**

Teachers who attempted to learn or practice CRIS experienced insufficient class time. The greatest challenge in implementing CRIS, according to Samuels (2018), was

when the teacher had limited knowledge on the topic or disagreed with the students as they tried to merge existing schema with the lesson. Another challenge faced by the teacher was when instructors tried to implement CRIS but were confronted by current personal or institutional bias, which made a teacher hesitant about being culturally responsive. The use of CRIS required the teacher to be self-reflective and realize when an approach was not practical. A substantive challenge to implementing CRIS was the realization by a non-minority teacher that the way of teaching was not working with diverse populations. The self-realization by the non-minority teacher was the presence of oppression, discrimination, and limited access to opportunity that was previously not a concern in daily instruction. This realization was reminiscent of students who did not have a computer or only had access to the Internet through a cell phone for completing online homework assignments. Likewise, Wyatt (2017) referred to the fact that “literature suggests some non-White teachers are not explicitly taught to access and utilize their cultural and linguistic capital to support their students” (Gist, 2015; Johnson, 2008 p. 88). Hence it was essential to reference Gay’s (2010) characteristics of culturally responsive teaching theory as a model that explained and recognized these challenges. Consequently, Aronson and Laughter (2015) referred to the frustration of the teacher who wanted to be culturally responsive but was inhibited by state, county, and school-wide strict requirements on lesson plan design and state testing preparation guidelines. According to Wyatt (2014), the millennial generation, because of access to the Internet, had a promising method to become culturally diverse with proper guidance from the teacher.



### **Cultural Competence**

Camangian's (2015) work created a connection between cultural competence in teachers and CRIS. A review of the literature revealed how crucial cultural awareness was to CRIS delivery in culturally appropriate instruction for diverse students as per (Alsubaie, 2015; Celinska & Swazo, 2015). The agreement on the need to consider diversity and cultural awareness by classroom teachers supported the work of (Cross & Dunn, 2016; Cushner, 2012). The work of Ford et al, (2014) linked the lag in the graduation rate of specific ethnic minority youth and the dropout rate to a need for more CRIS in the classroom.

### **Inquiry Education**

Inquiry education strongly affected the role of social constructivism in diverse classrooms. According to Walker, Shore, and Tabatabai (2013), inquiry education was learner-centered and designed to meet student interest and elicit curiosity. Infusion of CRIS created connections between urban high poverty literacy learners, social constructivism's theory, and curriculum. Inquiry education, according to Walker et al., (2013) allowed teachers to multitask in a classroom. Higher-order thinking skills were an outcome for 21st-century learners with efficient use of CRIS. As a result of the utilization of global thinking in CRIS, teachers distinguished the ideas they brought into the classroom compared to ideas they imposed on students intentionally and unintentionally.

### **Cultural Diversity and Challenges of Using CRIS**

Accordingly, DeVillar and Jiang (2012), frequently stated that teachers are often not equipped for an increase in cultural diversity to have effectively implemented

culturally appropriate instructional strategies. Hence it was an important acknowledgment of the connection between culturally diverse classrooms and the need for culturally relevant instruction as both impacted teacher practice (Gay, 2013; Sleeter, 2012). As teachers implemented CRIS, according to Gay (2013), changes occurred to meet the immediate needs of the urban high-poverty classroom. As urban high school literacy teachers gained an understanding of the impact of CRIS, they subsequently acted as a catalyst for breeding social change. Teacher expectations and perceptions were the focus of Giorgi, Roberts, Estep, Conner, and Stripling's 2013 work. One of the challenges of using CRIS was teacher expectations and perceptions. According to Noguera, Darling-Hammond, and Friedlaender, (2015) "teachers need to balance high expectations for all students with a sensitivity to the individual, real-life challenges, so they can provide strong support based on their relationships with and knowledge of each student, and within the context of the school's personalization structures." (p.12).

### **Culturally Sustaining Pedagogy and Demographics**

A review of the literature emphasized the importance of diverse classrooms for instruction that was not appropriate for the class dynamic but included a broad global education (Cushner & Chang, 2015). The research of Moeller and Osborn (2014) agreed with Cushner and Chang (2015) that there was a strong relationship between intercultural perspective and instructional practices. The work of Paris and Alim (2014) changed the term CRIS into what was labeled "culturally sustaining pedagogy" (p. 93). Subsequently, Paris and Alim (2014) defined culturally sustaining pedagogy to ensure a sense of democracy within urban classrooms. The work of Paris (2012) referred to the importance

of teachers not only being receptive to traditional teaching strategies but also evolving personal teaching practices for urban classrooms as a way of learning strategies.

The ongoing concept that grounded this study was the change in classroom demographics. As indicated by the U.S. Department of Education, National Center for Education Statistics, (2015), the demographics of current public-school populations were diverse in cultures and ethnicities. However, the teaching population has stagnated at both white and female levels. Diverse classrooms create a struggle for white teachers, according to Goldberg (2014). It was significant as Goldberg (2014), pointed out that teachers identified and used backgrounds to comprehend the mission or course objectives. As schools underwent desegregation, the terms culturally relevant/ culturally responsive were popular in the 1970 and 1980s.

Consequently, schools were racial, ethnically, and linguistically diverse while the teacher demographics stayed the same as pointed out by (Ford, 2012). As a supporter of Culturally Responsive Pedagogy, Ford (2015) explained that in creating a culturally responsive environment, there was an emphasis on invitational learning as a precursor to the establishment of a culturally responsive environment. CRP centers on educators being able to teach within social, historical, and external environments to improve learning. Subsequently, Ford (2015), further explained how she was in favor of purposefully supporting the work of culturally responsive educators.

### **CRIS and Center for Research on Education, Diversity, and Excellence (CREDE)**

CRIS in the classroom gave a teacher flexibility to teach different ethnic groups, as pointed out by (Lewthwaite, Owen, Doiron, Renaud, & McMillan, 2014). Cultural

modeling was a popular CRIS in diverse classrooms. According to Yamauchi, Im, Lin, and Schonleber (2012), strategies that guided teachers of culturally diverse students were not new in the United States. The Center for Research on Education, Diversity, and Excellence (CREDE, 2018) model and organization explained culturally responsive pedagogy's influence on teacher perceptions, instruction and learner achievement. CREDE (2018) has been an extensive resource for implementing CRIS in diverse classrooms since the 1990s.

Consequently, with the existence of CREDE (2018) it was determined by the U.S. Department of Education, National Center for Education Statistics, (2015) that several instructors do not understand how to use culturally responsive instruction in today's diverse classroom. The CREDE (2018) model was not easy to follow because it required instructors to deviate from the curriculum and adjust to the needs of diverse learners in a discussion teaching model based on the students' prior or cultural knowledge. The use of CRIS in a diverse classroom incorporated the following CREDE (2018) components: (a) joint productive activity, (b) language and literacy, (c) contextualization, (d) complex thinking, (e) instructional conversation (Wyatt, de Sousa, & Mendenhall, 2017).

### **Culturally Responsive Best Practice Strategies in the Classroom**

The strategies of CRIS included an institutional, personal, and instructional aspect as an effective practice. Effective use of CRIS entailed the teacher being a "cultural broker" (Wyatt et al., p. 95). A cultural broker communicated and cooperated with diverse cultures, languages, social, and political systems within the assigned classroom. A culturally responsive teacher assumed the role of a cultural broker in current diverse

classrooms. Education research acknowledged the existence of a cultural gap and instruction, as stated by Sleeter (2012). Solutions were more elusive in different classes, making it difficult for teachers to adjust to various teaching models (Wyatt et al., 2017). The relationships between personal and instructional practices were important, as instructors learned how to merge instructional practices effectively. Research produced by Ladson-Billings (1995), centered on culturally responsive teaching in classrooms. Culturally relevant instruction in this study was synonymous with CRIS because both terms referred to how teachers strived to enrich the students intellectually, socially, emotionally, and politically by using the culture of the learner to attain academic achievement. Subsequently, Ladson-Billings (1995) stated that the power of culturally relevant teaching was the enrichment of students through customs, traditions while connecting to the actual instruction because of prior or current experiences in personal lives. The use of CRIS also led to a sense of respect between teachers and diverse classrooms. Hence Ford et al, (2014) suggested that instructors learn the backgrounds represented in their class to plan instruction.

The assertion of Habib, Densmore-James, and Macfarlane (2013) was that the original model developed by Macfarlane (2013) was a useful tool in mainstream classrooms. A culturally competent teacher understood the impact that course content and student identity had on instruction. The cultural gap in the classroom, according to Hramiak (2014), existed between curriculum and students; because of a need for different teaching strategies. If a teacher used explicit instruction, actions were supportive and guiding to new knowledge and skill acquisitions as per (Hramiak, 2014).

According to Ateskan (2016) and Kisa and Correnti (2015), it was determined that adaptation of CRIS was best accomplished through professional development that allowed instructors to learn strategies that developed into classroom best practices. As a result of analyzing teacher practice Lopez (2011), Kelley et al., (2015) concluded that the effectiveness and need for CRIS in urban classrooms was motivated by teachers' perceptions. Teachers needed sufficient knowledge of CRIS to affect personal behaviors and mindsets in urban classrooms. Implementing CRIS in a classroom required that teachers' possess cultural self-awareness. Cultural self-awareness meant a person understood and was aware of other cultures. Subsequently, according to Zoch (2015), cultural self-awareness was essential to CRIS in classrooms and teachers' perceptions of CRIS and its influence. A teacher with a sense of cultural awareness and CRIS possessed the ability to modify instruction based on the cultural implications presented in the class. The need for implementation of CRIS was essential to ensuring that appropriate adaptations in practice included the culturally diverse learners' background, lived experiences, and cultural differences (Zoch, 2015).

### **CRIS and Standard Test Practice**

An emphasis on standardized test practice impacted the use of CRIS in classrooms. Current practices focus on successfully passing standardized tests rather than accumulating knowledge, according to (Zoch, 2015). As pointed out by Zoch (2015), an emphasis on high stakes testing creates inequality in schooling for students from nondominant backgrounds. The use of CRIS could produce students who were reflective, socially aware, and able to grasp mainstream classroom content. Accordingly, if a student

found a connection between home language and standard English, it created sincerity between mainstream content and the students' world according to (Ladson-Billings, 1995).

### **CRIS and Technology**

Subsequently, Scott, Sheridan, and Clark (2014) concluded that there was strength in culturally responsive teaching in the field of technology. The technology was continuously used in current 21<sup>st</sup>-century classrooms by instructors attempting to use CRIS. The study conducted by Scott et al., (2014) revealed the need to combine diverse learners and technology as part of a culturally responsive teaching curriculum. The technology was a useful avenue to reflect, infuse, and combine experiences and identities into instruction. The premise behind incorporating CRP with technology was an attempt to close the digital divide. Hence technology can be the penultimate of how CRIS applies to the current technologically driven society.

### **CRIS and Critical Multicultural Literacies**

The link between CRIS and critical multicultural literacies allowed teachers to permit high poverty literacy learners' cultural and linguistic knowledge into the classroom as a resource for learning. CRIS allowed for the inclusion of student cultural strengths by teachers according to (Banks, 2013). Consequently, Banks (2013) advocated for the inclusion of cultural advantages not only to promote equity pedagogy but the creation of healthy positive attitudes within the class and teacher. The use of multicultural literature in a culturally diverse environment enabled a student to demonstrate learning using a home or community languages to construct knowledge. Multicultural literature,

according to McTigue, Douglas, Wright, Hodges, and Franks (2015), permitted students to make socio-cultural connections between home and school experiences. Education was a multidimensional profession, which necessitated the understanding of students and culture when contrasted with the teachers' perceptions.

Teachers' perceptions of the student's daily environment impacted a learner-centered environment. Standards-based criterion merges with CRIS in a diverse classroom. It was the position of Gibson and Parks (2015) that inclusion of multicultural literature was beneficial to not only teachers who struggled with different cultures but to heighten awareness of social justice issues faced by diverse learners in-home or school. The work of Adkins (2012) concentrated on the idea that learners used cultural strengths rather than deficits to become stronger learners.

Hence the research of Wyatt (2017) on cultural emancipation was successful in multicultural work. Cultural emancipation, according to Wyatt (2017), "is a strand of multicultural education that emphasizes the incorporation of minority culture into the curriculum by focusing on the actual experiences of minorities" (p. 100). Cultural emancipation and CRIS were standard practices in successful diverse urban literacy classrooms. Likewise, according to McGee Banks (2015), teachers must develop knowledge, skills, attitudes, dispositions, and orientations for success in diverse classrooms. Hence a teacher working at being culturally responsive was aware of cultural emancipation and transformative learning as per (Wyatt, 2017).



## **CRIS and Transformative Learning**

Transformative learning was an integral component of how a teacher became more culturally responsive, according to (Donnell, 2007). Transformative learning involved a change in urban learners and teachers in the context of individual practice so that students began to own learning (Donnell, 2007). The teachers who implemented transformative learning responded more effectively to students' needs and consequently became culturally responsive. Transformative learning in urban classrooms supported CRIS as it simultaneously extended teachers' perceptions and student learning using constructivist learning principles (Donnell, 2007).

Diverse populations are now very prominent in classrooms. The expectation that literacy educators include diversity in the school to meet the various students' needs and encourage cultural differences was a part of teaching (Iwai, 2015). As pointed out by Clark, Zygmunt, and Howard (2016), in an interview with Dr. Howard, teachers needed to be prepared to teach based on the context of the community. The learning of values and beliefs of a city was essential to improved teachers' perceptions and impact on practice. Urban learners needed individual actions, behaviors, and situations viewed through more than a single cultural lens (Delpit, 1995). Urban learners developed a concept of self, social relations, and knowledge from CRP (Ladson-Billings, 2001).

### **Implications**

The implications of the study centered on exploring the challenges of using CRIS in urban high school literacy classrooms. The results of this study led to the improvement of pedagogical practices of urban experienced high school literacy teachers. Another

possible implication of this study was an increased awareness of cultural differences and how their use enhanced and developed CRIS in urban classrooms. Culturally appropriate instructional practices were essential in diverse classrooms. The study was necessary to urban teachers, teacher education programs, and the body of knowledge and application of CRIS in high school literacy classrooms.

A tentative direction for the project was to increase professional development for urban high school literacy teachers unfamiliar with CRIS. The study contributed to the body of knowledge on the effects of CRIS in literacy instruction from an experienced teachers' perspective. Literacy instruction influences all disciplines. In an era of constant information from computers, television, word of mouth, social media, it becomes critical that teachers use culturally mediated instructional activities in individual practice. The use of culturally mediated instructional activities aligns with social constructivism, as the incorporation of culture and current events possibly leads to powerful explicit instruction.

### **Summary**

The study consists of several sections. Section 1 included the local problem, rationale, definition of terms, significance of the study, research questions, conceptual framework, implications, and reviews of literature historically and within the last five years. Ongoing workshops for urban high school literacy teachers were essential as classroom demographics continued to change. A benefit of ongoing CRIS workshops has been conversations among literacy teachers about the importance of using culturally responsive pedagogy when teaching urban high school literacy classrooms. A review of the literature presented key terms, concepts, conceptual frameworks, and essential ideas.

Constructivism was a necessary aspect of the potential effectiveness of CRIS in urban high school literacy classrooms. The most critical point of Section 1 was the realization that CRIS was a crucial component in high school literacy education and that every classroom needed measures. In Section 2, I outlined the methodology in this qualitative case study, conceptual framework, participants, research questions, data collection, data analysis procedures, accuracy, credibility, and trustworthiness of proceedings. In this case, the study design is in Section 3. Section 4 includes a reflection and summary of the study.

## Section 2: The Methodology

### **Qualitative Research Design and Approach**

The qualitative research approach was appropriate for investigating the use of CRIS by urban literacy teachers. In Section 2, I describe and justify the methodology, sampling method, size, and participants in the study used to answer the research questions. In this section, there is a discussion of data collection, data analysis, data tracking process in this study. This section ends with an analysis of the results.

#### **Description of Qualitative Research Design**

Considering urban classes frequently change from students dropping out, hospitalization for drug abuse or incarceration, ethnography methodology was not appropriate for this study. It would be difficult to use the phenomenology methodology in an urban classroom because of diverse and frequently changing urban classes and teachers. The grounded theory methodology was not appropriate for this study because there exists a plethora of information on the topic of CRIS. Lastly, the narrative methodology focuses on the researcher, allowing people to tell and analyze stories during the research (Creswell, 2012). The narrative methodology was not appropriate for this study because the study was not for collecting data on one or two individuals through stories or sequences of events. A case study involving CRIS deserves a description that cannot be assigned a percentage. According to Hancock and Algozzine (2016), qualitative design studies have an in-depth and up-close examination of a case. The case study approach logically worked for this type of research because it was a thorough investigation of real-life urban literacy classrooms.

### **Justification of Research Design**

Consequently, the holistic design of case study methodology was appropriate for answering the research questions. As per Yin (2014), case study methodology provides flexibility for an in-depth understanding of the experiences. Case study methodology, according to Yin (2014), can facilitate the purpose of a study. Pearson, Albon, and Hubball (2015) asserted that case study methodology could facilitate an accurate reporting of experiences. The qualitative case study showed the challenges of using CRIS in urban high school literacy classrooms.

### **Characteristics of Qualitative Research (Tradition)**

According to Denzin and Lincoln (2013), qualitative research was an opportunity to study a phenomenon in its natural setting and allow researchers to investigate how the event affected people's lives. Subsequently, Merriam (2009) affirmed, "qualitative research is not conducted so that the laws of human behavior can be isolated. Rather it is performed to explain the world from those who experience it" (p. 238). Urban classroom settings change continuously in demographics, hence the logical use of case study research. The case study involved interviews and observations of urban high school literacy teachers and the collection of teacher-designed handouts used to meet the challenges of facilitating CRIS in the classroom.

### **Participants**

The participants were from the ABC school teaching population of 60 teachers, of which 13 were ninth-grade literacy teachers. The participants were veteran teachers of

literacy. The participants represented a diverse teaching population of men and women of different backgrounds. The class sizes varied among participants.

### **Criteria for Selecting Participants**

The criteria for selecting participants were (a) a full-time position as a ninth-grade urban literacy teacher with more than one-year teaching experience and (b) a response to question # 1 in Appendix H of potential awareness of culturally responsive pedagogy. The participants' responses led to the creation of the sample. According to Merriam and Tisdell (2015), the researcher can regulate the sample size according to the research questions. The elimination of multi-grade teachers and new teachers reduced the potential participants to 10.

### **Justification for the Number of Participants**

Ten experienced ninth-grade literacy teachers participated in the study. According to Creswell (2012), it is essential to limit the number of participants to achieve an in-depth view of the study. The number of participants was necessary for a successful evaluation of CRIS in the urban literacy teaching environment. As a result of the need for accuracy and attention to detail, the sample size was ten participants.

### **Access to Participants**

Subsequently, upon receiving approval from the Walden University Internal Review Board (IRB) to begin the study (08-13-18-0040104), I contacted the principal. I sent an email to the principal explaining the study, the role of the participants, the process for collecting data, length of study, and protection of the participants. The school board advised working with the principal to access teachers. Once all consent forms were

signed, I emailed the potential participants. The principal authorized permission to conduct research (see Appendix D) and access to teachers as per approval from the school board. An email recruitment letter to the teachers included the initial three questions in Appendix H. The recruitment letter included an introduction of the researcher and the study. I e-mailed the recruitment letter (see Appendix D) to the ninth-grade urban literacy teachers based on responses to the initial emailed three questions in Appendix H.

### **Researcher/Participant Relationship**

According to Morse (2015), researchers needed to establish eligibility criteria for participants, enlist participants, and develop a working relationship with participants. Arrangements were made by email for a time and date to conduct the interviews. I communicated study details, interviews, and audio-taping by email to the teachers. I provided each teacher a copy of the confidentiality agreement (see Appendix E). I gained trust from the teachers by getting to know them with small talk and responding to questions during and after the interviews. According to Bogdan and Biklen (2007), participants must consent to a recording. Likewise, according to White and Hind (2015), a good qualitative study was one in which the researcher has a strong relationship with the participants.

### **Target Population**

The study was in a mid-size urban high school of 400 students in a northeastern urban city in the United States. The target population was ninth-grade literacy teachers. The participant criteria disqualified three inexperienced teachers. The remaining 10

participants all met the eligibility criteria. I invited the remaining 10 urban literacy teachers by email to participate in the study further and complete the consent form. The ABC school expressed an interest in better meeting the needs of diverse students through a willingness to participate in the study and improve professional development.

### **Sample Method**

Purposeful sampling was used in this study to obtain the participants. According to Silverman (2015), purposive sampling was excellent for small samples. As indicated by Creswell (2013), purposeful sampling was a method for essential characteristics to select participants. Purposeful sampling was a logical choice for this study.

### **Sample Technique and Setting**

Ten teachers were from ABC school. The participants were from the 60-person faculty based on their responses to the questionnaire. The ABC school has 400 students in a large district. The work of Creswell (2012) emphasized the importance of limiting the number of participants to achieve realistic data. The sampling technique was appropriate for the setting.

### **Ethical Issues and Confidentiality Agreement**

The participants were assigned numbers to be ethical and protect confidentiality. Confidentiality was maintained by the participants' names not being disclosed. I adhered to the importance of ethical issues and privacy expressed by (Lodico, Spaulding, & Voegtler, 2010). The participants did not receive money, rewards, or benefits. I collected signed consent forms before the interviews.



The data collected through audiotaped interviews, revised transcriptions, and field notes remained on a password-protected external drive without direct identifiers or names. A password-protected computer, as suggested by Lokke and Sorensen (2014), was used to store all field notes and electronic files. To create working relationships with participants and show gratitude for participation in the study, I explained to the participants how personal information and identity were protected (Patton, 2015). The manner for storing the data respected the confidentiality of participants as per university review board policies.

### **Data Collection**

The case study design permits data collection from interviews, documents, and observations for triangulation to understand the case (Lodico et al, 2010). The data I accumulated through participant interviews focused on CRIS and the challenges of urban literacy teachers. I collaborated with participants to ensure accurate reporting of statements and maintain confidentiality. I reminded the teachers of the right to quit participation in the study at any time. The collected data were from (a) the three emailed initial questions, (b) interviews, and (c) observations. I conducted semi-structured one-on-one interviews once the participants returned the consent form. As per Yin (2018), “case studies may need to follow their customized research procedures-as in identifying and defining the case to be studied” (p. 23).

### **Justification of Data Collection**

Collected data justified the challenges of urban literacy teachers. The interviews provided the information needed within the study from participants. The observations

were an opportunity to view the participants' responses and practices to the challenges of a diverse high school literacy classroom. The method of collection was justified.

### **Data Collection Instruments and Source**

Data collection was accomplished first by the three-question survey. The second data collection instrument was the interview, and the third was observations.

Subsequently, the interview questions focused on CRIS. Patterns and themes appeared as information emerged during the meetings with participants. The observations and interviews facilitated the importance and connection of CRIS to instruction.

### **Observations**

The second stage in this study was to conduct 10 in-class observations. An email was sent to the teachers asking for an appropriate observation time for a 40-minute class. Fieldnotes of CRIS implemented by the teachers that occurred during observations were written in Appendix F. The descriptive notes written on the observation form (see Appendix F) focused on identifying visible examples of CRIS. Subsequently, according to Percy, Kostere, and Kostere (2015), data must be analyzed for each participant. Then it was the responsibility of the researcher to integrate themes and patterns as they appeared in the data collected.

### **Interviews**

The interview questions were written as per information by Creswell (2013) that a qualitative researcher does not use someone else's instrument; instead, they gather the data. The designed interview protocol guaranteed that the interview questions were asked consistently with each participant (see Appendix E). The interview method of collecting

data was frequently used in qualitative research, as stated by (Mason, 2017). According to Neuman (2014), the semi-structured one-on-one interview allowed the researcher to understand the environment of the interviewee. The semi-structured individual interviews were methods for collecting data to answer RQ1. The audiotaped interviews were in mutually agreed locations that protected the participant's privacy for 30 minutes. The transcribed audiotaped interview confirmed the accurate reporting of the data.

### **Sufficiency of Data Collection**

The teachers' experiences in the classroom were crucial in answering the research questions. The interview data provided information for answering RQ 1. The observations were sufficient to determine answers to RQ 2. It was possible to reach data saturation by carefully examining the information from observations and interviews as per Fusch and Ness (2015) through scrutinization. I recorded each participants' interview responses. The recorded responses were then transcribed and saved on a password-protected Google Drive folder. The participants were assigned numbers and documents stored under that number. Similarly, the observation data and narratives were on a password-protected Google Drive folder.

### **Processes of Data Collection**

The process of data collection involved interviewing and observing ten literacy teachers. I made interview appointments and arranged observations with each teacher. I prepared the data by first recognizing and coding what was collected. I prepared the data by reading the notes on the interview and observation protocols. The data was color-coded to identify themes and patterns. The data was sorted and synthesized to identify

CRIS, themes, and patterns, as outlined in research guidelines (Rubin & Rubin, 2014). I recorded and transcribed interviews. I wrote the synthesized observation information into paragraphs. Participants verified the narratives and transcriptions. Participants revealed information about their challenges and practices in implementing CRIS.

### **Data Collection Tracking System**

The information was password protected on a desktop computer. I arranged observation data in the Google Drive folder by date. The interview data was also saved by date in the Google Drive folder. I have access to all data and will be accessible for five years after the study.

### **Role of the Researcher**

The role of the researcher was to present administration with information believed to be beneficial in assisting teachers. As a participant in the Walden University Teacher Leadership program, there was a responsibility to share and identify with teachers meaningful strategies from this study. The next phase in the role of the researcher was establishing an opportunity for training. Receiving input from the administration on how to implement the strategies facilitated training sessions that did not interfere with instruction or district plans. School administrators and professional development committee members arranged a time to promote the pairing of teachers who could potentially work effectively together. The teacher's role in the project was to develop and practice viable CRIS' in the classroom.

## **Data Analysis Results**

The hardest steps in qualitative research were data analysis according (Ary, Jacobs, Irvine, & Walker, 2018). The interpretation of the data was critical for analyzing information in the study. The process of analyzing data from the interviews started, as suggested by Yin (2014), with investigating, categorizing, tabulating, critically evaluating, or otherwise rearranging evidence of data collected to produce relevant findings. The following steps according to the research literature of Yin (2018) for qualitative data analysis were: (a) compile the data, (b) disassemble the data, (c) reassemble the data (d) interpret the data, and (e) review the data to conclude.

### **Data Analysis Process**

The semi-structured interviews and observations of data were collected, coded, and categorized. The interview data were audiotaped and transcribed. The process used in this analysis, as suggested by Yin (2018):

- I compiled the interview transcript data based on similarities and checked for patterns. The similarities and patterns were repeated words or ideas expressed differently based on the participants' perception of the topic or question.
- I aligned statements made by the participants with the research question.
- I compiled the observation data based on similarities. Similarities in observation data were (use of games, music, technology, language etc...)
- I organized observation field notes into narratives by the participant.
- I reviewed the observation and interview data to identify themes.

## Research Findings

Questions on the interview protocol created equity for each participant. The demographics of the participants was the first item annotated for phrases or words related to cultural background. The cultural experience was part of the information embedded in the term CRIS. As I continued to read the data, I identified examples of participants who struggled to implement CRIS. I composed interview quotes into paragraphs to analyze for emerging themes of CRIS to answer RQ1. Corrections to the transcripts for each question were made based on the audio recording and member checking. The criteria used to categorize interview information was listed under brief description in Table 1. The initial completion of the interviews facilitated organizing data also listed in Table 1.

Table 1

### *Coding for Interviews*

Code	Brief description	Example from data sources
Diversity	Participants query about CRIS and standards or curriculum. Is associated with participants perspective	Code-switching from participant #1 #9 blending art #3 use of Audible
Cultural background	Participants level of cultural competence "a person or group of people who understand and are aware of how culture impacts different people." The emphasis of a participant on personal experiences or background Understanding of the term urban environment	Nonwhite participant # 7 knowledge of African American culture References to using ethnic music by participant # 10
Challenges of constructivism	Participants level of critical reflectivity (Durden & Truscott, 2013) Participants struggle with language, customs of urban high poverty literacy learners	Participants discovered that when selecting literature, many AA students were unfamiliar with AA writers The use of literature from different companies by # 8

The RQ2 was the focus of the observations to determine the challenges participants faced in the classrooms with CRIS. While reading the observation field

notes, I labeled areas according to similarities and differences. I divided the notes into five piles, analyzing piles, two observations at a time. I created a chart with a column labeled similarities. I identified similarities, distinct differences, and common phrases as the most accessible initial distinctions to decipher in the notes. During a second reading of the grouped data, I identified tangent or irrelevant pieces of information. Once I identified the tangents, the remaining common ideas based on CRIS, metaphors, or analogies emerged in the data. Subsequently, I grouped the narratives of the observations in the order they occurred. The rationale was to determine if I was observing with a fresh eye in each class. I composed the observation field notes into paragraphs. Member checking allowed participants to consider the perception of what occurred against the accuracy of the data. Although the selection of colors was my choice, the research-based process on color-coding and analysis in qualitative research was from Khosrow-Pour's Encyclopedia of Information Science and Technology 3rd ed, (2014); Center for Innovation in Research and Teaching (2018), Rubin and Rubin (2014). Another reason for using colors asserted by Bianco, Gasparini, and Schettini (2014) was that "however... can also use color for the association, that is, or indicating that certain elements in a design have common properties" (p. 89). I reviewed the observation field notes written on (see Appendix F) of the teachers and color-coded the data to provide organization and clarity for analyzing and securing the data under locks. After reading the field notes for each question in Appendix F, I highlighted reoccurring words and placed them into seven categories listed in Table 2.

Table 2

*Coding of Observation Field Notes*

	Purple	Blue	Green	Yellow	Orange	Red	Black
	Distinct differences	Similarities	Common ideas based on CRIS	Common phrases	Tangents or irrelevant pieces of information	Common words	Metaphors or analogies
Participant 1		x	x				
Participant 2	x					x	
Participant 3		x		x			
Participant 4		x	x	x			
Participant 5	x				x		
Participant 6	x		x				
Participant 7		x	x				
Participant 8				x		x	
Participant 9		x					x
Participant 10			x	x			

**Patterns-Themes in Findings**

The comments in the interview transcripts of the participants assisted in the further analysis of data into three themes: diversity, cultural background, and challenges of constructivism. As a result of changing classroom demographics, the theme of diversity emerged from the data. The first read of the interview paragraphs was to identify statements relevant to diversity. As a result of placing the interview data into three categories, I was able to distinguish information within the broad thematic areas.



The theme categories for the interviews resulted from the different components of the interview protocol (see Appendix E).

The fieldnotes for participants #7, #8, and 9# suggested the diversity theme. The participant's responses to interview protocol questions (4,5,6,7,9,10) assisted in recognition of the themes. The diversity for participant # 7 was the use of literature knowledge to make connections with students. Participant #7, although not African American, was well-read in the area of African American literature and applied CRIS. Similarly, participant #8 was challenged by low reading levels and said: " I thought using literature from different cultures was a CRIS." Participant # 9 demonstrated the diversity theme when saying, "I blend art and literacy in many assignments as an example of diversity."

The theme of cultural background evolved from participants' responses to areas (4,5,8) on the protocol. The participants' cultural competence correlated with how teachers address the needs of the class. For example, participant # 1 and # 3 both struggled with daily low reading levels in urban literature classrooms. Participant #1 responded, "I use code-switching to help my students respond to the material." Participant #3 used diversity with Audible subscriptions to assist students with the material. According to participant # 3, "the students loved listening to audio presentations of current readings."

The third theme challenges of constructivism originated from questions (2,6,7) and manifested in instruction. The challenge of constructivism was part of what teachers planned for in literacy instruction. It was after reading the narratives that I identified

constructivist principles. Transcript data was relevant to constructivism. Conversely, participant # 10's methods demonstrated prior content knowledge; "I think my fascination was to learn how my children had developed an attraction for hip-hop not growing up around the genre." It was during the third reading of the interview narratives that the challenges of the constructivism theme emerged. The critical reflectivity of the participant indicated the challenge of constructivism. I then used the statements in the transcript to apply the characteristics of the conceptual framework.

The RQ2 was the focus of the observations to determine the challenges participants faced in the classrooms with CRIS. As a result of this first reading of the observation notes, I now had three columns labeled with information from the 10 observations. The final analysis consisted of incorporating participants' corrections and ascertaining what needed to be moved or eliminated from a column in Table 2. Once the participants verified the accuracy of what occurred, I reread the paragraphs and identified information for the three themes. The cultural background column consisted of common phrases, similarities, and common ideas based on CRIS. Analysis of the observation field notes resulted in seven common areas. The seven areas were: distinct differences, similarities, common ideas based on CRIS, common phrases, tangents, or irrelevant pieces of information, common words, metaphors, or analogies. As a result of the participants' comments, the matching of the initial themes and actions during the observation was more fluid. For example, the observed distinct differences and tangents or irrelevant pieces of information coincided with the diversity theme column. For example, participants realized a need to use ideas from the students' culture, history, and

language in instruction to make connections. The areas listed under the three categories coincided with the individual data in Table 2.

### **Salient Data and Discrepant Cases**

Observations and interviews were included in the analysis of and aligned with the conceptual framework in the study to create salient data. I looked at the discrepant cases as a way of viewing CRIS from another viewpoint. A discrepant category consisted of those participants with no visible signs of CRIS upon reading all the data. The discrepant cases, which were non-culturally responsive examples, were placed in different groups from the common themes. The narrative explained why the action or statements belonged in the discrepant category. Discrepant data emerged during the data collection process. Three of the participants did not believe culture had any influence on teaching or lesson planning. Two of the participants strongly believed that culture impacted the way and vocabulary used in lessons. I considered all the responses by the discrepant cases because they represented a foundation for why the study was appropriate for current classroom climates. The awareness I gained from listening to the participants was crucial to understanding lesson delivery.

### **Accuracy of Data Analysis Procedures**

Triangulation was a way to improve the validity of the study (Denzin, 1970; Merriam, 2002). The study involved interviews and classroom observation field notes to confirm emerging findings gathered during the study. I verified the data with the participants as well as the use of handouts from two teachers. I verified the transcribed

data with the audio-tape and participants. The triangulation uncovered common themes between the interviews, classroom observations, and handouts.

The quality of the data was reinforced through member checking by the participant's interview responses and observation data. Corrections to the transcription were made based on the audio recording for each question. Subsequently, the participants reviewed and corrected the typed material. The checking of the observation data and interview data by the participant was beneficial for accuracy and to prevent bias of what I saw or heard. I locked up field notes taken during observations and interview transcripts according to study requirements and recommendations (Flick, 2015).

### **Summary of Outcomes**

The final step in this case study was to review interviews and observations analysis data collectively. The findings from the interview data analysis reinforced the difficulties of teachers in urban literacy classrooms with CRIS. For example, one of the participants felt "code-switching" was a CRIS when used in the school. The benefit of CRIS relied on timely use, and in some cases, another example of a challenge was a participant acknowledging a fondness for ethnic cuisine. An affinity for ethnic cuisine distracted the participant from connecting the content and CRIS in the classroom.

The social constructionist framework impacted the perception and actions of the participants when attempting to use CRIS. For example, one participant recognized that strategies needed to include the learning needs, culture, and language represented by the class. The use of CRIS by participants in urban literacy classrooms resulted in answers to the research questions. The relationship between the use of CRIS supported the response

to RQ2 as a constant struggle. For example, the following dialogue that occurred during the observation of participant #1 would fall into the constructivist theory theme as a metaphor:

Participant #1: "Write a response to the music you heard when entering the class."

Class: "Do you want to know if we like the music."

Participant: #1 "Tell me if you like it or not and what comes to mind."

Another example was when participant # 2 invited a member of the community known to the students based on previous class conversations. Linking school and community are examples of and present challenges to constructivism. The students' familiarity with the person facilitated the lesson for the class period as an example of challenges to constructivism. Metaphors and analogies occurred in participant #9's instruction.

For example, many participants believed it was imperative to include the student's culture in the form of language, literature selections, and music to be diverse and respectful of the students' in the classroom. Cultural background data were in areas 4, 5, 8 in Appendix F. The observation criteria for 4, 5, 8 were explicitly designed to observe CRIS in the classroom. I labeled the observed common phrases for participants 3, 8, and 9. Participant 8's classroom organization allowed students to socialize. As participant 8 moved around the room listening to discussions, it became easy to ascertain prior student knowledge on the topic. In this example, the class responded to music. The teacher relied on previous experience to ask students to think about the prompt.

The participants sometimes used different CRIS' to engage or teach students. The use of tangents was not as prevalent in the observations or interview data. The reliance on

the cultural background as a premise for using CRIS was significant in analyzing the interview data. For example, one participant said they loved the challenge of creating lessons for a diverse class based on personal and student backgrounds. Common phrases, common ideas based on CRIS, and similarities impacted the participants' actions during the observation. The challenge emerged when the participant lacked an understanding of the culture or did not acknowledge or recognize distinct differences as having impacted instruction. Some of the participants demonstrated a connection between class dynamics and the use of CRIS. For example, one of the participants includes photos and films from other countries to show a relationship between the lesson and cultures in the classroom. Collectively, some teachers were using games, forms of media on a SMART Board, or new ways of presenting vocabulary to engage learners. Collaborative groups were challenging to the participants' attempts to create an environment that fostered CRIS.

Table 3

*Synthesis of Themes, Interviews, and Observations*

Diversity	Cultural background	Challenges of constructivism
Distinct differences	Common phrases	Common words
Tangents or irrelevant information	Common ideas based on CRIS	Metaphors or analogies
	Similarities	

Table 3 represents the synthesis of data results for RQ1 and RQ2. An analysis of information for RQ1 indicated that teachers used code-switching, music, grouping, guest speakers, and other CRIS' to address the unique needs of urban high poverty literacy learners. The success of CRIS was dependent on participants understanding classroom dynamics, cultural competence, and content knowledge. The analysis of data for RQ2 indicated the challenges of fluctuating classroom dynamics. For example, the bicultural teacher said she expected students to achieve based on her lessons, including interest and background. Challenges for RQ2 occurred when linked to the cultural competence of the participant. One of the participants was only capable of teaching a class based on prior personal experience as a student. Participants need flexibility in the implementation of CRIS and desire to become culturally competent with urban high poverty literacy learners. The CRIS' used in one class may not be useful for another course without modification in some way.

### **Project Deliverable and Findings**

Qualitative research, because of its authenticity and reflexivity, was an appropriate method for this case study. The outcome of the study was derived from the problem and provided answers to RQ1 and RQ2. It was logical that the case study began with interviewing since the participants interact daily with youth in literacy classrooms. The interview responses were reasonable outcomes for RQ1 as the participants could verbally express how they applied CRIS. The participant interview responses aligned with social constructivism.

The second logical step was to observe the challenges faced by the participants daily in literacy classrooms. It was apparent how the larger body of knowledge, stressed professional development on CRIS as essential for urban literacy teachers. Social constructivism was not only a theory but a practice that could be visible through teacher practice. Hence RQ2 was a logical outcome from social constructivism. After information from the interview was analyzed, it was apparent that the participants needed to see and practice CRIS, preferably in a professional development workshop. Observation findings suggested that the participants needed to see examples of CRIS, preferably in the form of a professional development role play.

The findings indicated the need for professional development hands-on workshops. Findings indicated the need for knowledge about another way to present a lesson with or without technology for urban literacy classrooms. The findings are in alignment with the three themes resulting from the study (a) diversity, (b) cultural background, and (c) challenges of constructivism. Professional development on CRIS will allow the teachers to combine new techniques with current instructional practices. Teachers will benefit from exposure to creative, concrete, best practices for reaching diverse learners in different urban literacy classrooms. The teachers will need to see how many actions were in line with CRIS and how possibly some were distracting from instruction. The project will involve an explanation of terms related to CRIS and a series of scenarios where teachers will have the opportunity to see and make decisions about instruction in the classroom.



### Section 3: The Project

#### **Introduction**

The findings indicated that the teachers needed to see and practice CRIS; hence the professional development workshop genre was selected for this study. The project goal would be to develop a viable 3-day PD workshop for urban literacy teachers. The workshop will focus on sharing, creating, and applying CRIS in literacy classrooms in an urban high school setting. The workshop outcome will give teachers tools and methods of using CRIS consistently within urban literacy classrooms. The program objectives will allow teachers to increase knowledge of proven CRIS' and collaborate with peers to develop strategies for the classroom and teaching style. The target audience will be experienced teachers in secondary literacy classrooms. The professional development workshop over 3-days will involve role-playing, video recording, and journal responses to different scenarios so that the teachers can experiment with different strategies. The materials will be minimal, as follows: posit paper, yellow chart paper, index cards, computers/laptops, presentation materials for whole session viewing, personal cell phones, journal paper/pads, projectors for YouTube videos, and pens.

In this section, I explain the professional development workshop. This section includes a discussion of the learning outcomes, target audience, the components and timelines of the workshop, activities of the project, and a rationale for the selection of the professional development genre option for this study. The section includes information about needed resources, use of existing supports, and potential roadblocks. I developed a potential project evaluation plan throughout the workshop, a brief outline of possible

social change implications, and a brief PowerPoint summarizing the importance of the project to teachers, administrators, and community.

### **Rationale**

As a result of the difficulties, teachers implementing CRIS in urban high school literacy classrooms; it was logical to use the professional development genre to address the problem. In Section 1, I focused on the problem of CRIS in high school literacy classrooms. As a result of analyzing the data, it was apparent that a workshop would allow teachers to explore the use of CRIS. Although teachers received training in district-wide workshops on various topics, CRIS was never one of the topics. Experienced teachers relied on classroom experiences and district professional development sessions to handle the potential classroom needs of students. According to Bonner, Warren, and Jiang (2017), culturally responsive teaching in the classroom was critical when the teachers included culture in instruction.

Teachers became more active with professional development workshops that generated viable in class strategies (Evans, 2014). Constant learning was necessary for a diverse environment where the objective was to improve professional practice (Evans, 2014). One of the more effective ways that developed teacher practice was through the sharing of effective teaching practices used in the classroom via professional development sessions so that more teachers benefited from the information (Hallman, 2015). I designed the professional development workshop to meet the needs of the current expanding diverse student population. According to Shokouhi, Moghimi, and Hosseinzadeh (2015), teachers gained valuable knowledge for teaching through

professional development and continued coaching throughout the year. The professional development genre allows the teachers to address the problem of merging culture and practice to become more effective in the classroom. The purpose of this qualitative case study was to explore the challenges of using CRIS in urban high school literacy classrooms.

### **Review of the Literature**

The literature review involved using the following search terms: professional development in literacy, professional development, culturally responsive workshops, culturally responsive teaching in urban classrooms, culturally responsive teaching in literacy classrooms, culturally responsive teaching, and perception. The areas of literature that supported this topic and type of study were: (a) culturally responsive instructional strategies, (b) perception, (c) literacy teaching, and (d) culturally responsive pedagogy. The review of the literature for the project section started with professional development practices. According to the American Federation of Teachers (2007), professional development was “the process of individual and collective examination and improvement of practice designed to empower educators to make complex decisions; to identify and solve problems; and to connect theory, practice, and student outcomes” (p. 4). The literature review focused, as suggested by Lehman (2017) and Aydin and Tonbuloglu (2014), boundaries were absent because of globalization, which made communities and classrooms more multicultural. Hence there was a need for teachers to develop a more robust cultural sensitivity within the class (Lehman, 2017). As Ramirez, et al. (2016), emphasized teachers needed to develop an understanding of personal sociocultural

identity. The teachers had an obligation to learn more content and develop new, creative, and effective ways to teach diverse classrooms. Research-based best practices were strategies, interventions, programs, or curricula that were supported by rigorous substantiation of effectiveness (U.S. Department of Education, National Center for Education Statistics, 2015). A review of the literature also indicated the effectiveness of coaching. According to Joa (2013), coaching improved teacher practice; hence there were examples of coaching infused into the workshop, so that teacher collaboration could be sufficient for those struggling with what CRIS looks like in a classroom.

### **Professional Development**

As a result of the findings of Stewart (2014), the project permitted teachers in the same department to work together. The most effective use of professional development workshops was when participants were working with others in the same department or program, according to (Stewart, 2014). Consequently, as teachers worked together in professional development workshops, there was the challenge of learning not only what a CRIS strategy looked like but also defining the term so that it became seamless to apply in the classroom. McKloy, MacLeod, Walter, and Nolker (2017) concluded that many teachers were unaware of what a CRIS looked like in class or how to infuse it into instruction. Subsequently, the practice of applying CRIS among peers would be successful in a professional development workshop using a “rehearsal” exercise. According to Lampert et al. (2013), a “rehearsal... is the social setting for building novices’ commitment to teaching ambitiously” (p. 227). The rehearsal technique will be appropriate because many teachers are unfamiliar with CRIS.

Unfamiliarity with CRIS and its use in urban classrooms continues to be a motivating force in professional development workshops for urban literacy classrooms. The need for ongoing professional development was because of a continual change in classroom and teaching populations in urban literacy classrooms (Zion & Sobel, 2014). According to Zion and Sobel (2014), professional development should provide teachers with skills for teaching in diverse urban classrooms. Professional development that includes exercises in identifying gaps in knowledge and skills, an awareness of issues was useful in developing more efficient strategies for instruction (Zion & Sobel, 2014).

Thus, it becomes imperative that professional development recognizes the needs of teachers to develop within the respective classroom environments. A supportive administrative environment and instructional leaders were essential to conducive professional development workshops as per (Clarke & Hollingworth, 2002). As indicated by Clarke and Hollingworth (2002), “if we are to facilitate the professional development of teachers, we must understand the process by which teachers grow professionally and the conditions that support and promote that growth” (p. 947). Hence the research of Goldhaber, Theobald, and Tien (2015) presented theories supporting ways for staff to diversify instruction for classes leading to a more efficient professional development experience for teachers. The most profound of the theories in favor of this study by Egalite and Kisida (2018), were that “racially diverse teachers might be well-positioned to design lessons that are culturally sensitive and to serve as “cultural translators” (pp. 61-62).

I designed the project with urban literacy teachers in mind. According to Qablan, Mansour, Alshamrani, Aldahmash, and Sabbah (2015), it was essential that the administration realized that a teacher's perception of professional development workshop strongly influenced whether or not they applied the new knowledge or strategy. The context of Qablan et al.'s (2015) work was that teachers found it beneficial to have professional development sessions that were continuous, specific to the content, and practical. According to Thompson (2015), some practices in the classroom led to a teacher using CRIS in the instruction. For CRIS to become a viable part of a teacher's instruction, the following must occur: (a) assessment of personal attitudes and set a tone (b) engage students in conversations about culture and (c) attention to family and communities (Thompson, 2015).

### **Providing Teachers with Professional Development**

For professional development to be meaningful to a teacher, the information had to be adaptable to practice within the classroom. Likewise, Evans (2019), supported the concept that professional development needed to be implicit and informal to be effective with teachers. The use of integrated professional development meant that teachers could incorporate professional development and learned knowledge into everyday practice. According to Smylie (2014), the reason behind professional development was to "build school and district capacity, motivation, and accountability" (p. 20). The use of professional development to improve the use of CRIS in the classroom has the potential to increase motivation and accountability in teachers within the school.

A change in practice by Beaty-O’Ferrall and Johnson, (2010), Darling-Hammond (2014), Gemedá, Fiorucci, and Catarci, (2014), and Haug and Sands (2013) determined that teachers who participated in practical professional development, could change behaviors within and outside the classroom. The actions of teachers changed inside and outside the classroom when the teachers had the opportunity to participate in professional development that was practical. A critical look at the work of Beaty-O’Ferrall and Johnson (2010) reported the effectiveness of teachers working as teams in a professional development workshop. The work of Beaty-O’Ferrall and Johnson (2010), also demonstrated the importance of professional development teams having clear objectives. An analysis of the research by Haug and Sands (2013) indicated that professional development had a positive impact on teacher instruction and the type of knowledge gained from sessions. The study of Haug and Sands (2013) reinforced the way collaborative relationships developed during professional development workshops that critically improved teacher practice. An analysis of research about professional development indicated that the key to active professional development was to recognize the learners’ concerns as an influence on motivation for learning new strategies (Christesen & Turner, 2014; Hökkä & Eteläpelto, 2014; Qablan et al., 2015). The impetus for more productive and efficient professional development, according to Gemedá et al. (2014), was creating a connection between rhetoric and actual practice. A critical analysis of Gemedá et al.’s (2014) work indicated a focus on the constructivist perspective as a means for delivering authentic and productive professional development. A critical

analysis of the work of Darling-Hammond (2014) noted that professional development was useful for providing an opportunity for educators to share expertise genuinely.

### **Using Professional Development and Culturally Responsive Teaching to Improve Practice**

The professional development genre was selected so that teachers could learn how to use CRIS to improve instruction. Educators were working with diverse classrooms that require the inclusion of culture to improve practice and reach more learners. An emphasis on demonstrating a connection between test data and instruction occurred daily. Hence there was a need to use professional development as a tool for reinforcing culturally responsive teaching. According to Lew and Nelson (2016), it was important for educators to become attentive to methods for meeting culturally diverse student needs in instruction.

According to Kea and Trent (2013), many teachers “lack preparation in and exposure to fundamentally sound culturally responsive practices” in daily practice (p. 282). Professional development workshops can provide an opportunity for teachers to enhance classroom strategies. As stated by Greenleaf, Litman, & Marple, (2018), it was essential to consider the prior knowledge that teachers bring to professional development when exposed to new approaches. The catalyst of previous teaching experience and school administration initiated the designing of this professional development workshop. The research of Stewart and Houchens (2014) supported the idea of varying instruction when developing professional development programs. A competent professional development program considered how equity pedagogies and culturally responsive



teachings led to success in the classrooms (Martell, 2013). Professional development sessions that included information on CRIS assisted in helping an instructor learn how to use strategies as an analytical tool according to (Bondy, Ross, Hambacher, & Acosta, 2013). The effect of professional development increased as teachers gained district support in initiatives to change classroom instructional practices according to (Greenleaf et al. 2018; Kraft & Papay, 2014).

### **Familiarity with Culturally Responsive Instructional Strategies (CRIS)**

Perception and knowledge of CRIS and familiarity with urban classrooms were essential factors in how teachers managed a class and instructed students. As demonstrated by Coffey and Farinde-Wu (2016), teachers learned that being mindful of classroom management style and instruction had a tremendous impact on classroom instruction. It was through the combination of curriculum and CRIS that teaching became more effective in urban classrooms. Subsequently, concluded by Coffey and Farinde-Wu (2016), teachers needed to combine experiences with the curriculum and sociocultural backgrounds to implement CRIS in the classroom. The knowledge of CRIS guided the making of connections between definition and implementation in the classroom. The difficulty behind implementing CRIS, according to Averill, Anderson, and Drake (2015), was the fact that many teachers do not comprehend culturally-linked behaviors, interpersonal communication skills, or experiences that include varied strategies. It was because of the lack of understanding of culturally-linked practices and cultural competence that Gay (2013) and Hernandez, Morales, and Shroyer (2013) found it challenging to develop some teachers into applying CRIS into practice.

### **Professional Development, CRIS, and Brain Power Research**

The research of Hammond (2015) showed that CRIS's were excellent stimulants for improving brainpower among diverse learners. The use of CRIS enabled diverse learners to make connections that were social-emotional and relational to class content. CRIS was a way for teachers to use strategies that work with the brains of diverse learners rather than against the way culturally and diverse learners process information. A definition of culturally responsive teaching explained how a connection existed which made use of teaching strategies

An educator's ability to recognize students' cultural displays of learning and meaning-making and respond positively and constructively with teaching moves that use cultural knowledge as a scaffold to connect what the student knows to new concepts and content to promote effective information processing. All the while, the educator understands the importance of being in a relationship and having a social-emotional connection to the student to create a safe space for learning. (Hammond, 2015, p.15)

According to Hammond (2015), culturally responsive teaching was a way for instructors to develop students who were not only intellectually active but also independent learners who could use culture to facilitate learning. According to Kennedy (2016), professional development involved a challenge of not only a change in teacher thinking but the application of teaching practices to apply CRIS. The creation of using professional development for teachers to learn by

models was what Kennedy (2016) called “re-enactment.” CRIS allowed teachers to combine culture, brain-based strategies, and socio-political awareness to reach diverse learners.

### **Project Description**

The project would be a three-day professional development workshop. The workshop begins with teachers uncovering ideas about CRIS and practice. The workshop would involve teachers reading short examples and scenarios collaboratively and discussing possible solutions or different strategies. The last part of the professional development workshop would require the teachers working in groups to create scenes and role-playing so that peers can learn and provide feedback on the use of CRIS. The workshop would be an opportunity to demonstrate the use of CRIS in urban classrooms. The workshop would also develop methods for teachers to mentor each other on CRIS implementation. Lastly, professional development would allow teachers to gain awareness of how socio-cultural knowledge affects instruction and material selection for classrooms. The beginning of the school year would be an excellent time for teachers to implement new strategies; as teachers gather knowledge to improve instruction and application of CRIS. A needed resource would be an ongoing process that could efficiently pair teachers with an approach before implementation. The perception and experiences of experienced literacy teachers will be crucial to the execution of strategies. The creation of an online manual and explanatory videos for CRIS could be helpful to teachers. The use of role-playing by the teachers will give them an idea of how the strategy may or may not be useful in the classroom upon receiving feedback from peers.

The professional development workshop will allow teachers to gradually incorporate CRIS into daily instruction and subsequently evolve into part of district professional plans. The workshop evaluations will be daily as part of closing activities. Day one of the project would involve understanding classroom demographic data and teacher self-evaluations. Subsequently, day two of the project would require an understanding of what CRIS is and potentially looks like in a class. Day three of the project would involve the creation of teacher's meetings and groups where the teachers are collaboratively working to create examples of CRIS in action to share with colleagues. Implementation of the project will involve (a) understanding demographic data, (b) understanding CRIS, and (c) the creation of teacher's meetings/groups.

*Understanding demographic data-* means that the teachers are made aware of the characteristics of the class. Demographic data for students will be available in the online student profiles for every class. The teacher would be able to add to the existing demographics to create a personalized additional private profile of class for use in planning. Other demographic data emerged as the teacher becomes familiar with students would also facilitate the use of CRIS.

*CRIS* means that teachers will receive training on the use of the strategies. A simplified approach would be the use of student vocabulary in a lesson. Plans that involve student vocabulary can help focus the instruction on new vocabulary acquisition. Another popular strategy would be to bring in guest speakers. Current generations are highly motivated by visual, technical and auditory stimulation in lessons. The introduction of a speaker from one of the cultures in the class would be a strategy easily

incorporated into a lesson plan. The use of games in lesson planning that included an aspect of classroom culture would be another viable adaptation of CRIS.

*Teachers' meeting/group* implies that teachers would learn through discussion and hands-on an activity about what may or may not work in a classroom. It would be through the meeting of teachers that strategies could be evaluated and planned into instruction. It would be beneficial for one teacher to view another teacher implementing a strategy so that the feedback could be in real-time. The real-time interactions would facilitate the teachers' practice.

### **Project Evaluation Plan**

The type of evaluation for this project will be outcome-based. The plan is outcome-based because the teacher participants will be able to leave the workshop with new CRIS' applicable to the discipline and personal teaching style. The initial phase of the evaluation will involve participants in completing assessments at the end of each session. The first feedback session will be on paper. As the workshop progresses, the evaluations will be collaborative using Pear Deck.com for day two and Kahoot.com for day three of the workshop. The Pear Deck.com platform will allow the facilitator to view feedback in real-time. Pear Deck.com and Kahoot.com are online interactive platforms for assessment or instruction. The platforms will be the best evaluation methods for the project because they are in real-time. The three-day workshop reflections and assessments of activities will be essential and possibly guide future workshops. The workshop facilitator will be able to setup Pear Deck.com or Kahoot.com for the sharing of information and responses with the workshop participants in real-time to produce a

continuous flow of ideas and strategies. The benefit to the stakeholder and curriculum supervisor will be that the participants may become comfortable using CRIS rather than only reading about a new way to teach or present material. The superintendent, as one of the stakeholders, could benefit knowing that teachers are familiar with strategies for ever-changing classrooms.

### **Project Implications**

An implication of the study would be teachers creating a professional development plan that includes CRIS' for teachers to learn and incorporate into instruction. An increase in the types of CRIS' used in diverse classrooms may be useful in producing better instructors. As teachers explore perceptions, it will provide an opportunity for participants to improve instruction and review CRIS in personal practice. The increase in the collaborative teacher environment will lead to positive social change. The application of CRIS will be monumental in an educational climate driven by test score data. The teacher collaboration will be beneficial to stakeholders as the teachers work to improve teaching strategies and less on test prep.

### **Social Change**

The project has the potential to increase teaching knowledge in a diverse classroom. Expanding teacher's strategies will be a representation of positive social change. The social change element could be improved instruction by teachers in different classes. Considering that classrooms are more diverse, there will be a strong need to vary instructional methods in diverse urban classrooms. The project could be crucial to developing the use of CRIS in experienced literacy teachers. The opportunity to explore

and experiment with CRIS' will create different perspectives among the teachers towards peers and instruction. The classes in urban environments will need teachers that continuously change and grow so that teaching will be innovative and effective.

### **Benefits of Local Community**

The benefit to the local community will be the understanding that teachers are constantly changing to accommodate a fluctuating diverse community. The local community will better understand that the teachers will produce students who are academically competitive with suburban students. The local community will notice that instruction is not deficient because of an urban or underserved environment. The local community would benefit from educated and innovative teachers producing students who will be ready for current economic and social changes.

### **Larger Context**

The results of this study will affect instruction in urban areas. CRIS will be valuable to urban districts with diverse classrooms. The use of CRIS will make the community and district work efficiently. The teachers will develop a connection with the community. The community may respect and support the efforts of the school to include ideas and practices which could be valuable in the classroom.

## Section 4: Reflections and Conclusions

### **Project Strengths and Limitations**

After sharing the strategies observed in the classroom during professional development, it could be a starting point for explaining the objectives of the workshop. Sharing the results with other participants in the form of a professional development workshop could help focus the workshop on developing and adding more CRIS. The project will be that the teachers are responsible for learning and having the opportunity to work collaboratively. Another strength of the project would be the highly individualized and collaborative work the participants will create throughout the workshop. The workshop will lead to the creation of videos among teachers. Hard copies of the strategies could also be shared and used in classroom instruction. The collaborative nature of the work will be a strong indication of different teachers working together to meet the needs of quickly changing classrooms. The designed workshop activities could control the path of participants developing and adapting CRIS through hands-on activities. In each of the segments of the workshop, I will be a facilitator. I want the participants to look at strategies they currently use and develop or add to current personal instruction, something to make the lesson more culturally responsive to an urban classroom.

Consequently, the ability of teachers to personalize CRIS to personal teaching style would be beneficial to the project's success. Because of this study, teachers will have the ability to work with the administration to develop strategies for success. CRIS will be adaptable to different classroom settings because classroom demographics frequently change in urban environments. Since CRIS are flexible, it would be necessary



for the teachers to have ongoing professional development. The school schedule has professional development days built into the school calendar. The incorporation of speakers and presenters on applying CRIS would effectively fit into the district's plan to meet the needs of changing classroom dynamics.

The major limitation of this project would be establishing a consistent follow-up to ensure that teachers are implementing what they have learned. Teachers are frequently engaged in standardized test preparation. The idea of involving the student's culture is commonly not considered relevant to the curriculum or learning for taking standardized testing, therefore, creating a limitation to the implementation of this project. A limitation of this project could be the use of literacy teachers as primary participants.

Access to teacher schedules and familiarity with teachers will be a valuable starting part of the project. The ability of the administration to group teachers by departments will be a viable support system. Administrators' commitment to assist in facilitating professional development will be beneficial to the success of the professional development initiative. Another existing support is the school curriculum supervisor. The supervisor will be able to provide additional strategies for teachers to use and practice in shared sessions.

A tremendous barrier to starting professional development training strategies would be the disruption of previously planned district workshop topics. Although the administration could arrange planning time by departments, it would be challenging to implement changes if the teacher was not confident in how to apply the strategy. The motivation of the teacher to use a new approach could be a crucial barrier since the

application would be voluntary. Another obstacle could be finding a speaker who could help facilitate the workshop for a non-diverse audience.

### **Recommendations for Alternative Approaches**

Teaching involves not only the perceptions of the instructor but also the parent, school staff, and community. Effective teaching requires the teacher to know the community so that when a statement about something occurs in class, the instructor can turn the information into a teachable moment. Professional development would be the best method for allowing teachers to determine how bias, strengths, and weaknesses could best be solved. In an era of test result accountability, there is a lack of importance on teaching practice not related to testing prep. I suggest that the strategy of music and having the students think mentally about culture as an attempt to decipher difficult passages may lessen some of the test prep stress as an alternative to professional development. The use of music as a CRIS could be a way for teachers to include CRIS into practice gradually. Another alternative approach could be more discourse between teachers and students. The daily struggle of participants to improve vocabulary and understand vocabulary in context would be another area that needs improvement so that students can perform better on assessments.

Instead of professional development, teachers could use technology to watch daily or assigned classes using video cams or Skype scenarios. The development of an online manual could guide urban teachers in the challenges faced in the classroom. An online manual that possibly had links to explanatory video situations, or examples in other literacy classes could assist teachers. The use of technology could result in a broader

community of learning, which could be valuable for urban literacy teachers. The potential use of technology could give real-time feedback to a teacher, possibly observing from a different environment. An exciting aspect would be to have a suburban literacy teacher follow an urban literacy classroom teachers' instruction and provide constructive feedback as someone not connected or aware of the difference in classroom structure or demographics. The perception of a typical or normal classroom will be different from both perspectives. Recordings from the internet are an excellent source of educational training.

### **Scholarship, Project Development, and Leadership and Change**

I learned how hard it is to observe a teacher in an urban environment. Open and varied interpretations over the decades made the research topic complicated. The development of the project was not difficult because I understand what teachers hope to learn from a professional development workshop. As a practitioner, the project was exciting because it allowed reflection on some possible additions to the strategies used in classes. Assuming the role of project developer was a tremendous task yet fun. I had to develop a project that could not only engage literacy teachers but also allow them to explore current practices and perceptions about urban classrooms. The task was overwhelming initially until I looked at developing the project as one big interactive lesson with multiple teaching mindsets and experiences, which made the plan easier to prepare for the three days. Leadership sets the tone for instruction. When the direction of a school is clear, there should be acceptance of various cultures as essential to teaching and growth in the classroom. A change in leadership acts as a catalyst to welcome

different cultures into the instruction process. I grew as a scholar by learning how to plan a project. I grew as a scholar by understanding the importance of making sure participants are people who could potentially answer a research question. I also developed and learned as a scholar/first-time researcher the importance of details in data collection and analysis.

### **Reflection on the Importance of the Work**

I believe this work was highly significant because of the change in classroom demographics. Diversity continues to increase with each class in secondary education, but the teaching population appears to remain the same. The work is important because teachers are often unable to have time to reflect on significant changes to daily practice. The work is also essential because it is an area within professional development that needs more research. Teachers are under an incredible amount of pressure to prepare students for college and careers. Because of this pressure, teachers focus on test prep and not mastery of content. I see CRIS as a method for blending knowledge of content and test prep to create more efficient instruction. As a result of the past twelve years of research, I strongly believe in the effects of CRIS and its implementation in urban classrooms. I have also learned that professional development on application of CRIS is deficit in the literature. Instructors teach more critical reading skills in literacy classrooms at a very high level in today's society. Hence there needs to merge culture, education, and instructional practice.

### **Implications, Applications, and Directions for Future Research**

The implication of the study is the recognition that daily instruction in diverse classrooms include culture. Teachers need to receive training on effectively using CRIS to guide instruction in classrooms overall, not just in literacy classes. The study results clearly defined a future research direction. There was a need to observe and create lessons and alter perceptions in urban classrooms to improve instruction in future research. CRIS needs to be part of the curriculum. The application of the CRIS specifically in high school literacy classes is a deficit in the research. Research on how to create social change by including communities, aspects of cultures, and CRIS into the classroom and urban environments is a further future research direction. The perspective of teachers, as indicated by this study, impacts literacy instruction. Research studies into monitoring the effectiveness of CRIS are required. Actual classroom research would be valuable to teachers and pre-service teachers in several disciplines. The research could explore ways to study teacher instruction in a more real-time manner considering the importance of reading and writing skills to students.

### **Conclusion**

The project will be successful in helping teacher participants recognize the influence and perception of CRIS in urban classroom settings. The essential reflection from this study will be the connection non-minority teachers will develop with the community. The relationship between teacher and student supports the theme challenges of constructivism in the classroom. The teacher-student link could facilitate improved instruction. The instruction level will change from frequent monitoring to an

understanding of culture-specific behavior, words, or thoughts as represented in classes. The choice to use video and professional development workshops as a method of instruction for teachers will be beneficial, as it allows them to try a strategy among peers for realistic criticism and support. The choice of video during professional development supports the alternating and adjusting teaching to address classroom diversity by linking culture to instruction in a way that teachers can incorporate into daily instruction. The concluding thoughts reflect on how the study can benefit other urban classrooms so that the teachers would ultimately become intense and frequent users of CRIS. The practical and consistent use of CRIS as implicated in the project would potentially benefit teachers. The application and examples of what culturally responsive pedagogy looks like in a real urban classroom are deficits in the literature. Hence the creation of the online manual with strategies and videos in different scenarios from the three-day workshop would be beneficial to urban classroom teachers because of the opportunity to view urban teachers responding to realistic situations with viable solutions. The online manual could address teacher expectations about culturally responsive knowledge needed to implement CRIS in urban classrooms.

The collected data from the initial three questions, interviews, and observations assisted in identifying; further, the difficulties teachers have implementing CRIS in urban high school literacy classrooms. The data from interviews and observations suggested a hands-on workshop would be appropriate for the study. The data indicated that teachers needed information on CRIS in urban high school literacy classrooms. Teachers expressed an interest in learning how to implement CRIS into instructional methods and

planning. The project will create a connection between the teacher and the community.

The project will validate the use of CRIS to improve urban high school literacy

instruction. The district will be able to understand the importance of CRIS to high school

literacy education.

## References

- Acquah, E. E., Tandon, M., & Lempinen, S. (2016). Teacher diversity awareness in the context of changing demographics. *European Educational Research Journal, 15*(2), 218-235. <https://doi.org/10.1177/1474904115611676>
- Adkins, T. A. (2012). Can't nobody sleep and other characteristics of culturally responsive English instruction. *Multicultural Perspectives, 14*(2), 73-81. <https://doi.org/10.1080/15210960.2012.673308>
- Alsubaie, M. A. (2015). Examples of current issues in the multicultural classroom. *Journal of Education and Practice, 6*(10), 86-89. Retrieved from <http://files.eric.ed.gov/fulltext/EJten81654.pdf>
- American Federation of Teachers. (2007). Professional learning & you. Retrieved from <https://www.aft.org/sites/default/files/plyou2020.pdf>
- Aronson, B. (2016). From teacher education to practicing teacher: What does culturally relevant praxis look like. *Urban Education, 51*(10) 1-27. <https://doi.org/10.1177/0042085916672288>
- Aronson, B., & Laughter, J. (2015). The theory and practice of culturally relevant education: A synthesis of research across content areas. *Review of Educational Research, 86*(1), 163-206. <https://doi.org/10.3102/0034654315582066>
- Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2018). *Introduction to research in education* (10<sup>th</sup> ed.). New York, N.Y.: Cengage Learning
- Assaf, L., & Lopez, M.(2015). Generative learning in a service-learning project and field-based teacher education program: Learning to become culturally responsive



teachers. *Literacy Research: Theory, Method, and Practice*, 64(1), 323-338.

<https://doi.org/10.1177/2381336915617578>

Ateskan, A., (2016). Pre-service teachers' cultural and teaching experiences abroad.

*Journal of Education for Teaching*. 42(2),135-148.

<https://doi.org/10.1080/02607476.2016.1144634>

Aud, S., Wilkenson-Flicker, S., Kristapopvich, P., Rathbun, A., Wan, X., & Zhang, J.

(2013). The condition of education in 2013. *U.S. Department of Education,*

*National Center for Education Statistics* (NCES 2013-037)

Averill, R., Anderson, D., & Drake, M. (2015). Developing culturally responsive

teaching through professional noticing within teacher educator modelling.

*Mathematics Teacher Education and Development*, 17(2), 64-83

Aydin, H., & Tonbuloglu, B. ( 2014). Graduate student's perceptions' on multicultural

education: A qualitative case study. *Eurasian Journal of Educational Research*,

14(57), 29-50. <http://doi.org/10.14689/ejer.2014.57.3>

Ball, D. L., & Forzani, F. M. (2011). Building a common core for learning to teach: And

connecting professional learning to practice. *American Educator*, 35(2), 17-21,

38-39

Banks, J. (2014). *An introduction to multicultural education* (5th ed.). Upper Saddle

River, NJ: Pearson

Banks, J. A. (2013). The construction and historical development of multicultural

education, 1962–2012. *Theory into Practice*, 52(1), 73-82.

<https://doi.org/10.1080/00405841.2013.795444>

- Basbay, A. (2014). Investigation of multicultural education courses: The case of Georgia State University. *Educational Sciences: Theory and Practice, 14*(2), 602-608. doi 10.12738/estp.2014.2.2055
- Beaty-O’Ferrall, M. E., & Johnson, F. W. (2010). Using supportive team building to promote improved instruction, student achievement, and collaboration in an urban professional development school. *School-University Partnerships, 4*(1), 56–64. Retrieved from [http://www.napds.org/school\\_university\\_partnerships.html](http://www.napds.org/school_university_partnerships.html)
- Bianco, S., Gasparini, F., & Schettini, R. (2014). Color coding for data visualization. doi.org/10.4018/978-1-4666-5888-2.ch161, [https://www.researchgate.net/publication/268813843\\_Color\\_Coding\\_for\\_Data\\_Visualization](https://www.researchgate.net/publication/268813843_Color_Coding_for_Data_Visualization)
- Biraimah, K., & Jotia, A. L.,(2012). The longitudinal effects of study abroad programs on teachers’ content knowledge and perspectives: Fulbright-Hays group projects abroad in Botswana and Southeast Asia. *Journal of Studies in International Education, 17*(4), 433-454. <https://doi.org/10.1177/1028315312464378>
- Bogdan, R. C., & Biklen, S. K. (2007). *Qualitative research for education: An introduction to theory and methods* (5th ed.). Boston, Mass: Allyn & Bacon
- Bondy, E., Ross, D. D., Hambacher, E., & Acosta, M. (2013). Becoming warm demanders: Perspectives and practices of first-year teachers. *Urban Education, 48*(3), 420-450. <https://doi.org/10.1177/0042085912456846>
- Bonner, P. J., Warren, S. R., & Jiang, Y. H. (2017). Voices from urban classrooms: Teachers’ perceptions of instructing diverse students and using culturally

responsive teaching. *Education and Urban Society*, 50(8), 697-726.

<https://doi.org/10.1177%2F0013124517713820>

Bromberg, M., & Theokas, C. (2013). *Breaking the glass ceiling of achievement for low-income students and students of color*. Washington, D.C.: The Education Trust.

Camangian, P. R. (2015). Teach as lives depend on it: Agitate, arouse, and inspire.

*Urban Education*, 50(4), 424-453. [https://doi: 10.1177/0042085913514591](https://doi:10.1177/0042085913514591)

Celinska, D., & Swazo, R. (2015). Intensive faculty-led international multicultural

courses: Understanding the perceptions of students and improving the quality of course delivery by faculty. *Journal of Education and Training Studies*, 3(4), 127-

136. <https://doi.org/10.11114/jets.v3i4.813>

Center for Innovation in Research and Teaching. (2018). Analyzing Qualitative Data.

Retrieved from

[https://cirt.gcu.edu/research/developmentresources/research\\_ready/qualitative/analyzing\\_data](https://cirt.gcu.edu/research/developmentresources/research_ready/qualitative/analyzing_data)

Center for Research on Education, Diversity, and Excellence (CREDE), the University of Hawaii at Manoa. (2018). Retrieved from <https://manoa.hawaii.edu/coe/crede/>

Child Trends Databank. (2015). *Reading proficiency*. Retrieved from

<https://www.childtrends.org/?indicators=reading-proficiency>

Christesen, E., & Turner, J. (2014). Identifying teachers attending professional development by their stages of concern: Exploring attitudes and emotions.

*Teacher Educator*, 49(4), 232-246. <https://doi.org/>

10.1080/08878730.2014.933641

- Clark, P., Zygmunt, E., & Howard, T. (2016). Why race and culture matter in schools, and why we need to “get this right”: A conversation with Dr. Tyrone Howard. *Teacher Educator*, 51(4), 268-276.  
<https://doi.org/10.1080/08878730.2016.1210414>
- Clarke, D., & Hollingworth, H. (2002). Elaborating a model of teacher professional growth. *Teaching and Teacher Education*, 18(8), 947–967.  
[https://doi.org/10.1016/S0742-051X\(02\)00053-7](https://doi.org/10.1016/S0742-051X(02)00053-7)
- Coffey, H., & Farinde-Wu, A. (2016). Navigating the journey to culturally responsive teaching: Lessons from the success and struggles of one first-year, Black female teacher of Black students in an urban school. *Teaching and Teacher Education*, 60, 24-33. doi.org/10.1016/j.tate.2016.07.021
- Common Core State Standards Initiative. (2017). Common core state standards initiative: English Language Arts Standards. Retrieved from <https://www.corestandards.org/ELA-Literacy/RL/8/#CCSS.ELA-Literacy.RL.8.4>
- Conley, D. T. (2014). Common core development and substance. Social policy report. *Society for Research in Child Development*. 28(2) 1-22. Retrieved from <https://files.eric.ed.gov/fulltext/ED566685.pdf>
- Cooper, J. E., & He, Y. (2013). Beyond the joys of learning: Stories from four novice secondary teachers. *New Educator*, 9(2), 98-118.  
[doi.org/10.1080/1547688X.2013.778762](https://doi.org/10.1080/1547688X.2013.778762)
- Council for the Accreditation of Educator Preparation. (2013). Rationale standard 3: Candidate quality, recruitment, and selectivity. Retrieved from

<https://www.ncate.org/standards/standard-3/rationale>

- Creswell, J. W. (2012). *Educational Research: Planning, conducting, and evaluating quantitative and qualitative research*. Boston, Mass: Pearson Learning Solutions.
- Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approach*. Thousand Oaks, Calif: SAGE Publishing
- Cross, S., & Dunn, A. (2016). "I didn't know of a better way to prepare to teach": A case study of paired student teaching abroad. *Teacher Education Quarterly*, 43(1),71-90.
- Curwood, J. S. (2014). English teachers' cultural models of technology: A micro-ethnographic perspective on professional development. *Journal of Literacy Research*, 46(1), 9-38. doi.org/10.1177/1086296X13520426
- Cushner, K. (2012). Intercultural research in teacher education: An essential intersection in the preparation of globally competent teachers. *Action in Teacher Education*, 33(5/6), 601-614. doi.org/10.1080/01626620
- Cushner, K., & Chang, S. C. (2015). Developing intercultural competence through overseas student teaching: checking our assumptions. *Intercultural Education*, 26(3), 165-178. doi.org/10.1080/1467598
- Darling-Hammond, L. (2013). *Inequality and school resources: What it will take to close the opportunity gap*. In P. L. Carter & K. G. Welner (Eds.), *Closing the opportunity gap: What America must do to give every child an even chance* (pp 77-97). New York, NY: Oxford University Press. doi.org/10.1093/9780199982981.003.0006

- Darling-Hammond, L. (2014). One piece of the whole: Teacher evaluation as part of a comprehensive system for teaching and learning. *American Educator*, 38(1), 4–13.
- Delpit, L. (1995). *Other people's children: Cultural conflict in the classroom*. New York, NY: The New Press
- Denzin, N. K. (1970). *The research act: A theoretical introduction to sociological methods*. Piscataway, NJ: Transaction Publishers
- Denzin, N. K. & Lincoln, Y. (Eds.). (2013). *The SAGE Handbook of Qualitative Research*. (4th ed). Thousand Oaks, Calif: SAGE Publishing
- DeVillar, R. A., & Jiang, B. (2012). From student teaching abroad to teaching in the U.S. classroom. *Teacher Education Quarterly*, 39(3), 7-24. Thousand Oaks, Calif: SAGE Publishing
- Dimitrov, N., & Haque, A. (2016). Intercultural learning competence: A multidisciplinary model for instructor reflection. *Intercultural Education*, 27(5), 437-456.  
doi.org/10.1080/14 675986.2016.1240502
- Donnell, K. (2007). Getting to we: Developing a transformative urban learning practice. *Urban Education*, 42(3), 223-249. doi.org/10.1177/0042085907300541
- Dorrington, A., Patterson, R., Prejean, A., West, B., & Lawson, H. (2017, February 23). *As we celebrate Black History, we must prioritize teacher candidates' cultural competency*. Council for Accreditation of Educator Preparation. <https://caepnet.org/about/news-room/as-we-celebrate-black-history>

- Durden, T. R., & Truscott, D. M. (2013). Critical reflectivity and the development of new culturally relevant teachers. *Multicultural Perspectives, 15*(2), 73-80.  
doi.org/10.1080/15210960.2013.781349
- Egalite, A., & Kisida, B. (2018). The effects of teacher match on students' academic perceptions and attitudes. *Educational Evaluation and Policy Analysis 40*(1), 59-81. doi.org/10.3102/0162373717714056
- Evans, L. (2014). Leadership for professional development and learning: Enhancing our understanding of how teachers develop. *Cambridge Journal of Education, 44*(2), 179–198. doi.org/10.1080/0305764X.2013.860083
- Evans, L. (2019). Implicit and informal professional development: what it 'looks like,' how it occurs, and why we need to research it. *Professional Development in Education, 45*(1), 3-16. doi.org/10.1080/19415257.2018.1441172
- Fitchett, P. G., Starker, T. V., & Salyers, B. (2012). Examining culturally responsive teaching self-efficacy in a preservice social studies education course. *Urban Education, 47*(3), 585-611. doi.org/10.1177/0042085912436568
- Flick, U. (2015). *Introducing research methodology: A beginner's guide to doing a research project*. Thousand Oaks, Calif: SAGE Publishing
- Ford, B. A., Stuart, D. H., & Vakil, D. (2014). Culturally responsive learning in the 21st-century inclusive classroom. *The Journal of the International Association of Special Education. 15*(2), 56-62
- Ford, D. Y. (2012). Culturally different students in special education: Looking

backward to move forward. *Exceptional Children*, 78(4), 391-405.

[doi.org/10.1177/001440291207800401](https://doi.org/10.1177/001440291207800401)

Ford, D. Y. (2015). Culturally responsive gifted classrooms for culturally different students. *Gifted Child Today*, 38(1), 67-69. [doi.org/10.1177/1076217514556697](https://doi.org/10.1177/1076217514556697)

Fusch, P., & Ness, L. (2015). Are we there yet? Data saturation in qualitative research.

*The Qualitative Report*, 20(9), 1-9. Retrieved from

<https://nsuworks.nova.edu/tqr/vol20/iss9/3>

Gay, G. (2002). Preparing for culturally responsive teaching. *Journal of Teacher*

*Education*, 53(2), 106-116. [doi.org/10.1177/0022487102053002003](https://doi.org/10.1177/0022487102053002003)

Gay, G. (2010). *Culturally responsive learning: Theory, research, and practice* (2nd ed.).

New York, NY: Teachers College Press.

Gay, G. (2013). Teaching to and through cultural diversity. *Curriculum Inquiry*, 43(1),

48-70. [doi.org/10.1111/curi.12002](https://doi.org/10.1111/curi.12002)

Gay, G. (2015). The what, why, and how of culturally responsive teaching: international

mandates, challenges, and opportunities, *Multicultural Education Review*, 7(3),

123-139. [doi.org/10.1080/2005615X.2015.1072079](https://doi.org/10.1080/2005615X.2015.1072079)

Gay, G., & Howard, T. C. (2010). Multicultural teacher education for the 21st

century, *The Teacher Educator*, 36(1), 1-16.

[doi.org/10.80/08878730009555246](https://doi.org/10.80/08878730009555246)

Gemeda, F. T., Fiorucci, M., & Catarci, M. (2014). Teachers' professional development in schools: Rhetoric versus reality. *Professional Development in Education*,

40(1), 71-88. [doi.org/10.1080/19415257.2012.759988](https://doi.org/10.1080/19415257.2012.759988)



- Gibson, K., & Parks, M. W. (2015). Toward social justice: Literature to promote multiple perspectives. *Multicultural Education*, 21(2), 41-50.
- Giorgi, A., Roberts, T., Estep, C., Conner, N., & Stripling, C. (2013). An investigation of teacher beliefs and actions. *NACTA Journal*, 57(3), 2-9.  
Retrieved from <http://www.jstor.org/stable/nactajournal.57.3.2>
- Gist, C. D. (2015). *Interrogating critical pedagogy: Teachers of color and the unfinished project of social justice*. In P. Orelus & R. Brock (Eds.), *Interrogating critical pedagogy: Teachers of color and the unfinished project of social justice* (46-49).  
New York, NY: Routledge Research In Education
- Goldberg, B. (2014). White teachers in urban classrooms: Embracing non-White student's cultural capital for better learning and learning. *Urban Education*.  
49(1), 111-144. doi.org/10.1177/0042085912472510
- Goldhaber, D., Theobald, R., & Tien, C. (2015). The theoretical and empirical argument for diversifying the teacher workforce: A review of the evidence. (*Cedr policy brief No.201-920159*). Retrieved from  
<http://www.cedr.us/papers/working/CEDR%20WP%202015-9.pdf>
- Greenleaf, C., Litman, C., & Marple, S. (2018). The impact of inquiry-based professional development on teachers' capacity to integrate literacy instruction in secondary subject areas. *Teaching and Teacher Education*, 71, 226-240. doi.org/10.1016/j.tate.2018.01.006
- Griner, A. C., & Stewart, M. L. (2013). Addressing the achievement gap and disproportionality through the use of culturally responsive learning practices.

*Urban Education*. 48(4), 585-621. doi.org/10.1177/0042085912456847

Grossman, P., Compton, C., Igra, D., Ronfeldt, M., Shahan, E., & Williamson, P. W.

(2009). Teaching practice: A cross-professional perspective. *Teachers College Record*, 111(9), 2055- 2100.

Habib, A., Densmore-James, S., & Macfarlane, S. (2013). A culture of care: The role of

culture in today's mainstream classrooms, preventing school failure. *Alternative Education for Children and Youth*, 57(3), 171-180. doi.org/

10.1080/1045988X.2013.798777

Hallman, H. L. (2015). Teacher as 'shape-shifter': Exploring the intersection of new

times and the teaching of English language arts, *Changing English*, 22(3), 282-293. doi.org/10.1080/1358684X.2015.1053789

Hammond, Z. L. (2015). *Culturally responsive teaching and the brain,*

*promoting authentic engagement and rigor among culturally and linguistically diverse students*. Thousand Oaks, Calif: Corwin.

Hancock, D. R., & Algozzine, B. (2016). *Doing case study research: A*

*practical guide for beginning researchers*. New York, N.Y.: Teachers College Press.

Harding-Dekam, J. (2014). Defining culturally responsive teaching: The case of

mathematics. *Cogent Education*. 1(1), 1-18.

doi.org/10.1080/2331186X.2014.972676

Haug, C. A., & Sands, D. I. (2013). Laboratory approach to middle and high school

teacher professional development: Impacting teacher behavior and student

- engagement. *Clearing House: A Journal of Educational Strategies, Issues, and Ideas* 86(6), 197–206. doi.org/10.1080/00098655.2013.826484
- Hernandez, C. M., Morales, A. A., & Shroyer, M. G. (2013). The development of a model of culturally responsive science and mathematics teaching. *Cultural Studies of Science Education*, 8(4), 803-820. doi.org/10.1007/s11422-013-9544-1
- Herrera, S. G., Holmes, M. A., & Kavimandan, S. K. (2012). Bringing theory to life; Strategies that make culturally responsive pedagogy a reality in diverse secondary classrooms. *International Journal of Multicultural Education*, 14(3), 1- 19. doi.org/10.18251/ijme. v14i3.608
- Hökkä, P., & Eteläpelto, A. (2014). Seeking new perspectives on the development of teacher education: A study of the Finnish context. *Journal of Teacher Education*, 65(1), 39–52. doi.org/10.1177/0022487113504220
- Hramiak, A. (2014). Using a cultural lens to explore challenges and issues in culturally diverse schools for teaching first beginning teachers: Implications for future teacher training. *Professional Development in Education*, 40(1), 147-163. doi.org/10.1080/19415257.2013.822905
- Iwai, Y. (2015). Using multicultural children's literature to teach diverse perspectives. *Kappa Delta Pi Record* 51(2), 81-86. doi:10.1080/00228958.2015.1023142
- Jett, C. C., McNeal Curry, K., & Vernon-Jackson, S. (2016). Let our students be our guides: McNair Scholars “guide” three urban teacher educators in meeting the needs of culturally high poverty literacy learners. *Urban Education*, 51(5), 514–533. doi.org/10.1177/0042085914549262

- Jimenez, M. R., Guzman, N. A., & Maxwell, G. M. (2014). South Texas teachers' and leaders' perceptions of multicultural education. *Journal of Instructional Pedagogies, 15*, 1-9. Retrieved from <https://eric.ed.gov/?id=EJ1060085>
- Jimenez, R. T. (2013). Optimal outfitting: The need for culturally responsive instruction. In Dunston, P., Fullerton, S. K., Bates, C. C., Stecher, P., Cole, M., Hall, A., Herro, D., Headley, K. (Eds.), 62nd yearbook of the literacy research association (1–19). Altamonte Springs, FL: Literacy Research Association
- Joa, L. (2013). Peer coaching as a model for professional development in the elementary mathematics context: Challenges, needs and rewards. *Policy Futures in Education, 11*(3), 290-298. <https://doi.org/10.2304%2Fpfi.2013.11.3.290>
- Johnson, L. (2008). What it takes to be a real role model: Perspectives from new teachers of color and their students. Paper presented at the annual meeting of the American Education Research Association, New York, NY
- Jun, E. J. (2016). Multicultural education course put into practice. *Multicultural Education Review, 8*(2), 83-98 Retrieved from <https://eric.ed.gov/?id=EJ1128581>
- Kea, C. D., & Trent, S. C. (2013). Providing culturally responsive teaching in field-based and student teaching experiences: A case study. *Interdisciplinary Journal of Teaching and Learning, 3*(2), 82-101. <https://files.eric.ed.gov/fulltext/EJ1063229.pdf>
- Kelley, H. M., Siwatu, K. O., Tost, J. R., & Martinez, J. (2015). Culturally familiar tasks on reading performance and self-efficacy of culturally and linguistically

diverse students, *Educational Psychology in Practice*, 31(3), 293-313.

doi.org/ 10.1080/02667363.2015.1033616

Kennedy, M. M. (2016). How does professional development improve teaching?

*Review of Educational Research*, 86(4), 945-980.

doi.org/10.3102/0034654315626800

Khosrow-Pour, M. (2014). *Encyclopedia of Information Science and Technology* (3rd ed.). Hershey, PA: IGI Global

King, J. (2015). Standing at the Crossroads: The pedagogical intersection between standards and relationships. *Journal of Cases in Educational Leadership*, 18(1), 77-91. doi.org/10.1177/1555458914568312

Kisa, Z., & Correnti, R. (2015). Examining implementation fidelity in America's choice schools: A longitudinal analysis of changes in professional development associated with changes in teacher practice. *Educational Evaluation and Policy Analysis*. 37(4), 437-457.

doi.org/:10.3102/0162373714557519

Kraft, M. A., & Papay, J. P. (2014). Can professional environments in schools promote teacher development? Explaining heterogeneity in returns to teaching experience. *Educational Evaluation and Policy Analysis*, 36(4), 476-500.

doi.org/10.103102/0162373713519496

Krasnoff, B. (2016). Culturally responsive teaching. A guide to evidence-based practices for teaching all students equitably. Region X Equity Assistance Center Education Northwest Retrieved From

<https://educationnorthwest.org/sites/default/files/resources/culturally-responsive-teaching.pdf>

- Kumar, R., & Hamer, L. (2012). Preservice teachers' attitudes and beliefs towards student diversity and proposed instructional practices: A sequential design study. *Journal of Teacher Education*, 64(2), 162-177.  
doi.org/10.1177/0022487112466899
- Ladson-Billings, G. J. (1994). *Dreamkeepers: The successful learning of African American Students (1<sup>st</sup> ed.)*. San Francisco, Calif: Jossey-Bass
- Ladson-Billings, G. J. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal*, 32(3), 465-491. Retrieved from [http://www.jstor.org/stable/1163320?seq=1#page\\_scan\\_tab\\_contents](http://www.jstor.org/stable/1163320?seq=1#page_scan_tab_contents)
- Ladson-Billings, G. J. (2001). *Crossing over to Canaan. The journey of new teachers in diverse classrooms*. San Francisco, Calif: Jossey-Bass
- Ladson-Billings, G. J. (2014). Culturally relevant pedagogy 2.0: a.k.a. the remix. *Harvard Educational Review*, 84(1), 74-84.  
10.17763/haer.84.1.p2rj131485484751
- Ladson-Billings, G. J. (2017). Makes me wanna holler: Refuting the “culture of poverty” discourse in urban schooling. *The ANNALS of the American Academy of Political and Social Science*, 673(1), 80-90.
- Lampert, M., Franke, M. L., Kazemi, E., Ghouseini, H., Turrow, A. G., & Beasley, G., Cunard, A, Crowe,A (2013). Keeping it complex: Using rehearsals to support student-teacher learning of ambitious teaching. *Journal of Teacher Education*,

64(3), 226-243. doi.org /10.1177/0022487112473837

Lehman, C. L. (2017). Multicultural competence: A literature review supporting focused training for preservice teachers teaching diverse students. *Journal of Education and Practice*, 8(10), 109–116. <https://files.eric.ed.gov/fulltext/EJ1139702.pdf>

Lew, M. M., & Nelson, R. F. (2016). New teachers' challenges: how culturally responsive teaching, classroom management, & assessment literacy are intertwined. *Multicultural Education*, 23,(3–4), 7-13.

Retrieved at <https://files.eric.ed.gov/fulltext/EJ1119450.pdf>

Lewthwaite, B. E., Owen, T., Doiron, A., Renaud, R., & McMillan, B. (2014).

Culturally responsive learning in Yukon First Nations settings: What does it look like and what is its influence? *Canadian Journal of Educational Administration and Policy*, 155, 1–34. Retrieved from <https://eric.ed.gov/?id=EJ1026851>

Lodico, M. G., Spaulding, D. T., & Voegtler, K. H. (2010). *Methods in educational research: From theory to practice*. San Francisco, Calif: Jossey-Bass.

Lokke, A., & Sorensen, P. D. (2014). Theory testing using case studies. *Journal of Business Research Methods*,12(1), 66-74. Retrieved from <https://www.ejbrm.com>

Lopez, A. (2011). Student engagement and culturally relevant pedagogy. In C. Rolheiser, M. Evans & M Gambhir (Eds.), *Inquiry into practice: Reaching every student through inclusive curriculum*. 49-55. Toronto, Canada: Ontario Institute for Studies in Education at the University of Toronto.

- Lupi, M. H., & Turner, K. C. (2013). Beyond graduation: The sustainability of new pedagogy and other lessons learned during a short-term student teaching abroad. *SRATE Journal*, 22(2), 46-54. Retrieved from <https://eric.ed.gov/?id=EJten15773>
- Makaiiau, A. S., Leng, L., & Fukui, S. (2015). Journaling and self-study in an international research collective. *Studying Teacher Education: Journal of Self-Study Of Teacher Education Practices*, 11(1), 64-80. <https://doi.org/10.1080/17425964.2015.1013025>
- Martell, C. C. (2013). Race and histories: Examining culturally relevant teaching in the U.S. history classroom. *Theory and Research in Social Education*, 41(1), 65-88. [doi.org/10.1080/00933104.2013.755745](https://doi.org/10.1080/00933104.2013.755745)
- Mason, J. (2017). *Qualitative researching*. London, UK: SAGE Publishing.
- Mason-Williams, L. (2015). Unequal opportunities: A profile of the distribution of special education teachers. *Exceptional Children*, 81(2), 247-262. [doi.org/10.1177/0014402914551737](https://doi.org/10.1177/0014402914551737)
- Matsko, K. K., & Hammerness, K. (2014). Unpacking the "urban" in urban teacher education: Making a case for context-specific preparation. *Journal of Teacher Education*, 65(2), 128-144. [doi.org/10.1177/0022487113511645](https://doi.org/10.1177/0022487113511645)
- Mayfield, V. M., & Garrison-Wade, D. (2015). Culturally responsive practices as whole school reform. *Journal of Instructional Pedagogies*, 16, 1-17. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1069396.pdf>
- McDonald, M., Kazemi, E., & Kavanagh, S. S. (2013). Core practices and pedagogies of



teacher education: A call for a common language and collective activity.

*Journal of Teacher Education*, 64(5), 378-386.

doi.org/10.1177/0022487113493807

McGee Banks, C. A. (2015). Self-knowledge as a factor in becoming a multicultural educator. *Multicultural Education Review*, 7(3), 155-170.

doi.org/10.1080/2005615X.2015.1072078

McKloy, C., MacLeod, R. B., Walter, J. S., & Nolker, D. B. (2017). The impact of an in-service workshop on cooperating teacher's perceptions of culturally responsive teaching. *Journal of Music Teacher Education*, 26(2), 50-63.

doi.org/10.1177/1057083716629392

McTigue, E. M., Douglas, A., Wright, K. L., Hodges, T. S., & Franks, A. D. (2015). Beyond the story map. *Reading Teacher*, 69(1), 91-101.

doi.org/10.1002/trtr.1377

Merriam, S. (2009). *Qualitative research: A guide to design and implementation*. San Francisco, Calif: Jossey-Bass.

Merriam, S. B. (2002). *Qualitative research in practice: Examples for discussion and analysis*. San Francisco, Calif: Jossey-Bass

Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative research: A guide to design and implementation*. New York, NY: John Wiley & Sons.

Milner, H. R., IV, & Laughter, J. C. (2015). But good intentions are not enough: Preparing teachers for center race and poverty. *The Urban Review*, 47(2), 341-363. doi.org/10.1007/s11256-014-0295-4

- Moeller, A. J., & Osborn, S. R. (2014). A pragmatist perspective on building intercultural communicative competency: From theory to classroom practice. *Foreign Language Annals*, 47(4), 669-683. doi.org/10.1111/flan.12115
- Morse, J. M. (2015). Critical analysis of strategies for determining rigor in qualitative inquiry. *Qualitative Health Research*, 25(9), 1212-1222. doi.org/10.1177/1049732315588501
- Neuman, D. (2014). Qualitative research in educational communications and technology: A brief introduction to principles and procedures. *Journal of Computing in Higher Education*, 26(1), 69-86. doi.org/10.1007/s12528-01409078-x
- Noel, J. (2016). Community-based urban teacher education: Theoretical frameworks and practice considerations for developing promising practices. *The Teacher Educator*, 51(4), 335-350. doi.org/10.108878730.2016.1210429
- Noguera, P., Darling-Hammond, L., & Friedlaender, D. (2015). *Deeper learning research series equal opportunity for deeper learning, students at the center*. Boston, Mass: Jobs For The Future
- Oh, K., & Nussli, N. (2014). Challenging, eye-opening, and changing U.S. teacher training in Korea: Creating experiences that will enhance global perspectives. *Journal of the Scholarship of Teaching and Learning*, 14(4), 67-87. doi.org/10.14434/josotl.v14i4.12764

- Paris, D. (2012). Culturally sustaining pedagogy, a needed change in stance, terminology, and practice. *Educational Researcher*, 41(3), 93-97. doi.org/10.3102/0013189X12441244
- Paris, D., & Alim, S. (2014). What are we seeking to sustain through culturally sustaining pedagogy: A loving critique forward? *Harvard Educational Review*, 84(1), 85-100. doi: 10.17763/haer.84.1.9821873k2ht16m77
- Patton, M. Q. (2015). *Qualitative research & evaluation methods* (5th ed.). Thousand Oaks, Calif: SAGE Publishing
- Pearson, M., Albon, S., & Hubball, H. (2015). Case study methodology: Flexibility, rigor, ethical considerations for the scholarships of learning and learning. *The Canadian Journal of the Scholarship of Teaching and Learning*, 6(3),1. doi.org/10.5206/cjsotl-rcacea.2015.3.12
- Percy, W. H., Kostere, K., & Kostere, S. (2015). Generic qualitative research in psychology. *Qualitative Report*, 20(2), 76-85. Retrieved from <http://www.nova.edu/ssss/QR/QR20/2/percy5.pdf>
- Powell, R., Chambers Cantrell, S., Malo-Juvera, V., & Correll, P. (2016). Operationalizing culturally responsive instruction: Preliminary findings of CRIOP research. *Teachers College Record*, 118(1), 1-46  
Retrieved from <https://www.tcrecord.org/Content.asp?ContentId=18224>
- Qablan, A., Mansour, N., Alshamrani, S., Aldahmash, A., & Sabbah, S. (2015). Ensuring effective impact of continuing professional development: Saudi science teachers' perspective. *Eurasia Journal of Mathematics, Science &*

*Technology Education*, 11(3), 619–631. doi.org/0.12973/eurasia.2015.1352a

Ramirez, P., Jimenez-Silva, M., Boozer, A., & Clark, B. (2016). Going against the grain in an urban Arizona high school: secondary preservice teachers emerging as culturally responsive educators. *Multicultural Perspectives*, 18(1), 20-28. doi.org/10.1080/15210960.2016.112707

Relles, S. R. (2015). A call for qualitative methods in action: Enlisting positionality as an equity tool. *Intervention in School & Clinic*, 51(5), 312-317. doi.org/10.1177/1053451215606690

Richmond, G., Bartell, T., Floden, R., & Petchauer, E. (2017). Core teaching practices: addressing both social justice and academic subject matter. *Journal of Teacher Education*. 68(5), 432–434. doi.org/0.1177/0022487117732950

Roehrig, A. D., Turner, J. E., Arrastia, M. C., Christesen, E., McElhaney, S., & Jakile, L. M. (2012). *Effective teachers and teaching: Characteristics and practices related to positive student outcomes*. APA educational psychology handbook, American Psychology Association, (2), 501-527. doi.org/10.1037/13274-020 a chapter on Individual differences and cultural contextual factors. Washington, DC: American Psychological Association

Rubin, H. J., & Rubin, I. S. (2014). *Qualitative interviewing: The art of hearing data* (3rd ed.). Thousand Oaks, Calif: SAGE Publishing

Russell Sage Foundation. (2015). Social inequality and educational disadvantage. Retrieved from <https://www.russellsage.org/social-inequality-and-educationdisadvantage>

- Rychly, L., & Graves, E. (2012). Teacher characteristics for culturally responsive pedagogy. *Multicultural Perspectives, 14*(1), 44-49.  
doi.org/10.1080/15210960.2012.646853
- Saint-Hilaire, L. A. (2014). So, how do I teach them? Understanding multicultural education and culturally relevant pedagogy. *Reflective Practice, 15*(5), 592-602.  
doi.org/10.1080/14623943.2014.900026
- Samuels, A. (2018). Exploring culturally responsive pedagogy: Teachers' perspectives on fostering equitable and inclusive classrooms. *SRATE Journal, 27*(1), 22-30.  
Retrieved from <https://files.eric.ed.gov/fulltext/EJ1166706.pdf>
- Scott, K. A., Sheridan, K. M., & Clark, K. (2014). Culturally responsive computing: a theory revisited. *Learning, Media, and Technology, 40*(4), 412-436.  
doi.org/10.1080/17439884.2014.924966
- Shiveley, J. M., & Misco, T. (2012). Student teaching abroad will help you get a job: Exploring administrator perceptions of international experiences for pre-service teachers. *International Education Journal Comparative Perspectives, 11*(1), 52-68. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1003826.pdf>
- Shokouhi, M., Moghimi, S. A., & Hosseinzadeh, S. (2015). Introducing reflective practice from a sociocultural perspective: Toward a strategically mediated reflective practice framework. *Journal of Applied Linguistics and Language Research, 2*(4), 74-83. Retrieved from <http://www.jallr.com/index.php/JALLR/article/view/64>

- Sick Science. (2007, September,17). *How to be an amazing teacher*. [Video]. YouTube. Retrieved from <https://www.neok12.com/video/Teacher-Inspiration/zX425b5b7856757f67436f02.htm>
- Silverman, D. (2015). *Interpreting qualitative data*. Thousand Oaks, Calif: SAGE Publishing.
- Simon, N. S., & Johnson, S. M. (2015). Teacher turnover in high-poverty schools: What we know and can do. *Teachers College Record*, 117(3), 1-36
- Sleeter, C. (2012). Confronting the marginalization of culturally responsive pedagogy. *Urban Education*, 47(3), 562-584. doi.org/10.1177/0042085911431472
- Smylie, M. A. (2014). Teacher evaluation and the problem of professional development. *Mid-Western Educational Researcher*, 26(2), 97–111. Retrieved from <https://eric.ed.gov/?id=EJ1041884>
- Souza, M. (2013). A case study of schooling practices at an Escuela Secundaria in Mexico. *High School Journal*, 96(4), 302-320. Retrieved at <https://eric.ed.gov/?id=EJ1014010>
- Stewart, C. (2014). Transforming professional development to professional learning. *Journal of Adult Education*, 43(1), 28–33
- Stewart, T. A., & Houchens, G. W. (2014). Deep impact: How a job-embedded formative assessment professional development model affected teacher practice. *Qualitative Research in Education*, 3(1), 51-82. doi.org/10.4471/qre.2014.36
- Taylor, W. W. (2015). Teachers' perceptions of using culturally responsive teaching 196 strategies to impact classroom engagement: An action research study (Doctoral

dissertation, CAPELLA University). Retrieved from

<http://gradworks.umi.com/37/02/3702771.htm>

Taysum, A. (2016). Educational leaders' doctoral research that informed strategies to steer their organizations towards cultural alignment. *Educational Management Administration & Leadership*, 44(2), 281-300.

[doi.org/10.1177/1741143213496660](https://doi.org/10.1177/1741143213496660)

Thompson, J. D. (2015). Towards cultural responsiveness in music instruction with lack detained you: an analytic autoethnography. *Music Education Research*, 17(4),

421-436. [doi.org/10.1080/14613808.2014.930117](https://doi.org/10.1080/14613808.2014.930117)

Thurston, K. W., & Kaomea, J. (2015). Fostering culturally relevant literacy instruction: lessons from a native Hawaiian classroom. *Language Arts*, 92(6), 424-435.

National Council of Teachers of English,

<https://secure.ncte.org/library/NCTEFiles/Resources/Journals/LA/0926-jul2015/LA0926Fostering.pdf>

Tucker-Raymond, E., & Rosario, M. (2017). Imagining identities: Young people constructing discourses of race, ethnicity, and community in a contentious context of rapid. *Urban Development*, 52(1), 32-60. [doi.org/10.1177/0042085914550412](https://doi.org/10.1177/0042085914550412)

Turkan, S., & Buzick, H. M. (2014). Complexities and issues to consider in the evaluation of the content teacher of English language learners. *Urban*

*Education*, 5(2), 221-248. [doi.org/10.1177/0042085914543111](https://doi.org/10.1177/0042085914543111)

U.S. Department of Education, National Center for Education Statistics, Table 2.

Percentage distribution of school teachers, by race/ethnicity, school type, and

- selected school characteristics: 2015. Racial/ethnic enrollment in public schools. *The condition of education 2015* (NCES 2015144). Retrieved from [https://nces.ed.gov/pubs2009/2009324/tables/sass0708\\_2009324\\_t12n\\_02.asp](https://nces.ed.gov/pubs2009/2009324/tables/sass0708_2009324_t12n_02.asp)
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, Mass: Harvard University Press
- Walker, C. L., Shore, B. M., & Tabatabai, D. (2013). Eye of the beholder: Investigating the interplay between inquiry role diversification and social perspective-taking. *International Journal of Educational Psychology*, 2(2), 144-192. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1111728.pdf>
- Warren, C. A. (2013). Towards a pedagogy for the application of empathy in culturally diverse classrooms. *Urban Review*, 46 (3), 395-419. doi.org/10.1007/s11256-013-0262-5
- Warren, C. A. (2015). Conflicts and contradictions: Conceptions of empathy, and the work of good-intentioned early career white female teachers. *Urban Education*, 50 (5), 572-600. doi.org/10.1177/0042085914525790
- Weinstein, V., Curren, M., & Tomlinson-Clark, S. (2004). Toward a conception of culturally responsive classroom management. *Journal of Teacher Education*, 55(1), 25-38. doi.org/10.1177/0022487103259812
- White, D., & Hind, D. (2015). Projection of participant recruitment to primary care research: A qualitative study. *Trials*, 16, 473. <https://doi.org/10.1186/s13063-015-1002-9>
- Wyatt, T., de Sousa, E., & Mendenhall, S. (2017). Professional development as a process



- of cultural brokering: Positioning coaches as cultural brokers. *Journal of Educational Research and Practice*. 7(1), 95-110  
doi.org/10.5590/JERAP.2017.07.1.08
- Wyatt, T. R. (2014). Teaching across the lines: Adapting scripted programs with culturally relevant/responsive learning. *Pedagogy, Culture & Society*, 22(3), 447-469.  
doi.org/10.1080/14681366.2014.9149957
- Wyatt, T. R. (2017). The influence of 'super-diversity' on pre-service teachers' sensitivity to cultural issues. *Multicultural Learning & Teaching*, 12(1), 87-109.
- Yamauchi, L.A., Im, S., & Schonleber, N. (2012). Adapting strategies for effective instruction for culturally diverse preschoolers. *Journal of Early Childhood Teacher Education*, 33(1), 54-72. doi.org/10.1080/10901027.2011.650783
- Yin, R. K. (2014). *Case study research: Design and methods*. (5th Ed.). Thousand Oaks, Calif: SAGE Publishing.
- Yin, R. K. (2018). *Case study research and applications: design and methods* (6th ed.). Los Angeles, Calif: SAGE Publishing.
- Zion, S., & Sobel, D. M. (2014). Mapping the gaps: Redesigning a teacher education program to prepare teachers for inclusive urban U.S. schools. *The Journal of the International Association of Special Education*, 15(2), 63-73. Retrieved from <https://www.iase.org/?journal.7>
- Zoch, M. (2015). It's important for them to know who they are: teachers' efforts to sustain students' cultural competence in an age of high-stakes testing. *Urban Education*, 52(5), 1-27. doi.org/10.1177/0042085915618716

Zygmunt, E., Clark, P., Clausen, J., Mucherah, W., & Tancock, S. (2016).

*Transforming teacher education for social justice.* New York, NY: Teachers

College Press

Appendix A: The Project  
Teachers' Perceptions Culturally Responsive Pedagogy's Influence on  
Instructional Strategies  
Professional Development 3-Day Workshop  
Culturally Responsive Instructional Strategies in the Urban Classroom  
Goals, Outcomes, and Objectives

Objectives

1. Educating in-service high school teachers on Culturally Responsive Instructional Strategies (CRIS) was one of the objectives.
2. Provide in-service high school teachers with the necessary knowledge and skills to understand the implementation of CRIS in urban literacy classrooms.
3. Provide an opportunity for teachers to collaborate with their colleagues.
4. As a result of the CRIS workshop, teachers will be able to identify CRIS in an urban classroom.
5. As a result of the CRIS workshop, teachers will understand their role and responsibilities as an urban teacher, as reflected in their perceptions.

Program Outcomes

1. In-service high school teachers will understand the benefits of CRIS when strategically implemented.
2. Teachers will learn how to collaborate to establish a positive, proactive relationship.
3. Teachers will use professional development time to learn a new best practice.

#### 4. High School teachers will learn how to apply CRIS

Possible resources to support the development of practical CRIS training:

##### Target Audience

- High School Teachers
- Teacher Leaders
- Department Chair/Supervisors

##### Format Delivery

- A variety of methods that include the following activities
- PowerPoint Presentations
- Teacher Created Videos- using RECAP
- Discussion Sessions
- Question and Answer Segments
- Culturally Responsive Group sessions

##### Materials

- Culturally Responsive Pedagogy articles
- Culturally Responsive Instructional Strategy articles
- Sample videos of culturally responsive teaching
- Post It Notes
- Pencils, Ink Pens
- Adhesive Index cards
- CRIS Bin- a bin that will have CRIS strategies randomly listed
- Chart Paper, markers and tape

- Laptops
- PowerPoint Presentation
- Presentation Equipment
- Individual session evaluation forms



## Workshop AGENDA

**COORDINATOR:**

**Workshop TITLE:** Culturally Responsive Instructional Strategies in the urban classroom

### Day 1

START TIME	“Defining Culturally Responsive Pedagogy”
8:30 to 9:00	Breakfast
9:00 to 9:30	<ul style="list-style-type: none"> <li>• Welcome (CRIS Slides 1,2,3,4,5)</li> <li>• Introductions-Leader will say,” Introduce yourself to the person sitting next to you before completing the Initial Questions.”</li> <li>• Teachers will receive a Pre-Assessment Initial Questions, a small sheet of yellow customized chart paper, a small journal, and color post-it notes. (CRIS Slide 6)</li> <li>• <b>Pre-Activity # 1-</b> What creates student abrasion? (CRIS Slides 7,8)</li> <li>• <b>Pre-Activity # 2 -</b>The activity is to help teachers start to think about their perceptions on the workshop topic by completing on yellow chart paper a KWL chart on CRIS and culturally responsive pedagogy (CRIS Slide 9).</li> <li>• Presentation of <i>observed problem and focus of the workshop</i>. (CRIS Slide 10)</li> <li>• Explanation of research findings. (CRIS Slides 11)</li> <li>• Explanations for learning outcomes and objectives will be completed. Teachers are to think about the following: <b>Essential Question--</b>How does a culturally responsive pedagogy match or inhibit my instruction? (CRIS Slides 12,13)</li> <li>• Defining the term culturally responsive pedagogy. (CRIS Slides 14)</li> </ul>
9:30 to 10:30	<b>Activity # 3-</b> Self- Reflection (CRIS Slide # 15). Read the question and give directions

	<p><b>Activity # 4- <u>Culturally Responsive Session #1</u>:</b> teachers will collaborate to identify the needs for improvement in a classroom environment to meet diverse learners.</p> <p>Place post-it notes with comments/ideas on chart paper marked “Culturally Responsive Environment” in the back of the room. (CRIS Slide 16)</p> <p><b>Activity # 5- Culturally Responsive Pedagogy in Action!</b> (CRIS Slide 17)</p> <p>The workshop leader will introduce a speaker who will be a professional consultant with experience in preparing teachers to be culturally responsive.</p> <p>The speaker will explain the expectations and elicit responses to video # 1</p> <ul style="list-style-type: none"> <li>• What makes a teacher culturally responsive?</li> <li>• What is culturally responsive pedagogy?</li> <li>• What are the examples of CRIS?</li> </ul>
10:30 to 10:45	Break
10:45 to 11:45	<p>Guest speaker presentation (CRIS Slide 18)</p> <ul style="list-style-type: none"> <li>• What does a culturally responsive literacy classroom look like to others?</li> <li>• What makes CRIS effective?</li> <li>• Speaker will give examples</li> <li>• Characteristics of successful CRIS in action</li> </ul> <p><b><u>Activity # 5 Culturally Responsive Session #2</u></b></p> <p>Teachers will work in groups</p> <p>Groups will decide what makes a strategy not effective and what makes one effective</p>
11:45 to 12:45	Lunch
12:45-1:45	<p>Participants will watch four videos (CRIS Slide 21)</p> <p>Create a collective response of affirmation or denial as to the effectiveness of what they watched.</p>

1:45-2:00	Break
2:00-2:45	<p><b>Activity # 6</b> Leader will explain the activity to brainstorm ideas for their video lesson to be created on day 3. (CRIS Slide 21)</p> <p>Participants will use chart paper for this session.</p>
	<p><b><u>PowerPoint Directions:</u></b></p> <p>Make a list of strategies used in your classroom</p> <p>Decide as a group if those strategies are adaptable to diverse classrooms</p> <p>Decide based on the definition you received if those strategies are culturally responsive</p> <p>The Leader will review a list of common CRIS strategies</p> <p>Self- Reflection (CRIS Slide 22)</p>
<b>Evaluation:</b>	<p>Teachers shared responses of what learned in this activity and throughout the day (CRIS Slide 23)</p> <p>Closing Activity- motivational video clip for day 2</p>



## Day 2

START TIME	“Creating an environment for using CRIS”
8:30 to 9:00	Breakfast
9:00 to 9:30	<p>Welcome</p> <p>Morning Share and Reflect Session -Share some of the questions from the wall and reflect (CRIS Slide 25)</p> <p>Learning Outcomes (CRIS Slide 26)</p>
9:30 to 10:30	<p>Activity # 7 <u>Culturally Responsive Session #3 (CRIS Slide 27,28)</u></p> <ul style="list-style-type: none"> <li>▶ The leader will ask: How do you know if you are culturally responsive?</li> <li>▶ Knowledge check exercise: Does your learning expectations match your students?</li>   <li>➤ The leader will say that the focus of this training is to increase the knowledge and skills of CRIS.</li> <li>➤ The activity will involve each group member defining CRIS and recording their definitions on chart paper.</li> <li>➤ The groups will discuss: <ul style="list-style-type: none"> <li>• What is your perception of an urban classroom?</li> <li>• Does your group have different definitions or similar definitions?</li> <li>• What could improve or drastically alter your group’s definition?</li> </ul> </li> </ul>

	<p><b>The essential question for the group:</b> How could regular conversations about CRIS be made productive or a part of a teacher's actions in the classroom?</p> <p>Groups will talk about the best practices/common practices on PowerPoint displayed in the front of the room</p>
10:30 to 10:45	Break
10:45 to 12:00	<p><u>Culturally Responsive Session # 4</u></p> <p><u>Explanation of Slides-</u> Components of Culturally Relevant Pedagogy and Best Practices <u>(CRIS Slides 29,30)</u></p> <p><b>Activity # 8</b> <u>Culturally Responsive Session #5 (CRIS Slides 31,32)</u></p> <p>The groups will discuss one article and one video. The teachers will share what they feel are the best practices the teacher attempted in the video and what written in the article.</p> <p>The group will then decide if the practices in the video are the best practice based on information provided and how to improve or make the strategy more viable in an urban classroom. Groups will start to plan video and lesson presentations.</p>
12:00 to 1:00	Lunch
1:00-1:45	<p><b>Activity # 9</b> <u>Culturally Responsive Session #6 ( CRIS Slides 33)</u></p> <p>The leader will lead a presentation and question and answer session on the videos to elicit responses from the groups. Groups will watch a remaining portion of the Ladson video.</p>
1:45-2:00	Break

2:00-2:50	<p><b>Activity # ten</b> <u>Culturally Responsive Session #7 (CRIS Slide 34)- Think-Pair-Share Reflection</u></p> <p>The leader will ask the participants to give examples of positive CRIS strategies for the classroom.</p> <p><b>Activity # ten</b>(continued)- <u>Culturally Responsive Session #7 Deeper Reflection Questions (CRIS Slide 35)</u></p> <p>The groups will answer the following on chart paper:</p> <ul style="list-style-type: none"> <li>➤ Why is CRIS essential in instruction?</li> <li>➤ Why is CRIS a hindrance to instruction?</li> </ul> <p>The groups will then brainstorm scenarios where CRIS may interfere or help with instruction and pick one scenario to role play and record.</p>
<b>Evaluation:</b>	<p>Teachers will share responses of what was learned in this activity and throughout the day on the peardeck.com platform. (CRIS Slide 36).</p>

## Day 3

START TIME	CRIS Role Play Day
8:30-9:00	Welcome and Breakfast
9:00 to 9:30	<p>The leader will focus teachers on how to implement CRIS effectively</p> <p>Learning Outcomes (CRIS Slide 37).</p> <p>Groups will assign roles (CRIS Slide 38). Video Team Responsibility Worksheet</p> <p><b>Culturally Responsive Session # 6-</b> What is CRIS? (CRIS Slides 39,40)</p> <p>The leader will say, “now we will engage in cultural dialogue to allow participants to think about the language they will use in video and lesson planning.”</p>
9:30-10:30	<p><b>Activity # 12</b> <u>Culturally Responsive Session #7- Building Cultural Dialogue (CRIS Slide 41)</u></p> <p><b>Activity # 13</b> <u>Culturally Responsive Session #8-</u> Teachers will complete the cultural response journal. (CRIS Slide 42)</p> <p><b>Activity # 14</b> <u>Culturally Responsive Session # 9 -Practice with instructional strategy stems and reflection (CRIS Slide 43)</u></p> <p><b>Activity # 15</b> <u>Culturally Responsive Session #10 ( CRIS Slides 44)-Journal Reflection</u></p> <ul style="list-style-type: none"> <li>• Random groups created responses to allow participants to gain different perspectives on the implementation of strategies.</li> <li>• The groups were to think about what makes a capable, culturally responsive strategy?</li> <li>• How do they know that the strategy is effective and not offensive or isolating to the class?</li> <li>• The groups will summarize their discussions and share with everyone in a whole group discussion</li> </ul>

10:30-10:45	Break
10:45 to 12:00	<p><u>Learning Outcomes for Session 3</u> (CRIS Slide 45)</p> <p><b>Activity # 16</b> <u>Culturally Responsive Session #11- “Practice Session Building CRIS”</u> (CRIS Slide 46)</p> <p><b>Activity # 17</b> <u>Culturally Responsive Session #12- “Creating a Culturally Responsive Instructional Strategy Video”</u> (CRIS Slide 47)</p> <p>Directions: Groups will select an index card from the “CRIS Bin” that has strategies listed on index cards. Using the groups you are divided, your end product will be to make a short video using Recap.com, demonstrating the strategy selected from the <i>CRIS Bin</i>. This particular time is for the planning of the video</p>
12:00 to 1:00	Lunch
1:00-1:45	<p><b>Activity # 17 (continued) - <u>Culturally Responsive Session #12</u></b></p> <p>Directions: Create a short video using your groups on Recap.com or another platform demonstrating a strategy selected from CRIS Bin. The videos can range from 2 to 5 minutes.</p>
1:45-2:00	Break
2:00-2:45	<p><b>Activity # 18</b> <u>Culturally Responsive Session #13</u> (CRIS Slide 48)</p> <p>Groups will show their newly designed, culturally responsive instructional strategy video and explain why they believe it will be useful in practice.</p>
2:45-3:00	<p><u>Kahoot.com evaluation activity</u> (CRIS Slide 49)</p> <p><b>Evaluation:</b></p>

## PowerPoint Presentation of Developing a Plan for the implementation of CRIS

# Developing a Plan for implementation of CRIS

- ▶ Facilitator: Lynn Love-Kelly, Ed.S.  
Walden University  
Teacher Leadership Specialization

10/20/2018

1

## Overall Objectives

- ▶ The purpose of the workshop session is to understand how a teacher's facilitation skills and experiences impacts how they adjust to managing various ways that students learn in an urban environment.

**Delivery Format:** The objective outlined above will be achieved by 3 days of participant interactive review and feedback. The analysis activities and workshop content will help the participants understand the need for constant flexibility and adaption to urban classroom environments.

10/20/2018

2

## What to expect at the end of workshop...

- ▶ Teachers will develop CRIS that they will be able to use in classrooms.
- ▶ Teachers will collaboratively develop and share and modify strategies to fit their needs.
- ▶ Teachers will create an example of strategies that can be used to engage diverse students.



10/20/2018

3

## Day 1-Workshop Introduction

- ▶ Welcome session
- ▶ Agenda review
- ▶ Ground Rules
- ▶ Cultural Strategy Post-It Wall
- ▶ Pre-assessment questionnaire Q&A : Experiences and observations and what you subconsciously bring to the urban experience
- ▶ Introduce yourself to the person sitting next to you
- ▶ Review pre-assessment questionnaire

10/20/2018

4

## Daily Goals

- ▶ **Day 1-Culturally Responsive Pedagogy**
  - ▶ Teacher will explore known definition of culturally responsive pedagogy
  - ▶ Teachers will collaboratively develop definitions of culturally responsive pedagogy that make more meaning to them
  - ▶ Discuss common CRIS strategies with other teachers.
- ▶ **Day 2-Culturally Responsive Instructional Strategies (CRIS)**
  - ▶ Teachers will engage in hands on CRIS training
  - ▶ Teachers will modify a lesson that can be used in a classroom
- ▶ **Day 3- Teachers will develop actions that will incorporate CRIS into instruction**

10/20/2018

5

## Pre-Assessment Questionnaire

- ▶ Name: (Optional) \_\_\_\_\_ Date: \_\_\_\_\_
- ▶ Goal:
- ▶ Identify your experiences and observations and what you subconsciously bring to the urban experience. Does this impact how you approach in your classroom?

### Instructions:

- ▶ •Take a moment to think about your responses
- ▶ •Write your answers in both boxes

### Examples:

- ▶ •Identify your level of experience
- ▶ •Identify what experiences might influence how you approach different classroom environments. i.e. limited resources, language barriers, subject matter etc.
- ▶ •Does the physical environment impact your ability to deliver your lesson objectives?
- ▶ •Does the student's perception of you impact how you teach?
- ▶ I bring to the experience: \_\_\_\_\_ The student might bring to the experience: \_\_\_\_\_

10/20/2018

6



## Day 1 Pre-Activity # 1

### ► What creates student abrasion?

10/20/2018

7

## Student Abrasion

► Name: (Optional) \_\_\_\_\_ Date: \_\_\_\_\_

► Define Student abrasion?

Any situation that impacts and influences the student's ability to learn because of their environment or the teacher's ability to control the circumstances and deliver the lesson.

► Identify what causes student abrasion?

Instructions

Take a moment to think about your responses. Write your answers in both boxes

► Example: Urban environment perception, expectations, and facts

► Factors that create student abrasion include

► List other factors that influence your ability to counteract and avoid abrasion

10/20/2018

8

## Day 1 Pre-Activity # 2

### Yellow Chart Paper Activity

**Directions:** Create a **KWL Chart** on the following two terms

- ▶ **CRIS and Culturally Responsive Pedagogy**

## What is the problem? What is the workshop focus? What is going on in urban literacy classrooms?

The problem in local northeastern, urban high school literacy classes is a lack of CRIS being used to improve instruction.

10/20/2018

10

### Activity # 6

- ▶ Leader will explain activity to brainstorm ideas for their video lesson on day 3.

Participants will use chart paper for this session.

- ▶ **PowerPoint Directions:**

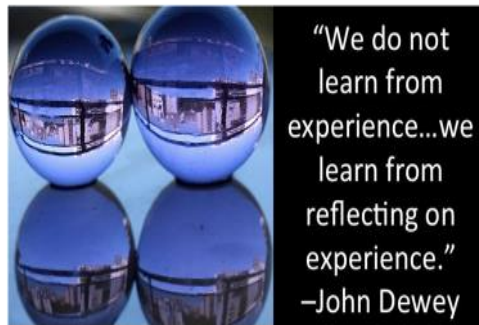
- ▶ Make a list of strategies used in your classroom
- ▶ Decide as a group if those strategies are adaptable to diverse classrooms
- ▶ Decide based on the definition you received if those strategies are culturally responsive
- ▶ Leader will review a list of common CRIS strategies

10/20/2018

21

## Self-Reflection

- ▶ How will you use today's information about culturally responsive pedagogy in your class?
- ▶ The post-it are to be used for your response.



## Session Evaluation

- ▶ Closing video clip
- ▶ <https://www.neok12.com/video/Teacher-Inspiration/zX425b5b7856757f67436f02.htm>  
*"How to be an Amazing Teacher" 3:09*
- ▶ What went well during this session?
- ▶ What changes are needed to improve this PD?

## Day 2:

# Creating an environment for using CRIS



10/20/2018

24

## Morning Share and Reflect Session Day 2



- Share-out some of the questions on the Culturally Responsive Wall notes that were posted before lunch yesterday and the end of the day 1, as it is part of the learning in this ongoing workshop.
- What did you find useful in the videos?

10/20/2018

25

## Day 2, Session 1

### Learning Outcomes

#### Objective

- ▶ By the end of today's afternoon session, teachers will be able to explain and share known **CRIS** strategies.
- To understand how a teacher's facilitation skills and experiences impact instruction.
- To understand how teachers adjust to manage different cultures.



10/20/2018

26

### Activity # 7- Culturally Responsive Session #3

How do you know if  
you are being  
culturally  
responsive?

Knowledge check  
exercise: Does your  
learning  
expectations match  
your students?

10/20/2018

27

## Activity # 7-Culturally Responsive Session #3 (continued)

The groups will discuss:

- What is your perception of an urban classroom?
- Does your group have different definitions or similar definitions?
- What could improve or drastically alter your group's definition?

**Essential questions for the group:** How could regular conversations about CRIS be made productive?  
How does CRIS become part of a teacher's actions in the classroom?

Groups will talk about the best practices/common practices on PowerPoint displayed in the front of the room.

10/20/2018

28

## Components of Culturally Relevant Pedagogy defined by Gloria Ladson-Billings

- **Supporting Students Learning (Academic Achievement)**
  - ❑ Depth vs coverage
  - ❑ High failure rate = rigor
  - ❑ See courses as sieves
  - ❑ Learning creates a net designed to catch all students
  - ❑ MOC- massive online courses learn in a different way
- **Cultural Competence**
  - ▶ Ability to be firmly grounded in one's own culture of origin and fluent in at least one other culture.
- **Social-Political Consciousness**

10/20/2018

29

## Popular Culturally Responsive Strategies

<https://www.gedoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/culturally%20relevant%20teaching%20strategies.pdf>

- Gamify It
- Make it Social
- Storify it
- Cooperative learning
- Capitalize on students cultural
- Legitimize students' real life experiences
- Link students histories & worlds oratory to the subject matter I
- Provide students with opportunities pro-social interaction
- Good classroom organization and management
- Provide opportunities for affective stimulation & opportunity High esteem for self and high Teacher recognizes and gives voice for movement for males
- Content relevant to students' culture and life experiences
- Investigative learning methods.
- Communication of high expectations
- Learning within the context of culture
- Student-centered instruction
- Culturally mediated instruction
- Reshaping the curriculum
- Teacher as facilitator
- Reference:
- ThoughtCo.
- <https://www.thoughtco.com/culturally-responsive-teaching-4157434/>
- <https://www.thoughtco.com/culturally-responsive-teaching-4157434/>
- *Amanda Leigh Lichtenstein*
- 1-8-18

## Day 2, Session 2

### Learning Outcome

- ▶ Plan a video or audio using the computers or a cell phone demonstrating an example of a CRIS strategy.





## Reading About Culturally Responsive Instructional Strategies (CRIS)

### Activity # 8 Culturally Responsive Session #5

- ▶ Group A Read a scenario. Suggest a strategy that someone in the group is familiar with or already knows
- ▶ Group B Teachers will create a video using the strategy. Video should be 3 to 4 minutes

10/20/2018

32

## Video- Information and Ideas for assigned task

### Culturally Responsive Session #6

- ▶ [https://youtu.be/S5asJrgI4\\_8](https://youtu.be/S5asJrgI4_8) Getting Serious about Education: Culturally Relevant Teaching for New Century Students remaining portion of video
- ▶ Gloria Ladson-Billings, Ph.D., Assistant Vice Chancellor of Academic Affairs, University of Wisconsin-Madison, presents "Getting Serious about Education: Culturally Relevant Teaching for New Century Students," part of the John M. Wozniak Lecture Series at Loyola University Chicago

10/20/2018

33

## Activity # 10- Think-Pair-Share Reflection

- ▶ What is something from the video that you will use in your instruction?
- ▶ What will you keep out of your urban classroom?

Self reflection is also known as Self -Examination.



10/20/2018

34

## Activity # 10- Think-Pair-Share Deeper Reflection

The groups will answer the following on chart paper:

- ▶ Why is CRIS essential in instruction?
- ▶ Why is CRIS a hindrance to instruction?
- ▶ The groups will then brainstorm scenarios where CRIS may interfere or help with instruction and pick one scenario to role play and record.

Self reflection is also known as Self -Examination.



10/20/2018

35

## Evaluation

- ▶ Teachers will share responses of what was learned in this activity and throughout the day on peardeck.com platform

10/20/2018

36

## Day 3

# CRIS Day Role Play

### Learning Outcome

- ▶ What does CRIS look like in action?
- ▶ The collaborative creation of an instructional video on CRIS
- ▶ Teachers will be able to implement CRIS to match their teaching style



10/20/2018

37

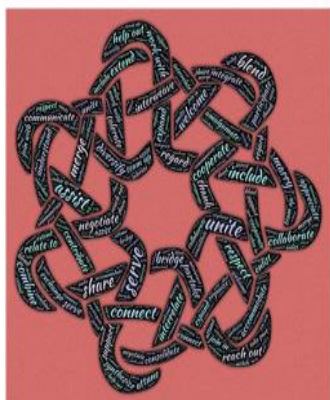
## Activity # 11 Video Team Responsibility Worksheet



Group Members	Responsibilities
	Lead Teacher
	Timekeeper
	Writer
What do you have to do?	How much time do you have to complete task?
Checklist of what was done in group	

10/20/2018

38



## CRIS and Culturally Relevant

- CRIS can be used as a framework for instruction
- CRIS establishes a structure for supporting instruction
- CRIS questions are not systematic
- CRIS can be used to analyze instruction

10/20/2018

39



## Activity # 13 Cultural Response Journal

- ▶ Unpack your ideas and identify strategies in response to comments made by colleagues.
- ▶ For examples “I will try to...”



10/20/2018

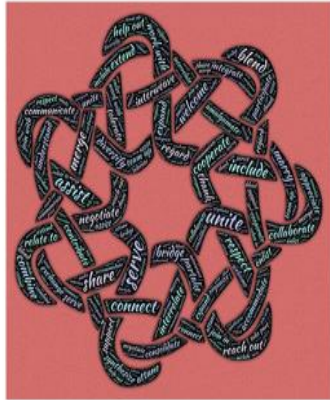
42

## Activity # 14 Instructional Strategies

- ▶ How will we include the \_\_\_\_\_strategy?
- ▶ Determine instructional strategies to help students meet objectives
- ▶ How will you use \_\_\_\_\_strategy to ensure students learn the objectives in your class.

10/20/2018

43



## Journal Reflection

Look at your strategy and be specific about the outcome

List what strategy the teacher will try to use in their class

List what activity might be appropriate

10/20/2018

44

## Day 3, Session 3

### Learning Outcome

- ▶ In your group take this time to modify your video lesson so that it fits the needs of your class.
- ▶ How do you use culture in your classroom?
- ▶ How do I make learning transparent for all diverse learners and communicate it to administration?
  - ▶ Teachers will be able to create Culturally Responsive Strategy Instruction Walls (as a takeaway)



10/20/2018

45

## Practice Session Building CRIS

- ▶ Assignment-In your groups you will plan a lesson using what you have learned about CRIS. The strategy to be used in video will be what is selected from the “CRIS Bin”
- ▶ Now that you have seen what CRIS looks like.

10/20/2018

46

## Creation of pre planned video

- ▶ Working with group members create your video lesson teaching a new culturally responsive instructional strategy of maximum 5 minutes



10/20/2018

47



## Evaluation

- ▶ Show group videos created by groups
- ▶ What was helpful?
- ▶ Questions about today's content or assignment

10/20/2018

48

## Kahoot

- ▶ Participants will show videos
- ▶ Kahoot will be used to review strategies
- ▶ Thank you for participating.

10/20/2018

49

## Appendix B: Request Letter to Superintendent to Conduct Study

Dear Superintendent,

I am conducting a study on teachers' perception of culturally responsive pedagogy's influence on instructional strategies (CRIS) and its use in literacy instruction.

I would like permission to interview and observe teachers within your school. I have listed an outline of the study. Thank you in advance for contributing to Lynn Love-Kelly's efforts to complete work at Walden University.

### Outline of Study

- I. Interview teachers for a half-hour on an agreed-upon time
- II. Allow teacher participants to review their responses to the interview question
- III. Decide on a time and date to observe a class
- IV. Take notes on observation form of what occurs
- V. Transcribe notes to a narrative format and allow participants to view the narrative of observations.
- VI. Analyze findings of observations and share with participants, department chairperson and superintendent
- VII. Develop a professional development workshop on culturally responsive pedagogy instructional strategies for literacy classrooms.

Sincerely,

Lynn Love-Kelly

Ed.D Candidate

## Appendix C: Request Letter to the Board of Education to Conduct Study

Dear ABC Board,

I am conducting a study on teachers' perception of culturally responsive pedagogy's influence on instructional strategies CRIS and its use in literacy instruction. I would like permission to interview and observe teachers within your school. I have listed an outline of the study. Thank you in advance for contributing to Lynn Love-Kelly's efforts to complete work at Walden University.

### Outline of Study

- I. Interview teachers for a half-hour on an agreed-upon time
- II. Allow teacher participants to review their responses to the interview question
- III. Decide on a time and date to observe a class
- IV. Take notes on observation form of what occurs
- V. Transcribe notes to a narrative format and allow participants to view the narrative of observations.
- VI. Analyze findings of observations and share with participants, department chairperson and superintendent
- VII. Develop a professional development workshop on culturally responsive pedagogy instructional strategies for literacy classrooms.

Sincerely,

Lynn Love-Kelly

Ed.D Candidate

## Appendix C: Permission to Conduct Research

Dear ABC School:

**Lynn Love-Kelly** is a doctoral student at **Walden University**. As a part of doctoral research regarding Teachers' Perceptions of Culturally Responsive Pedagogy's Influence on Instructional Strategies, I would like to interview teachers. Mainly 10 teachers with at least one year of experience. I am requesting permission to provide your teachers with an opportunity to participate in a critical study. I am aware of the demands and expectations of busy teachers and can assure you that the time required to complete the interviews is minimal, taking approximately 30 minutes. I would like to interview teachers before or after school. I would like to observe their class to supplement the interview data. The research includes procedural safeguards and confidentiality as required by Walden University's Institutional Review Board. Transcribed interviews will remain confidential with the participants receiving a pseudonym to represent them in the study, and all collected data will be stored securely for five years as required by Walden University then destroyed. I hope that the responses and participation of your teachers fill the void in research regarding Teachers' Perceptions of Culturally Responsive Pedagogy's Influence on Instructional Strategies.

Please indicate your permission for your teachers to participate in this critical research.

Thank you.

Lynn Love-Kelly

\_\_\_\_ Permission is granted to interview the teachers and make observations

\_\_\_\_ Permission is not granted to interview the teachers and make observations

\_\_\_\_\_  
(Principal or Designee Signature)

\_\_\_\_\_  
(Date)

## Appendix D: E-mail Recruitment Letter

Dear Potential Research Participant,

Lynn Love- Kelly is a student in the education department at Walden University. I am writing to invite you to participate in a study of teachers' perceptions of culturally responsive pedagogy's influence on instructional strategies. You are eligible to be in this study because you are a certified high school grade nine teachers working in an urban school system servicing high poverty students. I obtained your contact information upon the approval of the superintendent.

If you decide to participate in this study, you will participate in a face-to-face interview or telephone interview. I would like to review some of the teacher handouts that you volunteer to share with Lynn Kelly to gather additional information. Also, I would like to observe a classroom mini-lesson and then use the information in this study to identify and explain the influence teachers' perceptions have on the implementation of culture in literacy instruction.

Remember, this is entirely voluntary. You can choose to be in the study or not. If you would like to participate or have any questions about the study, please email or contact me at [lynn.love-kelly@waldenu.edu](mailto:lynn.love-kelly@waldenu.edu)

Thank you very much.

Sincerely,

Lynn Love-Kelly

## Appendix E: Interview Protocol Form

Interviewee Pseudonym: Subject(s) taught _____ Level (s) taught ____ Years __ Experience _____ Highest Degree Obtained _____ Nationality _____	Date of Interview: 2018 Researcher: Lynn Love-Kelly Interview Site: ABC School
<p>RQ1: How do high school teachers apply culturally responsive instructional strategies to address the unique needs of urban high poverty literacy learners? (questions 4,5,6,7,9,10)</p> <p>RQ 2: What challenges do teachers face when using culturally responsive instructional strategies? (questions 1,2,3,8,11)</p> <p>As you focus on the following questions for this interview, please think about how the areas apply to your daily practice and understanding of culturally responsive instructional strategies at ABC School.</p>	
Questions	Res pons es
1. What are the challenges you encounter as a literacy teacher in an urban environment with varied cultures within one classroom?	
2. What is your understanding of the term culturally responsive pedagogy?	
3. Within your diverse classes, you teach what teaching strategies you have used in your teaching that you believe to be culturally responsive?	

4. How do you change or modify your teaching methods to add culturally responsive teaching strategies?	
5. What strategy (is) do you find the most effective in urban classrooms?	
6. Do you believe that culture influences the strategies you implement?	
7. As a teacher with years of experience, how do you perceive CRIS to impact your choice of materials for instruction?	
8. How do your expectations for your class impact the use of CRIS?	
9. Have you considered how your tendencies/biases interact or affect your teaching?	
10. How does the existence of cultural differences impact the use of CRIS in your classroom?	
11. Do you have any additional information or experiences with CRIS to add?	

## Appendix F: Observation Protocol Form

**Observing Culturally Responsive Pedagogy Instructional Strategies**

The criteria presented in this observation form are from the Common Core State Standards Initiative Grade 9 in English Language Arts.

Participant Pseudonym:		Date:	
Researcher: Lynn Love-Kelly		Location:	
<b>Implementation Criteria</b>	<b>Observed- Descriptive notes</b>	<b>Not Observed</b>	<b>Reflective Notes</b>
1. Description of the physical setting			
2. Non- verbal communication elicited by a teacher in class			
3. Things are seen but did not expect to see			
4. The teacher used CRIS references when referring to the text in the lesson.  Some examples of references			



<ul style="list-style-type: none"> <li>○ Present new concepts by using student vocabulary</li> <li>○ Guest speakers</li> <li>○ Deliver different forms of content through learning stations</li> <li>○ Gamify lessons</li> <li>○ Call on each student</li> <li>○ Use media that positively depict a range of cultures</li> </ul>			
5. The teacher demonstrates a connection between class dynamics and content in instruction			
6. The teacher used CRIS during the lesson.			
7. Teachers infused CRIS into instruction			

<p>8. The teacher uses knowledge of students to guide instruction (this area is based on the conceptual framework because the teacher used prior information about students to guide instruction. The language used was observed).</p>			
--	--	--	--

## Appendix G: Coding Chart

Color Coding	
Red (Common word patterns)	
Yellow (Common phrase relationships)	
Green (Common ideas based on CRIS infused instructional practice)	
Orange (Tangents or irrelevant pieces of information)	
Blue (similarities)	
Purple (distinct differences)	
Black (metaphors or analogies)	

## Appendix H: Initial Three Questions

Directions: Please respond to the following three questions. The questions should take about five minutes to complete.

The participants were asked to take a three-question Initial Questions.
1. Describe what culturally responsive teaching means
2. How have you used culture in your teaching practice?
3. Do you believe yourself to be culturally competent?

“To protect your privacy, no consent signature is requested. Instead, you may indicate your consent by clicking here/returning this Initial Three Questions via email.”