2020

High School Teachers' Perceptions of Culturally Responsive Pedagogy

Jeffrey Allen Hinton
Walden University

Walden University

College of Education

This is to certify that the doctoral study by

Jeffrey A. Hinton

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. Joel Goodin, Committee Chairperson, Education Faculty
Dr. Brenda Kennedy, Committee Member, Education Faculty
Dr. Matthew Basham, University Reviewer, Education Faculty

Chief Academic Officer and Provost
Sue Subocz, Ph.D.

Walden University
2020

Abstract

High School Teachers' Perceptions of Culturally Responsive Pedagogy

by

Jeffrey A Hinton

Ed.S Walden University 2018

MA, University of Nevada, 2010

Med, University of Nevada, 2002

BA, University of Nevada,1998

Project Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

October 2020

Abstract

The problem at the local site was a gap in practice in that teachers were not using culturally responsive pedagogy (CRP) in their delivery of lessons, which may have contributed to an achievement gap between European American and Asian American students and African American and Latinx students. This problem was important because local ACT results indicated that a significant achievement gap existed between these student populations. The purpose of this study was to investigate teachers' use of CRP, which may serve to mitigate the achievement gap. The conceptual framework for this study was self-determination theory. The research questions focused on high school teachers' perceptions of culturally responsive pedagogy at the study site and high school teachers' understanding of their ability to implement CRP effectively. Data were collected using a case-study approach consisting of 11 semi-structured interviews and document analysis of teachers' lesson plans. Interviews and documents were transcribed, coded, and analyzed to identify emerging themes. Results of the study indicated that most teachers believed that CRP was an effective way to mitigate the achievement gap, but they had little understanding of what CRP was. Further, training provided by the local district has been inadequate in meeting teachers' cultural competency needs. As a result of the study, a 3-day professional development seminar was created to teach teachers effective implementation of CRP. Positive social change may result from the research and professional development as it may mitigate the achievement gap for linguistic and ethnically diverse students at the local study site.

High School Teachers' Perceptions of Culturally Responsive Pedagogy

by

Jeffrey A Hinton

Ed.S Walden University 2018

MA, University of Nevada, 2010

MEd, University of Nevada, 2002

BA, University of Nevada,1998

Project Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

October 2020

Dedication

I would like to dedicate this study to my wife Andrea, and my daughters Lydia, Hailey, and Sophia. Without your love and support this undertaking would not have been possible.

Acknowledgments

I would like to sincerely thank my committee chair Dr. Goodin for his guidance and support throughout this journey. I would also like to thank my second member, Dr. Kennedy, as well as my University Reviewer, Dr. Basham.

Table of Contents

ii

List of Tables

Section 1: The Local Problem

Introduction

The problem investigated at the local study site was a gap in practice in that teachers were not implementing Culturally Responsive Pedagogies (CRPs) adequately. This problem was significant because this gap in practice may have contributed to an achievement gap between European American and Asian students and African American and Latinx high school students. Evidence of this problem was found in the study site's school district 5-year strategic plan in which the superintendent of schools directed all teachers to enhance their understanding of cultural competency and CRP to improve student achievement for all learners. According to teacher observation notes taken by the study site's principal, teachers struggled to implement CRP. This problem can be situated in the larger field of education; as Jacobs (2019) points out, many teachers struggle to meet their diverse students' needs due to a lack of training in their teacher preparation programs. Further, predominately European-American teachers from middle-class backgrounds have historically found it challenging to make connections with students of color and make sense of the urban context in which many teachers find themselves (Jacobs, 2019). To address the gap in practice the local school district required teachers at the study site to participate in a professional development webinar concerning equity and implicit bias. Most teachers at the local study site found this training to be ineffective.

Additional evidence of the problem can be seen in the study site's School Organizational Team's minutes, which indicated that most teachers at the study site did not understand what CRP was or how to implement CRP into their curriculum. The

evidence that justified that this problem was meaningful to the local setting was established by examining the study site's School Performance Plan. An analysis of the document revealed a discrepancy between European American and Asian students and African American and Latinx high school students on the 11th grade ACT exam. Thirty-one percent of African Americans and 58% of Latinx students met college readiness benchmark scores compared to 69% of European American and 86% of Asian students, as reported on the ACT Profile Report for the 2016-2017 state testing of Grade 11 students.

Initial findings that justified that addressing this problem was meaningful to the education profession were found in the current literature, which pointed out the nation's classrooms have continued to diversify ethnically, linguistically, economically, and in the number of students with special needs. Ethnically and linguistically diverse students are likely to be taught by teachers who do not share their culture and, consequently, do not understand their students' lived experiences (Siwatu, Chesnut, Alejandro, & Young, 2016). A cultural schism between students and their teachers may have resulted in low-performance expectations, which may have contributed to the persistent achievement gap. Unfortunately, many principals and teachers have had little training in CRP in their preparation programs, and as a result, they do not know how to effectively implement CRP (Mette, Nieuwenhuizen, & Hvidston, 2016). As the achievement gap continues to grow, many education scholars have called for teacher preparation programs to teach their students about cultural diversity and pedagogical approaches that consider students' cultural backgrounds such as CRP (Siwatu et al., 2016). Despite their best efforts, a

disconnect between what is taught in the university regarding CRP and what is actually done in the classroom exists (Ahmed, 2019). The discrepancy may be due to various factors such as an emphasis on high-stakes testing, lack of teacher preparation time, and teachers not understanding the need for CRP.

Rationale

Justification for choosing the problem for this study, which was a gap in practice in teachers not adequately using CRP in their curriculum, came from the desire to mitigate the achievement gap for linguistic and ethnic minority students. Jacobs (2019) pointed out that predominately European American middle-class teachers are not prepared to meet diverse student populations' needs. This cultural disconnect may contribute to an achievement gap. Data supporting this problem included the study site's Equity and Diversity Education Department director, who pointed out that the achievement gap may stem from the lack of CRP in the classroom. To address the achievement gap, the study site's district Equity and Diversity Education Department delivered professional development training to district principals concerning the implementation of CRP. Several stakeholders who thought the problem of a gap in practice in teachers not adequately using CRP was important included the district superintendent, director of equity and diversity education and the study site's principal. There may be several reasons why an achievement gap exists, including a lack of caring relationships between students and their teachers and chronic student absenteeism (Hancock, Gottfried, & Zubrick, 2018). The purpose of this study was to investigate teachers' use of CRP.

Definition of Terms

Cultural content integration: The process by which teachers integrate multicultural perspectives into the formal curriculum and instruction, particularly cultural points of view that are underrepresented or not represented at all (Matthews & López, 2019).

Culturally responsive dispositions: The teachers' attitudes and inclinations that help them meet the needs of diverse learners, such as the use of diverse content, culture of equity, and level of comfort working with diverse students (Williams, Edwards, Kuhel, & Woong Lim, 2016).

Culturally responsive pedagogy: A student-centered teaching approach that recognizes the importance of the students' culture in teaching. The pedagogy is designed to promote student engagement, enrichment, and achievement of all students by identifying and appreciating the students' diverse cultural backgrounds and lived experiences (Samuels, 2018).

Empathy: An essential component of teacher-student relationship building is teachers' beliefs about students and their families and what teachers do in the classroom (Warren, 2018).

Self-determination theory: A theory of human motivation that posits that intrinsic motivation is achieved when three psychological factors are met, the need for competence, need for autonomy, and need for relatedness (Klaeijsen, Vermeulen, & Martens, 2018).

Significance of the Study

The problem that the study addressed was a gap in practice at the local site where teachers were not adequately using CRP in their curriculum. This problem was worthy of research because a better understanding of the problem could lead to pedagogical approaches and strategies that have the potential to lessen the achievement gap. This research's main benefactors are linguistically and ethnically diverse students who had fallen academically behind European American and Asian colleagues. The achievement gap has been a persistent problem at the local study site, as indicated by the most recent ACT data. This doctoral project study led to the creation of a 3-day professional development seminar to train teachers in the use of CRP at the local study site.

Research Questions

The problem investigated at the local setting was a gap in practice that teachers were not adequately implementing CRPs, which may have contributed to an achievement gap between European American and Asian students and African American and Latinx high school students. This qualitative study aimed to investigate teachers' use of CRP to support the achievement of all students. To address the problem by fulfilling the study's purpose, I collected data using semi-structured interviews that explored teachers' perceptions of CRP and document analysis of teachers' lesson plans. This qualitative doctoral study was guided by two research questions (RQs):

RQ1: What are high school teachers' perceptions of CRP at the study site?

RQ2: What are high school teachers' understanding of their ability to implement CRP effectively?

Review of the Literature

The phenomenon that I investigated in this research project was teachers' use of CRP. CRP is a student-centered pedagogical approach that connects students' schooling and their home culture. Culturally responsive teachers use their students' culture as a vehicle to elicit academic achievement (Ladson-Billings, 1995). CRP is designed to promote the success of all learners regardless of race, ethnicity, gender, sexual orientation, language proficiency, able-mindedness/body, or socioeconomic class through the nurturing of their unique cultural strengths, as well as reaffirming their unique lived experiences and contributions (Farinde-Wu, Glover, & Williams, 2017; Samuels, 2018). Additionally, what teachers know and believe about their students are essential factors in CRP's success in raising student achievement because this knowledge helps to mitigate cultural disconnects between teachers and their learners (Samuels, 2018). Effective culturally responsive teachers demonstrate several competencies as they teach diverse learners. These competencies include empathy for the student, their families, and community; reflective practice; and knowledge of other cultures (Farinde-Wu et al., 2017; Warren, 2018).

The racial make-up of the United States is changing at a significant rate. According to the 2010 U.S. Census in the period between 2000 and 2010, the African American population has grown 12.3%, Latinx have grown 43% while European American growth remains relatively flat (Oliver & Oliver, 2013). As the nation's students have continued to diversify, its teaching force has remained relatively unchanged. The majority of teachers continue to be middle class, white and female (Matias & Mackey,

2016). By way of comparison, African American teachers only make up 7% of the overall teaching force, consisting of 5% female and 2% male (Bean-Folkes & Ellison, 2018). Between 1987–1988 and 2007–2008, the proportion of minority students grew from 28% to 40.6%, yet the number of minority teachers only grew from 12.4% to only 16.5% (Billingsley et al., 2019). The racial discrepancy between teachers and their students may be contributing to the achievement gap in American schools (Egalite, Kisida, & Winters, 2015). The achievement gap could be due in part to teachers who are unable or unwilling to build relationships with their students, families, and the community. CRP may be a way to mitigate the achievement gap between diverse learners and the dominant culture.

Conceptual Framework

The phenomenon that I investigated was teachers' use of CRP. The conceptual framework of this study was self-determination theory (SDT). I considered other conceptual frameworks to guide the study, such as self-efficacy theory and identity formation theory. Self-efficacy theory was not chosen because self-efficacy relates to how well a person believes they can carry out a task at any given time (Gutiérrez & Narváez, 2017). However, the theory does not adequately explain how teachers form new values and beliefs to increase intrinsic motivation necessary to adopt new pedagogical approaches. Identity formation theory states that people form their identities through feedback from the outside world to develop their sense of self (Todd & Zvoch, 2019). This theory was not chosen because the study's purpose was to investigate teachers' use

of CRP and not how they saw themselves as culturally competent educators. Therefore, I chose SDT as the guiding framework for the study.

SDT was first postulated by Ryan and Deci (2000) and refers to an approach to human motivation that explains how extrinsic motivation and social context could be transformed into intrinsic motivations. The word motivation means "moved to act" (Ryan & Deci, 2000), and the factors that move individuals are influenced by context. Extrinsic motivation comes from outside of the self; it is motivation built upon the avoidance of punishment or the pursuit of rewards, and it may also develop from feelings of guilt, shame, or unworthiness (Shen et al., 2015). Intrinsic motivation may be "one of the most important psychological concepts in education" (Goldman, Goodboy, & Weber, 2017, p. 168). Intrinsic motivation involves engaging in an activity for its own sake. The activity may be done for sheer enjoyment or personal interest, usually without reinforcement or other coercive forces (Shen et al., 2015). SDT is built upon the idea of internalization and describes how a person forms new values, beliefs, and sources of intrinsic motivation when psychological needs of relatedness, autonomy, and competence are met (Ryan & Deci, 2000). Relatedness is the result of interpersonal closeness. It is the fulfillment of the need to be cared for and care for others; in other words, it is the desire to be connected to other people (Van den Berghe, Cardon, Tallir, Kirk, & Haerens, 2016). The need for autonomy refers to a person's desire for control when engaged in an activity; this involves the availability of choice in a person's behaviors and beliefs (Marshik, Ashton, & Algina, 2017). Competence is a person's perception that they have the ability and skills to accomplish a given task or outcome; in other words, competence is akin to self-

efficacy (Marshik et al., 2019). When all three psychological factors have been met, individuals tend to be intrinsically motivated, resulting in positive behaviors and outcomes. These behaviors may have significant consequences for educators and the students they teach.

Marshik et al., (2017) have shown that teachers whose psychological needs of relatedness, autonomy, and competency are met, in turn, positively influence their students' psychological needs. This may result in higher levels of students' intrinsic motivation and achievement. Students who have a high degree of intrinsic motivation are associated with positive educational and psychological outcomes such as:

- long-term academic achievement,

- a greater understanding of concepts,

- less anxiousness associated with homework and other academic areas,

- more persistence,

- lower dropout rates,

- and fewer instances of skipping school (Froiland & Worrell, 2016).

Further, teachers who demonstrated high levels of motivation and efficacy tend to exhibit higher levels of innovative behavior, which according to Klaeijsen et al. (2018) was "the internal creation, introduction, and application of new ideas within a work role, group or organization, in order to benefit role performance, the group or the organization" (p. 770). In other words, teachers with high levels of intrinsic motivation are more likely to embrace new pedagogies, approaches, and ideas, and generally have a higher degree of overall well-being.

The connection between SDT and the study's purpose, which was to investigate teachers' use of CRP to support the achievement of all students, is that when a teachers' psychological needs of relatedness, autonomy, and competence are met, they are more likely to implement new and innovative teaching approaches. The logical connection between the main elements of SDT can be seen in the relationship between autonomy and competence, as these two elements have been shown to work synergistically to increase intrinsic motivation (Ryan & Deci, 2000). While relatedness was significant in the school setting, it may be less critical than autonomy and competence, as some individuals may engage in solitary intrinsically motivated actions (Ryan & Deci, 2000). When teachers feel that they can make independent decisions about curriculum, teaching materials, and pedagogy, they are more likely to feel efficacious about their teaching, leading to higher student achievement and positive student psychological outcomes.

SDT as a conceptual framework was appropriate to address the problem, which was a gap in practice in that teachers were not adequately using CRP in their culturally and linguistically diverse classrooms. This gap in practice may be one of the causes of the achievement gap between European American and Asian students, and other students of color. This framework was suitable for this study because it helped me to understand why some teachers were not motivated to implement CRP in their classes. SDT was appropriate to carry out the purpose, which was to investigate teachers' use of CRP because many teachers saw CRP as an unfamiliar teaching approach. To effectively implement CRP, teachers needed to possess a high degree of intrinsic motivation. Intrinsic motivation satisfies the psychological needs of relatedness, autonomy, and

competence (Abós, Haerens, Sevil, Aelterman, & García-González, 2018). SDT was an appropriate conceptual framework to answer the following research questions:

RQ1: What are high school teachers' perceptions of CRP at the study site?

RQ2: What are high school teachers' understandings of their ability to implement CRP effectively?

SDT was a useful lens to examine teachers' perceptions of CRP because teachers who demonstrated a high degree of intrinsic motivation were more likely to try new and innovative approaches. In other words, teachers who enjoy their work, feel a sense of autonomy and efficacy, and who were supported are much more likely to engage in new ideas (Klaeijsen et al., 2018).

Review of the Broader Problem

The broader problem in the education field is that there is a gap in practice in teachers who are not effectively using CRP in their curriculum. This gap in practice may be contributing to an achievement gap between European American and Asian students and African American and Latinx high school students. Many diverse students, particularly in urban school districts, are taught predominately by White middle-class women who may have trouble teaching diverse students (Jacobs, 2019; Sleeter, 2017). Consequently, many students of color are not afforded the opportunity to learn from teachers who effectively implement CRP (Byrd, 2016). The gap in practice may have several causes. One cause may be attributed to teachers who received minimal training (i.e., 1-2 classes as part of a teacher preparation program) in CRP, multiculturalism, teaching English language learners, and social justice teaching (Sleeter, 2017). The lack

of preparation may have resulted in teachers' inability to build effective relationships with students of color.

Further, teachers may have a limited understanding and belief in CRP's efficacy to raise the achievement of diverse learners (Neri, Lozano, & Gomez, 2019). As a result of the emphasis on standardized testing, constructivist approaches such as those found in CRP are eschewed in favor of direct instruction, which is thought to be directly correlated to higher test scores (Jacobs, 2019). Additionally, some teachers have incomplete knowledge of CRP and erroneously believe CRP consists of little more than superficial cultural celebrations (Byrd, 2016). The broader problem of a gap in practice is meaningful to the local setting because many teachers did not effectively implement CRP. This gap in practice may have caused an achievement gap between European American and Asian students and African American and Latinx high school students.

The goal for teachers in instituting CRP is to examine what is working with culturally and linguistically diverse students as opposed to what is not. To do this, culturally responsive teachers use approaches that increase student achievement, critical consciousness, and knowledge of self and others (Nash, 2018). The lens through which CRP is analyzed is based upon the work of Gay (2018), who asserted CRP consists of four major components: caring, communication, curriculum, and instruction. The following literature review covers the role of caring and empathy in CRP, which include culturally responsive communication and culturally responsive instruction.

I accomplished the search for recent and seminal literature that guided this study by accessing research in databases contained primarily in the Walden University Library.

This study leveraged academic and internet search engines such as Education Source, ERIC, Sage Journals, EBSCOhost, and Google Scholar. Limiting search parameters consisted of scholarly/peer-reviewed journals, published dates focused on research from 2015-2020, and articles published in English. For seminal works, I applied no limiters related to the dates of the published works. The search terms used to provide a comprehensive review of the literature included: *culturally responsive pedagogy*, *culturally relevant pedagogy*, *culturally responsive teaching*, *culturally relevant teaching*, *cultural disconnect and education*, *teacher and student relationships*, *teacher and student trust*, *teacher empathy*, *teacher caring*, *teacher and student communication*, *multi-cultural education*, *culturally responsive communication*, *culturally responsive curriculum*, *culturally relevant caring*, *culturally responsive dispositions*, *culturally relevant assessment*, *asset-based pedagogy*, *cultural content integration*, *language diversity*, *critical language awareness*, *language discrimination*, *critical race theory*, *critical pedagogy*, *opportunity to learn*, *achievement gap*, *opportunity gap*, *cultural competence*, *constructivism*, *student-centered teaching*, and *authentic assessments*. The literature searches involved different combinations of the identified terms using Boolean phrases including "and," "or," "not," as well as the use of truncation to broaden results as needed. Capitalizing on literature discovered in the search, the following sections emphasized the complexity of the study related to CRP and the divergent theories used to explain the phenomenon.

The Role of Caring and Empathy in Culturally Responsive Pedagogy

Positive relationships between students and teachers are an important aspect of student achievement. According to Flint, Dollar, and Stewart (2019), students who have had positive relationships with their teachers in high school experience higher confidence levels, are less likely to drop out of school, and are generally more confident about their chances for gainful employment after high school. Teacher and student interactions are at the core of learning and caring about students in its most basic form is about how teachers relate to their students. Caring consists of teachers' attitudes, values, and beliefs about students expressed both verbally and nonverbally. They are a "point of convergence" between what a teacher believes and how teachers interact with students (Jensen, Whiting, & Chapman, 2018; Williams et al., 2016). In other words, caring for students as people includes honoring them as human beings, having positive interactions with them, and setting high expectations. Caring for students should be transformed into actions for caring to achieve culturally diverse students (Gay, 2018). A recent qualitative study focused on the life stories of four African American female middle school teachers; the researchers learned that culturally responsive caring should be the foundation of teaching and learning (Williams, 2018). Lane (2018) found similar outcomes. In her analysis of African American feminist curricula, in-class video footage, student artifacts, and interviews with African American female students, her research indicated that students felt that their teachers were emotionally distant. Teachers did not view students of color as a good investment of time or deserving of their affection. With small sample sizes in both studies and the use of convenience sampling, the study results may not be

generalizable beyond the study site. Nonetheless, they indicate that authentically caring for students is another component of student achievement.

When teachers authentically care for their students, students are more likely to be academically successful. A recent study of 7th and 8th grade Latinx students revealed authentically caring relationships are the foundation of CRP for Latinx students, and students need interpersonal relationships in addition to academic instruction to be successful (Newcomer, 2018). Further, the study results indicated that many students felt attended to when their teachers expressed care, concern, and love for them. Additionally, students indicated that teachers who supported their academic needs were considered more caring, and finally, empathy played an important role in demonstrating teachers' caring (Newcomer, 2018). Because the researcher only observed two classes, the study's results should be analyzed critically. The data collected may not be generalizable beyond the two classes observed.

Nganga, Kambutu, and Han (2019) demonstrated that caring relationships positively impact African American students. In a recent phenomenological qualitative study of 33 high school students of color, researchers sought students' opinions regarding practical pedagogical approaches that would help close the achievement gap. According to Nganga et al. (2019), students believed culturally relevant teaching practices and resources taught in schools with caring teachers could be a viable solution. Additionally, Latinx students were shown to be motivated when their teachers authentically cared for them (Stewart, Babino, & Walker, 2017). In addition to caring relationships, empathy may play an essential role in raising student achievement for diverse learners.

Empathy is an important disposition in CRP because empathy allows teachers to develop relationships with their students, students' families, and the community, which may result in higher student achievement (Peck, Maude, & Brotherson, 2015). Farinde-Wu e al. (2017) examined the teaching strategies of seven award-winning teachers in urban schools who employed CRP in their classrooms. An analysis of the data revealed teachers who used CRP possessed cultural dispositions, such as having a deep knowledge of other cultures. They should also be reflective practitioners who continuously monitor and critically appraise their attitudes and beliefs about the cultures they teach and be cognizant of cultural frames of reference. Finally, teachers should be caring and empathetic with students of other cultures (Warren, 2018). Empathy can be broken down into two main categories: empathic concern and empathic perspective-taking. Empathic concern is when teachers feel sympathy and compassion for their students. At the same time, empathic perspective-taking is the application of empathy when dealing with others; perspective-taking enables teachers to develop students' knowledge (Warren, 2018). Teachers who demonstrate knowledge of their students as individuals may be able to connect with them more effectively, forming relationships that could translate into higher student achievement.

The empathetic teacher can understand their classroom from the students' perspective (Rychly & Graces, 2012). Empathetic teachers build trusting relationships with their students. These relationships reflect what teachers know and believe about their students and families and guide them in the classroom (Warren, 2018). In other words, empathetic teachers demonstrated their cultural awareness through their actions,

such as choice of curriculum, pedagogical decisions, and language choices. Teachers who fail to develop robust knowledge of students and to practice empathy may produce a variety of negative consequences such as unnecessary remediation, excessive discipline, and equating the students' disruptive behavior and low academic performance to defects in the child's home life and community (Williams et al., 2016). In a study of 18 educators, Peck et al. (2015) found that empathetic teachers embrace inclusion, are responsive to students' and families' needs, accept and respond to students' cultures, and engage students and families in meaningful conversations. With a small sample size of homogeneous teachers, the study's results may not indicate all approaches to demonstrating empathy. A need exists to teach preservice and classroom teachers empathy. Several factors have impeded research in understanding empathy. Some of these factors include multiple definitions of empathy, the purposes of empathy research, difficulties in measurement tools, and the limited number of empathy studies (Bouton, 2016). Unfortunately, many teachers' dispositions and classroom behaviors do not align with the theories that support CRP. As a result, some students have not realized their educational potential (Gay, 2018). Caring and empathy are two critical aspects of CRP, but how language is perceived and utilized by the teacher may also be an essential aspect of teaching diverse students.

Culturally Responsive Teachers and Student Communication

As classrooms across the nation continue to diversify, teachers should recognize that many students come to school speaking variations of Standard American English (SAE) such as those used by speakers of African American Vernacular English (AAVE)

and English learners. Moreover, while these are not the only variations of SAE, AAVE, and English learners make up the majority of research studies and focus on national achievement trends (Scott & Venegas, 2017). The way students express themselves using written and verbal communication is essential because it is a form of cultural shorthand in which a person's thoughts and ideas are expressed. Embedded in students' language are cultural values and ways of knowing, which may influence how students complete learning tasks. When a teacher does not understand their students' communication style, including procedural protocols, etiquette, and discourse, misunderstandings may occur. In turn, these misunderstandings could result in teachers not fully understanding what students know and are able to do (Gay, 2018). Further, SAE usually reflects the school's dominant group's values, which tend to be European American, middle-class native English speakers (Dunstan & Jaeger, 2015). Teachers' denial of students' culture and language and the constant push towards SAE may cause some students to disengage from school, resulting in lower student achievement. Consequently, CRP may be necessary for the academic success of language minority students (Scott & Venegas, 2017). However, some scholars emphasize the need for students to read and write well in SAE as this is an essential aspect of educational and economic assimilation (Martirosyan, Hwang, & Wanjohi, 2015). Some teachers hold a personal bias against students who do not speak SAE.

Sometimes teachers judge their students' level of education based on how well students conform to SAE. However, according to Dannenberg and Dredger (2016), language does not determine aptitude, and language bias may reinforce existing power

structures. Teachers' bias can be seen in how national assessments of students'

mathematics aptitude may be associated with a linguistic bias, including the use of

unfamiliar words, phrases, and grammar. Unfamiliar vocabulary could lead to

underperformance of linguistically diverse students (Newkirk-Turner & Johnson, 2018).

Further, several studies have shown that teachers in K-12 education are unaware of

dialect diversity and linguistic prejudice of nonstandard English. When minority students

use vernacular dialects in school, teachers form negative opinions (Godley, Reaser, &

Moore, 2015). This deficit perspective can be seen with speakers of AAVE, which results

in many teachers perceiving African American students as culturally and linguistically

deficient (Peele-Eady & Foster, 2018). Because of the perception of AAVE, many

African American students find themselves at an academic and linguistic disadvantage

compared to SAE speakers. A recent study indicated that students who speak a

stigmatized English dialect may feel they have barriers to overcome in school that

include public speaking challenges. Speakers of AAVE are viewed negatively by teachers

because of dialectical differences (Dunstan & Jaeger, 2015). Therefore, teachers who

know language variation and who implement cultural and linguistic pedagogies are better

suited to teach diverse students and reduce achievement gaps for linguistically diverse

students (Mallinson & Hudley, 2018). Many teachers do not understand the needs of

linguistically diverse students.

According to Gupta (2010), many teachers have a deficiency of knowledge and

understanding concerning linguistically diverse students' educative needs. Some of the

problems include inadequate knowledge of AAVE's linguistic features and lack of

pedagogical skills to address issues related to AAVE. Lack of knowledge of linguistic diversity could lead to erroneous beliefs about learners. Because teachers' beliefs directly impact student learning and behavior, misconceptions that teachers hold should be addressed (Mellom, Straubhaar, Balderas, Ariail, & Portes, 2018). However, as Godley et al. (2015) and Scott and Vengas (2017) have shown, with proper professional development, teachers can develop critical language awareness that includes an appreciation for dialect diversity and codeswitching.

Additionally, Peele-Eady and Foster (2018) indicated that instruction and interactions with African Americans should include tolerance of the students' home language dialect and community practices. Teachers should also provide positive affirmation of the students as learners and plan for culturally rich learning experiences. Professional development can help teachers address nonstandard English by first identifying the features of the nonstandard English dialect in question. School district trainers should provide teachers with knowledge about the dialect to include its history and organizing principles, and then teach educators how to use it to develop students' language skills (Peele-Eady & Foster, 2018). For immigrant students who are English language learners, building trusting relationships with teachers is even more critical, as these students tend to be more academically engaged when they have the support of trusting teachers (Flint et al., 2019). What Stewart et al. (2017) termed a "pedagogy of care" is an approach to instruction that honors the students' strengths culture, and experience. In other words, this pedagogical approach is useful because it develops caring and trusting relationships.

Culturally Responsive Curriculum

A culturally responsive curriculum is an essential aspect of CRP. As the nation continues to diversify, some state curricula and teachers perpetuate cultural misunderstandings, and these misunderstandings could lead to lower student achievement of some minority groups (Stowe, 2017). State and local curriculum standards reflect the ideological and political vantage points of the mainstream culture. This position routinely excludes women, racial, and religious minorities (Wills, 2019). In an analysis of Texas social studies standards, researchers found that the standards created an "illusion of inclusion" as it applied to race (Wills, 2019, p. 3). History textbooks identified racial minorities and then marginalized their accomplishments by portraying them as secondary actors or merely accomplices in a narrative dominated by the dominant culture. Schools should do a better job reflecting society's diverse actors, and the curriculum should play a part in telling these diverse stories and traditions (Wills, 2019). Culturally responsive curriculum (CRC) makes connections to individual students' culture by substantiating their personal experiences and cultural backgrounds, "the fundamental aim of CRP is to *empower* ethnically diverse students through academic success, cultural affiliation, and personal efficacy. Knowledge in the form of curriculum content is central to this empowerment" (Gay, 2019, p. 142). Students should make personal connections to what they read and learn if they are going to make meaning of their learning. White students have an easier time making meaning because they see themselves more often reflected in the curriculum materials used. In turn, this facilitates text-to-self, text-to-text, and text-to-world associations more than students of color (Berchini, 2016). In other words, teachers

should be deliberate in their selection of curriculum materials. Materials should reflect the diversity of the students they teach, to help raise student achievement. Herbel-Eisenmann, Keazer, and Traynor (2018) point out curriculum should focus on identity, in other words, students should see themselves in the curriculum, its connection to the broader world, and whether students can draw from their cultural and linguistic backgrounds when engaging in the curriculum. The curriculum materials teachers select for their lessons can be a very important component of CRP.

The teacher's selection of curriculum materials may have a positive impact on diverse learners' academic achievement. Consequently, implementing a culturally rich curriculum may help reduce feelings of alienation and misunderstanding (Stowe, 2017). Conversely, students' academic achievement may be negatively impacted by a lack of cultural inclusion in the curriculum (Stowe, 2017). One approach to mitigate this challenge is through asset-based pedagogy (ABP). ABP validates students' culture within the context of the lesson. Teachers could validate students' culture through cultural content integration (CCI). In a recent study, CCI and the use of the students' native language in instruction were together powerful predictors of students' mathematics achievement (Matthews & López, 2019). Surprisingly, Halvorsen, Harris, Aponte, Martinez, and Frasier (2016) found culturally relevant pedagogy, while useful in generating students' interest in the lesson, did not significantly impact student achievement. However, with small sample size, generalizations are difficult to make beyond the group of students studied. Despite these findings, many teachers want to help their diverse students learn.

Most teachers are interested in helping their diverse students achieve academically. A study conducted by Taylor, Kumi-Yeboah, and Ringlaben (2016) revealed preservice teachers were aware of the challenges faced in American public schools by immigrant students and other students of linguistically and culturally diverse backgrounds ~~faced in American public schools~~. Further, these new teachers had the desire to acquire the necessary knowledge, skills, and dispositions to educate diverse learners. Additionally, teachers who possessed critical awareness tended to interact better with historically marginalized students as these students believed their culture was valued. Critical awareness helped to mitigate bias and included understanding the historical context of minoritized students and how schools' curricula reinforce power structures found in society (Matthews & López, 2019). Gay (2019) points out that when educators are engaged in CRP; they should regularly provide their students with accurate information about various cultures to fill in their knowledge gaps and ameliorate cultural misunderstandings. Despite the good intentions of many teachers, significant obstacles prevent teachers from employing a culturally relevant curriculum. For example, Prieto (2018), Wachira, and Mburu (2019) revealed educators across the nation believed it was necessary to provide diverse perspectives in the curriculum but had limited time to do so (Prieto, 2018; Wachira & Mburu, 2019). Other obstacles may include the teachers' inability to understand the students' home language as well as curricular restraints and the teachers' belief in their efficacy or how well teachers can effectively implement CRP (Malo-Juvera, Correll, & Cantrell, 2018).

Culturally Responsive Instruction

Active student engagement through lessons based upon a constructivist paradigm can increase student achievement. Ladson-Billings argued CRP should allow students to engage in critical consciousness or the ability to critique norms and values that perpetuate inequities in society, they should be able to "engage the world and others critically" (Ladson-Billings, 1995, p. 162). The belief students should be actively engaged in class is not a new idea and can be traced to the progressive pedagogies espoused by John Dewey, which emphasized "learning by doing" and treating the classroom as a microcosm of the broader democratic society (Blasco, 2017). As the achievement gap between diverse learners and their predominately European American counterparts increases, teachers of diverse students should utilize approaches proven to raise their achievement (Wachira & Mburu, 2019). Many teachers continue to use Eurocentric teaching methods, such as direct instruction and lecturing, instead of culturally congruent techniques (Heafner & Fitchett, 2015). Constructivist approaches may help close the achievement gap for some diverse learners.

Constructivism is an epistemological perspective whereby students construct knowledge by integrating new information into their prior learning rather than passively receiving it from the teacher or the textbook. Constructivist approaches promote critical thinking, problem-solving, and collaboration through cooperative learning tasks (Wachira & Mburu, 2019; Weimer, 2013). Teachers who utilize constructivist approaches must have in-depth knowledge of their students. Knowledge of their students could help teachers appropriately adapt their teaching to how students learn. To fully understand

their students, teachers must be familiar with their students' culture and backgrounds. This knowledge of culture is a central principle of CRP (Wachira & Mburu, 2019).

Additionally, constructivist classrooms involve cooperative learning tasks in which students work together to complete assignments. Cooperative learning is a pedagogical approach characterized by a high degree of interdependence among group members and individual accountability. Cooperative learning is a crucial factor in addressing equity for all learners and can be credited for mitigating the achievement gap of learners of various levels (Ghodbane & El Achachi, 2019). However, the debate as to the effectiveness of various learning styles continues as scientific support for learning theories is lacking and remains a subject of continued research (Bendall, Galpin, Marrow, & Cassidy, 2016; Willingham, Hughes, & Dobolyi, 2015). The achievement gap may result from a growing chasm between students who have access to abundant resources and those who do not. In other words, the achievement gap may be an opportunity gap. This gap in opportunity is most apparent when one examines economically disadvantaged students as they are less likely to have access to challenging curriculum, rigorous classroom instruction and effective instructional practices such as reading complex authentic texts, having content-rich discussions and opportunities to write at a high academic level (Heafner & Fitchett, 2015). Also, many teachers rely on the textbook as the main source of curriculum, and as a result, do not engage their students with a culturally diverse curriculum. This approach may lead to lower academic achievement (Heafner & Fitchett, 2015). As Brown & Brown (2015), Donovan (2015), and Woodson (2017) have shown, a master narrative in many textbooks perpetuating historical inaccuracies to include racism as an accident or a

psychological affliction affecting a few remains. Other inaccuracies include portraying historical figures of color as outliers, martyrs, and messiahs. Student-centered teaching strategies may also mitigate the achievement gap.

Research performed by Talbert, Hofkens, and Wang (2019) stated that student-centered approaches that capitalize on the students' prior knowledge are practical. Additionally, successful teachers should know the students they teach and build relationships with them, their families, and their community by designing lessons that capitalize on their students' culture and language (Pennings, Brekelmans, Sadler, Claessens, Van der Want, & Van Tartwijk, 2018). These findings support recent research on CRP, which accurately describes CRP as "just good teaching" (Ladson-Billings, 1995). However, not all scholars agree that CRP is the best pedagogical approach. Some academics argue in support of direct instruction and lectures, and believe it is the lecturer's ineffectiveness that is responsible for the lack of student achievement (Mazer & Hess, 2017). In addition, Mazer and Hess (2017) point out that lecturing may encourage active involvement, independent thinking, and problem-solving and may allow teachers to model expert reasoning for their students. In the next section of the study, implications for research will be discussed.

Implications

The purpose of this study was to investigate teachers' use of CRP. The study design, including research questions, conceptual framework, and data collection, was chosen to learn more about the gap in practice. The gap in practice at the local study site was that most teachers were not using CRP in their curriculum. The study's results

indicated that many teachers do not understand CRP and therefore do not adequately implement CRP. An analysis of the data pointed to teachers' need to receive professional development in CRP best practices.

Summary

In summation, the nation's demographics are changing due to the "new waves of immigration" from primarily Latin American and Asian countries (Goodwin, 2017). While classrooms continue to diversify, the nation's teaching force remains overwhelmingly European American, female, middle-class, and mono-lingual (Matias & Mackey, 2016). Traditional teacher-centered teaching methods may not be working for all students, and as a result, an achievement gap continues to exist (Leavitt & Hess, 2019). CRP may mitigate the achievement gap for diverse learners. However, several obstacles to its implementation remain. Some of the barriers include the lack of administrators' understanding of CRP, high-stakes testing and accountability, language barriers in communicating with families, and the depth of teacher knowledge required to effectively implement CRP (Powell, Cantrell, Malo-Juvera, & Correll, 2016).

This study investigated the gap in practice in that teachers at the local study site were not using CRP adequately in their curriculum. The gap in practice may have contributed to an achievement gap. The study's purpose was to investigate teachers' use of CRP to include their perceptions of the approach. In section two of the study, I discussed the study's methodology to include the qualitative research design, the study's participants, data collection methods, and data analysis. In section three of the study, I provided a project description based on the results of data analysis. The project

deliverable consisted of a three-day professional development seminar for teachers in the use of CRP. Section four of the study was an opportunity for me to reflect on the project to include the project's strengths and weaknesses, recommendations for alternative approaches, personal reflection on the importance of the work, and potential impact on social change.

Section 2: The Methodology

Qualitative Research Design and Approach

I used qualitative methodology for this study. Qualitative research is characterized by a desire to understand the social phenomenon's nature, which can be complicated, multifaceted, and subjective. Additionally, the production of knowledge in qualitative research is iterative (Kalman, 2019). Qualitative studies are useful when trying to obtain an in-depth description of a phenomenon (Shekhar, Prince, Finelli, Demonbrun, & Waters, 2019). The data collected from qualitative studies helps to provide understanding of the experiences and points of view, events, and phenomena (Turhan & Karadag, 2019). Additionally, descriptive research done primarily through interviews has the potential to make substantive contributions to educational research and is comprised of research methods that can be called scientific because they meet high standards of trustworthiness and credibility (Kozleski, 2017). Furthermore, qualitative methods may help researchers better understand classrooms as socially and culturally organized milieus for learning and help them understand why classrooms work better for some students than for others (Kozleski, 2017).

Four characteristics define qualitative research: holistic, empirical, interpretative, and empathetic (Yazan, 2015). Qualitative studies are holistic in that they help researchers examine the interrelationship between a given phenomenon and its context. Qualitative studies are empirical because the study is based upon direct observation in the field. Qualitative studies are interpretive because researchers see their research as an interaction between themselves and their research subjects. Finally, qualitative research is

empathetic because the researcher must empathize with their research subjects and vicariously reflect their experiences (Stake, 1995).

I considered a quantitative research design for this study. However, the purpose of quantitative research is to produce data that can be subjected to statistical analysis through the use of predetermined instruments such as questionnaires (Boeren, 2018). This type of methodology will allow for research findings to be generalized to other situations. Because the research questions pertained to teachers at the local study site only, it was unnecessary to generalize the research findings to a larger population. Therefore, a quantitative approach was not appropriate for this study. In contrast, qualitative methods allow for the exploration of concepts and points of view and real-life situations (Kalman, 2019). Therefore, I chose a qualitative methodology for the study.

Within the qualitative tradition, there are several designs I considered: they were (a) phenomenological, (b) ethnographical, (c) narrative, and (d) grounded theory. These approaches would have been less effective than a case study approach in answering the research questions for the following reasons. In a phenomenological study, the researcher tries to determine how participants experience a particular phenomenon's subjective lived experience (Balikçi, Cansoy, & Parlar, 2018). This design was not the best approach to answer the research questions because the study's focus was to learn more about teachers' perceptions of CRP and not their experience using CRP. An ethnographical study is when the researcher observes and engages with the subject by immersing themselves in the subject's environment (Meschitti, 2019). First developed in the field of anthropology, ethnographic studies generally tend to be used to study a cultural phenomenon. This

approach did not align with the study's research questions because the study's goal was to understand teachers' perceptions of CRP, not their culture. The goal of a qualitative narrative approach is to understand the participant's lives. Individuals construct their reality about the phenomenon being studied (Ravitch & Carl, 2016). This approach was not ideal because the research questions sought to understand teachers' perceptions of CRP and not the ways in which participants assigned meaning to their experiences. Lastly, grounded theory was considered for this study. However, because the purpose of grounded theory is to develop a theory directly from participant data rather than from the researcher's preconceived notions, this approach was not consistent with the aim of this study's research questions (see McCrohon & Tran, 2019; Ravitch & Carl, 2016). Case studies are generally justified when the researcher is trying to explain the "how" or "why" of a phenomenon; they are also useful when the researcher wishes to obtain an in-depth description and understanding of the phenomenon (Yin, 2018). A case study design was appropriate for this study because the purpose of this study was to investigate teachers' use of CRP. Therefore, I chose a case study design.

According to Merriam (1998), a qualitative case study is "an intensive, holistic description and analysis of a bounded phenomenon such as a program, an institution, a person, a process, or a social unit" (p. xiii). The case study design was the best approach for this study because it derived logically from the problem, which was teachers were not adequately using CRP in their curriculum, and because a case study is useful in addressing the "how" and "why" of a complex and multidimensional phenomenon in its natural setting (Voyer et al., 2016). Using the case study approach was useful in

understanding why teachers were not implementing CRP in their classrooms. Further, using the case study design was the best choice in addressing the research questions. The questions explored teachers' perceptions of CRP, and their understanding of their ability to implement CRP. Teachers' perceptions of CRP were crucial in addressing the gap in practice at the local study site.

Participants

Criteria for selecting participants for this study were based upon purposeful sampling, which according to Yin (2011) is "the selection of participants or sources of data to be used in a study, based on their anticipated richness and relevance of information concerning the study's research questions" (p. 311). Purposeful sampling is a commonly used sampling method in qualitative research (Gentles, Charles, Ploeg, & McKibbon, 2015). To be included in this study, participants met the following inclusion criteria: (a) participants had to be licensed educators who were currently teaching at the study site, (b) participants had to be post probationary teachers with a minimum of 2 years teaching experience, and (c) participants had to teach either a core academic subject or an elective. Exclusion criteria for this study included: (a) administrators; (b) probationary teachers; (c) and teachers with less than 2 years of teaching experience.

In qualitative research, sampling is defined as "the selection of specific data sources from which data are collected to address the research objectives" (Gentles et al., 2015, p. 1778). The purpose of qualitative research is to investigate how participants see and experience the world and make meaning of those experiences and the phenomenon in it. As a result, the sample size must be large enough to make sure most teachers'

perceptions are collected to answer the research questions (Mason, 2010; Ravitch & Carl, 2016). When using purposive sampling in qualitative research, the sample size is to be determined inductively, and sampling continues until theoretical saturation is reached (Guest, Bunce, & Johnson, 2006). Saturation usually refers to a point in the study when data becomes redundant and additional data contribute little to nothing to the study (Gentles et al., 2015). Because the study's research questions dealt with teachers' perceptions of CRP at the local site, an in-depth understanding of their thoughts and feelings was necessary. In other words, the deeper the inquiry, the fewer overall participants were needed. Determining sample size a priori is problematic in qualitative research because it may change as the research advances and data emerges (Sim, Saunders, Waterfield, & Kingstone, 2018). Despite this ambiguity, the research suggests a typical case study has between 6 and 12 participants (Gentles et al., 2015; Malterud, Siersma, & Guassora, 2015). For this study, I sought 10-15 participants at the local site to allow for attrition. Because I had access to 53 fellow teachers who fit the inclusion criteria, I anticipated success in reaching an adequate sample size to show saturation.

The procedure I used for gaining access to participants at the local site began with the approval of Walden University's IRB department. I had unofficial permission from the school district (i.e., research site) to conduct the study until I had received IRB permission from Walden University. Once I obtained IRB approval (IRB approval # 05-21-20-0529159), I sought formal permission from the local site's school district to conduct the study. I then selected teachers to participate in the study. I transmitted information about the study to potential participants primarily through the school's e-mail

system. Purposive sampling is the deliberate selection of participants due to the qualities

and characteristics the participant possesses (Etikan, Musa, & Alkassim, 2016).

Purposive selection is a nonrandom approach to sampling that places a high priority on

what the researcher needs to know and is then a search for participants who may possess

the knowledge and experience necessary to answer the research questions (Etikan et al.,

2016). Because of the specific information I sought to reveal through the research

questions, this sampling approach was the best option for this study. A description of the

participants' years of teaching experience can be found in Table 1.

Table 1

Participant Teaching Experience

Participant	Years Teaching
A	26
B	20
C	16
D	13
E	43
F	11
G	18
H	18
I	4
J	16
K	14

The method I used to establish the researcher-participant working relationship

was to build rapport with the participants. Building rapport with participants is crucial

because it helps create trust between the researcher and the interviewees (DeMink-

Carthew & Bishop, 2017). Further, developing a good rapport may decrease power

differentials between the researcher and the participant. Power differentials may interfere

with the study's epistemological grounding (Raheim et al., 2016). In other words, the researcher should not have absolute authority as to what should count in the interview process because participants bring their agenda into research situations (Raheim et al., 2016). Rapport with the research participants can be achieved by establishing connectivity, humanness, and empathy (Brown & Danaher, 2019).

Connectivity is essential in building relationships because it involves building initial rapport with the participant. Therefore, I sought to achieve connectivity with the study participants by, among other things, using a warm tone, using first names when appropriate, maintaining eye contact, smiling, using friendly and warm body language (e.g., leaning forward, arms open). Another way in which researchers build relationships with participants is demonstrating humanness. Humanness refers to the reciprocal nature of the interview process where the researcher is involved in both receiving and giving information, sometimes of a personal nature. In other words, the researcher and the participants are coequal partners in the process of data collection (Brown & Danaher, 2019). I achieved humanness in the interview process by engaging in a reciprocal dialogue. This meant both speaking and listening to the participant, as well as revealing information of a personal nature when appropriate. Lastly, empathy is a crucial component of building a fruitful researcher and participant relationship because it is closely associated with the rapport-building process (Brown & Danaher, 2019). Empathetic researchers demonstrate the value of *mutuality*, the researcher and the participant appreciate each other's points of view and perspectives (Watts, 2008). In addition, empathetic research calls for humility in which the researcher acknowledges

their position of privilege in being invited into a participant's lived experience to include their stories and contributions without judgment (Brown & Danaher, 2019). Therefore, I was an empathetic researcher who kept an open mind and remained dispassionate throughout the interview.

Researchers should do everything possible to protect the participants in their research. A significant way researchers can do this is by assuring their participants' confidentiality. Confidentiality is when the researcher makes a concerted effort to not reveal the participants' identity (Roth & von Unger, 2018). Often in qualitative research, confidentiality is achieved by changing the participants' names, but this measure alone may not be enough to adequately disguise the participants' identity (Morse & Coulehan, 2015). Qualitative studies may contain several demographic tags or identifiers that could potentially give away the participants' identity. The larger the number of identifiers the easier it may be to identify the research subject (Morse & Coulehan, 2015). To maintain the participants' confidentiality, I withheld specific demographic identifiers such as age, gender, and subjects taught, which made it difficult to link specific quotations directly to an individual (see Morse & Coulehan, 2015). I obtained informed consent from all research participants as a way to mitigate harm to the participants. In the informed consent document, I made it clear to the participants why the research was being performed. I made sure they were aware of any risks participation in the research may cause, and I did not force, either overtly or covertly, participation in the research (see Rubin & Rubin, 2016).

Another aspect of protecting research participants involves data storage. Researchers should think through the lifespan of research data to include a data storage plan. The plan should address issues such as consent, de-identification, and decontextualization (Glenna, Hesse, Hinrichs, Chiles, & Sachs, 2019). Research may contain sensitive information and should be password protected. Further, data should not be shared with unauthorized personnel (Thomas, 2017). Therefore, I took measures to protect participants' data by storing all data on a password-protected computer. I did not make copies of raw research data, nor did I share the data with anyone who was not authorized to see it. Further, I made sure the data did not contain any personally-identifiable information that could allow someone to learn the research participants' identity.

Data Collection

The purpose of this qualitative study was to investigate teachers' use of CRP. To learn more about this phenomenon, I utilized a semi-structured interview approach. Justification exists for the data to be collected this way because qualitative research involves interactions between individuals (Kozleski, 2017). Further, Merriam (1998) posits "the key philosophical assumption upon which all types of qualitative research are based is the view that reality is constructed by individuals interacting with their social worlds" (p. 6). In other words, semi-structured interviews helped me better understand the constructed realities in which the participants found themselves. Semi-structured interviews are a qualitative research technique whereby the researcher has a prepared list of research topics and interview questions to be asked during the interview. In semi-

structured interviews, however, it may be necessary for the researcher to deviate from the script to ensure open communication. The researcher may need to explore topics that could not have been anticipated when the interview was being planned (Brown & Danaher, 2019). Thus, in several instances I followed my instincts and asked impromptu follow-up questions to gain a better understanding of the phenomenon under investigation. In the event of a deviation from the scripted questions, I allowed for a free conversation flow as new and unanticipated data emerged.

The data collected in the semi-structured interviews was strategically matched to the research questions so the two research questions could be answered thoroughly. Qualitative research must have rigorous data collection procedures in place to augment quality and trustworthiness (Kallio, Pietila, Johnson, and Kangasniemi, 2016). Therefore, the development of a high-quality semi-structured interview guide should be a primary concern for researchers. As a result, researchers should employ a five-step process to develop a semi-structured interview guide, the steps include (a) identifying the prerequisites for using semi-structured interviews (b) retrieving and using previous knowledge (c) creating the preliminary semi-structured interview guide (d) pilot testing the interview guide and lastly (e) presenting the complete semi structured interview guide (Kallio, Pietila, Johnson, and Kangasniemi, 2016). The proposed study's primary data collection instrument was the original, self-created interview guide, which elicited teachers' responses to semi-structured interview questions. I also analyzed teachers' lesson plans for evidence of CRP. This helped me triangulate data collected in the study. Additionally, I field-tested the research questions with the assistance of my 1st chair to

support the quality of the interview questions. These steps contributed to the trustworthiness of the data collected. Additionally, I field-tested the questions with two teachers who have knowledge of the research topic. They provided feedback as to the appropriateness of the interview questions. I used this feedback to help me refine and improve the interview questions to eliminate bias and uncertainty, as well as possible duplication of questions. No data was collected during the field-testing process. Some of the questions I used included the following: 1. How would you define culturally relevant pedagogy? 2. Why do you think culturally relevant pedagogy is important? 3. Why do you think many teachers inadequately use culturally relevant pedagogy in their teaching?

Three teacher interview questions answered the first research question, the second research question was answered by four teacher interview questions for a total of seven interview questions. Interviews were conducted over the phone and lasted between 30-45 minutes each. Interviews were recorded with an iPhone, which was password protected. Interview recordings were transcribed using Temi transcription software. Using an inductive approach, I conducted a thematic analysis to code and identify emerging themes from the data pertaining to the research questions. Thematic analysis is an approach to data analysis that consists of identifying, analyzing, and reporting patterns or themes in the data (Braun & Clarke, 2006). The interview guide was developed to elicit responses from interviewees that provided a full and sufficient understanding of each research question. Research question one asked, "what are high school teachers' perceptions of CRP at the study site?" Therefore, interview questions 1, 1a, 1b, 2, (the full text of which can be found in Appendix B) have been created to elicit relevant data to

address research question one. Research question two asks, "what are high school

teachers' understanding of their ability to implement CRP effectively?" Therefore,

interview questions 3, 4, 4b, 5, 5b, 6c,7b (the full text of which can be found in appendix

B) have been created to elicit relevant data to address research question two.

The process for how and when the data was to be generated, gathered, and

recorded is as follows. First, I sought permission from my district's Assessment,

Accountability, Research, and School Improvement Division and the local study site's

principal. I began data collection only after I received permission from Walden

University's IRB. I used purposive sampling to solicit potential research candidates.

According to Ravitch and Carl (2016), purposive sampling is the most common form of

sampling in qualitative research because the participants are deliberately chosen as they

possess a unique understanding of the phenomenon under investigation. The only

selection criterion that I used for this study was that participants must be a licensed

teacher at the study site. I solicited teachers by sending selected licensed teachers an

email invitation to participate in the study. Because the recruitment email was sent only

to individuals who were pre-screened (i.e., appropriate for the study), there was no

screening questionnaire prior to data collection.

I used a script at the beginning and end of the interview (appendix E), so I did not

forget critical information. I began the interview by informing the participant about the

study's nature to include what I was studying and why I was studying the phenomenon. I

then explained what informed consent was. Teachers gave their consent by signing the

consent form and returning it back to me through e-mail. I then discussed privacy issues,

including the procedures for maintaining their confidentiality. I explained that the participants' data collected from the interview was to be used for research purposes only. After completing the opening script, I asked interviewees if I could record the interview. After participants consented to being recorded, I began asking my semi-structured interview questions.

Throughout the interview, I took a stance of reflexivity. In other words, I was cognizant of my own understandings and acknowledged my own opinions, as well as personal and intellectual biases (see Ramani & Mann, 2016). I maintained a distance between myself and the participants understanding neutrality was vital because it may affect how I collected and interpreted the data (see Ramai & Mann, 2016). During the interview, I took notes on the critical insights provided (appendix C), but I limited the number of notes taken because it could potentially distract the participant (see Rosenthal, 2016). I followed up on participant responses, when it was appropriate, to elaborate on key concepts, themes, and ideas (Rubin & Rubin, 2016). After the interview, I thanked the participants for their time and read from the prepared script, so important information was not left out. Additionally, I informed the participants that I might need to contact them in the future for purposes of clarification, if I had additional questions, or to perform member checks (see Jacob & Furgerson, 2012).

After each interview, I took approximately 1-2 days to analyze the data gathered before continuing with the next interview. The first step I took when I analyzed the data was to listen to each interview between 2-3 times. I then used a transcription service called Temi to transcribe each interview. After the interview had been transcribed, I

coded the transcripts using NVivo software. I utilized this approach instead of waiting until all interviews were completed because it allowed me to reflect on the interviews as I conducted them. It also allowed me to think about codes and themes as they emerged. I begin coding the data with a start list of codes before the interview. I derived my codes from the conceptual framework and the research questions. After the first round of coding using the start list, I did a minimum of two coding rounds. The first round was to determine what stood out from the interview data. The second round was to focus specifically on my research questions (see Ravitch & Carl, 2016). After the initial rounds of open coding, I performed axial coding. According to Saldaña (2016), axial coding is when the researcher reassembles data that was previously broken into smaller parts in the initial coding process. It is used to determine which codes are dominant and which are less critical. In other words, it is a process of coding large amounts of data to form patterns and categories. I knew when my data had reached saturation when no further data was found to develop new categories or codes (Saunders et al., 2017).

In addition to qualitative semi-structured interviews, I collected data by performing a document analysis of participants' lesson plans. Document analysis is a qualitative research method used to review, analyze, and interpret documents to elicit meaning and gain knowledge (Bowen, 2009). Document analysis involves an initial superficial examination of the documents, followed by a thorough examination and then finally an interpretation of the documents. This iterative process employed elements of thematic analysis to include coding and category creation. I used predefined codes generated from the interview transcripts, this served to integrate data collected from

various methods (Bowen, 2009). I requested that each participant provide 2 lesson plans (approximately 2 pages each) at the interview time. I then triangulated the interview and lesson plan data. In other words, I used the data acquired from the coding of the interviews, and the lesson plans to see if they reinforced one another. Doing so helped to overcome the limitations inherent in using only one source of information. Triangulation of data helped to improve the validity and reliability of the research data (Aydin & Tonbuloglu, 2015).

I implemented a system of keeping track of data and emerging understandings through a variety of protocols, such as the use of a reflective journal (appendix C) and a cataloging system for collected data. As previously discussed, I took notes during the interview, making sure not to distract from the conversation's flow. After each interview, I used my interview notes and personal reflections to write my thoughts, feelings, and impressions in a reflective journal, which added to the quality and validity of the data analysis (Vicary, Young, & Hicks, 2017). Personal reflection is vital because qualitative research relies upon intuition, while at the same time, understanding one's own experiences and knowledge can shape the analysis of the data collected (Erlingsson & Brysiewicz, 2017). I stored audio-recordings of the interviews on a password-protected computer. I assigned each file a unique alpha-numeric code to protect the confidentiality of the research participants.

Thematic analysis is defined as "a qualitative research method that can be widely used across various epistemologies and research questions. It is a method for identifying, analyzing, organizing, describing, and reporting themes found within a set of data"

(Nowell, Norris, White, & Moules, 2017, p. 2). Thematic analysis as a form of qualitative research has grown in recent years due to the deep descriptions, explanations, and lived experiences the approach provides (Castleberry & Nolen, 2018). As I began to thematically code the data using NVivo software, I was sensitive to emerging themes in the data. As new themes emerged, I took note of them to see if newer interviews converged or diverged from the themes already established. Throughout the data analysis process, I understood that thematic analysis might be the most complicated aspect of qualitative research because I became a data analysis instrument. In other words, I made important decisions regarding coding, decontextualizing, and recontextualizing of the data (see Nowell et al., 2017). I continued to code the data until no new themes emerged. At that point, I had reached saturation. Saturation is when new data does not lead to new insights regarding the research questions (Lowe, Norris, Farris, & Babbage, 2018).

As previously explained, the procedure I used to gain access to participants was to first gain approval from my district's Assessment, Accountability, Research, and School Improvement Division to conduct the study at my school site. I then used purposive sampling to select 11 teachers from various academic disciplines to participate in the study. I solicited participants' participation by first contacting them using school district e-mail. In the e-mail, I outlined the study's nature to include the data I intended to collect and why I selected specific teachers to participate in the study. Additionally, I outlined the dates and times I was available to conduct the interviews. I made it clear to potential participants that I was flexible with dates and times to meet their unique scheduling demands.

I am currently a United States history teacher at the study site, and I have been at this school for seven years. During my tenure at the study site, I have served in several capacities including professional learning community (PLC) leader for the social studies department. I have been a member and chair of the school's School Organizational Team (SOT), chair of the school's Cultural Committee, as well as the school district's union representative for the local teachers' union. In my various professional roles, I have had the opportunity to interact with potential members of the study, and as a result, much effort was be made to mitigate actions that could skew data collection and analysis.

In qualitative research, data is collected and analyzed primarily by the researcher. Therefore, it is important to be aware of one's interpersonal skills. Some of the interpersonal characteristics I possessed included awareness and sensitivity to ethical issues, developing trusting relationships, respecting individual differences, and understanding individuals' unique perspectives (see Karagiozis, 2018). Since qualitative research is the result of interactions between the researcher and the participants, this interaction was going to inherently produce bias in the collection and analysis of data (Ramani & Mann, 2016). In qualitative research, the researcher takes an active role in the interview process rather than being a neutral bystander. My opinions influenced the research to include interview techniques, personal reactions to the participants' narratives, and the interpretation of those narratives (Ramani & Mann, 2016). In other words, I took a postpositivist position. While through my research I strived to investigate the stated phenomenon, absolute truth cannot be known, my attitudes, beliefs, and behaviors influenced data collection and interpretation (Panhwar, Ansari, & Shah 2017).

Despite the subjective nature of qualitative research, researchers should remain neutral in their analysis of the data. The concept of reflexivity was created to address this problem. Reflexivity refers to researchers' ability to express their inner thoughts, feelings, and insights. In other words, reflexivity is a process by which the researcher's inner thoughts become visible (Karagiozis, 2018). In other words, the researcher's perspective and position can have profound impacts on the research (Raskind et al., 2019).

Data Analysis

Data collected for this study took place over approximately 4 weeks, in which I conducted qualitative semi-structured interviews with 11 participants. A tentative schedule for the interviews was to conduct one interview every other day. This schedule allowed me time to transcribe the interview, re-read the transcription 2-4 times, and then code the transcripts using NVivo. During this time, I also thematically analyzed teachers' lesson plans. I requested that each teacher submit a minimum of 2 lesson plans at the time of the interview. All data was collected over the phone and through email. Interviews lasted approximately 30-45 minutes in duration. I conducted the interviews using an interview guide (Appendix B). During each interview, I took notes to help me recognize emerging themes in the data and any other data that proved useful in answering the research questions. In addition to the participant interviews, I used the data gained from an analysis of participants' lesson plans to identify emerging themes. After each interview, I had the audio recordings transcribed using Temi transcription software. I then read each transcribed interview 2-3 times to develop a good sense of the interview's content. I then compared the transcribed audio to the original for accuracy. I then used

NVivo, a computer-assisted qualitative data analysis software (CAQDAS) to perform an analysis of the interview transcripts and lesson plans. Coding is a universal aspect of qualitative research and can be defined as "the process of analyzing qualitative text data by taking them apart to see what they yield before putting the data back together in a meaningful way" (Elliott, 2018, p. 2850). I began with 30 codes and then looked for redundancy and overlap. I then reduced the codes down to about 20. I further reduced the codes into 5 themes (see Elliott, 2018). I used an emergent coding approach as new codes were determined as the data was analyzed. This approach was appropriate because codes emerged with close reading and reflection instead of a priori approach in which codes were predetermined (Elliott, 2018). In qualitative research, saturation refers to when further data collection yields no new significant information. Further, saturation cannot be predetermined because it requires the analysis of collected data (Hennink, Kaiser, & Weber, 2019). As a result, I knew when I reached saturation because the research data became redundant, providing no new findings.

I took several measures to maintain the accuracy and credibility of the research findings. One approach I utilized was member checks. In a member check the researcher checks back with the participants to make sure the research findings are congruent with the participants' intended meaning. Member checks have the potential to mitigate bias as well as ensure ethical responsibility as researchers are compelled to accurately interpret the participants' lived experiences (Kornbluh, 2015). Additionally, I used triangulation to further establish accuracy and credibility in the research findings. Triangulation is a process in which multiple sources of data are obtained to increase the study's validity,

decrease the researcher's bias, and provide multiple insights into the phenomenon being studied (Renz, Carrington, & Badger, 2018). Further, triangulation may increase confidence in the research findings, provide a better understanding of the research problem, and reveal information that would otherwise go unnoticed if only one research method was utilized (Renz, Carrington, & Badger, 2018). Peer debriefing is another approach I used as it may increase research accuracy and credibility. Peer debriefing is when the researcher engages with professional colleagues in the discussion of research and interpretation of the data. It is a combination of collaboration and external oversite of the research (Liao & Hitchcock, 2018). With discrepant cases, I implemented the following protocol. As I analyzed the data, I determined if the outlying data was important enough to note or discuss. If a participant revealed something that most others did not, the data could be a unique insight. This insight could improve understanding of the topic instead of being a point of divergence. If this was the case, then I integrated the discrepant data into my analysis.

The process by which the data was generated, gathered, and recorded is as follows. Due to the COVID-19 pandemic and subsequent school closure at the local study site, I received permission from Walden University's IRB to alter my data collection plan as initially described in the study's proposal to support social distancing and the health of the participants. I collected data for this qualitative case study over four weeks by interviewing 11 participants from the local study site. I used purposive sampling to select participants that I believed would elicit insightful information and who possessed unique characteristics that would help address the research questions. I tried to recruit a

representative sample of participants taking into consideration age, gender, race, and

years of teaching experience. I conducted all interviews over the phone. I recorded the

conversations using an iPhone and an application called TapeACall. I began each

interview using a pre-interview script, so I would be sure to communicate to participants

essential information regarding their privacy and the study's nature and to ask permission

to record the conversations. During the interviews, I took field notes to begin preliminary

analysis of the data to include my first impressions, potential codes, and themes. During

the semi-structured interviews, I used an interview protocol (Appendix B). I began my

interviews in the first week of June just as the Black Lives Matter protests in response to

the death of George Floyd began to spread across the United States and world.

Participants in the study seemed to be aware of the implications of CRP set against this

backdrop.

After each interview, I used a transcription service called Temi to transcribe the

interview. I then read through the transcription 2-3 times with the audio to make sure that

all words and phrases were transcribed correctly. Additionally, I continued to take field

notes and record observations of the preliminary data. I then used a program called

NVivo to begin coding my data. I developed a priori codes based upon this study's

conceptual framework of self-determination theory. I also developed open codes as the

data presented itself. I then grouped the codes into themes. Themes emerged from both

the conceptual framework as well as the open coding of the data. At this point in my

analysis, patterns, similarities, and themes began to emerge. My analysis of the data was

an iterative process. I constantly reexamined the transcripts to identify new codes and themes related to the conceptual framework and the research questions.

The Trustworthiness of the Data

Trustworthiness for the data generated in this study was based upon the five criteria of credibility, transferability, dependability, and confirmability (Korstjens & Moser, 2017). I will examine each in this section.

Credibility

Credibility is the degree to which the data accurately reflects the research findings' truth and is a correct interpretation of the interviewee's thoughts and feelings (Korstjens & Moser, 2017). Credibility ensures the study's results are believable and maintain the complexity of the phenomenon under study (DeCino & Walkes, 2019). I established credibility for this study through the use of member checks and triangulation. Member checks gave the participants an opportunity to verify the transcription's validity and the codes and themes that were derived from the participants' interviews (Ravitch & Carl, 2016). After the interviews were transcribed, I applied codes and themes to the narratives. I then had the participants verify that I had appropriately captured their meaning. At that time, participants had the opportunity to add or delete anything that did not accurately reflect their explication, and they had the opportunity to provide feedback regarding the codes and themes created. All participants from this study confirmed the codes and themes generated from their respective interviews. I collected data from a variety of sources to include interviews, lesson plans, and field notes. Because researchers use qualitative case studies to gain an in-depth understanding of a real-world

phenomenon, multiple sources are needed (Yin, 2018). From these multiple sources of data, I triangulated the findings. Triangulation is used to enhance a study's validity by challenging or confirming interpretations of the data (Ravitch & Carl, 2016). I used the triangulated data to support the codes and themes extrapolated from various sources.

Transferability

Transferability refers to thick descriptions of the research process and the people involved in the research so that future readers can determine if the results of the study can be applied to their circumstances (Korstjens & Moser, 2017). In this research project, I described in depth the concept of CRP and the setting in which the study took place. Enough information had been provided so that future readers can decide for themselves if the research findings can be transferred to their unique situation.

Dependability

Dependability is the extent to which another researcher can perform the same study and elicit the same results; in other words, it is the stability of the data (Ravitch & Carl, 2016). A threat to a study's dependability includes a lack of details so that future researchers cannot replicate the study (Korstjens & Moser, 2017). To ensure this study's dependability, I took steps to ensure the appropriate documentation of methodology and data.

Confirmability

Confirmability refers to the objectivity of a study's findings and considers issues of researcher neutrality (Korstjens & Moser, 2017). Because some degree of bias is always present in social research, I took steps to increase the confirmability of the study

(al Gharbi, 2018). These steps included maintaining a research log (Appendix C) to record my thoughts and feelings regarding the participants, their views, and the process in general. Additionally, I used an interview protocol (Appendix B) to ensure that bias was minimized between participants.

<div align="center">

Data Analysis Results

</div>

This section provides a summary and an interpretation of the data collected regarding the study's research questions. The problem that I addressed in the study was the gap in practice in that teachers at the local study site were not adequately using CRP. A table and summary describing each research question is included in this analysis. I this study I sought to answer two research questions, they are:

RQ1: What are high school teachers' perceptions of CRP at the study site?

RQ2: What are high school teachers' understanding of their ability to implement CRP effectively?

Each participant in this study was labeled letters A-K to protect their confidentiality.

Research Question 1

The findings of this study at the local study site indicated that teachers believed that CRP was an effective way in which to reduce the achievement gap between European American and Asian students and African American and Latinx students. Additionally, they believed that it was an effective strategy to raise the achievement for all students. However, some teachers believed that there were factors outside of their control that explained why an achievement gap existed. Despite believing that CRP was an effective pedagogical approach, the research indicated that teachers did not have a

good understanding of what CRP was or how to utilize it in their classrooms. Many

teachers erroneously believed that the superficial use of students' cultures, such as

celebrations of ethnic holidays, foods, and customs was akin to CRP. Of the teaching

practices that reflected CRP, teachers cited relationship building and constructivist

teaching approaches, such as small group activities as effective ways to teach culturally.

Teachers pointed out that the most significant CRP implementation barriers were lack of

effective training and carving out time in an already dense curriculum.

Participants' responses to interview questions 1, 1a, 1b, 2, directly related to

research question 1. The interview questions can be found in the Teacher Interview

Questions (Appendix B). A summary of participants' responses to interview question 1

can be found in Table 2.

Table 2

Research Question 1 and Interview Summaries

Participants	Interview Q1: What do teachers know about CRP?
C, D, I, J	CRP as superficial expressions of culture
A, B, C, D, E, I, J, K,	Does not know what CRP is
A, B, C, D, E, F, G, H, I, J, K	Implement aspects of CRP in their curriculum
F, G,	Has a good grasp of CRP
	Interview Q1a: How does CRP impact learners?
A, D, E, F	Makes learning and lessons more relevant
A, B, C, D, E, F, G, H, I, J,	Building relationships with students, getting to know them as individuals
A, C, F, G,	Multiple perspectives
D, E, F	Cultural knowledge
A, B, D, E, F, I	Cooperative learning
	Interview Q1b: Which students benefit from CRP?
B, C, E, F, G, H, I,	All students benefit from CRP
A, K	African American Students
D	Latinx and English Language Learners
F, G, I	LGBTQ
	Interview Q2: CRP as an effective strategy for reducing the achievement gap
A, B, C, D, E, F, G, I	Teachers believe that CRP is an effective strategy to reduce the achievement gap.
J, K	Do not implement CRP or teach differently.
J, K	Stated that there were other factors outside of the teachers' control that impact students' achievement. CRP would not necessarily make a difference.

Research Question 2

The research indicated that all participants in this study believed that they could effectively implement CRP with the proper training. Unfortunately, teachers stated that the training provided by the school district has been largely inadequate. The training consisted of prerecorded webinars that many teachers have characterized as "check the box" or "fly by" in nature. While most teachers took a multi-education course while going through their preparation programs, several teachers pointed out that their mentor teachers and training outside of education have provided the most effective preparation for teaching diverse learners. Teachers wanted to see training relevant to their needs, collaborative in nature, enduring, and interactive. Another significant obstacle to the implementation of CRP cited by teachers at the local study site was little incentive to change their pedagogy. Veteran teachers did not see the benefit of trying new approaches, having an "if it is not broke, why fix it?" attitude.

Participants' responses to interview questions 3, 4, 4b, 5, 5b, 6c, 7b, directly related to RQ2. The interview questions can be found in the Teacher Interview Questions (Appendix B). A summary of participants' responses to interview question 2 can be found in Table 3.

Table 3

Research Question 2 and Interview Summaries

Participants	Interview Q3: CRP challenging to implement
B, C, F, H, J	No time, not part of formal review
A, D	Lack of curriculum materials
D, I	Lack of training
F	Trying new teaching approaches
A, B, F, H, K	Veteran teachers do not want to change
	Interview Q4: Professional development experience with CRP
A, H	Learned from a mentor teacher
A, B, C, D, F, G, H, I, J, K,	Superficial, waste of time
	Interview Q4b: Context of CRP training
D, G, J	Peace Corps and work outside of education
A, B, C, E, F, G, H, J,	Training in teacher preparation program
A, B, C, D, E, F, G, H, I, J, K	School district training
	Interview Q5: With training how well could you implement CRP?
A, B, C, D, E, F, G, H, J, K	Could implement CRP well with training
H	Do a lot already, just needs fine-tuning
A, C, F, G	For some subjects it is easier to implement CRP than others
B	Make CRP part of teacher evaluation
	Interview Q5b: What kind of training would you like?
A, B, C, D, F, G, H, I, J,	Relevant
A, B, E, F, G, H, I,	Collaborative
A, B, F, G, H,	Enduring
	Interview Q6c: What kind of support would help you?
B, C, F, H,	PLC
B, F	Role-play
A, D, K	Curriculum materials
	Interview Q7b: Would teachers be receptive to training?
A, B, C, D, E, F, G, H, I,	Yes, but needs to be high quality.

     In this doctoral study I investigated teachers' use of CRP. The local problem I sought to address was that there is a gap in practice in that teachers are not adequately using CRP in their curriculum. Teachers at the local study site have received inadequate training in the use of CRP, and this phenomenon may have contributed to an achievement gap between European American and Asian students and African American and Latinx students. This doctoral study was guided by two research questions: 1) What are high school teachers' perceptions of CRP at the study site? 2) What are high school teachers' understandings of their ability to implement CRP effectively?

     This doctoral project study's conceptual framework was self-determination theory (SDT), first postulated by Ryan and Deci (2000). It refers to an approach to human motivation that explains how extrinsic motivation and social context can be transformed into intrinsic motivation. This conceptual framework was appropriate for this study because it sought to understand how to motivate teachers to employ CRP in their curriculum. Teachers may become intrinsically motivated to implement CRP if the three psychological needs of relatedness, autonomy, and competence are met. The findings from this doctoral project study indicated that most teachers believed that CRP was a significant way to reduce the achievement gap between European American and Asian students and African American and Latinx students at the local study site. However, teachers did not have a solid understanding of what CRP was or how to implement it in their curriculum. Additionally, all teachers reported that professional development has been ineffective at increasing their knowledge and skills concerning CRP or their ability

to effectively utilize CRP in their classrooms. All teachers reported that with effective professional development, they would be able to implement CRP effectively.

In this doctoral project study, I used a qualitative case study research design to understand how high school teachers perceived CRP at the local setting. I used purposive sampling to select teachers for this study. All participants were current classroom teachers with 5 or more years of teaching experience. I conducted one-to-one interviews and examined teachers' lesson plans for evidence of CRP. I conducted interviews using a semi-structured approach, which allowed me to gain a deep understanding of teachers' perceptions of CRP and their ability to implement it effectively. I carefully analyzed the data to create codes and themes. I then created a table (Table 4) to organize the themes by the research question. This table helped me to further organize and analyze the data so that I had a better understanding of the data as it applied to the research questions.

Table 4

Themes

	Number of participants who reported the theme
Research Question 1: What are high school teachers' perceptions of CRP at the study site?	
Teachers believe that CRP is a significant way to reduce the achievement gap.	8
Teachers do not know what CRP is.	8
Teachers use elements of CRP in their curriculum.	11
Research Question 2: What are high school teachers' understanding of their ability to effectively implement CRP?	
Teachers believe that professional development has been inadequate.	10
Difficulties in implementing CRP.	9

Themes Relating to Research Question 1

In the first research question of this doctoral project study, I sought to understand teachers' perceptions of CRP at the local site. An understanding of teachers' perceptions helped to address the study's problem, which was a gap in practice in that teachers were not adequately using CRP in their curriculum. This gap in practice may have been the cause of an achievement gap at the local site between European American and Asian students and African American and Latinx students. Analysis of the data revealed three themes. The three themes are 1) Teachers believe that CRP is a significant way to reduce

the achievement gap 2) Teachers do not know what CRP is, and 3) Teachers use elements of CRP in their curriculum. In the remainder of this section, I will examine each of these themes in detail.

Culturally Responsive Pedagogy is a Significant Way to Reduce the Achievement Gap

An in-depth analysis of the data revealed that 7 out of the 11 teachers interviewed believed that CRP was a significant way to mitigate the local site's achievement gap. Reasons given included CRP helped teachers build trusting and caring relationships with their students and created positive classroom environments. Recent literature suggests that in order for deep learning to occur, teachers must build positive, trusting relationships with their students (Foster, Halliday, Baize & Chisholm, 2020). Further, words and actions let students know teachers care about them as individuals, and are an essential component CRP (Hammond, 2015). CRP suggests that developing positive relationships with students can take many forms and includes getting to know students' taste in popular culture, television programs, music, movies, and books. Teachers believed that building relationships and cultivating trust was an essential component of effective teaching, not just of diverse students but of all students. Teachers then used knowledge of students in their daily lessons. Teacher C is a 16-year veteran teacher who indicated that their CRP training had been limited to the local school district's professional development while a teacher at the local study site. As participant C pointed out, "I also have a pretty open enough relationship with students, especially over time,

you know, once that trust is built up, they'll chime in with their own experiences and relate it to what we're talking about."

Many teachers engaged their students in activities with the specific purpose of getting to know them on a personal basis. Some of the techniques reported include questionnaires, ice-breaker activities, and games. Teachers pointed out that when they know their students personally, students tended to be more motivated and worked harder. This observation was supported by the research that suggests that there is a positive correlation between teacher and student relationships and student motivation, students' perceptions of school climate, and overall increases in students' grade point average (Scales, Pekel, Sethi, Chamberlain & Van Boekel, 2020). Teachers noted, however, that due to large class sizes, and the need to cover required content standards in a limited amount of time, it took several months to get to know their students well. One teacher indicated that positive relationships between students were equally important in building a healthy and safe learning environment, as participant G stated:

> You have multiple approaches, and you get the kids to talk to each other, and you give them space. So, first of all, I developed a rapport with my students. It's very important to have that, but you need them to have a rapport with each other. So that doesn't happen if you're talking all the time.

To elicit the most student learning possible, teachers need to create a safe learning environment where students felt uninhibited to take intellectual risks. Building a culture of trust based upon strong relationships, according to participant H is paramount as they pointed out, "It's important to create a culture where kids just feel safe taking risks. They

don't feel like anybody is going to make fun of them. They don't feel like the teacher's going to berate them." Similarly, Participant B believed that CRP empowered students to task risks and become more involved in classroom discussions and activities because they have established positive relationships. They observed, "Teaching culturally just creates, you know, an environment where kids can talk and to share their thoughts." Creating a culture of trust is especially crucial for ethnically and linguistically diverse students who may feel alienated by the dominant culture. This feeling of alienation may be exacerbated when a student is not proficient in English or when the curriculum does not adequately reflect the students' lived experience. Based upon Maslow's hierarchy of needs, recent research indicates that a sense of "belongingness" is an essential condition that must be met before significant learning can take place (Booker & Campbell-Whatley, 2018). Positive school relationships are especially crucial for diverse students from cultures that express communal rather than individual characteristics.

Not all participants were able to develop a rapport with their students. One participant indicated that they have a great deal of difficulty relating to African American males. They pointed out that this was most likely due to their age and not because of racial bias. Participant I, one of the youngest participants, with only 4 years of teaching experience, pointed out that perhaps the achievement gap was not the result of the discrepancy between the teachers' and students' culture, but a generational gap. Older teachers may have a difficult time connecting with younger students. Participant I explained:

I think it really has to do with generational culture rather than like how do I say this? I know that there's cultures for families and the backgrounds that they come from. But then I feel like what I'm capable of addressing is generational, the culture within just the generation of students how they use technology, what kind media they consume, what I think shapes them culturally.

Older teachers may in fact have a difficult time connecting with students in terms of their consumption of modern technology such as social media and video games. The generational gap may also be evident regarding perceptions of modern social movements such as Black Lives Matter, and LGBTQ issues.

Two of the 11 participants indicated that they do nothing in particular to build relationships with students or try to get to know them as individuals to include their cultural heritage. Participant J is a 16-year veteran educator who came to the teaching profession as a second career after spending 20 years in the business world. As participant J pointed out:

I basically try to treat everybody exactly the same. I don't personally know their backgrounds. I can tell their race and ethnicity and things like that. And I take that into context, but I personally don't really know a whole lot about their home life, and their background.

The participant pointed out that in their previous career in business, they were trained to treat all clients the same without regard to race. At that time, being "color blind" was thought of as a way to combat discrimination. While those who claim color-blindness do so in an attempt to control prejudice, in reality, it may perpetuate the status

quo concerning race relations (Plaut, Thomas, Hurd & Romano, 2018). One teacher, participant F, pushed back against the "color-blind" point of view, "CRP matters because many people say I don't see color or I don't see race. I think that's problematic, but they don't see themselves as problematic." While most participants believed that CRP was a significant way to reduce the achievement gap, two teachers pointed out that the achievement gap was due to a set of complex socioeconomic factors outside of the teachers' control. Some of the factors included generational poverty, broken families, cultures that do not value education, and the legacy of discrimination. As participant G noted:

> As far as closing the achievement gap, I don't think it's that simple because the reality that the achievement gap exists from years compounded by an array of situations. like dating all the way back to redlining, it's a cycle of poverty and there's so much that contributes to that.

Teachers Do Not Know What Culturally Responsive Pedagogy Is

Analysis of the data indicates that 9 of the 11 teachers interviewed do not know what CRP is. All teachers in this study described taking a multi-education course as part of their teacher preparation program or engaging in other cultural awareness programs as either a member of the Peace Corps, Teach for America, or training received in a career prior to teaching. Multi-education courses taken as part of a teacher preparation program have been found to be deficient in preparing pre-service teachers for teaching in multicultural environments (Brady & Esmail, 2019) When I asked teachers to describe what they knew about CRP most described ways in which they recognize their students'

surface culture to include observable features such as language, dress, special holidays, and music. While appreciating students' surface culture is important, CRP goes much deeper. Participant D has been teaching in public schools for 13 years and came to the classroom after retiring from a previous career. The participant indicated that they do not implement CRP despite having participated in professional development training to teach in a culturally inclusive way. The main reason given as to why they did not use CRP in their teaching was that they do not understand what it is or how to teach in a culturally responsive way. Participant D stated, "Yeah I'll be candid, I don't know of any particular way to approach cross-cultural student learning as opposed to regular teaching." Participant B, a 20-year veteran educator at the study site, indicated that many teachers think they are teaching in a culturally responsive way, but are not. They pointed out that teachers erroneously believed that if they included elements of students' culture, usually in a superficial way, it was tantamount to teaching in a culturally responsive manner. As participant B pointed out:

> Culturally responsive just by that word. I don't know. I mean, it's a very broad, right? It's a broad term. So, when you say that, even people in my department say "I do that all the time." But are they really doing that? Or is it just going over different cultures or different countries, is that really what it is?

Another example of a teacher believing that recognizing surface culture is the same as teaching in a culturally responsive way can be seen in participant K's response to what is CRP:

We have these different days that we recognize Hispanic day and African American day and so forth. And I have special activities for those days, and they begin with having a panel. All of the students of a particular ethnicity come forward and I asked them all questions.

Of the 11 participants I interviewed, 2 had a good grasp of the fundamental aspects of CRP, including students' culture in all aspects of learning. Participant F has been teaching for 11 years and believed that educators had a responsibility to reach all learners regardless of their backgrounds. The participant described how they learned about their students' cultures and then tried to include that knowledge in their teaching:

I know it's a big concern for our district and I incorporate it into my classroom. I try and get to know aspects about my students throughout the year and make sure that as a teacher, I'm teaching it, I know it's gonna be impossible to teach every single aspect, every single culture, but I'm addressing elements of who those people are that are sitting in my classroom and helping them identify with the world and their and their place in it.

Teachers Use Elements of Culturally Responsive Pedagogy in Their Curriculum

While only 2 of the 11 teachers interviewed for this study had a solid understanding of CRP, most teachers incorporated some elements of CRP in their classroom practice, such as building relationships with students, and collaborative work. CRP is not a set menu of teaching strategies but an ideological and philosophical approach to teaching that incorporates how teachers see themselves in relation to their students, students' families, and the community and their understanding of how

knowledge is created and disseminated (Hammond, 2015). As previously discussed, one of the significant characteristics of CRP is developing relationships of caring and trust with students. All 11 teachers in this study indicated that building relationships with students was an essential component of their teaching.

In her seminal article regarding CRP, Gloria Ladson- Billings argues that CRP is just good teaching (Ladson-Billings, 1995). Good teaching means building a community of learners who work collaboratively and think critically. Teachers in this study described various teaching approaches that approximated these elements of CRP. All 11 teachers indicated that they engaged their students in some type of collaborative or group learning. Participant A described an activity in which students were placed into collaborative groups of 3-5 students to discuss a passage they just read. Each member of the group was given a "role" card, which described what each member of the group was responsible for doing. Roles included discussion leader, timekeeper, researcher, secretary, and public speaker. While students were engaged in their group activity, participant A used the time to have one-on-one conversations with students who needed extra help or with whom they wanted to build rapport. Participant H believed that students working in collaborative groups was an excellent way for them to build relationships with their students and build a class culture in which students felt uninhibited to take intellectual risks. Participant H pointed out, "creating small communities in your classroom and getting to know your students through group work and working with them and understanding them as individuals in order to help them progress is very important."

All teachers interviewed for this study described using some form of group work or student collaboration as part of their teaching. Informal collaborative learning (ICL) in the form of think-pair-share and jigsaw methods were the most cited approaches, which concurred with the literature on the subject (Salim, Abdullah, Haron, Hussain & Ishak, 2019). Two teachers, participants I and F, stated that they incorporated project-based learning in their curriculum. Several teachers said they would use the strategy more often if they had time. Other objections cited by the participants to using collaborative groups included excessive socializing in the groups and other "off-task behavior," time for preparation of teaching materials and tasks, teaching students how to be collaborative learners, and assessing student learning.

Several teachers pointed out that the subject matter had a lot to do with whether or not a teacher used CRP. Participant A noted that subjects like history, language arts, literature, political science, and foreign languages naturally lend themselves to teaching in a way that was culturally congruent. These subjects often deal with topics that are subjective, therefore, lend themselves to interpretation and debate. As participant G noted:

> And then, of course, I'm lucky in my curriculum. You know, being a literature teacher, I specifically choose works, articles, critical essays, that put us in a position to have the kinds of conversations that I want us to have.

Subjects that are more "fact-based" such as science, technology, engineering, and mathematics (STEM) were perceived by teachers to be more challenging to teach in a

culturally responsive way (Razfar & Nasir, 2019). Participant E, a STEM teacher, however, described using African American culture when teaching about math concepts:

>When we are studying parabolas and curves, I introduced one of the first successful Black architects, Paul Revere Williams who designed the building at LAX. I don't know if you've ever seen it? Which is all parabolas and stuff. And a lot of his architecture deals with curves. So, this is something that shows some, gives some cultural background to African American students here. He is somebody, a successful architect who came up in the twenties or thirties.

Teaching in a culturally responsive way is just as important in mathematics as it is in any other subject area. Research indicates that mathematics teachers should teach in such a way that takes into account students' culture, prior experiences, frames of reference, and performance styles to bolster access, equity, and empowerment of diverse learners (Thomas & Berry, 2019).

Themes Relating to Research Question 2

The second research question of this doctoral project study sought to understand high school teachers' understandings of their ability to implement culturally responsive pedagogy effectively. An analysis of the data revealed three themes pertaining to this research question. The three themes are (a) teachers believed that professional development has been inadequate, (b) what teachers would like to see in professional development to be able to implement CRP effectively, and (c) difficulties in implementing CRP.

Teachers Believed that Professional Development Has Been Inadequate.

Of the 11 teachers interviewed for this study, 10 believed that the professional development training required by the school district was ineffective at training teachers to be culturally responsive educators. The three main objections to the training were 1) the professional development is not grade or subject appropriate 2) the training had no purpose, and 3) the training did not foster professional collaboration.

All teachers at the study site have been required by the school district to participate in professional development designed to foster equity and combat implicit bias. The training sessions consisted of three videos: 1) Equity 101: Starting the Equity Conversation 2) Focal Students: Equity in the Classroom 3) Implicit Bias, Structural Racialization, and Equity. Each video was approximately 45 minutes in length. The school district required teachers to view the videos, usually individually on their preparation periods. At the end of each video there were between 5 and 10 review questions. The review questions were in multiple-choice format. 9 of the 11 teachers pointed out that the reason they believed the training was ineffective was that it did not apply to their grade level, subject taught, and the training was done in isolation rather than with colleagues. Participant J noted that little training prescribed by the school district applied to high school teachers:

> We complain about each and every training that we get. I would like it to be directed at the high school level. I don't think in the 15 or 16 years that I've been in the district, have I had any training that deals with high school.

Participant C echoed this frustration with district PD that does not apply to their specific

professional needs:

> I would basically need training with CRP that encompasses high school social
>
> studies. I would need it really specific. I think that's part of the problem is they try
>
> this one size fits all type of thing and it doesn't really give you enough tools to be
>
> practical.

In addition to PD that was not subject and grade-level specific, teachers felt as if the

training had no specific purpose. Most teachers described the training as "fly by" or

training that "checked the box" regarding CRP. Participant F stated:

> We've become so jaded as teachers to training because they all seem to be fly by
>
> the night or, Oh, let's just add another video to the library and we'll have teachers
>
> watch three videos, and we're going to say that we've addressed cultural inclusive
>
> classrooms.

Participant H echoed the same concerns in regard to not understanding the purpose of the

training:

> And I also didn't feel like there was ever a clear purpose for why we were doing it
>
> and maybe I just missed it. Maybe it was me not paying attention. I don't know. It
>
> just, wasn't the best delivery system.

These observations were congruent with the research on effective professional

development, which suggests that the training to be effective it must be applicable,

aligned with the teachers' interests, and foster social cohesion (Bautista & Wong, 2019).

Participant C indicated they would rather professional development be relegated to small

groups of teachers who taught a similar subject. The small group setting would allow the opportunity to collaborate and have collegiality with coworkers, they stated "I think again, that's why working with maybe the smaller groups is good. Cause at least we're in it together. It's, it's easier to double-check on what everyone else is doing or what they might need help with." Participant B, a 20-year veteran educator, echoed their frustration with the professional isolation found in the teaching profession, "Oh, we're on our own island, you know, we're not really connected. I almost think of it as kind of a problem in the teaching field as it is currently set up." Teachers' desire to work collaboratively and engage in role-playing could be a way to motivate teachers to implement CRP and build professional collegiality. Participant I stated:

> I like role-playing. I'd love to see some teachers get up in front of the class and pretend to be students, and I don't know. I think that we need to have more arguments and more, not arguments, but more dialogue with teachers about, especially like I hear other students talk about teachers that they really like, it's like, I want to know what that teacher is doing because I want to emulate it.

As an outlier, one teacher believed that the training provided by the district in CRP was valuable. Participant E has been teaching for 43 years and considers themselves to be an inclusive teacher who has sought ways to reach all learners throughout their career. The participant explained that they liked the examples given in the videos and believed that either teachers embrace CRP in their teaching or do not. They went on to explain that there is not a lot of teachers in the middle who are undecided.

Difficulties in Implementing Culturally Responsive Pedagogy

Nine of the 11 teachers interviewed for this study indicated that there were several reasons why CRP was not used more often. The reasons included 1) teachers did not want to change their curriculum, and teaching techniques 2) there was no incentive to use CRP 3) teachers didn't want to discuss issues of race.

Five teachers indicated that teachers did not implement CRP because they did not want to change the way they taught. Several teachers pointed out that they had been successful teaching all students as indicated by Advanced Placement (AP) and ACT scores and did not feel that there was any need to modify their teaching approach. Participant K described the phenomenon this way:

It means more work. It means exposure. It means learning new things, and the unknown, and people don't like to change. I've been doing it this this way for years and it's worked. Why should I have to change? I know it works well. What they're basically saying is I know what works for me. Not necessarily for the students.

The theme was reinforced by several teachers who believed that teachers, especially those that had been teaching for long periods of time, did not want to change. Participant C pointed out:

I think it may be a combination of them being complacent and comfortable at the same time. And there's really no motivation and there's also no repercussions for them to not do that. So, you know, kind of what's the purpose of trying something new?

Participant A concurred with this theme when they stated, "I think there's a tradition. I don't want to say there's complacency. No, I will say complacency. That's the perfect word for it."

Several teachers said that more teachers did not implement CRP in their curriculum because there was no incentive to do so. Teachers in the local district and study site are evaluated based upon ten standards that measure teachers' effectiveness in various teaching and professional responsibilities. None of the standards required teachers to implement CRP. Further, participants pointed out that administrators at the local study site did not require teachers to teach in a culturally responsive way. Participant B stated, "Because if it's not part of the evaluation, it's not at an area where an administrator is looking to give a score. Most teachers, I think for the most part, it will be like, Oh, I don't think so." Because CRP is not used as a standard for evaluating teachers, teachers had no external incentive to implement the approach. The teachers who did try to teach in a culturally responsive way stated that they had internal motivation because it was crucial to try to reach and educate all students regardless of their background. One participant noted that teachers either teach in a culturally responsive way or do not, that it is challenging to try to convince a teacher to adapt to a new way of teaching, especially when they did not believe in it or when the training and support were not adequate. Several teachers had suggestions on motivating teachers who do not currently teach in a culturally responsive way to begin to do so. Participants agreed that if teachers understood that CRP would help all students succeed academically, they might be more inclined to try it. Participant D stated, "I think if teachers came to understand that by

doing things a certain way, teaching in a culturally responsive way, these students from different cultures were going to do better in school." Participant I echoed this sentiment when they said:

> Make it important for them. Like, I guess you'd have to illustrate the issues with not having CRP in the class, right? Like here are the things that CRP could positively affect. And I think maybe you could get buy-in that way.

> Another reason that teachers did not teach in a culturally responsive way involved

issues of representation. 3 of the 11 teachers interviewed in this study were concerned that they could not represent all cultures equally in their teaching. Participant J stated:

> How do you single out one group over another? Or if you don't want to do that, how do you address all of them? I mean, do you short one group when you're trying to address another group or do you shortchange everybody?

One teacher pointed out that there was resistance to CRP from European American students who felt that more time should be spent on the subject rather than cultural perspectives. Participant D stated it this way, "The basic European American students are the students that have been here for a long time are saying to themselves, what the heck are we going in that direction for?" One participant indicated that CRP was not used more by European American teachers because of issues of race. European American teachers may feel defensive or uncomfortable having difficult conversations about race and gender. Participant G described it this way: "I would think that, especially from my experience anyways, white teachers who are defensive and, you know, for the same reason are people who are afraid to talk about race."

Conclusion

The problem that I addressed in this study was a gap in practice in that teachers were not using CRP at the local study site. I addressed this problem by conducting research to investigate teachers' perceptions of CRP. I addressed this purpose by implementing qualitative case study research with educators at the local study site. There were two research questions in this study, RQ1 asked what were high school teachers' perceptions of CRP at the local study site? RQ2 asked what were high school teachers understanding of their ability to implement CRP effectively? To answer these research questions, I conducted a qualitative case study with 11 teachers at the local study site. I selected the teachers using purposive sampling to yield a wide variety of teaching experiences and perspectives. Through teacher interviews, analysis of teachers' lesson plans, and research notes, I gathered thick descriptions of teachers' lived experiences regarding the phenomenon, which yielded answers to this study's research questions.

With the first research question I sought to understand teachers' perceptions of CRP. Analysis of the data yielded three themes 1) teachers believed that CRP was a significant way to reduce the achievement gap 2) teachers did not know what CRP was 3) teachers used elements of CRP in their teaching. Overall, the data suggested that teachers believed that CRP was a positive teaching approach that benefited all students. Further, CRP was an effective way to increase student achievement, particularly with underserved students. The research indicated that while all teachers were familiar with multicultural education and approaches, few teachers went beyond including students' surface culture in their lessons. CRP requires teachers to use students' culture as a strength by including

multiple representations, alternative assessment models, and various teaching strategies to include collaborative learning (Kieran & Anderson, 2019). Even though teachers did not have a solid understanding of CRP they did include elements of CRP to include building relationships with students and collaborative learning.

With the second research question I sought to understand how well teachers believed they could implement CRP effectively. While most teachers believed that with proper training and support, they could implement CRP into their curriculum, teachers universally agreed that professional development at the local study site and the school district was inadequate. Most teachers believed that the school district's training was highly perfunctory and offered teachers little by way of grade and subject-specific training. Additionally, teachers lamented not having the opportunity to collaborate with their colleagues in learning CRP. All training had been done individually through on-line webinars. Teachers pointed out that small collaborative groups in which they could role-play, dialogue, and learn from one another would be highly valuable in implementing CRP. The need for teachers to collaborate to implement CRP effectively was supported by recent research (Guerrero, Shahnazarian & Brown, 2017). There was one discrepant case that emerged from the research worth noting. When discussing teachers' ability to connect with students, participant I indicated that the teachers' inability to connect with students may not be due to a cultural gap, but a generational gap. Older teachers did not adequately understand their students because they were out of touch with technology and social media. Participant I was the youngest teacher interviewed for this study and had the least experience as a teacher.

SDT was the conceptual framework that guided this study. It was used to develop the research and interview questions, and the codes and themes from the data gathered. SDT predicts that individuals will exhibit high intrinsic motivation when the three psychological factors of autonomy, competence, and relatedness are met (Kaur & Noman, 2019). The teachers I spoke with told me that they enjoyed a high level of autonomy in planning their lessons. They suggested that as long as they addressed state and county content standards, they had the autonomy to teach the standards in the manner they saw fit. This sense of agency empowered teachers to take risks and try new pedagogical approaches even if they were not successful the first time. Most of the teachers I interviewed demonstrated a large degree of confidence in their abilities as teachers. All 11 teachers reported that participation in their departments' PLC provided interconnectedness and a sense of belonging. Because teachers' needs for autonomy, competence, and relatedness were met, they felt intrinsic motivation to try new pedagogies, many of which were consistent with teaching in a culturally responsive way. From the data analyzed, it was likely that in-person school-wide professional development in CRP, supported in subject area PLCs, would be an effective approach to addressing this study's problem, which was a gap in practice in that teachers were not adequately using CRP. For that reason, the project deliverable was a three-day teacher professional development seminar in CRP supported by participation in subject-specific PLCs.

Section 3: The Project

Introduction

In this doctoral project study, I investigated teachers' use of CRP. Using a qualitative case study design, I conducted semi-structured interviews with 11 teachers at the local study site to understand their perceptions of CRP and their ability to implement CRP in their classrooms effectively. The findings of this study revealed that teachers believed that CRP was a significant way to reduce the achievement gap, but that most teachers do not fully understand CRP. Additionally, most teachers are already using some elements of CRP in their teaching. Furthermore, the study indicated that teachers believed that with adequate professional development, they could effectively implement CRP, but professional development delivered by the school district has been inadequate to meet their needs. In this section I explain the project study deliverable, a 3-day professional development seminar concerning the implementation of CRP. Further, I discuss the rationale, provide a review of the literature concerning effective professional development, describe the project, report on how I am going to evaluate the professional development workshop, and finally, discuss the implications of the project deliverable. The professional development seminar's goals are:

- for teachers to gain an understanding of CRP, including its philosophical underpinnings;
- for teachers to develop the pedagogical content knowledge required to implement effectively CRP using the Universal Design for Learning (UDL) and project-based learning (PBL) framework;

- for teachers to collaborate and create lessons using the principles of CRP, UDL, PBL;

- for teachers to review their peers' lessons as critical friends; and

- for teachers to engage in PLCs throughout the year to collaborate and support colleagues in the implementation of CRP lessons.

Rationale

The rationale for developing a 3-day professional development workshop was based on the findings of this project study. The study results suggested that teachers need training in the understanding and implementation of CRP. As with all professions, it is imperative that teachers update their knowledge and skills to exercise better professional performance, advance in their careers, and improve themselves and their institutions (Ayvaz-Tuncel & Çobanoğlu, 2018). Further, professional development can help teachers in their proficiency in curriculum, psychology, and understandings of the latest teaching techniques to include their pedagogical content knowledge (Gumbo, 2020). In other words, the better the professional development teachers receive, the more competent they become, and the more students learn. Because the research suggests that there is a gap in practice at the local study site in that may be caused by teachers not adequately using CRP in their classrooms, the 3-day professional development workshop I developed will address this problem. The professional development will be made available to all teachers during the professional development time allotted by the local study site and in their department PLCs. On the first day of the workshop, teachers will learn about culturally responsive teaching with its focus on building relationships and communities with

students to include social-emotional learning, culturally congruent curriculum and materials, and culturally congruent pedagogy based on brain development. On the second day of training, teachers will learn about UDL and why it is a powerful approach for marginalized learners. And on the third day teachers will learn about PBL and how to create and implement the framework effectively.

Review of the Literature

In this doctoral project study, I sought to understand teachers' perceptions of CRP at the local site. A better understanding of this phenomenon has led to the creation of a 3-day professional development workshop based upon the data gathered and analyzed from teachers at the local study site, as described in Section 2. In the following literature review, I examined the ensuing themes: (a) high-quality professional development, (b) UDL, and (c) parent and community partnerships. To successfully reach saturation of the literature, I conducted an in-depth search using the following databases contained in Walden University's online library: Education Source, ERIC, Sage Journals, and EBSCOhost. I also used the Google Scholar search engine. I limited my searches to articles published in peer-reviewed academic journals between the years 2015-2020. For seminal works, I did not apply date limitations. The search terms I used to complete a thorough review of the literature included *andragogy, adult learning theory, how adults learn, pedagogical content knowledge, content knowledge, job-embedded learning, curriculum knowledge, active learning, peer coaching, teacher reflection, teachers and social interaction, professional development, teacher social support, effective professional development for teachers, Universal Design for Learning UDL, Universal*

Design for Learning best practices, Universal Design for Learning and student achievement, Universal Design for Learning for marginalized students, project-based learning, project-based learning and student achievement, and *professional development design.*

Adult Learning Theory

For this project study, I created a professional development workshop to address the problem of a gap in practice in that teachers were not adequately using CRP at the local study site. The creation of the project was informed by adult learning theory postulated by Knowles (1980). The data collected in Section 2 indicated that teachers have not been satisfied with the quality of professional development content and delivery. This dissatisfaction seemed to come from the belief that the professional development is not relevant to their unique teaching situation. Because people learn differently throughout their lives, understanding the unique needs of adult learners is appropriate in the design of the workshop.

Andragogy is the art and science of helping adults learn. The term was first coined in the 1800s by Alexander Knapp but made popular in the 1960s by Knowles (Mews, 2020). Knowles postulated that adults learn best when six andragogical principles are utilized. The six principles are: (a) the learners' need to know, (b) the learners' self-concept, (c) the learners' prior experience, (d) the learners' readiness to learn, (e) orientation to learning, and (f) motivation to learn (Knowles, Holton & Swanson, 2005). A better understanding of adult learners' particular needs could result in more impactful professional development. This theory was appropriate for the development of this

project because the research conducted with teachers at the local site provided insights into why they found current professional development practices inadequate to meet their professional and personal needs.

According to the principles of andragogy, adult learners need to know why they are learning something. They must see how the information they are learning applies to their professional lives to include short-term and long-term goals (Mews, 2020). One of the themes that emerged in the research was that teachers did not see the need or purpose of past professional development. This perspective may have contributed to their perception that professional development has been a waste of their time. Traditionally, students rely on their teacher concerning "what is to be learned, when it is to be learned, how it is to be learned, and if it has been learned" (Knowles, 1980, p. 43). Unlike younger students, adult learners usually have a positive self-concept in moving from being dependent to independent learners. This movement entails having a sense of responsibility for their learning and the desire to make their own decisions regarding professional learning. This principle concurs with the SDT idea that teachers need to have autonomy in their ability to make professional decisions to be intrinsically motivated (Jansen In De Wal, Van Den Beemt, Martens, & Den Brok, 2020).

Another characteristic of adult learning is the need to utilize the learners' prior experience. Adults bring a wealth of varied experiences and expertise to their learning, which may serve as a rich resource for learning. Further, adult educators may be able to help these learners identify and mitigate bias they may possess while valuing their rich experiences (MacLellan, Callary, & Young, 2019). Young learners are forced to learn

according to the timeline and mandates of the educational institution to which they

belong. Much of this learning is extrinsically motivated, usually by threats of punishment

or promise of external rewards. Adult learners, however, are often ready to learn due to

real-life needs, problems, and tasks. The learning, therefore, is likely to be more

intrinsically motivated (Cook & Card, 2018). As people mature, they move from

acquiring knowledge for future applications to wanting information that they can apply

immediately; they move from subject-centered tasks to performance-centered ones

(Mews, 2020). Due to this phenomenon, adult learners want information that they can

apply directly to their current situations. The final aspect of andragogy is motivation.

Adults are usually motivated to learn for intrinsic reasons related to their needs, interests,

and benefits. These factors may be related to their careers, advancement opportunities,

family obligations, and overall self-satisfaction (Mews, 2020). Despite the wide

acceptance of andragogy, not all researchers and academics agree with Knowles' theory

of adult learning. One of the major criticisms of the theory is that the theory rests upon a

weak empirical basis, and as a result, andragogy cannot be considered a theory of adult

learning (Loeng, 2018).

The final analysis of the data collected in this project study indicated that

participants believed that professional development they have received on cultural

inclusivity has been inadequate in meeting their professional needs. As a result, teachers

indicated that they would benefit from professional development in CRP that was high

quality, applicable, and provided opportunities for professional collaboration. I developed

the 3-day professional development workshop described in this section based on the

research conducted in Section 2. Further, adult learning theory postulated by Knowles (1980) guided the creation of the workshop by applying the principles of andragogy into practice. High-quality teacher professional development has been shown to increase the learning outcomes for all students (Gupta & Guang-Lea Lee, 2020). A highly qualified teacher in the classroom can do more for student academic achievement than any other controllable policy.

High-Quality Professional Development

One of the themes that emerged from my research was the need for high-quality professional development in the use of CRP. To address the local problem of this study, that there was a gap in practice that teachers were not adequately using CRP, I created a 3-day professional development workshop on the implementation of CRP.

In providing teachers with high-quality professional development in the use of CRP, I hope that teachers will improve their knowledge, skills, and disposition in the implementation of CRP, which may increase student achievement for all students at the local study site. According to Darling-Hammond, Hyler, and Gardner, (2017), effective professional development is defined as "structured professional learning that results in changes to teacher knowledge and practices, and improvements in student learning outcomes (p. 2)." Research that examined the effects of professional development on teachers' ability to effectively teach English Language Arts in a Title 1 elementary school indicated that professional development positively impacted student learning (Gupta & Lee, 2020). There are seven features of high-quality professional development. Professional development should be content-focused, incorporate active learning, support

collaboration, use models of effective practice, provide coaching and expert support, offer opportunities for feedback and reflection, and be of sustained duration (Darling-Hammond et al., 2017). Each feature is examined in this section.

Characteristics of High-Quality Professional Development

There are three major domains that teachers need to be proficient in for students to be academically successful: content knowledge, curriculum knowledge, and pedagogical knowledge. Content knowledge is the depth of knowledge to include its concepts and phenomenon in one's subject area (Serin, 2020). Curriculum knowledge is a teachers' understanding of the placement and importance of subjects and concepts to be taught chronologically (Serin, 2020). Pedagogical content knowledge is broadly defined as a teacher's knowledge of effective teaching to include an understanding of curriculum, curriculum materials, instructional strategies and the ways students learn so that they can successfully address students' learning needs (Appova & Taylor, 2020). Highly effective professional development should include elements of all three domains. In other words, professional development should provide teachers with instructional strategies that is associated with specific subject content. In order to do this, professional development is most successful when teachers have the opportunity to collaborate with colleagues that teach in similar settings to include grade level and subject area (Darling-Hammond et al., 2017). Professional development is more effective when teachers have an opportunity to incorporate what they have learned actively.

Highly effective professional development incorporates active learning. Active learning means that teachers are afforded opportunities to practice real-life situations

similar to what they will experience in the classroom. This approach is sometimes referred to as job-embedded learning (Zepeda, 2019). One of the hallmarks of this approach is that teachers should be actively engaged in their learning and not be just passive observers of professional development training. In other words, teachers should have the opportunity to put into action the content they have learned. Research indicates that students who engage in active learning, such as peer teaching, and inquiry-based practice have higher academic achievement than those who do not (Hancock, Hare, Denny, & Denyer, 2018). However, teachers have been slow to adopt these techniques in their classrooms (Strubbe, Stang, Holland, Sherman, & Code, 2019). This may be due to teachers not having the support and feedback necessary to implement new teaching approaches. Professional development that provides teachers an opportunity to actively implement what they have learned is more effective than passive forms of learning (Strubbe et al., 2019). Teacher collaboration is another component of highly effective professional development.

The Race to the Top program signed into law by President Barrack Obama in 2009 sought to improve student achievement by, among other things, requiring states to provide teachers with high-quality professional development and opportunities to collaborate. The PLC has been an effective collaboration model in which teachers can engage in site-based collaborative learning and reflective inquiry (Battersby, 2019). For example, a recent study of mathematics teachers' working collaboratively in PLCs revealed that teacher collaboration enabled teachers to approach their teaching more effectively. This outcome was partially due to the focus on specialized content

knowledge and the community as a productive learning space for teachers (Zulu &

Bertram, 2019). Further, a review of 13 empirical studies on the effectiveness of PLCs on

teacher practices and student achievement revealed that participation in PLCs increased

student achievement by providing teachers facilitator support, collaboration, active

learning strategies, focus on instruction and students, and reflective dialogue (Doğan &

Adams, 2018). The PLC space should be used by teachers to model effective practice and

include new pedagogical techniques, lessons, and curriculum planning. In other words,

active professional development allows teachers to become members of a "community of

practice" in which they collaborate with other teachers, administrators, and academics to

improve their practice (Canaran, & Mirici, 2019). Coaching is another practical approach

to develop teachers professionally.

Peer coaching is a form of professional development in which teachers are paired

with experienced mentors to improve practice through "ongoing classroom modeling,

supportive critiques of practice, and specific observations" (Wei, Darling-Hammond,

Andree, Richardson, & Orphanos, 2009, p. 14). Research indicates that a strong peer

coaching relationship increases a teacher's skills by turning theory into practice and

promoting deep professional reflection (Pearce, de la Fuente, Hartweg, & Weinburgh,

2019). Reflection and feedback are essential components of peer coaching. Feedback on

teacher performance may be the single most influential aspect of teacher improvement

(Garcia, James, Bischof, & Baroffio, 2017). The peer coaching relationship may also

contribute to highly effective professional development by providing teachers necessary

social interactions. The teaching profession is marked by working in isolation. Often

teachers spend most of their workday without coming into adult contact due to the physical structure of schools, student scheduling, and the compressed time table of schools (Ostovar-Nameghi, & Sheikhahmadi, 2016). Adult learning theory suggests that learning is a social undertaking. Therefore, adults learn best when they are members of a team such as PLCs (Zepeda, 2019).

The final characteristic of high-quality professional development is sustained duration. Research conducted for this doctoral project study indicated that one of the most common complaints teachers have of inadequate professional development is the short duration or "fly-by" in nature. High-quality professional development is characterized as training that is a steady progression rather than a one-time encounter usually involving direct instruction or other passive forms of learning. Research indicates that professional learning should be close to 50 hours or more to make lasting changes in teachers' professional practice (Matherson & Windle, 2017). Professional development of longer durations will allow for scaffolding from one session to the next, providing teachers time to reflect, and hone pedagogical techniques resulting in marked improvements in students learning (Darling-Hammond et al., 2017). Effective professional development of long duration usually involves active strategies for teacher participation and collaboration. The goal of effective teacher professional development is for teachers to design and implement a curriculum that will yield high cognitive demand for all learners. This approach may contribute to the mitigation of the achievement gap at the study site. Now that the components of effective professional development have been

analyzed, the next section will examine how they are implemented into a professional development program.

Professional Development Design Features

The design features of professional development utilize the components of high-quality professional development to provide a framework to adult learning that elicit teachers' professional growth and knowledge. Some of the design features include the role of the facilitator, the teacher as learner, communities of practice, and intensity. The role of the facilitator should be that of co-learner. More meaningful interactions can be achieved if the professional development facilitator steps out of their role as "expert" and assumes a co-equal learner position. Facilitators can do this by eliciting teachers' prior knowledge, creating cognitive dissonance, application of teachers' knowledge with feedback, and helping teachers reflect on their learning (Ince, 2017). These steps could engender a sense of equality and mutual respect with participants, which might facilitate open dialogue and trust. However, the facilitator should act as a counterweight to ideas and misconceptions that may encroach into the learning space (de Araujo, Orrill, & Jacobson, 2018). Facilitators should not think of teachers' knowledge as a deficit in need of remediation. Instead, teachers should be appreciated for their wealth of experience and knowledge (Biccard, 2019). Teachers' backgrounds can serve as powerful catalysts to further professional learning by sharing experiences and perspectives.

Due to the complex and dynamic nature of the teaching profession, professional development should be built upon the idea that teachers are lifelong learners and should have agency in their professional learning process (Kelly, Wright, Dawes, Kerr, &

Robertson, 2019). Effective professional development programs provide teachers with choices in their learning and growth path (Biccard, 2019). Research has shown that when teachers have agency in choosing their professional training, there were substantive changes in their teaching practices to include adopting new teaching techniques and approaches to meet the needs of their students (Wagner, Ossa Parra, & Proctor, 2019). Another design feature of effective professional development is to build communities of practice. PLCs are designed to create a sense of community and are based upon the idea that people learn as part of a group and their interactions with each other (Araujo, Orrill, & Jacobson, 2018). The most successful PLCs involve teacher-led discussions of subject content, field-related research, their students' performance and achievement, and classroom best practices (Kennedy, 2016). Additionally, effective communities of practice allow teachers to construct their knowledge through active inquiry (Biccard, 2019). Teachers need to be involved in collaboration and inquiry practice so that they can fully appreciate the cognitive, social, and emotional components of professional development to best support their students' needs (Hobbs & Coiro, 2019). The last professional development design feature to be discussed is intensity. Intensity refers to the total number of teacher contact hours or the total duration of professional development training (Kennedy, 2016). There is significant theoretical and empirical evidence suggesting that professional development ranging between 12-18 weeks or longer is optimum in changing teachers' perceptions and attitudes (Kowalski et al., 2020). In other words, professional development that spans a semester is ideal, as opposed to training of 2-3 weeks or shorter duration usually held in the summer.

Student Achievement Through Differentiation

To successfully teach diverse learners, teachers need to provide learning activities that require a high degree of cognitive output. That includes differentiating instruction to meet diverse students' unique needs (Kieran & Anderson, 2019). This approach to teaching may be especially beneficial to marginalized students who have fallen behind their peers academically. The marginalization of some student groups has created a class of dependent learners unprepared to do work that requires high cognitive demand such as critical thinking, creative problem solving, and analytical reading and writing (Hammond, 2015). These skills and dispositions are mandatory if a child is to be successful in the 21st-century economy (Kan'an, 2018). However, marginalized students generally receive an education that is teacher-centered to include direct instruction and assessments that are low on Bloom's Taxonomy like factual recall. Due to the deficits in learning that many marginalized students come to school with, they need learning opportunities that will elicit high cognitive demand (Hammond, 2015). To achieve this, teachers should offer differentiation, opportunities for self-determination, and, most importantly, lessons that are challenging and require students to think at the top of Bloom's Taxonomy, such as creating, evaluating, and analyzing (Kieran & Anderson, 2019). Research conducted for this doctoral project study indicated that teachers believe that CRP is a significant way in which to reduce the achievement gap and that they already utilized aspects of CRP in their classrooms, but teachers did not explicitly engage all of their students with learning tasks that involve differentiation and high cognitive demand. Further, research indicates that teachers that have high expectations for all

learners and engage them with a growth mindset have higher learning outcomes (Binning, Wang, & Amemiya, 2019). Two teaching frameworks that provide for differentiation and elicit high cognitive demand are UDL and PBL. Each approach will be discussed in the following sections.

Universal Design for Learning

UDL is an approach to teaching designed to overcome barriers to learning such as the curriculum, instruction, and assessment and not deficits within students (Kieran & Anderson, 2019). UDL does this by offering flexible approaches and differentiation to teaching and learning to include how information is presented and how students can demonstrate what they have learned (Kennette & Wilson, 2019). UDL provides students with appropriate accommodations, support, and challenges by maintaining high expectations for all learners (Flagg-Williams & Bokhorst-Heng, 2016). UDL moves from a deficit model of individual student learning to one in which the most significant number of students possible is engaged in learning activities. UDL has been found to increase student engagement and interest in ethnically and linguistically diverse students in K-12 classrooms. A systematic review of 13 research articles on UDL found that teachers and students involved in UDL best practices were engaged and motivated (Capp, 2017). Further, research indicated that UDL helps to eliminate barriers to participation for ethnically and linguistically diverse students (Coppola, Woodard, & Vaughan, 2019). However, the research indicated that in order for teachers to properly implement UDL they must receive appropriate training and support to include opportunities for

collaboration (Ok, Rao, Bryant, & McDougall, 2017). There are three underlying principles of the UDL framework.

The UDL framework is built upon three principles, they are multiple means of representation, multiple means of action and expression and, multiple means of engagement (Hall, Cohen, Vue, & Ganley, 2015). Multiple means of representation is the variety of ways a teacher presents information to their students. When implementing multiple representations, the teacher should consider how their students best perceive and internalize information, including multimedia, audio, and video. Using multiple means of representation and clear connections to student's unique backgrounds can help make abstract ideas and concepts more relatable to a variety of learners (Kieran & Anderson, 2019). Further, multiple representations strengthen students' neural pathways facilitating growth in cognitive function (Kennette & Wilson, 2019). A meta-analysis of the literature (N=18) found that the principle of representation led to higher student engagement than traditional curriculum materials (Capp, 2017). Next, multiple means of action and expression will be discussed.

Multiple means of action and expression is the principle that students should be given a broad range of options to demonstrate their knowledge (Murawski & Scott, 2019). When students choose assessments, they can demonstrate more effectively what they have learned uninhibited by barriers to learning, such as language and background knowledge deficits. Their products would be a more accurate picture of the mastery of lesson objectives (Kennette & Wilson, 2019). Research indicates that when students have options to demonstrate mastery through various platforms, they do so more proficiently

(Goldowsky & Coyne, 2016). Further, technology may be an important way to provide students with choice and improve writing skills, especially for culturally and linguistically diverse students (Hitchcock, Rao, Chang, & Yuen, 2016). To reach all students, teachers should employ multiple means of engagement as a way to develop an inclusive environment in which learners have diverse opportunities to engage in social and emotional learning (Murawski & Scott, 2019).

When teachers provide students with multiple means of engagement, they become active autonomous participants in the learning environment (Kieran & Anderson, 2019). Actively engaged students tend to understand and learn more and see the relevance of the learned material, more so than students who are passive learners (Kennette & Wilson, 2019). Active learning may consist of small group work, online and technology-based assignments, class discussions, PBL, and inquiry learning. A study of 58 teachers, grades 1-12 who implemented UDL in their classrooms reported increases in student engagement, peer-to-peer social interactions, and social and emotional outcomes (Katz, 2015). Teachers were also positively impacted by UDL and reported higher job satisfaction and self-efficacy when they were provided an opportunity to professionally collaborate in PLCs (Katz, 2015). The inquiry design model is another framework that teachers can use to increase the cognitive demand for all learners.

Project-Based Learning

PBL is an interdisciplinary approach to teaching and learning where students create in-depth projects that engage them in complex, real-world tasks, and inquiry. Unlike traditional projects that are usually assigned at the end of a unit of study as a form

of enrichment, PBL promotes deep learning of a subject and its concepts, as well as engenders a sense of accomplishment by doing something that matters (Virtue, & Hinnant-Crawford, 2019). PBL is a student-centered approach to teaching because it requires them to conduct independent research, answer their own questions, and construct new knowledge in response to an enduring question or problem. PBL activities usually result in a public presentation of students' findings to the school and greater community (Chen & Yang, 2019). PBL's community presentation component provides students an opportunity to showcase their projects to community stakeholders, to include parents, local experts and the school community. The public showcase elevates PBL above ordinary schoolwork to create projects with real-world currency. Real-word connections provide relevancy to students' schoolwork. Additionally, PBL is an excellent way to motivate students because it offers them voice and choice in their learning as students select topics based upon personal interest. Instead of being passive recipients of the teachers' knowledge, students engaged in PBL actively seek answers to their questions. In other words, PBL's strength is that it is more focused on process, and learning to learn than rote memorization of facts (Virtue & Hinnant-Crawford, 2019). The PBL framework trains students to think independently, logically, and take responsibility for their own learning while also engendering grit, flexibility, and the ability to apply new knowledge to novel situations (Mahasneh & Alwan, 2018). A metanalysis of 20 years of research on PBL versus traditional instruction indicates that PBL is overall more effective in terms of student achievement (Chen & Yang, 2019). Mahasneh and Alwan (2018) revealed that PBL has a positive impact on teacher and students' self-efficacy, student engagement, and

classroom management. Not only does PBL positively impact student achievement, but research also has indicated that PBL has a positive impact on students' life skills such as self-direction and collaboration (Wurdinger, Newell, & Kim, 2019). PBL has also been shown to increase student achievement for minority students and students who are economically disadvantaged (Holmes & Hwang, 2016). Proponents of CRP argue that students need to see the connection between what they do in the classroom and the outside world. For example, CRP is transformative in nature meaning that students have the opportunity to act as change agents in their communities by promoting equality, justice and balances of power (Milner, 2016). PBL has the potential to bridge this divide while providing students with the skills needed to change broader socio-political realities (Virtue & Hinnant-Crawford, 2019). Differentiation and high cognitive demand are critical components of CRP. However, students need to be part of a safe and intellectually stimulating environment that makes room for student voice and agency.

Project Description

The project that I created was a three-day professional development workshop to train teachers to implement CRP to include the use of the UDL, and the PBL framework. The workshop will be conducted at the beginning of the academic school year so that teachers have the necessary knowledge to create and implement CRP effectively. The workshop's goals are for teachers to understand CRP to include its philosophical underpinnings. Additionally, training will help teachers to develop the pedagogical content knowledge required to implement CRP using the UDL and PBL framework. The final goal for this training is for teachers to create a lesson using the principles of CRP,

UDL, or PBL. A detailed plan for the 3-day professional development workshop can be found in Appendix A. The professional development workshop is the result of a research study at the local site that explored teachers' use of CRP. The result of the study indicated that teachers need high-quality professional development in the use and implementation of CRP.

Resources and Existing Supports

The workshop will be open to all teachers in all subject areas. The workshop will not be mandatory so that teachers have a choice in their professional development options. Teacher choice of professional development may pose a barrier, however, in that teachers may not want to participate in the workshop. This barrier can be overcome by advertising the workshop and explaining to teachers the features and benefits of CRP to include potential increases in student achievement, especially for marginalized students. All professional development resources will be created and paid for by the local study site, to include all handouts, audio-visual equipment, and necessary space to conduct the workshop. Existing supports included district and site administrators who have indicated that they want to see more culturally responsive teaching practices in the district and at the local study site. Further, the local study site administrators will provide supervision throughout the workshop. There will be additional support provided by teachers from the local study site's cultural competency committee, who will serve as workshop facilitators.

Proposal for Implementation

Teachers at the local site return to school two weeks before students to prepare for the upcoming school year. At this time, teachers participate in school and department level meetings and district meetings when appropriate. Additionally, during this time, teachers engage in required professional development training. The CRP workshop will be provided to teachers during these two weeks to have adequate time to prepare for teaching culturally and linguistically diverse students in the upcoming school year. In addition to the three-day workshop, teachers will have the option to join a CRP PLC that will meet once a week during school designated PLC time to provide support and additional training in CRP best practices.

Roles and Responsibilities

The roles and responsibilities of the teachers involved in the workshop will be that of adult learners involved in professional collaboration. The expectation is for them to be active participants and contributors to the workshop and take responsibility for their learning. Adult learners require social interaction. As a result, the workshop will provide participants with opportunities for engagement. Administrators will play a supervisory role and help facilitate the workshop by distributing materials and providing assistance in the event of technological or other site-based problems. Teachers from the cultural competency committee will provide additional guidance and support to teachers during the workshop due to their familiarity with the CRP. They will also help facilitate the weekly CRP PLC meetings and serve as *ad hoc* coaches when requested by teachers.

Project Evaluation Plan

The deliverable created for this doctoral project study is a 3-day professional development workshop. Research findings from Section 2 suggest that teachers need high-quality professional development to implement CRP. I will use formative and summative assessments to evaluate the project so that the project's overall goals are achieved. Evaluation of professional development means identifying and describing the value of the professional development activities to include the facilitator, methods of presentation, resources, and overall worth of the workshop (McChesney & Aldridge, 2019).

The workshop evaluation is essential. This is because the training is new, and constant monitoring of the workshops' participants' perceptions and experiences may help make the training better for subsequent workshops. The key stakeholders for the evaluation results include me, the study site principal, administrators, and district-level administrators. The evaluation is essential to me, because I will use the information to address weaknesses in the training and make the training more impactful, and relevant to future participants. The evaluation is vital to the study site's administration team and district-level administrators because it will be necessary to justify the allocation of resources in the future if the workshop is to be continued in subsequent years. The workshop will be evaluated daily using formative assessments, and at the end of the workshop with a summative assessment.

Formative Evaluation

Because the training will span three days, it is crucial to monitor participants' perceptions of the training throughout the workshop. Formative evaluations are used to make sure that participants learn what they are supposed to, and when they do not, to be able to make a "course correction" during the training. There are three roles of formative evaluation: (a) rapid feedback, (b) documentation, and (c) planning and revising (Zepeda, 2019). Rapid feedback is essential because it will allow the workshop facilitators to make changes to the workshop promptly. In other words, if something is not working, the problem can be addressed, and improvements can be made quickly. Documentation is useful in noting what is working and what is not working in training, especially in the workshop's early and middle stages. Planning and revising are important parts of the evaluation process because adjustments may be required if the program goals are not met. The formative evaluations will be given to participants at the end of each day's training session. The evaluation will be given in hard copy format that participants must complete before adjuring for the day. The evaluations will be collected and analyzed to make any necessary adjustments to the training before the next day's workshop. Criteria for evaluation include participants' rating of overall value and satisfaction with the workshop, strengths, and weaknesses of the facilitator, curriculum, and supporting resources. Also, participants will have the opportunity to make suggestions for improvements (McChesney & Aldridge, 2019). In the next section, the summative evaluation will be discussed.

Summative Evaluation

The second type of evaluation will be a summative evaluation taken at the end of the professional development workshop. Because evaluating the impact of professional development programs is costly and time-consuming, most school-level professional development is based on evaluation forms that measure teachers' feelings, attitudes, and opinions. (McChesney & Aldridge, 2018). Teacher learning and students' learning outcomes may be the most crucial aspect of a summative evaluation of professional learning but is seldomly measured in the traditional approach due to the cost and time needed to collect the necessary data. As a result, a summative assessment tool is needed that is cost and time-efficient, but also provides critical summative data of the training. For these reasons, the professional development workshop will be evaluated using the Impact of Teacher Professional Development Questionnaire (McChesney & Aldridge, 2018). This tool will be useful because it is statistically sound and theoretically grounded and sufficiently bridges the gap between theory and practice. The instrument measures 12 items using four scales: (a) teacher reaction, (b) teacher learning, (c) outcomes, and (d) organizational response. The instrument is short and manageable because the data collected is all teacher self-reported. However, the instrument provides information far beyond the typical evaluation forms used in school-level professional development workshops (McChesney & Aldridge, 2018). The summative data collected will be used to improve future professional development workshops to include facilitation, resources, and activities.

Project Implications

This doctoral project study sought to investigate teachers' perceptions of CRP at the local study site. A qualitative case study of 11 teachers revealed that most educators believe that CRP can be an effective way to mitigate the achievement gap at the local study site, but the same educators may not have a robust understanding of what CRP is or how to implement CRP properly. Further, teachers indicated that professional development concerning CRP has been inadequate. In response to the data analyzed from this study, I created a 3-day professional development workshop to instruct teachers on the implementation of CRP. The training goal is to help teachers become culturally competent educators, which may increase student achievement for all learners and contribute to closing the achievement gap at the local study site. The implications for positive social change are that by mitigating the achievement gap between African American and Latinx students and European American and Asian students at the local study site, more students will have access to opportunities to help them reach their personal and professional goals. Some of the opportunities include higher ACT, Advanced Placement, and end of course exam scores. Increases in academic achievement, in turn, could lead to increased scholarship and grant opportunities to help underserved students attend higher learning institutions or other post-high school training. The project's importance to local stakeholders is that training in CRP can help marginalized students achieve academic success, which may lead to opportunities that will provide students with a better overall quality of life.

Section 4: Reflections and Conclusions

Introduction

In this doctoral project study, I investigated teachers' use of CRP at the local study site. An achievement gap between European American and Asian students and African American and Latinx students on the ACT exam prompted this investigation. The problem was that there was a gap in practice in that teachers were not adequately using CRP at the study site, which may have been contributing to the achievement gap identified. In this section, I discuss the project's strengths and limitations and recommendations for alternative approaches. Additionally, I examine scholarship, project development, evaluation and leadership, and change. I also reflect on the importance of this work and implications, applications, and directions for future research, and I end with a conclusion statement.

Project Strengths and Limitations

Strengths

The CRP professional development workshop was designed as a deliverable for this doctoral project study. I created the project based on the research gathered in Section 2 of this study. The analysis indicated that teachers believed that CRP can contribute to the mitigation of the achievement gap at the local study site between European American and Asian students and African American and Latinx students. Still, teachers did not know how to implement it properly. I created the professional development workshop to train teachers in CRP's philosophical underpinnings and culturally responsive pedagogies such as UDL and PBL. I hope that as a result of this training, the academic achievement

of all students increases. The principle strength of this project is that professional development that effectively utilizes andragogy and the components of effective pedagogy such as active learning, collaboration, and sustained duration can have a positive impact on student achievement (Didion, Toste, & Filderman, 2020; Gupta & Guang-Lea Lee, 2020). Additionally, professional development of sustained duration, such as that found in PLCs, can lead to higher teacher satisfaction through collaboration, constructive dialogue, and shared practice (Battersby, 2019). Further, when teachers receive professional support, they tend to have more positive thoughts and feelings, leading to greater job satisfaction and student learning (Camacho, Vera, Scardamalia, & Phalen, 2018).

Limitations

Despite the myriad of positive outcomes associated with this project study's professional development, there are some limitations. The research that supports the creation of the professional development was conducted with only 11 teachers at the local study site. Furthermore, while their thoughts and perceptions regarding CRP were invaluable, the small sample size and willingness of teachers to participate in the study prevent generalizing the outcomes (see Pollock, 2019). As a result, the professional development workshop did not apply to all teachers, as some teachers had already implemented CRP. An additional limitation of the professional development workshop was that teachers did not buy into the need for professional development in CRP. While mitigation of the achievement gap was an essential goal for most educators, it was certainly not the only challenge teachers faced in a fluid professional environment. For

example, many school districts across the country moved to an exclusively online

teaching environment in response to the COVID-19 epidemic. Teachers clamored for

professional development that provided them with the tools and resources needed to

effectively meet the challenges of this new approach. The current exigency superseded

training in other areas such as CRP.

Recommendations for Alternative Approaches

The problem addressed by this doctoral project study was that there was a gap in

practice in that teachers were not adequately using CRP in their curriculum. This gap in

practice may have led to an achievement gap at the local study site between European

American and Asian students and African American and Latinx students. To address this

problem, I created a 3-day professional development workshop that provided training to

teachers in the implementation of CRP to include UDL and PBL. Based on this study's

work, a way to address this problem differently may be to create an online professional

development training that teachers could access asynchronously. Research from this

study indicated that teachers have not been satisfied with the training they have received

from the local study site. The training has mostly consisted of ineffectual, disjointed

video lectures. The asynchronous training could be created using the same principles of

andragogy and highly effective professional development to the extent possible to make

the professional development training applicable, effective, and flexible to fit teachers'

busy lives.

There may be an alternative solution to the problem that teachers are not

adequately using CRP in their curriculum. One possible solution is that instead of

providing a professional development seminar for staff members, perhaps peer coaching could be implemented. Coaching could be provided by teachers who are proficient in CRP best practices and would work directly with teachers who need assistance in CRP. Peer coaching may be a way to decrease the achievement gap at the local study site. Additionally, perhaps a different definition of the problem should be considered. Research from this study indicates that some teachers have difficulty developing relationships with students. Maybe it is this difficulty that is the gap in practice and not that teachers are not using CRP.

Scholarship, Project Development and Evaluation, and Leadership and Change

As an experienced educator, I have participated in numerous professional development workshops, seminars, and professional development communities. I relish the opportunity to collaborate with my colleagues so that I can learn from them and become a better educator. Through the years, however, I have always been the participant, never the planner and facilitator. One of the most important things I learned in undertaking this project study was the importance of scholarship to inform practice. The research that I conducted to produce this professional development workshop required me to have an in-depth understanding of the literature concerning effective professional development. Through this process, I learned how to think critically and analytically about gaps in practice. I also learned how to conduct useful searches of the literature to address my topic with authority. Toward the end of the process, I began to see how the gap in practice and the local study site, the literature on the topic, and my research with local teachers converged. It took a while to understand how these various

components intersected into a cohesive understanding of the problem. Still, the process has made me a better scholar-practitioner for having experienced the "big picture."

As a result of this experience, I know how important it is to be a lifelong learner, to continually question conventional wisdom in pursuit of truth revealed by research. I now pay attention to detail and think more analytically and substantively and about process. The professional decisions that I make concerning pedagogy and professional development are firmly rooted in the academic literature. That informed practice is the hallmark of a professional educator. As a research practitioner, I am responsible to my students, colleagues, and the education community to use my knowledge and skills to better the field and the academic achievement of all students.

Conducting one-to-one interviews with my colleagues was beneficial to my development as a scholar-practitioner. Through the process, I learned that most teachers at the local study site want to become better teachers. Still, due to a lack of resources including time and ineffective professional development, they do not have the opportunities to do so. Most of the teachers I spoke with wanted to become culturally responsive educators and were interested in learning how to teach more equitably to maximize student achievement for all students. Further, I learned that teachers are eager to have professional conversations about best practices. They want to collaborate professionally and be part of a learning community that values their experiences and knowledge. In the research process, I learned how essential effective communication skills are to my professional and personal development. While conducting my research, I had to stop and reflect on how to communicate more effectively with my peers as I was

not getting the information I wanted from the interviewees. After reflecting on the process, I learned that sometimes saying less is more effective. As a result, I made a conscious effort to listen actively and more deeply to my interviewees, and I tried to understand what they were genuinely trying to say. This understanding was necessary to understand their lived experience and meaning. I also learned how to ask the right questions to elicit the information I was seeking. There was a definite learning curve to this, as I got better over time.

Personal Learning Journey

As a professional educator, I believe that it is vital to be a lifelong learner. I take every opportunity to learn about effective teaching practices and content to become a better educator. I have done this in the past by reading books and articles about educational practice and policy. As a result of this project, however, I now know that scholarship is an integral component of teacher professionalization. Spending so much time reading and reflecting on the literature, I understand that practice should be built upon the foundation of sound educational research. Part of my journey as a scholar-practitioner is being able to consume the literature critically. I now understand the various methodologies, frameworks, approaches, and theories on which educational research is based and use that knowledge to evaluate scholarship critically.

My scholarship has impacted my role as a practitioner. Being immersed in the literature, I now have a solid grasp of research-based pedagogical approaches. This scholarship has given me more confidence as a teacher and teacher leader to share with others effective teaching methods and approaches. Additionally, my site administrators

now look to me to provide input concerning the best teaching approaches because they know that the research supports my methods. My growth as a scholar has led to numerous opportunities to work with student teachers at my school site because my administrators understand that my methods are research-based and provide students with the most effective research-based approaches. My research on CRP has equipped me with the knowledge and tools to effectively educate all students. I have been able to readily implement the research into my pedagogy, resulting in high job satisfaction as I know that I am making a difference in my students' lives through scholarship.

Over the years, I have taken on greater responsibility in training and mentoring preservice teachers. I have done this by being a cooperating teacher for practicum and student teachers. I enjoy the opportunity to share with these preservice teachers the wealth of knowledge and experience I have gained over the years. I have never received training to do this work, and I have always worked with the teacher on a one-to-one basis. As a result of the scholarship, I have grown as a developer of professional learning. I now understand that adult learners learn differently from younger learners. Developing the project has made me aware of the techniques to engage adult learners to elicit maximum growth and change effectively.

Further, as a result of developing this project, I have been immersed in the scholarship of effective professional development. As a result, I feel confident that I possess the necessary knowledge to construct and deliver highly effective professional development to adult learners. My professional goal is to start an education consulting business focusing on professional development for teachers. The scholarship I have

engaged in has provided me with the theory and research-based approaches that will help me obtain my professional goals.

Reflection on the Importance of the Work

The doctoral project study has been the most challenging but rewarding professional undertakings in my career. Through this process, I have learned the importance of perseverance, organization, self-discipline, and goal setting. I have learned how research and data inform practice. This understanding has helped me develop as a scholar-practitioner in my school. I now have the confidence and tools to exert leadership by training me to think critically and analytically about local problems and find solutions to those problems. I learned the importance of using data as a tool for improvement and how to evaluate it critically. I have learned that most teachers that I work with are dedicated professional educators who want to educate all students equitably but are unfortunately restrained by a lack of resources such as access to high-quality professional development. I have learned that most teachers at my study site want to teach in culturally responsive ways so that all students have access to a high-quality education. This phenomenon will become increasingly more critical as the nation's demographics continue to change. Teachers will need the knowledge and tools to teach diverse learners as a possible way to reduce the achievement gap.

However, one of the most important things I have learned is to believe in myself and never give up. There were several setbacks and challenges through this journey, and there were times when I did not want to continue the program. Fortunately, my committee gave me the support and confidence needed to help me move past my self-

doubt and complete the process. Having undertaken and completed a project of this magnitude, I now believe that I can accomplish whatever goals I set my mind to accomplish. I learned that daily effort is necessary to achieve goals, and that persistence over a long period will result in success. After completing this process, I feel that I can accomplish whatever I set my mind to do.

Implications, Applications, and Directions for Future Research

This doctoral project study addressed the problem that teachers do not use CRP at the local study site. This gap in practice may be contributing to an achievement gap between European American and Asian students and African American and Latinx students. To address this gap in practice, I created a 3-day professional development workshop to implement CRP. The research and project deliverable have the potential for effecting social change in that as a result of the professional development training, historically marginalized students may receive culturally responsive instruction, resulting in higher academic achievement. Students' academic achievement may lead to higher ACT scores, resulting in higher rates of college admittance, and scholarship opportunities. The implications for this study indicate that teachers at the local study site want to teach in such a way that is equitable to all students and believe that utilizing CRP may be an effective way to do it. However, research at the local study site indicates that teachers do not fully understand what CRP is and its pedagogies. Therefore, it is recommended that teachers receive ongoing training and support in the implementation of CRP. Further, a recommendation for future research is to investigate students' perceptions of CRP at the local study. Since this study's focus was to examine teachers'

use and perceptions of CRP, it might be useful to understand how students perceive the instructional practice and if it positively results in student achievement. Another recommendation for future research is the long-term use of CRP. Researchers could examine teachers use of CRP over time and examine the contributing factors for its continued use or not use. Lastly, researchers could conduct studies at other school sites or perhaps throughout the district, to gain a better picture of the implementation of CRP.

Conclusion

The problem under investigation for this doctoral project study is that there is a gap in practice in that teachers at the local study site are not adequately using CRP. Therefore, the purpose of this study was to investigate teachers' use of CRP. A qualitative case-study of 11 teachers at the local study site revealed that most teachers believe that CRP is a significant way to reduce the achievement gap between European American and Asian students and African American and Latinx students. Despite believing CRP is an effective way to increase students' achievement, most teachers do not fully understand what CRP is or how to deploy the approach effectively. As a result of the research, I developed a 3-day professional development workshop to instruct teachers on CRP implementation. Hopefully, this training will result in teachers who can connect with diverse students using a variety of pedagogies and strategies that will raise all students' academic achievement. Further, it is hoped that by doing so, teachers can help students close the achievement gap between diverse learners at the local study site.

This study is significant because there is a growing racial disparity between the mostly white middle class teachers that make up the teaching nation's teaching force, and

the students they serve. The nation's quickening racial transformation has engendered significant opportunities, and great challenges in all areas of American life. However, the recent killing of George Floyd, and the subsequent protests for racial justice, as well as the nation's economic disparities as revealed by COVID-19, point to the need to provide equal opportunities for all Americans. The most basic, and cherished freedom in this country is the right to a free high-quality public education. It is for that reason that it has become increasingly important that teachers have the necessary knowledge and tools to teach all students equitably. Through long-term, high-quality professional development, it is hoped that teachers will receive the support they need in the implementation of CRP so that all children have access to a high-quality education.

References

Abdul Hameed Panhwar, Sanaullah Ansari, & Asif Ali Shah. (2017). Post-positivism: An effective paradigm for social and educational research. *International Research Journal of Art & Humanities, 45(*45), 253.

Abós, Á., Haerens, L., Sevil, J., Aelterman, N., & García-González, L. (2018). Teachers' motivation in relation to their psychological functioning and interpersonal style: A variable- and person-centered approach. *Teaching and Teacher Education, 74*, 21–34. https://doi.org/10.1016/j.tate.2018.04.010

Ahmed, K. (2019) Being A "bridge builder": A literacy teacher educator negotiates the divide between university-promoted culturally responsive pedagogy and district-mandated curriculum, *Literacy Research and Instruction, 58*(4), 211-231, https://doi.org/10.1080/19388071.2019.1655683

Ahn, Y, & Choi, (2019). Incivility experiences in clinical practicum education among nursing students. *Nurse Education Today*, *73,* 48–53. https://doi.org/10.1016/j.nedt.2018.11.015

al Gharbi, M. (2018). Race and the race for the White House: On social research in the age of Trump. *American Sociologist, 49(*4)*,* 496–519. https://doi.org/10.1007/s12108-018-9373-5

Appova, A., & Taylor, C. E. (2020). Providing opportunities to develop prospective teachers' pedagogical content knowledge. *Mathematics Enthusiast, 17*(2/3), 673–724.

Aronson, B., & Laughter, J. (2016). 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

Aydin, H., & Tonbuloglu, B. (2015). Graduate students' perceptions on multicultural education: A qualitative case study. *Eurasian Journal of Educational Research, (58*), 29–50. https://doi.org/10.14689/ejer.2014.57.3

Ayvaz-Tuncel, Z., & Çobanoğlu, F. (2018). In-service teacher training: Problems of the teachers as learners. *International Journal of Instruction, 11*(4), 159–174. https://doi.org/10.12973/iji.2018.11411a

Balikçi, A., Cansoy, R., & Parlar, H. (2018). An evaluation of the transition process from teaching to the academia. *International Journal of Contemporary Educational Research, 5*(2), 113–123. https://doi.org/10.33200/ijcer.494531

Battersby, S. L. (2019). Reimagining music teacher collaboration: The culture of professional learning communities as professional development within schools and districts. *General Music Today, 33*(1), 15–23. https://doi.org/10.1177/1048371319840653

Bautista, A., & Wong, J. (2019). Music teachers' perceptions of the features of most and least helpful professional development. *Arts Education Policy Review, 120(*2), 80–93. https://doi.org/10.1080/10632913.2017.1328379

Bean-Folkes, J., & Ellison, T. L. (2018). Teaching in a culture of love: An open dialogue about African American student learning. *School Community Journal, 28*(2), 213–228.

Bendall, R. C. A., Galpin, A., Marrow, L. P., & Cassidy, S. (2016). Cognitive style: Time to experiment. *Frontiers in Psychology*, 7. https://doi.org/10.3389/fpsyg.2016.01786

Berchini, C. (2016). Curriculum matters: The Common Core, authors of color, and inclusion for inclusion's sake. *Journal of Adolescent & Adult Literacy, 60*(1), 55–62. https://doi.org/10.1002/jaal.546

Biccard, P. (2019). The professional development of primary school mathematics teachers through a design-based research methodology. *Pythagoras, 40*(1), 1–10. https://doi.org/10.4102/pythagoras.v40i1.515

Billingsley, B. S., Bettini, E. A., Williams, T. O., Trainor, A. A., Bettini, E., & Scott, L. (2019). Teacher racial/ethnic diversity: Distribution of special and general educators of color across schools. *Remedial & Special Education*, *40*(4), 199–212. https://doi.org/10.1177/0741932517733047

Binning, K., Wang, M.-T., & Amemiya, J. (2019). Persistence mindset among adolescents: Who benefits from the message that academic struggles are normal and temporary? *Journal of Youth & Adolescence, 48*(2), 269–286. https://doi.org/10.1007/s10964-018-0933-3

Blasco, B. (2017). Personalized learning: A claim to 100-year-old roots. *Delta Kappa Gamma Bulletin, 83*(4), 32–33.

Boeren, E. (2018). The methodological underdog: A review of quantitative research in the key adult education journals. *Adult Education Quarterly: A Journal of Research and Theory, 68*(1), 63–79. https://doi.org/10.1177/0741713617739347

Booker, K. C., & Campbell-Whatley, G. D. (2018). How faculty create learning

environments for diversity and inclusion. *In Sight: A Journal of Scholarly*

Teaching, 13, 14–27. https://doi.org/10.46504/14201801bo

Bouton, B. (2016). Empathy research and teacher preparation: Benefits and obstacles.

SRATE Journal, 25(2), 16–25.

Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative*

Research Journal, *9*(2), 27–40. https://doi.org/10.3316/qrj0902027

Brady, J., & Esmail, A. (2019). The impact of multicultural education training for pre-

service teachers. *Journal of Education & Social Justice, 6*(1), 42–53.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative*

Research in Psychology, 3(2), 77–101.

https://doi.org/10.1191/1478088706qp063oa

Brown, A., & Brown, K. D. (2015). The more things change, the more they stay the

same: Excavating race and the enduring racisms in U.S. curriculum. *Teachers*

College Record, 117(14), 103–130.

 Brown, A., & Danaher, P. A. (2019). CHE principles: Facilitating authentic and

dialogical semi-structured interviews in educational research. *International*

Journal of Research & Method in Education, 42(1), 76–90.

https://doi.org/10.1080/1743727X.2017.1379987

Bullock, E. (2017). Only STEM can save us? Examining race, place, and STEM

education as property. *Educational Studies*, *53*(6), 628–641.

https://doi.org/10.1080/00131946.2017.1369082

Byrd, C. M. (2016). Does culturally relevant teaching work? An examination from

    student perspectives. *Sage Open, 6*(3).

    https://doi.org/10.1177/2158244016660744

Camacho, D. A., Vera, E., Scardamalia, K., & Phalen, P. L. (2018). What are urban

    teachers thinking and feeling? *Psychology in the Schools, 55*(9), 1133–1150.

    https://doi.org/10.1002/pits.22176

Canaran, Ö., & Mirici, İ. H. (2019). An overview of the recent views and practices in

    teacher professional development. *Journal of Theory & Practice in Education,*

    15(4), 350–362. https://doi.org/10.17244/eku.559281

Capp, M. J. (2017). The effectiveness of universal design for learning: A meta-analysis of

    literature between 2013 and 2016. *International Journal of Inclusive Education,*

    21(8), 791–807.

Castleberry, A., & Nolen, A. (2018). Thematic analysis of qualitative research data: Is it

    as easy as it sounds? *Currents in Pharmacy Teaching and Learning, 10*(6), 807–

    815. https://doi.org/10.1016/j.cptl.2018.03.019

Chen, C.-H., & Yang, Y.-C. (2019). Revisiting the effects of project-based learning on

    students' academic achievement: A meta-analysis investigating moderators.

    Educational Research Review, 26, 71–81.

    https://doi.org/10.1016/j.edurev.2018.11.001

Colgren, C., & Sappington, N. E. (2015). Closing the achievement gap means

    transformation. *Education Leadership Review of Doctoral Research*, *2*(1), 24–33.

    Cook, J. S., & Card, K. A. (2018, September–October). *The oppression of adult*

learners: The impact of traditional pedagogy, banking theory, and university budget constraints on international learners. Paper presented at the American Association for Adult and Continuing Education (AAACE) Commission for International Adult Education (CIAE) Annual Pre-Conference (67th), Myrtle Beach, SC.

Coppola, R., Woodard, R., & Vaughan, A. (2019). And the students shall lead us: Putting culturally sustaining pedagogy in conversation with universal design for learning in a middle-school spoken word poetry unit. *Literacy Research: Theory, Method, and Practice, 6*8(1), 226–249. https://doi.org/10.1177/2381336919870219

Dannenberg, C., & Dredger, K. (2016). Difference, not deficit: A linguistic primer. *English Leadership Quarterly, 39*(1), 2–5.

Darling-Hammond, L., Hyler, M. E., Gardner, M. (2017). *Effective Teacher Professional Development.* Palo Alto, CA: Learning Policy Institute.

Darling-Hammond, L., & Richardson, N. (2009). Teacher learning: What matters? *Educational Leadership, 5*, 46.

de Araujo, Z., Orrill, C. H., & Jacobson, E. (2018). Examining the design features of a communication-rich, problem-centered mathematics professional development. *International Journal of Mathematical Education in Science & Technology, 49*(3), 323–340. https://doi.org/10.1080/0020739X.2017.1373153

DeCino, D. A., & Walkes, P. L. (2019). Aligning epistemology with member checks. *International Journal of Research & Method in Education, 42(4)*, 374–384. https://doi.org/10.1080/1743727X.2018.1492535

DeMink-Carthew, J., & Bishop, P. A. (2017). Passion is not enough: Preparing middle level preservice teachers to be advocates for change. *Middle School Journal, 48*(2), 14–23. https://doi.org/10.1080/00940771.2017.1272914

Didion, L., Toste, J. R., & Filderman, M. J. (2020). Teacher professional development and student reading achievement: A meta-analytic review of the effects. *Journal of Research on Educational Effectiveness, 13*(1), 29–66. https://doi.org/10.1080/19345747.2019.1670884

Doğan, S., & Adams, A. (2018). Effect of professional learning communities on teachers and students: reporting updated results and raising questions about research design. *School Effectiveness & School Improvement, 29*(4), 634–659. https://doi.org/10.1080/09243453.2018.1500921

Donovan, B. M. (2015). Reclaiming race as a topic of the U.S. biology textbook curriculum. Science *Education, 99*(6), 1092–1117.

Dunstan, S. B., & Jaeger, A. J., (2015). Dialect and influences on the academic experiences of college students. *Journal of Higher Education 86*(5), 777. https://doi.org/10.1353/jhe.2015.0026

Egalite, A. J., Kisida, B., & Winters, M. A. (2015). Representation in the classroom: The effect of own-race teachers on student achievement. *Economics of Education Review*, *45*, 44–52. https://doi.org/10.1016/j.econedurev.2015.01.007

Elliott, V. (2018). Thinking about the coding process in qualitative data analysis. *Qualitative Report, 23*(11), 2850-2861.

Erlingsson, C., & Brysiewicz, P. (2017). A hands-on guide to doing content analysis.

African Journal of Emergency Medicine, *7*(3), 93–99.

https://doi.org/10.1016/j.afjem.2017.08.001

Etikan, I., Musa, A,. S., & Alkassim, R., S. (2016) Comparison of convenience sampling

and purposive sampling. *American Journal of Theoretical and Applied Statistics,*

5(1), 2016, 1-4. https://doi.org/10.11648/j.ajtas.20160501.11

Farinde-Wu, A., Glover, C., & Williams, N. (2017). It's not hard work; it's heart work:

Strategies of effective, award-winning culturally responsive teachers. *Urban*

Review, *49*(2), 279–299. https://doi.org/10.1007/s11256-017-0401-5

Farnsworth, M., & Mackenzie, J. Z. (2015). What inclusive dispositions contribute to

culturally linguistically diverse exceptional students' success? *International*

Journal of Special Education, 30(3), 52–70.

Flagg-Williams, J. B., & Bokhorst-Heng, W. D. (2016). Classroom audio distribution in

the postsecondary setting: A story of universal design for learning. *Journal of*

Postsecondary Education and Disability, 29(2), 165–177.

Flint, P., Dollar, T., & Stewart, M.A. (2019). Hurdling over language barriers: Building

relationships with adolescent newcomers through literacy advancement. *Journal*

of Adolescent & Adult Literacy, *62*(5), 509–519. https://doi.org/10.1002/jaal.927

Foster, M., Halliday, L., Baize, J., & Chisholm, J. (2020). The heuristic for thinking

about culturally responsive teaching (HiTCRiT). *Multicultural Perspectives,*

22(2), 68–78. https://doi.org/10.1080/15210960.2020.1741370

Froiland, J. M., & Worrell, F. C. (2016). Intrinsic motivation, learning goals,

  engagement, and achievement in a diverse high school. *Psychology in the*

  *Schools, 53(*3), 321–336. https://doi.org/10.1002/pits.21901

Galustyan, O. V., Berezhnaya, I. F., & Beloshitsky, A. V. (2017). Professional and career

  development of teachers. *Journal of Contemporary Educational Studies/Sodobna*

  Pedagogika, 68(4), 158–172.

Garcia, I., James, R. W., Bischof, P., & Baroffio, A. (2017). Self-observation and peer

  feedback as a faculty development approach for problem-based learning tutors: A

  program evaluation. *Teaching & Learning in Medicine, 29*(3), 313–325.

  https://doi.org/10.1080/10401334.2017.1279056

Garland, K., & Bryan, K. (2017). Partnering with families and communities: Culturally

  responsive pedagogy at its best. *Voices from the Middle, 24(3),* 52–55.

Gay, G. (2018). *Culturally responsive teaching: Theory, research, and practice.* New

  York, NY: Teachers College Press

Gentles, S. J., Charles, C., Ploeg, J., & McKibbon, K. A. (2015). Sampling in qualitative

  research: Insights from an overview of the methods literature. *Qualitative Report*,

  20(11), 1772–1789. Retrieved from https://nsuworks.nova.edu/tqr/vol20/iss11/5/

Ghodbane, T., & El Achachi, H. H. (2019). Narrowing the achievement gap between EFL

  students in oral expression through cooperative learning. *Arab World English*

  Journal, 10(2), 365–378. https://doi.org/10.24093/awej/vol10no2.28

Glenna, L., Hesse, A., Hinrichs, C., Chiles, R., & Sachs, C. (2019). Qualitative research

    ethics in the big data era. *American Behavioral Scientist, 63*(5), 560–583.

    https://doi-org.ezp.waldenulibrary.org/10.1177/0002764219826282

Glover, T. A., Reddy, L. A., Kettler, R. J., Kurz, A., & Lekwa, A. J. (2016). Improving

    high-stakes decisions via formative assessment, professional development, and

    comprehensive educator evaluation: The school system improvement project.

    Teachers College Record, 118(14), 1–26.

Godley, A. J., Reaser, J., & Moore, K. G. (2015). Pre-service English language arts

    teachers' development of critical language awareness for teaching. *Linguistics*

    and Education,32(Part A), 41–54. https://doi.org/10.1016/j.linged.2015.03.015

Goldman, Z. W., Goodboy, A. K., & Weber, K. (2017). College students' psychological

    needs and intrinsic motivation to learn: An examination of self-determination

    theory. *Communication Quarterly, 65*(2), 167–191.

    https://doi.org/10.1080/01463373.2016.1215338

Goldowsky, Boris & Coyne, Peggy. (2016). Supporting engagement and comprehension

    online through multiple means of expression. 1-4. https://doi-

    org.ezp.waldenulibrary.org/10.1145/2899475.2899488

Goodwin, A. L. (2017). Who is in the classroom now? Teacher preparation and the

    education of immigrant children. *Educational Studies*, *53*(5), 433–449.

    https://doi.org/10.1080/00131946.2016.1261028

Guerrero, C., Shahnazarian, A., & Brown, M. F. (2017). Queer(y)ing culture through professional learning communities: A reimagining of culturally relevant and responsive pedagogy. *Penn GSE Perspectives on Urban Education, 13*(2).

Guest, G., Bunce, A., & Johnson, L. (2006). How many interviews are enough? An experiment with data saturation and variability. *Field Methods, 18*(1), 59–82. https://doi.org/10.1177/1525822X05279903

Gumbo, M. T. (2020). Professional development of technology teachers: Does their training meet their needs? *Perspectives in Education, 38*(1), 58–71. https://doi.org/10.18820/2519593X/pie.v38i1.5

Gupta, A. (2010). African-American English: Teacher beliefs, teacher needs and teacher preparation programs. *Reading Matrix: An International Online Journal, 10*(2), 152–164.

Gupta, A., & Guang-Lea Lee. (2020). The effects of a site-based teacher professional development program on student learning. *International Electronic Journal of Elementary Education, 12*(5), 417–428. https://doi.org/10.26822/iejee.2020562132

Gutiérrez, C. A. G., & Narváez, N. C. D. L. (2017). Revisiting the concept of self-efficacy as a language learning enhancer. *GIST: Education & Learning Research Journal, 15,* 68–95. https://doi.org/10.26817/16925777.391

Hall, T. E., Cohen, N., Vue, G., & Ganley, P. (2015). Addressing learning disabilities with UDL and technology: Strategic reader. *Learning Disability Quarterly, 38*(2), 72–83. https://doi.org/10.1177/0731948714544375

Halvorsen, A.-L., Harris, L. M., Aponte Martinez, G., & Frasier, A. S. (2016). Does students' heritage matter in their performance on and perceptions of historical reasoning tasks? *Journal of Curriculum Studies, 48*(4), 457–478. https://doi.org/10.1080/00220272.2015.1092585

Hammond, Z. (2015). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Thousand Oaks, CA: Corwin.

Hancock, K. J., Gottfried, M. A., & Zubrick, S. R. (2018). Does the reason matter? How student-reported reasons for school absence contribute to differences in achievement outcomes among 14–15 year olds. *British Educational Research Journal, 44*(1), 141.

Hancock, D., Hare, N., Denny, P., & Denyer, G. (2018). Improving large class performance and engagement through student-generated question banks. *Biochemistry & Molecular Biology Education, 46*(4), 306–317. https://doi.org/10.1002/bmb.21119

Heafner, T.L., & Fitchett, P. G., (2015). An opportunity to learn US history: What NAEP data suggest regarding the opportunity gap. *High School Journal, 98*(3), 226. https://doi.org/10.1353/hsj.2015.0006

Hennink, M. M. Kaiser, B. N. & Weber, M. B. (2019). What influences saturation? estimating sample sizes in focus group research. *Qualitative Health Research, 29*(10), 1483–1496. https://doi.org/10.1177/1049732318821692

Herbel-Eisenmann, B., Keazer, L., & Traynor, A. (2018). District decision-makers'

    considerations of equity and equality related to students' opportunities to learn

    algebra. *Teachers College Record, 120*(9).

Hitchcock, C. H., Rao, K., Chang, C. C., & Yuen, J. W. L. (2016). Teen ACE for science:

    Using multimedia tools and scaffolds to support writing. *Rural Special Education

    Quarterly, 35*(2), 10–23.

Hobbs, R., & Coiro, J. (2019). Design features of a professional development program in

    digital literacy. *Journal of Adolescent & Adult Literacy, 62*(4), 401–409.

    https://doi.org/10.1002/jaal.907

Holmes, V.-L., & Hwang, Y. (2016). Exploring the effects of project-based learning in

    secondary mathematics education. *Journal of Educational Research, 109*(5), 449–

    463. https://doi.org/10.1080/00220671.2014.979911

Ince, A. (2017). Managing risk in complex adult professional learning: The facilitator's

    role. *Professional Development in Education, 43*(2), 194–211.

    https://doi.org/10.1080/19415257.2016.1164743

Jacobs, K. B. (2019). "So why is it ok here?" Literacy candidates grappling with

    culture/culturally relevant pedagogy in urban field sites. *Urban Education,

    54*(10), 1520–1550. https://doi.org/10.1177/0042085918772621

Jacob, S. A., & Furgerson, S. P. (2012). Writing interview protocols and conducting

    interviews: Tips for students new to the field of qualitative research. *Qualitative

    Report, 17*.

Jansen in de Wal, J., Van Den Beemt, A., Martens, R. L., & den Brok, P. J. (2020). The

 relationship between job demands, job resources and teachers' professional

 learning: is it explained by self-determination theory? *Studies in Continuing*

 Education, 42(1), 17–39. https://doi.org/10.1080/0158037X.2018.1520697

Jensen, B., Whiting, E. F., & Chapman, S. (2018). Measuring the multicultural

 dispositions of preservice teachers. *Journal of Psychoeducational Assessment,*

 36(2), 120–135. https://doi.org/10.1177/0734282916662426

Kallio, H., Pietila, A.-M., Johnson, M., & Kangasniemi, M. (2016). Systematic

 methodological review: developing a framework for a qualitative semi-structured

 interview guide. *Journal of Advanced Nursing, 72*(12), 2954–2965.

 https://doi.org/10.1111/jan.13031

Kalman, M. (2019). "It requires interest, time, patience and struggle": Novice

 researchers' perspectives on and experiences of the qualitative research journey.

 Qualitative Research in Education, 8(3), 341–377.

 https://doi.org/10.17583/qre.2019.4483

Kan'an, A. (2018). The Relationship between Jordanian students' 21st century skills

 (Cs21) and academic achievement in science. *Journal of Turkish Science*

 Education (TUSED), 15(2), 82–94. https://doi-

 org.ezp.waldenulibrary.org/10.12973/tused.10232a

Karagiozis, N. (2018). The complexities of the researcher's role in qualitative research:

 The power of reflexivity. *International Journal of Interdisciplinary Educational*

Studies, 13(1), 19–31. https://doi-org.ezp.waldenulibrary.org/10.18848/2327-011X/CGP/v13i01/19-31

Katz, J. (2015). Implementing the three block model of universal design for learning: Effects on teachers' self-efficacy, stress, and job satisfaction in inclusive classrooms K-12. *International Journal of Inclusive Education, 19*(1), 1–20.

Kaur, A., & Noman, M. (2019). Investigating students' experiences of Students as Partners (SaP) for basic need fulfilment: A self-determination theory perspective. *Journal of University Teaching & Learning Practice, 17(*1*)*, 1–13.

Keehne, C. N. K., Sarsona, M. W., Kawakami, A. J., & Au, K. H. (2018). Culturally responsive instruction and literacy learning. *Journal of Literacy Research, 50*(2), 141–166. https://doi-org.ezp.waldenulibrary.org/10.1177/1086296X18767226

Kelly, N., Wright, N., Dawes, L., Kerr, J., & Robertson, A. (2019). Co-Design for curriculum planning: A model for professional development for high school teachers. *Australian Journal of Teacher Education, 44*(7), 84–107.

Kennedy, M. M. (2016). How does professional development improve teaching? *Review of Educational Research, 86*(4), 945–980. https://doi org.ezp.waldenulibrary.org/10.3102/0034654315626800

Kennette, L. N., & Wilson, N. A. (2019). Universal design for learning (UDL): What is it and how do I implement it? *Transformative Dialogues: Teaching & Learning Journal, 12*(1), 1–6.

Kennette, L. N., & Wilson, N. A. (2019). Universal design for learning (UDL): Student and faculty perceptions. *Journal of Effective Teaching, 2*(1), 1–26.

Kieran, L., & Anderson, C. (2019). Connecting universal design for learning with culturally responsive teaching. *Education and Urban Society, 51*(9), 1202–1216.

King-Sears, M. E., Johnson, T. M., Berkeley, S., Weiss, M. P., Peters-Burton, E. E., Evmenova, A. S., Menditto, A., & Hursh, J. C. (2015). An exploratory study of universal design for teaching chemistry to students with and without disabilities. *Learning Disability Quarterly, 38*(2), 84–96. https://doi.org/10.1177/0731948714564575

Klaeijsen, A., Vermeulen, M., & Martens, R. (2018). Teachers' innovative behaviour: The importance of basic psychological need satisfaction, intrinsic motivation, and occupational self-efficacy. *Scandinavian Journal of Educational Research, 62*(5), 769–782. https://doi.org/10.1080/00313831.2017.1306803

Knowles, M. (1980). *The modern practice of adult education: From pedagogy to andragogy.* New York, NY: Cambridge.

Knowles, M. S., Holton, E. F., III, & Swanson, E. A. (2005). *The adult learner: The definitive classic on adult education and human resource development* (6th ed.). Oxford, United Kingdom: Elsevier.

Korbel, V., & Paulus, M. (2018). Do teaching practices impact socio-emotional skills? *Education Economics, 26(4)*, 337–355. https://doi.org/10.1080/09645292.2018.1460320

Kornbluh, M. (2015). Combatting challenges to establishing trustworthiness in qualitative research. *Qualitative Research in Psychology, 12*(4), 397–414. https://doi.org/10.1080/14780887.2015.1021941

Korstjens, I & Moser, A. (2017): Series: Practical guidance to qualitative research. Part 4: Trustworthiness and publishing, *European Journal of General Practice*, https://doi.org/10.1080/13814788.2017.1375092

Kotok, S. (2017). Unfulfilled potential: High-achieving minority students and the high school achievement gap in math. *High School Journal, 100*(3), 183–202. https://doi.org/10.1353/hsj.2017.0007

Kowalski, S. M., Taylor, J. A., Askinas, K. M., Wang, Q., Zhang, Q., Maddix, W. P., & Tipton, E. (2020). Examining factors contributing to variation in effect size estimates of teacher outcomes from studies of science teacher professional development. *Journal of Research on Educational Effectiveness, 13*(3), 430–458. https://doi.org/10.1080/19345747.2020.1726538

Kozleski, E. B. (2017). The uses of qualitative research: Powerful methods to inform evidence-based practice in education. *Research & Practice for Persons with Severe Disabilities, 42*(1), 19–32. https://doi.org/10.1177/1540796916683710

Lacy, S., Watson, B. R., Riffe, D., & Lovejoy, J. (2015). Issues and best practices in content analysis. *Journalism & Mass Communication Quarterly, 92*(4), 791–811. https://doi.org/10.1177/1077699015607338

Ladson-Billings, G. (1994*). The dreamkeepers: Successful teachers of African American children*. San Francisco, CA: Jossey-Bass.

Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. *Theory into Practice*, *34*(3), 159. https://doi.org/10.1080/00405849509543675

Lane, M. (2018). "For real love" how black girls benefit from a politicized ethic of care. *International Journal of Educational Reform, 27*(3), 269–290. https://doi.org/10.1177/105678791802700303

Leavitt, R. R., & Hess, R. S. (2019). School climate and the Latino-White achievement gap. *Leadership & Policy in Schools, 18*(3), 270–283. https://doi.org/10.1080/15700763.2017.1384498

Liao, H. H., & Hitchcock, J. (2018). Reported credibility techniques in higher education evaluation studies that use qualitative methods: A research synthesis. *Evaluation & Program Planning, 68*, 157–165. https://doi.org/10.1016/j.evalprogplan.2018.03.005

Loeng, S. (2018). Various ways of understanding the concept of andragogy. *Cogent Education, 5*(1), 1. https://doi-org.ezp.waldenulibrary.org/10.1080/2331186X.2018.1496643

Lopez, F. A. (2016). Culturally responsive pedagogies in Arizona and Latino students' achievement. *Teachers college Record*, *118*(5).

Lowe, A., Norris, A. C., Farris, A. J., & Babbage, D. R. (2018). Quantifying thematic saturation in qualitative data analysis. *Field Methods, 30*(3), 191–207

MacLellan, J., Callary, B., & Young, B. W. (2019). Adult learning principles in masters sport: A coach's perspective. *Canadian Journal for the Study of Adult Education, 31*(1), 31–50.

Madrigal-Garcia, Y. I., & Acevedo-Gil, N. (2016). The new Juan crow in education: Revealing panoptic measures and inequitable resources that hinder Latina/o

postsecondary pathways. *Journal of Hispanic Higher Education, 15*(2), 154–181. https://doi.org/10.1177/1538192716629192

Mahasneh, A. M., & Alwan, A. F. (2018). The effect of project-based learning on student teacher self-efficacy and achievement. *International Journal of Instruction, 11*(3), 511–524.

Mallinson, C., & Charity Hudley, A. H. (2018). Balancing the communication equation: An outreach and engagement model for using sociolinguistics to enhance culturally and linguistically sustaining K-12 STEM education. *Language, 94*(3), e191–e215. https://doi.org/10.1353/lan.2018.0048

Malo-Juvera, V., Correll, P., & Cantrell, S. (2018). A mixed methods investigation of teachers' self-efficacy for culturally responsive instruction. *Teaching and Teacher Education, 74*, 146–156. https://doi.org/10.1016/j.tate.2018.05.003

Malterud, K., Siersma, V. D., & Guassora, A. D. (2015). Sample size in qualitative interview studies: Guided by information power. *Qualitative Health Research, 26*(13), 1753–1760. https://doi.org/10.1177/1049732315617444

Marshik, T., Ashton, P. T., & Algina, J. (2017). Teachers' and students' needs for autonomy, competence, and relatedness as predictors of students' achievement. *Social Psychology of Education, 20*(1), 39–67. https://doi.org/10.1007/s11218-016-9360-z

Martirosyan, N. M., Hwang, E., & Wanjohi, R. (2015). Impact of English proficiency on academic performance of international students. *Journal of International Students, 5*(1), 60–71.

Mason, M. (2010). Sample size and saturation in PhD studies using qualitative interviews. *Forum: Qualitative Social Research*, *11*(3). Retrieved from http://www.qualitative-research.net/index.php/fqs/article/view/1428/3028

Matherson, L., & Windle, T. M. (2017). What do teachers want from their professional development? Four emerging themes. *Delta Kappa Gamma Bulletin, 83*(3), 28–32.

Matias, C. E., & Mackey, J. (2016). Breakin' down whiteness in antiracist teaching: Introducing critical whiteness pedagogy. *Urban Review, 48*(1), 32-50. https://doi.org/10.1007/s11256-015-0344-7

Mazer, J. P., & Hess, J. A. (2017). What is the place of lecture in higher education? *Communication Education*, *66*(2), 236–237. https://doi.org/10.1080/03634523.2017.1287411

Matthews, J. S., & López, F. (2019). Speaking their language: The role of cultural content integration and heritage language for academic achievement among Latino children. *Contemporary Educational Psychology, 57,* 72–86. https://doi.org/10.1016/j.cedpsych.2018.01.005

McChesney, K., & Aldridge, J. M. (2018). A new tool for practitioner-led evaluation of teacher professional development. *Teacher Development, 22*(3), 314–338. https://doi.org/10.1080/13664530.2017.1418418

McChesney, K., & Aldridge, J. M. (2019). A review of practitioner-led evaluation of teacher professional development. *Professional Development in Education, 45*(2),

307–324. https://doi-

org.ezp.waldenulibrary.org/10.1080/19415257.2018.1452782

McCrohon, M., & Tran, L. T. (2019). Visualizing the reality of educational research

participants using an amalgamation of grounded and positioning theories. *Higher

Education for the Future, 6*(2), 141–157.

https://doi.org/10.1177/2347631119840532

McMahon, D. D., & Walker, Z. (2019). Leveraging emerging technology to design an

inclusive future with universal design for learning. *CEPS Journal, 9*(3), 75–93.

https://doi.org/10.26529/cepsj.639

Mellom, P. J., Straubhaar, R., Balderas, C., Ariail, M., & Portes, P. R. (2018). "They

come with nothing:" How professional development in a culturally responsive

pedagogy shapes teacher attitudes towards Latino/a English language learners.

Teaching and Teacher Education, 71, 98–107.

https://doi.org/10.1016/j.tate.2017.12.013

Merriam, S. B. (1998). *Qualitative research and case study applications in education*.

San Francisco, CA: Jossey-Bass.

Meschitti, V. (2019). Can peer learning support doctoral education? Evidence from an

ethnography of a research team. *Studies in Higher Education, 44*(7), 1209–1221.

https://doi.org/10.1080/03075079.2018.1427711

Mette, I. M., Nieuwenhuizen, L., & Hvidston, D. J. (2016). Teachers' perceptions of

culturally responsive pedagogy and the impact on leadership preparation: Lessons

for future reform efforts. *International Journal of Educational Leadership*

Preparation, 11(1). Retrieved from

https://files.eric.ed.gov/fulltext/EJ1103652.pdf

Mews, J. (2020). Leading through andragogy. *College & University, 95*(1), 65–68.

Meyer, K. R., & Hunt, S. K. (2017). The lost art of lecturing: Cultivating student

listening and notetaking. *Communication Education, 66*(2), 239–241. https://doi-

org.ezp.waldenulibrary.org/10.1080/03634523.2016.1275719

Milner, H. R. (2016). A Black male teacher's culturally responsive practices. *Journal of

Negro Education, 85*(4), 417–432. https://doi-

org.ezp.waldenulibrary.org/10.7709/jnegroeducation.85.4.0417

Morse, J. M ., & Coulehan, J. (2015). Maintaining confidentiality in qualitative

publications. *Qualitative Health Research, 25*(2), 151–152. https://doi-

org.ezp.waldenulibrary.org/10.1177/1049732314563489

Mosier, G. G., Bradley-Levine, J., & Perkins, T. (2017). Students' perceptions of project-

based learning within the new tech school model. *International Journal of

Educational Reform, 1, 2*.

Murawski, W. W., & Scott, K. L. (2019). *What really works with universal design for

learning*. Thousand Oaks, CA: Corwin.

Nash, K. (2018). They have verve: Preservice teachers' perceptions about culturally

relevant/responsive pedagogy. *New Educator, 14*(2), 153–170.

https://doi.org/10.1080/1547688X.2018.1426325

Neri, R. C., Lozano, M., & Gomez, L. M. (2019). (Re)framing resistance to culturally relevant education as a multilevel learning problem. *Review of Research in Education, 43*(1), 197–226. https://doi.org/10.3102/0091732x18821120

Newcomer, S. N. (2018). Investigating the power of authentically caring student-teacher relationships for Latinx students. *Journal of Latinos and Education, 17*(2), 179–193. https://doi.org/10.1080/15348431.2017.1310104

Newkirk-Turner, B. L., & Johnson, V. E. (2018). Curriculum-based language assessment with culturally and linguistically diverse students in the context of mathematics. *Language, Speech & Hearing Services in Schools, 49*(2), 189–196. https://doi.org/10.1044/2017_LSHSS-17-0050

Nganga, L., Kambutu, J., & Han, K. T. (2019). Caring schools and educators a solution to disparities in academic performance: Learners of color speak. *SAGE Open, 9*(2). https://doi.org/10.1177/2158244019841923

Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic analysis: Striving to meet the trustworthiness criteria. *International Journal of Qualitative Methods, 16*(1). https://doi.org/10.1177/1609406917733847

Ok, M. W., Rao, K., Bryant, B. R., & McDougall, D. (2017). Universal design for learning in Pre-K to grade 12 classrooms: A systematic review of research. *Exceptionality, 25*(2), 116–138. https://doi.org/10.1080/09362835.2016.1196450

Oliver, B. & Oliver, E. I. (2013). Culturally responsive teaching: How much more data do we need? *Journal of International Education & Business, 4*(1), 5–25.

Olszewski-Kubilius, P., Steenbergen-Hu, S., Rosen, R., & Thomson, D. (2017). Minority achievement gaps in STEM. *Gifted Child Quarterly, 61*(1), 20–39. https://doi.org/10.1177/0016986216673449

Ostovar-Nameghi, S. A., & Sheikhahmadi, M. (2016). From teacher isolation to teacher collaboration: Theoretical perspectives and empirical findings. *English Language Teaching, 9*(5), 197–205.

Padua, J. F. M., & Pacific Resources for Education and Learning (PREL). (2011). Growing Professionally. Effective Instructional Strategies Series. In Pacific Resources for Education and Learning (PREL). Pacific Resources for Education and Learning (PREL).

Piazza, S. V., Rao, S., & Protacio, M. S. (2015). Converging recommendations for culturally responsive literacy practices: Students with learning disabilities, English language learners, and socioculturally diverse learners. *International Journal of Multicultural Education, 17*(3), 1–20.

Pearce, E., de la Fuente, Y., Hartweg, B., & Weinburgh, M. (2019). Peer-coaching as a component of a professional development model for biology teachers. *School Science & Mathematics, 119*(3), 117–126. https://doi.org/10.1111/ssm.12326

Peck, N. F., Maude, S. P., & Brotherson, M. J. (2015). Understanding preschool teachers' perspectives on empathy: A qualitative inquiry. *Early Childhood Education Journal, 43*(3), 169–179. https://doi.org/10.1007/s10643-014-0648-3

Peele-Eady, T. B., & Foster, M. L. (2018). The more things change, the more they stay the same: African American English, language policy, and African American

learners. *International Journal of Qualitative Studies in Education), 31*(8), 652–666. https://doi.org/10.1080/09518398.2018.1478155

Pennings, H. J. M., Brekelmans, M., Sadler, P., Claessens, L. C. A., Van der Want, A. C., & Van Tartwijk, J. (2018). Interpersonal adaptation in teacher-student interaction. *Learning & Instruction*, *55*, 41–57.

https://doi.org/10.1016/j.learninstruc.2017.09.005

Plaut, V. C., Thomas, K. M., Hurd, K., & Romano, C. A. (2018). Do color blindness and multiculturalism remedy or foster discrimination and racism? *Current Directions in Psychological Science, 27(3*), 200–206.

https://doi.org/10.1177/0963721418766068

Pollock, S. (2019). Literacy difficulties: What are learners' experiences? *Educational & Child Psychology, 36*(1), 101–114.

Powell, R., Cantrell, S. C., Malo-Juvera, V., & Correll, P. (2016). Operationalizing culturally responsive instruction: Preliminary findings of CRIOP research. *Teachers College Record*, *118*(1).

Prieto, L. R. (2018). Incorporating diversity content into courses and concerns about teaching culturally diverse students. *Teaching of Psychology, 45*(2), 146–153. https://doi.org/10.1177/0098628318762875

Raheim, M., Magnussen, L. H., Sekse, R. J. T., Lunde, A., Jacobsen, T., & Blystad, A. (2016). Researcher-researched relationship in qualitative research: Shifts in positions and researcher vulnerability. *International Journal of Qualitative Studies on Health and Well-Being, 11*. https://doi.org/10.3402/qhw.v11.30996

Ramani, S. & Mann, K. (2016). Introducing medical educators to qualitative study

    design: Twelve tips from inception to completion. *Medical Teacher, 38*(5), 456–

    463. https://doi.org/10.3109/0142159X.2015.1035244

Raskind, I. G., Shelton, R. C., Comeau, D. L., Cooper, H. L. F., Griffith, D. M., &

    Kegler, M. C. (2019). A review of qualitative data analysis practices in health

    education and health behavior research. *Health Education & Behavior, 46*(1), 32–

    39. https://doi-org.ezp.waldenulibrary.org/10.1177/1090198118795019

Ravitch, S. M., & Carl, N. M. (2016). *Qualitative research: bridging the conceptual,*

    theoretical, and methodological. Los Angeles, CA: Sage Publications.

Razfar, A., & Nasir, A. (2019). Repositioning English learners' funds of knowledge for

    scientific practices. *Theory into Practice, 58(3),* 226–235. https://doi-

    org.ezp.waldenulibrary.org/10.1080/00405841.2019.1599231

Renz, S. M., Carrington, J. M., & Badger, T. A. (2018). Two strategies for qualitative

    content analysis: An intramethod approach to triangulation. *Qualitative Health*

    Research, 28(5), 824–831. https://doi-

    org.ezp.waldenulibrary.org/10.1177/1049732317753586

Richman, L. J., Haines, S., & Fello, S. (2019). Collaborative professional development

    focused on promoting effective implementation of the Next Generation Science

    Standards. *Science Education International, 30*(3), 200–208. https://doi-

    org.ezp.waldenulibrary.org/10.33828/sei.v30.i3.6

Rosenthal, M. (2016). Qualitative research methods: Why, when, and how to conduct

    interviews and focus groups in pharmacy research. *Currents in Pharmacy*

Teaching and Learning, 8(4), 509–516. https://doi-org.ezp.waldenulibrary.org/10.1016/j.cptl.2016.03.021

Roth, W.M., & von Unger, H. (2018). Current perspectives on research ethics in qualitative research. *Forum: Qualitative Social Research, 19*(3), 798–809. https://doi.org/10.17169/fqs-19.3.3155

Rubin, H. J., & Rubin, I. S. (2016). *Qualitative interviewing: the art of hearing data*. Los Angeles, CA: Sage Publications.

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist, 55*(1), 68–78. https://doi.org/10.1037/0003-066X.55.1.68

Rychly, L., & Graves, E. (2012). Teacher characteristics for culturally responsive pedagogy. *Multicultural Perspectives, 14*(1), 44–49. https://doi.org/10.1080/15210960.2012.646853

Saldaña Johnny. (2016). *The coding manual for qualitative researchers*. Los Angeles, CA: Sage Publications.

Salim, K. R., Abdullah, M., Haron, H. N., Hussain, N. H., & Ishak, R. (2019). A team-teaching model in an informal cooperative learning classroom. *International Journal of Emerging Technologies in Learning, 14(20)*, 44–57. https://doi-org.ezp.waldenulibrary.org/10.3991/ijet.v14i20.11458

Samuels, A. J. (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

Saunders, B., Sim, J., Kingstone, T., Baker, S., Waterfield, J., Bartlam, B., Burroughs, H., & Jinks, C. (2017). Saturation in qualitative research: exploring its conceptualization and operationalization. *Quality & Quantity, 52(4),* 1893–1907. https://doi-org.ezp.waldenulibrary.org/10.1007/s11135-017-0574-8

Scales, P. C., Pekel, K., Sethi, J., Chamberlain, R., & Van Boekel, M. (2020). Academic year changes in student-teacher developmental relationships and their linkage to middle and high school students' motivation: A Mixed Methods Study. *Journal of Early Adolescence, 40(4)*, 499–536. https://doi-org.ezp.waldenulibrary.org/10.1177/0272431619858414

Schoener III, H. J., & McKenzie, K. B. (2016). Equity traps redux: Inequitable access to foreign language courses for African American high school students. *Equity & Excellence in Education, 49*(3), 284–299. https://doi.org/10.1080/10665684.2016.1194099

Scott, L. M., & Venegas, E. M., (2017). Linguistic hegemony today: Recommendations for eradicating language discrimination. *Journal for Multicultural Education*, (1), 19. https://doi.org/10.1108/JME-09-2015-0028

Serin, M. K. (2020). Investigation of content and curricular knowledge related to fractions within the context of problem posing and problem solving processes. *International Online Journal of Educational Sciences, 12*(2), 214–229. https://doi.org/10.15345/iojes.2020.02.015

Shekhar, P., Prince, M., Finelli, C., Demonbrun, M., & Waters, C. (2019). Integrating quantitative and qualitative research methods to examine student resistance to

active learning. *European Journal of Engineering Education, 44*(1), 6–18. https://doi.org/10.1080/03043797.2018.1438988

Shen, B., McCaughtry, N., Martin, J., Garn, A., Kulik, N., & Fahlman, M. (2015). The relationship between teacher burnout and student motivation. *British Journal of Educational Psychology, 85*(4), 519–532. https://doi.org/10.1111/bjep.12089

Sim, J., Saunders, B., Waterfield, J., & Kingstone, T. (2018). Can sample size in qualitative research be determined a priori? *International Journal of Social Research Methodology*, *21*(5), 619–634. https://doi.org/10.1080/13645579.2018.1454643

Siwatu, K. O. K., Chesnut, S. R., Alejandro, A. Y., & Young, H. A. (2016). Examining preservice teachers' culturally responsive teaching self-efficacy doubts. *Teacher Educator, 51*(4), 277–296. https://doi.org/10.1080/08878730.2016.1192709

Sleeter, C. E. (2017). Critical race theory and the whiteness of teacher education. *Urban Education, 52*(2), 155–169. https://doi.org/10.1177/0042085916668957

Stake, R. E. (1995). *The art of case study research*. Thousand Oaks, CA: Sage Publications.

Stewart, M. A., Babino, A., & Walker, K. (2017). A pedagogy of care for adolescent English learners: A formative experiment. *Tapestry Journal, 8*(1), 1–18. Retrieved from https://stars.library.ucf.edu/cgi/viewcontent.cgi?article=1056&context=tapestry

Stowe, R. (2017). Culturally responsive teaching in an Oglala Lakota classroom. *Social Studies, 108*(6), 242–248. https://doi.org/10.1080/00377996.2017.1360241

Strubbe, L. E., Stang, J., Holland, T., Sherman, S. B., & Code, W. J. (2019). Faculty adoption of active learning strategies via paired teaching: Conclusions from two science departments. *Journal of College Science Teaching, 49*(1), 31–39. https://doi.org/10.2505/4/jcst19_049_01_31

Talbert, E., Hofkens, T., & Wang, M.T. (2019). Does student-centered instruction engage students differently? The moderation effect of student ethnicity. *Journal of Educational Research, 112*(3), 327–341. https://doi-org.ezp.waldenulibrary.org/10.1080/00220671.2018.1519690

Taylor, R., Kumi-Yeboah, A., & Ringlaben, R. P. (2016). Pre-service teachers' perceptions towards multicultural education & teaching of culturally & linguistically diverse learners. *Multicultural Education, 23*(3), 42–48.

Thacker, E. S., Lee, J. K., Fitchett, P. G., & Journell, W. (2018). Secondary social studies teachers' experiences planning and implementing inquiry using the inquiry design model. *Clearing House, 91*(4/5), 193–200. https://doi-org.ezp.waldenulibrary.org/10.1080/00098655.2018.1490129

Thomas, C. A., & Berry III, R. Q. (2019). A qualitative metasynthesis of culturally relevant pedagogy & culturally responsive teaching: Unpacking mathematics teaching practices. *Journal of Mathematics Education at Teachers College, 10*(1), 21–30.

Thomas, E. E., & Warren, C. A. (2017). Making it relevant: How a black male teacher sustained professional relationships through culturally responsive discourse. *Race, Ethnicity and Education*, *20*(1), 87–100.

Ticknor, A. S., & Schwartz, C. S. (2017). "It just got real": Navigating the affordances and constraints of school-based learning in a mathematics-specific induction program. *Action in Teacher Education, 39*(2), 138–152.

Thomas, G. (2017). *How to do your research project: a guide for students in education and applied social sciences*. Los Angeles, CA: Sage Publications.

Todd, B. L., & Zvoch, K. (2019). The effect of an informal science intervention on middle school girls' science affinities. *International Journal of Science Education, 41*(1), 102–122. https://doi.org/10.1080/09500693.2018.1534022

Turhan, N. S., & Karadag, E. (2019). An exploratory study on the PhD dissertation: PhD students' opinions on their research development process. *International Journal of Contemporary Educational Research, 6*(1), 1–10. https://doi.org/10.33200/ijcer.543437

Vaismoradi, M., Jones, J., Turunen, H., & Snelgrove, S. (2016). Theme development in qualitative content analysis and thematic analysis. *Journal of Nursing Education and Practice, 6*(5). https://doi.org/10.5430/jnep.v6n5p100

Van den Berghe, L., Cardon, G., Tallir, I., Kirk, D., & Haerens, L. (2016). Dynamics of need-supportive and need-thwarting teaching behavior: The bidirectional relationship with student engagement and disengagement in the beginning of a lesson. *Physical Education and Sport Pedagogy, 21(6)*, 653–670.

Vicary, S., Young, A., & Hicks, S. (2017). A reflective journal as learning process and contribution to quality and validity in interpretative phenomenological analysis.

Qualitative Social Work, 16(4), 550–565.

https://doi.org/10.1177/1473325016635244

Virtue, E. E., & Hinnant-Crawford, B. N. (2019). "We're doing things that are

meaningful": Student perspectives of project-based learning across the

disciplines. *Interdisciplinary Journal of Problem-Based Learning, 13*(2), 1–11.

https://doi.org/10.7771/1541-5015.1809

Voyer, S., Cuncic, C., Butler, D. L., MacNeil, K., Watling, C., & Hatala, R. (2016).

Investigating conditions for meaningful feedback in the context of an evidence-

based feedback program. *Medical Education, 50*(9), 943–954.

https://doi.org/10.1111/medu.13067

Wachira, P., & Mburu, J. (2019). Culturally responsive mathematics teaching and

constructivism: Preparing teachers for diverse classrooms. *Multicultural Learning

and Teaching, 14*(1) https://doi.org/10.1515/mlt-2016-0023

Wagner, C. J., Ossa Parra, M., & Proctor, C. P. (2019). Teacher agency in a multiyear

professional development collaborative. *English Teaching: Practice & Critique,

18*(4), 399–414. https://doi.org/10.1108/ETPC-11-2018-0099

Warren, C. A. (2018). Empathy, teacher dispositions, and preparation for culturally

responsive pedagogy. *Journal of Teacher Education*, (2), 169.

https://doi.org/10.1177/0022487117712487

Watts, J. H. (2008). Emotion, empathy, and exit: Reflections on doing ethnographic

qualitative research on sensitive topics. *Medical Sociology Online, 3*(2),3-14.

Wei, R. C., Darling-Hammond, L., Andree, A., Richardson, N., Orphanos, S. (2009). *Professional learning in the learning profession: A status report on teacher development in the United States and abroad.* Dallas, TX. National Staff Development Council.

Weimer, M. (2013). *Learner-centered teaching: five key changes to practice*. San Francisco, CA: Jossey-Bass.

Williams, D. L., Edwards, B., Kuhel, K. A. & Woong Lim. (2016). Culturally responsive dispositions in prospective mathematics teachers. *Discourse & Communication for Sustainable Education, 7*(2), 17–33. https://doi.org/10.1515/dcse-2016-0013

Williams, T. M. (2018). Do no harm: Strategies for culturally relevant caring in middle level classrooms from the community experiences and life histories of Black middle level teachers. *Research in Middle Level Education Online, 41*(6), 1–13. https://doi.org/10.1080/19404476.2018.1460232

Willingham, D. T., Hughes, E. M., & Dobolyi, D. G. (2015). The scientific status of learning styles theories. *Teaching of Psychology, 42*(3), 266–271. https://doi.org/10.1177/0098628315589505

Wills, J. S. (2019). Silencing racism: Remembering and forgetting race and racism in 11th grade U.S. history classes. *Teachers College Record, 121*(6).

Woodson, A. N. (2017). "There ain't no white people here": Master narratives of the Civil Rights movement in the stories of urban youth. *Urban Education, 52*(3), 316–342. https://doi.org/10.1177/0042085915602543

Wurdinger, S. (2018). How project-based learning is helping change the status quo. *Charter Schools Resource Journal, 12(*2), 38–55.

Wurdinger, S., Newell, R., & En Sun Kim. (2019). Project based learning schools that are assessing more than just academic achievement. *Charter Schools Resource Journal, 14*(1), 4–26.

Yazan, B. (2015). Three approaches to case study methods in education: Yin, Merriam, and Stake. *Qualitative Report, 20*(2), 134–152. Retrieved https://nsuworks.nova.edu/tqr/vol20/iss2/12/

Yin, R. K. (2011). *Qualitative research from start to finish*. New York, NY: Guilford Press.

Yin, R. K. (2018). *Case study research and applications: design and methods*. Los Angeles, CA: Sage Publications.

Young, J. L., Young, J. R., & Capraro, R. M. (2018). Gazing past the gaps: A growth-based assessment of the mathematics achievement of black girls. *Urban Review, 50*(1), 156-176. https://doi.org/10.1007/s11256-017-0434-9

Zepeda, S. J. (2019). *Professional development: What works*. London, United Kingdom: Routledge, Taylor & Francis Group.

Zulu, F.-Q. B., & Bertram, C. (2019). Collaboration and teacher knowledge in a Teacher Learning Community: A Case of Mathematics Teachers in Kwazulu-Natal Province. *South African Journal of Higher Education, 33*(5), 112–129. https://doi.org/10.20853/33-5-3595

Appendix A: The Project

Purpose

Results from this project study indicated that teachers at the local study site did not have an adequate understanding of culturally responsive pedagogy. Most teachers believed that CRP was an effective way to close the achievement gap between European American and Asian students and African American and Latinx students, but they lacked the knowledge to implement the approach adequately. The purpose of the project was to provide teachers with a three-day professional development seminar that included an overview of CRP and strategies to teach culturally and linguistically diverse students. Additionally, this training provided teachers with two pedagogical approaches that have been demonstrated to raise the achievement of diverse learners. The universal design for learning (UDL) and project-based learning (PBL) were examined. At the conclusion of the professional development seminar, teachers produced takeaways that they could begin to implement in their classrooms immediately.

This three-day professional development seminar was designed to be given at the beginning of the school year during the time allotted for teacher professional learning. Providing the training at this time allowed teachers to design strategies and to begin implementation of CRP based lessons. The professional development should continue throughout the year as teachers work in professional learning communities (PLC) to refine and hone their practice. The professional development training applied to teachers of all subjects and content areas, as the strategies and principles are universal. The training was scheduled as follows:

Day 1: Culturally Responsive Pedagogy (CRP) description and philosophy. The learning objectives are as follows:

Teachers will be able to describe what Culturally Responsive Pedagogy is and how it may help to mitigate the achievement gap

Teachers will be able to describe the behaviors and dispositions necessary to set the stage for teaching culturally.

Day 2: Teaching Culturally and Universal Design for Learning. The learning objectives are as follows:

Teachers will be able to utilize pedagogical content knowledge to ignite, chunk, chew, review lessons in a culturally relevant way to increase the achievement for all learners.

Teachers will be able to describe the basic principles of Universal Design for Learning

Day 3: Culturally Responsive Pedagogy (CRP) and Project-Based Learning (PBL). The learning objectives are as follows:

Teachers will be able to describe the significant features of project-based learning (PBL), and why it is beneficial to marginalized students.

Teachers will be able to create a lesson plan or lesson idea based upon the principles of UDL and PBL.

Day 1: Culturally Responsive Pedagogy Professional Development Plan

Time	Day 1 Culturally Responsive Pedagogy Professional Development Plan
	Materials Needed 2 Easel pads of paper 12 post-it notes 12 packs of sharpie markers six-count Tape
8:30-9:00 am	Day 1: Culturally Responsive Pedagogy (CRP) Introduction Participants sign in Formative Assessment Introduce presenter Review the norms and behavior expectations for participants Be present, silence your smartphone Treat all participants with respect Keep an open mind and challenge assumptions Introduce "parking lot" for all questions
9:00-9:30 am	Warm-Up Activity Have you Ever? Have teachers form a large circle in the middle of the training space Have teachers step into the center of the circle if any of the questions are true for them Have you ever been suspended from school? Were you ever called to the principal's office? Have you ever gotten an F? Did you go to your prom?
9:30-10:30 am	Objectives of Today's Session Teachers will be able to describe what Culturally Responsive Pedagogy is and how it may help to mitigate the achievement gap Teachers will be able to describe the behaviors and dispositions necessary to set the stage for teaching culturally. Break Out Activity: Have teachers arrange themselves by department. Using one sheet of easel pad paper, have participants describe techniques they currently use to teach ethnically and linguistically diverse students. Have participants post their posters so that other groups of teachers can see them. Have teachers move about the room to examine other groups' responses. Teachers can use the post-it notes to make comments on other groups' posters. Group Discussion What approaches were used most?

	What makes the approach effective for diverse learners? What role does culture play in teaching and learning? What is Culturally Responsive Pedagogy?-*PowerPoint Presentation* Definition of CRP and why it is vital to incorporate CRP in the curriculum Moving students from dependent learners to independent learners
10:30-10:45 am	Break (Check parking lot for questions)
10:45-12:00 am	Which Culture Do I Teach?-PowerPoint Presentation The nations' demographics are changing Achievement Gap What is culture? Surface culture, shallow culture, deep culture Cultural Archetypes Collectivism and Individualism Oral and Written Traditions Break Out Activity: Based on the responses from the previous poster activity, teachers will determine whether the activity/approach is collective/individual and oral or written. Have teachers brainstorm modifications to the techniques that could make them more culturally relevant.
12:00-1:00 pm	Lunch on Your Own (Check parking lot for questions)
1:00-2:00 pm	Getting Ready to Teach in a Culturally Responsive Way *-PowerPoint Presentation* Mitigating personal bias Microaggression Deficit thinking paradigm Interpretations of student behavior Reflection Breakout Activity: In your small groups, brain storm using the table top blog method ways in which you can or have prepared to be a culturally responsive teacher. What strategies have helped you successfully build relationships with diverse students? What has not worked? What strategies are you interested in trying? If time permits, have teachers share out, or museum walk to see other groups' responses.
2:00-3:00 pm	**Relational Teaching With Diverse Students** *-PowerPoint Presentation*

	(Gay 2010) Caring and high expectation Affirmation Trust and rapport Validation Classroom aesthetics Routines & Rituals **Answer Parking Lot Questions**
3:00-3:30 pm	**Turn and Talk-**Teachers will turn and talk with their colleauges about what they learned today. Some possible questions to ask: What are some aspects of Culturally Responsive Pedagogy? Why is it important to implement CRP? What is the difference between surface, shallow and deep culture? What are some ways teachers can prepare to teach in a culturally responsive way? What are some of the approaches teachers can take to teach relationally? **Complete Day 1 Evaluation**

Day 1 Slide Deck

Slide 1

Slide 2

Slide 3

Slide 4

Slide 5

Ice Breaker

+Have you Ever?
- Have teachers form a large circle in the middle of the training space
- Have teachers step into the center of the circle if any of the questions are true for them

Have you ever been suspended from school?
Were you ever called to the principal's office?
Have you ever gotten an F?
Did you go to your prom?

Slide 6
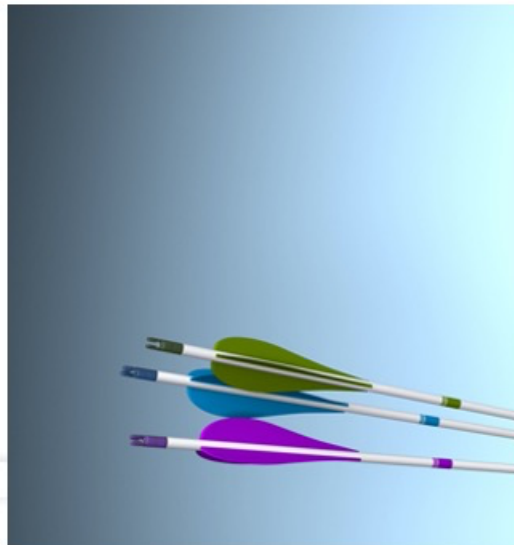
Objectives:
+ Teachers will be able to describe what Culturally Responsive Pedagogy is and how it may help to mitigate the achievement gap
+ Teachers will be able to describe the behaviors and dispositions necessary to set the stage for teaching culturally.

Slide 7

Break Out Activity

+arrange yourselves by department. Using 1 sheet of easel pad paper, describe techniques you currently use to teach ethnically and linguistically diverse students.

+post your posters so that other groups of teachers can see them.

Slide 8

Museum Walk

+ Participants will now do a "museum walk" of the various displayed lessons. Acting as "critical friends" use the post it notes to reflect on strengths and weaknesses of the lesson ideas.

+ After participants have completed the museum walk have return to their original groups

+ In a whole group discussion ask
  o What approaches were used most?
  o What makes the approach effective for diverse learners?
  o What role does culture play in teaching and learning?

Slide 9

Slide 10

What is Culturally Responsive Pedagogy (CRP)?

Culturally Responsive Teaching is a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning (Ladson-Billings, 1994)

Some of the characteristics of culturally responsive teaching are:

+ Teachers use parents, families and communities to build relationships.
+ Teachers have high expectations for all students
+ Teachers use students' culture in aspects of teaching and learning
+ Teachers use student centered learning strategies (UDL)
+ Teachers' curriculum reflects the diversity of the students they teach
+ Teacher is a facilitator

Slide 11

Main Goal of CRP is to Move Students from Being Dependent Learners to Independent Learners

Dependent learners

+ Dependent on the to carry most of the intellectual load.
+ Not sure how to take on new tasks
+ Cannot complete a task without help
+ Passive class participant
+ Doesn't retain information well

Independent Learners

+ Relies only temporarily on the teacher
+ Possesses strategies to take on new challenges
+ Attempts new tasks without scaffolds
+ Has learned strategies for long term memory

Source: Hammond, Z. (2015).

Slide 12

The Nation's Demographics are Changing

2010 US Census indicates that between 2000 and 2010 African American population has grown 12.3% Latinos have grown 43% while Caucasian growth remains relatively flat (Oliver & Oliver, 2013).

the majority of teachers continue to be middle class, white and female and monolingual (Matias & Mackey, 2016).

African American teachers only make up 7% of the overall teaching force, consisting of 5% female and 2% male (Bean-Folkes & Ellison, 2018).

Slide 13

An Achievement Gap at the Local Study Site

There is discrepancy between Caucasian and Asian students and African-American and Latino high school students on the 11th grade ACT exam.

31% percent of African Americans and 58% of Latino students met college readiness benchmark scores compared to 69% of White and 86% of Asian students, as reported on the ACT Profile Report for the 2016-2017 state testing of Grade 11 students.

Slide 14

What is Culture?

There are three levels of culture, they are

+ **Surface culture** –observable levels of culture to include food, music, holidays

+ **Shallow culture-** unspoken rules concerning daily interactions, and norms. Courtesy, attitudes towards elders, family, friends, etc. Includes nonverbals such as eye contact, personal space, appropriate touching.

+ **Deep culture-** Knowledge and assumptions that makes up our world views, inform our ethics, spirituality, health, and group harmony. Deep culture also informs how we learn.

Source: Hammond, Z. (2015).

https://www.bridgestogether.org/celebrating-our-culture-a-new-how-to-guide/

Slide 15

Cultural Archetypes

Collectivism-approximately 80% of the world

+ Common in Latin American, African, Asian and Middle Eastern cultures
  - Relationships
  - Interdependence & group success
  - Collective wisdom and resources
  - Cooperative learning
  - Group harmony important
  - Collaborative/relational

Individualism –approximately 20% of the world

+ Most European countries rooted in individualistic culture
  - Individual achievement
  - Self reliance
  - Learning through individual study
  - Individual status important
  - Competitive
  - Technical/analytical

Hammond, Z. (2015).

Slide 16

Cultural Archetypes

+ Oral-Spoken word used to convey, preserve, and reproduce knowledge from generation to generation. Coding knowledge into songs, chants, proverbs, & poetry. Emphasis on relationships.

+ Written- Does not require person to person dialogue because thoughts are committed to paper.

Slide 17

Turn & Talk

+ Based on the responses from the previous poster activity, turn to the teacher next to you and determine whether the activity/approach is collective/individual and oral or written.

+ Brainstorm modifications to the techniques that could make them more culturally relevant.

Slide 18

Lunch 12:00-1:00

Slide 19

Mitigating Personal Bias

+ Implicit bias-Implicit (or unconscious) bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. It is involuntary and often without intentional control. A form of stereotyping.

+ Microaggression- Subtle everyday verbal and nonverbal slights, and insults, which communicate hostile, derogatory, or negative messages to people of color.
  o Example: Assuming that a student does not possess a good vocabulary based upon their group membership.

+ Deficit Thinking Paradigm- When educators believe that culturally and linguistically diverse students fail in school because because of their own deficiencies or because their families do not value education. Not becaue of social inequities, unfair school policies, differential treatment.

Kempf, A. (2020).

Slide 20

Mitigating Personal Bias

Interpretations of Student Behavior-

We all act from a cultural frame of reference. We interpret others' behavior through our own cultural framework, which can lead to misunderstanding their actions and intentions. Indirect directives are a feature of White middle-class communication style.

+ Example- "David would you like to take your seat?"

Be Reflective

+ Review what happened without judgment
+ List assumptions, reactions, & interpretations of behavior
+ Try alternate explanations
+ Check your explanations
+ Build cross cultural background knowledge/empathy
+ Recognize your triggers

Hammond, Z. (2015).

Slide 21

Turn & Talk

+ Using the tabletop Twitter method brain storm ways in which you can or have prepared to be a culturally responsive teacher.
+ What strategies have helped you successfully build relationships with diverse students?
+ What has not worked?
+ What strategies are you interested in trying?
+ If time permits, have teachers share out, or museum walk to see other groups' responses.

Slide 22

Relational Teaching With Diverse Students

Teacher and student interactions are at the core of learning, and caring about students in its most basic form is about how teachers relate to their students. Caring consists of teachers' attitudes, values, and beliefs about students expressed both verbally and nonverbally. They are a "point of convergence" between what a teacher believes and how teachers interact with students

Jensen, Whiting, & Chapman, 2018; Williams, Edwards, Kuhel, & Woong Lim, 2016

Slide 23

Relational Teaching With Diverse Students

+**Caring-** According to leading CRP researcher , Geneva Gay (2018) the single most important thing teachers can do to improve student achievement with diverse learners is engage in culturally responsive caring.

  ○ All attributes of caring must be translated into actions for them to be of value
  ○ Teachers must posses an unshakable belief that marginalized students not only can but *will* improve their academic achievement

+**Affirmation-** Acknowledge the personhood of our students through words, actions that say "I care about you." Affirmation is one of the building blocks of trust.

Gay, G. (2018)

Slide 24

Relational Teaching With Diverse Students

+**Trust & Rapport-** begins with a pedagogy of listening.

  ○ 70% of communication is non-verbal
  ○ Give full attention to the student
  ○ Understand the feelings and emotions of the words
  ○ Listen with compassion
  ○ Honor the speaker's cultural way of communication

Slide 25

Relational Teaching With Diverse Students

+**Validation**- Involves two important components

○ Acknowledge inequities that impact students in and out of school

○ Validate the personhood of the student and legitimize ways of speaking or being that have been labeled as "wrong" in mainstream school culture

Ladson-Billings, G. (2009).

Slide 26

Relational Teaching With Diverse Students

+**Classroom Aesthetics**- Think critically about what is displayed in the classroom. Nonverbals send powerful messages about what is valued. Use authentic cultural elements instead of prefabricated "multicultural" resources.

○ Inexpensive prints of traditional artists

○ Photographs of community art

○ Display patents from engineers of color

Slide 27

de Souza, M., & Lee, J. (2017).

Slide 28

Slide 29

Slide 30

Slide 31

References

Bean-Folkes, J., & Ellison, T. L. (2018). Teaching in a culture of love: An open dialogue about African American student learning. *School Community Journal, 28*(2), 213–228. Retrieved from ezp.waldenulibrary.org/login.aspx?direct=true&db=eue&AN=134813997&site=ehost-live&scope=site

de Souza, M., & Lee, J. (2017). Understanding Mexican immigrant students in American schools: A case study of two Preparatorias in México. *Cogent Education, 4*(1), N.PAG. https://doi-org.ezp.waldenulibrary.org/10.1080/2331186X.2017.1387963

Gay, G. (2018) Culturally responsive teaching: Theory, research, and practice. New York, NY: Teachers College Press

Jensen, B., Whiting, E. F., & Chapman, S. (2018). Measuring the multicultural dispositions of preservice teachers. *Journal of Psychoeducational Assessment, 36*(2), 120–135. https://doi.org/10.1177/0734282916662426

Hammond, Z. (2015). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Thousand Oaks, CA: Corwin.

Kempf, A. (2020). If We Are Going to Talk About Implicit Race Bias, We Need to Talk About Structural Racism: Moving Beyond Ubiquity and Inevitability in Teaching and Learning About Race. *Taboo: The Journal of Culture & Education, 19*(2), 115–132.

Ladson-Billings, G. (2009). The Dreamkeepers. San Francisco: Jossey-Bass Publishing Co.

Matias, C. E., & Mackey, J. (2016). Breakin' down whiteness in antiracist teaching: Introducing critical whiteness pedagogy. *The Urban Review, 48*(1), 32-50. doi:http://dx.doi.org.ezp.waldenulibrary.org/10.1007/s11256-015-0344-7

Oliver, B. & Oliver, E. I. (2013). Culturally responsive teaching: How much more data do we need? Journal of International Education & Business, 4(1), 5–25.

Williams, D. L., Edwards, B., Kuhel, K. A. & Woong Lim. (2016). Culturally responsive dispositions in prospective mathematics teachers. *Discourse & Communication for Sustainable Education, 7*(2), 17–33. https://doi-org.ezp.waldenulibrary.org/10.1515/dcse-2016-0013

Day 1 Evaluation: What is Culturally Responsive Pedagogy?
Presenter: _____
Date:_____
Please answer each question below as thoroughly as possible. Your detailed response will improve future seminars, your feedback is important to me and confidential.
Based on today's session, I understand what CRP is and how it can support the academic needs of all students.
Understand 1   2   3   4   5   6   Do not Understand

Please explain

After today's session, I feel confident working with linguistically and ethnically diverse students.
Confient   1   2   3   4   5   6   Not confident
Please explain

Please explain how this session has helped you become a culturally competent educator?

Would you recommend this professional development? Please explain your answer.

On a scale 1 to 6, how will you rate this session?

Not helpful   1   2   3   4   5   6   Extremely helpful

What are some suggestions to make this training better?

Day 2: Teaching Culturally and Universal Design for Learning Professional Development Plan

Time	Day 2: Pedagogical Content Knowledge and The Universal Design for Learning Professional Development Plan
	Materials Needed 3 x 5 index cards 2 Easel pads of paper 12 post it notes 12 packs of sharpie markers 6 count Tape
8:30-9:00 am	**Introduction** Participants sign in Introduce presenter Review the norms and behavior expectations for participants Be present, silence your smart phone Treat all participants with respect Keep an open mind and challenge assumptions Introduce "parking lot" for all questions Review parking lot for questions
9:00-9:30 am	**Warm Up Activity** Two Truths and a Lie Distribute three 3 x 5 index cards to each participant On separate index cards participants will write down two truths and one lie Participants will pair with another teacher and must guess which is the lie. Share out with the whole group
9:30-10:30 am	**Objectives of Today's Session** Teachers will be able to utilize pedagogical content knowledge to ignite, chunk, chew, review lessons in a culturally relevant way to increase the achievement for all learners. Teachers will be able to describe the basic principles of Universal Design for Learning **Pedagogical Content Knowledge: Effective Techniques to Reach all**

	Learners-*PowerPoint Presentation* But That's Just Good Teaching! Using culture to connect Instructional Strategies Excite Manage Involve Apply **Breakout Activity:** Pair yourself with teachers from a similar teaching discipline. sketch out a lesson idea that capitalizes on the four instructional strategies of excite, manage, involve, apply. Write down your lesson idea on the easel paper and tape them to the wall for a museum walk.
10:30-10:45 am	**Break** (Check parking lot for questions)
10:45-12:00 am	**Breakout Activity Continued:** Participants will now do a "museum walk" of the various displayed lessons. Acting as "critical friends" use the post it notes to reflect on strengths and weaknesses of the lesson ideas. After participants have completed the museum walk have them return to their original groups In a whole group discussion ask which ideas you thought were effective and which ones were not. The presenter will take notes of the effective strategies. These strategies will be shared with participants electronically.
12:00-1:00 pm	**Lunch on Your Own** (Check parking lot for questions)
1:00-2:00 pm	**Universal Design For Learning-**-*PowerPoint Presentation* Rationale for UDL as Culturally Responsive Pedagogy Multiple means of representation Multiple means of action and expression Multiple means of engagement
2:00-3:00 pm	**Breakout Activity:** Working in interdisciplinary groups teachers will share out ways in which they are already employing components of UDL. Teachers will create "table top Twitter" in which teachers brainstorm and illustrate multiple means of representation, multiple means of action and expression, and multiple means of engagement.
3:00-3:30 pm	**Turn and Talk-**Teachers will turn and talk with their colleagues about what they learned today. Some possible questions to ask: What did you learn today about pedagogical content knowledge and culturally responsive pedagogy? Why might these approaches be effective with your students? What are some challenges to implementing these strategies? In what ways are you already engaged in good teaching?

	How might UDL be a beneficial approach for reaching all learners? What are some challenges to implementing UDL? How might you overcome these challenges? **Complete Day 2 Evaluation**

Day 2 Slide Deck

Slide 1

Slide 2

Slide 3

Slide 4

Slide 5

Objectives:

+ Teachers will be able to utilize pedagogical content knowledge to ignite, chunk, chew, review lessons in a culturally relevant way to increase the achievement for all learners.

+ Teachers will be able to describe the basic principles of Universal Design for Learning.

Slide 6

But That's Just Good Teaching!

CRP is not a different approach to teaching, nor is it merely celebrating culture. CRP goes beyond socio-emotional learning to build cognitive capacity in diverse learners by tapping into students' deep culture, family and community. Teachers push students with radical compassion through their zones of proximal development to achieve high learning goals. In other words CRP is just good teaching.

Ladson-Billings, G (1995)

Slide 7

Pedagogical Content Knowledge

"knowledge of effective teaching which includes, but is not limited to, teachers' deep and conceptual knowledge of broad and specific topics for the grade level taught, knowledge of curriculum that enables teachers to effectively use (and select) curriculum materials, knowledge of teaching and instructional strategies as well as the knowledge of students' learning to be able to effectively plan lessons and prepare instruction to target students' conceptions and misconceptions and address their learning need."

Appova, A., & Taylor, C. E. (2020).

Slide 8

Using Culture to Connect

+ Use the students' oral culture to process information
  - o Stories
  - o Songs/music
  - o Movement
  - o Repetition/chants
  - o Dialogic talk

Slide 9

Slide 10

Slide 11

Excite, Manage, Involve, Apply

+Involve-Involve students in cognitive activities that will help them process new information into long term memory.
- o Student talk that synthesizes new information with previously learned content
- o Have students compose lyrics/poetry/rap/spoken word
- o "Story-ify" the content
- o Visual representations-graphic organizers, infographics, flowcharts, pictures
- o Word play "playing the dozens"

Slide 12

Excite, Manage, Involve, Apply

+Apply- Allow students opportunities to practice what they have learned. Review and rehearsal is key.
- o Review games
- o Tackle real-life problems
- o Long term projects just as **Project Based Learning** activities
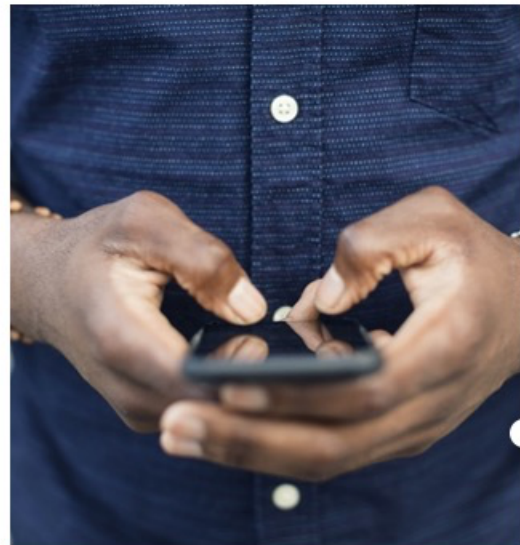
Slide 13

Break Out Activity

+Pair yourself with teachers from a similar teaching discipline. sketch out a lesson idea that capitalizes on the four instructional strategies of excite, manage, involve, apply.

+Write down your lesson plan on the easel paper and tape them to the wall for a museum walk.

Slide 14

Slide 15

Museum Walk

+ Participants will now do a "museum walk" of the various displayed lessons. Acting as "critical friends" use the post it notes to reflect on strengths and weaknesses of the lesson ideas.

+ After participants have completed the museum walk have return to their original groups

+ In a whole group discussion ask which ideas you thought were effective and which ones were not.

+ The presenter will take notes of the effective strategies. These strategies will be shared with participants electronically.

Slide 16

Critical Friends

"Critical reflection is a process of constantly analyzing, questioning, and critiquing established assumptions of oneself, schools, and the society about teaching and learning, and the social and political implications of schooling, and implementing changes to previous actions that have been supported by those established assumptions for the purpose of supporting student learning and a better schooling and more just society for all children."

Liu, K. (2015)

Slide 17

Lunch 12:00-1:00

Slide 18

Definition of Universal Design For Learning

+ Universal design for learning (UDL) is an approach to teaching designed to overcome barriers to learning such as the curriculum, instruction, and assessment and not deficits within students (Kieran & Anderson, 2019).

+ UDL does this by offering flexible approaches and differentiation to teaching and learning to include how information is presented and how students can demonstrate what they have learned (Kennette & Wilson, 2019).

+ The goal of UDL is to produce learners that are purposeful & motivated, resourceful and knowledgeable and strategic and goal oriented (Murawski & Scott, 2019).

Slide 19

Rationale for UDL as Culturally Responsive Pedagogy

+UDL has been found to increase student engagement and interest in ethnically and linguistically diverse students in K-12 classrooms. (Capp, 2017).

+Research indicated that UDL helps to eliminate barriers to participation for ethnically and linguistically diverse students (Coppola, Woodard, & Vaughan, 2019).

Slide 20

Multiple Means of Engagement

+Provide options for recruiting interests (Access)
  o Optimize Individual choice
  o Optimize relevance
+Provide options for Sustaining Efforts and Persistence (Build)
  o Heighten salience of goals and objectives
  o Vary demands and resources to optimize challenge
  o Foster collaboration and community
  o Increase mastery feedback
+Provide Options for Self Regulation (Internalize)
  o Promote beliefs and expectations that optimize motivation
  o Facilitate coping skills and strategies
  o Develop self assessment and reflection

Murawski, W. W., & Scott, K. L. (2019)

Slide 21

Multiple Means of Representation

+ Provide options for perception (Access)
  - Customize the display of information
  - Offer alternative auditory/visual information
+ Provide options for language and symbols (Build)
  - Clarify all language and symbols
  - Support decoding of text (close reads)
  - Promote understanding across languages
  - Use multiple media
+ Provide options for Comprehension (Internalize)
  - Activate prior knowledge
  - Highlight big ideas, patterns, relationships (central questions)
  - Maximize transfer and generalizations

Murawski, W. W., & Scott, K. L. (2019)

Slide 22

Multiple Means of Action and Expression

+ Provide options for physical action (Access)
  - Vary the methods of response and navigation
  - Optimize access to tools and assistive technologies
+ Provide options for expression and communication (Build)
  - Use multiple media
  - Use multiple tools for construction and composition
+ Provide options for executive functions (Internalize)
  - Guide appropriate goal setting
  - Support planning and strategy development
  - Enhance capacity for monitoring progress

Murawski, W. W., & Scott, K. L. (2019)

Slide 23

Break Out Activity

+ Working in interdisciplinary groups teachers will share out ways in which they are already employing components of UDL. Teachers will create "table top Twitter" in which teachers brainstorm and illustrate multiple means of representation, multiple means of action and expression, and multiple means of engagement.

Slide 24

Turn and Talk

Teachers will turn and talk with their colleagues about what they learned today. Some possible questions to ask:

- What did you learn today about pedagogical content knowledge and culturally responsive pedagogy?
- Why might these approaches be effective with your students?
- What are some challenges to implementing these strategies?
- In what ways are you already engaged in good teaching?
- How might UDL be a beneficial approach for reaching all learners?
- What are some challenges to implementing UDL? How might you overcome these challenges?

Slide 25

Slide 26

Appova, A., & Taylor, C. E. (2020). Providing Opportunities to Develop Prospective Teachers' Pedagogical Content Knowledge. *Mathematics Enthusiast, 17*(2/3), 673–724.

Capp, M. J. (2017). The effectiveness of universal design for learning: A meta-analysis of literature between 2013 and 2016. *International Journal of Inclusive Education, 21*(8), 791–807.

Coppola, R., Woodard, R., & Vaughan, A. (2019). And the students shall lead us: Putting culturally sustaining pedagogy in conversation with universal design for learning in a middle-school spoken word poetry unit. *Literacy Research: Theory, Method, and Practice, 68*(1), 226–249. https://doi.org/10.1177/2381336919870219

Hammond, Z. (2015). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students.* Thousand Oaks, CA: Corwin.

Kennette, L. N., & Wilson, N. A. (2019). Universal design for learning (UDL): Student and faculty perceptions. Journal of Effective Teaching, 2(1), 1–26.

Kieran, L., & Anderson, C. (2019). Connecting universal design for learning with culturally responsive teaching. *Education and Urban Society, 51*(9), 1202–1216.

Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. *Theory Into Practice, 34*(3), 159. https://doi-org.ezp.waldenulibrary.org/10.1080/00405849509543675

Liu, K. (2015). Critical reflection as a framework for transformative learning in teacher education. Educational Review, 67(2), 135-157.

Murawski, W. W., & Scott, K. L. (2019). *What really works with universal design for learning.* Thousand Oaks, CA: Corwin.

Day 2 Evaluation: Pedagogical Content Knowledge and Universal Design for Learning

Presenter: _____

Date:_____

Please answer each question below as thoroughly as possible. Your detailed response will improve future seminars, your feedback is important to me and confidential.

Based on today's session, I understand pedagogical content knowledge to include ignite, chunk, chew, and review, and how it can support the academic needs of all students.

I understand   1   2   3   4   5   6   I do not understand

Please explain

As a result of this professional development I am confident in my ability to effectively design and implement UDL lessons?

I am confident   1   2   3   4   5   6 I am not confident

Please explain

Please explain how this session has helped you become a culturally competent educator?

Would you recommend this professional development? Please explain your answer.

On a scale 1 to 6, how will you rate this session?

Not helpful   1   2   3   4   5   6   Extremely helpful

What are some suggestions to make this training better?

Day 3: CRP & Project Based Learning

Time	Day 3:
	Materials Needed 2 Easel pads of paper 12 post it notes 12 packs of sharpie markers 6 count Tape
8:30-9:00 am	**Introduction** Participants sign in Re-introduce presenter Review the norms and behavior expectations for participants Be present, silence your smart phone Treat all participants with respect Keep an open mind and challenge assumptions Introduce "parking lot" for all questions Review parking lot for questions
9:00-9:30 am	**Warm Up Activity** Dream Trip Prompt: What is your ideal/dream vacation? Where would you go and with whom? How long would your vacation be? Now look for a partner you don't normally work with and share your answers with them. Be ready to share your answers with the group. Pick three partners to share with the entire group.
9:30-10:30 am	**Objectives of Today's Session** Teachers will be able to describe the major features of project based learning (PBL), and why it is beneficial to marginalized students. Teachers will be able create a lesson plan or lesson idea based upon the principles of UDL and/or PBL. **Introduction to Project Based Learning-***PowerPoint Presentation* What is project based learning? The Benefits of PBL The PBL & CRP Connection The Driving Question **Breakout Activity:** Pair yourself with teachers from a similar teaching discipline. sketch out a DQ idea that capitalizes on CRP. Write down your DQ on the easel paper and tape them to the wall for a museum walk.
10:30-10:45 am	**Break** (Check parking lot for questions)

10:45-12:00 am	**Breakout Activity Continued:** Participants will now do a "museum walk" of the various DQs. Acting as "critical friends" use the post it notes to reflect on strengths and weaknesses of the DQs to include connections to CRP. After participants have completed the museum walk have them return to their original groups In a whole group discussion ask which DQs you thought were effective and which ones were not. The presenter will take notes of the effective DQs.
12:00-1:00 pm	**Lunch on Your Own** (Check parking lot for questions)
1:00-2:00 pm	**Planning the PBL** *PowerPoint Presentation* Project design Create a timeline for the project Monitor student progress Assess the outcome Evaluate the experience
2:00-3:00 pm	**Breakout Activity:** Teachers will collaborate to create a PBL lesson and/or PBL lesson idea. Lessons should contain the five essential components of PBL Project design Creating a timeline for the project Monitor student progress Assess the outcome Evaluate the experience Select 2-3 teachers to present their project
3:00-3:30 pm	**Wrap up and Final Words** **Complete Day 3 Evaluation** **Complete Summative Evaluation**

Day 3 Slide Deck

Slide 1

Slide 2

Slide 3

Slide 4

Slide 5

What is Project Based Learning?

(PBL) is an interdisciplinary approach to teaching and learning where students create in-depth projects that engage them in complex, real-world tasks, and inquiry. Unlike traditional projects that are usually assigned at the end of a unit of study as a form of enrichment, PBL promotes deep learning of a subject and its concepts, as well as engenders a sense of accomplishment by doing something that matters.

Virtue, & Hinnant-Crawford, (2019)

Slide 6

What is Project Based Learning?

PBL is a student-centered approach to teaching because it requires them to conduct independent research, answer their own questions, and construct new knowledge in response to an enduring question or problem that usually results in a public presentation of students' findings to the school and greater community.

Chen & Yang, (2019).

Slide 7

Benefits of Project Based Learning

+ A metanalysis of 20 years of research on PBL versus traditional instruction indicates that PBL is overall more effective in terms of student achievement (Chen & Yang, 2019).

+ Has a positive impact on students' life skills such as self-direction and collaboration (Wurdinger, Newell, & Kim, 2019).

+ increase student achievement for minority students and students who are economically disadvantaged (Holmes & Hwang, 2016).

Slide 8

The PBL & CRP Connection

+ CRP requires that students see the connection between what they do in the classroom and the outside world.

+ CRP is transformative in nature, students must have the opportunity to act as change agents in their communities by promoting equality, justice and balances of power (Milner, 2016).

Slide 9

The PBL & CRP Connection

+PBL has the potential to bridge the divide between classroom and community while providing students with the skills needed to change broader socio-political realities (Virtue & Hinnant-Crawford, 2019).

Slide 10

The Driving Question

+In PBL the driving question (DQ) might be the most important component of the project. It helps to answer the question, why are we doing this? The DQ does two things:

+For the teacher the DQ
 o Initiates the focused inquiry
 o Captures and communicates the focus of the project

+For the Students the DQ
 o Creates interest and challenge
 o Guides the project work (Miller, 2011)

Slide 11

Break Out Activity

+ Pair yourself with teachers from a similar teaching discipline. sketch out a DQ idea that capitalizes on CRP. Write down your DQ on the easel paper and tape them to the wall for a museum walk.

Slide 12

Slide 13

Slide 14

Slide 15

Critical Friends

"Critical reflection is a process of constantly analyzing, questioning, and critiquing established assumptions of oneself, schools, and the society about teaching and learning, and the social and political implications of schooling, and implementing changes to previous actions that have been supported by those established assumptions for the purpose of supporting student learning and a better schooling and more just society for all children."

Liu, K. (2015)

Slide 16

Lunch 12:00-1:00

Slide 17

Slide 18

Slide 19

Monitor Students As Projects Develop

+ Control the workflow but not the responsibility for the project
+ Teach collaboration and group conflict resolution
+ Help students assign roles in their groups
+ Hold each student individually accountable
  o Create individual, team and project rubrics for project milestones and final product

Markham, T., Larmer, J., & Ravitz, J. (2003).

Slide 20

Assess the Outcome

+ Provide formative feedback throughout the project timeline
+ Formative assessment will help drive instruction
+ Will help students understand their learning and areas that are in need of improvement
+ Assess the project according to project standards
+ In additional to content standards assess behavioral standards.

Markham, T., Larmer, J., & Ravitz, J. (2003).

Slide 21

Evaluate the Experience

+Provide time for student and teacher reflection as individuals and members of groups.

+Reflect on successes and challenges

+Reflect on new questions or directions for learning

Markham, T., Larmer, J., & Ravitz, J. (2003).

Slide 22

Break Out Activity

+**Breakout Activity:** Teachers will collaborate to create a PBL lesson and/or PBL lesson idea. Lessons should contain the five essential components of PBL
  o Project design
  o Schedule
  o Monitor student progress
  o Assess the outcome
  o Evaluate the experience

+Select 2-3 teachers to present their project

Slide 23

Wrap Up & Final Words

This is the value of the teacher, who looks at a face and says there's something behind that and I want to reach that person, I want to influence that person, I want to encourage that person, I want to enrich, I want to call out that person who is behind that face, behind that color, behind that language, behind that tradition, behind that culture. I believe you can do it. I know what was done for me.—**Maya Angelou**

Slide 24

**Day 3 Evaluation
Seminar Summative Evaluation**

Slide 25

References

Chen, C.-H., & Yang, Y.-C. (2019). Revisiting the effects of project-based learning on students' academic achievement: A meta-analysis investigating moderators. *Educational Research Review, 26*, 71–81. https://doi-org.ezp.waldenulibrary.org/10.1016/j.edurev.2018.11.001

Holmes, V.-L., & Hwang, Y. (2016). Exploring the effects of project-based learning in secondary mathematics education. *Journal of Educational Research, 109*(5), 449–463.

Liu, K. (2015). Critical reflection as a framework for transformative learning in teacher education. *Educational Review, 67*(2), 135-157.

Markham, T., Larmer, J., & Ravitz, J. (2003). *Project based learning handbook: A guide to standards-focused project based learning for middle and high school teachers.* Novato, CA: Buck Institute for Education.

Miller, Andrew. "How to Write Effective Driving Questions for Project-Based Learning." *Edutopia*, 17 Aug. 2011, www.edutopia.org/blog/pbl-how-to-write-driving-questions-andrew-miller.

Milner, H. R. (2016). A Black male teacher's culturally responsive practices. *Journal of Negro Education, 85*(4), 417–432. https://doi-org.ezp.waldenulibrary.org/10.7709/jnegroeducation.85.4.0417

Virtue, E. E., & Hinnant-Crawford, B. N. (2019). "We're doing things that are meaningful": Student perspectives of project-based learning across the disciplines. *Interdisciplinary Journal of Problem-Based Learning, 13*(2), 1–11. https://doi-org.ezp.waldenulibrary.org/10.7771/1541-5015.1809

Wurdinger, S., Newell, R., & En Sun Kim. (2019). Project based learning schools that are assessing more than just academic achievement. *Charter Schools Resource Journal, 14*(1), 4–26.

Day 3 Evaluation: CRP & Project Based Learning

Presenter: _____

Date:_____

Please answer each question below as thoroughly as possible. Your detailed response will improve future seminars, your feedback is important to me and confidential.

Based on today's session, I understand the major features of project based learning to include the driving question.

I understand   1   2   3   4   5   6   I do not understand

Explain

As a result of this professional development I am confident in my ability to effectively design and implement a PBL lessons?

I am confident   1   2   3   4   5   6   I am not confident

Explain

Please explain how this session has helped you become a culturally competent educator?

Would you recommend this professional development? Please explain your answer.

On a scale 1 to 6, how will you rate this session?

Not helpful   1   2   3   4   5   6   Extremely helpful

6. What are some suggestions to make this training better?
Professional Development- Formative Evaluation
Presenter: _____
Date:_____
How confident/knowledgeable do you feel about teaching linguistically and ethnically diverse learners?

What are some approaches that you currently utilize to support the academic needs of linguistically and ethnically diverse students?

How familiar are you with the universal design for learning?

How familiar are you with project-based learning?

Professional Development-Summative Evaluation

Professional Development Summative Evaluation
Culturally Responsive Pedagogy
Name/Group _____

Instructions: Please rate each item from "Poor" to "Excellent" If the statement is not applicable, leave it blank. **Poor** **Excellent**					
1. Were the objectives of the session made clear**?**	[1]	[2]	[3]	[4]	[5]
2. How effective were the leaders' instructional skills?	[1]	[2]	[3]	[4]	[5]
3. How effective was the program in holding your interest?	[1]	[2]	[3]	[4]	[5]
4. Were the facilities conducive to learning?	[1]	[2]	[3]	[4]	[5]
5. Were your questions and concerns addressed?	[1]	[2]	[3]	[4]	[5]
6. How useful will these ideas and skills be in improving student learning?	[1]	[2]	[3]	[4]	[5]
7. How would you rate the overall value of this PD?	[1]	[2]	[3]	[4]	[5]
8. The material is immediately useful.	[1]	[2]	[3]	[4]	[5]

9. What were the best aspects of this professional development seminar?

_____
_____
_____
_____

10. What could be done to improve this professional development seminar?

_____
_____
_____
_____

11. For future sessions, what topics would be most helpful in learning culturally responsive pedagogy?

_____
_____
_____
_____

12. Additional comments?

_____
_____
_____
_____

Appendix B: Teacher Interview Questions

[Please insert the teacher interview questions here]

Appendix C: Field Research Log

Representative Sample

06/06/2020 Participant A

This was my first interview. I was very nervous and felt a lot of anxiety leading up to the interview. Once the interview began, however, I felt at ease and comfortable. Listening to the playback I think that my voice and demeanor indicated calm professionalism. I believe a lot of that is due to the fact that I rehearsed the interview with my wife beforehand so that I could anticipate potential problems. I also rehearsed technological aspects of the interview to include making sure that I could record the conversation. I used an application called TapeACall and it worked perfectly. Both my voice and my subject's voice was clear and loud. I used Temi to do the transcription and it was mostly accurate. Because my subject has a Spanish accent some of the words did not translate appropriately, but I was able to correct most of the errors. Additionally, I will send the transcripts to Mrs. Urena so that she can check for accuracy especially in regard to Spanish names.

During the interview I tried my best to say as little as possible. I wanted my subject to have as much control as possible. I did not want to lead any of the answers either. In hindsight there are several places that I think I could have brought the subject back to the question, as she did tend to wonder off topic in a few instances. I did not do this because I wanted to develop report. Another reflection indicates that while the subject has long experience teaching, she is not conversant in "education speak" meaning that words like "pedagogy" or "diversified instruction" didn't seem to resonate with her, but when describing it she knew immediately what it is. In subsequent interviews I will not assume, even from veteran teachers, what those words/phrases mean.

I don't think I exhibited any overt bias or tried to lead the subject in any way, but in subsequent interview I will be cognizant of my implicit bias, especially when talking with female teachers. I will make sure to let them complete their thoughts without interjecting my opinions. I will give appropriate wait time so as to not seem like I am rushing the subject.

O6/08/2020 Participant B

I felt a little more comfortable going into this interview than the first. I have known Mrs. Lee for years and I know that she is a confident and accomplished teacher. I was looking forward to hearing her thoughts especially considering her psychology background. She did indeed seem to include a lot of language that points to her understanding of the need for CRP and agrees that CRP is needed to close the achievement gap, but did not give concrete examples or indicators of actually using it in her class. I was also surprised that

she did not give examples or reference to various ethnic groups. Or how she connects her lessons to Black, Hispanic or Asian cultures.

She did provide interesting insights regarding professional development. She indicated in a couple of places that it should be "hands-on" real life demonstrations or reenactments. That professional development should give teachers a "menu" of different items to "pick and choose" what they want to do in the classroom. She also stated that because A-TECH teachers are generally older, they are much less likely to want to change familiar lessons and approaches. She did speak about the difficulty of working on "islands" in which teachers are not able to effectively collaborate during the workday and week. She also indicated that teachers are much more likely to implement CRP if it were required by the NEPF or by administrators. That since it is not, teachers do not feel a sense of urgency to include CRP.

06/12/2020 Participant C

This was my third interview and I feel myself relaxing into the role. I felt a little anxious but I was able to overcome that feeling rather quickly. I did notice upon listening to my playback that I want to work on reducing my filler words, I will also try to stop saying "interesting" after the participant makes a statement. Doing the interview on the phone is difficult in that I cannot read their body language, make eye contact or smile. To compensate I have been using filler words and phrases to demonstrate that I am paying attention and that I am deeply interested in what they are saying. I am beginning to see that oral language is incredibly imprecise. That oftentimes questions that I ask are completely ignored. I don't think this is because the participants deliberately doing so, rather I believe that the receiver hears what they want to hear in a conversation, and they prefer to answer the question they wished they were asked rather than the question that was actually asked.

Participant C provided a tremendous amount of data that I find to be very interesting in regard to the research questions. As I have had the opportunity to interview teachers, I am noticing that there are definite patterns beginning to emerge. I think that the first, and maybe the most significant, is that teachers have no idea what CRP is. This participant believes that by simply treating all students equally, or that engaging all students with friendly report equates CRP. Even though I explain to them that CRP involves using a students' cultural backgrounds, family, community and lived experience, few teachers who say they are culturally competent actually know what that means. The participant indicated that what they know (or think they know) about CRP did not happen as the result of professional development training, but like other participants, indicated that they learned about appreciating diversity from their college teachers and classes. Despite the fact that the participant teaches a political science class, they did not indicate that they make curriculum decisions based on the needs of the current students. I thought that this was a missed opportunity to introduce curriculum materials that directly speak to minority students. The participant did not indicate that they make any effort to build

bridges to the students' families or to their community. The participant indicated that they would be able to implement CRP with the proper supports, but it would have to authentic meaning that the training would have to provide specific support for the age and subject he teachers not just theory. No one-size-fits-all training. This interview reinforced another theme that I heard that many teachers will not want to implement CRP because they are complacent and comfortable in what they are currently doing. They see no need or incentive to change how they are currently teaching.

06/13/2020 Participant D

In this interview Participant D stated that he believes that CRP is an important part of his teaching, however the data he provided reveals that he has a superficial understanding of what CRP looks like in the classroom setting. Like other educators, he believes that it is important to know their students and he does this through panel discussions and various other activities. PD is an elderly teacher and demonstrates what I believe is an antiquated approach to multiculturalism. For example, instead of implementing CRP approaches throughout his curriculum he chooses instead to have an "African-American" day or a "Hispanic" day. On these days he selects activities that pertain to that particular group. The activities are surface level multicultural approaches to include describing special food, religious observations, language etc he does not tie the students' culture into the curriculum in any meaningful way. He looks upon diversity as a positive and received most of his instruction in culture diversity when he was in the Peace Corps in Thailand. He stated that a challenge to implementation of CRP is pushback from his Caucasian students as to why they are spending time on it.

In regard to the second research question he stated that he believes that he could effectively implement CRP if he was to receive quality professional development. He heavily criticized the professional development offered by the district and called it "pie in the sky" that it was poorly done "fly by" professional development that has no lasting value. He told me that five minutes after watching the video he could not tell you what he watched. He stated that small group PLC would be the most beneficial especially if teachers modeled the techniques and approaches under consideration. He thinks that more teachers would incorporate CRP if they understood the positive benefits it has on students.

Appendix D: Research Memos

Participant G Research Memo 06/16/2020

Learned about multicultural approaches through the Peace Corps and Teach for America (5-week crash course-Diversity, Culture and Achievement). Watched a documentary Color of Fear.

Ran professional development at local school to include CRP training.

Students need to see their experience in the curriculum. Students begin to feel marginalized by the teacher and the school in the entire community. Students are going to work harder for teachers they like.

All students benefit particularly marginalized people transgender but also majority students benefit in that they understand their privilege and need for humility and empathy.

What we know is good teaching is good for everybody. First build rapport but also have students build rapport with themselves, can't do that if the teacher is doing all of the talking. Create a culture where students feel safe taking risks.

Literature teachers have an easier time choosing curriculum material that will expose students to different points of view and opinions.

Believes that CRP can help close the achievement gap but that it is very complex, there are a number of reasons why there is a gap.

Reflection is important to improving teaching.

Challenges of implementing a new pedagogy or curriculum arise due to a lack of teacher preparation.

Teachers do not implement CRP because white teachers get defensive, that they are doing something wrong. Affraid to talk about race.

One size fits all is not productive, make it voluntary and provide coaching for teachers. Building trust is important

Participant E Research Memo

Does not intentionally employ CRP in his teaching.
Important to know their background and culture.
Culture v. Economics in terms of learning. Certain

cultures have a tendency toward academic achievement. Sometimes other factors more important such as caring for children.

Education versus grades in success-driven cultures such as Jewish or Asian families.

Utilizes collaborative teaching

Discusses a Nazi who had to work with a Black kid. The student was not a Nazi but held conservative values.

Described a situation in which the principal came in and did not like all of the Black kids sitting together called it (I believe these are Tim's words) a Ghetto atmosphere.

Teachers may be uncomfortable using CRP techniques. Old habits, some don't believe that there should be cultural diversity.

In terms of training, you are preaching to the choir or there are naysayers. There must be someone in between.

Training must provide motivation

Uses African American architects as an example of cultural inclusion in his teaching.

The new teaching strategy was on-line learning.

He likes to use discovery learning.

New learning requires ownership, make it their own.

Teachers don't use CRP because they don't care.

Appendix E: Pre- and Postinterview Script

I want to thank you again for agreeing to participate in this study. The purpose of the study is to investigate teachers use of culturally responsive pedagogy. Cultural responsive pedagogy is defined as **"**a student-centered approach to **teaching** in which the students' unique **cultural** strengths are identified and nurtured to promote student achievement. The data collected in this study will be used to create resources for teachers to help them successfully implement CRP.

As I mentioned in the consent form your privacy is of the utmost importance and I will take every precaution to maintain your anonymity. I will not use your name, subject taught, gender, ethnicity, age or any other identifier that may reveal who you are. The data collected from the interview will be used for research purposes only. I am going to begin recording our conversation now, will that be ok with you?

Post-Interview Script

Thank you for participating in this study, I sincerely appreciate it. My next step is transcribe and analyze the interview. I might need to contact you in the future for purposes of clarification or if I have additional questions, I will also send you a copy of the transcript for you to verify for accuracy. I will also need a day or two of lesson plans, if you can send those to me directly I would appreciate it. Do you have any questions at this time?