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Elementary Teachers' Knowledge of Implementing Culturally Responsive Pedagogy for Culturally Diverse Students

Michelle Daphne Matteis
Walden University

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Walden University

College of Education

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Michelle D. Matteis

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Review Committee

Dr. Lequisha Brown Joseph, Committee Chairperson, Education Faculty

Dr. Anissa Harris, Committee Member, Education Faculty

Dr. Cheryl Burleigh, University Reviewer, Education Faculty

Chief Academic Officer and Provost

Sue Subocz, Ph.D.

Walden University

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Abstract

Elementary Teachers' Knowledge of Implementing
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by

Michelle D. Matteis

MA, Johns Hopkins University, 2010

BS, Adelphi University, 1998

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

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Abstract

Access to an equitable education is a federal mandate to ensure that all students can access curriculum and instruction that is relevant and purposeful. In a local urban school district located in the Mid-Atlantic region of the United States, elementary school teachers are charged with being culturally responsive, but there is little understanding of what teachers know about using culturally responsive teaching (CRT) to improve diverse students' performance on standardized assessments. The purpose of this qualitative case study is to explore what teachers know about implementing CRT practices to ensure that diverse students have access to equitable curriculum and instruction. CRT presents the notion of engaging all students of diverse backgrounds by linking academic content to students' culture through curriculum, instruction, and assessment as a means of increasing achievement. Gay's conceptual framework of CRT guided this study and is the foundation for the research question. The research question focused on teachers' perceptions of implementing culturally responsive teaching strategies in Grades K-5 at three local school sites. Data were collected from a purposeful sample study of nine elementary school teachers in Grades K-5 through semistructured interviews and classroom observations. Data were analyzed using an inductive search of themes and patterns through coding. Five themes emerged: classroom relationships, instructional practices, discourse, critical consciousness, and family collaboration. Results indicated that teachers had some knowledge of culturally responsive teaching theory, but practices were inconsistently implemented in classrooms. The results of the study may affect social change by providing instructional leaders a foundation to prepare professional development for teachers.

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Section 1: The Problem

Educators have a significant role in providing diverse students with an equitable education. The Every Student Succeeds Act (ESSA) is the federal law that governs education and provides the blueprint for all public schools. The focus of equity and access for all students is the foundation of the law. Under the law, states detailed an action plan with specific steps for local school district officials to meet the guidelines of the ESSA. The National Urban League (2018) valuated the consolidated plans for 36 states and the District of Columbia and rated each one as *excellent*, *sufficient*, or *poor*, based on its ability to address equity within the schools. Although the state in this study earned a *sufficient* rating, indicating that the state has an adequate initial plan for addressing equity within the school, the local school district selected for the study is in the initial stages of planning to meet the mandates of ESSA.

An urban, public school district (District X) in the Mid-Atlantic region of the United States is the location for this study. The instructional leaders of District X adopted culturally responsive teaching as the framework that would be implemented to address the need for equity and access for all students. Culturally responsive teaching is not a novel concept; however, it is a new district-wide initiative. Culturally responsive teaching is an initiative that requires reform in the way teachers think and instruct students. Cultural responsiveness requires that educators be mindful of the differences of diverse students and incorporate their cultural differences into their classrooms (Gay, 2018). Culturally responsive teaching is a conceptual framework that requires teachers shift the way students are educated.

Culturally responsive teaching is a change in thinking that involves the inclusion, development, and delivery of culture within the curriculum positively affects the academic achievement of culturally diverse students (Gay, 2018). Culturally responsive teaching was birthed as a response to school reform in the early 1990s and is a method of teaching to improve the low performance of culturally diverse students (Gay, 2018; Ladson-Billings, 1994). The 2019 Local ESSA Consolidated Strategic Plan (Goldson, 2019) has a focus of equity for all students. With the use of culturally responsive teaching, teachers may be better prepared to teach students from diverse cultures (Farinde-Wu et al., 2017; Gay, 2018; Ladson-Billings, 1995). Teachers from District X need to provide an equitable education to all students; the gap in practice is that there is no data to show if teachers have knowledge of how to implement culturally responsive teaching.

Local Problem

In a local urban school district (District X), located in the Mid-Atlantic region of the United States, Grades K-5 teachers are expected to implement culturally responsive teaching practices to ensure that diverse students have access to equitable curriculum and instruction (Goldson, 2019). Equitable access to curriculum and instruction for diverse students could improve their academic performance on the Partnership for Assessment of Readiness for College and Careers (PARCC), the standardized assessment used by District X. There is little understanding of what teachers know about using culturally responsive teaching to improve academic performance as indicated by the PARCC assessments. This exploratory qualitative study was necessary because the expectations

from ESSA are for teachers to provide an equitable and accessible education to culturally diverse students. Krasnoff (2016) contended that culturally responsive teachers need to recognize their students' diverse cultures, how those specific cultures affect learning practices, and how to cater their classroom to those differences. The instructional leaders of District X selected culturally responsive teaching as the instructional framework to meet the federal equity and access guidelines provided by ESSA for all students and improve academic performance of a diverse population of students. There is no evidence that confirms what teachers know and understand about implementing culturally responsive teaching. Implementation of culturally responsive teaching can only occur if instructional leaders know gaps teachers have in implementation so a plan of action for professional development and training can be devised.

School District Data

This qualitative study was conducted in District X, a local urban public school district that is the 25th largest public-school system in the United States encompassing 499 square miles (Goldson, 2019). Located in the Mid-Atlantic region with 206 schools, District X serves more than 132,000 students, of whom 91.4% are African American or Hispanic (Goldson, 2019). The cultural diversity within this school district is steadily increasing, and new state mandates require that local school districts develop a plan for curriculum and instruction that is equitable and will improve academic achievement (Goldson, 2019).

The population of District X historically has been majority African American. Within the last 7 years, the Hispanic population has increased by 51% (Goldson, 2019).

The measure of academic progress currently used by District X (PARCC), standardized assessments that measures proficiency in both English language arts (ELA) and mathematics (Zhang & Kang, 2017). PARCC is a consortium of states that created assessments to determine academic proficiency of students based on national standards known as Common Core State Standards (Zhang & Kang, 2017). At District X, the elementary schools' data revealed a cause for concern and a need for reform. Only 28.1% of the students are meeting or exceeding proficiency in ELA, while only 20.6% of students are meeting or exceeding proficiency in mathematics (Goldson, 2019). The local school district's plan for academic equity and achievement requires a change in curriculum and instruction. According to the local school district's strategic plan (Goldson, 2019), there needs to be a complete paradigm shift with how culturally diverse students are taught, and it begins with changing teacher practice (Goldson, 2019).

Achievement Data

Based on student population, student enrollment, and location, three elementary schools were selected to participate in this study. All three schools have a large enrollment of culturally diverse students. Culturally diverse students include those with Asian, African, Native and Latino American heritage that reside in rural or urban cities in America (Gay, 2013). The selected schools with pseudonyms, School South (School S), School Central (School C), and School North (School N), are all elementary schools within District X and were explored in this study representing three different locations within the school district.

School S is an elementary school located in the southern part of District X with an enrollment of 804 students. The kindergarten to Grade 6 student population is 27% African American, 70% Hispanic, and 3% all other races including White students. The results of the PARCC assessment at School S falls below proficiency level, with 27% proficient in ELA and 24% proficient in math. School C is in the central part of District X, with a student enrollment of 424 students that is 24% African American, 72% Hispanic, and 4% all other races. Like School S, School C's data indicated underachievement of their students, with 20% of students proficient in ELA and only 10% meeting proficiency in math. Finally, School N, is in the northern part of District X. School N is the school with the largest population for this study with 855 students. There are currently 39% African Americans and 54% Hispanic and 7% Caucasian students at School N, with 26% of students proficient in ELA and 19% of students in mathematics who are meeting proficiency. With an over 90% diverse student population, the achievement levels are disparagingly low; there is a need to have curriculum that is multicultural and instructors that celebrate cultural diversity to improve student achievement (Demie, 2018).

State Mandate

The State ESSA Consolidated Plan (2018) mandates include improving the skills of educators and helping teachers devise a plan of instruction based on their student population. Based on the State ESSA Consolidated Plan, local schools will be held accountable for the performance of all culturally diverse groups of students. The State ESSA Consolidated Plan provides guidance for the 5-star rating system that is used to

identify schools that are not meeting proficiency in ELA and mathematics based on subgroups. Though the mandate indicated that states should prioritize equity within their plans, there is not a state mandate on *how* local school districts should implement the policy. To maintain autonomy from state support and improvement plan, local school districts must develop their specific plan of action.

The 2019 ESSA Consolidated Strategic Plan is District X's proposal to meet the requirements of the State ESSA Consolidated Plan (2018). Academic Achievement in Reading/English Language Arts and School Quality and Student Success are the main areas of focus outlined in the 2019 ESSA Consolidated Strategic Plan (Goldson, 2019). Culture was considered a substantial reason for academic underachievement, based on a Needs Assessment implemented by a small task force to determine the root causes for academic underachievement within the school district (Goldson, 2019). Also, included as significant root causes related to academic underachievement are talent development and instructional transformation (Goldson, 2019). Based on these results, the 2019 ESSA Consolidated Strategic Plan provides a detailed plan of action as next steps for local schools with specific goals, objectives, and strategies. The goals of the local school district are to accelerate growth in all underachieving areas and revise curriculum for both reading and mathematics (Goldson, 2019). The plan proposes new curriculum in both reading and math for elementary schools and monitoring teacher instruction to ensure equity across the district. The state and local school district mandates indicate a need for exploring teacher practice, specifically for culturally diverse students. What teachers know and understand about culturally responsive teaching and how to

implement the practice could be the reform necessary to decrease underachievement at the local school district.

Training and Professional Development

Teachers of diverse students in the local urban school district could improve achievement if they incorporated cultural and daily experiences to their curriculum and instruction (Gay, 2018; Ladson-Billings, 1995). There is a need to understand the teacher's knowledge in culturally responsive instructional strategies with students from diverse backgrounds to ensure that these students are receiving an equitable educational opportunity. An equitable education will not be accessible if instructional leaders are not versed and experienced with culturally responsive teaching. At local School S, the Instructional Leadership Team is participating in a book study of *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students* (Hammond, 2015). The assistant principal selected the text because it is the district level charge as diversity increases and equity is at the forefront of all discussions and would be a good starting point to introduce culturally responsive teaching (D.E., personal communication, February 20, 2020).

At the local school district, of the 251 professional development courses offered for the semester, only one course entitled "Strategies of teaching Newcomers ELL," mentioned training teachers to be culturally responsible. Two teachers from the local school district recalled participating in a workshop for culturally responsive teaching in writing; however, one teacher revealed that she did not implement any of the strategies once she returned to class because she did not remember any of them beyond the course

(A.P. personal communication, September 18, 2019). The other teacher recalled “enjoying” the sessions; however, the workshop strategies did not align with the writing curriculum that was mandated by the district, therefore she did not have the opportunity to implement them (C. W., personal communication, September 18, 2019).

There have been opportunities for leaders to learn about culturally responsive teaching. Most recently, there was professional development for principals and assistant principals based on a book study. The book entitled *Leadership of Self Deception: Getting Out of the Box* by Arbinger Institute was the first text used for leadership training at the local school district about changing academic leaders’ thinking as they prepare to move into equity and culturally responsive teaching (N.A., personal communication, February 20, 2020). There is evidence that the local school district is providing opportunities for leaders to become educated on culturally responsive teaching; however, there is no evidence that classroom teachers are part of the current training and no evidence of what they know and understand to teach through a culturally responsive framework.

Larger Educational Context

According to the United States Census’ Population Projection (2020), between 2020 and 2060, America will become more ethnically and racially diverse, with the number of Hispanics doubling by 2060. Children of two or more races will be the fastest growing cohort, and one in seven Americans would be born immigrants. There is a cultural deficit paradigm, the perception that Americans perpetuate African Americans and Hispanics as low achievers and, therefore, teachers maintain low academic

expectations for them (Gay, 2018). As America's diverse school population continue to increase, there needs to be an increase of high-quality teachers that are effective practitioners ready to be deliberate about culturally responsive teaching (Robinson & Lewis, 2017).

African American and Hispanic students continue to academically lag behind Caucasian students (Dickson et al., 2016; Gay, 2018; Yuan, 2017a). The achievement gap remains a problem and the lack of cultural consideration of African Americans and Hispanics in curriculum and instruction contribute to their low academic achievement (Gay, 2018; Howe & Lisi, 2014; Yuan, 2017b). Hispanics specifically, whose student population is the fastest growing in the United States, have the lowest school achievement and school completion rate (Dickson et al., 2016). There is a myriad of factors that could be considered contributors to the disproportionate academic achievement of African Americans and Hispanics in the United States (Gay, 2018). Race, language, and socioeconomics have been consistent contributors to the achievement gap. Furthermore, the academic achievement gap often associated with minorities is based on stereotypes about racial limitations and cultural expectations (Yuan, 2017a). Often negated, Yuan (2017a) continued, are cultural experiences, academic environments, and teacher practice as direct influences to the academic gap. With the increasing number of culturally diverse students in schools, it is essential for teachers to provide an equitable education for all (Dickson et al., 2016; Gay, 2018; Yuan, 2017a). There is an urgent need to ensure that teachers are prepared to exchange old ways of teaching and learning for culturally responsive teaching (Farinde-Wu et al., 2017). Educational leaders need to

observe teachers' current practice to determine how to support teachers with professional development for culturally responsive teaching.

There is an increasing number of ethnically and culturally diverse students in schools; however, teachers are predominately White and female (Olson & Rao, 2016). Samuels et al. (2017) indicated that 80% of teachers in America are White with little exposure to other cultures, languages, or socioeconomic groups. This deficit makes it essential for teacher preparation programs to promote diversity and prepare teachers for inclusive classrooms (Samuels et al., 2017). The National Center for Educational Statistics ([NCES], 2016) showed a steady increase of all culturally diverse students in public schools from 2013 to 2025 and Whites decreasing from 50% to 46%. It is critical that teachers in classrooms know how to be culturally responsive to ensure the success of our American schools.

Rationale

Culturally responsive teaching is a call to action. The instructional shift required to ensure teacher effectiveness with culturally diverse students requires planning and instructing through the lens of the learners' cultural background (Robinson & Lewis, 2017). Exploring teachers' perception of their knowledge of culturally responsive teaching practices may engage them in dialogue about effective practices to meet the needs of culturally diverse students, thereby bridging the gap between theory and practice.

Justification

At the selected local school district, Hispanic students have increased by 12% within the last 6 years and are projected to continue to increase by another 6,000 students within a decade (Goldson, 2019), thereby justifying the need to ensure that teachers are knowledgeable in implementing culturally responsive teaching strategies. With the existing academic state of the local school district, of which the student majority is underachieving and not meeting proficiency, it is necessary to consider an examination of how students are instructed.

Purpose

With the state mandate requiring equity and culturally competent teachers, it is necessary that culturally responsive teaching be integrated into practice. Through implementation and practice of culturally responsive teaching, student's academic achievement will increase (Gay, 2018; Ladson-Billings, 1995). A reading specialist from a local school expressed her desire to learn more about culturally responsive teaching so she could effectively mentor teachers on how to teach reading to culturally diverse students in the classroom (C.W., personal communication, February 18, 2020). Lew and Nelson (2016) presented findings that suggested teachers of diverse students viewed culturally responsive teaching as a means of cultural celebrations instead of pedagogy needed to help students learn. Likewise, Ladson-Billings (2014) referred to the use of pictures and books of people of color in classrooms to show cultural relevance as "distortion and corruption" (p. 82) of the central concepts of culturally responsive pedagogy. These misconceptions of culturally responsive teaching may be contributing

factors for the underachievement of culturally diverse students. The purpose of this exploratory case study was to explore Grades K-5 teachers' knowledge about implementing culturally responsive teaching practices to culturally diverse students to ensure that diverse students have access to equitable curriculum and instruction.

Definition of Terms

Achievement gap: Achievement gap is the gap or disparity in achievement between White students and non-White students, specifically Blacks and Latino students. It reflects the disparities in standardized test scores, graduation rates, and dropout rates (Howe & Lisi, 2014).

Culture: Culture is considered the way a group of people assimilate through patterns of communication, their systems of valuing, and their habits of being. Culture is a group's way of life, understanding, and an indication that one belongs (Bomer, 2017).

Culturally responsive teaching: Culturally responsive teaching is the practice of using the experiences, perspectives, and cultural characteristics of ethnically diverse students to develop curriculum and create learning environments that would make them academically successful (Woodley et al., 2017).

Cultural competence: Cultural competence is the ability of a teacher to interpret and attain a deep understanding of those factors that affect students' experiences of culture and power such as socioeconomics, race, and gender (Buck, 2016).

Cultural pluralism: Cultural pluralism is a term used to describe when a smaller cultural group sustains its cultural identity within a larger group and does not become one (melt away) to lose their identity (Banks, 1974).

Culturally responsive pedagogy: Culturally responsive pedagogy refers to the approach used in teaching that is student-centered with a focus on students' cultural references, cultural background, and experiences. Culturally responsive pedagogy is intended to promote achievement of all students by identifying, validating, and nurturing their cultural strengths and experiences (Samuels, 2018).

Diverse students/learners: Diverse students/learners refers to non-White students and is inclusive of students of color from a larger group beyond African American and Latino students (Hammond, 2015).

Equity: Equity refers to the notion that with specific systems in place and given the support needed, every learner has opportunity to be successful (Lumadi, 2020).

Multicultural education: Multicultural education is education that is focused on all cultures. It is where race and culture are reflected in education through materials, curriculum, and teacher perception (Banks, 1974).

Significance of the Study

There is a fundamental need to make education equitable and accessible for all students. Instructional leaders of the local school district are challenged with finding the best method of facilitating instruction and developing curriculum that will provide culturally diverse students the chance to show what they know and be academically successful. There is a disproportionate number of students from diverse backgrounds who have historically maintained low academic achievement (Gay, 2018). The number of culturally diverse students has doubled (Allen, 2017), and schools are faced with the challenge of decreasing the achievement gap of an increasing population. The state

mandates make culture and equity a priority for the local school district. District X is academically below proficiency and could potentially continue to underachieve as the culturally diverse student population rises. Knowing and understanding culturally responsive teaching practices as a means of reform makes this study significant.

Teachers who have little exposure to students of diverse backgrounds will employ pedagogical practices that come from their own experiences (Gonzales & Gabel, 2017). For these reasons, teachers need to be culturally competent and deliberate with using culturally responsive teaching with curriculum, instruction, and assessments. The findings from this study could potentially alter teacher training, professional development, overall teacher practice, and student achievement. The findings from this study have the potential to affect social change by encouraging and supporting teachers as they incorporate culturally responsive teaching strategies in their practice. Teachers who understand their students through a cultural lens have a better chance of academic success and should be held accountable for using culturally responsive strategies (Gay, 2018). Social change may also occur if local school districts develop curriculum and assessments that are culturally relevant. Finally, implications for social change from this project may modify teacher preparation programs, classroom instruction, and school based professional development by encouraging change in programming to provide equitable education for all students.

Research Questions

Elementary school teachers in Grades K-5 must be cognizant of their students' cultural background to plan for instruction. Elementary teachers who are prepared with

culturally responsive pedagogy may have more success with relating to their students and ultimately become more effective with bridging the cultural gap that exists (Gay, 2018; Ladson-Billings, 1995). The guiding question for this exploratory case study is posed to explore teachers' knowledge and perceptions of instructional practices used in classrooms with largely culturally diverse students as they relate to culturally responsive pedagogy. One research question guides this study:

RQ: What are Grades K-5 school teachers' perceptions about implementing culturally responsive teaching practices to culturally diverse students to ensure that they have access to equitable curriculum and instruction?

The research question for this study was addressed through semistructured interviews and observations as methods typically used for qualitative research (Baskarada, 2014). These methods of data collection aligned well with the research question that guides this study. Framed around the eight characteristics and four pillars of culturally responsive teaching, the semistructured interview explored what teachers know and understand about the characteristics and practices they used in class that are culturally responsive. Observations allowed for an appraisal of culturally responsive teaching practices and how teachers modified curriculum for instruction. The findings from the observations were captured on an observation checklist. Collectively, the interviews and observations informed the research question. Once data were collected, the findings were triangulated, coded, and analyzed.

Review of the Literature

The literature review was organized into two parts: the conceptual framework and the review of the broader problem. The conceptual framework for culturally responsive teaching, was used in this study. The characteristics of culturally responsive teaching are the connected concepts that guided this study and each concept is explained in the first part of the literature review. The second part of the literature review presents the broader problem of culturally responsive teaching. It includes an examination of the history of K-12 education in America and its efforts to eliminate the achievement gap. This historical review begins with a brief history of policy efforts over the last 5 decades that intended to stop the social inequities that diverse students have faced in public schools. Next, is historical framework for the evolution of culturally responsive teaching in education.

Culturally responsive teaching is explored as a theory that generated into practice. The literature about the role and influence of teachers on academic achievement of students is examined in the third part of the review. Then, I explored the literature based on teacher's cultural competence. Cultural competence includes, teacher knowledge, teacher preparation and teacher perception as it relates to culturally responsive pedagogy. An analysis of the pedagogical implications of culturally responsive teaching in the classroom is presented followed by the current literature around teaching strategies used to be culturally responsive is reviewed. Finally, the literature around critiques and challenges of culturally responsive teaching and pedagogy are presented. The literature review provides a critical analysis of the body research of the broader problem that exist when it comes to equity and social justice for all diverse students.

Gay's Conceptual Framework

Conceptual frameworks are connected concepts and ideas that explain relationships within a study (Grant & Osanloo, 2014). I used a conceptual framework to explore the idea of culturally responsive teaching. Conceptual frameworks are not based on theories that have been tested or validated, however, collectively are a set of assumptions, beliefs and concepts that help to develop a phenomenon. This framework is important as it provides researchers a logical structure to examine a problem and provides guidance for the research (Grant & Osanloo, 2014). *Culturally responsive teaching* is applying techniques for being culturally competent in the classroom and providing practical strategies that should be used with diverse learners to increase achievement (Gay, 2018; Ladson-Billings, 1994). In this study, I explored what teachers know about implementing culturally responsive teaching practices. The framework informed the research questions and provided an initial structure for examining teachers' responses about culturally responsive teaching.

Culturally responsive teaching served as the conceptual framework for this study. Gay (2018) suggested that if teachers learn to integrate student's personal abilities, experiences, and cultural characteristics into their instruction, then student achievement will increase. Teachers need to be cognizant of students' cultural knowledge, prior experiences, values, and beliefs when preparing curriculum and instructing diverse learners (Ladson-Billings, 1995; Gay, 2018). There are eight characteristics of culturally responsive teaching that Gay refers to as "character profiles" of culturally responsive teaching that provide the basis for the research questions. The character profiles are traits

or qualities that teachers must use in classrooms as culturally responsive practice. The qualities are that teaching should be (a) comprehensive and inclusive, (b) transformative, (c) validating, (d) empowering, (e) emancipatory, (f) multidimensional, (g) humanistic, (h) normative and ethical. Gay also identified four pillars of culturally responsive teaching that should be observed in the classroom: caring, communication in the classroom, ethically and culturally relevant curriculum, and teaching and learning. The eight-character profiles should be evident within the four pillars of culturally responsive teaching and provide a blueprint for strategies and practices that are culturally responsive and should be evident in classrooms with diverse students.

Comprehensive and Inclusive

Culturally responsive teaching is comprehensive and inclusive (Gay, 2018). Students are individuals that enter the school with their own ideas, experiences, and points of view. The majority should not have the power to overshadow students' individualities because they are fewer in numbers (Banks, 1974; Brown et al., 2016). Everyone should be taught through the lens of culturally responsive teaching. The purpose for culturally responsive teaching can be viewed from two perspectives. The first is the need to teach academic content through culturally responsive teaching and the second is to teach cultural responsiveness through culturally responsive teaching strategies (Banks, 1974; Gay, 2013). Cultural responsiveness requires all members of the school community to be responsible for teaching the whole child and engage in creating a sense of community and belonging for students that celebrates their cultural individuality. High expectations are set for students as teachers develop academic knowledge, skills

and values using culturally appropriate curriculum (Gay, 2018). Teachers and students work collectively and are active partners in the learning process.

Transformative

Culturally responsive teaching is transformative (Gay, 2018). Teachers have the responsibility of promoting the cultural enrichment of all students and embrace the diversity that is rapidly growing in America. Culturally responsive teaching involves embracing the differences that diverse students bring to the classroom and acknowledging their strengths and successes as assets to the learning environment (Gay, 2018; Lakhwani, 2019). Using diverse cultures as the filter or conduit for teaching content allows students from other cultures to learn more about their own culture and the culture of others. Being transformative will allow students to be culturally sensitive to people around them and become participating members of the community (Gay, 2015). In a classroom, instruction would look like learning about each other's culture through literature or music.

Validating and Affirming

Culturally responsive teaching is validating and affirming (Gay, 2018). Education must set out to develop learners that will become functioning members of society (Gay, 2013). Education should be empowering, promote efficacy, excellence, and equity of all students. The goal of educating culturally diverse students should be to ensure that there is a connection between school and home (Gay, 2018; Ladson-Billings, 1995; Yuan, 2017a). How a student perceives themselves is essential to how they are viewed by the world around them. Through culturally responsive teaching they develop competence,

cultural affirmation, and self-worth (Gay, 2013). Considering a student's culture is validating their importance in schools and in America (Gay, 2018). Achievement is based on successful academic experiences and accomplishments. To improve achievement and make learning easier for diverse students, educators must teach diverse students through their cultural lens (Gay, 2015). Therefore, it is essential for teachers to find a way to celebrate diversity of all students (Banks, 1974; Gay, 2013).

Empowering

Culturally responsive teaching is empowering (Gay, 2018). Teachers of diverse students need to be cognizant of their own perceptions, attitudes and assumptions that influence how they teach (Gay, 2018; Ladson-Billings, 2019). A fundamental requirement of culturally responsive teaching is to supplant negative perceptions of diverse students and replace them with encouraging ones (Gay, 2013). Deficit thinking, according to Gay (2013) is the perception that marginalized groups are often viewed as powerless and disadvantaged. These views about diverse students can shape how teachers interact with students. Teachers bring these preconceived ideas about race, culture, ethnicity, and poverty as they prepare curriculum, instruction, and assessments. Deficit thinking is hazardous to the success of students (Gay, 2018). Teachers tend to put the blame on students and their families for their low academic performance (Samuels, 2018). Furthermore, the assumptions that many students from diverse backgrounds are dysfunctional, have learning issues, or intentionally underachieve needs to be reconsidered if a teacher wants to be culturally competent to teach diverse students (Gay, 2013). Teachers need to create classroom environments that promote self-worth, a sense

of dignity and encourages students to value who they are and what they bring to the learning environment.

Emancipatory

Culturally responsive teaching is emancipatory, and it is liberating. Culturally responsive teaching is about reducing the achievement disparities of culturally diverse students and ensuring that they have academic moments of success and mastery (Gay, 2013). It lifts the stereotypes, preconceived bias and deficit thinking that perpetuates underperformance and underachievement of diverse students. Students' perspectives are considered in the learning process and they now have a voice to engage in their own learning (Gay, 2018). Diverse students would previously experience education through the filters of the mainstream majority. Using culturally responsive pedagogy students learn about themselves and other cultures.

Multidimensional

Culturally responsive teaching is multidimensional and includes awareness of instructional process, cultural competence and facilitating learning with cultural resources (Gay, 2013). It includes all things that involve education, such as classroom management, classroom climate, curriculum, instruction, assessments, and student-teacher relationships (Gay, 2018). Teachers play an essential role with how learning is facilitated. To be effective, a teacher should master content knowledge and pedagogical skills. It is also essential for teachers to have cultural knowledge and a range of experiences that will affect their teaching (Gay, 2018). Therefore, it is imperative that teachers become adequately trained in culturally responsive pedagogy to teach in today's schools.

Humanistic

There is a humanistic aspect to culturally responsive teaching that influences everyone who uses the strategies. Culturally responsive teaching is valuable for both majority groups and minority groups (Gay, 2018). Those who are taught through culturally responsive techniques will have a sense of pride and value for who they are. They develop a sense of self and an appreciation for other cultures. Through culturally responsive teaching, acceptance and respect are cultivated.

Normative and Ethical

Culturally responsive teaching is normative and ethical (Gay, 2018). Culturally responsive teaching promotes social justice and equity by recognizing that all individuals have their own experiences and points of view that are embedded in curriculum and instruction (Dickson et al., 2016; Ladson-Billings, 1994, 2014; Gay, 2013, 2018). According to Bomer, (2017) students should see themselves within the content and have their cultures represented in the curriculum. Though challenging, teachers have an ethical responsibility to plan curriculum that will promote achievement (Ladson-Billings, 2014; Lakhwani, 2019). Teachers have an ethical and moral responsibility to provide students with access to an equitable education.

Pillars of Culturally Responsive Teaching

Through the work of Ladson-Billings culturally responsive teaching gained national notoriety (Samuels et al., 2017). Often interchangeable culturally responsive, culturally relevant, culturally centered pedagogy all refer to teaching in a way that relates to students and their cultural background to increase academic achievement (Buck,

2016). Culturally Responsive Teaching aims to address the gap in practice by providing an equitable education for all students. Considering student's values, experiences, and knowledge when teaching will promote social justice and provide all students an equitable opportunity to achieve academically (Ebersole, et al., 2016; Gay, 2018).

Culturally responsive teaching is critical now than ever as classrooms become increasingly more diverse (Lew & Nelson, 2016). Culture is essential to consider in today's classrooms therefore relevance is fundamental to engaging students with content and increasing student achievement (Scherff & Spector, 2011). While there are a plethora of research and theories about multicultural education and culturally responsive teaching there is much analysis of current frameworks that provide limited examples of practice in the classroom (Samuels et al., 2017). According to Ebersole et al. (2016), culturally responsive teaching does not appear to be happening in classrooms across America. There is a disconnect for teachers about what is culturally responsive teaching in theory and what is done in practice (Ebersole et al., 2016; Gay, 2018). According to Gay (2018), the practice and *how to* of culturally responsive teaching is becoming more concrete and should be evident in teacher practice. Gay (2018) outlined four pillars of culturally responsive teaching that should be evident in its implementation. These pillars: caring, communication, curriculum content and instruction, according to Gay should be accompanied by visible actions taken by educators and curriculum writers to practice culturally responsive pedagogy.

Caring

Culturally responsive teaching is caring (Gay, 2018). Caring according to Gay (2018) is when teachers and students have an established relationship and where validating and affirming are present in their interactions. Caring is apparent when a teacher attains a deep understanding of their student's family, culture, and community (Buck, 2016). Consistent with Buck (2016), Bomer (2017) suggested that teachers also need to consider students as individuals and assess their strengths and assets to the learning environment to develop a teaching relationship with that student. Likewise, learning is effective if preceded by positive teacher-student interactions (Yuan, 2017a). Caring, as an idea is something that teachers would view as important to being an effective teacher. However, many teachers cannot articulate what caring looks like in actual practice and struggle with transitioning from theory to practice. Olson and Rao (2016) argued the importance flourishing the relationship between student and teacher. If teachers and teacher training programs become more aligned with getting to know students and developing meaningful relationships with them, teacher effectiveness would increase (Robinson & Lewis, 2017).

Communication

Cross-cultural communication is another pillar of culturally responsive teaching that educators need to acknowledge as essential to diverse student achievement (Gay, 2018). Culture has a direct impression on what is talked about, how things are talked about and what thoughts are shared (Gay, 2002, 2015). Thomas and Warren (2017) presented findings around the notion of teacher talk and interactions with students as key

elements to being culturally responsive practitioners and essential to academic achievement. Furthermore, teachers are in direct contact with students and it is through language and gestures that relationships are developed and learning is transacted. Subsequently, culturally responsive teachers use student's expertise in their experiences as a platform to scaffold for learning new information (Thomas & Warren, 2017).

Teachers must learn how to code switch or what they referred to as “linguistic hybridity” (Gay, 2018, p.104) when working with diverse students. Diverse students who use their traditional language to communicate are often disregarded and have the most difficult time with school achievement then those students who think and behave in line with mainstream cultural norms (Gay, 2018).

Curriculum

Curriculum content is an essential component of culturally responsive pedagogy. Including ethnic and culturally diverse content into the curriculum ultimately empowers students and gives them a sense of connection to the material (Gay, 2018). Bomer, (2017) contended that the challenge that culturally responsive teachers face is the ability to be flexible with the given curriculum. The curriculum according to Gay, (2018) should be relevant to the intended population. Teachers need to be aware of who is in their classrooms and make a deliberate effort to amend curriculum lessons to the students before them. When considering curriculum, it is crucial to consider the following: text quality, meaningfulness to the students, use of multiple sources and relevant content inclusive of history, experiences, and contributions of the students' respective ethnic groups. Furthermore, achievement is based on indicators of performance and not only on

assessment scores and grades (Gay, 2013, 2018). School districts may provide the curriculum, but it is up to the classroom teacher to ensure that they integrate culturally relevant content.

Students from diverse cultures and racial ethnicities should see themselves in academic curricula. When developing curriculum students of color and those who have recently migrated to America are not considered when planning (Banks, 1974; Bomer, 2017). Culturally responsive pedagogy requires that educators revisit the curriculum and its contents. The curriculum should reflect the diversity that is evidently increasing in American schools. Schools need to allow opportunities for students to cultivate tolerance among diverse groups. Through teacher training cultural competence can be examined and practices of culturally responsive teaching could be reevaluated. When culturally responsive teaching is practiced, teachers need to be mindful of their own identity before they can engage students learning through validation (Milner, 2016). Teachers must understand the social environment of the students they teach and value the student-teacher relationship as an asset to creating curriculum (Milner, 2016; Olson & Rao, 2016). Once the curriculum is updated to mirror the modern classroom, teachers can begin to conceptualize how they will make certain that culturally responsive pedagogy is embedded in their instruction.

Instruction

The process of teaching and learning is a pivotal element of culturally responsive teaching. There are several things that are key when implementing culturally responsive pedagogy. Teachers primarily, are essential to the implementation of culturally

responsive teaching (Zhang-Wu, 2017). Though the curriculum is important, it is a teacher that must differentiate and deliver the information based on the student population (Zhang-Wu, 2017). Culturally responsive teaching is rooted in teacher facilitation and implementation. Samuels' (2017) findings noted that having high expectations for all students is essential and there is a need to use collaborative and constructivist learning strategies in the classroom. This aligns with Gay's (2015) idea that teachers who believe that diverse students can achieve provide them with an academically rigorous curriculum and instruction. A teacher's instruction is directly related to their perception of what they believe their students can achieve.

Actual practice of culturally responsive teachers is based on pedagogy and professional development. Lambeth and Smith (2016) noted that teachers (who are predominantly White) felt underprepared to teach students from diverse backgrounds. Lambeth and Smith's study of teachers' perception of their preparedness to teach diverse students, provided evidence that pre-service teachers require more training with *how* to be culturally responsive educators and not simply just the reason *why*. These findings are consistent with Mayfield and Garrison-Wade (2015) who suggested that what teachers are doing in the classrooms is based on the training they receive. Teachers who wish to become proficient practitioners of culturally responsive pedagogy also need to be reflective practitioners (Lambeth & Smith, 2016; Zhang-Wu, 2017). To truly develop as instructional change agents, teachers should be aware of their metacognition, abilities, limitations, and biases prior to instructing culturally diverse students.

The key component to culturally responsive teaching is including culture in all aspects of instruction and within all content. It is not an isolated event that occurs alongside the curriculum. Mayfield and Garrison-Wade's (2015) research supports Gay (2015) and Ladson-Billings' (1995) idea that culture should be integrated into the curriculum with teachers engaged in continuous professional development on how to best facilitate teaching and learning. Zhang-Wu's (2017) findings are consistent with the literature and indicated that teachers need to know their students as individuals, be cognizant of their own instructional competence and have a deep understanding of culture, race and how it affects teaching and learning. The plethora of theories, literature, and research on culturally responsive teaching, though meaningful and profound does not make application of this concept easy to facilitate.

Although Gay (2015) provided details about the necessity of culturally responsive teaching and its benefits to diverse students, there is little evidence of practical suggestions for facilitating a classroom using culturally responsive pedagogy (Mayfield & Garrison-Wade, 2015). The literature does, however, provide findings in support of culturally responsive teaching and the realization that there is a need to consider culture with the creation of curriculum (Lambeth & Smith, 2016). Though the literature was lacking details for teaching strategies, the literature provided a platform for awareness of culturally responsive teaching and the need to be culturally competent in the classroom.

Summary of Conceptual Framework

Culturally responsive teaching is not a theory but, a collection of concepts and assumptions grounded in research. The research question for this study allowed me to

explore each characteristic of culturally responsive teaching through interviews with teachers and classroom observations. The study results informed the research question; results indicated challenges that teachers face when implementing culturally responsive teaching and provided a foundation to begin training and professional development.

Literature Review Strategies for Broader Problem

I conducted this literature review using textbooks and online databases to examine the facilitation of culturally responsive pedagogy in classroom settings. Walden University Library was the primary resource used for accessing online databases. I most commonly used the following databases in the Walden University library: Education Resources Information Center (ERIC), Sage Journals, Education Source, EBSCO, and ProQuest. The search terms included *culturally responsive teaching*, *cultural competence*, *culturally competent teachers*, *culturally competent teaching*, *teachers' perceptions of culturally responsive teaching*, *culturally responsive pedagogy*, *culturally relevant teaching*, *multicultural education*, *culturally responsive teaching practices*, *perceptions of teachers and culturally responsive teaching*, *culturally responsive teaching and communication*, *culturally responsive teaching/pedagogy and ethics*, *achievement gap*, *achievement gap and minorities*, *assessments*, *culturally diverse students*, *qualitative research*, *conceptual framework*, *case studies*, *case studies in education*, *curriculum and diversity*, and *student achievement and diversity*. After reading numerous textbooks and several peer-reviewed journals, I expanded my search to include *cultural competence* and *teacher impact on student achievement*.

Review of the Broader Problem

Educational inequities in American schools have been prevalent since slaves were emancipated in 1863. After their emancipation, slaves were eager to learn how to read and write. However, “equal rights for all,” as written in the Fourteenth Amendment of the U.S. Constitution, was not what they received (Fraser, 1944; Urban & Wagoner, 2004). Almost 200 years and students of color continue to struggle and experience inequities in education specifically, to obtain quality resources and equitable academic achievements as Whites in America (Yuan, 2017b). The struggle by diverse ethnic groups to obtain an equitable education that included them has been a concern in American history for centuries.

Journey Towards Equity

There have been several pivotal moments in history where policies, legislations and judicial decisions regulated the course of education for diverse students in America. In 1896 Plessy vs. Ferguson (Beeman, 2012; MacFarlane, 2018; Urban & Wagoner, 2004) ruled that the law of the land “Separate but Equal” was constitutional and therefore Black people should be provided with alternate but equal accommodations during their stay in America. Though the constitutional law included people of color, separate did not mean equal. The inequities of the schools were apparent in teacher preparation, building conditions, materials, attendance, and graduation rates (Urban & Wagoner, 2004). Later in American history, Brown vs. Board of Education of Topeka, Kansas, 1954 overturned the previous Plessy vs. Ferguson ruling stating that schools could no longer be segregated by race (Macfarlane, 2018; Urban & Wagoner, 2004). The Brown vs. The Board of

Education decision in 1954 led Blacks in America to demand equal rights and launched the Civil Rights Movement which included the movement for equity in public education for both African Americans and Hispanics (Urban & Wagoner, 2004). Concurrently, the Black Revolt of the 1960s was in full swing with protests that pleaded for equal treatment and opportunities. Blacks demanded that schools include more information about the Black experience in the curriculum (Banks, 1974; Urban & Wagoner, 2004). Joined by Mexican, Native and Asian Americans, Blacks voiced their discontentment with the lack of teachers from varied ethnic groups and lack of visibility in the curriculum (Banks, 1974). Diverse groups continued to fight for their fair share in education. Poverty and race continued to determine equity and access in education well into the mid-20th century.

Our current governing policies on education have been a series of reauthorizations by policy makers as they attempted to close the achievement gap in education. President Lyndon B. Johnson released the War on Poverty in 1964, a legislation to combat the inequities in America (Woods, 2016). The War on Poverty legislation birthed Head Start, Title 1 (federal supplemental funding) and the Elementary and Secondary School Act (ESSA) (Woods, 2016) both of which were devised to ensure equitable access to students of color in public schools. Into the 1980s the educational achievement gap of colored students continued to be disparaging. According to the U.S. Department of Education (n.d.) the legislation, *The Nation at Risk: The Imperative for Educational Reform* (1983) released under the administration of President Ronald Reagan shamed the American public school system calling its performance “mediocre” and that education was a focal

problem in America (Banks & Banks, 2013). *The Nation at Risk* challenged schools to set high expectations to achieve excellence by considering each learner as an individual. The reauthorization of the ESSA in 2001, known as *No Child Left Behind Act (NCLB)*, released under President George Bush, maintained Title 1 funds and Head Start programs from the War on Poverty however, NCLB added pressure to schools and school districts to be accountable through the use of standardized tests (Veselak, 2018). NCLB also set targets of achievement for schools which included students performing at or above proficiency in both reading and math. President Barack Obama and the *Race to the Top* (RTT) agenda normalized standards of education with the Common Core State Standards (CCSS). States selected to join one of two assessment consortium, PARCC or Smarter Balance to create assessments that aligned with the standards (Jochim & McGuinn, 2016). In most recent years, the reauthorization of NCLB known as the, Every Student Succeeds Act (ESSA, 2015) continues to provide legislation on equity and social justice in American schools and now hold schools accountable for how students perform (Williams, 2018). ESSA is forcing schools to look at their student population, curriculum and teacher capacity and create an instructional plan that will promote academic achievement (Williams, 2018). Though our educational policies have provided opportunities for equitable access to education there needs to be a focus on equitable practice to ensure access for all students. Considering the increasing diverse population of schools, culture and diversity professional development are essential to a school's success.

Culturally Responsive Teaching Historical Framework

America was established by the migration of many cultures and ethnicities of people who were in search of a better life. Multicultural education was birthed in the early 1960s from concerns that schools in America were not equitable for minority students during the Civil Rights Movement (Banks, 1974, 1981; Banks & McGee, 2013; Gay, 2018). Multicultural education is a model of education that acknowledges the importance of culture as it relates to student achievement. This type of education promotes equality for all subgroups inclusive of race, gender, religion, and culture (Banks, 1974; Banks & McGee, 2013; Howe & Lisi, 2014; Mayfield & Garrison-Wade, 2015). Culture is based on implicit and explicit patterns and behaviors of a group of people which distinguishes them from other people (Banks, 1974). Once called the melting pot, the Anglo-Saxon Protestant way of living was considered the culture and way of living in America (Banks, 1974; Banks, 1981). This melting pot ideology was an attempt to extinguish individual cultures and ethnicities to create the American culture (Banks, 1981). Attempting to create one American ideology of education left too many students behind and American schools with an increased gap in achievement.

During the 80s, Banks (1981) proposed the concept of multiethnic ideology as a concept necessary for school reform. This notion suggested that school reform should include examining several factors about the environment which include policy, learning styles, curriculum, instruction, assessment, and the community as factors that affect student achievement (Banks, 1981). Banks (1974) also suggested that schools needed to be more deliberate with developing multicultural educational programs that is inclusive

of diversity. Banks (1974) noted that even schools with majority Anglo-American students would benefit from curriculum that mirrored the true image of America. Multicultural education was the answer to making sure diverse students would have access to curriculum and instruction that would promote their achievement. Culturally responsive teaching was the response to “how” schools and educators would ensure that curriculum, instruction, and assessments were culturally competent.

According to the National Center for Culturally Responsive Educational Systems (NCCRESt, n.d), cultural responsiveness is the belief that students from diverse backgrounds can be academically successful if given the appropriate support. Culturally responsive pedagogy and practice come from understanding cultural responsiveness, being deliberate about creating a culturally responsive classroom and developing curriculum that is culturally responsive (NCCRESt). Culturally responsive teaching derives from the broader concept of multicultural education (Gay, 2018). Also, used interchangeably with culturally responsive teaching, it provides a platform that would ensure that no one ethnic group dominates education, and it aims to fill gaps created by social inequities (Gay; Ladson-Billings, 2005; Olson & Rao, 2016).

Several things need to happen in schools to ensure that diverse students receive in equitable quality education. With the increasing population of diverse students in our nation, multicultural education seeks to provide curricula and instructional practices that would meet the needs of diverse students (Lew & Nelson, 2016). Multicultural education, according to Lew and Nelson, is done when teachers are responsive practitioners and use culture as the platform to develop instructional activities. Gist (2017) defined culturally

responsive teaching as how a teacher uses knowledge of a student's cultural background and incorporates culture into their instructional practice. Culturally responsive teaching takes deliberate effort on the teacher's part to adjust practice and lesson planning in ways they may not be familiar or comfortable. Lew and Nelson also suggested that responsive teachers must go against the grain and adjust their teaching methods and materials. They noted that culturally responsive teaching requires that teachers pay attention to students as individuals and their experiences. Culturally responsive teaching, an extension of multicultural education is when students' culture, beliefs and experiences are applied to create meaning in academic content (Gay, 2018). Hernandez and Shroyer (2017) discussed the need for teachers to use culturally responsive pedagogy and strategies to meet the demands of teaching in today's classrooms that have demographically changed in the last 30 years. They also indicated the need to prepare teachers for these diverse classrooms to ensure that they meet the needs of all their students. Although, teachers engage in coursework and fieldwork on diversity, teachers are not receptive to using culturally responsive pedagogy (Ebersole et al., 2016). Culturally responsive teaching according to Hernandez and Shroyer, (2017) is grounded in social justice and is used to reduce prejudice while simultaneously meeting the needs of all learners. It is not an option but the responsibility of schools to provide teachers with time and training to be culturally responsive practitioners.

Teachers' Cultural Competence

This period in history could probably be considered a cultural revolution of education. With the increasing number of culturally diverse students, it has never been

more important to examine teachers' capacity to equitably facilitate purposeful instruction. Ladson-Billings (2005) wrote that as the number of diverse students in public education continues to increase the teaching force is monolingual and predominately white. Brown et al. (2016) in agreement, suggested that as a result, White middle-class teachers lack the knowledge of how culture can influence curriculum and instruction. There is a direct implication for how this lack of competence will influence achievement and student development (Banks, 1974; Brown, et al., 2016; Lakhwani, 2019). Conversely, Ladson-Billings (1995a.) presented findings from a study that suggested teachers who are a part of the community, aware of their personal ideologies and perceptions about themselves and their students, will set high standards for student achievement. The lack of understanding that teachers have about culture can result in miscommunication, misinterpretation, and misevaluation of students.

Teacher Perceptions

There are preconceived notions about students from low-income families and students of color as having deficiencies and problems (Bomer, 2017). Culturally responsive pedagogy suggest that teachers need to change their deficit thinking of minority students and become engaged with their cultural background and learning style (Robinson & Lewis, 2017). The critical race theory presented by Robinson and Lewis (2017) is the idea that a dominant group attempts to marginalize and oppress a subordinate group based on race. It presents the notion of white dominance in the larger context as it relates to curriculum development and the exploitation of minority groups through deficit-based thinking by teachers (Robinson & Lewis, 2017). The number of

white teachers continue to dominate public education despite the continued increase of diversity of students in American schools (Howard, 2016; Ladson-Billings, 2005; Olson & Rao, 2016; Samuels et al., 2017). A teacher's perception and attitude about culturally diverse students has more influence on student achievement than materials and curriculum.

Teachers can either facilitate academic achievement or obstruct it based on how they feel about cultural diversity (Gay, 2002). Teachers' perception of culturally diverse students has a direct effect on learning opportunities and learning outcomes (Alaca & Pyle, 2018; Gay, 2002). Furthermore, teacher perception will have an influence on their attitudes and behaviors towards culturally diverse students (Brown et al., 2016). There is a significant amount of influence that teachers can have on students, considering the amount of time they spend together, and the impressions can be long-lasting (Veselak, 2018). Teachers need to set aside their unilateral methods of teaching and practice culturally responsive pedagogy through knowledge and experiences with diversity and education. The key to reform and changing student achievement is not based on students' abilities but the teachers' limitations to be culturally competent. Changing teachers' perceptions from being "culturally deprived" to culturally aware is essential to student achievement (Gay, 2018). Though the number of mono-cultural teachers continue to dominate American schools they can be successful with meeting the needs of diverse students through culturally responsive teaching strategies.

Teacher Preparation

Teacher preparation is a complicated and intricate process, particularly during a time when classrooms are changing so rapidly. In addition to the increasing number of standards in education that teachers need to know to meet the needs of their students, the ever-changing demographic of the nation makes it very difficult to provide all students with an equitable education (Gonzalez & Gabel, 2017; Hernandez & Shroyer, 2017). Olson and Rao (2016) argued that through teacher preparation programs culturally responsive pedagogy can be emphasized. They also contend that the lack of understanding culturally responsive pedagogy makes teachers less competent to adjust instruction, make decisions about assessments and can lead to misinterpretation of students' actual abilities. Lew and Nelson (2016) suggested that new teachers need to become familiar with their students' culture this way they (teachers) would not overreact or misinterpret nonverbal cultural cues. Cultural diversity in classrooms should be treated as assets to instruction and not as liabilities (Thomas & Warren, 2017). Individual cultures must be considered when teachers are planning instruction and with classroom management (Lew & Nelson, 2016). Teachers who practice culturally responsive teaching consider themselves acquainted to the community they teach, and they understand the need for collaborative learning between student and teacher (Thomas & Warren, 2017). Teaching is no longer about only teaching content but, teaching is a commitment to knowing and teaching individuals.

Teachers cannot plan instruction without being inspired in some way by their own cultural views and perceptions about how students will respond to their lesson. It is

inescapable that a teacher's lesson is not a projection of how they have internalized their own culture and experiences (Bomer, 2017; Gonzales & Gabel, 2017). In the literature, there is evidence that a student's diversity (race, culture, and ethnicity) has a direct influence on a teacher's perception of their student's academic abilities. Teachers are often unaware of their own biases and how it influences their instruction (Gay, 2018). Being culturally responsive as a teacher means being cognizant of others' cultures as well as the experiences that shape their beliefs (Bomer, 2017). For teachers, it also means being cognizant of their own perceptions and how their experiences shape their expectations with their students.

Though teachers may seek to understand culturally responsive teaching the data from the research revealed that they are still at a lost about what it really means and how to effectively put it into practice. Ebersole et al. (2016) conducted a study to examine how teachers understood culturally responsive teaching after taking a diversity course. From their study teachers were able to discriminate between culturally responsive activities vs. culturally responsive perspective when teaching. Several of the teachers created culturally responsive activities separate from the curriculum and viewed being culturally responsive as a separate entity. Lambeth and Smith (2016) conducted a similar study and examined the views of teachers in graduate programs and how felt about being prepared to be culturally responsive teachers. At the conclusion of the study, the pre-service teachers felt it was necessary for teachers to have practical training with teaching culturally diverse students from more experienced teachers. They realized that culturally responsive teaching is important though some of them felt there were limitations in the

connections they made with the students. Though the participants understood culturally responsive teaching in theory, Lambeth and Smith (2016) indicated that teacher preparation programs need to teach “how” to work with diverse students. Yuan (2017a) referred to this idea as a “teacher gap” that needs to be addressed in higher education teacher preparation programs. According to Yuan, teachers should be prepared to be effective and contend with cultural subject matter such as diversity in race, ethnicity, culture, and languages in today’s classrooms. In addition, Gonzales and Gabel (2017) suggested the idea that teacher preparation programs provide teachers with the necessary skills to make culturally responsive decisions about curriculum, assessments, materials, and how they instruct diverse students.

Critiques and Challenges of Culturally Responsive Teaching

There are obstacles and challenges of implementing culturally responsive strategies with fidelity. Ebersole et al. (2015), identified three challenges that teachers may face with teaching diverse students. The first is knowing their capacity as a teacher and how knowing who they are shapes how they teach. The second is being flexible enough to adjust as students will change and keeping up with the culture of the student population. The third challenge according to Ebersole et al. (2015), teachers face is the lack of preparation in pre-service training and professional development. Multicultural education, diversity classes and culturally responsive teaching courses are often considered electives or courses that are in addition to and not requirements.

The literature is extensive on culturally responsive teaching and provides an argument for the essential need to utilize strategies that would promote academic success

for diverse students. The literature also, explored what culturally responsive teaching is not. Culturally responsive teaching is not extra work or additional activities. Culturally responsive teaching does not live-in isolation, nor does it occur occasionally (Ladson-Billings, 2014). Culturally responsive teaching should not be a second thought but, should be infused into the curriculum and be prevalent in all content areas (Gay, 2002, 2013, 2015a, 2015b, 2018; Lambeth & Smith, 2016). These misconceptions according to Gay (2015, 2018), makes culturally responsive teaching complicated to actualize and almost impossible to specifically name culturally responsive teaching strategies. Culturally responsive teaching is flexible and accommodating depending on the student population, content, and curriculum (Gay, 2015).

Implications

Through interviews and observations, I gained insight into the teachers' perception of culturally responsive teaching by exploring their knowledge of how to implement culturally responsive teaching practices. I sought to explore teacher's understanding of the eight-character profiles and four pillars of cultural responsiveness through semistructured interviews and observations. I focused on culturally responsive indicators that teachers use in the classroom to plan curriculum and facilitate instruction of students through observations and captured my findings on an observation checklist.

The results of this study could potentially lead to on-going professional development and training for teachers. At the completion of this study, I considered creating courses and professional development workshops to support elementary teachers with the implementation of culturally responsive teaching. Alternatively, a white paper or

report could provide an in-depth understanding about culturally responsive teaching with the benefits and rationale for implementation. The information ascertained from this study will be shared with district administrators to help them make clear the expectations and nuances of being culturally responsive when facilitating professional development or during professional discourse. The local school district may consider providing more opportunities for professional development course offerings and include culturally responsive teaching in the strategic action plan. My study could also be shared with teacher preparation programs to support teachers with culturally responsive pedagogy at the entry level of their careers. Finally, additional teacher training and support will affect the quality of education that diverse students in urban schools' experience ultimately resulting in reversing underachievement.

Summary

In Section 1 of the study, I examined the local problem at an urban school that has a large population of diverse students that require teachers to be culturally responsive practitioners. Little evidence exists of training and professional development for the teachers to ensure that they are culturally competent and knowledgeable about culturally responsive teaching practices. The section included the rationale for the study, a definition of relevant terms used, the significance of the study and the questions that would guide the study. Also, in Section 1, a detailed explanation of the conceptual framework along with the literature review of research articles and texts that helped pinpoint the key issues aligned with my study's topic. In Section 2 of the proposal, I explain the process that will be used to collect and analyze the data for my study as well

as report the findings. Culturally responsive teaching is a framework that provides guidance on instruction and curriculum development for diverse students. The literature presented in Section 1 is extensive and substantiates the need for school districts to prioritize culturally responsive teaching as an initiative for reform.

Section 2: The Methodology

The purpose of this exploratory case study was to explore Grades K-5 teachers' knowledge about implementing culturally responsive teaching practices to culturally diverse students to ensure that diverse students have access to equitable curriculum and instruction. Teachers must possess knowledge of culturally responsive teaching to successfully integrate culturally responsive teaching strategies in their curriculum, instruction, and assessment practices (Gay, 2018). Culturally responsive teaching is essential to closing the achievement gap and educating students through a cultural lens may increase their chance for success (Thomas & Warren, 2017). The research question was developed to explore what teachers understand and what they are doing during instruction that is culturally responsive. The following question guided this investigation:

RQ: What are Grades K-5 school teachers' perceptions about implementing culturally responsive teaching practices to culturally diverse students to ensure that they have access to equitable curriculum and instruction?

In this section, I included the rationale for selecting the qualitative research method and exploratory case study design. Section 2 also includes the criteria for participant selection, and participant access is examined with consideration of participant-researcher relationship and ethical protection. Data collection methods, process, and timeline are detailed in this section. Finally, data analysis methods and considerations are included.

Research Design and Approach

I used the qualitative research method for this doctoral study. The purpose of this exploratory case study was to explore what teachers know about implementing culturally responsive teaching practices to provide equitable curriculum and instruction to diverse students. Qualitative inquiry is often used when researchers aim to gain an in-depth understanding of human behaviors specifically their attitudes and motivations (Rotherham & Willingham, 2009). Qualitative research includes an inductive style of research that aims to gather data to understand groups or individuals of a particular genre (Creswell, 2014). In addition, O'Mahony (2017) suggested that qualitative research provides participants of the study an opportunity to share their beliefs and experiences about a particular phenomenon. For these reasons, qualitative research was best to address the research question that guided this study.

The research on culturally responsive teaching is vast and growing. Qualitative research methods have been used in many of the studies of culturally responsive teaching (Brown et al., 2016; Hernandez & Shroyer, 2017; Lew & Nelson, 2016; Olson & Rao, 2016; Samuels et al., 2017). However, those studies focused on teacher candidates or novice teachers during in-service training. They presented the influence of culturally responsive teaching, or lack thereof, as it relates to inexperienced teachers. The purpose of this study, in contrast, explored the knowledge of experienced elementary teachers and what they are doing in the classroom to address the needs of culturally diverse students.

Justification

Several qualitative research designs were considered for this study. Harwati (2019) discussed how an ethnographic approach examines the relationship between people and specific facets of their lives such as shared beliefs, culture, and history. The main goal of an ethnographic approach is to understand the relationship between people and their surroundings (Harwati, 2019). That design would not be appropriate here, as I am focusing on teacher perception and practices of teachers that experience a phenomenon and not a relationship. Narrative inquiry was also an approach considered; with this approach, it is the first-person accounts, in detail, of their lives through a story that provides data (Creswell, 2014; Merriam & Glover, 2017). For this study, a narrative inquiry would not be useful to address the research question and would not be suitable for perceptions of several participants. The case study design does, however, allow for an in-depth exploration and explanation of a phenomenon (Harwati, 2019) by those who experience it. Neither of these alternatives suited this study, as I intended to collect data from multiple sources from a bounded system and use triangulation to provide an in-depth analysis of the phenomenon explored. Therefore, an exploratory case study was selected to be the best design for this research.

Case Studies

Case studies are suitable when exploring challenging topics and complex issues that require extensive collection of data as in the Farinde-Wu et al. (2017) study. In that study, the researchers examined culturally responsive teaching strategies of award-winning teachers. They explored the pedagogical strategies that these teachers employed

that increased student achievement and developed personal growth. Case studies allow for researchers to go deeper with an investigation (Ebersole et al., 2015; Lambeth & Smith, 2016). Case studies provide an in-depth look at the *how* and *why* of a topic, and the information collected comes from multiple sources that require triangulation (Yin, 2018).

The case study allows a researcher to complete an in-depth inquiry about a phenomenon—which can be a program, person, process, or establishment—and then analyze and report on the inquiry (Baskaradi, 2014; Yazan, 2015; Yin, 2018). According to Merriam and Tisdell (2016), a single case study allows a researcher to explore a bounded system or a case where a researcher wants to study a single thing or a single group. A single case study is an intense study of an issue, group, or organization that uses triangulation to identify themes and patterns (Merriam & Tisdell, 2016; Yin, 2018). Using semi structured interviews and observations, I collected data to explore teachers' perceptions of their knowledge of culturally responsive pedagogy for diverse students.

Participants

Participants for this study were Grades K-5 classroom teachers who worked in one of the three selected school sites. Collectively there were a total of 68 potential classroom teachers in the participant pool. For this exploratory case study, I used homogenous purposeful sampling, also called *consecutive sampling*, to select eligible participants. Purposeful sampling is used in qualitative research, and participants are randomly selected based on a list of criteria (Naderifar et al., 2017). Homogenous purposeful sampling allows researchers to select participants who have experience and

are knowledgeable with the topic being investigated (Creswell, 2014; Lodico et al., 2010; Naderifar et al., 2017; Palinkas et al., 2015). The key is to use a sample group of participants that can provide the researcher with information that aligns with their study (Lodico et al., 2010; Merriam & Tisdell, 2015). Using homogenous purposeful sampling is common for qualitative research because it limits differences in participants' and narrows the sample group based on their qualifications (Lodico et al., 2010; Palinkas et al., 2015). Homogenous purposeful sampling allowed me to select participants who are classroom teachers and work with diverse students.

Criteria for Selecting Participants

In a case study, the research questions guide the researcher on who would best inform the study (Yin, 2018). Based on the research question, a purposeful sampling of participants was selected based on the following criteria: (a) teachers must have taught within the local school district for 3 years and 1 day, which would make them a tenured teacher and considered permanent, not provisional, staff; and (b) teachers must teach elementary students from Grades K-5 and specifically a core content area such as reading, writing, math, or science. To gain greater depth in a study, fewer participants is suitable (Creswell & Creswell, 2017). Nine participants met the criteria for selection and were selected. According to Baskarada (2014), qualitative case studies results are not meant to be generalized; therefore, a large group is not needed.

Access to Participants

To gain access to the participants, I obtained approval from Walden University's Institutional Review Board committee (IRB # 06-28-21-0598650) and the local school

district (see Appendix B). Then, I emailed the principals at the selected school-sites the principal correspondence and the consent form (see Appendix C). I asked principals to send out a general request (see Appendix C) for participants via email that included the introductory letter that explained the study and the consent form (see Appendix C). There was a Google form link within the letter that participants completed as consent to participate. The consent form that potential participants completed included a request for them to provide a personal email address for further communication and contained prequalifying questions to ensure that I had a participant pool that met the criteria of the study. I contacted the qualifying teachers with a welcome letter (see Appendix C) using my Walden University email address. The welcome letter provided participants with specific information about the study and the next steps. I repeated this process three times over 4 weeks. I selected the first nine volunteers that qualified based on the participants criteria.

Researcher-Participant Working Relationship

As the researcher, I created a positive researcher-participant working relationship. I was respectful of their time and provided specific start and end times for each meeting. Participants were contacted immediately after completing the Google form to schedule the best time for both the interview and observation and once more the day prior to confirm. I respected their willingness to participate and ensured them that their responses were confidential. Creswell and Creswell (2017) suggested that participants be informed of their roles and responsibilities, which include the time needed for interviews and observations. I informed participants that the study would take a few weeks; however,

they were also reassured that our interactions were at their convenience. I ensured that all participants were provided time to ask questions during the interview. I started each interview introducing myself and the topic of my study. It was my goal as a researcher to provide a safe and comfortable experience for all participants by being respectful and appreciative of their time and cooperation during this process. As a result of COVID-19 and social distancing mandates, all communication with participants was done virtually, including sending the gift cards to their personal email addresses.

Ethical Protections

There were several ethical protections to consider when conducting the case study. Yin (2018) provided several actions that need to transpire prior to the collection of data. The first is gaining informed consent from all participants. Participants were informed that this study was voluntary, they would not receive any compensation, and they could withdraw from the process at any time. I reiterated that this study is private and confidential, which Yin maintained is necessary, so participants do not feel threatened. I maintained an open line of communication throughout this process, remaining transparent about all the necessary steps and actions required. I made myself available via email, Zoom, and telephone when needed.

I ensured the confidentiality of the participants. I informed the instructional director and the school's principals that confidentiality of the information gathered from participants will be withheld from them. I assured participants that I would maintain their confidentiality by sharing aggregated results from the case study with other staff members or their supervisors. The results of the study did not have any identifiable

information, and their identities are kept confidential to prevent participants from peer resentment or unfavorable situations due to their involvement in this study. Additionally, I maintained discretion by not discussing the study in public forums or in front of others at the school site. I reiterated to them that their participation would be valuable to successful implementation, planning, and instruction of culturally diverse students and thanked them for their participation.

The protection of all participants was a primary goal for me as a researcher. Using social media to conduct research could pose ethical concerns in with confidentiality, trust, and anonymity (Hennel et al., 2020). As an added safeguard to protect the confidentiality of the participants, I used my personal computer and Walden University email address for all correspondence. I used a private Zoom meeting room that is not affiliated with the school district. During the semistructured interviews, I instructed participants to keep their cameras off during the recordings. I kept my camera off during the virtual observations so I would not disturb the class during instruction. Participants' names were not used and were assigned a code that would include a letter and number to maintain confidentiality. For example, all data collected from Teacher 1 were labeled "T1." I maintained all files with identifying names, electronic documents, communications, and recorded interviews in a file on my password protected personal computer locked at home. All data will be destroyed after 5 years from the date of the completed study. Documents will also be destroyed as well as all electronic files deleted.

Data Collection

Qualitative research methods are used to study and understand a problem based on an individual's experiences, perspectives, and behaviors (Baskarada, 2014; Rosenthal, 2016). Data are collected on site or the natural setting where the participants' experience the problem being studied (Creswell, 2014; Creswell & Poth, 2016). Researchers who use qualitative methods play an instrumental role in gathering information and must employ multiple sources of data collection to gain an in-depth look at the problem being studied (Creswell, 2014; Merriam & Tisdell, 2016). Qualitative research uses multiple ways of data collection to explore the topic of inquiry (Clark & Veale, 2018). Using multiple sources of data collection such as interviews and observations establishes triangulation, which increases the validity of the study (Creswell, 2014; Merriam & Tisdell, 2016). For this study, I improved validity through semistructured interviews and observations.

Interviews

Interviews are useful for qualitative research because they provide an opportunity for human participants to provide insightful data about their experiences and actions (Hancock & Algozzine, 2017; Yin, 2018). Using a semistructured interview method allowed for me to use predefined questions. The interview questions were developed based on the Gay's (2018) eight-character profiles of culturally responsive teaching (see Appendix E). The responses to the interview questions provided context for what teachers know about culturally responsive teaching. The interview questions (see Appendix E), were open-ended questions with a single focus, worded in a clear and concise manner with a neutral tone as to not appear biased or sway the participants'

perspective (Merriam & Tisdell, 2016; Rosenthal, 2016). Each interview question was intended to explore teachers' perceptions about the characteristics of culturally responsive teaching.

Access

I contacted participants 1 day before the scheduled interview via email to review the details of the interview including the time, process, and purpose. I conducted a semistructured interview, one-on-one with each participant not exceeding 30 minutes using Zoom digital meeting platform. Interviews were conducted outside of school hours, and the school day was not affected. The interviews were recorded via Zoom. The semistructured interviews resembled a conversation guided by a series of questions that were researcher created (Rosenthal, 2016; Yin, 2018). Though the interview had a time limit, participants were given time to respond to each question, providing time for subsequent questions when needed

Sufficiency

The interview questions (see Appendix E) are grounded in the conceptual framework of this study and were developed by me, the researcher. The interview questions encouraged the participants to discuss their knowledge about culturally responsive teaching and how the eight-character profiles guide their practice. The semistructured interviews were my first method of data collection. Interviews allowed for intimate discussions between the participant and the interviewer (Moser & Korstjens, 2018). The one-on-one setting provided me with an opportunity to get to know the

experiences of the participants with culturally responsive teaching while developing a personal rapport with everyone (Yin, 2018).

Process

The interviews were conducted virtually and recorded using Zoom. The participants were told that they were being recorded and were asked to turn off their cameras. Hancock and Algozzine (2017) recommended that researchers develop a plan for capturing interview data prior to conducting the interview. Yin (2018) suggested that recordings (audio or visual) are not required for case studies; however, they do allow for better accuracy in recalling details. Yin (2018) also maintained that the goal of the researcher is to make the interviewee comfortable and that researchers need to be prepared to use technical devices that will not distract from the interview.

For my study, the interviews were recorded for accuracy, and I took notes simultaneously. The interviews were transcribed within 1 day using Zoom transcription feature to ensure that the data collected was fresh in my memory and an accurate account of the interview is recorded (Moser & Korstjens, 2018). Hurst et al. (2019) proposed that there are benefits to the researcher transcribing the data. The researcher is familiar with the study and engaging in the process of interpreting the data will increase the quality of the analysis (Hurst et al., 2019). Though Zoom transcription was used, I manually reviewed the transcription for accuracy.

Tracking

Prior to the interview each participant was assigned a letter and a number (example Teacher 1 is T1) and this allowed me to keep their identity confidential during

this process. I used an electronic journal to transcribe the interviews. Using an electronic format allowed me to categorize the interview notes more efficiently to generate themes. All collected data was stored under a password-protected computer at home secured and locked away. This was not a member check however, a means to clarify information or meaning of the data collected.

Observations

Observations play an important role in examining teacher's understanding and knowledge about culturally responsive teaching. Interviews can be done anywhere and are accounts from participants and from their points of view. Observations, however, provide a first-hand encounter of teachers implementing instruction in the actual setting where the phenomenon occurs (Merriam & Tisdell, 2016). The role of the researcher is to take notes and record data in a structured or semistructured way. During a qualitative observation, a researcher creates questions prior to the observation that guides the observation (Creswell, 2014). I used an observation checklist with specific indicators of culturally responsive teaching to guide the observation.

Access

Observations were the second method of data collection. I provided the principals a list of potential dates and times for the observations to ensure that the dates of the observations do not conflict with any school events. The list of dates and times for the observations were provided to the participants. Participants selected the date and time at their convenience for the 30-minute observations. Observations did exceed 30-minutes per school district policy and teacher union agreements. I shared a private Zoom link with

participants 2 days prior to the scheduled observations, allowing enough time to resolve any technology issues that may arise.

Instrument Sufficiency

The observation checklist instrument that I used in this study was the Culturally Responsive Instruction Observation Protocol (CRIOP) (Powell et al., 2017)). The CRIOP (see Appendix G), was used to record evidence of teachers' implementation of culturally responsive teaching practices. Powell et al. (2017) created the CRIOP to track specific culturally responsive behaviors based on six key pillars (Powell et al. 2017). As the evaluator, I recorded the frequency of observable classroom behaviors based on indicators of culturally responsive teaching. For example, if a teacher provided materials to students that included bilingual texts in their native language, this teacher is exhibiting examples of creating a respectful learning environment under the pillar, classroom relationships. As I recorded the teacher behaviors from the observation, data were collected on the CRIOP: classroom relationships, discourse, instruction, and critical consciousness. There are two additional indicators captured with the CRIOP—family collaboration and assessment practices--that are not observable pillars. I made a holistic judgement and indicated if this behavior occurred (4) consistently, (3) often, (2) occasionally, (1) rarely, or (0) never. In this way, the CRIOP (see Appendix G) created an objective perspective by indicating the frequency of specific culturally responsive teaching behaviors, providing data that indicated the presence or lack of culturally responsive teaching.

The CRIOP is appropriate to gather observation data in this study since four observable pillars on this tool directly correspond to Gay's culturally responsive framework. Table 1 shows the direct alignment of the pillars of Gay's culturally responsive teaching and on the CRIOP.

Table 1

Analysis Framework Revealing Alignment of Gay's Pillars of CRT & Teacher Characteristics With CRIOP Indicators of CRT

GAY'S CRT FRAMEWORK		POWELL'S OBSERVATION TOOL
Culturally Responsive Indicators	Pillar	
	I. Caring	I. Classroom Relationships
	1. The teacher sets high expectations for academic success.	1. The teacher demonstrates an ethic of care (e.g., equitable relationships, bonding)
	2. Teacher honors students and their humanity	2. The teacher communicates high expectations for all students
	3. Teacher cares for students as people	3. The teacher creates a learning atmosphere that engenders respect for one another and toward diverse populations
	4. Teacher models academic, social and moral behaviors to students.	4. Students work together productively
	5. Teachers have a positive attitude and expectations of diverse students.	
	II. Communication	II. Discourse
	1. The teacher realizes that communication is directly influenced by culture.	1. The teacher promotes active student engagement through discourse practices
2. The teacher is mindful of communication styles influenced by culture.	2. The teacher promotes equitable and culturally sustaining discourse practices	
3. The teacher practices active listening and keeps a record of words and behaviors expressed by diverse students.	3. The teacher provides structures that promote academic conversation.	
4. The teacher uses simple language and conveys information a step at a time.	4. The teacher provides opportunities for students to develop linguistic competence.	
III. Curriculum Content	III. Critical Consciousness	
1. Curriculum is diversified to reflect student population	1. The teacher promotes active student engagement through discourse practices	
2. Teachers ensure that materials and resources are accurate and comprehensive in depicting cultural groups.	2. The teacher promotes equitable and culturally sustaining discourse practices	
	3. The teacher provides structures that promote academic conversation	
	4. The teacher provides opportunities for students to develop linguistic competence	

Table 1 (con't)

Culturally Responsive Indicators	GAY'S CRT FRAMEWORK	POWELL'S OBSERVATION TOOL
	<p>IV. Teaching & Learning</p> <ol style="list-style-type: none"> 1. Teachers develop in understanding of the students they teach. 2. Teachers seek resources and materials beyond the classroom. 3. Teachers encourage students to talk about their culture and share personal experiences. 4. Teach students using what they already know. 5. Teachers are deliberate about teaching cultural, social, and diverse issues. 	<p>IV. Instructional Practices</p> <ol style="list-style-type: none"> 1. Instruction is contextualized in students' lives, experiences, and individual abilities 2. Students engage in active, hands-on, meaningful learning tasks, including inquiry-based learning. 3. Teachers encourage students to talk about their culture and share personal experiences. 4. The teacher uses instructional techniques that scaffold student learning 5. Students have choices based upon their experiences, interests, and strengths
	<p>V. Curriculum Content</p> <p>Teachers use a variety of curriculum materials, resources, techniques, and assessments that are relevant to their culture experiences.</p>	<p>V. Assessment Practices</p> <ol style="list-style-type: none"> 1. Formative assessment practices are used that provide information throughout the lesson on individual student understanding 2. Students are able to demonstrate their learning in a variety of ways. 3. Authentic assessments are used frequently to determine students' competence in both language and content. 4. Students have opportunities for self-assessment
	<p>VI. Teaching and Instruction</p> <ol style="list-style-type: none"> 1. Teachers seek resources beyond the classroom with parents and community 2. Teachers attend community events 	<p>VI. Family Collaboration</p> <ol style="list-style-type: none"> 1. The teacher establishes genuine partnerships (equitable relationships) with parents/ caregivers 2. The teacher reaches out to meet parents in positive, non-traditional ways. 3. The teacher encourages parent/family involvement. 4. The teacher intentionally learns about families' linguistic/cultural knowledge and expertise to support student learning.
	<p>VII. Curriculum Content</p> <p>Teachers use a variety of curriculum materials, resources, techniques, and assessments that are relevant to their culture experiences.</p>	<p>VII. Assessment Practices</p> <ol style="list-style-type: none"> 1. Formative assessment practices are used that provide information throughout the lesson on individual student understanding 2. Students are able to demonstrate their learning in a variety of ways. 3. Authentic assessments are used frequently to determine students' competence in both language and content. 4. Students have opportunities for self-assessment.

The CRIOP (see Appendix G) allowed me to observe with intent and purpose indicating if a behavior is observed never, rarely, occasionally, often, or consistently. Using a document with a focus, according to Merriam and Tisdell (2016), is determined by the researcher and how structured they want to be. The CRIOP (see Appendix G) made identifying the components of culturally responsive teaching concise, since a checklist consist of a list of behaviors that are marked if they are observed (Lodico et al., 2010).

Process

I conducted the observations virtually via Zoom. I observed classroom instruction for 30 minutes with my camera off not to distract students. I acted as direct observer collecting field notes and not interacting with the participants or the students during my time in the classroom (Creswell, 2014; Merriam & Webster, 2016). Using the CRIOP (see Appendix G), I noted if the culturally responsive indicators were observed. I was not able to observe family collaboration and assessment practices during the classroom visits as it referenced in the CRIOP (see Appendix G). Using observations provided invaluable data that complemented the semistructured interviews to address the research question.

Tracking

Confidentiality is essential and I ensured confidentiality by using the same identifying letter and number for each teacher from the interview. I kept all my data organized as it is critical for participation protection and for data analysis. I downloaded the transcribed video recordings from Zoom and saved them on the desktop of my personal computer secured under my personal password. I used a digital journal to categorize the data and generate themes. I transcribed and coded the data collected from

the observations within 48 hours of each observation. I secured the observation documents under my password-protected computer that is placed in a locked drawer when not in use.

Role of Researcher

The school sites for my study were three elementary schools located within the local school district. One site is at the elementary school where I used to work. Though I have been in the school district for 7 years, I was only employed at the school for 1 year. I was not a classroom teacher, and I did work in the capacity of a data coach. Though I corresponded with all the staff members, I do not have any personal relationships with anyone. I did not work with any of the participants in this study in a collaborative manner on a regular basis nor did I work in a supervisory capacity. I did not conduct observations or provide evaluations for any teachers, so there were no conflicts of interest. I did not have any students that I provided grades for or groups that I instructed in any of the selected school sites. My children do not attend school at any of the school study sites and were not students in school district. Therefore, there were no bias on my part towards any potential participant while collecting data. The sites selected for this study were selected based on their location in the district and demographic make-up. I have no affiliations nor relationships with the school sites that caused any bias towards any participant or influenced any data collection.

Data Analysis

Qualitative research is a collection of words and recordings of detailed individual experiences with the researcher as the primary instrument for data collection and analysis

(Merriam & Tisdell, 2016). The role of the researcher is to discover patterns and relationships from the collected data. Merriam and Tisdell, (2016) proposed that data analysis be ongoing and immediate, so opportunities are not missed to include speculative themes, ideas, and reflections. Adapting this process, I began transcribing data within 1 day of each individual data collection setting. Within this period, I made evaluations that forced me to narrow my study and discern the data that addressed my research question. This is an alignment with Creswell and Creswell (2017) who suggested that data analysis begin within a day of collection because analyzing data at the end of collection can be overwhelming. As a researcher, I reflected on what I learned and took continuous notes that helped me when I analyzed the data (Merriam & Tisdell, 2016). My responsibility as the researcher was to analyze and interpret the findings (Merriam & Tisdell, 2016; Yin, 2018).

Evidence of Quality

For a qualitative study, the researcher is required to establish trustworthiness by providing enough details about people and the event being studied to convince readers that the concluded results make sense (Merriam & Tisdell, 2016; Yilmaz, 2013). On the contrary, in quantitative study, researchers must prove validity and convince a reader that specific steps have been followed to ensure trustworthiness with variables and statistical data (Merriam & Tisdell, 2016). Proving trustworthiness and credibility is the job of the researcher. Creswell and Poth (2016) discussed the use of the term *credibility* for qualitative study based on how data is collected, triangulation of multiple sources and the techniques used to produce trustworthy data such as member checking.

Credibility

To ensure credibility, I checked for accuracy when transcribing and interpreting data to make sure my personal biases were not reflected. I emailed participants a summary of the aggregated data that they would be asked to read and confirm if I have accurately captured their thoughts, ideas, and perceptions. This method assisted with identifying any misunderstandings or biases in my reporting (Merriam & Tisdell, 2016). Only five of the nine participants reviewed the summary and responded that the aggregated data accurately captured their perceptions.

Transferability

Another evidence of quality is when transferability occurs. According to Yilmaz (2013), when a researcher provides a vivid description of the setting, sample and content of a study, other researchers can apply the findings to an alternate setting. I provided a comprehensive and in-depth description of people, places, and topics within my study. I kept detailed notes in my research journal that is kept secured in a password-protected file.

Triangulation

I triangulated all the data collected utilizing multiple sources from several participants at varying points of my study (Creswell & Creswell, 2017). This is the process of cross-checking multiple sources of data collected at varying times and places to ensure credibility (Baskarada, 2014; Merriam & Tisdell, 2016). Triangulation is essential to case studies as a method of consideration for consistency and accuracy of findings collected from varying data sources (Baskarada, 2014). Using the semistructured

interviews and observations provided me with multiple sources of data collection at various times and locations throughout the study. I added to the credibility of my study by including multiple teachers of varying grades, from varying schools, and content expertise. Triangulation along with transferability and member checking provided significant evidence of quality for my study.

Member Checking

Member checking is used as a method of improving researcher credibility and accuracy (Birt et al., 2016; Merriam & Tisdell, 2016; Yilmaz, 2013). According to Merriam and Tisdell (2016), member checking is a way to ensure that participants' ideas and thoughts are not influenced by the researcher's perspective. Member checking enhances the rigor and is a tool to validate the trustworthiness of the research findings and decrease researcher bias—something that is often criticized in qualitative research (Birt et al., 2016; Given, 2008). Participants can review aggregated summary reports and confirm the results collected by the researcher. Qualitative researchers use member checking to validate and confirm the collected data collected (Birt, et al., 2016; Thomas, 2006). I shared my findings with each participant by providing them with an aggregated summary of my preliminary findings. I urged them to review what I have summarized to confirm or correct, to the best of their ability, how I have captured their perspectives. As a researcher, my goal is to be reflective and keep track of my thoughts and practices by keeping a log of the steps taken through this process.

Discrepant Cases

According to Yilmaz, (2013) seeking data that refutes or conflicts with the results of my study is the final step in confirming the integrity of the research. Finding contradictory data would help me prove if the qualitative research is trustworthy (Booth et al., 2013). By actively searching for more data, I reached a point of saturation in my study which forced me to pinpoint gaps in my research resulting in a revision of my findings (Booth et al., 2013). If such instances or data surfaced, they would be accounted for in the second literature review, and I would relate them to the results already discovered. This new data did require me to adjust my findings.

Coding

I used coding as a means of analysis, where words, phrases or sentences were grouped into themes or main ideas (Clark & Veale, 2018). Coding was used to analyze the data collected from the semistructured interviews and the observations. Coding is data analysis that can be interpretive (Saldana, 2013). Coding can be used to synthesize or summarize data collected from several sources (Saldana, 2013). I used the suggested procedures of inductive coding according to Thomas (2006) to analyze my data. Inductive coding is a process that consists of cleaning the data for analysis, by going through all the transcriptions and take preliminary notes jotting down topics as they appear and reading the data thoroughly for understanding to develop the categories or themes. I used a spreadsheet to code the data to organize themes or topics by moving transcribed notes under the corresponding headings. Creswell and Creswell (2017) believed that four themes were manageable amount. I noted that my data could be

categorized based on the pillars of culturally responsive teaching (Gay, 2018; Powell et al., 2017).

The pillars as indicated on the CRIOP (Powell et al. 2017) align with Gay's (2018) four pillars of culturally responsive teaching. The evidence from the interviews were coded manually and the data from the observations was recorded on the (CRIOP). The CRIOP provided a format to make a holistic judgement of culturally responsive instruction based on six pillars. The checklist provided a list of Culturally Responsive Indicators (CPI) for each pillar with examples and non-examples of the observation. I took notes and recorded them on the CRIOP that provided supporting evidence of examples and non-examples of culturally responsive teaching.

Data Analysis Results

The purpose of this exploratory case study was to explore what teachers know about implementing culturally responsive teaching practices to provide equitable curriculum and instruction to diverse students. Data for this study were collected by conducting one-on-one semistructured interviews and classroom observations. The interviews were audio recorded and transcribed via Zoom. The data from the observations were gathered with the CRIOP checklist and manually transcribed for accuracy. After transcription, data from both the semistructured interviews and the observations were reviewed to establish a holistic impression of data which is a required characteristic of qualitative research (Creswell, 2016). Triangulation conducted between the two sources of data justified the significance of the findings.

The study was guided by a focused research question to explore teacher knowledge of CRT practices in their classrooms:

RQ: What are Grades K-5 school teachers' perceptions about implementing culturally responsive teaching practices to culturally diverse students to ensure that they have access to equitable curriculum and instruction?

As observation and interview data were gathered on each of Gay's pillars of culturally responsive teaching, the results of this study may provide insight to address the gap in practice—the lack of data documenting teachers' knowledge on implementing culturally responsive teaching strategies.

In this section, I provide the results of this study in the context of four major themes that also parallel Gay's culturally responsive teaching framework (a) classroom relationships, (b) instructional practices, (c) discourse, and (4) critical consciousness. Family involvement was a reoccurring theme that participants discussed during the interviews. Family involvement though not observable became the fifth theme for my study. Using the pillars as the themes for this study provided context for participants' perception of culturally responsive teaching and how participants practice culturally responsive teaching strategies to provide access to the curriculum.

Classroom Relationships

Classroom relationships is an indicator for culturally responsive teaching that requires educators to communicate high expectations, maintain a level of respect for individuals, promotes collaboration and create a safe learning environment (Powell & Cantrell, 2021). Teachers who care about their students have high standards for their

students and model social behaviors they want students to demonstrate. Culturally responsive teachers seek to empower their students, value them and care for their students as people (Gay, 2018). They also seek to provide a learning environment where students can work together and share about their cultural heritage (Gay, 2018; Powell et al. 2017).

Interviews

During the interviews participants expressed the importance of developing relationships with students and creating an atmosphere of safety and inclusiveness. Participants shared their perceptions of culturally responsive teaching based on the eight-character profiles. Participant T7 shared:

I think the biggest thing is first getting to know your students, getting to know who they are, building those relationships with your students so you can find out their likes, their dislikes, where they're from. I mean for me, it's a relationship piece.

Powell and Cantrell (2021) emphasized that respect, and high expectations are important components for student achievement.

Participant T6 shared the positive messaging that is spoken in the classroom to empower students, "so we want to make sure that you understand that you matter, who you are. You are very important to our work." Participant T6 continued and shared "I call them my sweethearts. I get to understand their quirks. I know their name. I call them by name. I try to." This behavior ensures that students feel valued and part of humanity. Participant T2 discussed the need for students to have a voice and it is based on their experiences:

We've been through things but as little humans, they have also been through a lot of experiences, especially noticing what's happening in the world. And they have a lot of questions. So, we want their voices to be heard. And again, being a voice because their voice matters and they're the future.

Both participants T1 and T6 stated that they want to affirm students' purpose and that they want students to be heard and provide opportunities for students to share and speak to their peers. A quote for each character profile as they relate to culturally responsive classroom relationships was captured (see Table 2, Appendix H) to share further data gathered from the interviews.

Observations

At the conclusion of the observations participants received an overall score for each culturally responsive instruction (CRI) indicator and a holistic judgement of how each component was implemented was given a final score. The holistic score for the pillar: classroom relationships was 3-often. Overall, mutual respect between the students and teachers was observed. The teachers were invested in getting to know students and created an atmosphere where students see themselves in materials and are encouraged to share about themselves. For example, participant T7 had a morning meeting and provided students time to talk about their weekend. Participant T1, reviewed the objectives and the goals for the lesson for that day that everyone was to achieve. Another example was from the observation in participant T5 classroom. The students were resources for one another on an activity and were able to talk and share their ideas. The participants overall showed an ethic of care for their students and their learning.

Instructional Practices

Instructional practices of culturally responsive teaching are the intentional connections teachers make with students' background and culture by creating an environment that affirms students' identities (Gay, 2018; Powell & Cantrell, 2021).

Teachers' perceptions about implementing culturally responsive instructional practices provided context for what teachers understand about culturally responsive teaching. The observations provided the opportunity to see how the participant's perceptions translate to practice.

Interviews

During the semistructured interviews, the participants shared their perspectives on culturally responsive instruction based on the eight-character profiles. For example, participant T1 shared that student should be allowed to share their experiences, culture and traditions that are important to their families. Participant T3 expressed the need for instruction to be student centered and stated:

For me it would not just be African-American centered, it would have to be for the students that I teach. It would be African-American, African a little bit of Asian and a lot of Hispanic topics. Pieces about those different cultures would be intertwined within.

Participant T9 discussed the importance of modeling, specifically modeling the love for culture and embracing culture and differences. Additionally, participant T9 stated "I give the opportunity for open discussions, writing assignments and I give them a platform to do like a post so they can kind of give their perspectives." Students' individualities are

honored by allowing them to have ownership of their learning. Participant T4 stated, “the way I honor within in my lesson, you know, having them take ownership in their learning allows them to bring their individuality to the lesson. It allows them also to see, let everybody see a different perspective of why they may interpret something different than the other person.” Participant T4 continued with sharing that writing is a way for allowing students to engage in meaningful learning. Specific quotes were captured and charted in Table 3 (see Appendix I) for each culturally responsive character profile that related to culturally responsive instruction.

Observations

The holistic score for the instructional practices observed in the classes earned a score of 3-often. The examples of observable behaviors include having activities and materials that allow for students to share their world outside of school (Powell & Cantrell, 2021). The activities observed were hands-on and overall provided opportunities for meaningful tasks. For example, participant T6 provided students to the opportunity to explore the manipulatives, discuss their assumptions on what they were going to do and finally allow students to engage in an activity. Participant T6 was allowing students to engage in meaningful tasks. The teachers viewed student experiences and culture as important to instruction and made connections when applicable. The teachers provided choices for students based on their experiences, interest, and culture. Four of the nine participants used a variety of scaffolding techniques, such as modeling and visuals to ensure that learning was accessible to students. Examples of culturally responsive instructional practices were observed to some degree during all class observations.

Discourse

Discourse as defined by Powell and Cantrell (2021) is development of language through communication. Communication is essential for student achievement and helps diverse learners develop a deeper understand of the content (Gay, 2018; Powell & Cantrell, 2021). Culturally responsive discourse allows students to engage in academic conversations, transfer information and increase student performance. Teachers who practice culturally responsive discourse affirm a student's identity by using approaches that promotes positive relationships and promotes student engagement (Powell & Cantrell, 2021). Guided by the focus research question, I coded the teachers' perceptions of culturally responsive discourse for analysis.

Interview

Interview participants' perception of culturally responsive discourse centered around opportunities students must share about themselves and their culture. During the interviews participants shared their perceptions of culturally responsive teaching based on the eight-character profiles. Participant T2 mentioned that students share a lot about themselves, and it is through questioning and discussions that they learn about the student. "I've learned a lot. There are things even within my own culture that I don't know that the kids bring to the table." This is an example of how culturally responsive teaching can be transformative. Participant T2 continued and stated, "We do a lot of sharing of our culture, whether it's cultural Heritage Day or if we want to share if we do a scavenger hunt." Participant T8 shared "Even in basic lessons when we read books about different people, we try to take on different cultures by reading books about those

cultures so then they can make associations and bring more to the table during discussions.” Safety was mentioned as it related to students’ comfort when sharing about themselves. Participant T9 shared, “students should feel comfortable sharing, they don’t feel like an outcast. And just knowing that it’s a safe place to talk and share their experiences.” Participant T5 also mentioned conversations and allowing students to share, to engage learners and stated, “I think conversation is one of the bests ways to target them.” By sharing about themselves students engage in culturally responsive teaching that is humanistic. Students develop a sense of value for one another when they have commonalties with others (Gay, 2018). Further data were captured and charted as shown in Table 4 (see Appendix J) that show quotes for each character profile as they relate to culturally responsive discourse.

Observations

During the classroom observations teachers promoted student engagement and set high expectations. The observable culturally responsive behaviors include multiple strategies to encourage student engagement such as think-pair-share and turn and talk. Specifically participant T5 allowed students to turn and talk when discussing a question based on the text. Each student was given an opportunity to talk and respond. Participant T8 was able to code switch and speak with a small group of students working together in their native language during instruction. Furthermore, participants T6 and T8 both allowed pairs of students to speak in their native language to explain the task. Culturally responsive discourse was observed and the CRIOP was marked to indicate a holistic

score of 2-occasionally. Overall, the observable discourse behaviors were more generally effective practices.

Critical Consciousness

Critical consciousness that is culturally responsive is based on having curriculum that is inclusive and promotes expression of diverse opinions (Powell & Cantrell, 2021). Critical consciousness within the curriculum provides students the opportunities to explore concepts and ideas that deal with the world around them. Culturally responsive teaching that is critical conscious empowers students and encourages academic success (Gay, 2018). Guided by the focus research question teachers' perceptions of culturally responsive critical consciousness were recorded during the interviews and the observable behaviors were captured on the CRIOP.

Interviews

Participants shared their perceptions of culturally responsive practices that are critically conscious based on the eight-character profiles. Participant T6 stated:

You have those students who are from the Middle East, from Pakistan, those who are from the United States and just are from a regular state. Then everybody has played their own part. So just trying to win when it comes to my lesson planning, I try to remember those things and that everybody is from different places when I'm planning.

Participant T6 intentionally created lessons that are comprehensive by realizing her ethical responsibility to include students' cultures in her lesson planning. Critically conscious practices include planning curriculum that provides opportunities for students

to express themselves (Powell & Cantrell, 2021). Participant T7 mentioned how students are given opportunities to express themselves and share their perspectives. Participant T7 expressed the following:

I usually try to engage my students in discussions and never impose my ideas on them, so I think the biggest things that allow them to share their perspectives is to engage them in or create open ended questions that are thought provoking, that will allow them to share their opinions.

Participant T7 made a cognizant effort to engage students in learning that requires deeper thought and their authentic opinion.

Participant T3 said,

I remember with honors class, I was teaching the method of something, I can't remember what the topic was, but the kids actually showed me another method which they apparently had been using for some time, and it made sense to them. They were confused by my method, and I said, look, if it works for you, it works for me. There is more than one way to do a math problem.

In that moment, Participant T3 experienced that culturally responsive teaching can be transformative and emancipatory. The teacher is not the only person responsible for teaching and learning. The students have an integral part to play as well. Quotes were captured for each of the eight-character profiles (see Table 5, Appendix K) to further provide data on teacher's perception of culturally responsive critical consciousness and the curriculum.

Observations

According to Powell and Cantrell (2021) critical consciousness allows students to explore global issues, local issues and current events that affect their environment. Though there were examples of general effective practices observed, examples of culturally responsive practices were 1- rare. Two participants (T6 and T7) did provide students opportunities to share their perspectives and culture through discussions about their text or with their writing. There were two observations where current and global issues were part of the discussion, specifically the pandemic. In participant T1's classroom the students were creating an analytical writing in response to a text they read. Based on the three culturally responsive indicators, overall observations of critical conscious practices rarely occurred.

Family Collaboration

Family collaboration is the fifth pillar identified on the CRIOP (Powell et al., 2017). Though family collaboration was not observable, during the interviews the participants were asked about the importance of making connections with home and school. Powell and Cantrell (2021) expressed that family collaboration is an essential component of culturally responsive teaching especially as families became the forefront for education during the pandemic. Family collaboration includes developing a partnership with families, devising creative ways to reaching out to families, family involvement and learning about families (Powell & Cantrell, 2021). During the interviews family collaboration became a reoccurring theme.

Interviews

Participants shared their perception of the importance of making connections between home and school for students. Participant T3 communicated that making connections with home allows for students to feel validated. Parents can provide insight about students specifically if something is not going right. Participant T1 shared “you can disrespect a family member without even realizing that you are. And at the same time, you can actually hurt someone by your words or your actions.” Participant T1 is intentional in her awareness of the effect a teacher can have on a student unbeknownst to the teacher. Participants shared their perceptions of culturally responsive teaching based on the eight-character profiles. Data collected from the interview was charted as shown on Table 6 (see Appendix L) and shows quotes for each character profile as they relate to culturally responsive family collaboration.

Observations

Family collaboration according to Powell & Cantrell (2021) is related to how families are involved within the school community. Family collaboration was not an observable pillar during the 30-minute classroom visits. I did not record any data on the CRIOP for this pillar.

Summary of Outcomes

The research question for this exploratory case study provided the opportunity to gain a deeper understanding of participants’ perceptions of implementing culturally responsive teaching to diverse students in Grades K-5. The data collected revealed that participants have a solid understanding of the effects of culturally responsive teaching,

the importance of maintaining positive relationships and engaging in instructional practices that are culturally responsive. Participants shared their perceptions of culturally responsive teaching and their approach to teaching students from different cultures. Participants also conveyed the importance of student experiences when planning for instruction and the importance of creating a student-centered learning environment. There is a deeper understanding of what participants perceive to be culturally responsive teaching, in theory, however, the data revealed there are gaps in implementing best practices of culturally responsive teaching to diverse students.

These data do not reveal a solid foundation of how participants implement culturally responsive teaching practices. The findings revealed inconsistencies of implementation and understanding of engaging students in culturally responsive practices. The interviews revealed that teachers have a foundational understanding of the characteristics of culturally responsive teaching. The observations however provided data to the contrary. The ideas and actions that the participants were able to discuss during the interviews were not consistently present during the observation. Culturally responsive discourse and evidence of critical consciousness were rarely observed. Although participants honor student's cultures and experiences, the data revealed that participants do not engage students in culturally responsive teaching practices consistently. Teachers are challenged with the 'how' of culturally responsive teaching. These findings are comparable to prior research that found culturally responsive teaching complex (Gay, 2018; Powell & Cantrell, 2021). According to Gunn et al. (2021), it is important to provide teachers with guidance around best practices, strategies, and techniques for

culturally responsive teaching. Due to the complexity of culturally responsive teaching, Stevenson and Markowitz (2019) suggested there be a common language used when preparing teachers to implement culturally responsive teaching. These ideas are reflective of Gay's (2018) conceptual framework for culturally responsive teaching. The findings support Gay's (2018) conceptual framework and the need to provide teachers with professional development and training that will shift culturally responsive teaching from theory to practice. The teachers' perceptions and practices are not grounded in a research-based foundation that would normalize the expectations of each component of culturally responsive teaching.

Project Deliverable as an Outcome of Results

The participants shared their perceptions of culturally responsive teaching practice. The participants also shared their strategies for implementing culturally responsive teaching by acknowledging student experiences, setting high expectations and using multiple strategies to scaffold lessons. Though the participants shared their perceptions of how they interpret culturally responsive teaching, the data revealed that the variety of strategies and techniques discussed is due to the lack of knowledge of how culturally responsive teaching should be executed. There needs to be a standard for instruction, communication, and curriculum that all teachers within the local school district subscribe to. As a result of the findings, I propose creating a professional development series utilizing a text, research literature and digital media that provides practical instructional strategies for implementing culturally responsive teaching in classrooms and will be a resource for teachers to use for best practices.

Section 3: The Project

The purpose of this case study was to explore what teachers know about implementing culturally responsive teaching practices to provide equitable curriculum and instruction to diverse students. My goal was to create a project based on this research that will support teachers in Grades K-5 in receiving effective professional development to support teachers with implementing culturally responsive teaching. The findings from this study and the professional literature served as the foundation for designing the project. The findings revealed that there is a need for specialized learning to address culturally responsive teaching practices. The five themes from this study are based on the pillars of culturally responsive teaching: (1) classroom relationships, (2) instructional practices, (3) discourse, (4) critical consciousness, and (5) family collaboration (Gay, 2018; Powell & Cantrell, 2021).

Based on the participants' responses and observation data collected, the project study deliverable was a professional development series that focused on the implementation of culturally responsive teaching. A professional development series was determined to be the best method of sharing best practices for implementing culturally responsive teaching practices because it will allow for follow up sessions and support. I also considered a professional learning community (PLC); however, PLCs are created by school leaders based on the needs of the individual school, while professional developments are designed to reform schools throughout the local school district (Shdaifat & Huson, 2020). Like professional development, PLCs require that staff be collaborative and active learners. PLCs contribute to professional development, school

improvement, and inevitably, student success (Huijboom et al., 2020). The professional development project for this study is designed to affect the entire local school district and change teacher practice on a large scale.

Goals and Outcomes

The goal of the professional development series will be to use researched based practices that are directly aligned with the pillars of culturally responsive teaching to support implementation in classrooms. The professional development series (see Appendix A) will be held for 3 days during pre-service (before the school year begins) to help teachers plan to integrate culturally responsive teaching in planning and instruction. The professional development series will be created for teachers in Grades K-5 of students from diverse cultures including non-core content teachers. Teachers will also participate in follow-up coaching sessions as a cohort to engage in discourse with colleagues, share successes, and provide support for implementation. The local school district has recently released policy around culturally responsive teaching and expectations for schools. The new policy requires that all schools have an equity lead teacher that will facilitate professional development and report to district leaders for information. The equity lead teachers will facilitate the professional development series at their respective schools. They will provide continued support to teachers during the follow-up coaching sessions and report the results of the evaluations for program modifications. The outcome of the series is to provide long term support and equip teachers with best practices and strategies to implement culturally responsive teaching.

Rationale

Adult learners, according to Akyildiz (2019), are independent learners that require teachers to be facilitators. Unlike pedagogy where knowledge is transmitted from teacher to learner, adult learning is self-directed with adults as active participants in the planning process and identifying the desired outcomes of the intending learning experience (Akyildiz, 2019; Forest et al., 2019). According to Knowles' (1984) adult learning theory, adult learners are more vested in topics that are of greater interest and relevance to their personal lives or jobs. Adults' experiences are the basis for their learning, and adult learners seek opportunities to enhance their foundational knowledge and develop their teaching practices (Knowles, 1984). Adult learners need to know their purpose for learning something and how it applies to real world situations (Bates & Morgan, 2019; Mews, 2020). Based on the results of my findings, teachers' knowledge of culturally responsive teaching are not reflective in their practice. Teachers need to find value and purpose in what they are doing to make a shift in their practice. The professional development is practical for teachers of diverse students in Grades K-5 and addresses the research question.

I created the professional development series to provide teachers with the opportunity to learn more about culturally responsive teaching and to develop best practices for implementation. The design of this project will focus on teachers being active learners, collaborators, and risk takers as they engage in alternative ways to teach that could potentially take them out of their comfort zone. The anchor text *A Framework for Culturally Responsive Practices: Implementing the Culturally Responsive Instruction*

Observation Protocol (CRIOP) in K-8 Classrooms by Powell and Cantrell (2021) that will be used during the professional development provides both research literature and practical strategies that teachers can use to support the consistent integration of culturally responsive teaching into the classrooms. The strategies provided by the anchor text are observable, attainable, and measurable. The 3-day teacher professional development and follow-up coaching sessions (see Appendix A) will enhance a teacher's knowledge and skills set for implementing culturally responsive teaching. This inclusive professional development series is based on the findings and supports the theoretical framework. When developing professional development opportunities, educational leaders must be deliberate about including opportunities for feedback, inquiry, and analysis (Knowles et al., 2015). Professional development will provide teachers the opportunity to engage in learning that is pertinent to their work and will immediately affect their teaching practices.

Review of the Literature

The development of the professional development series was influenced by the findings of this study. For sustainable change to occur and meet the needs of the teachers, the professional development series needs to be grounded in professional learning and purposeful discourse about implementing culturally responsive teaching. According to Taylor et al. (2017), the outcome of professional development is to refine teachers' instructional strategies necessary to teach content, problem solving and critical thinking to students. To improve student outcomes, the professional development must be effective and should be considered structured learning or teacher interventions that

address teacher quality (McKeown et al., 2019). The professional development series for this project study will engage teacher learners in active learning about culturally responsive teaching to improve teacher quality.

Literature Review Strategies

This literature review is categorized by the elements of effective professional development. Within this literature review, effective professional development is categorized into seven elements of effective development (Bates & Morgan, 2018; Darling-Hammond et al., 2017). To find recent literature about professional development, I searched terms including *professional development*, *effective professional development*, *collaboration professional development*, *coaching professional development*, *evaluation professional development*, *teacher training*, *andragogy*, *adult learning*, *multicultural professional development*, and *culturally responsive professional development*. Sources used to locate relevant terms included: Academic Search Complete, EBSCO, ProQuest, and Google Scholar. The peer-reviewed sources cited in this literature review were published within the past 5 years.

Effective Professional Development

The goal of professional development is to positively improve teacher practice and as a result affects student academic performance (Bates & Morgan, 2018; Brion, 2020; Darling-Hammond et al., 2017; Reddy et al., 2021). Quality teaching, according to McKeown et al. (2019), is the key factor that effects student learning. McKeown et al. further suggested that professional development is one of the most effective forms of intervention used to influence teacher practices. The implementation of the ESSA (2015)

required state and local school districts develop teachers' use of research-based practices through the implementation of effective teaching strategies and effective professional development approaches (Reddy et al., 2021). The demands for improving student achievement have left educational leaders and policy makers seeking more efficient ways to improve teachers' knowledge and skills (Darling-Hammond et al., 2017). Through professional development, teachers are empowered, collaborative and reflective and participate in hands-on learning (Smith et al., 2020). Teachers can have a great effect on instruction and student achievement when they engage in effective professional development.

Teachers may not always benefit from professional development contrary to the intent (Darling-Hammond, 2018). McCray (2018) noted that although there was an increase of professional development opportunities, there was a decrease in collaboration, lack of focus, and lack of implementation, which resulted in teachers not having their needs met. Despite the extraneous amounts of money used for professional development, student academic performance continues to lag (Brion, 2020). Furthermore, Brion (2020) indicated that professional development that offers one-time experiences has little effect on student learning. Smith et al. (2020) acknowledged the high rate of teacher participation in professional development experiences, but there is overall dissatisfaction with their experiences. Though teachers may be unsatisfied with their overall professional development experiences, there are a myriad of research data that identify the benefits of effective professional development (Smith et al., 2020). Teachers seek professional development to gain a deeper understanding of the content, learn practical strategies they

can apply, gain access to resources, and establish relationships with other colleagues (Chaudhuri et al., 2019). Additionally, Chaudhuri et al. (2019) noted when professional development opportunities engage teachers in active learning, usage of the new instructional strategy was evident.

There are seven key elements of effective professional development that will affect outcomes: (a) content focus, (b) active learning, (c) collaboration, (d) model effective practice, (e) coaching and feedback support, (f) feedback and reflection, and (g) sustained duration (Darling-Hammond et al., 2017). Researchers Darling-Hammond et al. (2017) noted that some or all the seven key elements could be incorporated for effective professional development. The seven elements are interrelated and will affect each other. The seven elements of effective professional development should be considered when developing, facilitating, and supporting professional development (Bates & Morgan, 2018). To change teacher practice, improve instruction, and ultimately improve student achievement, thoughtful professional development should be available.

Content Focus

Careful alignment of professional development to teachers' content specific needs and environment is important to provide meaningful learning opportunities (McCray, 2018). Furthermore, when provided rigorous content based professional development directly correlated to teachers' strengths and students' specific needs, teachers' efficacy of practice increased (McKeown et al., 2019). Therefore, teachers of culturally diverse students require professional development directly related to teaching culturally responsive strategies and pedagogy. Gallagher et al. (2017) discussed that content-

focused professional development can lead to teachers gaining more knowledge of their content, implementing new practices, and increasing student achievement with supports. Perry and Boodt (2019) also acknowledged the necessity to understand that teacher education requires the knowledge of how to teach and what to teach. Therefore, highlighting the prerequisite to planning effective professional development. Culturally responsive teaching is not a traditional content; however, based on the findings of my study, there needs to be a focus and targeted professional development about implementing the necessary strategies to encourage student success.

Active Learning

Active learning engages teachers in meaningful experiences with content (Bates & Morgan 2018; Darling-Hammond et al., 2017). Active learning requires learners to apply new knowledge to real life by using artifacts, examining student work, and engaging in the reflection process to deepen the professional development experience (Brandisauskiene et al., 2020). Active learning is a research-based method of engagement that shifts the focus from teacher-centered to student-centered (Hoyt et al., 2020). When teachers regard professional development as purposeful and valuable to their work, their knowledge, self-worth, and ability to adapt improves (Harris & Graham, 2017). McCray (2018) indicated that the decline in teacher leadership and motivation has influenced the meaningfulness of professional development experiences. Consequently, input from leaders and teachers about professional development experiences would have a positive influence and improve their practice (McCray, 2018). Effective professional development enriches teachers' understanding of their instructional practices, which Lekwa et al.

(2020) categorized as strategies for improving student's academics and students' behaviors in the classroom. Part of the expectation of active learning is ownership. Self-directed teacher engagement is encouraged where teachers are participants of their learning, which is different from traditional sit and get workshops used in the past (Brandisauskiene et al., 2021; Hoyt et al., 2020). The development of the professional development series is an optimal way for teachers to be actively engaged in the content. Having the teachers present evidence of how they integrate culturally responsive teaching practices during the professional develop sessions is essential to engage teachers in experiences that are meaningful to them.

Collaboration

Teacher collaboration can be defined as interactions amongst professionals to improve and strengthen their instructional practice and curriculum to support students (Johnston & Tsai, 2018). In addition, Johnson and Tsai (2018) noted the need to retain effective teachers, which is more likely when professional development is deliberate, appropriate, and coherent. Additionally, researchers Doerr and Woywood (2018) remarked that when teachers plan lessons together, the outcomes are positive. Conversely, when teachers work in isolation, they do not have the opportunities to share, collaborate, or develop their practice and therefore are deprived of evidence for feedback (Perry & Boodt, 2019). Lownsbrough (2020) noted the positive effect on student achievement and teacher efficacy when teachers work collaboratively. Bates and Morgan (2017) and Tallman (2019) discussed the importance of trust amongst colleagues. Teachers must feel a sense of comfort and trust when they are asked to implement new

instructional practices (Tallman, 2019). Conversely, Bates and Morgan noted that a superficial relationship can come from a forced collegial collaboration when teachers do not have time to develop trust, which ultimately leads to challenges and stagnation of practice. Researchers Ma et al. (2018) and Smith et al. (2020) suggested that collaboration allows teachers to enhance their pedagogical understanding and as a result effective instructional practices are developed. The findings of this study suggest that teachers have not had collaborative opportunities to engage in discourse or instruction around implementing culturally responsive teaching. The professional development series though presented for virtual learning will allow teachers to discuss and share what they have executed in their classrooms.

Model Effective Practice

The roles of professional development facilitators and coaches are to model effective instruction with the intention of improving student success by improving teacher practice (Tanner et al., 2017). Modeling instruction is an effective method to develop cognitive structures and allow learners to construct information through investigative activities (Kusairi et al., 2019). Moore and Bell (2019) argued that the lack of research supporting modeling as an effective practice of instruction assumes that modeling is effective without evidence-based research. According to Brock et al. (2021) professional development should always be grounded in research and engage teachers in training to bridge the gap between research and practice. Arguably, Darling-Hammond et al. (2017) found modeling to be an essential element of professional development. Allowing teachers time to ask questions, observe peers, demonstrate practices, and

analyze student work samples allows teachers ownership of their learning (Bates & Morgan, 2018; Darling-Hammond, et al., 2017). The anchor text used for the professional development series provides concrete strategies for implementation. Teachers who struggle with how to adjust their practice from general effective practices to culturally responsive practices and literally do what is suggested in the text. Modeling what is suggested may ultimately lead to change in practice.

Coaching and Support

As a result of the mandates of the Every Student Succeeds Act of 2015, having instructional coaches in elementary schools is essential to support teachers with creating assessments, planning for instruction, and conducting purposeful data analysis (Every Student Succeeds Act, 2015). Models of coaching may vary however there are some key elements to coaching that are common such as setting goals, prioritizing instructional needs, planning for implementation, modeling, and feedback (Reddy et al., 2021). According to researchers Desimone and Pak (2017) instructional coaches provide ongoing support for teachers to assist them with facilitating and planning for new content and initiatives. The positive interactions between coach and teacher are essential for establishing relationships, increasing motivation, and creating opportunities for engagement (Reddy et al., 2021). Coaches need to be content specialists who provide teachers with individualized feedback to strengthen their practice. Coaching can be done in varying ways using technology, helping with new curriculum, or implementing new instructional tools and strategies (Bates & Morgan, 2018; Darling-Hammond et al.,

2017). Olson et al. (2017) noted that combining coaching with professional development increases the likelihood of teachers implementing the new learning in their classrooms.

Feedback and Reflection

Time needs to be allotted for discussion and reflection. Researcher Lownsbrough, (2020) discussed that although a professional development may be engaging if time is not given for reflection, application or practice, learners would not likely implement what was learned. Teachers valued evaluations that required discourse about the content as opposed to meaningless rating scales (Lownsbrough, 2020). Maher (2017) and Tanner et al. (2017) noted that professional development should be differentiated for teachers and instructional coaches should provide opportunities for feedback. Constructive feedback allows for collaborative discussions that enhances skill development, provide supports and improves professional competency overall (Creta & Gross, 2020). Johnson et al. (2020) examined the idea of psychological safety as it relates to feedback. According to Johnson et al. (2020) if learners engage in authentic feedback conversations, they risk being vulnerable and exposing their inadequacies to the coach/facilitator. Having a mentor or coach to engage teachers in an opportunity to reflect and go deeper with their understanding increased teacher quality and student achievement (Johnson et. al., 2020). Moore et al. (2021) indicated that consistent attempts are made to increase teachers' knowledge of diversity and that professional development based on culture and research are essential for both new and experienced teachers.

Sustained Duration

It is essential to provide teachers with continuous learning experiences and support to improve student achievement (Chaudhuri et al. 2019; Ciuffetelli, 2017; Gupta & Lee, 2020). Furthermore, one-time professional development does not provide teachers a depth of understanding new concepts and strategies to effectively alter their practice (Bates & Morgan, 2018). Perry and Boodt (2019) stated that mentoring is essential to effective professional development and providing multiple opportunities for teachers to share their experiences and thinking is beneficial. Through continuous mentoring teachers' professional competency is strengthened as teachers self-regulate, gain new perspectives on student achievement, and more efficiently provide quality teaching and learning experiences (Suchankova & Hrbackova, 2017). Additionally, Suchankova and Hrbackova (2017) noted that continuous sessions of professional development provide teachers with ongoing support when implementing new curriculum. According to Brandisauskiene et al. (2021) sustained professional development requires patience and the ability to view things from a long-term planning standpoint.

A successful career in education requires teachers to be committed to life-long learning. It is the job of school leaders to provide learning opportunities for teachers that are engaging, collaborative, reflective, and research based. The literature review I presented confirms the necessity for effective professional development to improve teacher practice and student academic performance. The literature review also indicates that high quality professional development is necessary to support teacher development and change their instructional practice.

Project Description

The professional development series was designed to provide teachers with content and best practices for implementation of culturally responsive teaching. The participants' perception of culturally responsive teaching provided insight that suggested the need for professional development. The participants in this professional development series are teachers. Within this professional development series the word teacher will be used and refers to teachers in Grades K-5 within a local urban school district located in the Mid-Atlantic region of the United States. The goal of the professional development series is to ensure the academic success of students, specifically diverse students in the local school district by providing teachers with the tools and skills necessary to be culturally competent in their instruction. The success of the project study will be based on access to resources, existing supports and finding solutions to potential barriers.

Resources, Existing Supports, Potential Barriers, and Solutions

There are several resources that will be required to ensure the success of the professional development. The first resource needed will be time. Teachers will need 3-days during the beginning of the school year to participate in the professional development series. A potential barrier could be the conflict of other professional development sessions teachers may have to attend per their content specialty. Also, 3-days is a lot of time during the first few days of school. Teachers may want to plan for re-opening and could be resistant to sitting through a professional development instead of preparing their classrooms. A solution to this barrier may be to offer choice. Teachers of Grades K-5 in the local school district would be allowed to select the professional

development they want to attend. If teachers are allowed to decide if they want to participate, they are more apt to be engaged and collaborate effectively.

Another resource necessary for the success of the professional development is funding. The local school district will need funds to purchase the anchor text for this professional development series as it is foundational. Funding should be provided so staff are not responsible to pay for their own books. A potential barrier to the success of the professional development series would be the lack of funding. Funds will be needed for materials and to provide stipend pay to the equity lead teachers to support staff afterschool. Equity lead teachers will be offered an emolument for their role, afterschool beyond the school duty day. One solution to funding could be to write a grant or make a request from the Parent Teacher Association to acquire funding for materials and stipends.

Finally, a meeting space will need to be determined. The project study is written for virtual meetings based on the current state of the school system and effects of COVID-19; however, the goal will be to have the meetings in person. Virtually the teachers are not able to share student work and have discussions. Furthermore, working virtually can be unpredictable with internet service and device maintenance. One potential solution to this barrier would be for equity lead teachers to find a meeting location large enough for teachers to work in person and still follow the current local school district COVID-19 protocols. If allowed by the local school system, teachers would be able to meet in-person. Under the current circumstances Zoom will serve as the location for meetings.

Implementation and Timeline

The goal of the professional development series is to provide teachers with content and best practices for implementation of culturally responsive teaching. Teachers will be active learners as they work collaboratively to discuss culturally responsive teaching and practices. The timeline will be three full day professional development days before the school year begins. The first Wednesday every other month will be hourly follow-up coaching sessions. The professional development will begin at the commencement of the year and conclude at the end of the school year.

Participants

Participants of the professional development series will include the equity lead teacher and teachers who sign-up for the professional development. Equity lead teachers will conduct informal classroom observations using the CRIOP checklist to provide direct feedback to teachers. Teachers participating will have access to equity lead teachers for questions and concerns during the months that they do not have a session. The expectation will be for all teachers in Grades K-5 within the local school district to participate in professional development for culturally responsive teaching. By ensuring that all teachers in the local school district are provided strategies for implementation, social change will more likely occur.

Part 1: Preservice Sessions

The professional development series is presented in two parts. The goal of the three preservice sessions is to familiarize the teachers with culturally responsive teaching foundations. The sessions are based on content directly from the anchor text. The equity

leader teacher and participants will work collaboratively to facilitate sessions. The sessions are set up in the same format. The order of the agenda (see Appendix A) for the three days follows the chapters of the anchor text that are aligned with the pillars of culturally responsive teaching. Teachers will be expected to read prior to the start of each session. First, teachers will discuss key ideas in collaborative groups and will use the guided questions to engage in discourse about key ideas in the chapter. Teachers will keep a journal to write notes, respond to reflection questions, and keep track of their learning. At the end of each chapter teachers will share their thoughts and reflections. During the reflections teachers will keep a log of strategies they want to implement in their classrooms. Excessive use of technology is not incorporated for these sessions as they can become a distraction to the purpose of the sessions. Discussions and collaboration are key factors to improving practice. Teachers need to share with one another and engage in the sessions without digital interference. At the end of each full day session, teachers will be asked to complete a formative assessment known as an exit ticket. Teachers will use the chat feature on Zoom to write a takeaway from the session they just attended and their ticket to exit the session. The equity lead teacher will be able to download the exit ticket responses and use them as an assessment for learning of the concluded session.

Part II: Coaching and Feedback Sessions

The goal of the second part of the professional development series is geared towards implementation and best practices. After teachers delve into the anchor texts and have collaborative discourse around the pillars of culturally responsive teaching, they

must put their knowledge into action. The second part of the professional development series will occur bi-monthly for an hour after school. The bi-monthly sessions are geared towards providing teachers an opportunity to reflect on strategies they have used, bring evidence of implementation, and discuss challenges. The equity lead teacher will provide feedback and support to teachers. The equity lead teacher will also visit the classrooms during instruction to conduct informal observations. During this time, the equity lead teacher will use the CRIOP checklist to take notes and provide the teacher feedback on their implementation of culturally responsive practices that were observed . The notes captured on the CRIOP will be discussed and equity lead teachers will coach the teacher towards next steps of using culturally responsive teaching strategies.

The format of the sessions is the same intentionally. Participants will have to read articles (see Appendix A) prior coming to the sessions. The articles will be shared with the teachers prior to each session for analysis and suggested ideas for implementation. There are three guiding questions (see Appendix A) that teachers will use to facilitate their discourse. The teachers will share new actionable practices that they will employ once they return to the classroom. Teachers will work on one strategy at a time, and they have two months to implement, reflect and adjust their instruction until the next session. The professional development series will occur over an academic year which would provide opportunities for teachers to collaborate, apply new learning and reflect on how the changes they have made to their instruction affects students.

Roles and Responsibilities

The teachers in Grades K-5 of the local school district are essential participants in the project study. The role of the teachers is to work with students, families, and write curriculum using culturally responsive teaching strategies. Equity lead teachers are the in-school liaisons that receive training from the diversity and equity department in the county. They are stipend to work in schools to support teachers in Grades K-5 on implementation, provide feedback and model best practices.

The professional development series project has the potential to contribute to positive social change by empowering teachers to engage students in meaningful culturally responsive instruction. With the implementation of the best practices recommended by the professional development series, teachers in Grades K-5 will potentially develop skills necessary to adjust instruction to meet the needs of diverse students, gain an understanding of culturally responsive teaching, and employ new teaching strategies through which student learning should increase. District administrators may be encouraged to utilize the professional development series to ensure that teachers in Grades K-5 know and understand how to implement culturally responsive teaching to improve student success.

Project Evaluation Plan

Evaluation is essential to ensure that teachers are learning, the project is efficient, and the outcomes are met. Effective evaluations should determine teacher's satisfaction with the process of the project study. The evaluations will be used to adjust the current professional development and inform future professional development opportunities.

When teachers and administrators believe that the changes they make to their instruction are proven effective the value of the project is validated.

Goals of Evaluation

The goal of the professional development series will be to encourage more consistent use of culturally responsive teaching practices in the classroom to ensure equitable access to learning by diverse students. To determine the effectiveness of the professional development series there will be both formative and summative evaluations. A collection of formative and summative data will be included in the evaluation. The evaluation will be ongoing, and I will use two forms of evaluations to ascertain the effectiveness of the project study. Both formative and summative methods of evaluations will be used to determine the effectiveness of the professional development series.

Formative Evaluations

A pre-assessment (see Appendix A) will be given to participants at the onset of the three full days of professional development to determine participants prior knowledge of culturally responsive teaching. During the preservice three full day sessions teachers will participate in formative evaluation in the form of exit tickets. Exit tickets will be used as a means of assessment at the conclusion of each day. The formative evaluation is a quick assessment of the key takeaways from the days' sessions. The exit ticket's question will be the same after each session. Teachers will be asked to write in the Zoom chat one takeaway from the day's sessions. The chat feature in Zoom can be saved and downloaded and will allow facilitators to make adjustments for subsequent sessions and

provide clarity of unclear content previously shared. Furthermore, the formative evaluation will determine if the learning targets and goals of that session were met.

Summative Evaluations

There will be two opportunities to gain summative feedback from the project study. The first summative evaluation will be the post-assessment (see Appendix A) to be completed at the conclusion of the sessions. The post-assessment will be the same assessment that was given to the teachers at the commencement of the sessions. The next summative evaluation will be the professional development evaluation (see Appendix A) that will be completed by both the teachers and the equity lead teacher. The summative evaluation will consist of open-ended questions to determine what new learning was acquired, the effectiveness of the professional development and recommendations for improvement. I will ask open-ended questions for further elaboration on unclear content and lingering questions that teachers may have. The teachers of Grades K-5 and the equity lead teacher will complete the evaluation to inform future professional development and assist me with refining the current sessions to better serve the students.

Project Implications

The professional development series were designed to provide teachers with knowledge and best practices for implementation of culturally responsive teaching. The participants' perception of culturally responsive teaching provided insight that suggested the need for effective professional development that would change teacher practice. The observation data collected from the CRIOP may show that teachers were not consistently implementing culturally responsive teaching to diverse students thereby suggesting the

need for professional development. The goal of the professional development series is to ensure the academic success of students, specifically diverse students in the local school district by providing teachers with the tools and skills necessary to be culturally competent in their instruction. The projects' strength is that it incorporates specific strategies of effective professional development, and it uses research-based literature to provide best practices for teachers. Furthermore, the continued support by equity lead teachers holds participants accountable and makes the sessions meaningful.

This project has several implications. First, the professional development series project has the potential to contribute to positive social change by empowering teachers to engage students in meaningful culturally responsive instruction. With the execution of the best practices recommended by the professional development series, teachers in Grades K-5 will potentially develop skills necessary to adjust instruction to meet the needs of diverse students. These teachers will gain an understanding of culturally responsive teaching and employ new teaching strategies through which student achievement will increase. Second, the local school district will follow the state mandates for equity and access for all students. Based on the new district policy the professional development series will support equity lead teachers with a foundation for facilitating sessions. Finally, district administrators may be encouraged to utilize the professional development series to ensure that teachers in Grades K-5 know and understand how to implement culturally responsive teaching to improve student success.

Summary

In Section 3 the specific elements of the project deliverable were described. The professional development series is a 3-day learning experience grounded in a book study about implementing culturally responsive teaching strategies detailed in Appendix A. I included a rationale that justified the need for understanding adult learners to develop effective professional development and understand how to be culturally responsive practitioners. I also included a literature review from the most recent 5 years, which examined seven components of effective professional development. Section 3 also summarized potential challenges and solutions that may arise, the plans for execution, the method of evaluation for effectiveness, and the implication for social change. In the following section, I will provide the limitations and strengths of my project and reflections.

Section 4: Reflections and Conclusions

In this section, I summarize the strengths and limitations of addressing what teachers know about implementing culturally responsive teaching practices to provide equitable curriculum and instruction to diverse students. I also discuss recommendations for alternative approaches to the problem. I present a reflective analysis of my personal growth throughout the process. I reflect on what I have learned specifically as a scholar, practitioner, and project developer. I discuss what I learned from my study and the importance that my work has on positive social change. I discuss implications, applications, directions for future research, and a conclusion that captures the essence of my study.

Project Strengths

The professional development series were designed to provide teachers with content knowledge and best practices for implementing culturally responsive teaching through collaborative learning experiences. The project's significant strength is that it could improve the cultural competence of teachers as they facilitate culturally responsive best practices to diverse students and improve student achievement. The intent of the project is to foster an educational environment with the consistent use of culturally responsive teaching practices through the development of a professional development series. Another strength of the project study is the access that teachers will have to the sessions. The implementation of the professional development is cost efficient for the school district and will be available for all schools to participate. Teacher collaboration and the opportunities for ongoing coaching and feedback are also strengths of the project

study. Teachers will have the opportunity to discuss strategies, plan for instruction that is culturally responsive, and reflect on their practice with their peers. The professional development series can inform future workshop and training opportunities for teachers. The professional development series serves as an introduction to culturally responsive teaching and will provide the foundation for being deliberate about using culturally responsive teaching with diverse students.

Project Limitations

Though the project was grounded in research, the project has limitations in addressing the problem. One major limitation that may have affected the project study is the COVID-19 pandemic. This limitation required me to conduct interviews and observations remotely via Zoom. The results of the data collected may have been affected by pandemic-protocols. I conducted interviews and observations at the beginning of the academic school year when teachers were heavily focused on resuming instruction in alternative ways to meet protocols set by the Center for Disease Control and after being away from the schoolhouse for over a year. The unpredictable nature of the COVID-19 pandemic has school district's focused on teacher's mental health and emotional well-being. Culturally responsive teaching may not be high on the priority list of things required at this time and could potentially delay the professional development.

Another potential limitation of planning a 3-day professional development and continuous professional development sessions is the obligation that requires active participation from teachers. Teachers will have to volunteer time after their contracted work hours to participate in the coaching sessions. Based on the study's findings, there is

a need for professional development that aligns with research and supports best practices; however, teachers must find value in culturally responsive teaching to monopolize their personal time for the professional development sessions.

The professional development series was developed based on data collected from elementary classroom teachers of core contents. The issue of culturally responsive teaching practices is one that may be present at middle and high school levels as well. Another limitation is that the anchor text (Powell & Cantrell, 2021) is specific for students in kindergarten to 8 grades. The purpose and the process of the project study is relevant for all students; however, high school instructional leaders may not find value in support the professional development series.

Recommendations for Alternative Approaches

I elected to develop a professional development series as the project to address the local problem identified in this study. The local problem my research questioned addressed was what teachers in Grades K-5 know and understand about implementing culturally responsive teaching to improve the academic performance of diverse students. Guided by the pillars of culturally responsive teaching, the findings of my study indicated that there were gaps in implementation of best practices.

One alternative approach to implementing the project study would be to provide time during the school day for teachers to engage effective professional development. The coaching support and feedback could be done during collaborative planning meetings that are mandated to occur at each school. Having the professional development series done during the school day would allow more teachers to participate in the

sessions. Furthermore, the increased number of participants would strengthen the effect of using culturally responsive teaching practices throughout the school. The anchor text can be used during the collaborative planning meetings, and each school could develop a PLC of their own led by the equity lead teacher.

Another alternative approach is to offer a summer book study with the anchor text. The participating teachers would be given an incentive for participating. The teachers would engage in the book study by having collaborative discussions and reflections of their practice prior to beginning a school year. The summer learning opportunity would afford teachers more time with the text and more time for deeper discussions about culturally responsive teaching. Participants of the summer book study could potentially become facilitators of the professional development series offered during the school year.

An alternative definition of the problem could have been that school leaders within the local school district are not participants in the discussion about implementing culturally responsive teaching. The professional development series I created is geared towards teachers who work directly with students. To shift the thinking of an entire school district, it would be beneficial if the school leaders participated in the collaborative process. An alternative solution to the local problem would be to provide school leaders an opportunity to engage in effective professional development about implementing culturally responsive teaching in the classroom. School leaders would engage in collaborative discussions about what to look for in classrooms that would be considered culturally responsive practice. Furthermore, school leaders could potentially

provide teachers with guidance of how to integrate culturally responsive teaching practices in the instruction and curriculum.

Scholarship

The journey to achieve scholarship and become a scholar was one that required perseverance, patience, and passion. The research process is based on a system of phases that are aligned with a quest to address one problem. As a novice researcher, I struggled with defining a clear research focus that would address the local problem I was so passionate about. My desire to spotlight all the inequities of education for diverse students marred my ability to pinpoint a research question and develop a problem statement that was based on concrete data. My patience was challenged, but my passion for teaching, learning, and student achievement helped me persevere and continue to pursue my goals. I have become an expert in my genre, and I have learned more about my research topic than I ever thought I would learn. The road towards earning my doctoral degree is one that was long, challenging, and tedious. I embrace the knowledge I now have in my content area and with being a researcher. I have grown as a learner and a reflective practitioner.

I have grown as a scholar. The pursuit for academic achievement at a higher level is one that I am very proud of. The constant quest for clarity of my thoughts, alignment of my ideas, and a clear direction of my research makes me an accomplished scholar. I am versed in American Psychological Association editions five, six, and seven. I have developed my knowledge of research, data analysis, theories, and methods of data collection. I have been pushed far beyond my comfort zone and into areas I did not know

I lacked proficiency. This journey towards scholarship has changed me as a teacher, learner, leader, and writer.

Project Development

I learned that the process of research requires patience. There were a series of steps that must have occurred through the research process that would have enabled me to develop a professional development that would support teachers through effective implementation of culturally responsive teaching. As the developer, the collection of data to substantiate the problem of the local school district did not pose a challenge. The conceptual framework I identified early in the process was new to the field and presented information that would guide my project. I attended two residencies for the doctoral program during my coursework. Both residencies left me feeling unsettled conducting a qualitative research study; however, as a scholar I was determined to immerse myself with my research topic and the process of completing a doctoral study project.

I used the data I collected from the interviews and observations to develop a professional development series anchored to a text that provides both research literature and best practices. I understood the findings and the collected data; however, I was challenged with the analysis of the data. Analyzing the interviews and using the CRIOP as the data instrument gave me insight on what teachers understood to be culturally responsive. As a scholar and educator, I immersed myself in literature about data analysis. From the analysis I was able to determine the need for professional development that would support long term implementation of culturally responsive teaching. I am proud of the professional development series I developed that will address equity in

schools and provide teachers the opportunity to improve their pedagogical understanding of culturally responsive teaching.

Leadership and Change

I am passionate about education and selected this career because of my love for learning. I am a lifelong learner and a leader in my field. I support teachers, I help students, I provide guidance to parents, and I serve as a role model for instructional leadership. As the daughter of immigrant parents from a second language home, I am personally invested in the accessibility of an equitable education for diverse students. My desire to bring positive social change at the local school district gave me the motivation to persevere and complete the project study.

I am a natural born leader. Leadership roles do not intimidate me, and I welcome the challenge. When I began this doctoral program 6 years ago, I was a classroom teacher. I still considered myself an instructional leader, but I was safe from the bureaucracies of education. I knew the effect I had on the students in my classroom, but I did not have to contend with the concerns of other students. In the last 6 years, my role in education changed several times. I became an instructional leader because I wanted to have a greater influence. As an instructional leader, I have made it my focus to share practices, develop skilled practitioners and be an instructional change agent.

As a leader, I try to lead by example. A good leader inspires and seeks to transform people. From my professional development series, each participant will gain knowledge and develop skills for consistently being a culturally responsive practitioner. I know I am a change agent, and I understand my influence. The professional development

series I developed allowed me to be a contributor of change in education. Developing a professional development series grounded in collaboration, coaching, and feedback has the potential to reach many educators. The participants will have the opportunity to promote change and engage in learning that will support instruction and the implementation of culturally responsive teaching strategies within their educational community.

Reflection on Importance of the Work

As this stage of my educational journey ends, it is rewarding to know that my work could affect my profession. My study could have a progressive effect on the perceptions of culturally responsive teaching, participants' instructional practices, cultural competence, and the need to consider the learner when developing curriculum and planning for instruction. The participants in this study could benefit from effective professional development to guide their practice. This project is significant in ensuring that effective professional development is provided to support the needs of diverse students in many classrooms across the nation. As new policies and expectations are developed by the local school district, my project study is new and can be the springboard to developing future professional development.

Implications, Applications, and Directions for Future Research

The analysis of the data collected from this project study supports implications, applications, and future research. Research from this study at the local school sites indicate a need for instructional support for implementing culturally responsive teaching in Grades K-5 classrooms. The professional development series may influence policy and

widely change practice in education. Teachers in the professional development series will learn about culturally responsive teaching. The enhanced understanding of specific practices that are successful with diverse students is the aim of the professional development series. Based on the creation of the professional development series, directions for future research are explored.

There are several implications from this project study. If teachers are educated in the effective implementation of culturally responsive, teaching in classrooms the potential to improve access to diverse students would be a positive social change. Another implication is the use of effective professional development methods to improve teacher practice. The project study was created to improve teacher practice and to improve teacher's perspective about their obligations to consider educating students from diverse cultures. The discourse, collaboration, feedback, and coaching involved in the project study provides teachers the opportunity to take part in professional development that is purposeful. The change in this disposition can potentially lead to future research to improve instruction of diverse students. School districts can effectively reassess their professional develop offerings and provide more collaborative opportunities for cooperative learning.

The direction future research can take is endless. Future studies can be conducted to determine the perspective and knowledge of teachers in high school and early childhood classrooms. This project study only addressed elementary grades as I am sure there is much data to gain from teachers at other grade levels. Another possibility for future research would be to study culturally responsive teaching as it relates to alternate

groups. A study of being culturally responsive and equitable for lesbian, gay, bisexual, transgender, and questioning students is one of that would resonate with many teachers in today's classrooms. The broader definition of culture makes this group inclusive of receiving an equitable education. Future studies can also be conducted to identify alternative programs for supporting best practices of culturally responsive teaching. The literature is extensive and growing on culturally responsive teaching. Researchers can explore other theories, protocols, and methods for implementation. Future research can help find ways to improve teacher effects on instruction for diverse students.

Conclusion

In Section 4 I reflected on my final project study. My reflections enabled me to provide the strengths and weaknesses of my study. I was able to identify limitations and make recommendations for alternative approaches to improve my study. I reflected on my journey as a researcher and what I learned about becoming a scholar. I described what I learned about the research process and the challenges I conquered to complete my study. I reflected on the importance of my project and the positive effect it may have on social change. I consider the potential impression my research will have on future studies and conclude with directions for implications, potential applications, and possible effects on future research.

Through my qualitative exploratory case study, I gained an understanding of factors that affect the implementation of culturally responsive teaching in classrooms for diverse students. The project I created was designed based on teachers' perceptions and my observations that indicated a need for learning through effective collaboration,

feedback, and coaching. I determined there was a need for effective professional development for teachers. I concluded that with an effective professional development plan I would be able to foster positive social change. Therefore, I created a project with the goal of increasing teachers' knowledge of culturally responsive teaching through theory and through practice. The outcomes from the professional development would potentially enhance teachers' practice to consistently use culturally responsive teaching strategies to ensure equitable access for diverse students. The effect of the professional development could possibly influence schools beyond the local school sites to meet the state mandates for access to an equitable education for all students.

My project study reaffirmed beliefs I have had for many years. The American society is represented by a myriad of cultures and teachers in schools today need to adjust their teaching to meet the needs of diverse students in their classrooms. My personal goal of developing a plausible solution to this local problem was accomplished through this project study. I have a passion for teaching and learning. I worked assiduously to ensure that my research and project study would benefit the local school district. The use of culturally responsive teaching strategies to influence student achievement of diverse students is not a new concept. Teachers who increase their efforts to use culturally responsive teaching strategies for diverse students may be surprised by the growth and achievement that result when a students' culture is taken into consideration when planning for curriculum and instruction.

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Appendix A: The Project

PROFESSIONAL DEVELOPMENT ANNOTATED AGENDA DAY 1

SESSION TITLE:	IMPLEMENTING CULTURALLY RESPONSIVE TEACHING PRACTICES				
SESSION DATE:	TBD	SESSION TIME:	9:00-4:00		
DAY 1 COURSE OBJECTIVES:	By the end of this session, participants will: <ul style="list-style-type: none"> understand the first two elements of the CRIOP, and how classroom relationships and family collaboration are essential components of implementing culturally responsive teaching practices. 				
PROCESS: As relevant, include guiding questions, activities, transitions, informal checks for understanding, etc.	INTERACTIVE? HOW? How will participants engage in the content? What will they see, hear, do?	PROCEDURES/ STRATEGIES? What Procedures/Instru ctional Strategies will take place?	MATERIALS:	TIME:	FACILITATE D BY:
Arrival Welcome I	Participants will interview and introduce each other. Partners will discuss with each other the following topics <ol style="list-style-type: none"> What do they think CRT is? What do you do in your class to meet the needs of diverse students? How does your administrat ion inform the staff about their responsibili ty for diverse students? 	Zoom breakout in pairs Participants will prepare to introduce a partner. Partners can jot down notes.	Anchor Text Journal (digital/hard copy)	9:00-9:30	Equity Lead Teacher

<p>Introductions/Logistics</p> <p>Warm-up/Ice breaker</p>	<p><u>Know/Want to Know Padlet</u> On Padlet app participants will complete boxes for Know/Want to Know for six elements of CRT: <i>classroom relationships, family collaboration, assessment practices, instructional practices, discourse, and critical consciousness.</i> Round 1: Participants will share their entries Round 2: Participants will organize the priorities from the six elements</p>	<p>Participants will write on Padlet: what they know or want to know about how the six elements of CRT practices affect student learning.</p> <p>Then, participants can use pad notes to add dots (or checks) to select 5 or 6 priorities from either of the 6 elements</p> <p>Facilitator and Participants will debrief and discuss “dotted” priorities</p>	<p>Padlet</p> <p>Anchor Text Journal (digital/hard copy)</p>	<p>9:30-10:00</p>	<p>Equity Lead Teacher</p>
<p>Professional Development Agenda</p>	<p>Go over PD expectations and coursework. Topics Required tasks Readings and homework</p>	<p>Facilitators will review the PD expectations</p>	<p>Annotated Agenda</p>	<p>10:00-10:10</p>	<p>Equity Lead Teacher</p>
<p>Pre-Assessment/Break</p>	<p>Participants will complete a pre-assessment</p> <p>Gather materials</p>	<p>Facilitators will provide teachers 10-15 minutes to respond to open ended questions to assess prior knowledge.</p>	<p><u>Pre-Assessment</u></p>	<p>10:10-10:30</p>	<p>Independent</p>
<p>Session 1: Essential Question #1 What does the literature say about classroom relationships?</p>	<p>Analyze key ideas from cited literature in the anchor text</p> <p>Discussion</p>	<p>In breakout groups (3-4) participants will discuss cited literature from the text.</p> <p>1. What resonated with you in your role?</p>	<p>Anchor Text Journal (digital/hard copy)</p>	<p>10:30-11:30</p>	<p>Participants</p>

		2. What idea(s) were novel to you and your practice?			
Session 1: Essential Question #2 How can we operationalize classroom relationships from theory to practice?	Journal Entry Sharing Reflection	<p>Participants will return to the main Zoom Room and work on their journal entries.</p> <p>Participants will share one of the new actionable practices they will employ.</p> <p><i>Journal Prompt:</i> What do you already do that aligns with developing classroom relationships based on cultural responsiveness?</p> <p>List 3 new actionable things you will do to foster culturally responsive relationships.</p>	Anchor Text Journal (digital/hard copy)	11:30-12:30	Equity Lead Teacher
Lunch				12:30-1:30	Independent
Session 2: Essential Question #2 What does the literature say about instructional practice?	Analyze key ideas from cited literature in the anchor text Discussion	<p>In breakout groups (3-4) participants will discuss cited literature from the text and write in their journal</p> <ol style="list-style-type: none"> 1. What resonated with you in your role? 2. What idea(s) 	Anchor Text Journal (digital/hard copy)	1:30-2:30	Participants

		were novel to you and your practice?			
Session 2: Essential Question #2 How do we operationalize culturally responsive instruction from theory to practice?	Journal Entry Sharing Reflection	Participants will return to the main Zoom Room and work on their journal entries. Participants will share out one of the new actionable practices they will employ. <i>Journal Prompt:</i> What do you already do that aligns with instruction that is culturally responsive? List 3 new actionable things you will do to collaborate with families that is culturally responsive.	Anchor Text Journal (digital/hard copy)	2:30-3:30	Equity Lead Teacher
Closing	Reflection/Exit Ticket Next Steps	Review Take-aways Next session readings Q &A		3:30-4:00	Equity Lead Teacher
TAKE-AWAYS/ASSESSMENT:	<ul style="list-style-type: none"> Exit Ticket: In the Zoom Chat please share one take away from the 1st session 				
NEXT SESSION:	<ul style="list-style-type: none"> Read Anchor Text Chapters 3 and 4 				
FACILITATORS PREP:	<ul style="list-style-type: none"> Review chat for exit ticket: 1st Session takeaways Check attendance against those logged into zoom Review the next chapters in preparation for the next session 				

PROFESSIONAL DEVELOPMENT DAY 1: RESOURCES

TIME	SESSION	MATERIALS	LINKS/ URLS
9:00-10:30	Introduction/Logistics	Padlet Anchor Text* Journal (digital/hard copy)	<u>Padlet</u>
10:30-12:30	Session 1: Classroom Relationships	Pre-Assessment Anchor Text* Journal (digital/hard copy)	<u>Pre-Assessment</u>
12:30-1:30	Lunch		
1:30-3:30	Session 2: Instructional Practices	Anchor Text* Journal (digital/hard copy)	
3:30-4:00	Closing: Exit Ticket	Journal	Zoom Link (insert here)
NEXT SESSION:	Planning: Read Chapters 3 and 4	Anchor Text*	

*Powell, R., & Cantrell, S.C. (Eds.). (2021). *A framework for culturally responsive practices: Implementing the culturally responsive instruction observation protocol (CRIOP) in K-8 classrooms*. Myers Education Press.

PROFESSIONAL DEVELOPMENT ANNOTATED AGENDA DAY 2

SESSION TITLE:	IMPLEMENTING CULTURALLY RESPONSIVE TEACHING PRACTICES				
SESSION DATE:	TBD	SESSION TIME:	09:00-3:30		
DAY 2 COURSE OBJECTIVES:	By the end of this session, participants will: <ul style="list-style-type: none"> • Understand implementation of culturally responsive teaching and classroom learning specifically: assessment practices and Instructional practices 				
PROCESS: As relevant, include guiding questions, activities, transitions, informal checks for understanding, etc.	INTERACTIVE? HOW? How will participants engage in the content? What will they see, hear, do?	PROCEDURES/ STRATEGIES? What Procedures/Instructional Strategies will take place?	MATERIALS:	TIME:	FACILITATED BY:
Warm-Up	<p>Ahas! and highlights of previous days journal entries</p> <p>Engage participants in a discussion about common terms found in journals</p>	<p>Participants will read any highlights from the previous day's journal that they wish to share.</p> <p>*Get 3-5 volunteers</p> <p>*Jot down key terms while they talk</p> <p>*Review key terms collected and identify trends</p>	Anchor Text Journal (digital/hard copy)	9:00-9:30	Equity Lead Teacher
Introduction	Facilitator will review the objective for the days' session.		Anchor Text Journal (digital/hard copy)	9:30-9:40	Equity Lead Teacher
Session 3: Essential Question #1 What does the literature say about discourse and culturally responsive teaching?	<p>Analyze key ideas from cited literature in the anchor text</p> <p>Discussion</p>	<p>In breakout groups (3-4) participants will discuss cited literature from the text.</p> <ol style="list-style-type: none"> 1. What resonated with you in your role? 2. What idea(s) were novel to you and 	Anchor Text Journal (digital/hard copy)	9:40-10:40 60 mins.	Equity Lead Teacher

		your practice?			
Break/Transition				10:40-11:00	Independent
Session 3: Essential Question #2 How do we operationalize culturally responsive discourse from theory to practice?	Journal Entry Sharing Reflection	Participants will return to the main Zoom Room and work on their journal entries. Participants will share out one of the new actionable practices they will employ. What do you already do that aligns with discourse that is culturally responsive? List 3 new actionable things you will do to collaborate with families that is culturally responsive.	Anchor Text Journal (digital/hard copy)	11:00-12:00 30 mins. Drawing	Equity Lead Teacher
Lunch				12:00-1:00	Independent
Session 4 Essential Question #1 What does the literature say about critical consciousness and culturally responsive instruction?	Analyze key ideas from cited literature in the anchor text Discussion	In breakout groups (3-4) participants will discuss cited literature from the text. 1. What resonated with you in your role? 2. What idea(s) were novel to you and your practice?	Textbook Handout	1:00-2:30	Participants
Session 4 How do we operationalize critical	Journal Entry Sharing Reflection	Participants will return to the main Zoom Room and		2:00-3:30	

consciousness and culturally responsiveness from theory to practice?		<p>work on their journal entries.</p> <p>Participants will share out one of the new actionable practices they will employ.</p> <p>What do you already do that aligns with critical consciousness that is culturally responsive?</p> <p>List 3 new actionable things you will do to collaborate with families that is culturally responsive.</p>			
Closing	Reflection/Exit Ticket Next Steps	Review Take-aways Next session readings Q &A		3:30-4:00	Equity Lead Teacher
TAKE-AWAYS/ASSESSMENT:	<ul style="list-style-type: none"> Exit Ticket: In the Zoom Chat please share one take away from the 1st session 				
NEXT SESSION:	Read Anchor Text Chapters 5 and 6				
FACILITATORS PREP:	<ul style="list-style-type: none"> Review chat for the 2nd session takeaways Check attendance against those logged into zoom Review the next chapters in preparation for the next session 				

PROFESSIONAL DEVELOPMENT DAY 2: RESOURCES

TIME	SESSION	MATERIALS	LINKS/ URLS
9:00-9:40	Welcome/Warm-up		
11:00-12:00	Session 3: Discourse	Anchor Text* Journal (digital/hard copy)	
12:00-1:00	Lunch		
1:00-3:30	Session 4: Critical Consciousness	Anchor Text* Journal (digital/hard copy)	
3:30-4:00	Closing: Exit Ticket	Journal	Zoom Link (insert here)
NEXT SESSION:	Planning: Read Chapters 3 and 4	Anchor Text*	

*Powell, R., & Cantrell, S.C. (Eds.). (2021). *A framework for culturally responsive practices: Implementing the culturally responsive instruction observation protocol (CRIOP) in K-8 classrooms*. Myers Education Press.

PROFESSIONAL DEVELOPMENT ANNOTATED AGENDA DAY 3

SESSION TITLE:	IMPLEMENTING CULTURALLY RESPONSIVE TEACHING PRACTICES				
SESSION DATE:	TBD	SESSION TIME:	09:00-3:30		
DAY 3 COURSE OBJECTIVES:	By the end of this session, participants will: <ul style="list-style-type: none"> • Understand implementation of CRT in classroom. Discourse and Critical consciousness 				
PROCESS: As relevant, include guiding questions, activities, transitions, informal checks for understanding, etc.	INTERACTIVE? HOW? How will participants engage in the content? What will they see, hear, do?	PROCEDURES/ STRATEGIES? What Procedures/Instruc tional Strategies will take place?	MATERIAL S:	TIME:	FACILITATED BY:
Warm-Up	<p>Ahas! and highlights of previous days journal entries</p> <p>Engage participants in a discussion about common terms found in journals</p>	Facilitators will read any highlights from the previous day's journal.	Journals	9:00-9:30	Equity Lead Teacher
Introduction	Facilitator will review the objective for the days' session.		Handout	9:30-9:40	Equity Lead Teacher
Session 5 Essential Question #1 What does the literature say about family collaboration and culturally responsive teaching?	<p>Analyze key ideas from cited literature in the anchor text</p> <p>Discussion</p>	<p>In breakout groups (3-4) participants will discuss cited literature from the text.</p> <ol style="list-style-type: none"> 1. What resonated with you in your role? 2. What idea(s) were novel to you and your practice? 		9:40-10:40	Participan ts
Break/Transition				10:40-11:00	Independe nt

<p>Session 5 Essential Question #2 How can we operationalize family collaboration from theory to practice?</p>	<p>Journal Entry Sharing Reflection</p>	<p>Participants will return to the main Zoom Room and work on their journal entries.</p> <p>Participants will share out one of the new actionable practices they will employ. What do you already do that aligns with family collaboration that is culturally responsive?</p> <p>List 3 new actionable things you will do to collaborate with families that is culturally responsive.</p>	<p>Textbook</p>	<p>11:00-12:00</p>	<p>Equity Lead Teacher</p>
<p>Lunch</p>				<p>12:00-1:00</p>	<p>Independent</p>
<p>Session 6 What does the literature say about cultural responsiveness and assessment?</p>	<p>Analyze key ideas from cited literature in the anchor text</p> <p>Discussion</p>	<p>In breakout groups (3-4) participants will discuss cited literature from the text.</p> <p>1. What resonated with you in your role? 2. What idea(s) were novel to you and your practice?</p>		<p>1:00-2:00</p>	<p>Equity Lead Teacher</p>
<p>Session 6 Essential Question #1 What does the literature say about cultural responsiveness and assessment?</p>	<p>Journal Entry Sharing Reflection</p>	<p>Participants will return to the main Zoom Room and work on their journal entries.</p> <p>Participants will share out one of the new actionable</p>		<p>2:00-3:00</p>	<p>Equity Lead Teacher</p>

		<p>practices they will employ. What do you already do that aligns with culturally responsiveness and assessment?</p> <p>List 3 new actionable things you will do to collaborate with families that is culturally responsive.</p>			
Closing	Reflection/Exit Ticket Next Steps	Review Take-aways Next session readings Q &A		3:00-3:30	Equity Lead Teacher
TAKE-AWAYS/ASSESSMENT:	<ul style="list-style-type: none"> • Exit Ticket: In the Zoom Chat please share one take away from the 1st session 				
NEXT SESSION:	<ul style="list-style-type: none"> • Follow-Up Coaching Sessions: Pre-Work • Read the article and come prepared to discuss key takeaways <p style="text-align: center;"><u>Culturally Responsive Teaching: A Guide to Evidence-Based Practices for Teaching All Students Equitably</u></p>				
FACILITATORS PREP:	<ul style="list-style-type: none"> • Review chat for the 2nd Session takeaways • Check attendance against those logged into zoom • Review the next chapters in preparation for the next session 				

PROFESSIONAL DEVELOPMENT DAY 3: RESOURCES

TIME	SESSION	MATERIALS	LINKS/ URLS
9:00-9:40	Welcome/Warm-up		
11:00-12:00	Session 3: Discourse	Anchor Text* Journal (digital/hard copy)	
12:00-1:00	Lunch		
1:00-3:30	Session 4: Critical Consciousness	Anchor Text* Journal (digital/hard copy)	
3:30-4:00	Closing: Exit Ticket	Journal	Zoom Link (insert here)
NEXT SESSION:	Planning: Read Chapters 3 and 4	Anchor Text*	<u>Culturally Responsive Teaching: A Guide to Evidence-Based Practices for Teaching All Students Equitably</u>

*Powell, R., & Cantrell, S.C. (Eds.). (2021). *A framework for culturally responsive practices: Implementing the culturally responsive instruction observation protocol (CRIOP) in K-8 classrooms*. Myers Education Press.

PROFESSIONAL DEVELOPMENT FOLLOW UP SESSIONS

SESSION TITLE:	IMPLEMENTING CULTURALLY RESPONSIVE TEACHING PRACTICES				
SESSION DATES:	1ST WEDNESDAYS, BI-MONTHLY (SEPTEMBER, NOVEMBER, JANUARY, MARCH, MAY)	SESSION TIME:	3:00-4:00		
5 DAY FOLLOW-UP OBJECTIVES:	By the end of these sessions participants will: <ul style="list-style-type: none"> • Continue to discuss literature and collaborate with colleagues about best practices for implementing culturally responsive teaching. 				
PROCESS: As relevant, include guiding questions, activities, transitions, informal checks for understanding, etc.	INTERACTIVE? HOW? How will participants engage in the content? What will they see, hear, do?	PROCEDURES/ STRATEGIES? What Procedures/Instructional Strategies will take place?	MATERIALS :	TIME	FACILITATED BY:
Follow-up Session #1 Welcome Back Warm-up	Watch a Video Participants will share Current strategies they've implemented.	Watch Video <u>Building a Belonging Classroom</u> Wordle: Word from the video that resonated with you from the video	Anchor Text Journals Article	3:00-3:15	Equity Lead Teacher
Follow-up Session #1 <u>Culturally Responsive Teaching: A Guide to Evidence-Based Practices for Teaching All Students Equitably</u>	As active learners participants will: -Delve into literature -Engage in discourse -Deepen their understanding -Collaborate with colleagues -Reflect on instructional practice Participants will use their journal to capture ideas, reflections and take notes.	1. Participants will work in Zoom breakout rooms in small groups of 3-4 for 30 mins to discuss the literature. Guiding Questions: a. What actionable strategies can be employed immediately? b. What actionable strategies will you add to your classroom routine? c. What strategy (if any) from this article you already employ?	Anchor Text Journals Article	3:15-3:55	Equity Lead Teacher

		2. Participants will share out one of the new actionable practices they will employ based on the literature.			
Closing	Reflection/Exit Ticket Next Steps	Review Take-aways Next session readings Q &A		3:00-3:30	Equity Lead Teacher
TAKE-AWAYS/ASSESSMENT:	<ul style="list-style-type: none"> • Feedback Form: CRIOP 				
NEXT SESSION:	<ul style="list-style-type: none"> • Read Article • Come prepared to share a CRT practice you implemented 				
FACILITATORS PREP	<ul style="list-style-type: none"> • Become familiar with article for next session 				
Follow-up Session #2 Warm-up	Discussion	Participants will share a CRT strategy/skill they were deliberate about implementing. *What did you try? *How did it go? *How would you modify it?	Anchor Text Journal Article	3:00-3:15	Equity Lead Teacher
Follow-up Session #2 <u>Getting Started with Culturally Responsive Teaching</u>	As active learners participants will: -Delve into literature -Engage in discourse -Deepen their understanding -Collaborate colleagues -Reflect on instructional practice	1. Participants will work in Zoom breakout rooms in small groups of 3-4 for 30 mins to discuss the literature. Guiding Questions: a. What actionable strategies can be employed immediately? b. What actionable strategies will you add to your classroom routine? c. What strategy (if any) from this article you already employ?	Anchor Text Journal Article	3:15-3:55	

		2. Participants will share out one of the new actionable practices they will employ based on the literature.			
Closing	<ul style="list-style-type: none"> Next Steps 	Review Take-aways Next session readings Q &A		3:55-4:00	Equity Lead Teacher
TAKE-AWAYS/ASSESSMENT:	<ul style="list-style-type: none"> Feedback Form: CRIOP 				
NEXT SESSION:	<ul style="list-style-type: none"> Read Article Come prepared to share a CRT practice you implemented 				
FACILITATORS PREP	<ul style="list-style-type: none"> Become familiar with article for next session 				
Follow-up Session #3 Warm-up	Discussion	Participants will share a CRT strategy/skill they were deliberate about implementing. *What did you try? *How did it go? *How would you modify it?	Anchor Text Journal Article	3:00-3:15	Equity Lead Teacher
Follow-up Session #3 <u>Creating a Culturally Responsive Teaching Ecosystem</u>	As active learners participants will: -Delve into literature -Engage in discourse -Deepen their understanding -Collaborate colleagues -Reflect on instructional practice	1. Participants will work in Zoom breakout rooms in small groups of 3-4 for 30 mins to discuss the literature. Guiding Questions: a. What actionable strategies can be employed immediately? b. What actionable strategies will you add to your classroom routine? c. What strategy (if any) from this	Textbooks	3:15-3:55	

		<p>article you already employ?</p> <p>2. Participants will share out one of the new actionable practices they will employ based on the literature.</p>			
Closing	Next Steps	Review Take-aways Next session readings Q &A		3:55-4:00	Equity Lead Teacher
TAKE-AWAYS/ASSESSMENT:	Feedback Form: CRIOP				
NEXT SESSION:	<ul style="list-style-type: none"> • Read Article Come prepared to share a CRT practice you implemented				
FACILITATORS PREP	Become familiar with article for next session				
Follow-up Session #4 Warm-up	Discussion	<p>Participants will share a CRT strategy/skill they were deliberate about implementing.</p> <p>*What did you try? *How did it go? *How would you modify it?</p>	Anchor Text Journal Article	3:00-3:15	Equity Lead Teacher
Follow-up Session #4 <u>Strategies for Teaching Culturally Diverse Students</u>	<p>As active learners participants will:</p> <ul style="list-style-type: none"> -Delve into literature -Engage in discourse -Deepen their understanding -Collaborate colleagues -Reflect on instructional practice 	<p>1. Participants will work in Zoom Participants will work in Zoom breakout rooms in small groups of 3-4 for 30 mins to discuss the literature.</p> <p>Guiding Questions:</p> <ol style="list-style-type: none"> What actionable strategies can be employed immediately? What actionable strategies will you add to your 		3:15-3:55	

		<p>classroom routine?</p> <p>c. What strategy (if any) from this article you already employ?</p> <p>2. Participants will share out one of the new actionable practices they will employ based on the literature.</p>			
Closing	Next Steps	Review Take-aways Next session readings Q &A		3:55-4:00	Equity Lead Teacher
TAKE-AWAYS/ASSESSMENT:	<ul style="list-style-type: none"> • Feedback Form: CRIOP 				
NEXT SESSION:	<ul style="list-style-type: none"> • Read Article • Come prepared to share a CRT practice you implemented 				
FACILITATORS PREP	<ul style="list-style-type: none"> • Become familiar with article for next session 				
Follow-up Session #5 Warm-up	Discussion	Flip Grid: Create a Flip Grid defining what culturally responsive teaching means to you.	Anchor Text Journals Article	3:00-3:15	Equity Lead Teacher
Follow-up Session #5 <u>3 Tips to Make Any Lesson Culturally Responsive</u>	As active learners participants will: -Delve into literature -Engage in discourse -Deepen their understanding -Collaborate colleagues -Reflect on instructional practice	<p>1. Participants will work in Zoom breakout rooms in small groups of 3-4 for 30 mins to discuss the literature.</p> <p>Guiding Questions:</p> <p>a. What actionable strategies can be employed immediately?</p> <p>b. What actionable strategies will you add to your classroom routine?</p> <p>c. What strategy (if any) from this</p>	Anchor Text Journals Article	3:15-3:55	

		<p>article you already employ?</p> <p>2. Participants will share out one of the new actionable practices they will employ based on the literature.</p>			
Closing	Next Steps	Review Take-aways Post Assessment PD Evaluation		3:55-4:00	
TAKE-AWAYS/ASSESSMENT:	PD Evaluation				
NEXT SESSION:	Post-Assessment				
FACILITATORS PREP					

PD FOLLOW UP SESSIONS 1-5: INSTRUCTIONS & RESOURCES

TIME	SESSION NAME	MATERIALS	LINKS/ URLS
3:00-4:00	Session 1: Providing Evidence	Journals Anchor Text Articles	Watch Video <u>Building a Belonging Classroom</u> <u>Culturally Responsive Teaching: A Guide to Evidence-Based Practices for Teaching All Students Equitably</u>
3:00-4:00	Session 2: What is culturally responsive teaching?	Journals Anchor Text Articles	<u>Getting Started with Culturally Responsive Teaching</u>
3:00-4:00	Session 3: Creating a culturally responsive classroom	Journals Anchor Text Articles	<u>Creating a Culturally Responsive Teaching Ecosystem</u>
3:00-4:00	Session 4: Culturally responsive strategies	Journals Anchor Text Articles	<u>Strategies for Teaching Culturally Diverse Students</u>
3:00-4:00	Session 5: Culturally responsive lessons	<u>Post-Assessment (Participants)</u> <u>PD Evaluation (Equity Lead Teachers)</u>	<u>3 Tips to Make Any Lesson Culturally Responsive</u>

CRT-PD Pre/Post Assessment

CRT-PD Pre/Post Assessment

* Required

What is culturally responsive teaching? *

Your answer

What strategies do you currently use in your classrooms that are culturally responsive? *

Your answer

Why do you think it is important to integrate culturally responsive teaching practices into your daily instruction? *

Your answer

Option 1

Get link

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Google Forms

Professional Development Evaluation--CRT

Professional Development Evaluation- CRT

* Required

How were the teachers able to implement the new information they learned from the PD? *

Your answer

What impact did you notice the professional development experience have on student achievement? Include examples. *

Your answer

What challenges did teachers face in the implementation of culturally responsive practices?

Your answer

How did the teacher's knowledge of culturally responsive teaching practices change due to the professional development? *

Your answer

How could the professional development be improved?

Your answer

Appendix B: Letter of Cooperation

August 12, 2021

Michelle Matteis
9258 Pirates Cove Columbia, MD 21046

Dear Ms. Matteis:

The review of your request to conduct the research study titled “Elementary Teachers’ Knowledge of Implementing Culturally Responsive Pedagogy to Teach Culturally Diverse Students” has been completed. Based on the examination, I am pleased to inform you that the Department of Testing, Research and Evaluation has granted authorization for you to proceed with the study.

Authorization for this research extends through the 2021-2022 school year only. If you are not able to complete your data collection during this period, you must submit a request for an extension through our online application portal. We reserve the right to withdraw approval at any time or decline to extend the approval if the implementation of your study adversely impacts any of the school district’s activities.

Prior to your data collection activities, you are required to secure the written approval of the principals of the schools from which you will be recruiting participants using the attached Principal Permission to Conduct Research Study form. The original signed copy of this form should be forwarded to this office and a copy given to the respective Principal. In addition, the content of the participant consent forms must be exactly as that of the versions approved by our office. Only approved copies (stamped ‘APPROVED’) of the consent forms may be distributed to your target subjects. Should you revise any of these documents or change the procedure, the revisions and the revised procedure must be approved by this office before being used in this study.

An abstract and one copy of the final report should be forwarded to the Department of Testing, Research and Evaluation within one month of its completion. Do not hesitate to contact me if you have any questions. I can be reached XXX or by e-mail at XXX. I wish you success with your study.

Sincerely,

Carole Portas Keane, Ph.D.
Supervisor, Office of Research & Evaluation

Appendix C: Principal Email with Invitation to Participate in Study

Dear Principal,

Can you please forward the attached letter to your teachers as an attempt to gain access to volunteers to participate in study?

My name is Michelle Matteis, and I am student working towards my doctorate in the Ed. D Curriculum, Instruction and Assessment program at Walden University. This research is an essential part of my project study (dissertation project) and I would like to invite you to be a participant in my upcoming study about what teachers know and understand about implementing culturally responsive teaching to improve the academic performance of diverse students.

Your role in this study will include a one-on-one semistructured interview and a 30-minute non-evaluative observation. All correspondence will be done virtually via Zoom. I will be asking 10-15 Grades K-5 teachers from three schools with at least 3 years teaching experience to participate. The benefits for you will be to gain an understanding of how you incorporate culture in the curriculum, your instruction, and assessments to deepen your practice and support your diverse population.

Your identity will not be compromised in any way nor will any information you share with me. All electronic data collected will be locked in a password safe computer at home and any hard copies will be placed in a locked filing cabinet away from school property. A copy of the aggregated report of the findings will be provided to participants at the end of the study.

Attached to this invitation email is the consent form with a description of the study and a link to the prescreening Google form. If you require further explanation, please contact me via telephone or email for next steps. Please print or save the consent form for your records.

Thank you,

Michelle D. Matteis
Doctoral Student

Appendix D: Prescreening Google Form

Project Study Prescreening Form
Please contact the researcher if you have any questions.

Last Name, First Name
Your answer

Please provide a personal email address that so can be contacted by the researcher.
Your answer

Number of years teaching
Your answer

Number of years teaching within the school district
Your answer

Grade and content that you teach.
Your answer

I elect to participate in the 30 minute interview via Zoom

Yes
 No

I elect to participate in a 30-minute non-evaluative observation via zoom

Yes
 No

Submit

Appendix E: Semistructured Interview Questions

CRT Element	Interview Questions
Prior knowledge	1. How would you explain culturally responsive teaching?
Prior experience	2. What is your experience with teaching students from diverse cultures?
Comprehensive and inclusive	3. How do you honor the student's individualities in your class?
Transformative	4. How do you infuse culture in your lessons, planning and assessments?
Validating	5. Why do you think it is important to make home and school connections for diverse students?
Empowering	6. What do you do to empower your diverse students?
Emancipation	7. What opportunities do students have to voice or share their perspectives in your classroom?
Multidimensional	8. How do you use cultural resources to facilitate learning?
Humanistic	9. Why is it valuable to the entire class to use culturally responsive pedagogy to teach?
Normative and ethical	10. Why do you think it is your ethical responsibility to be a culturally responsive teacher?

Appendix F: Permission Request Email

The screenshot displays an email client interface. At the top, a blue header bar contains icons for search, calendar, tasks, notifications, settings, help, and a profile picture. Below this, a toolbar offers actions like 'Move to', 'Categorize', 'Snooze', and 'Undo'. The email title is 'Permission request to use adaptation of CRIOP'. The first message is from Michelle Matteis (MM) with the text 'Thank you!!' and a timestamp of 'Tue 5/18/2021 10:56 PM'. The second message is from 'CC' with the text 'That's terrific, Michelle. You have permission to use the CRIOP in your work. Best,' and a timestamp of 'Tue 5/18/2021 7:41 AM'. Below the message body is a metadata section with the following details: 'From: Michelle Matteis', 'Sent: Monday, May 17, 2021 11:07 PM', 'To:', and 'Subject: Re: Permission request to use adaptation of CRIOP'. A yellow warning box at the bottom of the metadata section reads 'CAUTION: External Sender'.

Permission request to use adaptation of CRIOP

Michelle Matteis
Thank you!!
Tue 5/18/2021 10:56 PM

CC
Tue 5/18/2021 7:41 AM
To: Michelle Matteis

That's terrific, Michelle. You have permission to use the CRIOP in your work.

Best,

From: Michelle Matteis
Sent: Monday, May 17, 2021 11:07 PM
To:
Subject: Re: Permission request to use adaptation of CRIOP

CAUTION: External Sender

Appendix G: Culturally Responsive Instruction Observation Protocol (CRIOP)

Culturally Responsive Instruction Observation Protocol

Fourth Revised Edition (January 2017)

Rebecca Powell, Susan Chambers Cantrell, Pamela K. Correll, and Victor Malo-Juvera

Originally Developed by: R. Powell, S. Cantrell, Y. Gallardo Carter, A. Cox,
S. Powers, E. C. Rightmyer, K. Seitz, and T. WheelerRevised 2012 by: R. Powell (Georgetown College), S. Cantrell (University of Kentucky), P. Correll (University of
Kentucky),
V. Malo-Juvera (UNC-Wilmington), D. Ross (University of Florida) and R. Bosch (James Madison University)Revised 2017 by: R Powell (Georgetown College), S. Cantrell (University of Kentucky),
P. Correll (Missouri State University), V. Malo-Juvera (UNC-Wilmington)School (use assigned number): _____ Teacher (assigned
number): _____Observer: _____ Date of Observation: _____ # of Students in
Classroom: _____Academic Subject: _____ Grade Level(s):
_____Start Time of Observation: _____ End Time of Observation: _____ Total Time of
Obs: _____

DIRECTIONS

After the classroom observation, review the field notes for evidence of each “pillar” of Culturally Responsive Instruction. If an example of the following descriptors was observed, place the field notes line number on which that example is found. If a “non-example” of the descriptors was observed, place the line number on which that non-example is found.

Then, make an overall/holistic judgment of the implementation of each component. To what extent and/or effect was the component present?

- 4 – Consistently**
- 3 – Often**
- 2 – Occasionally**
- 1 – Rarely**
- 0 – Never**

Transfer the holistic scores from pp. 2 through 9 to the table below.

CRI Pillar	Holistic Score
I. CLASS	
II. FAM	
III. ASMT	

CRI Pillar	Holistic Score
IV. INSTR	
V. DISC	
VI. CRITICAL	

CRIOP © 2012 The Collaborative Center for Literacy Development and The Center for Culturally Relevant Pedagogy. Funded by the State of Kentucky and the US Department of Education Office of English Language Acquisition. Please use the following citation when referencing the CRIOP instrument: Powell, R., Cantrell, S. C., Correll, P. K., & Malo-Juvera, V. (2017). Culturally Responsive Instruction Observation Protocol (4th ed.). Lexington, KY: University of Kentucky College of Education.

I. CLASS CLASSROOM RELATIONSHIPS

Holistic score 4 3 2 1 0

Consistently Often Occasionally Rarely Never

CRI Indicator	For example, in a responsive classroom:	For example, in a non-responsive classroom:	Field notes: Time or line(s) of example	Field notes: Time or line(s) of non-example	Field notes: No example (✓)	SCORE for Indicator
1. The teacher demonstrates an ethic of care (e.g., equitable relationships, bonding)	<p>Generally Effective Practices:</p> <ul style="list-style-type: none"> • Teacher refers to students by name, uses personalized language with students • Teacher conveys interest in students' lives and experiences <p>Culturally Responsive Practices that are:</p> <ul style="list-style-type: none"> • There is a "family-like" environment in the classroom; there is a sense of belonging; students express care for one another in a variety of ways • Teacher promotes an environment that is safe and anxiety-free for all students, including culturally and linguistically diverse students; students seem comfortable participating in the classroom • Teacher differentiates patterns of interaction and 	<ul style="list-style-type: none"> • Teacher permits and/or promotes negativity in the classroom, e.g., criticisms, negative comments, sarcasm, etc. • Teacher does not address negative comments of one student towards another • Teacher stays behind desk or across table from students; s/he does not get "on their level" • Teacher does not take interest in students' lives and experiences; is primarily concerned with conveying content • Teacher does not seem aware that some students are marginalized and are not participating fully in classroom activities • Some students do not seem comfortable contributing to class discussions and participating in learning activities • Teacher uses the same management techniques and interactive style with all students when it is clear that they do not work for some 				

	management techniques to be culturally congruent with the students and families s/he serves (e.g., using a more direct interactive style with students who require it)					
2. The teacher communicates high expectations for all students	<p>Generally Effective Practices:</p> <ul style="list-style-type: none"> • There is an emphasis on learning and higher-level thinking; challenging work is the norm • Students do not hesitate to ask questions that further their learning; there is a “culture of learning” in the classroom • Teacher expects every student to participate actively; students are not allowed to be unengaged or off-task • Teacher gives feedback on established high standards and provides students with specific information on how they can meet those standards <p>Practices that are Culturally Responsive:</p> <ul style="list-style-type: none"> • There are group goals for success as well as individual goals (e.g., 	<ul style="list-style-type: none"> • Teacher has low expectations , consistently giving work that is not challenging or frustrating students by giving them tasks that are unreasonably difficult • Teacher does not call on all students consistently • Teacher allows some students to remain unengaged, e.g., never asks them to respond to questions, allows them to sleep, places them in the “corners” of the room and does not bring them into the instructional conversation, etc. • Teacher does not establish high standards; evaluation criteria require lower-level thinking and will not challenge students • Teacher feedback is subjective and is not tied to targeted learning outcomes and standards • Teacher expresses a deficit model, suggesting through words or actions that some students are not as capable as others • Teacher does not explicitly assist emerging bilinguals to assure they 				

	<p>goals and charts posted on walls); every student is expected to achieve</p> <ul style="list-style-type: none"> • Students are invested in their own and others' learning ; they continuously assist one another • Teacher takes steps to assure that emerging bilinguals understand directions and have access to the same content and learning as native speakers 	<p>understand directions and content</p>				
<p>3. The teacher creates a learning atmosphere that engenders respect for one another and toward diverse populations</p>	<p>Generally Effective Practices:</p> <ul style="list-style-type: none"> • Teacher sets a tone for respectful classroom interaction and teaches respectful ways for having dialogue and being in community with one another • Teacher implements practices that teach collaboration and respect, e.g., class meetings, modeling and reinforcing effective interaction, etc. • Students interact in respectful ways and know how to work 	<ul style="list-style-type: none"> • Teacher shows impatience and intolerance for certain student behaviors • Lack of respectful interaction amongst students may be an issue • Teacher establishes a competitive environment whereby students try to out-perform one another • Teacher does not encourage student questions or ridicules students when they ask for clarification • Posters and displays do not show an acknowledgement and affirmation of students' cultural and racial/ethnic/linguistic identities • Classroom library and other available materials promote ethnocentric positions and/or ignore human diversity • Classroom resources do not include any 				

	<p>together effectively</p> <ul style="list-style-type: none"> • Teacher and students work to understand each other's perspectives <p>Practices that are Culturally Responsive:</p> <ul style="list-style-type: none"> • Positive and affirming messages and images about students' racial and ethnic identities are present throughout the classroom • Teacher affirms students' language and cultural knowledge by integrating it into classroom conversations • Teacher encourages students to share their stories with one another and to have pride in their history and linguistic and cultural identities • Classroom library and other available materials contain multicultural content that reflect the perspectives of and show appreciation for diverse groups • Classroom library (including online resources) includes bilingual texts 	<p>bilingual texts</p> <ul style="list-style-type: none"> • Teacher never affirms students' native languages and cultures 				
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	that incorporate students' native languages					
4. Students work together productively	<p>Generally Effective Practices:</p> <ul style="list-style-type: none"> Students are continuously viewed as resources for one another and assist one another in learning new concepts Students are encouraged to have discussions with peers and to work collaboratively 	<ul style="list-style-type: none"> Students are discouraged from assisting their peers Students primarily work individually and are not expected to work collaboratively; and/or students have a difficult time collaborating Teacher dominates the decision-making and does not allow for student voice The emphasis is on individual achievement Classroom is arranged for quiet, solitary work, with the teacher being "center stage" 				

II. FAM FAMILY COLLABORATION

Holistic score **4** **3** **2** **1** **0**

Consistently Often Occasionally Rarely Never

NOTE: When scoring this component of the CRIOP, the family collaboration interview should be used in addition to field observations.

Observations alone will not provide adequate information for scoring.

CRI Indicator	For example, in a responsive classroom:	For example, in a non-responsive classroom:	Field notes: Time or line(s) of example	Field notes: Time or line(s) of non-example	Field notes: No example (✓)	SCORE for Indicator
1. The teacher establishes genuine partnerships (equitable relationships) with parents/caregivers	<p>Generally Effective Practices:</p> <ul style="list-style-type: none"> Parents'/caregivers' ideas are solicited on how best to instruct the child; parents are viewed as partners in educating their child 	<ul style="list-style-type: none"> Parents'/caregivers are never consulted on how best to instruct their child, and/or their suggestions are not incorporated in instruction 				

	<ul style="list-style-type: none"> • There is evidence of conversations with parents/caregivers where it's clear that they are viewed as partners in educating the student <p>Practices that are Culturally Responsive:</p> <ul style="list-style-type: none"> • Teacher makes an effort to understand families and respects their cultural knowledge by making a concerted effort to develop relationships in order to learn about their lives, language, histories, and cultural traditions • Teacher makes an effort to communicate with families in their home languages (e.g., learning key terms in the student's home language, translating letters, using translation tools involving a family liaison, etc.) 	<ul style="list-style-type: none"> • No effort made to establish relationships with caregivers • There is evidence of a "deficit perspective" in which families and caregivers are viewed as inferior and/or as having limited resources that can be leveraged for instruction • All communication with families is in English. 				
2. The teacher reaches out to meet parents in positive, non-traditional ways	<p>Generally Effective Practices:</p> <ul style="list-style-type: none"> • Teacher conducts home visit conferences • Teacher makes "good day" phone calls and establishes regular communication with parents <p>Practices that are Culturally Responsive:</p> <ul style="list-style-type: none"> • Teacher plans parent/family 	<ul style="list-style-type: none"> • Communication with parents/caregivers is through newsletters or similar group correspondence, where they are asked to respond passively (e.g., signing the newsletter, versus becoming actively involved in their child's learning) 				

	<p>activities at locations within the home community</p> <ul style="list-style-type: none"> Teacher meets parents in parking lot or other locations that may be more comfortable for them 	<ul style="list-style-type: none"> Teacher conducts phone calls, conferences, personal notes to parents for negative reports only (e.g., discipline) 				
3. The teacher encourages parent/family involvement	<p>Generally Effective Practices:</p> <ul style="list-style-type: none"> Parents are encouraged to be actively involved in school-related events and activities Parents/caregivers are invited into the classroom to participate and share experiences <p>Practices that are Culturally Responsive:</p> <ul style="list-style-type: none"> Parents from diverse linguistic and cultural backgrounds are invited to share their unique experiences and knowledge (e.g., sharing their stories, reading books in their native language, teaching songs and rhymes in their native language, etc.) 	<ul style="list-style-type: none"> Parents/caregivers are never involved in the instructional program There is no evidence of home/family connections in the classroom 				
4. The teacher intentionally learns about families' linguistic/cultural knowledge and expertise to support student learning	<p>Practices that are Culturally Responsive:</p> <ul style="list-style-type: none"> Teacher identifies families' "funds of knowledge" so it can be used to facilitate student learning (e.g., through home visits; social events for families where information is solicited; conversations 	<ul style="list-style-type: none"> Families' "funds of knowledge" are never identified 				

	with parents and students about their language, culture, and history; attending community events; home literacy projects; camera projects etc.)					
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III. ASMT ASSESSMENT PRACTICES

Holistic score **4** **3** **2** **1** **0**

Consistently Often Occasionally Rarely Never

CRI Indicator	For example, in a responsive classroom:	For example, in a non-responsive classroom:	Field notes: Time or line(s) of example	Field notes: Time or line(s) of non-example	Field notes: No example (✓)	SCORE for Indicator
1. Formative assessment practices are used that provide information throughout the lesson on individual student understanding	<p>Generally Effective Practices:</p> <ul style="list-style-type: none"> • Teacher frequently assesses students' understanding throughout instruction and uses assessment data throughout the lesson to adjust instruction • Students are able to voice their learning throughout the lesson • Informal assessment strategies are used continuously during instruction, while students are actively engaged in learning, and provide information on the learning of every student 	<ul style="list-style-type: none"> • Assessment occurs at the end of the lesson • Assessment is not embedded throughout instruction • Assessment is regarded as a set of evaluation "tools" that are used to determine what students have learned (e.g., exit slips, quizzes, etc. that are administered after instruction has occurred versus examining students' cognitive processing during instruction) • Teacher follows the lesson script 				

	<p>(e.g. “talking partners,” whiteboards, journal responses to check continuously for understanding)</p> <ul style="list-style-type: none"> • Teacher modifies instruction or reteaches when it’s clear that students are not meeting learning targets 	<p>even when it’s clear that students are not meeting learning targets</p> <ul style="list-style-type: none"> • The goal is to get through the lesson and cover the content versus assuring student understanding 				
<p>2. Students are able to demonstrate their learning in a variety of ways</p>	<p>Generally Effective Practices</p> <ul style="list-style-type: none"> • Divergent responses and reasoning are encouraged; students are able to share the processes and evidence they used to arrive at responses versus simply providing “the” correct answer <p>Practices that are Culturally Responsive:</p> <ul style="list-style-type: none"> • Students with limited English proficiency and/or limited literacy can show their conceptual learning through visual or other forms of representation (e.g., drawing, labelling, completing graphic organizers etc. depending upon their level of English language acquisition) 	<ul style="list-style-type: none"> • Most or all tests are written and require reading/writing proficiency in English • Teacher expects students to tell “the” answer • Students have a narrow range of options for demonstrating competence (e.g., multiple choice tests, matching, etc.) 				

<p>3. Authentic assessments are used frequently to determine students' competence in both language and content.</p>	<p>Generally Effective Practices:</p> <ul style="list-style-type: none"> • Students' written and oral language proficiency is assessed while they are engaged in purposeful activity • Teacher primarily uses authentic, task-embedded assessments (e.g., anecdotal notes, targeted observation, rubrics/analysis of students' written products, math charts/journals, etc.) <p>Practices that are Culturally Responsive:</p> <ul style="list-style-type: none"> • Teacher assesses both academic language and content 	<ul style="list-style-type: none"> • Assessments measure discrete, isolated skills and/or use short, disconnected passages • Students' linguistic competence is never assessed, or is evaluated solely through standardized measures • Assessments are "exercises" that students must complete versus meaningful, purposeful work 				
<p>4. Students have opportunities for self-assessment</p>	<p>Generally Effective Practices:</p> <ul style="list-style-type: none"> • Students are encouraged to evaluate their own work based upon a determined set of criteria • Students are involved in setting their own goals for learning • Students are involved in developing the criteria for their finished products (e.g., scoring rubrics) 	<ul style="list-style-type: none"> • Assessment is always teacher-controlled 				

IV. INSTR INSTRUCTIONAL PRACTICES

Holistic score **4** **3** **2** **1** **0**

Consistently Often Occasionally Rarely Never

CRI Indicator	For example, in a responsive classroom:	For example, in a non-responsive classroom:	Field notes: Time or line(s) of example	Field notes: Time or line(s) of non-example	Field notes: No example (✓)	SCORE for Indicator
1. Instruction is contextualized in students' lives, experiences, and individual abilities	<p>Generally Effective Practices:</p> <ul style="list-style-type: none"> • Learning activities are meaningful to students and promote a high level of student engagement • Materials and real-world examples are used that help students make connections to their lives • Learning experiences build on prior student learning and invite students to make connections <p>Practices that are Culturally Responsive:</p> <ul style="list-style-type: none"> • Teacher uses instructional methods/activities that provide windows into students' worlds outside of school (e.g., "All About Me" books, student-created alphabet walls, camera projects, etc.) • Teacher views students' life experiences as assets and builds on students' cultural knowledge, linguistic knowledge, and "cultural data" 	<ul style="list-style-type: none"> • Learning tasks and texts reflect the values and experiences of dominant ethnic and cultural groups • No attempt is made to link students' realities to what is being studied; learning experiences are disconnected from students' knowledge and experiences • Skills and content are presented in isolation (never in application to authentic contexts) • Teacher follows the script of the adopted curriculum even when it conflicts with her own or the students' lived experiences • Learning experiences are derived almost exclusively from published textbooks and other materials that do not relate to the classroom community or 				

	<p>sets,” making connections during instruction in the various content areas</p> <ul style="list-style-type: none"> • Materials and examples are used that reflect diverse experiences and views • Families’ “funds of knowledge” are integrated in learning experiences when possible; parents are invited into the classroom to share their knowledge 	<p>the larger community being served</p> <ul style="list-style-type: none"> • Families “funds of knowledge” are never incorporated in the curriculum; parents are never invited to share their knowledge 				
<p>2. Students engage in active, hands-on, meaningful learning tasks, including inquiry-based learning</p>	<ul style="list-style-type: none"> • Learning tasks allow students to practice and apply concepts using hands-on activities and manipulatives • Learning activities promote a high level of student engagement • Exploratory learning is encouraged • Teacher engages students in the inquiry process and learns from students’ investigations (e.g., inquiry-based and project-based learning) • Students are encouraged to pose questions and find answers to their questions using a variety of resources • Student-generated questions form the basis for further study and investigation 	<ul style="list-style-type: none"> • Students work passively at their seats on teacher-directed tasks • Passive student learning is the norm (e.g., listening to direct instruction and taking notes, reading the textbook, seatwork, worksheets, etc.) • Exploratory learning is discouraged • Teacher is the authority • Students are not encouraged to challenge or question ideas or to engage in further inquiry • Students are not encouraged to pose their own questions • All knowledge/ideas are generated by those in authority (e.g., 				

		textbook writers, teachers)				
3. The teacher focuses on developing students' academic language	<p>Generally Effective Practices:</p> <ul style="list-style-type: none"> • There is an emphasis on learning academic vocabulary in the particular content area • Students are taught independent strategies for learning new vocabulary • Key academic vocabulary and language structures are identified prior to a study or investigation <p>Practices that are Culturally Responsive:</p> <ul style="list-style-type: none"> • Teacher develops language objectives in addition to content objectives, having specific goals in mind for students' linguistic performance • Teacher articulates expectations for language use (e.g. "I want you to use these vocabulary words in your discussion; I expect you to reply in a complete sentence" etc.) • Teacher scaffolds students' language development as needed (sentence frames, sentence starters, etc.) • Academic language is taught explicitly 	<ul style="list-style-type: none"> • Little attention is paid to learning academic vocabulary in the content area • New words are taught outside of meaningful contexts • Students are not taught independent word learning strategies • Teacher does not articulate expectations for language use • The teacher does not establish language objectives for students; only content objectives are evident • Teacher does not scaffold students' language development • No attention is given to the language used in particular disciplines; academic language is not addressed • Students are evaluated on their use of academic discourse but it is never taught explicitly 				

	(identifying it in written passages, dissecting complex sentences, using mentor texts, creating “learning/language walls,” etc.)					
4. The teacher uses instructional techniques that scaffold student learning	<ul style="list-style-type: none"> • Teacher uses a variety of teaching strategies to assist students in learning content (e.g., demonstrations, visuals, graphic organizers, reducing linguistic density, etc.) • Teacher models, explains and demonstrates skills and concepts and provides appropriate scaffolding • Teacher uses “comprehensible input” (e.g., gestures, familiar words and phrases, slower speech, etc.) to facilitate understanding when needed • Teacher builds on students’ knowledge of their home languages to teach English (e.g., cognates, letter-sound relationships, syntactic patterns) 	<ul style="list-style-type: none"> • Teacher primarily uses traditional methods for teaching content (e.g., lecture, reading from a textbook) with few scaffolding strategies • Teacher does not always model, explain and demonstrate new skills and concepts prior to asking students to apply them • Teacher does not use visuals, comprehensible input etc. to facilitate understanding • Teacher does not build upon students’ home languages to teach terms, skills and concepts in English 				
5. Students have choices based upon their experiences, interests and strengths	<ul style="list-style-type: none"> • Students have multiple opportunities to choose texts, writing topics, and modes of expression based on preferences 	<ul style="list-style-type: none"> • Teacher selects texts, writing topics, and modes of expression for students • All assignments are teacher- 				

	<p>and personal relevance</p> <ul style="list-style-type: none"> • Students have some choice in assignments • Students have some choice and ownership in what they are learning 	<p>initiated</p> <ul style="list-style-type: none"> • Students have no choice or ownership in topic of study or questions that will be addressed 				
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V. DIS DISCOURSE

Holistic score 4 3 2 1 0

Consistently Often Occasionally Rarely Never

CRI Indicator	For example, in a responsive classroom:	For example, in a non-responsive classroom:	Field notes: Time or line(s) of example	Field notes: Time or line(s) of non-example	Field notes: No example (✓)	SCORE for Indicator
1. The teacher promotes active student engagement through discourse practices	<ul style="list-style-type: none"> • Teacher employs a variety of discourse protocols to promote student participation and engagement (e.g., call and response, talking circles, read-around, musical shares, etc.) • All students have the opportunity to participate in classroom discourse • Teacher uses various strategies throughout the lesson to promote student engagement through talk (e.g., partner share, small group conversation, interactive journals, etc.) 	<ul style="list-style-type: none"> • The main form of classroom discourse is Initiate-Respond-Evaluate (IRE) where the teacher poses a question and individual students respond • The teacher controls classroom discourse by assigning speaking rights to students • Not all students have the opportunity to participate in classroom discussions • Some students are allowed to dominate discussions 				

<p>2. The teacher promotes equitable and culturally sustaining discourse practices</p>	<p>Generally Effective Practices:</p> <ul style="list-style-type: none"> • Students use collaborative, overlapping conversation and participate actively, supporting the speaker during the creation of story talk or discussion and commenting upon the ideas of others • Teacher uses techniques to support equitable participation, such as wait time, feedback, turn-taking, and scaffolding of ideas <p>Practices that are Culturally Responsive:</p> <ul style="list-style-type: none"> • Students speak in their home language/dialect when it is situationally appropriate to do so • There is an emphasis on developing proficiency in students' native language as well as in Standard English; bilingualism/multilingualism is encouraged (e.g., students learn vocabulary in their native languages; students read/write in their native languages; students learn songs and rhymes in other languages, etc.) 	<ul style="list-style-type: none"> • Discourse practices of various cultural groups are not used during instruction • Students are discouraged from using their home language or dialect and communicating in culturally specific ways, even when it is situationally appropriate to do so • Emerging bilingual students are discouraged from using their native language, both inside and outside of school • Students are discouraged from communicating in a language other than English • There is no evidence of attempts to promote bilingualism/multilingualism 				
<p>3. The teacher provides structures that promote academic conversation</p>	<p>Generally Effective Practices:</p> <ul style="list-style-type: none"> • Students engage in genuine discussions and have extended conversations • Teacher explicitly teaches and evaluates skills required for conducting effective 	<ul style="list-style-type: none"> • Students are discouraged from talking together, or conversations are limited to short responses • Teacher rarely asks questions or provides prompts that would elicit extended dialogue 				

	<p>academic conversations</p> <p>Practices that are Culturally Responsive:</p> <ul style="list-style-type: none"> Teacher provides prompts that elicit extended conversations and dialogue (e.g. questions on current issues; questions that would elicit differing points of view) 	<ul style="list-style-type: none"> Teacher does not teach skills required for academic conversations 				
4. The teacher provides opportunities for students to develop linguistic competence	<p>Generally Effective Practices:</p> <ul style="list-style-type: none"> Teacher provides many opportunities for students to use academic language in meaningful contexts Students are engaged in frequent and authentic uses of language and content (drama, role play, discussion, purposeful writing and communication using ideas/concepts/vocabulary and syntactic structures from the field of study) <p>Practices that are Culturally Responsive:</p> <ul style="list-style-type: none"> Students are taught appropriate registers of language use for a variety of social contexts and are given opportunities to practice those registers in authentic ways 	<ul style="list-style-type: none"> Students' use of language is limited and they do not use language in authentic ways Students are not taught about the registers of language use; they are expected to use Standard English in all social contexts 				

VI. CRITICAL CONSCIOUSNESS

Holistic score **4** **3** **2** **1** **0**

Consistently Often Occasionally Rarely Never

CRI Indicator	For example, in a responsive classroom:	For example, in a non- responsive classroom:	Field notes: Time or line(s) of example	Field notes: Time or line(s) of non- example	Field notes: No example (✓)	SCORE for Indicator
1. The curriculum and planned learning experiences provide opportunities for the inclusion of issues important to the classroom, school and community	<p>Generally Effective Practices:</p> <ul style="list-style-type: none"> • Students are engaged in experiences that develop awareness and provide opportunities to contribute, inform, persuade and have a voice in the classroom, school and beyond • Community-based issues and projects are included in the planned program and new skills and concepts are linked to real-world problems and events <p>Practices that are Culturally Responsive:</p> <ul style="list-style-type: none"> • Students explore important contemporary issues (poverty, racism, global warming, human trafficking, animal cruelty, etc.) • Teacher encourages students to investigate real-world issues related 	<ul style="list-style-type: none"> • The focus of literacy and content instruction is to teach the skills and information required to “pass the test”; learning occurs only as it relates to the standard curriculum • Teacher does not encourage critical thought or questioning of contemporary issues • Teacher does not encourage application to real-world issues; accepts or endorses the status quo by ignoring or dismissing real life problems related to the topic being studied 				

	to a topic being studied and to become actively involved in solving problems at the local, state, national, and global levels					
2. The curriculum and planned learning experiences incorporate opportunities to confront negative stereotypes and biases	<p>Practices that are Culturally Responsive:</p> <ul style="list-style-type: none"> • Teacher facilitates students' understanding of stereotypes and biases • Teacher encourages students to examine biases in popular culture that students encounter in their daily lives (TV shows, advertising, popular songs, etc.) • Teacher makes intentional use of multicultural literature to facilitate conversations about human differences • As appropriate to the grade level being taught, teacher helps students to think about biases in texts (e.g., "Who has the power in this book? Whose perspectives are represented, and whose are missing? Who benefits from the beliefs and practices 	<ul style="list-style-type: none"> • Teacher does not encourage students to examine biases in instructional materials or popular texts; texts are considered to be "neutral" • Teacher never addresses issues related to human differences • Teacher makes prejudicial statements to students (e.g., girls are emotional; immigrants don't belong here; etc.), and/or fails to challenge prejudicial statements of students 				

	<p>represented in this text?” etc.)</p> <ul style="list-style-type: none"> As appropriate to the grade level being taught, teacher challenges students to deconstruct their own cultural assumptions and biases both in the formal and informal curriculum 					
<p>3. The curriculum and planned learning experiences integrate and provide opportunities for the expression of diverse perspectives</p>	<p>Generally Effective Practices:</p> <ul style="list-style-type: none"> Students are encouraged to challenge the ideas in a text and to think at high levels <p>Practices that are Culturally Responsive:</p> <ul style="list-style-type: none"> Texts include protagonists from diverse backgrounds and present ideas from multiple perspectives Students are encouraged to explore alternative viewpoints Opportunities are plentiful for students to present diverse perspectives through class discussions and other activities Students are encouraged to respectfully disagree with one another and to provide evidence to support their views 	<ul style="list-style-type: none"> The conventional, dominant point of view is presented and remains unchallenged Few texts are available to represent diverse protagonists or multiple perspectives Biased units of study are presented that show only the conventional point of view (e.g., Columbus discovered America) or that ignore other perspectives (e.g., a weather unit that does not include a discussion of global warming) No or very few texts are available with protagonists from diverse cultural, linguistic, and/or socioeconomic backgrounds 				

		<ul style="list-style-type: none">• No opportunities are provided for students to learn about or to present diverse views				
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Appendix H: Character Profile Quotes for Classroom Relationships

Table 2*Character Profile Quotes for Classroom Relationships*

Character profiles	Quotes
Comprehensive and inclusive	Bridging that connection helps your students become invested in school and shows that, you know, you really care about them and you want them, their family-like this is not two different entities. We're one. (T7)
Transformative	I say draw it for me. I try to play off of each person's strengths. I have them work with one another; you know just to get them to build on each other's capacity. (T3)
Validating and affirming	I first find out if there are any religions or cultures that I should be aware of. I am mindful of all of my students' backgrounds and cultures so that no one feels like they are less than another. (T1)
Empowering	I want my students to know that their voice is heard especially in this day and age, being respectful, but also being a voice of advocacy for themselves not matter what their culture is. I want to empower them through the curriculum. (T9).
Emancipatory	I want to infuse like their culture into our school and show the students that they are important to our school (T5)
Multidimensional	CRT is teaching that considers all aspects of a child and you're making sure to try to build a relationship that will support a student's eagerness for learning. (T8)
Humanistic	I was able to take the time to really understand what was going on with her and I was also able to tell the rest of the team because nobody really took the time to figure out why. (T3)
Normative and ethical	The way I honor them is with parts of my lesson, you know, having them take ownership in their learning allows them to bring their individuality, ideas, and experiences to the lesson. (T4)

Table 2 shows the eight profiles of culturally responsive teaching and data collected from the interviews that capture participants' perceptions of culturally responsive classroom relationships.

Appendix I: Character Profile Quotes for Instructional Practices

Table 3*Character Profile Quotes for Instructional Practices*

Character profiles	Quotes
Comprehensive and inclusive	I tend to always get a video. This is such a technological set of kids these days. So EdPuzzles, Youtube videos and so forth helps to really tie things together when it comes to accepting and acknowledging all the different cultures in a classroom. (T2)
Transformative	We have daily morning meetings where we share. We do a quick either book or activity. A lot of times certain situations come up in conversations that require us to explore and ask further questions. (T2)
Validating and affirming	But we try to cater to those that are the majority to help them understand the course content. (T6)
Empowering	I want someone to value and appreciate their differences and infuse that into their learning? (T5)
Emancipatory	I feel like there's a freedom that we have. It's a good freedom for them to have trying to give them real world experiences and make that real world connection through the text we're talking about. (T7)
Multidimensional	We have new vocabulary that we review weekly allow them time to use new words from the curriculum by providing visuals and sentence frames. (T6)
Humanistic	I try to incorporate as much as I can from the various cultures that I've studied or know of into the lesson planning. (T6)
Normative and ethical	I am forced to always consider how a lesson is interpreted by these different kids from different cultures or these kids from different races, or these kids from environments that see things totally different than we do. (T4)

Table 3 shows the eight profiles of culturally responsive teaching and data collected from the interviews that capture participants' perceptions of culturally responsive instructional practice.

Appendix J: Character Profile Quotes for Discourse

Table 4*Character Profile Quotes for Discourse*

Character profiles	Quotes
Comprehensive and inclusive	Students interpret the characters in something they read, in situations that may be known to them and not normal to those that live in America based on their culture and how they connect with the materials. (T4)
Transformative	I use different strategies in my classroom to give everyone an opportunity to talk like think, pair, and share. (T4)
Validating and affirming	I allow students time to share. They talk about the lesson. They talk about themselves and can contribute to the class discussion if they are given the time to express themselves. (T3)
Empowering	My students feel comfortable sharing. They don't feel like outcast because they know it's a safe place and everyone gets a chance to share. (T2)
Emancipatory	I engage my students in discussions and never impose my ideas on them. You know, I never tell them that they're wrong. I want them to be confident when they speak. (T7)
Multidimensional	I also have a background in Spanish, so I took Spanish for 5 years and I know the basics. I incorporate what I've learned: conjugating verbs pronouns with the students to help them understand. In talking, when it comes to using articles like: He, she, it, they understand it better when I can explain it in Spanish. (T6)
Humanistic	I allow students to talk in their native language during break times and recess. They get a chance to be a part of the class. (T2)
Normative and ethical	I have an ethical responsibility to my students and give them a voice. (T3)

Table 4 shows the eight profiles of culturally responsive teaching and data collected from the interviews that capture participants' perceptions of culturally responsive discourse.

Appendix K: Character Profile Quotes for Critical Consciousness

Table 5*Character Profile Quotes for Critical Consciousness*

Character profiles	Quotes
Comprehensive and inclusive	Gender identity is something that is going to get very touchy however it is still part of the school community and we are responsible for including everyone. (T5)
Transformative	Not only do we share like positive experiences, but we also share like negative experiences, like some things that happen on our day to day that we do have to address these issues in class. (T1).
Validating and affirming	I think the biggest thing I do that allows them to share their perspective is to engage them in or create open ended questions that are thought provoking that will allow them to share their ideas and opinions on a topic. (T5)
Empowering	Culturally responsive teaching is when teachers consider not only what country someone is from but to consider the role equity has on student achievement. (T3)
Emancipatory	When planning and using the curriculum I take into consideration my student's culture, experiences and how they are represented in the materials. (T1)
Multidimensional	I want to make sure all of my students are valued and feel valued, feel respected and feel represented. That means introducing books that are controversial. We don't read stuff like that. We've always included race and religion in our lessons but gender identity is something that can get touchy. (T7)
Humanistic	As long as you're not disrespectful, you are allowed to say how you feel about a certain situation and what you would change so we call all be open to what is on in the world and in each person's culture or country. (T2)
Normative and ethical	There are days that we all learn about a different culture so that we are all aware of what's going on in the world. (T1)

Table 5 shows quotes captured from the interviews that relate to the culturally responsive instruction indicator for critical consciousness.

Appendix L: Character Profile Quotes for Family Collaboration

Table 6*Character Profile Quotes for Family Collaboration*

Character profiles	Quotes
Comprehensive and inclusive	If I show that I care about your home life and I want your family to be a part of our school family, that's how you become vested in what I want you to be vested in, because I'm showing you that I'm vested in your life. (T7)
Transformative	I feel like long ago we weren't involved in the curriculum but now we can have the kids think about what their background is and what they do at home. It deepens the understanding. (T8)
Validating and affirming	Home school connection is important because it allows you, one, to build the relationship with you students and to show you I care about your home life and I want your family to be part of our school family. (T1)
Empowering	Ultimately, kids need to understand what they are learning and what they're getting when they come to school are a bunch of tools in a toolbox to be successful. (T5)
Emancipatory	I feel like they get a freedom, a chance to get new information. It's a good freedom for them to have something to relate to and make real world connections to the text we are talking about. (T6)
Multidimensional	I make sure to keep the lines of communication open with parents. I share our units that are coming and let them know I am available to help. (T3)
Humanistic	I like to ask parents first to tell me about their kid so I can get a little understanding of their child beforehand. (T6)
Normative and ethical	I need them to understand that everything they do and learn has an impact on the community. (T4)

Table 6 shows quotes captured from the interviews that represent the participants perception of the culturally responsive family collaboration.