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Grade 3-5 Teachers' Perceptions about their Culturally Responsive Teaching Practices

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College of Education

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Shani A. Arnette

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Walden University
2022

Abstract

Grade 3-5 Teachers' Perceptions about their Culturally Responsive Teaching Practices

by

Shani A. Arnette

MA, Kean University, 2008

BA, Rowan University, 1999

Project Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

October 2022

Abstract

Many schools are diverse with culturally and linguistically diverse (CLD) learners. The problem is that it is unknown if Grade 3-5 teachers in a specific New Jersey school district (SNJSD) perceive their instruction as manifesting characteristics of effective culturally responsive teaching (CRT) and learning practices intended to promote CLD students' academic growth. The superintendent created an action plan that listed CRT as a solution to meeting needs of diverse students. The purpose of this basic qualitative study was to investigate Grade 3-5 teachers' perceptions regarding their instruction as manifesting characteristics of effective CRT and learning practices in a SNJSD. Gay's CRT theory that includes eight qualitative attributes of effective CRT framed this study. Grade 3-5 teachers shared perceptions about their ability to provide CRT practices aligned with Gay's eight attributes of effective CRT. The Grade 3-5 teachers compared their CRT practices to the SNJSD's action plan used to support student learning during the teaching and learning process. Through purposeful sampling, nine teachers participated in semistructured interviews via Zoom. Data were analyzed thematically, producing four themes: teachers' perceptions of CRT; more district dedication to CRT; teachers' requests for additional resources; and lack of knowledge regarding microaggressions, cultural competence, and sensitivity. Results revealed Grade 3-5 teachers requested more CRT support and resources. Grade 3-5 teachers were unaware of microaggressions, cultural competence, and sensitivity. The project was a 3-day training session to support Grade 3-5 teachers' CRT practices. Implications for social change include improving Grade 3-5 teachers' CRT practices, curriculum decisions, and student learning during the teaching and learning process.

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Dedication

This project study is dedicated to my loving parents, Anna and Linwood Arnette. My wonderful parents provided me with an abundance of love and encouragement to keep on writing. I would like to thank my sisters, Aziza and Jenissa, for being present with me all these years and teaching me through their actions that everything in life is not perfect but when you really want something go for it. Keenan, Kalani, Joshua, Anisa, Leiyana, and Andrew my hope is that from the fruit of my actions you could one day grow up to see that sky is the limit. In the words of Mahatma Gandhi, "Be the change you wish to see in the world." I want to thank my magnificent grandma, Carletta Arnette, who would ask me every day over the phone, "Did you work on your grad work today?" Little did she know that having her say that to me reminded me that I needed to keep on going with my doctorate studies. In addition, thank you Day-Day for being a great cousin and reminding me to never give up. Above all, I would like to thank my Lord and Savior for showing me that all things are possible through His strength (Isaiah 40:31).

Table of Contents

List of Tables

List of Figures

Section 1: The Problem

The Local Problem

The problem is it is not known if Grade 3-5 teachers in a specific New Jersey

school district (SNJSD) perceive their instruction as manifesting characteristics of

effective culturally responsive teaching (CRT) and learning practices intended to promote

culturally and linguistically diverse (CLD) students' academic growth. According to

Larson et al. (2020), students belonging to an ethnic, linguistic, or cultural group are the

CLD population. In this study CLD was used to reference Hispanic and Black students.

The SNJSD implemented a district action plan to address CRT. The plan was to provide

all educators with sustained CRT training to enhance awareness, learn about self, build

knowledge of others, and strengthen CRT practices. The CLD students have shown

academic improvement each year. Regardless, CLD students' academic performance was

a concern for the Superintendent, and therefore, a focus for the school district according

to a school principal participating in this study. Students in Grade 3-5 took a standardized

assessment called Partnership for Assessment of Readiness for College and Careers

(PARCC). That assessment was later replaced by a test called New Jersey Student

Learning Assessment (NJSLA).

Recent data published in the public domain by the Department of Education and

the Superintendent affirmed that Grade 3-5 CLD learners underperformed in English

Language Arts (ELA) and mathematics compared to non-CLD learners (i.e., White

students) in the district on standardized assessment. During the 2018-2019 school year

students took the NJSLA. The data shows 68.9% Grade 3, 79.4% Grade 4, and 89.2%

Grade 5 White students met ELA proficiency. In the same year, 78.8% Grade 3, 72.2%

Grade 4, and 80.1% Grade 5 White learners met mathematics proficiency. Whereas in

2018-2019 school year, 35.0% Hispanic students in Grade 3, 34.7% Grade 4, and 48.7%

Grade 5 were proficient in ELA. In the same year, 25.8% Black students in Grade 3,

40.0% Grade 4, and 44.7% Grade 5 were proficient in ELA. In 2018-2019, 38.8%

Hispanic students in Grade 3, 32.1% Grade 4, and 39.2% Grade 5 met mathematics

proficiency. In the same year, 42.0% Black students in Grade 3, 28.6% in Grade 4, and

34.2% of Grade 5 students met mathematics proficiency.

During the 2017-2018 school year, Grade 3-5 took the PARCC assessment. The

data shows 73.9% Grade 3 White students, 86.7% Grade 4, and 86.7% of Grade 5 met

ELA proficiency. During the same year, 73.3% Grade 3 White students, 78.0% Grade 4,

and 84.2% of Grade 5 met mathematics proficiency. Whereas 29.1% Grade 3 Hispanic

students, 38.8% Grade 4, and 47.4% Grade 5 met ELA proficiency. In the same year

35.3% Grade 3 Black students, 41.0% Grade 4, and 56.7% Grade 5 met ELA proficiency.

Whereas 29.7% of Grade 3 Hispanic students, 37.4% Grade 4, and 39.0% Grade 5 met

mathematics proficiency. Likewise, 23.5% Black students in Grade 3, 30.8% in Grade 4,

and 70.0% in Grade 5 met mathematics proficiency.

In 2016-2017 school year PARCC data were similar. In Grade 3 78.7% White

students, 78.5% in Grade 4, and 85.0% of Grade 5 met ELA proficiency. In Grade 3

77.5% White students, 74.5% Grade 4, and 77.3% met mathematics proficiency. In that

same year, reports showed 24.7% of Grade 3 Hispanic students, 32.1% of Grade 4, 53.3%

of Grade 5 met ELA proficiency. Whereas 38.6% Black students in Grade 3, 53.1% in

Grade 4, and 60.0% in Grade 5 met ELA proficiency. In the same year, 33.6% Grade 3

Hispanic students, 25.0% of Grade 4, and 43.8% of Grade 5 met mathematics

proficiency. Likewise, 36.4% Black students in Grade 3, 40.6% of Grade 4, and 40.0% of

Grade 5 met mathematics proficiency. School data illustrated that CLD learners

underperformed compared to non-CLD learners in the district.

According to a Grade 3-5 building administrator at the study site, teachers were

encouraged in a staff meeting to reflect on whether their teaching was responsive to

students' CLD backgrounds. The superintendent highlighted gaps in equity and inclusion

and shared a need to focus curriculum, instruction, and training on CRT and learning

practices to reflect on student learning outcomes. In a SNJSD, the mission is to create an

equitable and inclusive learning community for all students. In a SNJSD, officials at the

local and state level use reported standardized assessment data to improve curriculum and

faculty training as well as inform instructional teaching and learning strategies. These

data illustrated that elementary teachers would benefit from targeted and creative learning

opportunities to advance CLD learners. To promote student growth, the superintendent

implemented an action plan to address this gap in instructional practice through CRT and

learning. However, it is not known if Grade 3-5 teachers in a SNJSD perceive their

instruction as manifesting characteristics of effective CRT and learning practices

intended to promote CLD students' academic growth.

Historically, CLD students are confronted with challenges that may interfere with

their emotional, social, and intellectual development. Ramlackhan and Catania (2022)

asserted educational institutions need to focus on CRT pedagogy required for equitable

and inclusive environments that support CLD students in the classroom. Mize and Glover (2021) recommended using culturally responsive practices to help bridge educational gaps between Whites and other races. Research indicates that teachers' thoughts and beliefs interfere with the learning of CLD students (Gabriel, 2019). Teachers' decisions rely on their belief systems (Wesely et al., 2021). Literature shows school leaders should seek ways to promote effective CRT (D'Emidio-Caston, 2019; Donahue-Keegan et al., 2019; Nenonene et al., 2019). Kelly-Howard (2021) said CRT is necessary to improve students' learning. Evans et al. (2020) recommended examining teachers' CRT to explore practices, stereotypes, and needs. People examining personal mental models to adjust with new insight is indispensable for learning. A person's mental models constructively promote understanding of the environment and oneself (Weis & Wiese, 2022). Bonner et al. (2018) recommended exploring teachers' perceptions, beliefs, comfort levels, feelings, and skills with CRT strategies. Aloi and Bialka (2022) said people respond to diversity based on personal biases. Research highlights school leaders need to explore Grade 3-5 teachers' perceptions about their CRT practices.

Literature highlights CRT is a relevant topic in schools. Researchers revealed that culturally responsive studies are relevant and reflect our society's current demographics (Gothberg et al., 2019; Kazanjian, 2019a). A synthesis of research literature mentioned a lack of CRT as a problem in the realm of education (Dari et al., 2021; Foster, 2018; Green, 2019; Kelly et al., 2021). Additionally, Gay's (2013, 2018) concept of CRT and its eight qualitative attributes provided a framework for the characteristics of effective CRT. Gay's concept of CRT is a teaching and learning profile that serves as support for

students' emotional, social, and intellectual outcomes. To better understand if the CRT practices of Grade 3-5 teachers in a SNJSD are supporting CLD learners, it is important to investigate teachers' perceptions. While school systems with the most needs are likely to receive less funding, according to Baker and Cotto (2020), minority immigrant students in North American schools demonstrate gaps in learning, forcing districts to strategize in effort to create optimal academic opportunities. Consequently, finding solutions that promote academic development for CLD students is necessary.

Rationale

The superintendent's presentation, titled "District Testing Data Presentation 2019 Results, Trends and Actions" published on a public domain, reflected an equity and inclusion action plan with CRT training to promote lifelong success for students. During a public Board of Education presentation, the superintendent explained the district's plan to create exceptional programs for all students, foster communication with all stakeholders, and establish trusting partnerships. Additionally, in a meeting at one of the SNJSD elementary schools, the staff was told to read an email regarding culturally responsive classrooms. The data and the SNJSD's action plan illustrated a need to further explore this study's problem to explore Grade 3-5 teachers' perceptions regarding their instruction involving CRT, how they respect cultural backgrounds, prepare meaningful lessons, and create inclusive and responsive settings to promote learning for diverse students in elementary settings. Improving the administrators' understanding of Grades 3-5 teachers' ability to implement CRT is a method to successfully address the gap in practice in the district, creating opportunity to improve CRT in terms of curriculum and

instruction. The purpose of this basic qualitative study was to investigate Grade 3-5 teachers' perceptions regarding their instruction as manifesting characteristics of effective CRT and learning practices in a SNJSD.

Definition of Terms

Culture: Groups of people with shared beliefs, norms, traditions, religion, language, and customs (Bove, 2018; Sions, 2022).

Culturally and Linguistically Diverse (CLD): Students whose cultural, linguistic, and ethnic backgrounds differ from the dominant population. It also includes English language learners (ELL) and students that speak other languages besides English. (Lubin et al., 2020).

Culturally Responsive Teaching (CRT): A pedagogical approach that involves using the learner's culture as a premise for new learning by embracing strengths, conducting differentiated lessons, adapting curriculum, and linking prior knowledge and skills to new information (Moore et al., 2021).

Significance of the Study

Significance of the Problem

The study was significant since it revealed the perceptions of Grade 3-5 teachers in a SNJSD regarding their CRT practices. Since it was not known if these teachers perceived their instruction as manifesting characteristics of effective CRT and learning practices intended to promote CLD students' academic growth, study results were significant to administrators and teachers at the local district. It is necessary for school leaders and educators to effectively provide CRT activities to support CLD student

learning, according to the superintendent. Exploring teachers' perceptions yielded valuable data that could lead to positive benefits for the local community in a SNJSD. Teachers can be major contributors in addressing issues for school improvement (Khachatryan & Parkerson, 2020). Success leads to solutions for advancing educational opportunities for CLD students. Stakeholders should examine the supports and resources available for the most vulnerable populations (Grooms & Childs, 2021). By investigating Grade 3–5 teachers' perceptions regarding their instruction as manifesting characteristics of effective CRT and learning practices, I revealed pedagogical methods, supports, and needs for instructing their CLD students.

Benefits for the Local Educational Setting

Through this study, the hope is that stakeholders will improve CRT practices and student learning across the district. Qualitative data were attained from educators in a SNJSD. The purpose of the data was to explore teachers' perceptions about their CRT practices to see if they aligned with the superintendent's action plan. Grade 3-5 teachers' perceptions were compared to the conceptual framework of the study, Gay's concept of CRT and its distinctive eight qualitative attributes of effective CRT. Study findings will lead to professional development (PD) that enhances teaching and learning. This study's findings may improve the administration's vision for creating a healthy community based on a foundation of equity and inclusion through CRT and learning experiences. Hilaski (2020) and Kourea et al. (2018) stated CRT has many benefits in the academic development of CLD students. Local organizations could use the results of this study to enhance curriculum learning and development for CLD learners. Teachers' perceptions

may be used to provide school leaders and policymakers with information about their population, create open dialogue via professional learning communities, and improve school and student academic achievement. Subsequently, administrators, teachers, curriculum directors, school leaders, policymakers, and students could benefit from the study's findings. These findings could contribute to positive social change by improving teachers' CRT practices, curriculum decisions, and student learning during the teaching and learning processes in a SNJSD.

Research Questions

Research questions (RQs) were designed and used to examine Grade 3-5 teachers' perceptions about their CRT practices. The problem is it is not known if Grade 3-5 teachers in a SNJSD perceive their instruction as manifesting characteristics of effective CRT and learning practices intended to promote CLD students' academic growth. Gay's concept of CRT and its distinctive eight qualitative attributes of effective CRT were used to define and inform concepts for the study. Mattick et al. (2018) said good research questions cause participants to think critically and are focused on a relevant topic. These RQs guided the study:

RQ1: How do Grade 3-5 teachers perceive their ability to provide CRT practices aligned with Gay's eight qualitative attributes of effective CRT?

RQ2: How do Grade 3-5 teachers compare their CRT practices to the district's action plan used to support student learning during the teaching and learning process?

Review of Literature

Conceptual Framework

The framework that grounded the study is Gay's concept of CRT. The CRT framework has distinctive qualities known as eight qualitative attributes of effective CRT. This conceptual framework was employed to comprehend Grade 3-5 teachers' perceptions about their CRT practices. The problem is it is not known if Grade 3-5 teachers in a SNJSD perceive their instruction as manifesting characteristics of effective CRT and learning practices intended to promote CLD students' academic growth. The CRT framework is a teaching practice that involves creating safe and equitable learning environments for CLD students (Bottiani et al., 2018). Gay (2002) described CRT as "using the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively" (p. 106). Educators should use the concept of CRT to make learning experiences meaningful for CLD students.

Attributes of Effective CRT

The concept of CRT is a teaching approach known to improve academic and social performance for CLD students. Teachers look closely at learners by adapting content when necessary, guiding students, and adequately scaffolding learning to the individuals' needs. Gay (2018) said effective culturally responsive teachers manifest eight qualitative attributes that visibly represent a character profile for CRT: empowering, validating, being comprehensive and inclusive, being multidimensional, being transformative, emancipating, encouraging humanistic behaviors, and being normative and ethical.

Students are empowered with CRT. Gay (2018) said students are empowered with leadership opportunities. Teachers socially and personally support students to show accountability and take ownership of their learning. Students that are empowered believe that they can achieve. Culturally responsive teachers celebrate accomplishments. They provide personal, social, and academic supports and resources for students to maintain success in the classroom. In a culturally responsive environment students see decorations, like flags, that represent their cultural background. Other examples that empower CLD learners include peers explaining work to peers, mentoring opportunities, and building executive functioning strategies (i.e., time management, study skills, setting and monitoring goals, testing strategies, self-checking behaviors, taking notes, organization, and initiating tasks).

Students are validated with CRT. Gay (2018) explained teachers validate students when they use cultural heritage to teach new academic content and learning is made relevant. Students are validated when teachers use students' strengths and learning styles for teaching and learning purposes. The learning content is multicultural. Teachers validate students when they establish compassionate environments that value students' diverse ethnic backgrounds. They view students' differences as an asset and students' cultures are represented in learning environments. They value a learners' family and the community and embed it as a resource for learning.

Classroom climates are comprehensive and inclusive with CRT. Gay (2018) described teachers are comprehensive and inclusive when they build an academic and social community of learners. An esprit de corps is created in the classroom. The

community of learners is created when teachers teach skills, values, and attitudes that advance students' emotional, social, intellectual, and political development. There is a shared bond and camaraderie between the learners in the classroom. Students learn that group work such as projects or center activities is a shared responsibility. Teachers clearly share expectations and appropriate behavior with communal activities. Students are not only accountable for their own learning but the learning of peers too. In a comprehensive and inclusive environment, students naturally demonstrate caring relationships and respect opinions. Students share materials and cooperatively work with peers.

Classroom environments are multidimensional with CRT. Gay (2018) said multidimensional CRT is witnessed in the classroom climate, management techniques, teacher-student relationships, and evaluations. The classroom community may decide on how they are evaluated for performance on a group project. Students express their perspective on global social issues pertaining to different cultural groups. Teachers that are multidimensional should infuse cultural knowledge, beliefs, opinions, experiences, emotions, and feelings to make instruction and classroom routines more meaningful for students. The goal of multidimensional CRT is socialization that influences learning. Students' ethnic beliefs are clarified and inaccuracies about cultural heritages are corrected. Students are responsible for learning, self-reflecting, engaging, and questioning throughout classroom activities.

Classroom environments are transformative with CRT. Gay (2018) said teachers are transformative when culture is respected and used as a resource for teaching and

learning. Transformative environments respect the historical experiences of different cultural and ethnic groups. It uses the historical experiences for student learning. In culturally responsive pedagogy teachers would investigate how the various cultural and ethnic groups in their environment learn best. Teachers would see the verbal creativity of a cultural and ethnic group as a strength. It is used for instructional activities to encourage productive learning. In CRT environments teachers deliberately teach students to be proud and not ashamed of their cultural differences and ethnic identities. Teachers teach students to have zero tolerance for unfairness of different cultural and ethnic groups. Instead, students are taught to be change agents in their school and classroom community by recognizing, standing up, and pointing out inequalities. This is taught by providing students with appropriate language and behaviors that teach what to do if they notice these behaviors.

Classroom environments with CRT are emancipatory. It is rooted in multiculturalism. Gay (2018) said in emancipatory environments students are taught to critically evaluate history, challenges, and experiences connecting it to new learning to become active participants in the environment. Educators teaching students to become emancipatory allows learners to use their voice in their classroom community. Teachers encourage voice in learning tasks, so CLD students are ethnically and culturally expressive. It abrogates the psychological anxiety involved in hiding or restricting cultural tendencies and creates CLD engagement.

Humanistic behaviors are encouraged in CRT environments. Gay (2018) said it means respecting viewpoints, thoughts, and feelings of others. Students gain knowledge

while learning how to interact with individuals of different social, cultural, and ethnic groups. In CRT classrooms, teachers dig deep into the root of students' cultures. This action benefits all learners in the environment teaching various social, cultural, and ethnic groups about different perspectives. Students' preconceptions about peers and groups are revised when learning about different people, successes, cultures, communities, and experiences.

Classroom environments with CRT are normative and ethical. Gay (2018) said it means extending and making known rights and opportunities of students. Culturally responsive pedagogy reveals school practices and policies that have inequities and cater to the dominant group. Normative and ethical environments promote social justice. These school environments seek for rights and opportunities for CLD students. Teachers that are normative and ethical teach CLD students about their rights.

CRT Classrooms

There are advantages to CRT classrooms. Gay (2002) said culturally responsive environments build confidence for students, boost academic achievement, strengthen relationships with peers, galvanize learners, and create learning supports for CLD children in classrooms. Gay (2002) said embedding culture and experiences into instruction allows learners to attain the most heuristic learning experience. CRT is an approach to support student differences in a nontraditional manner and using culture as a strength to motivate and engage students (Kieran & Anderson, 2019). Daniel et al. (2019) said assimilating culture in learning experiences has proved to support the academic progression of CLD learners. Teachers have the power to transform learning by using

students' linguistic and cultural strengths (Dunham et al., 2022). Closing racial gaps in learning involve creating equitable opportunities for CLD students (Braun, 2019; Savage et al., 2018). These studies show that CRT has benefits for CLD students.

Since the district's superintendent highlighted a gap in equity and inclusion and shared a need to focus curriculum, instruction, and training on CRT, I used Gay's concept of CRT and its eight qualitative attributes of effective CRT for this study. This involves achieving academic success using specific instructional practices, curriculum delivery, and positive appropriate interactions between teachers and students in the learning classroom. Gay's concept of CRT and its eight qualitative attributes of effective CRT provided a lens for analyzing the RQs. Employing Gay's concept of CRT and its eight qualitative attributes as the foundation for semistructured interview questions, I addressed Grade 3-5 teachers' attitudes regarding their CRT practice. Specifically, I addressed how Grade 3-5 teachers in a SNJSD respected cultural backgrounds, prepared meaningful lessons, and created inclusive and responsive setting to promote CLD students' learning.

Review of the Broader Problem

Research Parameters

I explored databases using the Walden University Library to research and support the project study topic. I used Ulrichsweb to verify if journals and articles were peer-reviewed. I searched topics and looked for specific articles using Google Scholar. When I found viable sources, I checked to see if I could locate them using the Walden University Library. I also used books written by Gay to understand the concept of CRT and its distinctive eight qualitative attributes.

I used the following databases via the Walden University Library to search for topics and terms: EBSCOHost, APA PsycInfo, APA PsycArticles, Complementary Index, SAGE Journals, SAGE Research Methods, Taylor and Francis Online, Education Resources Information Center (ERIC), ProQuest Central, Social Sciences Citation Index, Science Citation Index, Science Direct, SocINDEX, Supplemental Index, Medline, ScholarWorks, Computers and Applied Sciences Complete, Gale Academic OneFile Select, Emerald Insight, Business Source Complete, Education Source, Academic Search Complete, Directory of Open Access Journals, Teacher Reference Center, and Library, and Information Science & Technology Abstracts.

Research Topics

I conducted a literature review using the following key terms and databases: *culture*, *cultural responsive*, *culturally responsive*, *cultural responsive teaching*, *culturally responsive teaching*, *cultural responsive pedagogy*, *culturally responsive pedagogy*, *cultural relevant*, *culturally relevant*, *cultural pluralism*, *cultural pluralistic*, *culture sensitivity in schools*, *culturally sensitive in schools*, *culturally and linguistically diverse*, *CLD*, *CRT*, *influence of culturally responsive teaching*, *influence of knowing classroom culture*, *influence of collaborative partnerships*, *CRP*, *English Language Learners*, *ELL*, *English as a Second Language*, *ESL*, *bilingual education*, *cultural responsive teaching and learning*, *Geneva Gay*, *Gloria Ladson-Billings*, *self-efficacy*, *characteristics of cultural responsive teaching*, *cultural responsiveness*, *culturally responsiveness*, *responsiveness*, *teaching and learning*, *funds of knowledge*, *education policy*, *education law*, *United States*, *America*, *U.S.*, *USA*, *segregation*, *elementary*

classrooms, *elementary education*, *education*, *purposeful sampling*, *interviews*, *participants' rights*, *participants' protection*, *ethics*, *bias in research*, *bias*, *research standards*, *coding*, *themes*, *qualitative research*, *qualitative design*, *qualitative methodology*, *videoconferencing*, *basic qualitative research design*, *basic qualitative study*, *funds of learning*, *personal mental model*, *self-reflection*, *NVivo*, *trustworthiness*, *credibility*, *bias*, *reflexivity*, *reflexive journals*, *thematic analysis*, *Hispanic*, and *Latinx*.

Teaching and Learning in Education

Best practices drive curriculum and instructional techniques. Many teachers target instruction to average students in a whole class setting (Bondie et al., 2019). Educational researchers have identified many advantages to student-centered teaching and learning approaches in classrooms, such as differentiated instruction and cooperative learning. Differentiated instruction personalizes instructional content for students of all abilities to academically develop a learner's skill and content (Bagot & Latham, 2019). Cooperative learning teaches students to properly interact interpersonally for shared learning tasks (Han & Son, 2020). Instructing students to comprehend content through an engaging approach helps motivate students to make sense of learning (Furtak & Penuel, 2019; Kavanagh et al., 2020). Brown et al. (2019) said teaching should incorporate cultural differences. Teachers need to orient opportunities for memorable learning for students to learn educational material. Regardless of the teaching and learning methods used in education, teachers' responsiveness has always been a focal point of teaching and learning and has remained preponderant in educational practices. With responsiveness at the core of the past and current educational techniques, it became relevant to use Gay's

concept of CRT with focus on the eight qualitative attributes of effective CRT as the conceptual framework for this study. Gay created the term CRT to instruct, interact, and support CLD learners via responsive teaching. Gay's CRT framework is an inclusive and effective manner to reinforce students' learning.

Education Policy

Educational policies help schools create standards, rules, and procedures for students' learning. The Equal Protection Clause of the Fourteenth Amendment mandated the U.S. to practice equal protection so people could not be lawfully discriminated against. The *Plessy v. Ferguson* (1896) case proceeded with equal but separate accommodations for Whites and Blacks. The Civil Rights Act of 1964 protected students from discrimination in public school based on race, religion, sex, color, or national origin and deeming segregated educational institutions unconstitutional. The pivotal Supreme Court case of *Brown v. The Board of Education of Topeka* (1954) ruled that in public schools' racial segregation was unconstitutional changing schools in the U.S. (Carlson et al., 2019; Gopalan & Nelson, 2019; Serbulo, 2019). The Bilingual Education Act of 1968 provided equal opportunities to all children regardless of students' dominant language, as well as the opportunity to academically advance in American public schools. *Plyler v. Doe* (1982) made it illegal in U.S. schools to refuse undocumented immigrant children education. The No Child Left Behind (NCLB) Act of 2002 was a law that involved assessing learning support for the neediest children in the U.S. In 2015, Every Student Succeeds Act (ESSA) was another notable federal law which granted flexibility to school systems at the state and local level to reach targeted goals with evidence-based

interventions. The ESSA mandates equal opportunity for all learners, including high need and disadvantaged learners, to receive a quality education with rigorous standards.

More than 40 million people making up the U.S. population are born in another country (Migration Policy Institute, n.d.; Sharkey, 2018). One quarter of elementary and secondary children have at least one parent born in another country besides the U.S. (Sharkey, 2018). In 2010, 4.5 million ELLs were enrolled in U.S. public schools (National Center for Education Statistics [NCES], 2021). In 2018, there were five million students identified as ELLs attending a public school (NCES, 2021). Through the accountability frameworks outline in ESSA plans, many states are implementing CRT practices (Schettino et al., 2019). ESSA grants freedom and authority to states to make decisions based on their needs, but it also has guidelines designed to safeguard and advance equity (Fusarelli & Ayscue, 2019). This proves that through ESSA the nation has initiatives created to support CLD students' school performance.

Multitudinous cultures comprise the U.S. The Latinx population is the largest minority group in the U.S. with 62.1 million people in 2020 (United States Census Bureau, n.d.). Latinx students make up 13.8 million elementary and secondary children in the nation's public school system (National Center for Education Statistics [NCES], 2022). Romero and O'Malley (2020) reported in public schools Latinx children have the greatest population growth. Many families migrate to the U.S. for the opportunity and a better life. The educational landscape of schools has evolved. According to Green and Stormont (2018), cultural representation of teachers in the U.S. is racially disproportionate. Most teachers in the U.S. are White (Suk et al., 2020; Zoino-Jeannetti &

Pearrow, 2020). Literature proves there is a racial imbalance between cultural and ethnic learners and White teachers.

Therefore, processes for teaching and learning should evolve. Schools require educational institutions to provide rigorous and equal educational opportunities for diverse populations (Neumerski & Cohen, 2019; Puzio et al., 2020). Being an effective educational leader requires building trust within communities (Hilton, 2019). Trust is built by thinking critically about decisions, acting appropriately to address challenges, communicating effectively, studying best practices, and committing to improving instructional methods which affect student populations (Johnson, 2019; Spehr, 2019). McKay and Macomber (2021) said it is important for teachers to create strong relationships with students for academic development. Building relationships is necessary for teachers to demonstrate they care for caregivers and communities in which children reside (Gunn et al., 2021). General education teachers receive minimal or inadequate guidance to meet emotional, social, and intellectual needs of CLD students (Solano-Campos et al., 2018). Educators need to receive intensive support to advance academic achievement of CLD learners.

Teachers are responsible for strengthening students' needs emotionally, socially, and intellectually. Despite this expectation, elementary teachers in the nation struggle to meet academic needs of students from different races, ethnicities, and socioeconomic groups (S. K. Clark, 2020). They are encouraged to demonstrate sensitivity involving cultural needs of students represented in the classroom environment. The way teachers structure the classroom and teach their CLD learners can affect students' academic

success (Kelly-McHale, 2019). Administrators and teachers should consider analyzing

their school or classroom environment to make sure the structure supports CLD students.

CRT in Education

For more than a decade, educational scholars have focused on cultural dynamics

in schools. Ladson-Billings (1995) preeminent work was in culturally relevant teaching.

Then, it continued with the work of Gay (2002) and Villegas and Lucas (2002) in CRT.

Hollie (2012) preceded with educational work in cultural and linguistic responsiveness.

Following cultural and linguistic responsiveness was the work of Paris (2012) with

culturally sustaining pedagogy. The underlining characteristic of being culturally

responsive is adhering to cultural and linguistic influences around them (Hollie, 2019).

Schools concentrate on addressing gaps in student performance (Hung et al., 2020).

Learning improves when teachers demonstrate that they care for their students (Zhu,

2020). Being culturally responsive involves focusing on myriad pedagogical programs in

schools. Culturally relevant pedagogy, known as culturally relevant teaching was coined

by Ladson-Billings to concentrate on teachers' practices. Ladson-Billings (1992) noticed

Black students were negatively portrayed in U.S. schools as lacking skills, deviant, and

inadequate to achieve success. This made Black students inferior and at risk to fail. This

finding fueled Ladson-Billings' research. Ladson-Billings (2008) said:

> Teachers must see students through a lens of possibility. This perspective results
>
> in a shift in their position from one of "sympathy" ('you poor dear') to one of
>
> informed empathy. This informed empathy requires the teacher to feel with the

students rather than feel for them. Feeling with the students builds a sense of

solidarity between the teachers and the students. (p. 165)

A teacher's practice should focus on academic success, cultural competence, and cultural consciousness.

Scholars have dedicated research on improving the learning of students from different cultural or ethnic backgrounds. Using the extrusive work of Ladson-Billings (1992) as a guide, Gay (2002) used that foundation to continue exploring research with CLD students concentrating on teaching practices and strategies. Gay's (2002) work is not dedicated to one racial group but all cultural and linguistic groups. Literature centralizing on CLD learners illustrates that culturally relevant pedagogy, created by Ladson-Billings (1992) and CRT, created by Gay (2002, 2013, 2015, 2018), are two different pedagogies that share similar ideas. Both pedagogies' foundational principles involve facilitating effective teaching and learning in the classroom using culture as a key component in learning environments. Likewise, CRT has been accepted as a pedagogy grounded in cultural competence (Skelley et al., 2022). When teachers embrace and apply culturally relevant or CRT practices into classrooms, positive change occurs in the social and academic development of CLD learners (Kayser et al., 2020). The underlining motive of culturally relevant pedagogy and CRT are converged as well as deliberate in their focus.

Nationally, there are disparities in the academic performance of students. The topic of achievement gap has dominated media (Quinn, 2020). Achievement gap is a meaningful topic in schools (Soland, 2021). Standardized test results are higher for Asian

and White children compared to Latinx, Black, and Native American students in the U.S. (Kuhfeld et al., 2021; Reardon et al., 2019). Mackenzie (2021a) questioned schools are teaching whom, whose needs are being met, and the values of which students are considered. Freidus (2020) critiqued who attends schools and the learning community belongs to whom. Research proves that schools should question their practices, motives, and policies to understand the gap between racial groups.

There are inequalities among children in schools. Martinez (2020) said since race is brought up in school conversations surrounding CLD students' performance, therefore, overlooking the issue of race hardly is a solution. Studies show that in classrooms CLD students continue to face issues of inequality (Gopalan, 2019; Shell et al., 2019). The inequalities between racial groups makes CRT significant in the academic development of struggling students (Linan-Thompson et al., 2018; Rigney et al., 2019). Kumar et al. (2018) investigated how culturally responsive education principles support teaching and learning practices for Latinx and Black students. The authors described how the main principles of motivation interrelate with CRT practices. These critics specified how the literature shows significance in understanding culture and race, explicitly comprehending Latinx and Black students' educational experiences. Scholars recommended future studies addressing cultural sensitivity with exploration into macro-level factors like racism, discrimination, and prejudice behaviors that may affect learners' progression in the environment (Kumar et al., 2018). Sources confirm how educational researchers, administrators, and teachers should have a committal need to understand teachers' CRT by uncovering ubiquitous trends in opinions.

Stakeholders expect teachers to deliver curriculum to students, so it is judicious for schools to investigate whether CRT strategies align with the district's standards and action plan. Teachers are held accountable for learning development (White, 2020). However, accountability regulations may make teachers disinterested in working with populations thought of as academically demanding (Wronowski & Urick, 2021). Being an efficacious teacher coincides with a teacher demonstrating they are culturally responsive (Warren, 2018). Tofel-Grehl et al. (2021) highlighted since elementary teachers have the unique opportunity to teach students various subjects within a school day, it grants the opportunity for developing engaging, meaningful, and responsive lessons. Regardless of educational modality, numerous teachers feel inadequately prepared to accommodate the educational needs of CLD students (Cadenas et al., 2021; Hoover & Soltero-Gonzalez, 2018; Vaughn & Ortiz, n.d.). Literature shows that teachers would benefit from CRT support.

Culturally responsive pedagogy focuses on many aspects of learning. Research showed that CRT is a cardinal approach for meeting the social and academic needs of CLD students (Ramsay-Jordan, 2020). Nevertheless, CRT is known to have puissant effects in empowering and positively influencing daily learning. Research proves that self-reflection is powerful in improving and overcoming challenges (McDonough & Colucci, 2019; Tesler et al., 2018; Walker et al., 2019). Stephens (2019) informed creating programs embedded in cultural responsiveness requires preparing teachers: (a) with historical exposures of the environment, (b) knowledge of the community's economic diversity, (c) learning about the interference of social and political dynamics,

and (d) providing the ecology of the town. Heeding to these cultural factors is necessary to help create plans derived directly on students' needs (Stephens, 2019). Sources reveal that teachers need to be prepared and exposed with CRT knowledge to demonstrate cultural responsiveness.

Teachers need skills to be confident in the classroom. Cunningham (2019) underscored that cultural responsiveness occurs when cultural noticing is present; to this end, teachers would benefit from continual support in developing their cultural responsiveness. Navy et al. (2020) described teachers benefit from instructional support materials that are accessed and not latent. Cruz et al. (2020) shared future studies should continue to examine teachers' self-efficacy in working with CLD students. This scholar suggested that teachers receive support from school leaders, such as tangible tools and strategies that may assist with culturally responsive practices and curriculum delivery. Literature proves that when teacher's receive educational support, teaching practices improve.

Classroom Culture in Education

There are innumerable aspects of teaching and learning that educators must consider when working with a diverse population. One aspect is reflecting on personal knowledge of the cultures making up the classroom community. When working with diverse learners, educators should reflect on personal perceptions of all students, responses, approaches, and relationships (Olitsky, 2020; Watson et al., 2019). A component of being culturally informed is getting to know the students (Kelly & Djonko-Moore, 2022). Building positive relationships with learners is required for effective

teaching (Blackwell, 2020). Teachers making connections with pedagogy and learning validates CLD students' experiences. Gleason (2018) recommended studies examining teachers' attitudes of a learner's home environment to see how it influences their students' behaviors and communication. Chaparro (2020) communicated understanding experiences builds family school connections. Thorius and Graff (2018) argued that marginalized students can experience adverse educational outcomes that create gaps in learning. Teachers should be mindful of the language used when speaking about racial groups and struggling students, admonishing from negative language about what the individual cannot do and directing attention to strengths (Thorius & Graff, 2018). Creating relationships and having affirmative interactions is fundamental to a learner's success.

Collaborative Partnerships in Education

Collaboration is a requisite tool in all organizations and businesses. In schools, collaborating has positive effects on teaching and learning (Borg & Drange, 2019). It gives educators a chance to evaluate instructional practices (Tallman, 2021). Senge (1990) said knowing individuals' perceptions and their comfort level either create learning organizations within a community of workers leading to favorable outcomes or shortcomings. Leaders in an organization are incapable of creating successful and progressive learning establishments without the contribution and collaboration of all in the environment (Senge, 1990). Teachers alone do not make up a learning community; therefore, making collaboration necessary.

Administrators, support staff employees, and everyone in the district working together with a shared goal make up the environment. Goals should center around reaching, teaching, and supporting students to excel (Patrick, 2022). Cruze and López (2020) said administrators are change agents. They should motivate staff in valuing CLD learners while keeping the district's vision at the forefront of decision-making (Cruze & López, 2020). Jenkins and Alfred (2018) claimed there is value in teachers using culturally responsive practices. Teachers are encouraged to seek administrative support when working with CLD populations (Jenkins & Alfred, 2018). Many in the school community working together is profitable for learners.

Education is a collaborating profession. It takes a community of like-minded people to create a positive environment. Student's success relies on parental support and all in the community (Addi-Raccah et al., 2018). Moll et al. (1992) reported funds of knowledge is a collection of knowledge and skills used by individuals for functioning in an environment. Teachers could build on skills learned from home and community to support learning (Vernikoff et al., 2022). The information is a valuable resource for students, parents, and teachers (Reinhardt, 2018). Teachers could use funds of knowledge to comprehend the culture and historical underpinnings of a student's family, experience, and interest (Moll, 2019). This approach is relevant to CLD students. It creates a window of opportunity for teachers to understand students deeply. Funds of knowledge is recognized as culturally inclusive (Civil & Quintos, 2022). Teachers can capitalize on the robust information dispensed and apply it to navigate CLD students' learning (Cun et al., 2019; Flint, 2018; Heineke et al., 2019; Kucan & Cho, 2018). It is necessary to encourage

collaborative partnerships in the community. Working together as a team creates a collaborative partnership between home and school environment.

Implications

Implications for possible project direction may include a lack of Grade 3-5 teachers' knowledge on effective CRT and learning practices. Kalinowski et al. (2019) said PD should aim to create a designated location for learning, reflecting, and improving practices. The tentative direction for this study may call for potential PD training to support teachers' CRT practices. The PD training may be designed as the project deliverable for this study. The findings of the study will determine the explicated topics for the final project. Kozleski and Proffitt (2020) said teachers profit from ongoing PD insinuating strategies to improve daily encounters with CLD students. Bana and Cranmore (2019) said teachers believe that continuing PD is compulsory to growth. Results may possibly lead school personal to provide elementary teachers with multiple training on CRT practices. Cipollone et al. (2018) said school decisions should be derived from community members' perceptions and expressed needs. This study may guide district leaders to modify curriculum so that content, resources, and materials are inclusive for CLD students. In addition, this study may assist administrators to help Grade 3-5 teachers build on their knowledge about effective CRT practices. This study may provide content for administrators to use in new teacher orientation meetings.

Summary

In Section 1, I explored the local problem. The problem is it is not known if Grade 3-5 teachers in a SNJSD perceive their instruction as manifesting characteristics of

effective CRT and learning practices intended to promote CLD students' academic

growth. In a SNJSD, there is a gap in practice involving CLD and non-CLD learner

achievement in Grades 3-5. Although CLD learners have demonstrated academic

improvement, the district implemented a district action plan to address CRT. CLD

students' performance was still a concern for administrators. Therefore, examining Grade

3-5 teachers' perceptions about their CRT practices may reveal Grade 3-5 teachers' needs

in a SNJSD. The purpose of this basic qualitative study was to investigate Grade 3-5

teachers' perceptions regarding their instruction as manifesting characteristics of

effective CRT and learning practices in a SNJSD. This section included the local

problem, rationale, definitions of terms, significance of the study, RQs, review of

literature, and implications.

In Section 2, I address the study's methodology. I describe the research design

and approach that was used to collect data. I share information about participants and

describe criteria for selecting them. The data collection portion of the project study

follows next. I explain methods for data analysis. I close this section by articulating data

analysis results.

Section 2: The Methodology

Qualitative Research Design and Approach

This research derives logically from the problem and RQs for this study. The problem is it is not known if Grade 3-5 teachers in a SNJSD perceive their instruction as manifesting characteristics of effective CRT and learning practices intended to promote CLD students' academic growth. The RQs are:

RQ1: How do Grade 3-5 teachers perceive their ability to provide CRT practices aligned with Gay's eight qualitative attributes of effective CRT?

RQ2: How do Grade 3-5 teachers compare their CRT practices to the district's action plan used to support student learning during the teaching and learning process?

I used Gay's concept of CRT as the guiding framework. I employed a basic qualitative design. Using this design, I investigated Grade 3-5 teachers' perceptions regarding their instruction as manifesting characteristics of effective CRT and learning practices in a SNJSD.

Basic Qualitative Design

A basic qualitative design was used for the project study to address perceptions of Grade 3-5 teachers and understand feelings involving teachers' CRT practices in a SNJSD. In education, a basic qualitative design is commonly used (Merriam, 2009). In a basic qualitative approach researchers address participants' experiences, meanings gained from experiences, and specific environments (Brinson, 2019; Ormston et al., 2014; Van Manen, 2016). Kuby and Christ (2019) said humans are the fundamental component of teaching and learning in learning communities. The literature shows that basic qualitative

research is recognized as a valid methodological design in the field of education to learn about experiences and environments.

Comparison of Research Designs

Research designs lead to specific research results due to the type of data attained. Each methodology has its intended purpose. Creswell (2012) said there were three research designs: qualitative (collecting narrative data to understand a central phenomenon involving individuals or group experiences), quantitative (collecting numerical data and analyzing variables affecting measurable outcomes), and mixed methods (collecting and analyzing qualitative and quantitative data). In quantitative studies, Creswell (2012) said, researchers primarily initiate research with a hypothesis that is created prior to inception of data collection. The researcher revises the hypothesis throughout the data collection process. The purpose of quantitative research is to use statistical data to gain meaning from study findings.

Mixed methods research is an approach that involves extracting study context in words while including statistical measurements. Both quantitative and mixed methods approaches were not suited for the study since they involve numerical data often used to confirm and assess a hypothesis. The quantitative approach observes numerical relationships in data collection. Miles et al. (2019) said when determining if mixed methods research is appropriate the researcher should know it is a multifaceted approach making it complex. Disadvantages of the mixed methods approach is researchers need to analyze both the qualitative and quantitative data sets causing underdeveloped parts and lack of focus in the study (Wilkinson & Staley, 2019). When determining a type of

research design, researchers should consider if the study would benefit equally from both a narrative and numerical component (Miles et al., 2019). Brinson (2019) said in a mixed methods approach contradictory findings can be difficult to comprehend when studying quantitative results qualitatively. Therefore, mixed methods and quantitative approaches were not suited for the study.

Justification for Qualitative Research Design

The qualitative research approach was chosen for the study. I focused on the local problem at the study site and provided qualitative descriptions that benefit teaching and learning. The purpose of this basic qualitative study was to investigate Grade 3-5 teachers' perceptions regarding their instruction as manifesting characteristics of effective CRT and learning practices in a SNJSD. The qualitative research design was used for capturing teachers' perceptions involving Gay's concept of CRT and its distinctive eight qualitative attributes of effective CRT. The methodological research design was also used for Grade 3-5 teachers' comparisons of their CRT practices to the district's action plan used to support student learning during the teaching and learning process.

Qualitative research has many benefits compared to other research designs. A qualitative design is an inductive process used to discover an individual or groups how and why related to a topic (Adams et al., 2020; Yin, 2008). The qualitative design helps uncover unknown elements about an environment (Fielding, 2020). Qualitative research focuses on narrative descriptions that irradiates participants' feelings and experiences for the study site (Hsiung, 2018). Comprehension, thoughts, attitudes, and values add to the

narrative of qualitative data (Maxwell, 2020). Simovska et al. (2019) said employing qualitative research affords a legitimate opportunity for researchers to experience moments that are powerful and reveal information about the central phenomenon. Yin (2016) said qualitative researchers seek to explore peoples' lives, roles, perceptions, behaviors, thoughts, social interactions, and real-world situations. Other research designs were not appropriate to research the study problem as they would not provide narrative data involving the central phenomenon.

Types of Qualitative Research

Several qualitative research designs were contemplated for this study. Ethnography is a type of qualitative research that involves exploring cultures (Carter, 2018; Russell & Barley, 2020). Creswell and Poth (2018) said researchers gain a description of a group's culture by exploring their social interactions, languages, behaviors, shared experiences, and beliefs. Ethnographic research involves exploring a cultural group or community.

Another qualitative research type is case study research. Case studies involve analyzing phenomena in natural settings (Adams, 2020). A case study is optimal if research requires investigating the context of single or multiple cases in a bounded system (Tomaszewski et al., 2020). Yin (2008) said case studies are applicable when exploring a phenomenon that occurs in a real-life context and is impossible to analyze in any other way. When conducting a case study, the researcher examines a phenomenon over a specified period to understand the broader population (Gerring, 2004). In

summary, a case study approach is useful for investigating a phenomenon in its natural environment.

Phenomenological research is another type of qualitative research. It centers on the intensely personal emotions and experiences of humans (McGregor, 2020). Merriam (2009) said phenomenological research is ideally used to explore affective, emotional, and intense individual encounters. The primary goal of phenomenological research is to discover a cultural person's unique experiences of being-in-the-world and connect them to an extensive concept (Frechette et al., 2020; Kazanjian, 2019b). Phenomenological research relies on clarifying a phenomenon to recognize wonders through individuals' visualizations and encounters (Mika, 2015). Phenomenological research relies on a participant's understanding of their lived experiences.

Next, grounded theory is unlike other qualitative research approaches. Grounded theory refrains from determining RQs, methodology, or framework before data collection; instead, it uses perspectives to make decisions about the study during the analysis stage (Timonen et al., 2018). The grounded theory approach concentrates on theory construction grounded from the data (Charmaz & Belgrave, 2019; Creswell & Poth, 2018). Merriam (2009) suggested to use grounded theory when questioning a process with the intent of exploring changes over time. The purpose of grounded theory is to have the research findings generalized across other environments (Birks et al., 2019). The grounded theory methodological approach needs data to drive the research process.

Narrative analysis is another type of qualitative research design. A narrative analysis approach uses first-person stories with beginning, middle, and end, as the data (Nasheeda et al., 2019). This type of qualitative research is most appropriate for identity construction (Riessman & Quinney, 2005), sharing a participant's experiences in chronological story format (Cortazzi, 1994), and comprehending an individual's encounters socially as well as culturally (Stapleton & Wilson, 2017). In a narrative analysis, the main story has an event that incited an individual to change or a situation to shift (Herman & Vervaeck, 2019). Green and Thorogood (2018) asserted that the researcher's prime focus is on intently capturing how individuals share their personal stories to notice change. Through a narrative analysis approach, a researcher would ask a question about the narrative solely to find out information of a participant's experiences.

Lastly, basic qualitative research is a type of qualitative research. For this project study, I considered the divergent types of qualitative research. However, the basic qualitative design permits the researcher to discover commonalities and differences with participants (Mirhosseini, 2019; Strickland, 2019). A basic qualitative research design is most appropriate to investigate Grade 3-5 teachers' perceptions regarding their instruction as manifesting the characteristics of effective CRT and learning practices. Using the basic qualitative research design may permit the local district to learn more about teachers' CRT practices. This design could allow the local district to discover areas that need improvement that may strengthen CLD students' academic performance.

Participants

Criteria for Selection

Participants are valuable in qualitative research. Farley-Ripple et al. (2018) reported that research participants are as vital as the proof itself. This study's population includes individuals from a suburban school district in the Northeastern part of the U.S. The local district is comprised of 5,200 students, 1,000 employees, and 10 schools. The local district has the elementary level divided into different buildings: one Pre-K school, three K-2 schools, three Grade 3-5 schools, and one multiage K-5 school. As I sought Grade 3-5 teachers' perceptions, I gathered data from participants in the four buildings with Grade 3-5 classrooms. The sample for this study was collected from the population of Grade 3-5 elementary school teachers.

In Buildings 1-3, based upon identified needs, students were offered instruction and support through a: (a) general education classroom, (b) bilingual classroom, or (c) co-taught classroom designed to support students with individualized education plans. Building 4 does not apply this same structure when creating classroom cohorts. In this study, participating teachers came from Buildings 1-4 and taught in a general education, bilingual, or co-taught classroom (see Table 1).

Table 1

Grade 3-5 Teacher Population by Building and Classroom Type for the Local District

| | Building by Grade Level | | | | |
| | Grades 3-5 Only | | | Multi-age: K-5 | |
Classroom Type	1	2	3	4	*N*
General	15	17	15	--	47
Co-Taught	3	6	4	--	13
Bilingual	3	4	2	--	9
Total *N*	21	27	21	10	79

Based upon the data, the teacher population from the local district was 79 teachers. By definition, a teacher working in a bilingual classroom is teaching CLD students. Teachers from general education or co-taught classrooms may or may not instruct CLD students. The first step in creating a representative sample for this study was to identify and confirm eligibility for inclusion.

Participant Eligibility

For inclusion in this study, eligible participants must have taught Grade 3, 4, or 5 for at least 1 academic year from 2018. Participants were expected to have a minimum of one CLD student in their classroom. Eligible participants were required to have a minimum of 3 years teaching experience. These characteristics were all essential for eligibility so that data was gathered from the most appropriate participants.

Grades 3-5 and CLD Students. According to the DOE (2018) and the superintendent's assessment report on local district website, there is a gap in CLD and

non-CLD learner achievement in Grades 3-5. As standardized student assessment in the local district begins in Grade 3, there was no need to gather data from teachers prior to this grade level. As the purpose of this study was to gather Grade 3-5 teachers' perceptions on CRT in a SNJSD, it was essential that participants work with CLD students.

I confirmed that teachers instruct CLD students by asking appropriate questions on the qualifying tool (see Appendix H). They were able to base some responses on a CLD definition provided on the form, their own prior knowledge, or information they attained from their role as a teacher. For example, any teacher providing instruction in a designated bilingual classroom was working with CLD students. Additionally, the local district uses the ELLevation data platform so that administrators, teachers, and district personal can track student data on identified CLD learners. A teacher may identify a student as CLD from using this platform or from inclusion in a bilingual class. However, parents in the local district have the right to deny bilingual or support services for students. As a result, CLD students could be placed in any class. As CLD students could be in general or co-taught classrooms, I asked participants to state how they know they teach CLD students, and then I used these facts to confirm or deny eligibility for this criterion. The purpose of this basic qualitative study was to investigate Grade 3-5 teachers' perceptions regarding their instruction as manifesting characteristics of effective CRT and learning practices in a SNJSD. To achieve the purpose of this study, it was most appropriate to investigate Grade 3-5 teachers' perceptions regarding their instructional practices with CLD students.

Teacher Experience. Research showed teachers' experiences should be carefully considered in educational research. Starcher et al. (2018) mentioned that selecting knowledgeable participants about the topic creates a dimension of rigor in qualitative studies. Podolsky et al. (2019) stated a teacher's knowledge and experience working in the same grade level, subject, or district creates worthiness in schools and student achievement. Peercy et al. (2020) explained that novice teachers could add value to conversations leading to more responsive pedagogies. These qualities were important for participants in this study. Pursing perceptions from Grade 3-5 tenured or seasoned teachers, likely to have more experience educating children, provided for a deeper understanding of the qualitative study problem (Ngozwana, 2018; Suri, 2011). However, interviewing new or less-experienced teachers served as valuable data for the local district (Peercy et al., 2020). A researcher that considers backgrounds provides understanding to a participant's interpretation of their experiences.

I confirmed that the teachers had a total of 3 years teaching experience and taught in Grades 3-5 for at least one school term since 2018 to participate in the study. In 2018, the superintendent publicly shared a report on the need to focus curriculum, instruction, and training on CRT and learning practices; therefore, any teacher who has worked in this district since 2018 is familiar with the CRT initiative. Additionally, in the local state, tenure is a clear way to confirm years of teaching experience as well as quality of teaching. Teachers qualify for tenure: (a) after 4 years of employment, (b) when they have completed a year-long mentorship program, and (c) after achievement of either effective or highly effective rating in an annual summative report 2 out of 3 years in the

local state (State of New Jersey Department of Education, n.d.). I confirmed eligibility by asking teachers to identify years of teaching experience, years of teaching experience at Grades 3-5, grades taught since 2018, and tenure status. By doing so I gathered diverse perspectives on CRT practices in the local district, thus, justifying these eligibility parameters for inclusion in this study.

Purposeful Sampling

I used a purposeful sampling method to select participants from the population. Purposeful sampling was appropriate to gather data that best represents the diverse perspectives of Grade 3-5 teachers. A researcher intentionally considers the criteria for selecting participants, envisaging the technique put into action during the research process. Researchers commonly use purposeful sampling (Lincoln & Guba, 1986; Lodico et al., 2006) including individuals that both contribute to the study's purpose and represent the population (Palinkas et al., 2015). This sampling technique was most appropriate, aligning with the study's purpose and problem (Aliyev & Gengec, 2019; Trahan et al., 2019). It provided information in which the most could be discovered from Grade 3-5 teachers' perceptions about their CRT practices.

Purposefully, my goal was to gather data from teachers in different elementary buildings with an effort to provide diverse perspectives by secondarily monitoring the classroom type and tenure characteristic. The primary sampling criterion that I applied is elementary building—to gather data on the entire district, it was essential that at least 3 of the 4 buildings be represented in the sample, although it is preferred that all four be evidenced. Additionally, I purposefully chose eligible teachers from different classroom

types. It would be beneficial to have perspectives of bilingual, co-teaching, and general education teachers in the sample. Although I could not assure that each building or classroom type would be equally represented in the sample, it was my goal to purposefully choose interested and eligible teachers who can provide different perspectives on CRT instruction. Tenured teachers, by the local definition, have a designation as a qualified designation. The number of respondents allowed me to purposefully choose both tenured and non-tenured teachers for the sample so that the CRT perspectives of both subgroups were balanced. Doing so provided opportunity to explore the phenomenon in this study—CRT practice—by considering the unknown and identifying individuals to best address the RQs (Bernard, 2018; Tabak et al., 2020). Through this sampling process, I planned to create a sample that included perspectives from teachers in different elementary schools, classroom types, and tenure designations.

Justification

The study's purpose and the literature should help researchers determine the sampling size. Patton (2002) recommended selecting a minimum sample size based on the study's purpose and understanding the phenomenon from the participants' perspectives. Patton (2002) said fewer interviews provide deeper depth in participant data, thus achieving saturation, a primary goal in qualitative research. Guest et al. (2006) said 12 interviews were sufficient to inform similarities among participants in terms of their perceptions and experiences. Guest et al. (2020) said data saturation occurs after 11-12 interviews. Reaching saturation is the goal in qualitative research (Morse, 2015; Sebele-Mpofu & Serpa, 2020). Baker and Edwards (2012) said since qualitative studies

rely on saturation, no minimum or a maximum number of interviews are required. Based upon these expert suggestions, I could not absolutely define a precise sample for this study; however, with the goal of saturation, I strived to interview 12-20 teachers from the population of 79 Grade 3-5 teachers in the district. Following the identified sampling process, I determined my final sample size when saturation occurred, and I observed no new information.

Description of Procedures for Gaining Access to Participants

Access to participants is critical in completing a scholarly study. In qualitative designs gaining access is a crucial preliminary step in conducting research, where researchers gain and maintain access to settings, participants, and resources needed (Riese, 2019). In this section I provided processes for establishing feasibility to collect data, inviting and qualifying participants, and data collection procedures.

Establishing Feasibility to Collect Data

There was a protocol that I followed to establish feasibility to collect data. I addressed actions that were taken at the district level to comply with the district's policy. I then proceeded to explain the requirements needed at the school level. Lastly, I focused on the individual level.

District Level. I adhered to the local district's protocol to conduct the study. The current local district's policy (see Appendix B) indicated the superintendent is required to approve all research projects if the district's personnel, facilities, and resources are needed. I sent an email to the Director of Human Resources to confirm that the policy I had was the most current (see Appendix D). I emailed the Director of Human Resources

again to attain permission from the superintendent to use the local district as the study

site for my research (see Appendix D). In that same email, I included my most current

proposal, Grade 3-5 Teachers' Perceptions about their CRT Practices, which contained

the purpose and a detailed description of the study illustrating the contribution the project

would make to the educational program of the local district. I received a follow-up email

with a formal letter written on the local district's letterhead (see Appendix D). The

information sent to the local district showed my need to use teachers as my participants to

investigate Grade 3-5 teachers' perceptions regarding their instruction as manifesting the

characteristics of effective CRT and learning practices. The district's policy required that

I send a written report to the superintendent when the project was completed, terminated,

or not fulfilled. During the process, the superintendent may require progress reports. I

obliged to the district's policy and did not deviate from it.

School Level. All researchers are required to submit research contents to an

Institutional Review Board (IRB). Boling et al. (2018) clarified the IRB is an ethics

committee regulated under the U.S. government. During the research process, the IRB's

purpose is to oversee that a researcher conducts studies ethically and protects the welfare

of human participants (Huh-Yoo et al., 2021). The Director of Human Resources shared

that the school district did not have an IRB. I used the IRB provided by the university

(see Appendix B). My Walden University IRB approval number was 07-22-21-0319567.

Once I completed the IRB process, as a form of transparency, I sent an email to the

superintendent via the Director of Human Resources stating that the IRB process was

completed (see Appendix E). The next step was to communicate via email with the Grade

3-5 principals in the district (see Appendix F). As a district requirement, the documents I

shared with the building principals included detailed information about the project.

Individual Level. To identify potential individuals who were eligible for

participation in this study, I requested Grade 3-5 building principals to send an email

invitation to their teachers. I needed to keep in mind that one building had the multi-age

structure with K-5 grade classrooms. I had to check school website and Google forms

carefully to make sure that the individuals were eligible. I used Google forms to qualify

and invite individuals to participate. To ensure that I followed proper guidelines and best

practices, I provided a detailed process for qualifying and inviting participants. Following

this process helped me identify the most capable participants to provide data in this study.

Qualifying and Inviting Participants

I invited teachers to participate with assistance from the Grade 3-5 principals in a

SNJSD. I emailed each Grade 3-5 building principal requesting them to forward an

invitation to Grade 3-5 teachers in the form of an email (see Appendix G). In the letter, I

introduced myself and stated my role in the district, the study's purpose, and the

methodology for the data collection process. In the email, I asked interested teachers to

complete the Google form (see Appendix G) by a specified date. I provided a 2-week

window for a reply. I shared that agreeing to participate in the research study involves

them completing a Google form which would take 8-10 minutes, partaking in a 30-to-50-

minute interview on Zoom videoconferencing, and reviewing a summarized transcript of

the interview to check for accuracy of details. Teachers were told that the purpose of

reviewing the transcript was to provide them with the opportunity to make changes if

necessary. I shared that the time commitment for reviewing the transcript was 5-10 minutes. Participation was voluntary, yet I communicated that I would provide a small incentive—either a $20 Amazon or Target gift card—for Grade 3-5 teachers that qualifies and is interviewed for this study. I communicated that the interviews would be held afterschool through Zoom videoconferencing. Additionally, I ensured teachers that there were ethical measures in place to protect all participants.

  Prequalification Google Form. The form was divided into 4 sections beginning with the informed consent form. Having a consent form was a requirement in the research process. The Informed Consent Form concisely gave the participant key elements about the intended basic qualitative research (Ethicist, 2019). This section required each volunteer to read specific information about the study and their role if they were willing to participate. In the form of a question, interested Grade 3-5 teachers were directed to click on the "Yes, I consent" button if they were comfortable participating in the study and comprehended the information of the informed consent form. Interested teachers included their first and last name, date of consent, and participant's signature (initials). Since I am the researcher, my signature was included on the form.

  Section 2 of the Google form is the space where participants provided their basic contact information, such as name, personal email, and cell phone number. The Google form solicited teachers to put their personal email addresses on the document to ensure following correspondence was sent from that email account to my Walden University account and vice versa. On the Google Form, potential participants stated the preferred manner they wanted to be contacted via personal email, cell phone, or text message.

Section 3 focused on prequalification questions. These were key questions that I used to confirm volunteer's eligibility and qualify participants for the study. I asked teachers questions prescreening them for the study's sample. Teachers were asked their building of employment, the grade level(s) they have taught, the grade(s) they have taught since 2018, the grade(s) they teach, years of experience, years of experience in Grades 3-5, classroom type, and tenure status.

The last section of the Google form focused on student population. Respondents were provided with a definition of CLD. I required teachers to answer if they have CLD students in their learning community. Based on the total number of students in their class, teachers included the percentage of CLD students in their population. An example was included on how to figure out that percentage of CLD learners. Teachers confirmed their criteria used to determine CLD students in their learning environment. Once the form was completed each participant received an automatic response receipt sent to their email.

Selecting Sample and Communicating with Participants. I made sure Grade 3-5 teachers consented to participate in the study and met the prescreening questions on the prequalification Google Form. I did not wait for the 2-weeks to end; instead, I qualified the participants as they came in to create the study's sample. I qualified all interested participants to create an unbiased sample, following the purposeful sampling process to make sure participants had an equal opportunity of being selected (Abdulai & Owusu-Ansah, 2014). Teachers qualified for the sample if they met all the eligibility requirements.

I purposefully added participants to the sample based upon the process identified in the sampling section. I added teachers from each of the four buildings making sure that at least 3 of the 4 buildings were represented in the sample. I additionally added teachers to the sample based upon classroom type, noting if the teacher is or is not tenured. By doing so, I purposefully constructed a sample of the most interested applicants that represent the different perspectives of the Grade 3-5 teachers in the district. As there are 79 Grade 3-5 teachers in the local district, I desired to include 12-20 in the sample.

As I created the sample, I properly communicated with individuals using their indicated contact preference: personal email, phone call, or text message. I responded to each person that completed the Google form within 24 hours (see Appendix I). In a written correspondence, I mentioned whether volunteers were selected as the study's sample. Depending on the correspondence they received, I shared gratitude to interested individuals that did not qualify for the study's sample or requested information to secure interviews. Participants that were selected for the study's sample were reminded of ethical standards in place to protect their identity during the study.

Scheduling Interviews. After communicating with participants using their preferred contact preference about their role in the study, I initiated scheduling interviews for the Zoom videoconferencing. Based on their availability, I requested volunteers to provide me with a day and time they were willing to meet for the interview. Once teachers responded to my request, I sent them a letter either via text or email confirming the specific day and time requested for the interview (see Appendix J). The letter had an embedded secured link and some guidelines about the interview. Inspired by Irani's

(2019) recommendations, I suggested in the letter that the participant select a private, contained location for the interview, with proper lighting, and neutral scenery. In the letter I informed individuals that a virtual copy of the informed consent form would be provided so that they could print for their personal reference. I included my phone number so volunteers had the opportunity to contact me regarding questions about the study. As a courtesy, I reminded each participant the day before our scheduled interview.

Researcher-Participant Relationship

Researchers should establish a successful working relationship. How information flows during interviews are predicated on the researcher-participant relationship (Baron, 2019). This relationship commences with courteous speaking and treating participants as professionals. When conducting research studies, it is detrimental to the relationship that the researcher recognizes they may be perceived to be more knowledgeable, inadvertently causing the participant to feel vulnerable (Bashir, 2020). Grade 3-5 teachers were treated as professionals and equal partners. I made a conscientious effort to attentively listen to participants, be courteous of their time, and understand that they are professionals in their field.

Another way to establish a successful research-participant relationship is by showing gratitude. I sent a thank you email to the superintendent for allowing the study (see Appendix K). Additionally, Grade 3-5 teachers that volunteer to be willing participants were thanked in the same manner for their participation in the study (see Appendix L). A formal thank you letter (see Appendix M) was sent to the study site's safeguards, thanking them for allowing me to conduct research.

Another method for establishing a positive researcher-participant relationship is building trust. Trust partnerships exist when individuals initiate and commit to being reliable with others (Guillemin et al., 2018). Building trust between a researcher and participant has proven positive in the research process (Riese, 2019). Trust is necessary for maintaining validity (Pitts & Miller-Day, 2007). Being forthcoming and transparent about the research's details, the researcher's informed consent form to volunteers displays respect between the researcher and participants (Bussu et al., 2020). A researcher's posture and facial expression may cause friction in researcher-participant trust (Anderson & Henry, 2020). Researchers exert trust through relating a clear description of the project study in the Informed Consent Form. I shared detailed information about the problem and the study's purpose at the time of the interview. I was aware of how my non-verbal cues may infract trust between the researcher and the participant.

Participants' Rights and Protections

The basic qualitative approach requires the researcher to conduct research safely. Researchers should scientifically execute the research process and report findings accurately. Since the local district does not have an IRB, I used the Walden University's IRB. As a precedent requirement for Walden University, I took a training called *Protecting Human Research Participants* offered by the National Institutes of Health and received a certificate demonstrating completion of the training to protect participants' rights and ethically conduct research. Outlining determinants of ethical research, Guillemin and Gillam (2004) clarified 'procedure ethics' and 'ethics in practice' as

prerequisites for studies (Shaw et al., 2020). These scholars interpreted procedure ethics

as formal approval by an ethics committee and ethics in practice as displaying ethics

throughout daily scenarios during research. Mauthner (2019) pointed out social science

researchers should ask themselves two main questions to inquire if the research complies

with ethical integrity. "How social scientists should behave concerning their research

subjects?" "What is the proper ethical way to collect, process, and report research data?"

(Kitchener & Kitchener, 2009; Mauthner, 2019, p. 677). The first question involves the

researchers' actions in pursuit of protecting participants' rights. The second question

involves the purpose and conduct of the research. The two questions framed this section.

Supporting Participants' Rights

Supporting participants' rights was a priority. Social science research mandates an

ethical and legal obligation to respondents, ensuring no harm, informed consent, privacy,

and confidentiality (Lincoln & Guba, 2017). From the beginning to the end of this study,

I employed protective measures to protect Grade 3-5 teachers' rights and welfare. It was

the exclusive decision of the participant to participate in the study. I reminded volunteers

that if at any time they opt to withdraw from the study, they could go without

consequences of any kind.

Through the legal document of the informed consent form, I informed Grade 3-5

teachers of their rights. As Lapid et al. (2019) confirmed, the IRB requires minimal to no

research participants' risk. Since social science research participants do not often read

consent forms, Perrault and Keating (2018) exhorted, informed consent forms should not

be lengthy and only contain complete information about the study. I used Walden

University's Informed Consent template. Each participant was required to sign this form before data collection. I provided a copy of the informed consent form to participants for their records. Participants had information about the study readily available.

Supporting Participants when Collecting and Reporting Data

There is a proper way to collect, process, and report research data. Participant contribution is expedient for data sharing to emancipate discoveries (Cullinan & Roberts, 2020). Participants were made aware of their rights during data collection. Participants' names were not used during the interview or in the study's findings to protect and prevent each teacher's identification. Instead, I assigned a pseudonym to each participant to conceal the identity, role, and location. For example, I appointed teacher one the code T1 and teacher two T2. When participants arrived at the interview, I had them change their name on the screen by manually renaming themselves on the Zoom platform with their assigned pseudonym. Using pseudonyms in place of personal information was one way to ensure confidentiality and privacy to the participants. I assured participants' confidentiality of information that transpired from the data collection process. Pseudonyms provided accurate responses from the participants and ethically protected the volunteers from being truthful.

Before conducting each interview, I guaranteed that I received a digitally signed informed consent form from each participant. At the start of the interview, I shared another copy of the informed consent form to keep for their records. I shared that I was using the research question alignment (see Appendix N) to create calibration between the RQs and the interview questions. I shared the interview questions with each participant

before starting the interview. Meyer (2018) explained the need for researchers to be transparent. I made participants aware of my plans to share the research findings with the principals and the superintendent. I was clear about using a pseudonym in all documents as a form of participant protection. I informed volunteers that I was taking notes throughout the interview.

There should be careful consideration for an appropriate interview location. Morton-Williams (1985) argued participants might feel reluctant to speak freely about topics if they are subconscious about others overhearing the interview. Elwood and Martin (2000) adverted locations used for interviews should be convenient to arrive at and quiet settings. I conducted interviews after school using Zoom videoconferencing, enabling participants to meet from their desired location conveniently. Adhering to the IRB guidelines, I will securely keep all forms, notes, and recordings for a total of 5 years. Milo (2020) explained consideration to data disposal is a lawful way to protect participants and organizations. To ensure that data is irretrievable after the retention period, the secure data sanitization method I will use for computer files is enhanced SE (Hughes et al., 2009) and cross-cut shredding for the reflexive journal (Deever & Gallagher, 2012). As the researcher of this study, I will be the only person with access to the data acquired during the data collection process.

Data Collection

Description and Justification

Data collection methods are determined based on the problem and purpose of the study. Data collection is at the nucleus of educational pedagogy and research (Ruble et

al., 2018). Through a basic qualitative design, I interviewed teachers one-on-one using

Zoom videoconferencing. Qualitative research depends on collecting data in interviews,

focus groups, written documents, and observations. An interview is an intrinsic form of

data collection found in the fields of education, psychology, sociology, social

anthropology as well as public health (Berner-Rodoreda et al., 2020; Brinkmann, 2007;

DiCicco-Bloom & Crabtree, 2006; Kvale, 2007; Qu & Dumay, 2011). Interviews are a

useful data collection tool used to compile information centered on individuals'

experiences and perceptions (Philipps & Mrowczynski, 2019). Social scientists recognize

interviews as empowering participants and epitomizing a participant's importance in an

environment by illuminating their voice on relevant topics (Kvale, 2006). Douglas (1985)

emphasized interviews are powerful, verbal communications where nexus forms through

questions, purpose, and meaning between humans and the environment (Aarsand &

Aarsand, 2019). These scholars showed that using interviews to collect data is suitable to

investigate Grade 3-5 teachers' perceptions regarding their instruction as manifesting the

characteristics of effective CRT and learning practices.

I conducted interviews using Zoom videoconferencing. Zoom is an online

platform that gives videotelephony and chats capabilities through a cloud-based peer-to-

peer computer program stage for teleconferencing, distant learning, and social relations

(Zoom, n.d.). Research-supported face-to-face interviews are ideal for data collection, yet

videoconferencing is an innovative alternative method for qualitative interviewing (Irani,

2019). Zoom videoconferencing has many benefits. L. M. Gray et al. (2020) described

Zoom videoconferencing as the following: (a) convenient and accessible for all parties

involved, (b) easy to use, (c) appropriate to discuss personal topics, and (d) no travel requirements. Zoom was chosen due to its capability to securely protect the participant's meeting, data, and privacy. The host could control who enters the meeting and when by enabling the "waiting room" feature (Valdez & Gubrium, 2020). The sessions could be locked, not permitting new guests to enter (Lobe et al., 2020). Zoom could safely record and store sessions without action to third-party software (Archibald et al., 2019). Combining these elements with a participants' ability to have the proximal advantage to technology makes this platform ideal in qualitative data collection.

I employed a semistructured approach in this qualitative study. It provided vivid, descriptive data on attitudes, feelings, approaches, and opinions about a specified subject (Akpinar, 2019). A semistructured approach applied structure to the interview process. During this interview approach, some of the structures in place consisted of seeking appropriate participants to answer the RQs, time of day, and the time length of the interview. Another structure I constituted was reading a confidentiality statement to each participant at the start of the interview process. The statement included the questions used for the interview. Semistructured interviews allow a researcher to prepare questions before the interview for the intent of probing more in-depth into the interviewees' exact words to extract deeper meaning (Merriam & Tisdell, 2015; Ravitch & Carl, 2016; Yin, 2016). Teachers' words were used to generate follow up questions during the interview. The interview structure provided organization for data collection.

Data Collection Instrument and Source

The data collection instrument I used in this study was the open-ended semistructured interview protocol (see Appendix O) in conjunction with Zoom videoconferencing. Research showed devising a protocol and instrument at the onset of an interview avoids problems and helps researchers fulfill tasks (van de Wiel, 2017). Interview instruments should have a script (Lodico et al., 2006), which includes the purpose, a place for the date, background information on the participant, and the interview questions. The instrument used in this study was a self-created, scripted guide with a short script that provided organization, structure, and consistency between the interviews. The form had a place to record the participant's pseudonym in replacement of background information.

In a journal, I had the questions prewritten, leaving space for responses. I included the participant's pseudonym and date of interview. I transcribed actions, repeated phrases, gestures, and behaviors I witnessed next to the questions. As the interviewer, I made note of anything else I felt was relevant in the journal.

Interview Plan and Protocol

There was an interview plan and protocol. After agreeing on a specific time, I met the participants using Zoom (Zoom, n.d.). Harvey (2011) stressed lengthy interviews might deter respondent participation, and Morse (2019) said promising shorter interviews could have a genuine effect favorably increasing the chances of participant cooperation. Research showed quality interviews rely on the participants' comfort (de la Croix et al.,

2018). I informed participants that interviews would be about 30-50 minutes long. The

day and time of the interview was determined based on each participant's availability.

I began the interview with an introduction. I allowed the participant the

opportunity to check that their camera and microphone was working adequately. I

requested that the participant maintained the camera at eye level during the interview.

Before starting each interview, I guided each participant to rename themselves typing

their assigned pseudonym. In the chat section, I virtually sent each participant another

copy of the informed consent form and the interview questions. Glegg (2019) described

using visual methods in qualitative interviews has specific advantages: (a) enables

communication, (b) accurately represents the data, (c) enhances data quality, (d) builds

relationships, and (e) effects change. I addressed confidentiality at the beginning of each

interview. I shared with participants that information attained from their interview, or any

related documents would not be directly linked to them. Specifically, I mentioned that

ethical measures have been instated to protect teachers' roles and identity.

I disclosed the study's purpose. At each interview, I obtained verbal permission

from the interviewee to audio record the session using the Zoom videoconferencing

platform. Since Lee et al. (2019) explained that using the caption amplifies listening

comprehension. The dictate audio record on Microsoft Office 365 remained on during the

interview. I verbalized to participants that I would transcribe notes during the interview.

Remaining neutral was crucial during the interview process since the researcher is the

primary instrument when collecting basic qualitative data (Patton, 2002). Hence, my plan

was to focus on the RQs and use the participant's exact words to say more about their

CRT practices. Probing is a qualitative research tactic causing research to elicit the interviewee to follow up and share additional information about their responses if needed. I implemented probing when the interviewer seemed reluctant to be detailed, encouraging them to elaborate their thoughts and ideas to provide detailed, rich information. Roulston (2018) apprised appropriate behaviors of the interviewer: (a) positive body posture, (b) eyes tracking the researcher as they speak, (c) head nodding, (d) using phrases like 'mm-hmm,' 'yes,' 'uh-huh,' and 'right' (e) formulations, and (f) asking follow-up questions to interviewees' responses. My goal was to be attentive, looking at participants' facial expressions, gestures, and behaviors. I was mindful of any other movements that could provide more information on the RQs: How do Grade 3-5 teachers perceive their ability to provide CRT practices aligned with Gay's (2018) eight qualitative attributes of effective CRT? How Grade 3-5 teachers compare their CRT practices to the district's action plan used to support student learning during the teaching and learning process? Concluding each interview, I read the final paragraph of the semistructured interview protocol thanking the participants for their contribution and time to the study. Each volunteer electronically received in their personal email their summarized transcription of the interview. This provided participants with the opportunity to review the credibility of responses and accuracy of events. Volunteers were instructed to share if something needed to be changed or approve document as it was written.

Establishing Sufficiency of Data Collection Instrument

The tool I used to establish the data collection instrument's sufficiency was the interview guide development (see Appendix P). I designed this instrument tending to an

inquiry engulfing the RQs. How do Grade 3-5 teachers perceive their ability to provide

CRT practices aligned with Gay's (2018) eight qualitative attributes of effective CRT?

How would Grade 3-5 teachers compare their CRT practices to the district's action plan

to support student learning during the teaching and learning process? I used Gay's (2018)

concept of CRT focusing on the eight qualitative attributes of effective CRT as a guide to

create the data collection tool. Interview questions were carefully selected to provide

insight into Grade 3-5 teachers' reality and experiences of their CRT practices (Hemmer

& Elliff, 2019). I used the conceptual framework in this study to formulate the interview

questions, avoiding deviation from the study's foundation.

Data Generation

Data generation occurred by interviewing Grade 3-5 teachers. Although

generating rich data is a benefit of qualitative studies, managing all the information could

be problematic (Conger, 1998) since qualitative studies produce an abundance of textual

data (Davidson et al., 2019). I used NVivo 12 to assist in managing the data from

interviews. I stored the data on my personal computer.

Tracking Data

I used my personal computer to track the data. I utilized the dictate audio

recording feature on Microsoft Office 365 for each interview to capture interviewees'

precise words and phrases. and stored the audio file on my personal computer. Upon

leaving the interview, I kept my computer opened and filled in any additional information

about respondents that I needed to remember; however, participants' names were not

saved on my personal device. Instead, participants' pseudonym was used to save all

information. The data were saved again on my encrypted and password protective device. I kept the computer used for data collection home each day in a securely locked drawer.

I used a journal as a place to make connections and reflect on my thoughts. Ortlipp (2008) emphasized a space for the researcher to self-reflect throughout the data collection and analysis process by tracking their growth, information about interviewers used during the study, and other notes such as data interpretation (Shaked & Benoliel, 2019). Since being diaphanous is critical to qualitative research, writing in a journal structures the researcher for transparency (Lincoln & Guba, 1986). I used the journal to record participants' names and their associated pseudonyms. The journal was locked in a drawer as a protective measure to participants and data collected.

Explanation of Procedures for Gaining Access to Participants

There were actions at the district, school, and individual level that I took to gain access to participants for data collection. I reached out to the district for permission to conduct the study and gain access to participants. To accede to the terms of the district policy, I contacted the Director of Human Resources. In an email I requested the superintendent's approval. In the email exchange I confirmed that I had the most current district policy in my possession and requested permission from the superintendent to use the local district as the study site. I included my proposal to provide the district with information on the purpose of the study and detailed description of what the project may contribute to the study site. An email was sent to me with an attached formal letter written on the local district's letterhead. The district's policy required that I send a written report to the superintendent at the completion of study.

The Director of Human Resources shared that the school district did not have an IRB. I used the IRB provided by the university. I emailed the superintendent via the Director of Human Resources stating that the IRB stage was fulfilled. I communicated through email with the Grade 3-5 principals. Principals received detailed information about the study.

I identify potential individuals that were eligible for participation in the study. I asked Grade 3-5 building principals to please forward my invitation to the teachers. Since one building is a multi-age structure it has K-5 grade classrooms. I had to check school website and Google forms to confirm respondent was a Grade 3-5 teacher. I verified that the willing participant taught in a general education, bilingual, or co-taught classroom. I used the responses to qualify and invite Grade 3-5 teachers to participate. I provided a detailed process for qualifying and inviting participants.

Role of the Researcher

My connection to the local district was my role as a Grade 3 teacher, a non-supervisory role, at one of the schools used in the study. By assuming this role, I knew the possibility of knowing or having met some of the teachers that could potentially be participants in the study. As a homeroom teacher, it has been a known expectation that I regularly attend staff meetings and PDs. In these professional settings, I remember being in meetings where the CRT topic and conversations surrounding CLD students occurred, focusing on the district's priorities. I had no role in planning or facilitating any recent meetings or PD workshops aligning with the superintendent's action plan. Considering my responsibility in this qualitative study was to remain neutral as the researcher, the

expectation was to be held accountable for my perceptions and internal dialogue throughout this methodical process to explore CRT phenomena properly. I infused reflexivity into my research activities by focusing on questioning my decisions, my thoughts, and actions. As attestation that reflexivity has materialized, I kept a reflexive journal. I wrote entries immediately after each interview to record my thoughts and connections with participants (Hopman, 2019). This reflective process validated the use of reflexivity.

Researchers should avoid or minimize biases in qualitative research to maintain the findings' validity and reliability virtuously. Pannucci and Wilkins (2010) stated comprehending the literature on bias behavior is necessary for identifying and avoiding biases in the study's design, data collection, data analysis, and publication. Identifying biases is a requirement in reducing bias beliefs (Axt et al., 2019) to maintain research integrity (Shaw & Satalkar, 2018). Researchers should be cognizant of their bias since they cannot fully separate it from the research (Roulston & Shelton, 2015). A bias is giving a greater advantage to one option over another (Mason, 2019). People should pay attention to actions and behaviors, so it does not interfere with the validity of the research.

There are several types of bias to avoid. Navarro (2019) explained biases are conscious or unconscious. A conscious bias is explicit visible judgments people knowingly make in opposition to a setting, individual, group, or thing (Navarro, 2019). An unconscious bias is implicit generalizations and thoughts that become attitudes that unknowingly influence a person's activities and choices (Chin et al., 2020; Tate & Page,

2018). Wason (1968) created confirmation bias theory to show that people synthesize information unintentionally to complement their perspective. This theory supports that psychologically individuals are biased due to learning and experiences saved in our unconsciousness.

Researchers should reduce bias in reasoning and judgment. Lilienfeld et al. (2009) suggested being open-minded, whereas Lord et al. (1984) suggested considering the opposite (Pettersson, 2020). Premeditatedly, I had an open mind by questioning my decisions throughout the study. I focused solely on the literature and interview data in front of me during the data analysis process. I carefully reflected on my word choice and body language while interviewing. Strictly focusing on my thoughts and actions informed me about the constructs in my study. I considered the opposite to minimize bias in my study by asking myself the following questions at each step of the research process: Would you have made the same decision in the study's design, data collection, and data analysis? Why?

This scientific process involves researchers recognizing their own bias. It is incumbent for researchers to self-monitor biases, recognize their role as a researcher, and discern shared personal experiences (Berger, 2015). Since no research is completely free of biases (Sword, 1999), the researcher must try to suspend perceptions (Creswell & Miller, 2000) and self-reflect with reflexivity (Berger, 2015). The use of reflexivity is an advisable concept for researchers to deal with bias (Lincoln & Guba, 1986). People naturally engage in internal dialogue, classified as reflexivity (Cassell et al., 2020; Cicourel, 2010). Schon (1983) identified the practice of reflexivity as a 'reflection-in-

action' as well as a 'reflection-on-action' (Hewitt, 2017). Reflexivity alleviates stress

between the researcher and the researched (Gemignani, 2011). The reflexivity practice

forces the researcher to question assumptions (Howard & Thomas-Hughes, 2020) and

adjust life choices (Cassell et al., 2020). These references illustrate how our inner

thoughts contribute to our biases yet having unambiguous techniques would control the

bias. I incorporated reflexivity to question my decisions and control bias behavior in my

study.

<div align="center">**Data Analysis**</div>

How and When

      Creating prolific and rigorous data analysis is a requirement in qualitative

research. Data analysis involves evaluating the collected data to gain meaning for the

RQs. Through the evaluation process, I employed a qualitative data analysis method

called thematic analysis. The data analysis procedures were organized using Lochmiller

and Lester's (2017) seven phases to qualitative analysis. The format created structure

explaining how and when the data was analyzed. Miles et al. (2019) determined data

analysis should involve three actions: (a) data condensation, (b) data display, and (c)

conclusion drawing/verification (Atmojo, 2020). Bennett et al. (2019) suggested there is a

need for researchers to become acclimated with their data through the process of

immersion, which involves using the RQs as the crux while closely and repeatedly

listening and looking at the data. This immersion occurred in seven phases. The purpose

of incorporating the phases was to provide rigor and clarity to the analysis process.

Defining Thematic Analysis

Thematic analysis is a common method for analyzing qualitative data. Originated by Braun and Clarke (2006), thematic analysis has been used in educational research. Thematic analysis has been used in basic qualitative studies (Cain, 2020; Ozden, 2020). Braun and Clarke (2006) defined thematic analysis as a method used during data analysis to cultivate initial codes, seek, and review patterns (Schmieder, 2019). It is a fluid, flexible prevalent approach used by qualitative researchers to organize and search for patterns known as themes to make sense of collected information (Xu & Zammit, 2020). In qualitative literature, thematic analysis has been marked as a method for exploring respondents' perspectives, finding aspects of resemblance, and uncovering distinctive features (Larsson et al., 2020). The use of thematic analysis creates an organized system for analyzing data.

Thematic analysis can be useful for novice researchers. Braun and Clarke (2012) stated that thematic analysis could help novice researchers create a guide for the analyst and take the difficult task of being uncertain about what to do with the data once collected. It lays out the technicality of coding and analyzing qualitative data connected to conceptual and theoretical frameworks (Braun & Clarke, 2012). Thematic analysis can produce rich, detailed descriptions for beginners conducting educational research (Peel, 2020). In the challenge endeavor of analyzing data, a researcher's goal should be to develop clarity (Nowell et al., 2017). It produces a clear structure for researchers and readers to understand what and how researchers examine data during data analysis.

Value of Thematic Analysis

There is value in using thematic analysis to analyze data. Thematic analysis ensures reflexivity in qualitative research. Reflexivity is a researcher's ability to reflect on the influence of their actions, communications, and interpretations, nonetheless, while exploring self-awareness to one's contribution to the physical and social environment (Etherington, 2017). By giving comprehensive insight into what presented itself during data analysis, reflexivity incites transparency on the research process (Etherington, 2017; Serra Undurraga, 2019). Mackieson et al. (2019) summarized that reflexivity reduces bias and raises rigor in qualitative studies. It is necessary for researchers to guarantee reflexivity for quality of research.

Thematic analysis is a flexible method in qualitative studies. Braun and Clarke (2006) showed researchers have distinct ways to concentrate on the data. For example, the researcher can freely evaluate the data set for clarification. Another example, the researcher can evaluate a portion of the phenomenon in depth. The researcher can report the noticeable interpretation derived from the linguistic content in the results. The researcher could use what is shared to question ideas. Thematic analysis is a flexible method, providing the researcher flexibility in determining and displaying themes (Braun & Clarke, 2006). These examples prove that thematic analysis provides flexibility for the researcher while using this method.

Data analysis requires evaluating information to concentrate on reflecting on the information for meaning. Data analysis verifies that the researcher evaluates transcription quality (Bennett et al., 2019). Thematic analysis seeks to exhibit trustworthiness;

therefore, making this form of analysis appropriate for the project study (Nowell et al., 2017). Miles et al. (2019) reported qualitative studies should involve the following procedures: (a) attach codes to field notes from interviews, (b) include reflections or comments in the margins, (c) sort information into categories to pinpointing patterns of similarities, themes, and preceding with data collection, (d) uncover a small set of generalizations, and (e) face the generalizations in the form of constructs (Lester et al., 2020). Although creating logical steps is not a requirement in qualitative research, Lester et al. (2020) proposed organizing the analytic process in phases to evoke transparency for the reader and researcher. As a result, I structured this data analysis using Lochmiller and Lester's (2017) seven phases to qualitative analysis. The structure of the phases systematized the data analysis procedures.

Phase 1: Preparation and Organization Procedures

In this phase, a researcher prepares and sets up the information neatly to get ready for thematic analysis. As the beginning stage of thematic analysis, preparing and organizing data is major in importing data into NVivo 12, qualitative data analysis software. I ensured and saved all audio recorded interview files, observational notes, typed files, and other documents in one location, my personal computer. I converted observational notes written in the reflexive journal into Microsoft Office 365. I scanned and saved all paper documents using a specific naming format. The format began with the type of document and month date year received with an underscore between each part like this, *email_humanresource_8_7_20*. If the document was an interview, the

participants' pseudonym was part of the name of the saved document,

interview_T1_8_7_20.

Phase 2: Transcription Procedures

Qualitative fieldwork relies on narrative transcriptions. Verbatim transcripts of interviews and audio files on Zoom were transcribed, capturing a precise record of each participants' responses. Both document sources, verbatim transcripts of interviews and audio files, were transmitted into NVivo 12. These transcription procedures permitted me to become familiar with the data, creating a proper transition to the next data analysis phase.

Phase 3: Acquaintance Procedures

It is important to be familiar with the data received after collecting it. While using both platforms, I incorporated the thematic analysis approach to analyze field notes, interview documents, and other data sources (Saldaña, 2016). Through a digital platform, the researcher produces transparency and trustworthiness in the analysis and findings (O'Kane et al., 2019). Research supported digital qualitative data analysis platforms, such as NVivo 12, working systematically with other traditional methods, such as the use of colored sticky notes, colored writing tools, and whiteboards, bolster a progressively successive, valid type of interpretative analysis (Douglas & Nil Gulari, 2015; Maher et al., 2018). I used NVivo 12, colored sticky notes, and writing tools to interact with the data. In multiple sittings, I familiarized myself with the data collected from Zoom files and the reflexive journal.

Phase 4: Reflecting and Creating Memos Procedures

Memos are useful forms of reflection. The creation of memos causes researchers to think, talk, and make notes about the data in front of them. This interaction with the data allows the researcher to begin to see bits and pieces of analytic importance. Since it is critical for researchers to reflect on the process, I created memos electronically using NVivo 12. Through memo writing, I made early connections to the conceptual framework in my study. I created memo links using NVivo 12, linking data sources with literature text that led to further analysis later in the study. I invested time reflecting following each interview.

Phase 5: Coding Procedures

Coding is widespread and often used in qualitative studies. Coding is a technique requiring a researcher to give a portion of the data, whether spoken words or visual data collected, a symbol, known as a code. When coding occurs, a researcher puts things that go together in groups to construct categories to understand significant amounts of information in separate ways (Belotto, 2018). Coding is a synthetical process of changing organic data and affixing participants' words and phrases into condensed categories to understand the content (Linneberg & Korsgaard, 2019; Williams & Moser, 2019). Lochmiller and Lester's (2017) advised researchers to give codes to the data, link participants' information to the study's analytic purpose, and connect the information to the conceptual framework. The codes I determined derived from the conceptual framework in this basic qualitative study, known as Gay's (2013, 2018) concept of CRT with primary focus on the eight attributes of effective CRT. To grapple with each step of

the data analysis process while making sense and meaning of the data collected, I coded

in multiple cycles (Kavanagh & Danielson, 2020; Saldaña, 2016). The multiple cycles of

coding generated pellucid structure and transparency in the coding phase.

The coding procedures in qualitative studies should be clear. Lochmiller and

Lester's (2017) advised coding, at the minimum, should have these three cycles. The first

cycle should begin with the researcher reading line by line the interview transcripts and

assigning descriptive codes to the data set called open coding (Ariel Cascio et al., 2019).

In open coding, the researcher revisits data to include repetitive verbiage from the

interviewee and information from current literature. The larger concepts are dissected

into manageable categories, sanctioning the researcher to examine how the concepts and

the categories are related. In this initial coding cycle, I used transcripts to analyze

participants' specific language. I highlighted particular words and phrases. NVivo 12 was

used to render assistance in coding and tracking interview transcripts (Stolzer et al.,

2018). One of the capabilities of NVivo 12 was to make codes known as nodes (Phillips

& Lu, 2018). Immersing qualitative research logic in the organization of qualitative data

analysis software (Swygart-Hobaugh, 2019), NVivo 12 supported me in creating nodes

aligned with my research topic to important data segments relevant to this study.

In the second cycle of coding, called axial code, the researcher conducts an

analytical coding process. Saldaña (2016) specified pattern coding as an analytical coding

process, in which the researcher searches for patterns in common words and phrases

within the first cycle of coding. The researcher rereads and peruses the data. I assigned

additional codes to the data sets and categories displayed with their properties, along with

subcategories. Coding happens, encircling the open coding axis, and patterns begin to immerse between the categories. Liera (2019) illustrated axial coding as an infrastructure for researchers to provide depth in data coding. This coding cycle is higher order (Elliott, 2018), shifting beyond being descriptive to more inferences, reflections, and connections with the study's focus in mind. I reread my transcripts and reviewed the data set through this coding cycle, identifying pattern codes. I developed new additional nodes using NVivo 12. Paying attention to the groups and patterns of information, I centered my thoughts around the NVivo 12 nodes to infer, reflect, and connect information.

The third cycle of coding is called selective coding. Selective coding is where a theory begins to illuminate, and the principal category is then formulated (Coşkun & Kara, 2020). In this level of coding, an intense level of inferences and connections occur. Using Gay's (2018) framework as a lens, the data analysis involved searching for reoccurring patterns or themes that revealed and interpreted meaning (Merriam & Tisdell, 2015). Using the coding information in the prior cycles of coding, I linked the underpinnings of Gay's (2018) concept of CRT and its eight qualitative attributes of effective CRT to the other codes. Using nodes in NVivo 12, connections were highlighted in a different color to resemble the linkage of ideas between the prior codes and the framework ideas.

Phase 6: Coding and Development of Themes

Since qualitative researchers should expect to revisit their data during the data analysis process numerous times based on this methodology's constraints, I returned to my data during the analysis process multiple times. Coding intends to connect themes to

the data collected and concurrently linking data back to themes (Molly, 2015;

Parameswaran et al., 2019; Saldaña, 2016). Codes alone cannot provide the answers to

qualitative questions. It is necessary to have theme production to delineate relationships

across groups of information, adding to the qualitative researcher's interpretation of data

results. The coded data were evaluated for overall themes and construed with Gay's

(2018) concept of CRT focusing on the qualitative attributes of effective CRT. I aligned

theme production with the conceptual framework.

I developed a codebook using NVivo 12 and Microsoft Office 365. Qualitative

researchers found that developing a codebook is an efficient protocol to construct themes

(Lisle et al., 2020). Selecting a codebook format is necessary when conducting a thematic

analysis (Guest et al., 2020). A *codebook*, known as a list of nodes with definitions, could

be structured in a basic qualitative study using the following headings: (a) definition, (b)

origin, (c) importance, (d) example, (e) counterexample, and (f) reflection (Maietta et al.,

2018; Mihas & Odum Institute, 2019). The codebook format used in this study adopted

the listed components. The developed codebook had deductive and inductive nodes

(Roberts et al., 2019). Deductive codes came from Gay's (2018) concept of CRT and its

eight qualitative attributes of effective CRT. At the same time, I devised inductive codes

from participants' topics during the interview. For each inductive code, I assigned a code

name.

I tested and confirmed that ideas occurred until saturation materialized while

codes eventuate through an inductive process and themes develop. In qualitative research,

Saunders et al. (2018) highlighted saturation as a critical piece of data collection and

analysis. Hennink et al. (2017) described researchers should test saturation as code saturation and meaning saturation. *Code saturation* is the application of codes until no new information unfolds in the data set. In code saturation, the codebook starts to show it is steadfast. The researcher then examines if applied code saturation is ample to understand issues. *Meaning saturation* is coding until there is a comprehension of the problem, and the researcher has arrived at the 'aha' or 'eureka' moment of discovery (Simovska et al., 2019). Meaning saturation happened when nuances were no longer present.

Phase 7: Reporting Procedures

Writing and analysis do not commence in the final phase of qualitative data analysis. It should coexist throughout the data analysis process with the creation of notes, nodes, and themes. The raw data were accessible by the researcher on a password protected computer. It was not shared with the local district. Names and personal information were not included in the findings to protect each participant's identity; instead, pseudonyms were used. Tracking records, such as recruitment and data collection logs, and original data were only shared with committee members of the university to conform with research quality and ethical standards.

Each part of qualitative research contributes to the reporting results in a formal written report for the local district. Scholars believed researchers mapping the analytic process would verify the development and confirm readers' decisions (Anfara et al., 2002; Lester et al., 2020). Qualitative researchers should clearly reveal the process, compose reports that reflect the depth of the data, and show the connection between the

framework (Berends & Deken, 2021). I bestowed information from NVivo 12 to facilitate mapping patterns and emerging into narrative form. Regulating nodes into themes fortifies confidence in the data analysis process's accuracy and the final qualitative report (Scharp & Sanders, 2019). While providing the study site with aggregated data, I provided the evaluators with a typed explanatory trail as a pretext for data collection and analysis choices. I composed the findings using Microsoft Office 365. The superintendent received a typed report of the results. I emailed each participant a 1-to-2-page document of the study's findings. I echoed conclusions in summary form with the local district's participants as opposed to word for word.

Accuracy and Credibility

Fostering trustworthiness is a precondition to proper qualitative research. I established trustworthiness with a naturalistic inquiry. Lincoln and Guba (1986) described the stratums of qualitative trustworthiness as the following: (a) credibility, (b) confirmability, (c) dependability, and (d) transferability. Pratt et al. (2020) said it is good practice for qualitative researchers to transparently share protocols. These scholars advocated utilizing techniques to increment the likelihood and assess the degree to which the criteria of trustworthiness appear (Schwandt et al., 2007). I proffered ways to attest to these criteria since the tenants' portrayal was needed to the authenticity and merit of qualitative research.

Credibility

I established credibility in several ways. The term *credibility* refers to the researcher's actions to disseminate the study's truth (Langtree et al., 2019). Rogers and

Brooms (2020) said data engagement strengthens credibility for the research. I visited the data multiple times to determine the truth. I included member checks to apply credibility and reinforcement of accuracy. A researcher may consider credibility by implementing member checking (Oliver & Vough, 2020). Member checking is a process applied to qualitative research verifying a valid account of the data by taking the transcription back to the participant, either in an interview or writing, checking for precision (Candela, 2019). Member checks befall by sending participants in the form of an email, a summarized collection of all the data between the participants to ascertain the legitimacy of participants' perspectives. Using pseudonyms, I typed the information in paragraph form using Microsoft Office 365. If any transcribed interview was found inaccurate, the information was revised to certify veracious results based on the participant's feedback.

The researcher should not compromise participant relationships during member checking. Carlson (2010) explained researcher-participant rapport should remain at the vanguard of the study. He suggested reducing participant anxiety during member checking. Researchers should refrain from problems by doing the following: (a) informing participants of the purpose of member checking, (b) providing participants specifics about the appearance of what they would be received (length, detail, and feelings the participant may have to see their words), (c) giving the participant clear instructions of the procedure, and (d) sharing the researcher's intent on using literal words (Carlson, 2010). I followed the suggested actions to avoid potential issues when member checking.

Another way that credibility may present itself is through triangulation of the data. I used triangulation to mitigate biases and misunderstandings, leading to research inaccuracy (Mavrogordato & White, 2020). Researchers triangulate data in many forms. Natow (2020) explained that multiple data sources and multiple methods are two forms of triangulation. Multiple data sources are compiling data from different locations and perspectives. Multiple methods are using hard copy documents and data collection during interviews. Using the data from the local district's different Grade 3-5 locations, I used triangulation to assess the Grade 3-5 teachers' discourse during the interviews. I examined transcribed interviews, evaluating Grade 3-5 teachers' words against my observation field notes. I utilized the interviews to check against the transcribed audio recording from Zoom. I triangulated all forms with the primary documents that participants turned in before the interview. I used NVivo 12 software to see the connections between the data sources and literature.

Confirmability. Confirmability is another criterion for trustworthiness. Researchers maintain neutrality to avoid influences based on individual biases (Hays et al., 2016). As a process to verify the data, I evaluated the themes and categories to confirm validity. I included any internal dialogue I had during the interview process in a reflexive journal. In this journal, I separated my opinions and thoughts of the interview in parenthesis. Reflexive journal is a place for researchers to reflect and write down

thoughts when collecting or analyzing data (Ortlipp, 2008; Shaked & Benoliel, 2019). I used the reflexive journal to seize internal conversations about the process.

Triangulation of data is a form of confirmability. Natow (2020) professed using triangulation confirms accuracy of data. This scholar stated that gathering data from different settings is a form of triangulation (Natow, 2020). Triangulation has been recognized in research as a sign of validity and credibility (Campbell et al., 2020). Triangulation is a technique used in qualitative studies for comparing different viewpoints (Bellido-García et al., 2022). Each participant confirmed if the interview accounts were accurate and free from my influence; overall, justifying confirmability practices in this qualitative study. Data saturation is another way confirmability can be applied (McRae, 2019). This basic qualitative study compared themes from the interviews until no new themes emerged from the data collected, displaying data saturation.

Dependability. Engagement of the data collection and analysis process mirrored tracking records created on Microsoft Office 365, which addressed this study's dependability. In the reflexive journal, credibility was seen by disclosing biases. Tracking records and the reflexive journal exemplified transparency of the process (Tuval-Mashiach, 2017). These documents informed the reader about choices made throughout the entire process; therefore, building security for the evaluator on the actual findings related to teachers' CRT instruction in Grades 3-5.

I used online computer software called NVivo 12 to identify the clarity between data and literature. NVivo 12 assisted in identifying themes. The use of NVivo 12

provided detail between the data and themes, permitting cross-referencing of materials imported. Creating a dependability level, NVivo 12 decreased subjectivity in qualitative data analysis and escalated rigor (Oliveira et al., 2016). For qualitative analysis to be of value, dependability was essential. The use of NVivo 12 intensified the quality of the methodology.

Transferability

Transferability is being transparent, transferring what was collected, and reporting what derives from the data sets. It focuses on emitting detailed, thick descriptions that show the concluding results responding to the RQs. As the researcher, I displayed the findings and revealed suggestions on ways the local district may use Grade 3-5 teachers' results. Ortlipp (2008) emphasized a reflexive journal designates a space for the researcher to self-reflect throughout the data collection and analysis process by tracking their growth, information about interviewers used during the study, and other notes such as data interpretation (Shaked & Benoliel, 2019). Since being diaphanous is critical to qualitative research, reflexive journals structure the researcher for transparency (Lincoln & Guba, 1986). I used this journal to record the actual names of the participants and their associated pseudonyms.

Literature highlighted the importance of reporting thick descriptions. Gilbert Ryle (1949) labeled rich, thick description. Later, Clifford Geertz (1973) added to the work on rich, thick description (Brekhus et al., 2005; Krase, 2018; Trencher, 2002). O'Donnell Goldensher (2022) recognized that thick description provides a solid view of the evidence. Maher et al. (2018) alluded to reflexivity and involvement with data to produce

rich, thick descriptions during analysis procedures. Rich, thick descriptions are the most effective way transferability may be displayed in different settings. It is a detailed and organized written presentation that thoroughly displays all the study's sections, including the findings and conclusion. Transferability was established with the careful selection of the sample before data collection. It included cautiously picking a site and the study's participants. Transferability constituted valuing what participants shared as the truth and using its richness to explain the phenomenon.

Procedures for Dealing with Discrepant Cases

Data discrepancies may occur in the data collection or analysis process. Waite (2011) expressed discrepant cases derive from the outliers of data, not categorized into themes, and incorrect information captured during the collection process. Researchers must not ignore discrepant cases since that information may be valuable in understanding the study deeper or may lead to future recommendations for other studies (Criswell, 2020; Waite, 2011). A study's failures may lead to new directions of uncharted territory (CohenMiller et al., 2020). The unveiled discrepant cases may create reliable research for the evaluator (Collins & Stockton, 2018) concerning the study's purpose. The purpose of this basic qualitative study was to investigate Grade 3-5 teachers' perceptions regarding their instruction as manifesting characteristics of effective CRT and learning practices in a SNJSD. Appropriately divulging discrepancies in the study could create another layer that may inform local-level stakeholders about decision-making related to CRT practices.

There were discrepancies that materialized during the analytical period. Many of the participants highlighted that they had little knowledge of the local district action plan.

The Grade 3-5 teachers knew there was an action plan. The participants verbalized that the plan could be found on the district website, but they were unable to provide specific details about it. It was evident that teachers felt the plan was not clear or appropriately presented to the staff members.

Data Analysis Results

Generated, Gathered, and Recorded Data

The problem is it is not known if Grade 3-5 teachers in a SNJSD perceive their instruction as manifesting characteristics of effective CRT and learning practices intended to promote CLD students' academic growth. The purpose of this basic qualitative study was to investigate Grade 3-5 teachers' perceptions regarding their instruction as manifesting characteristics of effective CRT and learning practices in a SNJSD. Qualitative data was collected from 9 participants out of the 12 desired sample. All 9 participants taught Grade 3, 4, or 5 for at least 1 academic year from 2018. They had a minimum of 1 CLD student in their classroom and had a minimum of 3 years teaching experience. The data was gathered from individualized semistructured interviews. Participant consent was received prior to generating, gathering, and recording data. Interviews were conducted and recorded using Zoom videoconferencing. The dictate audio record on Microsoft Office 365 remained on during the interview. Participants were told that notes would be transcribed during the interview.

In this section, I summarized the coding procedures applied to generate nodes for theme development. To create alignment between the RQs, the study's results, and the conceptual framework, in the next part I focused on the three phases used during the

analytical phase. Following that, I used the first research question, intending to discover Grade 3-5 teachers' perceptions regarding their CRT practices, to display the results. Then, I used the second research question, regarding Grade 3-5 teachers' comparison to their CRT practices with the district's action plan, to reveal the study's findings.

Coding to Theme Development

Through the interview process, the 9 participants provided rich, thick description. The data were coded in 3 phases to create the codebook. Figure 1 illustrates the coding process applied to the data.

Figure 1

Data Analysis Process

The following phases were followed to develop themes, and the deductive and inductive nodes were displayed in the codebook. Phase 1 was open coding. I captured meanings from participants' sentences and phrases. Participants exact words were used. The data were broken into chunks of sentences and meaning was conceptualized. Codes that portray their meaning were given to them. The open coding phase was done with NVivo 12, while the axial coding and selective coding were done after exporting the open codes from NVivo 12.

Phase 2 was axial coding. The developed open codes were categorized based on their existing similarities and conceptualized to create axial codes. Connections were made between the overarching categories and nodes.

Phase 3 was selective coding. The sole purpose of selective coding was to systematically integrate the axial codes into a comprehensive theory by combining the axial codes based on their existing similarities. This was done concerning the earlier highlighted concept of CRT and the eight qualitative attributes of effective CRT developed by Gay (2018). The data was read and analyzed multiple times (Crossman, 2021). The deductive and inductive nodes were displayed in the codebook. A codebook was created to subsume deductive nodes derived from Gay's (2018) concept of CRT and its eight qualitative attributes of effective CRT, whereas the inductive nodes were generated using participants' words during the interview.

RQ1

RQ1 was: How do Grade 3-5 teachers perceive their ability to provide CRT practices aligned with Gay's eight qualitative attributes of effective CRT? Using the transcribed interviews, the data were categorized into themes. The themes that emerged from the analytical process were associated with Gay's concept of CRT focusing on the eight qualitative attributes of effective CRT. Themes were developed from the data. Using Grade 3-5 teachers' quotes, the themes were supported by Gay's concept of CRT and its distinctive qualities.

Theme 1: Empowerment

The Grade 3-5 teachers were queried about their practices on empowering CLD students. T3 and T5 shared how student voice is used to empower CLD learners. T3 said, "CLD students are empowered by giving them a voice. Showing them that they are a special part of the community." T5 revealed, "whether responding to teacher or in oral presentations their voice is just as important as non CLD students." Grade 3-5 teachers discussed how CLD students support each other during learning activities. Teachers explained how CLD students demonstrate they are being active participants in the environment. Lastly, participants uncovered strategies implemented to encourage CLD students to be accountable for their learning.

Promoting Peer to Peer Interaction

Teachers promote positive peer relationships in the classroom. Although 88.8% of participants admitted to promoting peer to peer interactions in different ways, T5 shared another approach to empowering. T5 said empowering involves, "giving students the latitude to steer in the directions of what they are familiar and comfortable with, their interest, and needs." Teachers' responses demonstrated promoting peer to peer interaction with groups creating an atmosphere of support. T1 commented, "how the class is set up at the start of the year shows… a class community of learners."

Grade 3-5 teachers acknowledged that participating in group work was needed for empowering CLD students. T2 affirmed, "giving students opportunity for a lot of partner work, giving them models, tools, and examples." In like manner, T9 expressed validity in having CLD students participate in group activities. T9 believed, "Having a lot of group

work and student driven conversations is helpful for them to support each other while they are learning." T9 further explained, "If we are doing a small group, I may have them work as partners or work together to answer questions. I am encouraging them to participate in those conversations." T9 also added that promoting interaction between the learners was valuable for teachers too. For example, T9 mentioned, "I hear a lot through conversation and observing, whether they are writing on a white board an answer or a try it math problem."

One of the teachers pointed out that peer to peer interaction occurs with math tasks that provoke group participation. T3 revealed, "CLD students support each other by working with partnerships and small groups." However, T8 accentuated, "I have to, even in a small group, pull them 1 to 1 to make them feel comfortable to share. There is still a level of intimidation and effective filter is high."

Another teacher illustrated how peer interaction occurs in writing. T9 noted, "we did personal narratives. It was interesting to have all different perspectives and stories that students wanted to write about. We have a celebration day, so if students want to share, they're able to get up there and share their stories." Another example provided to promote interaction between students was using Kidblog. T2 reported, "using Kidblog and teaching kids how to be positive when they are giving feedback."

Grade 3-5 teachers shared encouraging intercultural relationships by allowing students to be together. Within the interview, T5 mentioned, "In the beginning of the school year students are told they could sit where they want. ELL students gravitate towards each other as well as other groups." Some students have known each other and

have an existing bond. T8 explained how CLD students seem to be closer with each other than they are with non CLD learners. T8 described, "They already had those friendships established so they would stick together, they would play on the playground together, sit together at lunch, and lean on each other for that support having that commonality of being a language learner." Teachers encourage inter-student language usage. Students of the same culture are allowed to communicate with one another. T4 reiterated, "Students are encouraged to use whatever language they would like to use so they are socially comfortable and confident in their language." Likewise, another teacher shared an observation made in the learning community. T9 affirmed, "We have a high Hispanic population within our district. Sometimes you do see students who have similar background especially linguistically. If they are not understanding, I have heard students before say something in Spanish." A teacher provided an example of how a learner was being an active participant in the environment. This inter-student language usage was another example of student empowerment. T6 stated, "a girl got off the bus went to the office to help translate. A teacher brought the girl to the class…they wanted to recognize the student for supporting." T6 emphasized, "celebrating the things that they do."

Teachers acknowledged how class participation promotes interaction between peers. T1 asserted, "through language I model how students are encouraged to use language to support each other." Many teachers believed that this could be done with student language. T4 offered, "A child will be asked to be the teacher's helper "profesorcito" and that child will be sent around to help other students that may be needing help because some students learn better from peers, and they feel more

confident." T6 declared, "giving them the opportunity to take what they learned and acquired and not just applying it on a piece of paper but applying it with another student. T6 further explained, "Students are empowered. While they are supporting each other they understand that they belong, they can support, they can contribute, they are contributing members of the classroom. They are not just sitting receiving information and going home with stuff to regurgitate later on." T7 pointed out that language usage occurs often in the learning environment. T7 proclaimed, "They turn and talk about their strategies. They discuss how they solved the math problem, how they got there, or maybe what they did not understand about the problem. It gives them a chance to take control about what is being asked of them and share that with a partner or friend in the class."

Teachers shared how students are empowered employing different techniques. T7 stated, "The sentence stem may be if they agree or disagree with a student. … I agree with __ because __. I disagree with…" CLD students demonstrate they are being active participants in the environment through class participation. T1 presented "going to board to answer a question, sharing orally what they learned." Equally T4 claimed, "All students are held accountable for being present, attentive, actively participating, whether it is done through white boards through hand raising, thumbs up and thumbs down." T7 emphasized, "a lot of repeating and rephrasing" and "breaking down of the overall question for understanding and putting it in your own words to hold them accountable." T6 stressed relating message to learners that they need to be active participants in the environment. T6 confessed, "They need to voice their needs because sometimes I cannot figure it out with other kids and restrictions students need to be more active in that area."

Teacher Monitoring Methods

The findings showed that teacher monitoring methods are employed to empower CLD students. The data revealed that 55.5% of teachers in the study expressed using teacher monitoring methods. T1 remarked, "different cultures are celebrated with the setup of the classroom in the beginning of the year, and cultures are celebrated by knowing students." The data showed that a teacher monitoring method is allowing students to share their perspective through writing. T7 disclosed, "provide multiple opportunities to respond. Examples given were a written assessment, post it note assessment (which is a ticket out the door), and responding in their journals."

As mentioned recently, T9 informed having the class write personal narratives to capture an experience through writing. Grade 3-5 teachers reported assignment completion as a teacher monitoring method. Moreover, T9 divulged that "raising their hand, completing their work, participating in group discussion, whether it is with a whole group or small group. Completing work is a big one, staying focused and on task."

T3 proposed, "another way is through observations as students are completing assignments." Grade 3-5 teachers listed assessments as a monitoring method. T8 admitted, "I don't call them test or quizzes, but they do have mini assessments. I do not want to make it stressful as a "test" but there are things that they need to be actively learning and meeting goals we have." T9 confirmed that there are other ways to see if the students are understanding the material, such as in learning conversations and observations. T9 articulated, "quizzes and tests are bigger measures." A teacher recognized that making connection with students increases their enthusiasm. T8 voiced,

"when appropriate basing lessons that have a connection to their heritage and homeland. Students are more enthusiastic when you put that effort to make that connection with them."

Self-Reflective Techniques

The data showed that 22.2% of teachers felt that empowerment was linked to self-reflective techniques. Self-reflective techniques are practices that a learner uses to assess themselves, primarily making them accountable for their own learning. T2 responded with examples, "giving students the opportunity to be reflective and look back at their mistakes to understand their mistakes," "self-reflective rubrics is a way that they are given ownership of their learning," "the use of student self-assessments," "allowing students to fill out a rubric and then the teacher fills out the same rubric so students can compare," and "writing checklist, the reading checklist, and post assessment in the units of study." Moreover, T2 answered that the ability to respond to topics anonymously empowers CLD students to support each other while learning. T2 replied, "Padlet was used to build classroom community… Sometimes kids would respond anonymously." As a strategy to empower CLD students, T4 saw value in goal setting. T4 announced, "CLD students make individual goals that are visible to them and other classmates. They use class time to achieve their goals."

Flexibility for CLD Students

Teachers create flexibility for CLD students. The data informed that 33.3% of the participants indicated being flexible is a form of empowerment. T1 reflected, "need to be more flexible with the expectations. … at times kids are expected to answer a question

but that could look differently depending on learner." The routines done in the classroom support CLD students. T3 clarified, "a more flexible schedule. Assignments are due on Fridays." Pre-teaching builds on what CLD students already know while exposes them to new words before the content is taught. T3 advised, "When vocabulary is pre-taught CLD students feel more comfortable when the lesson is taught because they are familiar with the vocabulary." Not only do routines help empower CLD learners, but the instructional tools create support for student learning. According to T7 there is a need to have individualized expectations based on a student's need. T7 made known, "having expectations for each student. It may be different with the needs of each student. An example if a student needs a reference sheet maybe they have that in their folder. If they need a break or anything they need to help provide their own learning and take ownership in their folders."

Theme 2: Validating

Grade 3-5 teachers agreed the need to envelop CLD students' cultural heritage to teach academic content. Teachers shared how they make learning relevant for their CLD students. They stated how they communicate with their CLD students' families. Teachers discussed how they tap into the learning styles of their CLD learners and their approach to celebrate different cultures represented in their learning environment.

Provoking Cultural Familiarity Among Students

The study's results revealed that Grade 3-5 teachers felt it was important to relate students' culture into math problems, whether one CLD student represents that culture or many learners. The data highlighted that 55.5% of the teachers shared the need to embed

culture into learning to validate CLD students. T1 confided, "in math if students are struggling, I try to relate the math problem to student's culture." T4 insisted, "Mentioning a countries name in a math problem will cause certain ears to perk up." Some teachers encourage culture sharing. T4 recalled, "Class talks a lot about where their family comes from, what it means to be born in the USA, what it means to be born in another place, and how old student was when they came here. The more they can develop relationships and make everyone feel safe." A teacher provided insight into reasons why cultural sharing occurs. T6 answered, "I would first want to find out everyone's background in the…setting… wants everyone to be part of the conversations and books." T9 said:

> Throughout the whole year, but especially in the beginning of the year we do a lot of about me activities, writing prompts, or during morning meeting so we get to learn first about where my students are from. What language they speak at home? Who do they live with at home? What traditions do you and do you not celebrate? So, I use that to basically drive my whole year because one I want students to feel comfortable.

A teacher mentioned having students individually do a home country report. T8 noted, "all the students do research on their home country. That is something I do to celebrate who they are and where they are from, where their families are from." T8 informed that students are enthusiastic researching about their home country. T8 also mentioned, "Throughout the year if there are holidays or traditions that I could bring into our classroom. I make sure to include it into our learning as well."

Learning About, Celebrating Other Cultures, in the Classroom

The study's data showed that Grade 3-5 teachers made instructional content delivery relevant for CLD students by learning about cultures present in the environment and celebrating those cultures. The data results pointed out that 55.5% of teachers described learning about cultures and celebrating them as essential approaches to validating students. T9 said, "in the beginning of the Year I send home a survey asking what holidays do you celebrate and what holidays do you not celebrate." T9 said, "I had a student, who celebrated Kwanzaa and a lot of my students were not aware of what Kwanzaa was. So, him and his mother did a presentation for us to teach us about Kwanzaa." T9 then explained that the presentation included a story. T9 said, "I know that child felt like they belonged. They felt special and validated too in their culture. It was great because the other students were asking a million questions." This participant shared the need to be aware of what holidays students don't celebrate. Many teachers echoed reading books about other cultures. T1 remembered, "In reading using books that involve students' culture or cultural background. …a specific example of a version of the story Cinderella called Cinderello." T6 reported selecting a book that was not tied to any one's specific country but had a message that students could relate to because of their experience. T6 said, "Class was able to relate to the book *Dancing Home* because it was about a girl that was born in the United States to a Mexican family. She learns to accept, embrace her culture because of a cousin that comes to live with her." T7 said:

Trying to make sure that when they are doing a story or when we are talking

about CLD we use books, the culture of where they are from, sharing of who they

are as a student. Sharing it through a book and talking about the differences we

might see here that may be different from that character or whatever we are

reading.

Whereas T8 said, "I make a point of incorporating into learning, teaching certain

holidays, traditions, and certain things that fall on the calendar." T6 felt that culture-based

learning stimulates student interest. The example given showed how using stories teaches

cultural heritage. T4 mentioned a specific example with cultural food and pictures so that

students can link new information to what to familiar topics. T6 imparted, "To build the

background and oracy, bringing in books that students can relate to, like Carmen Lomas

Garza." T6 explained how the connection led to other discussions about, "culture,"

"diversity," "prejudice," and "tolerance." T6 expressed, "It was nice to see that

something that they could completely relate to catapulted them to something that is

taught at this age…"

Individualized Learning Plans

Teachers felt that validating students require tapping into the learning styles of

CLD learners using individualized learning plans. The data informed that 77.7% of the

participants revealed that individualized plans are used to validate students. T1

communicated, "needing to know students and what works for an individual student in a

particular subject. A child could have a different learning style in different subjects."

While T3 found, "…if a child is artistic or musical that would be used when planning a

lesson to address students' needs. It's all about getting to know your students and their

learning style." T5 relayed the message, "communicate with student what you noticed. …
I can see that you prefer standing let's talk about how we can make that appropriate to
what we are learning." A participant said that learning is linked to interest. T1 reassured,
"learners are given the reason behind why they are learning something and tying learning
to their interest."

Participants noticed that learning through real-life examples is crucial. T3
recognized, "being aware of what is happening in the community in which your students
live but also in the state, country, and world." Instead, T4 commented, "explain why
something is being done, regardless of if it is a CLD or not. Showing how this brick fits
into larger bricks of what we are making." T6 stated, "showing that these are all the
different ways to use this word is a way that their culture and language is represented in
what we do during the day." T7 believed, "it is understanding why I need this skill and
relating it back to their experiences and life…" T9 expressed, "I think that real life
learning is important because if you don't know what I am talking about and what my
experience is how could you relate and make it relevant for them." For example, T9
shared, "If you live in the city there may not be so many deer. If you use the word
hooves, they may not understand what hooves means because they may not be as familiar
with deer, cows, or anything like that." This participant then explained the importance of
knowing your audience so you can be mindful with your vocabulary.

Teachers felt providing vocabulary practice validates CLD students. T8 revealed,
"modifying and giving them a lot of vocabulary practice." T9 explained how teaching
vocabulary could be approached differently. T9 stressed, "Pulling up a picture of a deer

and showing their feet with a hoof. Google is great…pictures and vocabulary. Relating it to something else that is similar is helpful too."

The teachers thought observation should be embedded to determine students' best learning styles. T6 replied, "With a lot of them sometimes they do not know what they prefer for learning." This participant continued to explain the need for teachers to observe carefully. T6 shared a specific example of a child that seemed to be disconnected with their learning and although leaders were making suggestions participant knew it may have been something else. T6 informed, "Student use to look around, sing, and was in another world." T6 continued, "It turned out that the child just needed someone to sit 1 to 1 with and show caring. Her learning style is a piece of what she needs to learn." T7 presented, "… the material is broken down in many ways, whether it is with a picture, hands on manipulatives, or discussing as a conversation. There is a lot of differentiation based on what the kids need." T8 described, "Observing them the first couple weeks of school is really important. Taking a lot of observational notes to figure out who is visual, auditory, who needs a lot of kinesthetic learning situations, figuring who needs what and how we can incorporate all of that." T9 reiterated, "I am very aware that students learn differently." T9 continued addressing students' learning styles, "I try to provide all of that, all day so that it is not only one way so only certain students relate to what I am teaching."

Familiarity with the Student's Heritage and Culture

Grade 3-5 teachers felt it was necessary being familiar with a student's heritage and culture. The data informed 33.3% of participants reported familiarity with students'

heritage and cultures is necessary for validation. Participants demonstrated this in a variety of ways. One way is creating a personal relationship with individual students. T1 asserted, "establishing connection with learners is key." Another way to validate CLD students was teachers' awareness of students' heritage. T5 provided an example, "student fasted during the day. Student apologized for being sluggish." T5 continued, "With mom's permission, …included child's experience into reading and allowing child to present. The parent was very receptive and happy to be included in the process."

Lastly, teachers involving in personalized classroom conversations about individual cultures validates students through knowledge of heritages and cultures. T6 declared, "having students share things that are unique to their family during the holidays." T6 continued, "What are the traditions? Giving them the space to feel comfortable sharing." T6 mentioned how some students celebrate Halloween while others do not. T6 shared, "I think that is part of celebrating, when you can talk about it, and not feel embarrassed or ashamed." In the individual interviews, participant T7 and T9 brought up Halloween for a different question mentioning that some students may not celebrate it. T7 brought it up to describe encouraging an atmosphere where all cultures are respected. T9 mentioned learning about other cultures and celebrating them in the classroom. T6 reported that students make connections, "It is kind of entertaining for them to learn from each other, the similarities and differences. Making students understand that is what makes us unique, that is the learning process with them."

Communication with Parents

Results showed that communication with parents validates CLD student learning. In this project study, 88.8% of the participants mentioned communication. T5 expressed, "the importance on knowing what parent needs are when communicating is the key." A teacher confessed written messages sent home are translated in two languages. T9 confirmed, "With a high Hispanic population, I try to send everything that I can in both languages." T9 continued explain how it is done, "I do not just send Spanish home to just my Spanish speaking families or just English. I try to do double sided, so they get both." Whereas other participants disclosed how translators were used when orally communicating with non-English speaking parents.

T1 announced, "a translator needed to be used for communication with some parents with limited English language." T7 pointed out, "If a parent needs to be spoken in Spanish, resources are utilized in the school, like Spanish or Bilingual teacher to make sure that communication is provided and able to be accessed." T8 affirmed, "a lot of times I would ask a friend to help me, if I needed to translate." T9 informed, "I will have someone who is fluent in their language call while I am side by side to translate things if I need someone to call home or if we are having a conference." T9 continued explaining why this is done, "I want to make sure that they are understanding exactly what my goals are for their child. What is going well and what they need to improve on clearly instead of trying to piece together what I am saying or me trying to piece together what they are saying. There is a language barrier so having a translator is helpful and sharing things home in a way so that they could hopefully understand."

Grade 3-5 teachers articulated using ClassDojo to communicate with CLD families. ClassDojo is a digital communication platform bringing families into the school and classroom with the sharing of messages, photos, videos, class and individual points (ClassDojo, n.d.). T4 made known using ClassDojo and shared trying to get all parents in the classroom connected on this digital platform. T6 professed, "To communicate with CLD students' families all students are on ClassDojo, except for one family… not being able to get that family connected on there. … for that parent I will send a message on WhatsApp because it is easier for them." WhatsApp is a free, secure global messaging and calling app using end to end encryption (WhatsApp, n.d.). T6 explained how feedback is given to parents, "parents could see points on ClassDojo." T6 said, "wishes having more time to share positive news like your child did great with this." T7 explained the app ClassDojo and how CLD families could use it. T7 clarified, "It translates for the parent. There are a bunch of different languages. What is said in English, the parent can access the language they are comfortable with at home." T3 voiced, "The manner found most efficient to communicate with CLD families is through the phone. Technology is increasing but found phone calls as the best way to communicate." T3 found, "Parents do not always email back. A phone call is more personable." T3 continued, "It cannot be assumed that a family can read and understand what is written in an email." T4 listed, "phone calls home as a form of communication."

Improving the Social and Emotional Wellbeing of the Students

Supporting students' development in navigating through social and emotional issues validates CLD students. The data revealed 22.2% of teachers informed focusing on

the improvement of the social and emotional wellbeing of CLD students. T3 proclaimed, "a lot of thought is put into building classroom community, such as in morning meetings, greetings, and activities that allow students to share and talk about their different cultures." T3 explained further, "having students bring in 3 things that are special to them which is a way to bring home into school and star of the week... It is important to build classroom community so that students feel comfortable to share." T7 reflected, "focusing a lot on the morning meeting and sharing." T7 divulged, "would ask like what did you have for dinner last night? What is your favorite food? … just getting to know the kids and celebrating the differences in the classroom. … explaining the uniqueness and the confidence in sharing."

Theme 3: Being Comprehensive and Inclusive

The data shows that Grade 3-5 teachers demonstrated being comprehensive and inclusive with their CLD students in their learning communities. Teachers focused on building an academic and social community of learners for their CLD students. They reported on how values are taught to their CLD students. Participants shared strategies implemented to advance students' emotional, social, and intellectual wellbeing. Lastly, Grade 3-5 teachers addressed how they develop the political awareness of their CLD students in their environment. However, T4 voiced, "students are growing up in a society that is materialistic, and they are the have nots in that society. That is a tough thing, and that is the social economic status type of way when referring to CLD." T4 continued, "The system… They are not benefiting right now."

Teachers' Understanding of Social and Emotional Needs of the Class

The data showed how understanding the social and emotional needs of students could involve parents and teachers. The data stated 55.5% of teachers reported understanding the social and emotional needs of the class as a means of being comprehensive and inclusive. T1 articulated, "building a social community involves setting expectations, knowing students, and knowing what class needs." T1 continued, "more communication needed with a parent about what their child needs in a social setting." T6 admitted that a lot of knowing class needs involves teachers knowing what students need to be academically prepared for learning.

T6 communicated how an academic community of learners is created:

They are organized from their desk with a 4-folder binder. Each folder is color coded with what subject they are doing. With a lot of our students, we lack executive functions, ability to start a task, plan, and do things in a timely manner.

T6 felt that CLD students, "need a lot of structure." It is important to know the needs of the students in the classroom. T6 explained, "the bus drive to school is stressful. Giving the kids time to deescalate." T6 continued sharing what is done when students arrive to school:

It is breakfast and a book or if they want to do a coloring page or crossword puzzle those are options available as well. For the first 10 minutes of the day, they know they can chill and disconnect from the bus drive to school.

Teachers advised setting up expectations and making them known to students. T6 enounced, "they start the morning with morning affirmations." T6 continued detailing

what occurs when students enter the classroom in the morning. T6 reported, "when students walk in … holding an affirmation at the door. Students read it in Spanish and English. It is like hitting the reset button."

Participant T6 explained, "They know what the schedule is like, the expectation for the day, the objective of the day, and objective of the week." T8 answered, "the objectives, goals, and expectations I put them on chart paper. This is how we will start the year." Further, T8 explained, "Letting them know that we will achieve it and this is what we are here to accomplish." A participant expressed the need to have clear expectations. T3 responded, "All students, not just CLD, should know what is expected. Teachers need to have clear expectations, so students have an understanding how their classroom runs. Students like structure. Having student input and voice is important when creating classroom norms."

However, T6 informed, "on their end, teaching them to advocate for themselves, teaching them to speak up when they need help, or need explaining." The data shows that everyone should feel they have a voice in the classroom. T2 insisted, "building that community of learners for CLD students can be done in many ways: turn and talks, small groups, and making sure that everyone feels they have a voice." T2 emphasized, "Making sure that it is an open space for students to feel safe to share." T2 continued by providing an example of how to build a social community of learners for CLD students. T2 recalled how the use of Padlet helped learners, "it gave students…a voice and a space to share with each other," "students learn about each other," and "although they had different opinions they were still connected."

Sense of Belonging Irrespective of Culture

Teachers professed putting students in groups based on similarities gives individuals a sense of belonging. The data revealed 55.5% of participants emphasized how students are made to have a sense of belonging regardless of individual culture. T5 explained how at the start of the school year students are permitted to select their own seats. T5 recounted learning from interactions, "observed that ELL students gravitate towards each other as well as other groups." T9 imparted how small groups are created, "They are not the only student that looks, speaks, or learners the way they do by themselves. Including them with other learners that are more similar to them. It helps them feel a sense of belonging."

Students are encouraged by teachers to share thoughts and comments to create a learning community in which all listeners and contributors are processing the information building on their learning. T5 relayed, "Students share what they know and what they can bring to the table every kid is hearing each other and creates a social experience because they are learning from each other." T8 disclosed, "On Mondays, when I see the students, I do encourage to write in a notebook about what happened over the weekend. I encourage them to share and to comment on one another's writing."

Accountable talks are how students' opinions and beliefs are shared. T7 added, "Doing a lot of hand signals, such as for agree and disagree to see how they are feeling. They use accountable talk to prove or not prove what they are thinking of a problem."

T9 affirmed why accountable talk is taught, "How to agree with somebody and how to appropriately disagree if someone said something the wrong way should you laugh. How to respond to those things?"

Teachers reported including activities that encourage teamwork. T6 accentuated, the "biggest goal is sharing that we are in this together. We are here to respect each other and learn from each other." T6 reported encouraging relationships outside of the classroom, "So, there are a couple conversations about respecting each other, looking out for each other, but also forming those connections with kids outside of our room." T7 explained what is done to promote teamwork and a social community, "allowing kids to socialize with each other," "changing groups all the time," "encouraging kids to talk with other kids," "allowing kids to move around the classroom," and "partnering kids with different kids."

Respectful Communication

Teaching students how to communicate with one another respectfully builds a classroom community. The results showed that 33.3% of teachers reported using respectful communication. It teaches students in the environment acceptable and appropriate ways to interact with peers. T5 remarked, "cultural learning and CRT it is not just all the bulletin boards that you see… what they can bring to the table every kid is hearing each other and creates a social experience because they are learning from each other." T9 offered how a social community of learners is built in the environment through discussions, "Doing I statements, how are you feeling about what someone said to you. I

do not like that you said _____ and this is how it made me feel." T9 thought, "That comes with them practicing with groups, games, and a lot of conversations."

Teachers believed that respectful communication involves providing learners with authentic discussion opportunities through modeling or between peers. T4 found, "A lot is done through communication and conflicts on the playground. How we handle it? Using self and giving real world examples to show how I handled it." T5 confessed, "A child in the class…mentioned that the dirt looked like someone in the classes skin. The child who said it was making an obvious comparison in her head…but the boy who was being talked about went up…later in the period to speak about their feeling stating, 'That made me feel weird.'" The teacher mentioned feeling thankful that the student felt comfortable enough to share their uneasiness. The participant divulged the necessity for students to feel comfortable and a sense of connectedness to share when they feel offended. Although the student at first was hesitant, according to T5, the teacher felt something needed to be done. The teacher used this situation as a good learning experience and had the two students with the teacher talk about the situation. The student, hesitant at first to address what happened, made the other child realize that the comment was offensive. The child who made the disrespectful comment was told to carefully think about their words.

Promoting Mental and Social Wellbeing

According to the data, Grade 3-5 teachers showed evidence that promoting mental and social wellbeing was equally as important as delivering the academic content to students. The data revealed that all the participants believed this to be true. Role playing,

teacher modeling, and books were used to teach students about values. While T2 found, "doing role playing has been helpful in assisting to teach values."

Participants explained how values were taught. T1 remarked, "CLD students are taught about values through teacher modeling. … shares a what if example with the class." T1 explained, "Values is also taught with what is in place in the school community, such as the pillars of character education and student of month." T5 addressed, "the way CLD students are taught about values is teaching me about values." The teacher stated learning from students what they value and expect. Out of curiosity, T5 confided asking an African American girl in the class about her braided hair. T5 admitted that during recess a couple of the kids in the class approached the teacher to state that it was, "not the best thing to ask Black girls about their hair." The student replied to the teacher, "it was not a question she felt like answering." Teacher avowed learning from students through this personal experience. The participant acknowledged students were comfortable to address their concerns with the teacher. T5 articulated, "teachers should present to students that we are always learning from books, traditional academics, values, and expectations." Although one participant showed how culture learning is taught through things that occur in the classroom, another teacher expressed the value of using books to learn about different cultures. T9 answered, "Having different types of books in your library, read alouds, and things like that." T9 continued explaining, "They learn about what is familiar and relevant to them and what is relevant to other students as well."

Other participants explained how the use of stories help teach students about values. T1 presented, "This is done with mentor text, think and reflect time, working with peers, and doing character education like possibly working on perseverance." T1 explained further, "Mentor text is a picture book used to guide and show learners a picture situation or skill through a read aloud. If they see the main character is their age students could then relate and learn from the story." T3 said, "modeling is how CLD students are taught about values and through storytelling. Students learn a lot through storytelling and read alouds." T4 remembered, "done through teachable moments, but every now and then books are read, and class talks about protagonist and what they go through." T4 continued by sharing a specific book that comes to mind, "Those Shoes…it touches on social issues, friendship, and sharing." T6 recognized a read aloud used to promote mental and social wellbeing, "One is a book on bullying where the kids practice a couple scenarios…connecting with the school."

Grade 3-5 teachers reported creating class routines, such as jobs, and doing mindfulness activities to promote positive mental and social wellbeing for students. One participant talked about class jobs called the greeter. T7 confirmed, "The greeter gets up and looks at each student in the eye and says good morning. That student has to address them by their name. If they don't know their name, reminding students to ask what is your name?" T7 explained that this is common if a child has social anxiety, "they may not remember." T7 then continued sharing, "Teaching them, reminding them of that social aspect when someone is speaking to you, you have to look at them in the eye. It may be uncomfortable, but that is what we do when we are talking to other people."

A participant shared having the class do mindfulness activities in the classroom. T9 made known, "mindfulness every single day and growth mindset activities included in that." T9 further explained an activity, "There is a video I like to show called 'Releasing Your Warrior.' You are saying positive affirmations. So, we are doing stuff like that." T9 continued sharing about, "Intellectual growth mindset and the power of yet. Teaching those strategies to students to better enhance their emotional, social, and intellectual wellbeing."

One of the Grade 3-5 teachers' strategies to advance students' emotional, social, and intellectual wellbeing is the use of assessment. Teachers informed the need to assess learners to meet their individual needs. T3 said, "assessing students to know where they are and provide them with differentiated instruction to meet their needs." T3 acknowledged three strategies done to assess learners. T3 described, "a chart for students" "It provides a visual for some students that may have a difficult time describing how they are feeling." T3 then shared, "allowing students to show how they want to be greeted. They are greeted by the door of the classroom every morning." Lastly, T3 stated, "a temperature check where students can share how they are feeling." A participant summed up how to develop a student's intellectual wellbeing. T4 responded, "is all about the steppingstones. What can child do right now? What is the next step? How do we get there? What is child's responsibility as a student and my responsibility as a teacher." This participant then linked a CLD student's learning to a fairy tale. T4 remarked, "Little by little those steppingstones, like Hansel and Gretel, to eventually a flourishing environment where they are eventually keeping up with their peers or involving

themselves in intellectual conversations with their peers." T5 advised, "Without withholding information, work might be presented differently to each class because of the population. Presenting information from a different angle, which will make the information more well received by a particular group of students." T5 said:

> Finding opportunities to include students, which would involve… more extra thought, Google searches, lesson planning but generating resources and coming prepared to have available for an individual group. It is being proactive and thinking ahead, which could be a pitfall sometimes or a positive opportunity for one or a group of kids.

T6 declared, "pulling small groups," "keeping close data," "working 1 to 1 with student to figure out how to reach her." T6 explained how with these efforts, "Within a few weeks, she was teaching another kid." T8 insisted, "Having goals for them. Goals that are attainable, SMART goals." T8 continued, "Providing consistent feedback to students," "share feedback," and "being a cheerleader for them."

Encouraging Political Discussions

Teachers use political discussion to provide students with political awareness. The results supported that 55.5% of teachers either do not feel comfortable addressing politics in the classroom or expressed concerns with discussing some issues. T4 informed, "having to educate the population in the environment about the different processes and different political views." T6 commented:

Teaching the students what you saw in movies about White people and Black

people is not true. Getting them to understand what is the history of the country is

and where we stand now. Those are things that we could talk about.

Teachers reported using Newsela articles for political learning. Newsela is a nonfiction

digital educational online platform with current event articles that is aligned with the

national and state standards (Newsela, n.d.)." T2 expressed:

Newsela is used to develop student political awareness through current events.

However, with political divide in community and in the nation in the past few

years I try to remain neutral as a teacher while emphasizing social justice.

T2 emphasized, "It is important to keep students informed." T3 added, "You need to

adjust activities based on grade level…Newsela articles as a way for students to know

what is happening around the world."

Educators thought there was a need to encourage individualistic political thinking.

T5 imparted, "Giving them the opportunities to explore" and "having a lot of debates

from Snickers or Milky Way to political topics like masking." T5 noted, "The job of

teacher is to provide the information and allowing students to debate amongst

themselves. A student commented how class should have a debate every week." T9

stressed clearly relating this message to students, "This is what this person stands for and

this is what this person stands for." T9 revealed the need to teach kids to think for

themselves, "Having them know, it is what you think. It doesn't have to be what your

best friend thinks. You can disagree or agree."

Although some teachers believe in exposing CLD students to political awareness, other teachers had reservations with this practice. T1 admitted views on teaching politics in the classroom, "try not to include politics into the environment and feel history needs to be taught around politics. T1 proclaimed:

Many students especially CLD students don't understand why the government functions the way it does because they lack background knowledge. I feel this is needed to make an informed decision and positively discuss a political topic. Without this understanding, student conversation about politics could go in the wrong direction.

T3 advised the need to be sensitive with specific topics. The participant named a specific president and shared he evoked "fear" for many children due to political views. T3 noticed the need to be sensitive when deciding on political activities in the classroom. T6 confided, "an issue that there is a fine line with what the district wants you to address, but at the same time, respecting what they are culturally bringing into the classroom." T6 remarked, "Sometimes I honestly feel that some of these topics are not my place to be teaching. I have to respect the parents, as a mom myself I feel the same way." Likewise, T8 contributed, "I do not. I do not go there." Teachers shared the need to adjust lessons to reflect current political state and culture. T5 voiced:

However, if a student has a different opinion, it is okay for a student to express their opinion as long as it is not going to be dangerous in any way. It is okay for kids to voice their opinions where appropriate.

T5 presented, "class population make up was majority Latino, Jewish, and Islamic… assigning options when reading to read more about or learn about cultural things or age-appropriate political things like Newsela, online articles, and Epic." One participant reminisced of seeing the inauguration viewed in the classroom when they were little. T7 recalled, "As a child inauguration was always shown. That chance of being proud regardless of who it was or the situation that it was." T7 described the present world, "our world as a whole is heightened." T7 provided an example of something that occurred in a morning meeting when a fun fact was read about a president's age. T7 professed, "It escalated and having to tell the class we are not talking about anything political because the kids spew what they know from their parents or what they are hearing. Had to share with the class this is just our fun fact." T7 commented, "That information just took a turn. These days that is very difficult and hard as a teacher."

Theme 4: Being Multidimensional

Grade 3-5 teachers discussed how they infuse cultural knowledge into CLD learning practices. Participants noted how they infuse students' opinions and beliefs into academic learning. Teachers described how they encourage students to connect their emotions and feelings with what they are learning in the curriculum. Lastly, interviewees revealed how they make academic content learning more meaningful for CLD students.

Getting More Familiar with Students

A teacher felt including cultural knowledge into CLD learning practices involves being more acquainted with students in the classroom. The results showed that 55.5% of participants reported getting more familiar with students. T1 contributed that getting

more familiar with students could be done with, "mentor text, morning meeting, and knowing students." T3 believed that "through storytelling, mentor text, and read alouds." Both participants agreed that mentor text provided a means for teachers to incorporate cultural knowledge into CLD learning practices. On the contrary, T4 revealed that showing students about contrasting culture infuses cultural knowledge. T4 explained that explaining culture is, "done by showing kids contrasting culture…Also showing them what is Halloween as the United States sees it? What is Saint Patrick's Day?" T4 further explained it is approached in this manner, so children understand, "What is happening around me as an immigrant child in a strange country with all these people speaking a weird language and people that are really, tall." One participant described that this could be done by discussing own experiences with the learners. T8 reflected, "Sometimes using my own experiences, talking to students about my own experiences with various cultures. Sometimes it is easy to do and sometimes it is not easy to do." T2 found that communicating with parents allows a teacher to learn about students' cultural background. T2 remembered, "shared a survey with the parents that was shared by a colleague. I found it to be useful in giving teachers awareness about student and family cultural backgrounds."

Making Connection to Learning

The study's participants acknowledged that students benefit from making connections to learning. The results indicated 66.6% claimed to make connections to learning. One example that many teachers agreed on was connecting to stories read. To encourage students to connect their emotions and feelings with what is being taught from

the curriculum, a participant explained using the questioning strategy. T3 professed, "encouraging students to deepen their thinking when responding. This is also done by being specific with what is being asked." T3 continued, "connecting what is happening in the story to what is happening with students."

A teacher shared an example of how students are encouraged to make connections to stories. T4 proposed, "doing a read aloud, talk about what happened in the story, and doing a call back to that book." T4 explained what a call back was by saying:

> If Chrysanthemum is read and character did not like her name at first. I would bring back what we learned from the story is that you need to love yourself, be proud of your name, and be resilient. Chrysanthemum may be used in a math problem too to bring students back in.

One participant believed the importance of using text that concur with students' cultural backgrounds, community, and abilities. T8 communicated, "pictures are used" and "text that talk about their own background and their own cultures." T8 continued:

> Not just having stories about students that live in the suburbs but also students that live in the city. If we are in a place to do realistic fiction, have stories of students, children from various backgrounds, various cultures. Using books that depict racially diverse students, diverse abilities, like a child that uses a wheelchair.

Grade 3-5 teachers explained that students making personal connections. They shared how encouraging links make academic learning meaningful for their CLD learners. T9 asserted:

trying to have students relate to it makes it more meaningful, keeping in mind

what is engaging for students hooking them in making them care about it. Instead

of standing up there and lecturing to students because you probably are going to

lose them in my opinion.

T2 relayed:

involves having them make those connections as mentioned before… getting

students to see the 'Why' are we learning about this… when students see the

relevance to it today and how it affects our lives, the learning is meaningful.

T4 recounted, "Including students' names, countries, and streets. … using a street name

that students live on or know about in a lesson when learning about capitalization." T5

proposed:

it involves being proactive, thinking ahead, and finding relevant examples,

making it part of the instruction. Even though information might be more

meaningful to a group of students it should be meaningful to all students and that

is why I believe in sharing and incorporating something into a lesson.

T6 disclosed, "The big piece is bringing bits and pieces of their culture, identifying

similarities and differences, and celebrating them. Sometimes when I am teaching, I will

use a regional word. Bringing in the little bit of their language that I know." T6 gave an

example, "In science they are learning landforms. So, I with the science teacher that the

kids have been to their countries and suggested that the science teacher pull out pieces of

landforms from their countries. Bringing in culture and language in every opportunity."

T9 affirmed, "Having conversations about different things, whether we are reading a

story they are able to make connections like a text to self-connection." T9 explained that the class would be asked, "What do you think you learned from that story? Have them make their own connection to what it is that we are reading or learning because maybe they had a similar situation."

Specialized Package for a Cultural Infusion

Teachers announced encouraging students to connect their emotions and feelings with the information taught in the curriculum. However, some Grade 3-5 teachers felt that CLD students are more comfortable in small groups. The results showed that 22.2% of participants revealed students connect emotions and feelings with academic learning. T8 described a smaller setting as, "less students" and "less scary." T8 continued, "In the ESL classroom…their opportunity to share more." A teacher explained how the R.A.C.E reading strategy is used to infuse students' opinions. T9 offered:

> We do a lot of the R.A.C.E strategy to respond to things and use their background knowledge. They are able to form their opinions on things and use kind of their background knowledge and opinions to answer different questions unless it is something specific from the text. We try to give some opinionated questions.

T9 further explained:

> when we get to persuasive writing that is something that is really, big for them to use something that they have a strong opinion about use those strong opinions and beliefs to help persuade someone else to either think that way, feel that way, or do something.

T9 clarified the strategy, "We call it the R.A.C.E but it is how students answer questions. *R* stands for restate the question. *A* stands for answering the question. *C* stands for citing evidence from the text. *E* is explaining their answer."

Encourage Students to State their Opinion

Grade 3-5 teachers claimed encouraging students to state their opinions. According to the results, 77.7% of participants shared encouraging students to state their opinion. Teachers mentioned students are welcome to make their opinions known. Learners are taught to respond to their peers in a specific and appropriate manner. Teachers reassured that teaching with specific language that encourages students to have meaningful and respectful conversations with classmates. T1 answered, "Students' opinions and beliefs is infused into academic learning through validation. Validating that everyone can have a different opinion and belief but same goal of respecting one another and trying." T1 referenced the "persuasive unit" as something in the curriculum requiring students to give opinions. T2 responded, "Making sure that everyone has different opinions and beliefs, and it is okay to share them respectfully." T2 continued with a specific example, "The kids are given many opportunities to share how they felt for example after a story, such as… One Crazy Summer." Similarly, T6 explained the importance of students showing respect when sharing and listening to classmates' opinions. T6 advised:

> The biggest piece is showing respect to each other," sharing the message with
> students "we all do things differently," "modeling respect," and "giving students

the opportunity to collaborate and sharing those opinions knowing that they will

not be judged or mischaracterized for it.

However, T5 shared other activities to engage students and provide them a space to

present their beliefs, "debating gives them a safe place to view their beliefs and ideas.

Interactive polling because it shows the whole class as opposed to individual information

so it gives kids a level of security to see that they may be in minority for a question."

Teachers agreed the need to provide students with discussion opportunities. T3

affirmed "students' opinions and beliefs involve giving students a voice and allowing

them opportunities to discuss with each other." T4 felt the need for inclusion in an

opportunity for discussion "asking students who they relate with here or how they relate

to something." Grade 3-5 teachers listed opinion writing in the curriculum as a way in

which students' opinions and beliefs are encouraged. T6 remembered, "Asking them,

how did that make you feel? What does this remind you of?" T6 explained a specific

activity done in the classroom, "picture walk with la tamalada and empanadas artwork.

One of the questions for the activity was for students to write down how they felt as they

looked at a picture or what it reminded them of." T8 claimed reading National

Geographic articles when teaching opinion writing to do an individualized assignment or

"shared writing." T8 continued, "Taking their opinion about something and using it as a

model." T8 reiterated:

read about scientist who study and explore glaciers. They have harnesses, ice

axes, climb on glaciers, collect data, and travel all over the world doing this. The

question was would you want to have this job? Is this something you would want

to do?

T9 confirmed using text and discussion to ignite conversation with the students in the

learning community. T9 clarified, "Using different books from different authors and

things like that is a huge one because they are able to read and have those conversations

about different cultures and things like that." T9 explained, "the book <u>The Name Jar</u>. We

talk about peoples' names. We talk about why your name is special. It sparked a big

cultural conversation."

Theme 5: Being Transformative

Participants shared how they respect cultures as a resource for teaching and

learning. Grade 3-5 teachers disclosed techniques routinely done to show the CLD

cultures in the environment are respected.

Understanding the Individual Cultures by the Teachers

Teachers from distinct cultures can connect with CLD students, coming from

diverse backgrounds. The results revealed that 44.4% of the participants believed that

teachers from other cultural backgrounds can connect with CLD learners. T1 announced

the value in sharing with learners being from a different culture. T1 noticed,

understanding cultures, "comes through the teaching and modeling. I share being from a

different culture with class. This allows students to see that the person teaching them is

also from a different culture." T1 claimed, "Other students from this country find

knowing the teacher is from a different country as unique and exciting. It makes students

excited to learn about other cultures too." T4 communicated, "Language inclusion" and

"a native English teacher, is telling students that are confident in English that they need to produce in Spanish as well it elevates the language a lot in the classroom."

On the contrary, T6 disclosed coming from similar backgrounds and knowing about a child's culture could assist to bridge learning for CLD children. T6 addressed having a bulletin board in the classroom named "Tambien se Dice," in which students share how a word is said in their country. This board is a visual reminder for the class on other ways of saying that word. Participant T6 noted:

> In math there were word problems students cannot really connect to. One of the word problems had to do quilts but we don't make quilts we make telas. …had to explain that telas are in rows, but quilts are in square pieces to show what they looked like. Pulling out regional words to them and words they use in place of what is in the curriculum or in the content they are looking at was a technique…

Teachers found that conducting morning meeting discussion encourages better understanding of cultures represented in the classroom community. T9 enounced the discussions in morning meetings:

> We like to try to ask different questions and have students share. So, students are able to speak about their cultures and environments through that because maybe they did something over the weekend that was different than what someone else has done over the weekend.

T9 expressed, "That helps kind of other students understand each other better, and they feel a sense of belongingness into our classroom." T9 described what transpires in a morning meeting. T9 presented:

Every day there is a greeter, that is a classroom job. They go around to everybody

and say good morning so that everyone has the chance to be greeted in the

morning and hopefully that will start a positive day. Someone smiling at you and

saying good morning saying your name with eye contact.

T9 continued, "we review the schedule" and "we post a question of the day…different

questions like that where students can communicate their feelings, ideas, and thoughts."

Encouraging Atmosphere Where all Cultures are Respected

Interviewees discussed creating an avenue for students to share cultural

experiences. The CLD students' cultures are respected in the classroom. The data results

showed that 88.8% of shared encouraging an atmosphere where all culture is respected.

T8 provided examples, "country posters up, which they stay up for the duration of the

year," "share if they are celebrating something with their family," and "opportunities for

students to share their own experiences or write about their own family." T8 reported, "It

was interesting for them to share their experiences and see with one holiday how they all

celebrate it a little differently" because they "learn about one another."

Teachers understand students may come from distinct socio-economic and

cultural backgrounds. T2 and T3 agreed that read alouds used to model the respect of

CLD cultures in their environment. T2 recognized, "From day 1 putting a lot of value that

everyone is different is a technique to show cultures in the environment are respected."

T2 shared a story that is read, "The Day You Begin…use to show that everyone in the

class is unique. Some kids may not have the same experiences as you… some kids may

have been in a beach house all summer while others may have been home with a sibling

or family all summer." While T3 echoed, "A technique done routinely to show the CLD cultures in the environment is respected is to model respect for students. Another example was using read alouds with examples and nonexamples of how to respect others." One participant acknowledged that children come from different households. Some students may have similar experiences while others have disparate encounters. T7 noted, "Allowing them to be different and accepting that. Understand that every kid is not going to learn the same and celebrate the same holidays. Every kid does not go home to a mom and dad a cooked meal every night." Along with this information, T7 disclosed the need to communicate, "Demonstrating interest in their cultures. What did you go home to do last night? What did you have for dinner?"

Teachers agreed that encouraging an environment so all could be respected is permitting the same holiday to be celebrated differently. T7 provided an example of Halloween and shared how all children do not celebrate it. T7 advised:

The holiday season is always a difficult time of the year but learning other traditions, cultures, and holidays people might celebrate. We try to look at all aspects of things to ensure that different cultures are represented. If we have a student from Brazil, we discuss how Christmas is celebrated in Brazil or maybe it is not celebrated in Brazil.

The participants T1 and T9 agreed that respect is reciprocal. T1 reassured, "The main motto of the class is that students need to respect each other. Everyone is respected in the classroom. Everyone is expected to say nice things to each other." T9 echoed, "Making sure that students are being respectful of each other and having appropriate

conversations is done routinely obviously. Making sure everyone is respecting one another."

Three participants, T4, T6, and T9, shared the same views that they embrace cultural respect. T4 discussed food, celebrations, and clothing being included into learning. T4 informed, "That food is big, bringing it into the classroom in figurative ways. Instead of pizza talking about baleada, instead of donuts they may talk about tacos, and instead of cookies they would talk about quesadillas." T4 also shared, "Culture is brought in through different celebrations, such as independence celebrations and clothing. Encouraging them to bring in and be who they are."

In addition, T6 replied, "The "Tambien Se Dice" Board is a way their linguistic assets are being honored and acknowledged in the classroom." T6 continued that the everyone in the class is learning from each other, "Anytime a new word comes up that if the teacher calls it one thing and the students mention calling it something else, it is acceptable." T8 admitted, "We have the ability to learn, talk about and share our various differences together. So, the students are a built-in resource and are able to share their differences and learn from each other." T9 reflected students feel respected:

Like if we have a Jewish holiday coming up having a student explain how they celebrate that holiday. That is a cool tool because then other students will be able to see what that holiday is and not just us saying it but through a student that celebrates it.

Theme 6: Emancipatory

Since the study's purpose is to investigate Grade 3-5 teachers' perceptions regarding their instruction as manifesting the characteristics of effective CRT and learning practices, it was important to discover how teachers empower CLD students. Teachers discussed the opportunities provided for student collaboration. They addressed how CLD students are encouraged to be accountable for their peer's success.

Recognizing and Celebrating Accomplishments to Encourage Participation

The Grade 3-5 teachers acknowledged celebrating students' successes motivates individuals. The results revealed that 77.7% of participants recognize and celebrate accomplishments to encourage participation. T1 reported students celebrating opportunities in the classroom, "brag about their learning with a 'Brag about it Friday.'" This allows to share what they are most proud of during the week. Students in the class snap fingers to celebrate each other's accomplishments." T9 believed in allowing students to share their work and use culture to empower. T9 emphasized:

I encourage students to share their work saying, hey you did a great job solving

this problem can you come to the board and show us what you did? Maybe they

do not feel comfortable themselves so they are asked, could I share what you did?

T9 expressed through feedback, "you are giving them the power and building that confidence to feel like, I did this." T9 showed how this assisted shy students to share their work. Moreover, T9 shared how students are empowered through use of cultural backgrounds. T9 articulated, "If you know that students can explain something like the Jewish holiday. They will feel like, what I do matters and what I celebrate matters."

Participant disclosed how reward systems were tied to positive behaviors.

Irrespective of cultures, students are given a fair chance of rewards. T1 announced:

by giving them an equal opportunity to earn things tied to positive behaviors and

to earn prizes. Everyone has a fair chance and there is an equal opportunity for

kids to achieve the same thing, which is not tied to their culture.

T7 and T8 agreed on using a reward system. T7 expressed, "using ClassDojo for a reward

system. T7 explained, "a champ of the week, which is for reading, math, and reflex math.

…make it a big deal. Students clap to respect and show praise to other kids and share that

they did a great job." T7 continued, "understanding that it is okay to lose. It is okay for

other people to have success." T8 said, "lots of positive reinforcement. I reward them

with cards, tags that they get. I do give them a few prizes, praise, and encouragement."

Alternatively, T6 confessed, "not being huge on gifting prizes but I will walk around with

little erasers every once in a while. I really want the kids to realize that at the end of the

day this is their only job."

Teachers agreed that building relationship creates a support for CLD students. T2

stated:

Giving all students the opportunity to share through turn and talk, conferences,

small groups, online platforms as long as students are in an environment where

they feel valued and safe without being judged. They will feel empowered and

safe and have more success with their learning.

T5 revealed, "creating a safe environment so students are comfortable with who they are.

The important part is building that foundation." T8 claimed through student recognition

students feel safe. T8 added, "If I see them in the hallway, I try to stop and connect with them, if I can, to let them know I am not just your teacher…"

Encouraging Respectful Communication

Through kindness and respect, students' engagement is how teachers encourage CLD students to be accountable for their peer's success. The results showed that 44.4% of teachers believed in encouraging respectful communication. T8 communicated:

I think reminding them they need to follow the rules, be polite, and showing each other respect. Respect is a word used a lot. Reason given was all the academic success in the world doesn't mean anything if you are not a nice, kind, respectful person.

T3 declared, "CLD students are empowered by giving them a voice. Showing them that they are a special part of the community." Grade 3-5 teachers stressed the need to remind students to use their language positively. T4 mentioned teaching CLD students, "sharing empowering language that language is a resource, it is good not bad. It is useful and important." T6 contributed relating message with CLD learners, "if you do not understand something it is a student's job to bring it up. Teaching them to advocate for themselves is a huge piece." In the interview T6 reported complimenting a student for using their Spanish language to translate for another person.

Additionally, two teachers informed that a teacher's language should build students' confidence. T4 observed, "that kids drawing did not match who they were… drawings as what is literally on tv." So, T4 further explained how students' physical attributes were highlighted with empowering language. T4 disclosed:

Kids need to know that brown eyes, brown hair, and brown skin are all beautiful. If no one is telling them they will say their teacher thinks it is the most beautiful thing. So, it is a small grain in a big world where kids are hearing and seeing other messages. …that has got to be empowering on a personal level and if it doesn't hit them now, they will know it later.

T4 admitted taking it a step further, "Then, I point to kids and say your eyes and your hair." T6 articulated empowering students by using positive phrases like, "I am so proud of how you did this." "You did really good." "I cannot believe how much your brain has grown."

Encouraging Participation and Collaboration

Classroom participation allows peers to learn from each other. It provides information for the teacher on whether students are learning the information and to what extent. To this regard, all Grade 3-5 teachers agreed tasks are created to ensure peer collaboration. T1 discussed, "The math program is based on collaboration this is embedded providing student opportunities to discuss. Partner work is encouraged. Students are invited to go to board to share their work." T2 voiced examples, "Turn and talks, book clubs, small group work, and Kidblog as examples of students working collaboratively to grow ideas from other people's ideas." T2 admitted due to the COVID-19 pandemic, "It was difficult to do small group work last year so…did book clubs so kids could work collaboratively." T3 revealed, "students are provided the opportunity to work in partnerships and small group activities, which allows students to work collaboratively." T5 recalled challenges with student collaboration, "this year is a little

tricker when talking about collaboratively because there are plexiglass dividers on the desks in a large X." T5 used the "Google platform stream so students can talk back and forth with each other" and shared students inquiring if they could use, "Jam Board on Google so they could have a visual component of what they want to represent. They did it on their own." T5 explained that providing the "social aspect is important." Another participant brought up the challenges with student collaboration in the classroom due to the COVID-19 pandemic. T6 remarked:

> if it wasn't for this pandemic there would be so much more…likes to do a lot of collaboration amongst them. This year they have done a lot of partner work, small group work, activities, and projects.

T6 gave an example of a class project involving teamwork, "called save Fred…as a team students needed to work together to do a task." T7 recalled, "It is important for… the kids to work collaboratively. Although we want the kids to rely on themselves, they have to rely on each other instead of coming to … ask…questions. The rule is asking 3 before me."

Many teachers addressed small groups in their interview. T1 commented, "small group provides opportunities for kids to respect each other while working, trying, and working as a team." T2 said, "building that community of learners for CLD students" and listed small group as an approach to how this could be accomplished. T3 advised, "small group activities, which allows students to work collaboratively." T5 addressed, "students can share their work done in small groups carrying that over to whole class discussions." T6 responded, "pulling small group and keeping close data." T7 imparted how small

groups encourages more conversations by, "pulling that student aside and asking what is going on. Why aren't you understanding? How can I help you?" T8 confirmed in small groups, "they are supportive of one another." T9 described that small groups happens the entire school day. T9 contributed, "small groups in everything, whether it is guided reading, small math groups, and small reading Daily 5 groups. Having students work in those groups are helpful because they're able to have a lot of conversation, teach each other, explain their ideas to one another." Also, T9 continued in the interview, "I think the small groups is very helpful because you can really see if students are understanding what you are teaching." This proves that teachers see value in small group activities.

Teachers agreed using partnerships between students and group work to enhance students' learning. T4 articulated doing group work in different ways to give student opportunities to collaborate with peers, "students partnering," "bring conversation in math," "break out rooms," "shared jam boards," and "moving around the classroom."

T6 replied, "when a kid is more comfortable in English, they could be paired with a newcomer. Then, a kid gets to help the newcomer. It bridges the kid born here, who has been in our program since kindergarten, and that newcomer." T8 divulged, "students doing partner reading where they had a fluency passage they had to read to a partner. They had to do it multiple times back and forth to increase their rate." T8 explained, "a project where they worked with a partner to do research."

However, many Grade 3-5 participants agreed that the COVID-19 pandemic presented issues when teachers tried to embed collaboration amongst CLD learners. T2 explained, "it was difficult to do small group work last year so they did book clubs so

kids could work collaboratively." T3 acknowledged, "last year was difficult to adapt and get students to virtually collaborate" yet stated "found ways to provide small group instruction." T4 made known, "having to be socially distance" and "spaced-out tables," but shared "break out rooms or shared jam boards" as an example of creating collaboration. T5 found, "plexiglass dividers on the desks in a large X" made it difficult for socialization but used "Google platform stream so students can talk back and forth with each other." T6 enounced, "if it wasn't for this pandemic there would be so much more" and continued sharing preference for student collaboration. T7 echoed the effects of COVID in schools sharing it, "has had a huge impact on the social aspect of the students, learning aspect of the students, and the growth of the student as a whole." T7 witnessed, "a lot of immaturity with the kids and some academic gaps." T8 shared challenges with collaboration with pandemic due to spacing issues. T8 admitted compared to the past, "it is a little tricky now, we are not doing a lot of group work or partner work and we are keeping the kids spaced."

In addition, it is important to make students responsible for their learning and for their peer's success. However, T6 did not address how CLD students can be accountable for each other in the class. Instead, T6 focused on students being held accountable for their learning and how learning occurs through errors made. T6 asserted how students support one another, "Students are taught to be accountable for their own actions. If someone makes a mistake out loud, there is no laughing." Other participants explained how CLD students can be accountable for their peer's success through words and actions. T7 noted motivating the kids by doing a champ of the week in the class for the core

subjects. T7 explained how students celebrate classmates' successes, "students clap to respect and show praise to other kids and share that they did a great job." If students did not get the acknowledgement, they are taught how to receive the information appropriately. T8 insisted, "I think reminding them they need to follow the rules, be polite, and showing each other respect." T9 answered, "We talk about being a team and being a team is everyone is doing their part."

Theme 7: Humanistic Behaviors

Participants acknowledged their approach on illustrating that they are respecting the viewpoints of CLD learners. Teachers addressed how they teach students to respect the feelings of their peers. Grade 3-5 teachers noted they show CLD students that their feelings and thoughts are valuable in the learning community. T8 pointed out informing the children, "I am there for them. I am there to help them. If I cannot help them, I can find someone like the counselor to help them." T8 believed, "If applicable using their thoughts as talking points, sharing, and examples if it works."

Courteous Speaking and Attentive Listening

Study's participants agreed to acknowledge shared information by the students. The results showed 44.4% thought that courteous speaking and attentive listening provokes participation between learners. T6, T8, and T9 agreed that using students' examples has advantages. They felt that it shows students that their viewpoints are being respected enough to include into instructional delivery. T6 advised, "brings in what they have to say into the teaching and say it will be respected." This teacher thought that incorporating examples into what is being done is needed. T6 communicated using

student examples, "someone in the environment is doing something kind, pointing out what is noticed." Participant T8 emphasized, "listening attentively." T8 proceeded:

Using their viewpoints as examples on the board, repeating what they say so if a child shares and it is between the child and I then I repeat it so the whole class can hear. Incorporating what they share and using it as models…if applicable using their thoughts as talking points, sharing, and examples if it works.

T9 revealed, "giving students the opportunity to speak and share even if their viewpoint is different from anyone else's."

Some participants believed that having conversation exemplifies respecting the thoughts, feelings, and viewpoints of all students in the classroom. T6 presented:

if there is a problem such as on the playground…it is a matter of pulling the students out and having a conversation to let them know that the action was unacceptable and sharing that they are to respect each other.

According to T7, valuable conversations occur in morning meetings and is a place where teachers can teach students to respect the feelings of others. T7 said "morning meeting is big on conversation." In addition, T9 proclaimed teaching students about respecting the feelings of others before speaking with the use of books. T9 voiced:

Being a bucket filler too for that book…how everyone has an imaginary bucket on their head. Everything that you say that is positive will fill their bucket and things that you say that could hurt their feelings will take away from that imaginary bucket.

Many participants shared that listening carefully makes students feel valued. It is encouraging attentive behaviors. It is helping the students beyond academics to show that their feelings and thoughts are respected. T7 reflected "trying to listen the best I can even though there are a lot of things that go on during the day but listening and showing them that I hear them. Responding is important." Teacher T7 continued expressing that listening is a way teachers could show CLD students that their feelings and thoughts are valuable. T8 proposed, "being good listeners," "making eye contact," and "being an attentive audience." T9 suggested, "by telling them, thank you so much for sharing that's so special or having them elaborate on what they are sharing." T6 offered:

> acknowledging is not just saying that something is amazing, but it is telling a student to tell you a little more about that. Letting them know that they are in a safe zone so whatever they are sharing, whatever their thoughts are, they are important.

Theme 8: Being Normative and Ethical

Teachers shared how they inform CLD students of their rights. They divulged how they show students they have choices in the learning community.

Discussions and Probing of Rules

Participants explained that eliciting more discussions makes students aware of their rights and opportunities. The results indicated that 11.1% of participants have discussions with CLD students about their rights, other participants shared they wanted to have more information on how to do this or admitted to not talking about rights. As situations occur in the classroom, students are taught about their rights. T6 confided:

> Last year, a little girl was told by the bus driver she was not allowed to use Spanish on the bus and English only. I had to pull that child aside and let her know that she did not do anything wrong. I shared what you were doing was right because you were helping a friend. I wanted the child to understand that she was the one that was right, and the bus driver was wrong. I reminded the child that they were not going to get in trouble for this. It was a little push for her to go tell the principal who then got on the bus and said something to the bus driver. I informed that was the same little girl that was being recognized for translating. They are aware, as situations arise and as I discuss things with them, what those rights look like.

T7 said, "I am going to be honest. I am not sure how to answer that question. I don't know if I do. …wanting to know more information on how to provide students of their rights and what that means." Participant T8 shared, "I don't know I have done that." Students have the liberty to ask questions. One participant mentioned reminding students that they can ask questions. T6 relates to CLD population, "you are in charge of it. You are to ask questions. You are to ask for clarification and don't be afraid of it because that is what I am here for."

Democratic System of Rulemaking

Teachers establish a democratic system for rule making. T9 discussed having the student population make rules together as a community. The data showed that 11.1% of teachers commented on creating rules as a class, 33.3% shared choices and consequences when in relation to behavior, and 22.2% reported letting students decide on tools or

where they will complete work. T9 reported, "We have students, in the beginning of the year, make the rules for the classroom." T9 shared how this activity then sparks conversation on rules versus laws. T9 contributed, "Why do we have rules and laws? Why are they important? Starting small in a classroom setting and then how it relates to the bigger world around them." Participants agreed that students are taught about choices and their consequences. However, T6, T7, and T9 focused on student choice with expected behavior. T6 recounted, "To show students they have choices they are given choices first off. At the same time, it is important to point out and mention the consequences." T7 reassured, "To show students they have choices on a nonacademic note if they do an action understanding that they have a choice of doing that action that is positive or negative. That all their choices have a reaction or consequence."

T9 announced, "I like to give a lot of opportunity for choices in the classroom. Having the students complete at their seat or in the hallway. Giving them so ownership and hopefully they can handle it." Like T7's response T9 echoed, "Teaching them there are choices, but there are consequences to actions as well." Whereas T8 focused on granting student choice with objects used with their work, "Do you want to use markers or colored pencils?" T8 contributed, "Sometimes they have choices. Sometimes they are shown a visual, or I write their choices on the board."

RQ2

RQ2 was: How would Grade 3-5 teachers compare their CRT practices to the district's action plan used to support student learning during the teaching and learning process? Through data collection, participants seemed confident describing CRT and

effective CRT. However, their description clearly showed needing clarity of how to describe CRT and effective CRT.

Theme 9: More District Dedication to CRT

The purpose of this basic qualitative study was to investigate Grade 3-5 teachers' perceptions regarding their instruction as manifesting characteristics of effective CRT and learning practices in a SNJSD. Grade 3-5 teachers expressed the district must dedicate more resources and effort to CRT. Teachers admitted receiving PDs on CRT. The participants noted that CRT is essential for effectively teaching the CLD population. Grade 3-5 teachers shared feelings that material resources are needed for CRT since they are inadequate.

PD

Training is essential for CRT. Grade 3-5 teachers were asked to define effective CRT. T5 informed, "CRT is really allowing what students experience in their own lives to be part of the whole classes learning process." While most participants shared similarities of knowing culture of the students in the classroom community, making sure the learner feels safe, and belong. T1 shared the getting to know differences in values and educational systems. T1 shared:

> CRT teachers need to recognize that students are coming from different cultures,
> different backgrounds, with different experiences, and values. …understanding
> that there may be a difference for example a student may not want to raise their
> hand as expected in American traditional school system. …effective CRT as

knowing who your student is, their culture, and what works best for them in their

culture.

T2 stated, "Making sure that all students, regardless of their culture, background, and

social economic class, feel respected, valued, safe, and comfortable sharing. Creating an

environment…where everyone's differences are celebrated and respected. …students will

feel safe and comfortable to share in their class, open with their peers, feel valued and

respected. Students will not feel too shy or scared to share. T3 and T4 used words related

to the conceptual framework used in the study. T3 mentioned empowering students to use

their voice, and T4 talked about making learning "relevant" and "comprehensive" for

CLD learners. T3 mentioned, "teaching to all cultures. Effective CRT is teaching to all

cultures but elevating students' voices and empowering them." T4 described:

CRT as a teacher looking out and deciding what do they believe, how do they see

the world, and what do they need to achieve what teacher wants for them.

Looking at the world from their eyes making sure that what is giving to them is

relevant, comprehensible, interesting, and beneficial. It is not standing in the

classroom talking about myself and pretending that everyone is like me. Effective

CRT is learning your students aside from their countries and what they eat at

home. …they could be from Columbia, and everyone says Columbians make

good tamales maybe a student from Columbia may not like tamales. Getting to

know them and who they are as person in that big mesh of culture and including

this culture. …that this culture is also not taking away from them.

T5 and T6 both agreed that CRT should be daily embedded into teaching and learning. T5 admitted, "It is so easy to inadvertently separate it. Like if you are putting up a board or poster to deliberate force something up for Hispanic Heritage month and then it's done. Effective CRT is when you cannot tell that it is taking place. It should be a daily ongoing aspect of your teaching." T6 expressed:

> From what I learned it is not a set curriculum. It is a mindset. It is understanding not every student is going to be like me and not every student is going to carry a specific image that I want them to carry. A lot of times people think that it is a checklist idea. It is not a checklist. It is daily action. It is action in your teaching, action in your conversations with your students, and action in your mindset. …effective CRT…leading students to feel safe, loved, valued, heard, and lead students to be able to learn. No matter how you make that learning happen, whether you need to provide more support or different strategies CRT will allow you to do that. …Effective CRT is understanding your students and the population that you are teaching, the age group, and the differences. That is super important because they make all the difference in their lives.

T7, T8, and T9's responses focused on knowing and teaching students from diverse cultural backgrounds in the classroom. T7 said:

> It is understanding and teaching students of different cultures, different abilities, different races, and of all the umbrella terms sort of speak. Effective CRT is understanding your students and the population that you are teaching, the age

group, and the differences. That is super important because they make all the

difference in their lives.

T8 reported:

I feel is having the knowledge of where your students are from, their culture and

their background, incorporating that into your lessons. Even if you don't have

students from a certain group, making sure a variety of races and ethnicities,

cultures, abilities, genders are portrayed in the lessons that you are teaching.

…effective CRT…as having a variety of text, resources that depict students from

various backgrounds. Having a teacher who knows a lot about a student and who

they are and where they are from. Celebrating those differences.

T9 claimed:

Being aware of your students' background using that knowledge to help foster a

positive learning environment where all students feel safe, and they belong.

Effective CRT, effectively, students need to feel like that they matter as

individuals to be able to learn in your classroom and feel like you respect them, in

order for them to kind of respect you, and what you have to teach them. As far as

being effective too I think, I try to have a lot of conversations with my students to

know them. I don't want to just know their name and their reading level. I want to

know the whole child. I want to know who you live with at home, where is your

family from, what languages are spoken at home, and your siblings.

While describing effective CRT T9 was the only participant that provided a way

CLD families are encouraged to be part of the process of getting to know a child. T9

continued, "in the beginning of the year, I send home surveys to parents and students because I want to know changes at home. Knowing the whole student makes it effective because you are able to relate to them." When responding to the question about CRT and effective CRT, T5 explained:

> to determine if it is effective, if you go to a traditional CLD student and they feel comfortable being who they are in the classroom, if they answer with anything less than yes, it is not effective. …effective CRT is how student's respond, how they are learning, and what are their emotions and feelings. It is that whole thing that makes them a whole person is what makes it effective CRT. … every student…is a little CLD student.

T6 clearly understood mentioning a shift in mindset is needed for CRT. T6 insisted, "It is a mindset. It is understanding not every student is going to be like me and not every student is going to carry a specific image that I want them to carry. A lot of times people think that it is a checklist idea."

The participants shared that the district has provided social-emotional learning (SEL) PD. Participant commented that CRT practices learned is from PD but admitted that more CRT based training is needed. T1 asserted:

> many CRT practices used in learning environment were learned from Professional Development sessions provided by the district. All teachers in the district would benefit from more professional development about CRT practices.

T2 reported, "last year was a start…but there is room for growth" and later in the interview T2 said, "something that…still needs to work on and do better with" CRT. T2

revealed, "needs more resources and training in to make sure …teaching is the best it could be." T7 confided:

> if I knew how to better support them, I would differ. I know that we have gotten a little bit of background, but it has never been continuous enough so that I say I feel comfortable doing x, y, and z for this type of student. …trying to make it as interactive as possible, feeling that is the better approach, ...if I had more knowledge on how to approach…ensure that the CLD population would get this. Then, I would be more comfortable doing that.

Some participants responses showed not understanding the CRT approach. T8 said, "wishing we had something like we did when we had the character education lessons where there is a book or binder to go to, like one week we are doing this, then this and this. To come up with things on your own, when there are so many things that you need to make sure that you are doing it would be helpful if there were a curriculum."

CRT for Effective Teaching of CLD Students

The CRT practice is essential for effective teaching of CLD students. Participants were asked to name instructional practices they believe make them successful in addressing the needs of their CLD population. T1 revealed:

> is whole group instruction, conferencing, and small group instruction. It depends on the student's needs. Primarily, it is understanding if the student likes to participate in whole group, or does a student learn best in a small group, or with the teacher.

T3, T6, T7, and T9 agreed using small group as an instructional practice. Volunteer T3 revealed "providing activities for academic success such as small group work and centers." Teacher T6 described small group as "practical." T7 listed, "small group. It is a huge benefit with 5 or less students in a group with the teacher. Really targeting if you see a pattern or something with a student. Pulling that student aside and asking what is going on. Why aren't you understanding? How can I help you?" T9 believed that small groups is a convenient instructional practice that creates teachers the opportunity to address the academic needs of CLD students in the learning community. T9 confirmed, "I think the small groups is very helpful because can really see if students are understanding what you are teaching. You are able to see it quickly and explain things in different ways."

T2 and T3 addressed building class community. The response shared by T2 was, "fostering partnerships in the classroom. It as being one way to make sure that students are collaborating working with a peer ensuring a respectful interaction." T3 disclosed building class community and mentioned instructional strategies too, "building a classroom community, assessing students' needs, modifying content as needed."

T4 affirmed that language and culture is used as an instructional practice. T4 explained that students use their language and teacher uses that same language to communicate with student. T4 continued, "language. …using their means, country, culture, and foods in work that is done so kids feel that school is their place, not a boring brick and mortar place that doesn't represent them." T5 believed in making connections with CLD students. T5 added, "connecting with them, talking with them, and letting them

respond. Asking students what they did over the weekend or whether they have plans. As simple as that may sound, that practice with eventually strengthen what you do in your regular instruction." T8 spoke about communicating with the learner while paying attention to the academic information passed down from previous grades. T8 communicated, "reviewing assessments from prior years. Spending a lot of time getting to know them at the beginning of the year if I do not already know them." T6 expressed, "the literature pieces, the linguistic pieces, cultural pieces, and connecting to their countries. … the practical stuff like my small groups, 1 to 1, modifications." T6 said:

> Not watering down the curriculum but making the playground leveled so students can access what they need to be learning. …not watering down the standards but making it interesting so it is something they could connect, which is huge in addressing those needs.

> T7 stressed how it depends on the individual learner and what they need. T7 explained:

> Students need to be pulled 1 to 1. If you are reading a novel maybe they need to listen to it after being read to. …different approaches because the needs of the students are only getting more significant. We need to make sure as teachers that we are providing students with the resources they need.

T7 said, "When [parents] go home sometimes, they don't have parents that could help them with their homework or better them instructionally."

Teachers were asked if their instruction practices done with CLD population differ from what is done with the other population in the classroom. The responses

showed that participants that had more experience with CLD students based on classroom type responded either in general terms or very specific in regard to culture or cultural differences. T1 affirmed:

> Sometimes differs from what is done with the rest of population. …it depends on the level of CLD student in comparison to the other levels. …if CLD student is lower than a particular group they would be given individualized small group.

T2 stated, "the way student's provide feedback to each other on online platforms, turning and talking, small group work, those are some things done with the whole class." T3 claimed, "you need to be aware your instructional practice may differ as your CLD students may differ from the rest of the population. So, you need to get to know your CLD students' needs." T5 made known, "would like to say no." T6 explained how even within a CLD population how differentiation and understanding specific cultural "utterances" as described by the participant is critical. T6 commented:

> El Salvador as example…when we look at the linguistic…utterances…a child from the countryside of El Salvador, they have a habit of saying, "Uh," throughout the conversation. There are so many teachers that hear that and will say this child does not speak Spanish because they do not understand me or may say this child has a processing issue, but that is a cultural piece. It is typical in a Central American child from the countryside. A child from Columbia or Ecuador, may come into the classroom with a formal way of speaking Spanish. …all day within the classroom. I am tweaking how children are spoken to. …reason was to

make sure the vocabulary that is accessible to all of them. …If you don't have that background, you can misunderstand a child.

T8 said, "would spend more time with CLD students in a small group to meet their needs." T8 continued, "As language learners giving them that extra time for guided reading, guided writing, more conferencing than with other students. It was definitely an effective instructional practice for sure." T7 and T9 said that their instructional practices done with their CLD learners does not differ. T7 recognized, "No because my instructional practices are based on the needs of the kids." T7 confessed, "It may not be the best approach…with my CLD population if I knew how to better support them, I would differ."

T9 pointed out, "I guess I would say no but then said no if I know that students are struggling with vocabulary, I may pull a group of students that I see are struggling with vocabulary because of language barrier." T9 then shared strategies, "I may offer more pictures. I would do that for any student addressing specific needs." Later, T9 changed answer to "yes, it is the same." The observation that I made was that T8 proclaimed, "would spend more time with CLD students in a small group to meet their needs." While T1 offered, "it depends on the level of CLD student in comparison to the other levels."

Teachers were asked what the district's action plan was to support student learning during the teaching and learning process. Many participants either did not know what the district's action plan was or gave incorrect answers regarding the district's plan to address CRT and learning practices intended to promote students' academic growth.

T1 admitted not knowing the district's action plan and said:

There are different tiers like tier 1, tier 2, and tier 3 for different students. …it

being data based, data driven, goal oriented, and goal monitoring. …throughout

the school year, there is different monitoring with different assessments.

T2 acknowledged that the district has come a long way and shared feeling that the district

is more advanced in practices compared to other districts. However, T2 noted, "it is

something introduced during professional development days but questioned the amount

of support given in the last couple years." T3 communicated, "knowing the district has an

action plan; however, not knowing what it was but …knowing where to find it." T4

mentioned a "Panorama survey" and further explained the purpose of the survey to

explore students' feelings. T4 professed school celebrating "Hispanic Heritage Month"

and informed "district has given money to help teachers build up those libraries." Later,

T4 admitted "not familiar with the district's plan" T5 recounted "would not be able to do

that but stated that the general ideology is the district's goal on equity and inclusion

across the district with the community and students." T5 started sharing other things that

go with the district's action plan. T5 remembered, "…high school, …middle school kids

…thinking it is actually called the Equity and Inclusion Team. To also having an

administration with the title equity and inclusion in the administrator's title." T5

declared, "There is an evident push from the top down. Having an administrator with

equity and inclusion in the title to the kids…that was admirable." T6 recalled that the

district's action plan, "not thinking that the district has something clear and open as it

should be." T6 said:

Over and over the district has shared the message to learn how to pronounce a

child's name but then we don't get passed that. I feel we need more teacher

modeling and more teacher examples. Don't just read to me from a book.

T6 announced, "Let's give teachers some examples that they could apply in their

classrooms." T6 continued:

How do we honor African American English in our classroom? What does that

look like? We still have teachers saying, "Oh he speaks like that," which shows

that CRT hasn't reached them. I am going to be honest. …I do not have a clear

idea of what is their action plan besides pointing out a few chapters here and

there. …This is confidential right because it looks pretty on paper. That is what

the district is offering, something that looks good on paper, and is nice to read in

an article. That is as far as we are going because we are repeating the same ideas.

What do we do beyond that? What do we do in the classroom?

T7 replied, "I'm going to be honest I think they have an action plan, but I do not feel it is

effectively rolled out to teachers." T8 remarked, "not knowing on the top of my head but

shared knowing where to find it online by going to the website and searching action plan

as the key words." T9 clarified:

We have had an SEL and Race Equity and Inclusion initiative in the district. … it

is an action plan to support student learning in the teaching and learning process

over the past few years I have been in the district.

T9 articulated the district's initiatives, "We are trying to make sure that… the district is providing some professional developments and information on how to best support our students as learners."

Participants were asked to compare their CRT practices to the district's action plan used to support learning during the teaching and learning process. T4 uttered, "what is seen in the class is very basic. So much is being done then what is asked" T5 added, "personally, [I am] wanting more specific PDs and support to improve [my] CRT. …knowing it can always be improved…wanting to improve." T5 disclosed some practices, "having student choice, allowing them to have a voice, and allowing them to be part of the learning process. Telling the kids if they have any kind of interest, please share that."

T6 reflected that the district's action plan was "a diagram… not a plan" and continued contrasting "CRT is a practice, mindset in the classroom." T7 informed, "not knowing what the district's action plan is but stated trying to differentiate what is needed and support in any way." T8 confessed, "I do not know because I do not know the district's action plan." T9 admitted, "I use a lot of strategies that are given. The district initiative has made me more aware of how students may perceive things." T9 articulated, "Taking a look at the classroom library and noticing maybe you do not have authors of certain races and ethnicities. Having a more diverse for resource for students in your classroom." However, T9 communicated doing SEL activities in the classroom:

I have used some of their resources to help align myself even more with the plan. I was already big on the social emotional learning, the mindfulness, and the yoga

for classrooms for teachers to use as well to help students with emotions. So, some I was using already, and some I incorporated so I feel pretty aligned now with the action plan…

Participants shared how proficient they feel to meet the needs of their CLD learners with the supports in the curriculum. T1 claimed, "does not feel very supported, especially with differentiated resources not being available and ready to use" and "most of time is also spent finding other resources to use for lessons with CLD student(s)." T1 confided wanting, "more text to use for lessons involving different cultures represented by students. …normally there is just one text in the unit that does not pertain to all learners." T2 mentioned, "it is something we need to continue to receive more professional development and training in" and "sees how important and necessary it is." T3 reported, "shared feeling prepared with room for growth. …the resources provided by the district included purchasing diverse books to assist with updating classroom libraries." T4 shared the district has improved in the last 2 years and described wanting specific resources. T4 found, "the math program is much more inclusive linguistically." T4 shared resources available, "now having multiple units in Spanish" and "Reflex being offered in Spanish." T5 proclaimed, "you can always be better. It ultimately comes down to what is best for all the learners." T5 commenting loving the diversity of the district and continued, "wanting to improve to make sure …is meeting all of their needs. …not knowing specific things about CRT stuff but continued what is in…mind vs what is CRT could be different things." T5 stated, "open to input on what could or should be doing."

T7 shared frustration around not have enough information and understanding on how to best meet the needs of CLD students. T7 pointed out, "on a scale 1 to 10. I would feel a 5 or 6." T7 said:

> I feel that I could provide them with multi-sensory and different approaches, but I know there are specific things and specific approaches they might need that might be better than what I am doing, but I am not aware or familiar with them.

T8 stated "the text were not diverse at all when thinking about at the realistic unit of study." T8 disclosed, "I feel that I do not have a lot of supports. …we have ELLevation. …as a place where we gather student data… I believe there are lessons that you could do with your CLD students." T8 referenced the ELLevation platform and stated, "I am not sure where else I would look other than there." T9 noted, "if I was solely using the curriculum I would not feel as proficient. I find myself a lot pulling materials from other resources." T9 admitted, "whether it is because I need more spaces for paper, more pictures or visuals, and different language. I do find myself pulling different materials that are not solely provided from the curriculum."

Material Resources Needed for CRT are Inadequate

The instructional resources needed for CRT are inadequate. Participants shared either not have enough or having inappropriate materials to suit their CLD learners. T7 confided, "some of our reading units are not culturally responsive teaching in the sense of the books that are chosen in the curriculum have a character portrayed in a certain way."

Participants were asked how prepared they feel they are to teach their CLD population with the resources provided by the district. T2 shared, "needs more resources

and training," and T3 said "prepared with room for growth." T4 reported, "the resources provided by the district is better but shared that there's a lot of behind-the-scenes creations happening." T4 said:

> wanting either iReady to change that or district allowing…test in reading even if they score Kindergarten in vocabulary. The reason why district does not give it is because of numbers and data but shared… it is a good resource that is not being provided because it is the phonemic awareness students need in a language they are learning.

T5 asked "What are the resources? That is what I want to know." T6 professed, "did not feel that the curriculum was prepared or friendly for the CLD population." T6 gave a specific example in the Grade 5 curriculum, "a story called "Taco Head." … remembers reading it and cringing, thinking…class was going to read it." Participant T6 articulated some Grade 4 curriculum books, "was singling out specific children in the classroom…that was not CRT friendly. It wasn't kind and not aligned to what the true goals of CRT should be." T6 insisted, "they need to revamp every resource." T6 continued and shared has resources because of a principal, "gave money to restock library so that I would have books to tie into the unit." T7 stressed, "that the resources lack what they need." T7 continued, "You could have all the resources in the world but if you do not train your teachers on how to respond to a CLD population you are doing a disservice to your teachers and students." One participant mentioned having materials, yet the materials provided for teachers to use are resources that are time consuming to prepare. T8 commented about using RazKids as a resource, "great text," "digitally to project it is

fine," "cannot replace students holding the book," and "printing RazKids books and assembling them is extremely time consuming." T8 stressed, "I would have to spend an hour: printing it, assembling it, and getting it together just for one lesson for one group of students." T9 reassured, "The one thing that I feel prepared with is doing family letters that go home in different languages." T9 remarked, "would like to see more resources with visuals and more targeted vocabulary," "more communication in multiple languages," and "more relatable resources for our CLD population."

Discrepant Data

There was one discrepancy found during the data analysis phase. The notable discrepancy in the data were many of the participants highlighted that they were unfamiliar with the district's action plan. Although the participants had an idea that there was an action plan in place, the participants had similar responses and were unable to articulate the details of the district's action plan. T1 commented not knowing what the action plan was and then described it in general terms, "there are different tiers like tier 1, tier 2, and tier 3 for different students." T2 highlighted, "it is something introduced during professional development days but questioned the amount of support given in the last couple years." T3 disclosed, "knowing the district has an action plan; however, not knowing what it was but …knowing where to find it." T4 replied with an answer that was not related to CRT and then later during the interview admitted, "not familiar with the district's plan." T5 was not able to clearly explain but shared, "would not be able to do that but stated that the general ideology is the district's goal on equity and inclusion across the district with the community and students." T6 admitted, "not thinking that the

district has something clear and open as it should be." T7 responded, "I'm going to be honest I think they have an action plan, but I do not feel it is effectively rolled out to teachers." T8 reiterated, "not knowing on the top of my head but shared knowing where to find it online by going to the website and searching action plan as the key words." T9 was the participant that seemed more confident with this question although was still general in the response:

> We have had an SEL and Race Equity and Inclusion initiative in the district… it is an action plan to support student learning in the teaching and learning process over the past few years I have been in the district. We are trying to make sure that… the district is providing some professional developments and information on how to best support our students as learners.

Summary of Data Analysis

This section covered the data analysis, which was displayed in narrative form. The study's purpose was to investigate Grade 3-5 teachers' perceptions regarding their instruction as manifesting the characteristics of effective CRT and learning practices. The results were organized and interpreted by RQs and themes. The data analysis provided information regarding the study's RQs. How do Grade 3-5 teachers perceive their ability to provide CRT practices aligned with Gay's (2018) eight qualitative attributes of effective CRT? How would Grade 3-5 teachers compare their CRT to the district's action plan used to support student learning during the teaching and learning process?

As an essential part of the analysis, the interview data that transpired during the collection phase was revisited multiple times. The data were connected to Gay's (2018)

concept of CRT and its eight qualitative attributes of effective CRT. In the data analysis process, code and meaning saturation was employed to certify that the study's problem was totally understood through the 'aha' moment attained (Simovska et al., 2019). Theme production was linked to the study's framework and captured in a codebook.

During data analysis themes emerged from the data. The themes that developed were: (a) Theme 1-Teachers' perceptions of CRT, (b) Theme 2-More district dedication to CRT, (c) Theme 3-Teachers' request for additional resources, and (d) Theme 4-Lack of knowledge on microaggressions, cultural competence, and sensitivity.

Theme 1

There were salient differences between bilingual teachers that have more experience dealing with students with diverse cultures versus general and cotaught educators instructing the mainstream population. Participants revealed lack of clarity on the definition of CRT and effective CRT. The Grade 3-5 teachers showed lack of understanding of how to implement CRT or confusion if it was being done. Grade 3-5 teachers shared challenges that involved lack of knowledge on teaching strategies that could be implemented in the classroom.

Theme 2

Some Grade 3-5 shared using small groups, student partnerships, building community, and using student language as instructional practices; however, participants expressed a willingness to learn more. Some participants expressed wanting to receive more training on CRT that could help them best meet the needs of their diverse populations. Participants addressed that district's curriculum lacks diversity or has

inappropriate resources conflicting with CRT practices. Some Grade 3-5 teachers lacked knowledge and were uncertain about the specifics of the district's action plan but knew where to locate it online. Some participants showed that the district's action plan was not clearly known to classroom teachers.

Theme 3

The Grade 3-5 teachers requested more resources to assist the CLD learners. A participant expressed wanting to see more books that students can hold instead of digital prints, more visuals, meaningful resources for CLD, specific vocabulary, and more family communication in different languages. Teachers felt that a lot of time outside of the workday was being designated to gathering or putting resources together.

Theme 4

The Grade 3-5 teachers showed a lack of knowledge of microaggressions, cultural competence, and sensitivity. Students of diverse cultures or races should not feel vexation about comments made by students or teachers, about different racial characteristics (skin color or hair). The feelings of discomfort were important emotions noted revealing microaggression. Some participants expressed having students make eye contact as a class job or insisted that action had to be done during conversations, which could be clear descriptions of a lack of cultural competence or sensitivity. The lack of awareness may be a barrier. Providing teachers with knowledge in the form of elucidated descriptions on microaggressions, cultural competence, and sensitivity could enhance interpersonal relationships and the performance of CLD students.

In Section 3, I presented the project. I discussed the rationale. I followed that with a review of the literature. I gave an extensive explanation of the project description that included resources, existing supports, potential barriers, and possible solutions to those barriers. As an outcome for the results, I proposed detailed information for implementation of the deliverable project, which was PD training for teachers. The information also included a timetable with an explanation of the roles and responsibilities of the presenter. This section ended with a project evaluation plan and project implications.

Section 3: The Project

The project developed for the research study was PD trainings for teachers. Yurtseven (2021) said professional training that is carefully aligned with goals of the organization improves instructional practices and student learning. The purpose of this basic qualitative study was to investigate Grade 3-5 teachers' perceptions regarding their instruction as manifesting characteristics of effective CRT and learning practices in a SNJSD. Participants requested more CRT support and resources. Study's results showed teachers were unaware of microaggressions, cultural competence, and sensitivity. Once the study has been published findings will be used to reform the administration's vision and enhance curriculum development for CLD learners. The purpose of the PD training was to improve teachers' CRT practices, amend curriculum decisions, and enhance students' learning. Through training, teachers will be guided to understand the foundation of CRT. Teachers will learn how CRT influences the emotional, social, and intellectual learning of students who belong to diverse cultural and ethnic backgrounds.

Description and Goals

The deliverable project for this study is a 3-day PD training session. Singleton (2018) said training involves instructing stakeholders to transform systems by developing skills to have discussions pertaining to race, comprehending how race is constructed and understanding what schools do, questioning how systems operate to sustain the school district employees' beliefs on race, and interrupting systems that cause unfavorable results for marginalized students. The district's Grade 3-5 teachers in a SNJSD will be

invited to the 3-day PD training sessions. Grade 3-5 teachers will learn how to transform teaching and support learning for CLD students.

Prior to the training, Grade 3-5 teachers know the title and goals of the PD training. Brion (2020) said pretraining should involve communicating goals, schedules, and relevant information. The PD training consists of three interactive Google Slide presentations that were created to organize information in a visual manner for attendees on each day (see Appendix A). Presentations have notes to guide the facilitator. An outlined schedule was embedded into presentations to make sure projected tasks are completed in sequential order. Therefore, a specific time was provided for each activity. Training sessions include handouts and teacher resources. Those documents were created to support Grade 3-5 teachers in a SNJSD working with CLD students. The documents address the emotional, social, and intellectual wellbeing of CLD learners in the local setting.

The goal for each session will be made clear to the audience. Noonan (2019) said the PD creator should consider specific needs of an audience. Study results were used to develop goals. The first day of training was titled, what is CRT? Barriers CLD students face. The second day was called, cultural competence and sensitivity. The last training session was named, microaggressions.

The goal for the first day is to learn about CRT and challenges CLD students are confronted with in the U. S. educational system. The presentation will begin with a brief overview of educational laws in the U.S. created to meet the needs of CLD learners. Grade 3-5 teachers in a SNJSD will learn about influential scholars who contributed to

develop learning of CLD students across the nation. The audience consisting of Grade 3-5 teachers will learn about the importance of CRT due to barriers CLD students face in schools. During this training, Grade 3-5 teachers in a SNJSD will receive strategies and materials they could incorporate into their learning communities. The goal for the second day is to learn about the importance of cultural competence and sensitivity. The goal for the third day is to learn about microaggressions that occur in school settings.

The recommended size for each PD session was 20-40 teachers. Each session has small and large group discussions. The PD learning of Grade 3-5 teachers in a SNJSD will be evaluated using formative and summative activities. The formative activities are the interactive Google Slides and discussions used in training sessions. The summative activity is the summative evaluation form.

Rationale

Teachers are supported with PD workshops. Enright et al. (2022) said PD is a mechanism that can assist educators in terms of developing instructional practices, reflecting on preconceptions, recognizing prejudices, and understanding students from different socioeconomic groups. Pan and Chen (2021) said PD is intended for teachers to broaden their craft while learning new innovative strategies. Providing PD is a proven way to assist learning development of teachers (Gaines et al., 2019). The purpose of this basic qualitative study was to investigate Grade 3-5 teachers' perceptions regarding their instruction as manifesting characteristics of effective CRT and learning practices in a SNJSD. Student achievement gap trends underscore the SNJSD's need to spend more time on developing CRT practices which improve school outcomes for diverse

populations (Rowan et al., 2021). Blanton et al. (2020) said PD planning should be content aligned with teachers' specific needs. The study's results showed Grade 3-5 teachers in general and cotaught classrooms in a SNJSD lacked understanding of CRT. These teachers in a appealed for more district dedication to CRT and requested additional CRT resources. The findings of the study showed Grade 3-5 teachers in a SNJSD lacked knowledge regarding microaggression, cultural competence, and sensitivity. The local district's Grade 3-5 teachers' perceptions prompted a distinctly defined PD to amplify teacher CRT practices. This study may provide Grade 3-5 educators in a SNJSD with opportunities for self-reflection in terms of teaching and learning practices.

Review of the Literature

Genre Related to Project

There are many benefits to conducting PD in schools. Teachers' social and emotional competence evolves with PD training (Haydon et al., 2018). Training transforms knowledge, modifies beliefs, improves instructional practices, and advances students' learning (Ehrenfeld, 2022). He and Bagwell (2022) said it is imperative for schools to offer high-quality PD training to all teachers working with CLD populations. PD sessions were appropriate to address the problem of this study. PD activities designed using participants' needs, with a clear purpose, and active learning tasks build deeper knowledge of the topic (Palmer & Noltemeyer, 2019). Sandholtz and Ringstaff (2022) said elementary teachers appreciate in-person training over online PD support. Teachers benefit most when training involves collaboration with peers (Evert & Stein, 2022; Ghousseini et al., 2022). Participant engagement during PD experiences varies due to the

individual's personal knowledge about the topic prior to the training (Granger et al.,

2019). Teachers' learning tends to manifest in numerous ways after attending PD training

(Lammert et al., 2022). PD is an effective approach for sharing information with teachers

to address teaching and learning practices.

Schools are responsible to educate, motivate, and support students. Heineke and

Vera (2022) said school leaders should examine teachers' supports needed to work with

diverse students. Madigan and Kim (2021) said internationally there is a teacher shortage,

and schools should raise the degree of pedagogical support to provide teaching and

learning resources to prevent teacher burnout. Lipscomb et al. (2022) said teachers who

are professionally supported are less stressed are more content at work. Teachers that are

supported are dedicated to learning and enthusiastic to work with children in their

classroom (Lipscomb et al., 2022). This signifies teachers need to work in supportive

environments.

How the Search was Conducted

I used the Walden University Library to conduct this literature review in search of

peer-reviewed scholarly journals. The search was conducted until saturation in literature

was reached. I used the following databases: EBSCOHost, APA PsycInfo, APA

PsycArticles, Complementary Index, SAGE Journals, Taylor and Francis Online, ERIC,

ProQuest Central, Social Sciences Citation Index, Science Citation Index, Science Direct,

SocINDEX Supplemental Index, Gale Academic OneFile Select, Emerald Insight,

Education Source, Academic Search Complete, Directory of Open Access Journals,

Communication & Mass Media Complete, CINAHL Plus, and Teacher Reference Center.

Google Scholar was used, and sources were verified using Ulrichsweb via the Walden University Library.

Search Terms

I used a combination of search terms and phrases for the project. Search terms and phrases were: *culture*, *culture in learning*, *culture in teaching*, *cultural responsiveness*, *cultural competence*, *cultural competence in education*, *curriculum*, *culturally responsive curriculum*, *culturally responsive schools*, *culturally responsive leadership*, *linguistic learners*, *culturally diverse communities*, *educational leadership in culturally diverse communities*, *teaching in culturally diverse communities*, *CLD learners*, *CLD students*, *CLD schools*, *CLD curriculum*, *CLD learning environments*, *CLD learning communities*, *CRT learning communities*, *CRT learning environment*, *CRT teachers*, *language learners*, *English Language Learners*, *ELL*, *English as a Second Language*, *ESL*, *Latinx*, *Latino*, *Latina*, *Hispanic*, *Latinx communities and education*, *Latinx families and education*, *teaching CLD students*, *cultural difference in educational settings*, *microaggressions and CLD*, *systemic microaggressions*, *institutional microaggressions*, *microaggressions in schools*, *deficit mindset*, *deficit thinking*, *asset-based thinking*, *asset-based mindset*, *racism*, *social-emotional learning*, *restorative justice for CLD*, *stakeholders*, *elementary*, *elementary school*, *PLC*, *professional learning communities*, *PD*, and *professional development*.

Teacher's Lack of CRT

Education continues to evolve. When teachers are assigned to classrooms, they need to continue to develop and fine tune their skills. Sugarman (2021) said half of U.S.

states mandate general education teachers to receive PD training to assist with the ELL

population, yet two-thirds of classes have at least one ELL student. Teachers should

receive support to improve teaching techniques and structures to assist their ELL

population (Sugarman, 2021). Exemplary teachers that are not professionally trained will

have a grim time meeting the diverse needs of English learners (Gándara & Santibañez,

2016; Lynch et al., 2021). Chang and Cochran-Smith (2022) found the most prevailing

issue in education is learning how to work with a large, diversified student population.

Murry et al. (2020) declared that some teachers are uncertain about how to appropriately

satisfy the diverse needs of students from different nationalities. Chu and Garcia (2021)

explained teachers with CLD students receiving special education services have little

training on how to instruct learners of this demographic. Special education teachers are

more inclined to use instructional strategies based on students' disability-related needs

with limited regard for learners' cultural and linguistic backgrounds (Chu & Garcia,

2021). Teachers need support from school leaders to find solutions to changing their

practices (Ritz, 2021). Teachers' practices should continue to develop with environmental

support.

Lack of Knowledge on Cultural Competence, Sensitivity, and Microaggression

Research affirmed cultural competence, sensitivity, and noticing

microaggressions are related to culturally responsive practices. Scholars highlighted

ignoring cultural concerns in schools and organizations leads to stereotyping, heightened

tolerance among groups, misunderstandings, dismissiveness, and withdrawals from

people (Brion, 2020; Caffarella, 2002). Children suffer when school employees desist

from intervening when microaggressions occur (Applebaum, 2021). Scholars reiterated the need for school leaders to address concerns as it relates to interactions with CLD learners.

Cultural Competence

Learning occurs in various stages. Studies confirmed humans learn when people from unfamiliar cultural, linguistic, political, and social groups have discussions on inequalities surrounding a goal (Teemant, 2020; Tharp, 2012). Cultural competence occurs when school professionals develop cultural awareness and sensitivity by critically evaluating societal systems and norms (Lindo & Lim, 2020). Culturally responsive pedagogy is perceivable institutional, personal, and instructional (Darrow, 2013). Cultural competence denotes CRT. Figure 2 illustrates the dimensions of cultural competence displayed in CRT.

Figure 2

Cultural Competence

Institutional. Schools are organized institutional systems developed for children to acquire an education. Extending beyond the walls of the classroom, the education of CLD learners is communal, between school leaders, educators, and families (Oliver, 2021). When schools are culturally inclusive, it is witnessed in culturally responsive leadership. Fisher (2021) declared culture shapes educational leadership in CLD settings. Genao (2021) acknowledged optimizing instructional practice, classroom organization, motivational management, curriculum, and stated values is all part of culturally responsive pedagogy. School leaders construct settings where students from diverse

backgrounds have a sense of belonging (D. L. Gray et al., 2020). Culturally inclusive institutions are visible to communities.

Administrators are known to spearhead decisions in schools. Gullo and Beachum (2020) urged leaders to reflect on their personal implicit bias. Swanson and Welton (2019) believed that since racial equity is equally important to school budgets, district finances, legal concerns, and human resource management, administrators should receive continual workshops throughout the school year. While culturally relevant teaching focuses teachers and what transpires in the classroom, culturally responsive school leadership concentrates on how administrators foster a culture and climate that accommodates all learners. It respects students' values and beliefs.

Leadership should strive to provide training that is culturally responsive. Brion (2021b) recommended using the Multidimensional Model of Learning Transfer rubrics and model to assist with organization, preparation, and assessment of culturally proficient PD. Castillo (2022) explained culturally responsive school leaders influence teachers to comprehend how to best meet the academic needs of CLD students. The leaders self-reflect on their leadership decisions and question if the school is inclusive for all families. School leaders think about the policy and procedures and analyze if they are inclusive for CLD learners. Lastly, school leaders prioritize family involvement for CLD students. Literature informed strands for culturally responsive school leadership: (a) critical self-awareness, (b) teacher preparation, (c) culturally responsive and inclusive school environments, and (d) community engagement (Khalifa et al., 2019). Brion (2022) stated, a safe environment has been established promoting family engagement through meetings,

decision making, and school reform for all families, not catering to only the dominant culture. McKimmy et al. (2021) cautioned listening to and understanding CLD families is an insufficient plan. These critics asserted the initial step to creating equitable home-school relationships with CLD families begins with listening, understanding, creating safe, and caring spaces. Then, CLD families' skills, opinions, and experiences should be utilized and followed by transformative action in the organization.

Decisions are made regularly in educational settings. The school and district level leaders, in culturally responsive environments, should commit to discussions surrounding knowledge, dispositions, and instructional practices (Oliver, 2021). Equity should be the hub for school and district-level decisions (Free & Križ, 2022). School leaders need the commitment to diversifying administration to resemble the students' demographic (Johnson, 2021). Kelly-McHale (2019) informed the frequency and timing of school decisions could have an influence on how children perceive diversity. Some school decisions are tacitly informing children material is merely worthy and deserving of school-based interaction during carefully scheduled periods of time, when a month is the only devotion to a specified genre or topic. Therefore, to this indication, an oscillation of cultures and perspectives is necessary. Throughout the school year, it is critical for school leaders and teachers to be intentional with choices impacting students of all races, not exclusively when the calendar mandates the time. This validates that culturally responsive schools should have curricula rich in culture and diversity.

In institutional learning spaces, SEL is instrumental in supporting the development of all students' education. Johnson and Greene Simpson (2020) proposed

strategies stakeholders could use to promote CRT practice with discussion on social issues. Jones et al. (2021) advised school districts to: (a) include SEL into the curriculum, (b) use restorative practices in schools, (c) support CRT practices, (d) ensure that curricula reflect the community, (e) encourage responsive classroom learning environments, (f) improve family engagement, (g) develop student empowerment and equity programs, and (g) expand school-based equity teams. Romano and Almengor (2021) acknowledged schools implementing restorative justice practices is an elusive, temporary solution to what should be a deeper commitment to resolve imbalances. On the contrary, Pagán (2022) revealed that restorative practices have become popular in addressing institutional injustices experienced by students of color. Scholars suggested the SEL program improves class environments (Gregory et al., 2016; Hart et al., 2020) and educator's belief (Domitrovich et al., 2016; Hart et al., 2020). Williams and Jagers (2022) described transformative SEL as going beyond teaching students to be kind, yet it welcomes proactive acts in opposing and demolishing injustices that can occur causing some to feel excluded or oppressed. There is a difference between transformative SEL and standard SEL approaches. Warren et al. (2022) explained through transformative SEL school communities are encouraged to acknowledge inequities to make changes. Studies claimed implementing SEL helps teachers validate students' cultural identities creating a path for cultural responsiveness (Michalec & Wilson, 2021). SEL frames a safe learning milieu for students to develop self-awareness of their emotions, empathy, and interpersonal relationships with peers (Nasir, 2020). This signifies that with SEL healthy communities are created, and CLD students flourish in schools.

Curriculum. Districts create curricula from state or national standards. A curriculum is a formalized document of academic content in educators are assigned to use in sequential order, for a specific program, grade, or subject. Accepting diversity entails planning programs, developing curricula, and selecting materials so that all children feel recognized and included (Kaschub, 2019). The general education curriculum frequently omits the linguistic and learning challenges of some ELLs (Kim et al., 2021). District curricula convey socio-cultural messages embodying the interest, perspectives, and looks of the dominant social class (Allen et al., 2013; Moore & Phelps, 2021). Williams (2021) urged schools to be inclusive, with curricula abounding in cultural diversity. Parkhouse et al. (2022) reiterated school districts should assess how reflective the curriculum mirrors equity and inclusion by critically analyzing whose perspectives are ignored. Gay (2018) believed textbooks lack rich cultural diversity, yet school curricula with their accompanied resources could empower CLD learners if the content is relevant for students (Gay, 2018; Tanase, 2020). Since curricula are designed for teachers to create proficiency for all learners, every student has the right to connect and gain meaning from the content, and resources from the learning modules.

There are distinct kinds of curricula. Gay (2002) summarized three types of curricula that provide avenues for embedding cultural diversity and relevant practices in classrooms: (a) formal plans, (b) symbolic curriculum, and (c) societal curriculum (Capper, 2021). Gay (2002) stated formal plans are the curricula and resources approved by the district that may contain cultural barriers making it challenging for teachers to effectively instruct all learners (Capper, 2021). Gay (2002) explained symbolic

curriculum is the graphics, emblems, symbols, achievements, celebrations, and other objects used to teach students skills, morals, ethics, and values (Capper, 2021). Gay (2002) described culturally relevant teachers are culturally conscious and understanding the influence specific objects have on student learning. They refrain from simply using symbols for visual display to comply with school requirements (Capper, 2021). Gay (2002) reported societal curriculum is understanding how the media negatively portrays students of color. Culturally relevant teachers point out injustices they witness in the media and society. Schools may want to analyze and decipher if curricula are aligned with the town's vision (Capper, 2021). As you can see, teachers that are culturally relevant pay attention to the resources they use for teaching and support diverse learners with actions.

Research conducted on children's literature highlights the need for districts to excogitate diversity within school curricula. In the U.S., children's literature continues to lack cultural diversity. According to the Cooperative Children's Book Center ([CCBC], 2022) between 2019-2021 statistics show that 12.1-13.7% had Black or African characters; 1.1-1.8% of books had Indigenous characters; 8.8-10.6% had Asian characters; 6.1-7.2% had Latinx characters; Pacific Islander and Arb characters were represented <1%. Muhammad et al. (2021) declared that in 2018 animal characters were depicted more often in books and school curricula compared to students of different racial demographic groups. The apparent system disparity proves the need to inherently select culturally relevant text. Research suggests an integrated culturally responsive pedagogy contains vigorous culturally diverse libraries (Garces-Bacsal, 2022). Despite

the inequality of cultural diversity in children's literature, school systems should be dismantling the barriers to emotionally, socially, and intellectually advance CLD learners.

There is a difference between multicultural text and culturally relevant literature. Delgado (2021) stressed the need to embed culturally relevant literature in K-5 classrooms and mentioned a caveat against educators confusing multicultural books as culturally relevant text. Multicultural texts may not reflect the true experiences of diverse students (Delgado, 2021). Cultural relevant literature has characters and settings that are apposite to the readers. Research proves comprehension skills of CLD students increases when literature is in alignment and relevant to the learner's cultural experiences (Davis et al., 2021). Through reading and purposeful discussions embedding culturally relevant text into literacy curricula allows learners to use resource as a springboard building on sociocultural knowledge (A. Clark, 2020). Research shows to deliberately select culturally relevant text has advantages for CLD learners.

Culturally relevant stories provide CLD students the opportunity to connect with relatable characters and plots. Kibler and Chapman (2019) suggested tips to include culturally relevant literature in diverse classrooms. The first suggestion is to examine personal positionality by identifying conversational topics that may arise. A person can list issues, history, and cultural topics they would like to learn more about. Another idea is to create a safe learning environment. A teacher could design a safe space for students to use their voice. Teachers could use restorative practices to build relationships and maintain a student-centered environment. Next, a teacher could get to know their

students' backgrounds. Children should be provided the opportunity to share how they make connection to literature. Teachers can individually get to know students' interests, personal history, languages spoken, and strengths. A teacher can familiarize themselves with students' neighborhoods and families. Teachers should learn about community issues. Another tip for teachers to carefully select culturally relevant texts. Teachers should understand that a text from one Spanish speaking country may not be relevant to a student from another Spanish speaking country. Teachers should refrain from stereotypical books, use rubrics to determine cultural relevance, have older students keep a reading relevance log, and provide opportunities for student choice. The next suggestion is for teachers to create transformative reading experiences. Teachers can use a fishbowl or circle technique to promote student-centered discussions. They could include photos and music. Lastly, teachers could use text extension. Teachers could learn about critical literacy curriculum, educate themselves on culturally responsive pedagogy, and culturally relevant and sustaining practices.

Scholarly literature depicts the need for students to see themselves or segments of their lives reflected in the books they experience academically and personally. Conversely, children-known to encounter issues of inequality and identity need opportunities to interact with text, teaching them about society (Brownell, 2021). Children should be global readers, engaging with text and topics from diverse perspectives to comprehend and make meaning of their world (Tierney, 2020). Bazemore-Bertrand (2020) claimed teachers sometimes struggle to initiate classroom conversations around social and political issues. These scholars recommended utilizing

appropriate literature to address topics developing students' awareness (Bazemore-Bertrand, 2020). Diversity in literature expands students' global mindsets (Johnston et al., 2021). Short (2018) said:

> Bringing global literature into our classroom opens students' minds to difference as a rich resource, not a problem, while inviting critical engagement. Literature provides a safe place to explore cultural diversity and to develop empathy, instead of negatively judging people whose values or ways of living differ from our own. (p. 110)

Style (1988) coined the phrase "windows and mirrors" demonstrating how children's books should purposefully be selected to represent culture, making it relevant for students. Windows allows the reader to view and understand another person's cultural experiences. Mirrors are text that grant the learner the ability to see personal story and culture reflected through reading. Later, Bishop (1990) expanded on this notion with the metaphor "mirrors, windows, and sliding glass doors." The sliding glass door was included to allow a reader to use creative imagination to walk into, experiencing a world created by the author (Cuevas-Parra, 2021; Jiménez, 2021; McNair & Edwards, 2021). Through their work, these scholars presented how mirrors, windows, and sliding doors avail the learning for all children in elementary classrooms.

Policy. Policies are school laws put into place to regulate students' education and experiences. Huguet et al. (2021) reported through decision making school districts have a constitutive role in promoting equity in classrooms. Williams III et al. (2022) stressed districts should thoroughly evaluate policies to ascertain visible and implicit language

refrains from excluding groups. Long (2022) stated many leaders have an equal-opportunity mindset presuming that rising kindergarteners begin school with the same educational background instead of providing intervention to early learners lacking skills. Leaders thinking this way results in limited initiatives and policies, unable to address students' learning gaps at the outset (Long, 2022). Stakeholders that defend policies and practices that are semi-culturally responsive sustain deficit behaviors toward marginalized students (Gay, 2002; Williams III et al., 2022, p. 20). Vaughn et al. (2021) claimed imposing policies that demand teachers to adhere to scripted curricula, instead of adapting teaching to learning, creates inflexibility for teachers to support the needs of CLD students in classrooms. Brion (2021a) stated organizational culture impacts policies, practices, actions, and behaviors in the environment. Mansfield and Lambrinou (2022) recognized students as change agents - intelligent citizens, eager to collaborate with adults and other students to improve educational policy and practice. School districts should analyze their educational policies to ascertain the practicality for CLD students.

Literature showed how CLD families experience challenges in schools. A barrier CLD families encounter is the clash between cultural norms of respecting school leaders and the U.S. mindset of parental engagement. Scholars shared that culturally Latinx families highly respect teachers and administrators, viewing personal school engagement as disrespectful (Beard & Thomson, 2021). When the CLD family involvement initiatives are sparse they suggest a strategic partnership with the larger community (Beard & Thomson, 2021). The literature stated parental involvement strengthens the development of CLD students' academics and attitudes toward learning (Protacio et al., 2021; Rivera

& Li, 2019). Educational organizations should reflect on their cultures to examine if structures accommodate shifting demographics to disapprove of acts of injustice (Blancero et al., 2018; Hondagneu-Sotelo et al., 2020). Brion (2022) advised schools to create a culturally proficient action plan that engages families. The action plan should entail specific elements: collaboration, communication, caring, community, connectedness, collective responsibility, and courteous engagement. Keller et al. (2021) added schools should encourage parental involvement. Goodall and Montgomery (2014) proposed a continuum for schools to implement increasing family engagement: parental involvement with school, parental involvement with schooling, and parental engagement with children's learning. The first stage of the continuum is the traditional way that most schools involve parents. Schools should strive to engage families using the last stage of engagement. The final stage promotes the most interaction engagement between the family and school.

Figure 3

Continuum of Parental Involvement

There are many ways to engage CLD parents. Protacio et al. (2020) proposed how elementary schools could engage CLD families. A bilingual game night (stage 1) with English language arts and math activities in English and Spanish. Another activity is having a cultural celebration (stages 1 and 2). This celebration would allow children and parents to celebrate and learn about the omnifarious cultures represented in a classroom or school. Prior to the event, students could research their heritage to display the project for the event. Children's literature can be made available in the languages represented in the classroom for families to enjoy together. Another activity is having children construct a family book with their families (stage 2). Students can be provided with a template to use at home. When the project has been completed, they could share their finished

product with peers. This activity could encourage building relationships with the classroom and school community. Another suggestion was visiting families (stage 3). Informing parents using platforms like Class Dojo, Back to School Night, or phone calls to schedule a day and time for the visit. A short 20-minute visit that is family-led. The purpose is for teacher to build relationships with the families and learn more about the student. The last suggestion was a modified kindergarten round-up (stages 1-3). The kindergarten activity allowed teacher to lead the tour and child was accompanied by the parent. The child gets to explore, and school shares information about the year (Protacio et al., 2020). Lozada et al. (2022) proposed incorporating students' culture with a night of music, involving cultural stories, instruments, family traditions, and songs (stage 2). The continuum presents a guide for how schools could initiate family engagement to benefit CLD children.

Schools should consider utilizing reflexivity. Domínguez (2021) explained that education is centered on Eurocentric ideology. Broughton (2022) urged school personal, administrators, and policymakers to exercise reflexivity to "decolonize the field of education, if they are *truly* committed to equity as portrayed in mission statements, slogans, and mottos" (p. 28). Lenhoff et al. (2022) stated reform programs have overshadowed educational policy and politics, focusing on issues and resolutions in schools, rather than the entrenched social roots of those problems. Policies typically dismiss evidence suggesting what happens in schools, narrate for a segment of the experiences and environment that matter for school and student performance. Hammond (2015) believed that cultural awareness, partnerships, processing techniques, and learning

environments were important; and therefore, developed the Ready for Rigor Framework. Hammond (2015) proposed schools implement the Ready for Rigor Framework with fidelity:

> The Ready for Rigor frame attempts to provide some insight into how we can help students acquire and use their natural, culturally grounded cognitive resources. In addition, it illuminates the connection between culture, schooling, and the larger dynamics of race, class, and language in society that shape the educational experiences and outcomes of many students of color and English learners. (p. 6)

Implementing the framework, with culture as a focal point, creates a pivotal structure for stakeholders to consult.

Personal. Educators should examine their beliefs. Scholars revealed teachers scrutinizing their personal racial position is a precondition on forming good relationships with children of different cultures (Ladson-Billings, 1994, 2014; Schauer, 2021). Research informed teachers should self-evaluate how their norms and practices contribute to alienation of marginalized children (Falkner & Payne, 2021). An individual inwardly inspecting their actions and beliefs could reveal personal information into teaching practices.

Knowledge. Teachers gain their education from separate places. They learn from colleagues and experiences. They attend different PD. They read disparate material. Teachers may possess divergent licenses and certifications, which can lead to diverse knowledge and perspectives. Teachers' cultural belief system is ingrained in classroom practices. Lindo and Lim (2020) explained that a teacher's cultural belief system can be detected in interactions and class culture. It is seen in management, procedures, teaching strategies, feedback methods, enrichment opportunities, and curriculum choices. Mackenzie (2021b) affirmed CRT is not to feature the accomplishments of a notable person during Black History Month. It is not inviting a guest speaker into school, displaying posters, or bulletin boards with diverse children (Mackenzie, 2021b). Teachers that are CRT observe the dominant culture, teaching practices, resources, and school curriculum. Often, they regularly query whether all children are favorably represented to receive equitable learning opportunities.

Teachers' Willingness to Implement CRT. Educators that notice the benefits of CRT practices are willing to use it. Hammond (2015) stressed "we often talk about the problem of the achievement gap in terms of race - racial relations, issues of oppression and equity – while ironically the solutions for closing students' learning gaps in the classroom lie in tapping into their culture" (p. 21). Hudson et al. (2021) concluded elementary teachers should understand cultural differences and how it could influence CLD student learning. Studies show a substantial number of struggling and underprivileged students are unable to think critically or read at grade level which is unattributed to a lack of cognitive ability (Hammond, 2018). Johnson-Smith (2020)

mentioned students' achievements are determined by a teacher's committed mindset to effectively instruct diverse pupils with culturally responsive approaches and not equated to the instructor's ethnicity (Johnson-Smith, 2020). Whereas, scholars informed teachers of color, due to individual experiences, comprehend the value, possess self-confidence, and have an allegiance to the ideology of CRT (Castro & Calzada, 2021; Gaias et al., 2019; Sleeter, 2001). Research informed a teacher's mindset predetermines what is done in the classroom.

The deficit thinking mindset can affect CLD learners, their families, and students of low socioeconomic status. Dani and Harrison (2021) described deficit thinking as making assumptions regarding a person's lack of interest, value for education, low motivation level, and ideas of meritocracy. Vanlommel and Schildkamp (2019) stressed deficit views may lead to using data to validate assumptions about children. These pejorative mindsets are used to reference students' academic performances, talents, and abilities. Some educators have low expectations for students blaming academic performance on race and culture (Alcaraz, 2021; Hines et al., 2022). Erroneous perceptions about immigrants affect teachers' competence to advocate for students' rights (Rodriguez & Mccorkle, 2020). Students are associated by the labels given to them based on classroom placement, identity, services received, or data (Bertrand & Marsh, 2021). Shifting blame is a common social practice (Malle et al., 2022). The peril with a deficit thinking mindset is blame is projected on students as opposed to the greater issue of structural or institutional inequality (Nieves, 2022). Deficit thinking mindsets are negative.

Deficit thinking is detrimental to students. It can affect home school connections and decisions made that involve CLD students' learning. Barriers to culturally responsive approaches are proof that deficit thinking occurs in schools (Lomelí, 2021). The CLD students are overrepresented in special education (Ko et al., 2021). Kalyanpur (2019) informed the plight of the overrepresentation of CLD in special education exists through the identification and assessment process of home factors. Home factors may have inadequately prepared a learner for school academics, behavior expectations, school staff's personal bias, values, and assumptions (Kalyanpur, 2019). Hammond (2020) clarified school leaders' and teachers' deficit thinking mindsets trickle into school policies, structures, curricula, and instruction practices affecting marginalized children. This type of mindset reduces a child's executive function to process information and tackle challenging work which over time has dire consequences for learners (Hammond, 2020). It is necessary to analyze personal mindsets to improve decisions that clout students of color.

There are ways to conciliate mindsets. Atwood and Caudle (2022) informed that the educational system continues to sustain deficit thinking mindsets causing CLD families to feel inferior in schools. In educational settings, a solution to improving deficit thinking among students of color is assisting White teachers in understanding the privilege walked in daily (Greenroy, 2021; Johnson et al., 2021) and the value of culturally responsive leadership (Mun et al., 2020). Utt and Tochluk (2020) disclosed it is common for teachers to avoid uneasy conversations about race. Privileged teachers may deflect race discussions and minimize them by trying to relate with students of color

through identification labels (gender, sexual orientation, religion, or immigration status) (Utt & Tochluk, 2020). An example is provided, "I'm a woman, so I know what oppression feels like" (Utt & Tochluk, 2020; p. 140). Raval et al. (2021) advised engaging in poignant discussions on racism so people could comprehend the topic and understand how power and privilege may be used as leverage to create change in society. Chang-Bacon (2022) said people's reflection and sustained effort can create change. Lac et al. (2020) found teachers could learn about racial inequalities and learn about other perspectives through book clubs. In conclusion, actions put into practice can have a significant difference.

Scholars have suggested other solutions to a deficit thinking mindset. Lasater et al. (2021) suggested teachers and administrators should: (a) focus on instruction, (b) refrain from viewing students as numbers or data points with an overemphasis on students' weaknesses, and (c) abstain from creating data environments that make teachers feel vulnerable and unsafe. In the elementary setting, Flint and Jaggers (2021) informed that asset-based thinking is an alternate approach to a deficit thinking mindset. Asset-based thinking shares the principles of CRT honoring students' perspectives, language, and cultural norms (Flint & Jaggers, 2021). Wellborn and Lindsey (2020) explained using asset-based thinking could create institutional change, but self-awareness of personal mindset is critical. Teachers should operate with an asset-based mindset to meet the needs of CLD students (Fortner et al., 2021; Marlow-McCowin et al., 2020; Molle, 2020). Studies shared reflective practice may assist teachers working with a CLD population to identify issues with practices, explore solutions, and grow professionally as a teacher

(Hong et al., 2022). Reflective practices encourage a juncture to check for deficit thinking and microaggression that may exist (Baker, 2019). Noticing and switching mindsets from negative to positive helps repair environments.

Instructional. The responsibility of implementing cultural responsiveness should be a collective effort between stakeholders. Gay (2018) defined cultural responsiveness as the degree teachers use language, culture, and prior experience of those elements in students' learning (Fallon et al., 2021). Wachira (2020) reported teachers that are culturally responsive use the students' cultures in the examples, materials, pictures, and content. Teachers are only able to improve practices if provided with meaningful culturally responsive PD, policies, procedures, curricula, and assessments that support CLD learners during teaching and learning (Chaparro et al., 2021). Brion (2022) stressed an individual's culture can create a barrier of interference, impeding the transfer of added information. Schools spend an exuberant amount of money and resources on training. Brion (2021b) suggested offering teachers and administrators culturally proficient quality PD to create emphasis on culture and improve teaching and learning. Taggart (2022) recommended professional training for teachers to recognize personal bias. All administrators, teachers, and staff members should attend continuous professional learning on equity and excellence to transform school practices, and procedures, and eliminate personal bias (Frazier-Goatley et al., 2022). Studies proved the value in selecting training related to culture and biased behavior.

Students benefit from rigorous learning. Beals (2021) reported students are drawn and often embrace rigorous activities that transcend the confines of a classroom.

Marginalized students prosper when afforded opportunities of leadership, creativity, and

safe spaces to make mistakes. In a culturally responsive environment, students should

have choice. Choices empower learners giving them a sense of control in learning.

Tanase (2022) communicated learners could make decisions when learning. Student

decisions could be made on places most comfortable to work, order of assignment

completion, and preference regarding working alone or in a partnership (Tanase, 2022).

The foundation of culturally responsive pedagogy is building trust with students and

forming social-emotional partnerships (Sexton, 2020). Teachers should have private

conversations to build positive relationships and deliberately strive to begin each day

with a clean slate not letting the past influence present (M. Tanase, 2021). Sexton (2020)

pointed out the importance of giving students voice, empowering them to make a

difference, and appreciating student contributions in learning. Student voice is a powerful

tool that represents democracy (Welton et al., 2022). By encouraging students to use their

voice, Holquist and Walls (2021) mentioned adults transfer power, learners are

empowered to share opinion on societal issues, and teachers provide models advocating

for change. Barrett (2021) and Bertrand (2018) found incorporating voice for the

marginalized population incites leadership and presents ideas teachers may use to make

decisions. Through positive interactions with students, teachers build strong relationships

(Pruitt-Britton et al., 2022). Teachers could build trust within a community of learners by

providing choices and encouraging students to use own voice.

 The CLD students and their families face many obstacles. School environments

with students' families and communities in the fore part of decisions have educational

success (Person et al., 2021). Newcomer (2020) explained that CLD learners feel empowered in learning activities with the implementation of linguistic and cultural identities, permission to use home language, family and community involvement, and shared power between teacher, and educators advocating for needs. The CLD students use elements from family and the community to forge a learning path (Ricón & Rodriguez, 2021). The CLD population benefits when the family and community are included in the learning process.

Students should build vocabulary for academic growth. Vocabulary is a component of reading comprehension (Fite et al., 2021). Many CLD students face academic challenges with vocabulary (Carlisle et al., 2021). Students develop confidence with language usage when engaging in learning interactions with peers (Ribeiro & Jiang, 2020). Zucker et al. (2021) explained vocabulary development is categorized into 3 tiers. Tier 1 vocabulary are basic familiar words used in daily conversations. The focus of tier 2 vocabulary are academic words that may have multiple meanings and found across content area. Whereas tier 3 are content specific words related to a specified subject. Comprehensive vocabulary instruction in upper elementary, grades 2-5, consist of wide reading, direct instruction, learning strategies, and word consciousness (Graves et al., 2018; Zucker et al., 2021). Children whose first language is English tend to broaden vocabulary at a quicker rate than peers with limited English proficiency (Wanzek et al., 2022). To improve reading comprehension, CLD students should enhance vocabulary.

In U.S. schools CLD students, with limited language, are sometimes mainstreamed into general education classrooms. Teachers' approaches to teaching

vocabulary are mirrored in their beliefs and experiences with language (Ardell, 2021).

Ramirez et al. (2013) stated using cognates is a CRT instruction strategy. Cognates help

teachers create links for student learning. Cognates are used to support and improve

vocabulary by finding how words are related and using the root of a word to linguistically

connect it with another language (Payesteh & Pham, 2022). Preciado et al. (2021) stated a

teacher's responsibility is to create a proactive classroom experience to validate CLD

learners. This validation happens by valuing students' primary language and encouraging

the use of that language in learning activities (Preciado et al., 2021). Using cognates can

meliorate vocabulary. This effective strategy helps children see the relationship between

words they know in their native language and unfamiliar vocabulary. Although this is a

strategy often used in bilingual settings, studies show using cognates improves a learner's

linguistic needs, spelling, reading, and writing (García et al., 2020). Studies show when

learning new vocabulary, elementary children can figure out words quicker with the use

of cognates (Hicks, 2021). García et al. (2020) highlighted ways that teachers can use

cognates with CLD students: (a) define cognates, (b) display examples, and (c) create

partnerships between students to search and verify words using text or online resources.

One student can be the detective looking for cognates and the partner could be the

verifier cross-checking to see if a word is a cognate. Studies showed that giving students

frequent and deliberate exposure to vocabulary strengthens word comprehension (Rivera

Pérez et al., 2021). It is necessary to teach CLD students vocabulary for development and

proficiency in the English language.

The CLD students should be experts in their own learning. Learning should be comprehensive and inclusive. Teachers could use the community to make students' knowledge-holders of learning. Gardner et al. (2020) suggested giving teachers time and resources to photograph areas in the community that are frequently visited by CLD students. The images could be displayed throughout the classroom or on a technological device. The photos could be used as discussion points for partners to engage in conversations about locations. One student is expected to listen. The other student asks questions about the location and experience to gather specific details from the CLD learner. A person's culture influences learning, socialization, communication, and an approach to conflict resolution (Brion, 2021a; Lindsey et al., 2018). Scholars described culturally responsive caring as an attitude and commitment to "care for" children of distinct cultures instead of care about (Aronson, 2020; Gay, 2010, p. 48). Students should be informed of their rights. Gollnick and Chinn (2013) said "All teaching should be multicultural and all classrooms should be models of democracy, equity, and social justice" (p. 351). Gay (2018) and Hilaski (2020) confirmed CRT values teacher's: (a) reflecting on practices, (b) prioritizing language and culture, (c) setting elevated expectations for students, and (d) emphasizing social justice in learning communities. These are examples of how teachers can be comprehensive and inclusive with CLD students.

Cultural responsiveness is visible in learning environments. Teachers need to shift from a traditional to a culturally responsive classroom management mindset (M. F. Tanase, 2021). The classroom layout should be conducive to cultural responsiveness. A

sense of community and culture could be corroborated in the arrangement of classroom furniture and learning spaces (M. F. Tanase, 2021). This shows that the physical layout of the classroom should provide opportunities for partnerships and group activities.

Differentiated instruction, flexible grouping, student choice, and small group activities have benefits on students' learning. Studies found when teachers, in the elementary and middle school setting, use differentiated instruction, flexible groups, and student choice techniques students have a positive attitude toward reading - specifically in comprehension, phonemic awareness, and decoding skills (Cornett et al., 2020). Small group instruction is acclaimed as a best practice in promoting student learning (Darling-Hammond et al., 2020). Hammond (2015) proposed macro-level instructional strategies for teachers to use with students: (a) ignite (getting the brain's attention), (b) chunk (making information digestible), (c) chew (actively processing latest information), and (d) review (having a chance to apply current information) (Johnson-Smith, 2020; p. 128). Espinoza and Taylor (2021) recommended strategies for teaching practices to be effective with CLD learners varying student grouping, using hands-on materials, activating prior knowledge, including cooperative learning strategies, providing opportunities for students to share connections, encouraging learners to use their primary language when faced with learning challenges. Teachers should embed rigor and set elevated expectations for all students (Espinoza & Taylor, 2021). Research informed there is a need to devise innovative practices to support race and cultural topics (Harkins Monaco et al., 2022). Innovation is necessary to help students of color advance academically by connecting them to social justice and exerting an apparent effort to decolonize educational

experiences (Thevenot, 2021). Students' cultures should be included in lessons to support learning and strengthen interest.

Cultural Sensitivity

Humans face various levels of comfort when dealing with various cultures. According to Bennett's Developmental Model of Intercultural Sensitivity (1986, 2017), people go through multiple stages when confronted with different cultures (Pöllmann, 2021). Carter (2020) described it as a spectrum of perspectives that humans encounter while interacting, acquainting, and experiencing dissimilar cultures. The perspectives begin with a highly ethnocentric mindset and can progress, depending on the individual's disposition, to an ethnorelative mindset. This model describes how intercultural sensitivity transpires in a social system in society (Organizing Engagement, 2022). Sisson (2022) mentioned to learn about themselves people should privately identify their intercultural mindset to understand that norms are not worldwide but cultural. Teachers should examine their level of intercultural sensitivity (see Appendix Q), since it could infringe on teacher-student relationships (Gay, 2002; Ladson-Billings, 1995; Williams III et al., 2022). The research mentioned intercultural development may pave the way for an individual, organizational, and interpersonal transformation (Kang, 2021). Our interactions and treatment of one another could say a lot about our sentiment regarding human differences (Obiakor, 2021). As people learn about what normally happens when mingling or facing opposed culture, the learning creates opportunity for intercultural progress.

Microaggression

Racism is apparent in the U.S. Embrick et al. (2022) reported racism exists in geographic landscapes, organizational systems, and educational spaces. There are two types of racism, overt and covert. Overt racism is brazed socially unacceptable actions (Williams, 2021c). These are racist acts such as hate crimes, anti-immigrant violence, and public harassment of people of color speaking another language instead of English. Covert racism is inhibited, words and actions that cause marginalized individuals to feel isolated, uncomfortable, and different (Skinner-Dorkenoo et al., 2021). Microaggressions are classified as covert racism. Individuals performing these imperceptible acts, at times may not realize it is racism; therefore, making this form socially acceptable. According to Shook (2022), microaggressions may be presented as premeditated or unpremeditated sensitive statements, unintentional offensive questions, or condescending facial expressions directed to students of different races and cultures. Compton-Lilly (2020) and Sue (2010) stated microaggressions can occur due to a person's social class, disability, religious beliefs, size (height or weight), gender, family structure, and ability. The literature revealed these rude acts, known as microaggressions, are hurtful and do exist.

Schools working together has a positive facet for all members. Studies suggest that microaggressions occur at the elementary level due to educators and school staff's lack of knowledge, and its pernicious long-term effects on children (Gabay, 2022). Burleigh and Wilson (2021) pointed out that without proper training students and teachers should not be blamed for a lack of information on microaggressions. Critics suggested districts ought to begin conversations on the topic of microaggression

(Burleigh & Wilson). Studies show schools interceding with parents on topics of race, highlighting color consciousness and warning from the unfavorable topic of color blindness, would lessen parents' bias (Abaied & Perry, 2021). Some Black and Brown people are receptive to converse about microaggressions; however, due to the anxiety and depression it could cause, others prefer offenders to initiate time in educating themselves (Williams, 2020b). Silence is a perilous microaggression (Oberg, 2019). Instead of avoiding micro behaviors, schools should seek solutions to counteract them to advocate for diverse K-12 students (Pittinsky, 2016). Killen and Rutland (2022) stated healthy communities create a caring, progressive society with personal growth. Scholars emphasized that schools should critically evaluate social skills programs that instruct students about bullies and victims, omitting prejudice, bias, and discrimination, which allows students to understand differences in society (Killen & Rutland, 2022). These acts could hinder a person's self-esteem and performance.

Microaggressions has unpropitious effects on individuals. Derald Wing Sue (2010), known for the notable research on microaggressions, described specific types of microaggressions: microinsults (discourteous and belittling attitudes towards a heritage or identity), microassaults (verbal offenses, such as name calling and nonverbal offenses, like eschewed behavior), and microinvalidations (nullify the emotions, opinions, and distressing events of Black and Brown people). These encounters occur at the macro environmental level, in spaces where society and politics influence decisions (Cyr et al., 2021; Freeman & Stewart, 2021). Microaggressions are sometimes vindicated as compliments (Mekawi & Todd, 2021). Due to the subliminal societal messages, Black

and Brown girls experience microaggressions with hair types and styles (Essien & Wood, 2021). Black and Brown females experience racial microaggressions, known as exoticization and eroticization, when acerbic questions are asked about their hair or people attempt to touch it (Williams et al., 2020, 2021). Black and Brown females value their hair type and style (Abrams et al., 2020; Dove, 2021). Asians are told the myth they are the model minority (Ng-Chan, 2022), yet they are devalued and made to feel invisible and inferior to Whites (K. V. Lee, 2021). Muslims are viewed as dangerous, causing them to feel that they do not belong (Ahmed, 2021; Kostet et al., 2021). These studies show that many people experience microaggressions. Sue et al. (2019) stated microaggressions should not be ignored. Instead, it should be acknowledged, and people should engage in conversation around the verbal or nonverbal offense. Pérez Huber et al. (2021) shared the concept of microaffirmations to support people feeling ostracized. Microaffirmations reinforces inclusive education practices and marginalized students (D'Angelo et al., 2020). Samuels et al. (2020) affirmed microaggressions occur in K-12 classrooms and offered microaffirmations as a culturally relevant approach. Teachers should validate learners' feelings and emotions (Gooding & Mehrotra, 2021; McTernan, 2021). Scholars confirmed the need to accost microaggressions.

There are different types of microaggressions. Steketee et al. (2021) highlighted types of microaggressions: (a) racial, (b) nativist, and (c) immigrant-origin. Racial microaggressions are characterized as insensitive behavior by educators, staff, and students in schools. According to Ladson-Billings (1998), due to a teacher's limited understanding of ethnicity and culture, educators hold dispositions causing limits in

addressing the needs of CLD students (Cormier, 2021). Steketee et al. (2021) and Williams et al. (2021) shared common microaggressions found in K-12 schools contra people of color (see Appendix R). Skinner-Dorkenoo et al. (2021) explained, "This system is then protected and defended by microaggressions that obscure systemic racism (e.g., false color blindness, denial of individual racism) and promote ideas that maintain existing systemic inequalities (e.g., the myth of meritocracy, reverse-racism hostility)" (p. 917). This proves that microaggressions are palpable in our nation's schools.

Racial microaggressions can create uncomfortable spaces. Microaggressions can be destructive for Black and Brown students making environments feel unsafe (Moore & Phelps, 2021). According to Williams (2020a), racial microaggressions arise in negative comments (e.g., using a surprised voice when complimenting an Indigenous or Black student for doing well on a test), positive comments (e.g., stating an Asian student is good in math due to their race), actions (e.g., mispronouncing a name all year despite being corrected by student or changing a name due to difficulty with pronunciation), inactions (e.g., failing to consider a Latinx student for gifted and talented), invisible (e.g., ignoring female students during class discussions), being treated as contaminated (e.g., avoiding all contact with a person), or environmental (lack of cultural diversity in staff or lack of cultural representation in the curriculum). Microaggressions of this form causes people to feel indifferent due to race.

Studies showed that microaggressions occur when individuals believe that a nonnative person has more rights in comparison to someone from the U.S. Biases and preconceptions continue to mature with civilization (Blancero et al., 2018). According to

Pérez Huber et al. (2008), a nativist microaggression is a person or establishment that preserves the native's right, benefiting and legitimizing the native's competence, at the disadvantage of nonnatives. Research on nativist microaggressions demonstrates relations between race and immigration status (Muñoz & Vigil, 2018; Pérez Huber, 2011; Spanierman et al., 2021). Latinx are targets of nativist racialization and have been reminded they are thought of as dangerous to U.S. security (Núñez, 2020). Suárez-Orozco et al. (2015) pointed out that immigrant-origin students are disdained due to race, immigration status, accent, language spoken, and poverty. Latinx families are confronted with discrimination and rigid immigration climates resulting in a slew of daily challenges (Ayón & García, 2019). The literature highlighted barriers Latinx families deal with regularly due to race.

Critics emphasized when people undergo the reflection process, they could make a difference. Tatum (2021) emphasized supporting people from different cultural backgrounds, requires individuals to critically reflect and take a solid stance on racism. One way is being actively racist, making observations of racism, accepting unfairness as a norm, or engaging in overt racist behaviors that perpetuate inequalities in systems. People could decide to be actively antiracist, acceding to racist ideology and using an individual's privilege to correct the system. Lastly, a person could decide to vilipend racism by viewing it as an individual behavior instead of a systemic issue, which will later extend to passive racism. According to Syed (2021), passive racism is lack of acknowledgement to racism, and disregarding it or remaining reticent is condoning the racial barriers. Reflection of the environment, self, and a desire to personally evolve are

decisions a person could make to create changes that support individuals from different racial and cultural backgrounds.

District's Dedication and Teachers' Request for Resources

The CRT practice is not a pedagogical approach applied in one lesson. It is a combination of elements that signify that community and the students' cultures are the focus of all decision making. Furthermore, CRT supports students from marginalized cultural groups (Min et al., 2022). For more than 30 years, CRT has endured changes in form, yet it continues to be recognized in the U.S. as being an effective approach to meet the needs of marginalized students (Gay, 2018; A. Lee, 2021). Research mentioned providing teachers with sporadic CRT training leaves underlying feelings of inadequacy (Cruz et al., 2020). More support and resources should be provided to demonstrate dedication of CRT practices.

U.S. Educational System

Over the years, the educational system has changed. However, in the U.S. racial incongruence is a pervasive reality in K-12 schools (Roegman et al., 2021). From social stratification mechanisms to institutional or systemic inequalities, there are factors interwoven into the fabric of our nation that impedes the development of CLD learners (Blanchard et al., 2021). Meek et al. (2020) stated:

> The early learning and education systems, like all systems in the U.S., were not designed with all children in mind, and in some cases, explicitly designed to exclude, stunt outcomes, and prevent children from reaching their potential. As a result, these systems can exacerbate-rather than diminish-inequality. (p. 121)

Hammond (2020) mentioned to understand our educational system requires comprehending the foundational root of how the U.S. founding fathers manufactured schools on the notion of "separate and unequal" (p. 152). Literature highlighted how schools in the nation are achieving the exact results they were intended to produce. Schools in the U.S. continue to prove signs of segregation as many White students often attend highly populated White schools, and Black and Brown students often attend schools with children of similar racial demographics (Heidelburg et al., 2022). Many Black and Latinx children attend inadequate schools in urban areas. Schools in urban communities offer students a least favorable education due to the exigencies of circumstances compared to learners in other U.S. geographic locations. Urban schools are underfunded (Chiles, 2020; Gunzenhauser et al., 2021; Scallon et al., 2021) and under resourced (Acevedo, 2020). Hemelt et al. (2021) stated school funding cutbacks have led to shortages of teacher assistants in classrooms. These factors show an imbalance with the educational system.

History proves that despite the type of community schools are stationed in, there are systems in place that hamper marginalized students with unfavorable outcomes. Some students are not provided with the same learning chances as their peers, ramifications of "inequity by design" (Hammond, 2020; p. 152). There are school policies designed to change racial inequalities that were created to perpetuate unfair systems and structures of the past (Bridgeforth, 2021). In the U.S. educational system, racism is exhibited in an obscure and indirect manner witnessed in the structure of schools (Ezell et al., 2022). These systems reveal that all students do not have the same advantages in schools.

There are inequalities linked to students' learning. Racial disparities are intrinsically transparent in educational curricula (Riel, 2021) and resources (Weathers & Sosina, 2019). The novels students are expected to read, with CLD characters, are portrayed from an oppressive viewpoint with plots of struggle and suffering (Brooks & Martin, 2022). Due to political polarization, curricula contain inaccurate perspectives (Kim, 2021; Teitelbaum, 2022). History is omitted from the curriculum hindering students of color from learning about their past (Arcila, 2022). Some communities resist changes in programs and policies averring marginalized students' ethnic and cultural roots (Morgan, 2022). Scholars proposed for curricula to be decolonized (Broughton, 2022; Jimenez-Luque, 2021). Studies show the disproportioned balance of children's literature in educational settings is a systemic and institutional issue, conflicting with the principles of cultural diversity and social justice (Adam, 2021). There is a lack of cultural diversity in gifted programs (Novak et al., 2020; Peters, 2022). These examples prove the presence of inequalities influencing CLD students' instruction.

Teachers should comprehend the significance of CRT in the U.S. educational system. Research has shown many teachers in U.S. schools have identified as Anglo-American, middle-class, monolingual women (Carter Andrews et al., 2021; Fife-Demski, 2021; Garces-Bacsal & Elhoweris, 2022). Systemic issues are detectable in nonexistent or ineffective CLD pedagogical practices (Lindo, 2020). Children are treated differently based on their ethnicity (Bouderbane, 2020). According to Klingner et al. (2005), "A culturally responsive educational system will shift the discourse from fixing the deficits of CLD learners to the creation of systems 'that are responsive to cultural diversity'"

(Shell, 2021; p. 8). The research highlighted professional learning as an attempt to disrupt structural barriers to educational equity (Chen, 2020). Teachers' evaluations of their CRT are just one part of the larger picture of tackling the hurdle of systemic issues in schools (Fallon et al., 2021). Literature explained the significance of culturally responsive pedagogy. It provided solutions for supporting teachers with CLD learners.

Project Description

The project has a variety of resources. There are three interactive Google Slide presentations. The presentations were split up into 3 different days. Each slide show presentation starts with a check in activity. There are parts that purposely were devised to have audience interact with the presenter. The project has a small and large group component. Each slide has notes. The slide show has a thorough outline that displays the length of time each activity takes. There are handouts and resources for teachers to take with them at the end of each training.

Existing Supports

Prior to training, a request was made to school officials for an appropriate location to accommodate the total recommended attendees. Ample time was allocated for setup of the space and technology. Heineke et al. (2018) insisted linguistically responsive PD incites collaboration. Toews and Zagona (2022) acknowledged collaborative PD is an effective strategy that supports teachers. Each table had butcher paper draped on top. The center of the tables had a basket of different colored writing tools and pattern cut out shapes. Each basket will have an empty tissue box that will be used to conclude the training. The audience was encouraged throughout the training to write or draw thoughts

on the butcher paper. The presentation was shared via email with the audience. Teachers were informed to bring their computers to the PD so that they could access shared materials during the training and engage with the interactive slides.

Potential Barriers and Solutions

A potential barrier for the PD trainings may be intransigent people unwilling to open their mind to learn new information. Chappell (2022) cautioned human sensitivities and possible reprisals may interfere with genuine culturally responsive dialogue. Some people are sensitive to racial topics. Due to disquietude, some people prefer refraining from such conversations. Literature informed discussions on race may be exhausting (Kohli & Pizarro, 2022), but to eschew from such dialogue does not benefit students of color (Starr, 2019). Teachers' attitudes and disinterests on the topics covered in training could interfere with their involvement. The presenter may notice negative dispositions from stakeholders. Possible solutions for this potential barrier would be to complement teachers for sharing. Another idea is to provide anonymous opportunities for teachers to share their thoughts. Teachers may appreciate incentives for participation. Technology and issues with the Wi-Fi may be barriers. A possible solution to these foreseen problems is arriving at the designated location in ample time to set up for the training and to have a backup computer. On the day of each training, teachers should be given a hard copy of the presentation in case there are potential problems with internet connection.

During PD the Implementation and Timetable

Apropos activities were carefully selected to actively engage and motivate the audience to participate. Professionals frequently gripe that PDs are either "sit and get" or

seem extraneous (Kroeger et al., 2022; p. 9). Scholars advised teachers prefer PD

sessions with strategies and materials that model how to simply add things to pedagogy

as opposed to ideas involving extensive preparation outside of the classroom (Amaro-

Jimenez et al., 2022). Teachers complain that PDs are assigned with the assumption that

the topic is relevant to most receiving the training (Vaughan & Mertler, 2021). If

educators view PD as unbeneficial to their students, they potentially may be hesitant to

execute or preserve the new information (Rodgers et al., 2022). Using the presentation as

a guide, the facilitator's role is to lead teachers through productive discussions and

activities.

On the 3-days of PD, teachers should be given about 15 minutes to complete the

check in activity as stated in the outline. On each day there are interactive online slides

where teachers are requested to anonymously share thoughts, feelings, and knowledge

about the topics presented on that day. The anonymous opportunities mollify pressure

from participants. Dogan et al. (2021) mentioned educational technology enriches

learners' experiences. Digital platforms help coalesce teachers' ideas. Since digital

platforms causes the audience to engage with content making it more interesting, Pear

Deck (n.d.) and Poll Everywhere (n.d.) will be used to make the presentations interactive

while providing formative feedback. There are slides that were designed to provide

teachers with more information about the topic presented. There is a video embedded into

the presentation on each day. Day one the video is 8 minutes and 52 seconds. On the

second day 4 minutes and 55 seconds of the video will be shown. On the third day the

video is 4 minutes and 17 seconds in length. The web address has been included in the speaker notes and the references, so the presenter has quick access to it.

During the trainings, the attendants received relative handouts. A volunteers will be asked to help distribute the handouts. The audience was presented with models that they could visually see as a guide of some best practices. The presentation should conclude with some preliminary ideas based on the study's recommendations.

Roles and Responsibilities

My role was to create a project that involved designing presentations to be used during PD training, preparing handouts, and creating an evaluation tool for participants that were attending the event. I had to research the material using Walden's Library so that I could properly inform the audience of current research that aligned with the findings. The literature informed teachers enter training wondering if they are going to learn anything new or quire strategies that could support their practices (Amaro-Jimenez et al., 2022; Rodgers et al., 2022; Vaughan & Mertler, 2021). At the start of each training session, I will clearly share with the audience the goal of the session and my hopes that they will leave the training with current information that could best inform their pedagogical practices. Since the organization is key, I had to make sure that I arrived at the location of training with ample time to set up technology and the tables. Before the end of the training, one of my responsibilities was to share the evaluation tool with the participants. Each teacher was encouraged to interact with the activities and discussions. The teachers were expected to provide feedback by completing the project evaluations.

My last responsibility was to share all feedback with school administrators and the superintendent.

Project Evaluation Plan

Type of Evaluation

The intent of the PDs is to make the audience sentient to the project study's findings. Leadership skills are associated with internal and external variables that can affect a school's success (Webster & Litchka, 2020). It is crucial to evaluate PD - an internal school variable (Daniëls et al., 2020). According to Markiewicz and Patrick (2016), evaluating PD is important since it shares results, management, accountability, learning, improvement, and decision-making (Borg, 2018). Bin Mubayrik (2020) and Johnson et al. (2019) explained that formative evaluations are used to provide ongoing feedback to adapt the path of learning, and summative evaluations are conducted at the end of a program to assess effectiveness. Teachers will be assessed using formative and summative evaluations.

Formative Evaluation Plan and Goal

Teachers' learning will simultaneously and informally be monitored throughout the PD. Wylie and Lyon (2020) described effective formative evaluations should have clear learning goals, evidence of the learners' thoughts, feedback opportunities, self-assessment, and flexibility for instructional adjustments. The interactive slides were added for stakeholders to use as a formative evaluation method. Teachers will be given time to engage in discussion after videos. The overall goal for the formative evaluation

plan is to provide evidence of learning. Formative assessment gives the presenter time to adjust activities and explanations to make sure that audience is understanding the content.

To model a culturally responsive strategy that teachers could replicate in the classroom, the presenter could do a reflection activity. The activity promotes engagement and choice while encouraging learners to reflect on learning. The audience will select their form of reflection. They will select a shape Square, Triangle, or Circle. An alternative to this activity is providing 3 different color index cards or paper. Teachers will be told to get a shape from the basket in the middle of their table. If they select a square, they will share something they learned that reinforces information they already knew or believe in. The teachers that select a triangle will share 3 key points they learned. If a circle is picked, teachers will share a question still lingering in their mind. The teachers will put the completed shapes in an empty tissue box, within a basket on their table.

Summative Evaluation Plan and Goal

Another evaluation will be administered after the completion of each PD session. Summative evaluations are formal standardized assessments (Shavelson, 2018). Teachers will be instructed to complete a short summative evaluation form at the end of each training (see Appendix S). On the form, it will be optional for teachers to write their name. Participants will be asked to write the name of their school so that administrators could see the differentiated needs of the teachers of each building. Teachers will be told to circle the day of the training and to write the date. The form will require teachers to rate the experience and learning. Indicators on the form are strongly agree (5), agree (4),

neutral (3), disagree (2), and strongly disagree (1). Teachers will be expected to read the directions on the form and write the number that best describe how they feel. There are five statements that teachers will have to insert a number using the indicators on the form. Teachers will respond to the following statements:

- The goal of the training was clearly communicated.

- The topic was relevant and will help me address the needs of my CLD students.

- The information communicated today was useful.

- What I learned today caused me to reflect on my behavior and my teaching practices.

- I appreciate receiving resources in a PD workshop that I could use in my classroom, like I did today.

At the end of the form, teachers will answer two questions. What is one thing that stands out from this workshop? What topic(s) do you suggest for a future session?

The overall objective for the summative evaluation plan is to document Grade 3-5 teachers' knowledge and measure outcomes. The results of the summative plan should reverberant the goals and information of the PD. The summative evaluation results would be shared with stakeholders and geared to support decisions around future PD at the elementary level.

Overall Evaluation Goals

Both types of evaluation techniques would provide insight into the effectiveness of the workshops. The first goal for the PD workshop is to learn about CRT and challenges CLD students are confronted with in the nation's educational system. The next goal is to

learn about the importance of cultural competence and sensitivity. The last goal is to learn about microaggressions that occur in school settings.

While teachers are held accountable for their learning, the reflection would provide stakeholders with feedback of that knowledge. By using an evaluation tool, stakeholders would receive definite information of additional support teachers need to advance CLD students' emotionally, socially, and intellectually. It would share results of teachers' improvements and maneuver future training decisions of CRT.

Description of Key Stakeholders

Administrators, principals, teachers, and the presenter are the key stakeholders for this project. The local district leaders would decide whether to administrate the PD workshops. The stakeholders that would benefit the most from this PD project are all elementary teachers. The local district administrators and principals may benefit from days 2 and 3 of the training since they are in leadership roles and coerce decisions for schools.

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Project Implications

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Social Change Implications

Studies show the importance of aiming to integrate communities in change. Through the creation of a sustainable society, research should have social transformation at its base. Educational research leads to learning and social change (Lee et al., 2022). Research centered on culture breaks hierarchical systems through introduction of new perspectives (Cioé-Peña, 2021). Schools are systems constructed to educate the future generation. Narayanan (2022) imparted schools are powerful establishments. The

structure and culture of a school condones human behavior. These political venues quickly impact society at large (Carter Andrews et al., 2019). A fusion of examining school with research may lead to local and broader social changes that could kindle many communities.

This study's results may be profitable for K-12 schools with a high CLD population. School districts could look at the structure of classrooms and schools. They may consider moving from a traditional setting to a more culturally responsive classroom and school. Districts may consider looking at names of their schools to see if it represents a positive image (Mansfield & Lambrinou, 2022). Schools could evaluate events and topics that are celebrated to make sure it's inclusive of all races throughout the school year (Kelly-McHale, 2019). It may be advantageous for leaders to critically inspect their school mission statement. An institution's needs and cultural sensitivity should acutely epitomize a school's mission (Chappell, 2022). Teachers, administrators, school personal, and other staff members may consider looking at deficit thinking mindsets of adults interacting with children. Teachers and administrators may look to branch out into the community to foster relationships with CLD families. School districts may want to critically analyze the relationships they have with CLD families and consider creating activities that involve the highest level of family engagement throughout the year (Goodall & Montgomery, 2014; Protacio et al., 2020). One suggestion is to create an event for CLD families to share personal experiences, not for judgement but for understanding, so that people holding different perspectives or leadership positions can be encouraged to alter their views creating vessels of change (Flynn et al., 2021). School

staff employees may want to consistently ponder how they can do things better instead of having the, it has always been done this way, attitude.

Directors of college education departments should evaluate programs that teach future educators. Postsecondary schools should consider analyzing the classes offered to students interested in teaching (Wallace, 2021). The field of education should acknowledge and confront systemic unfairness in teaching programs (Chang & Cochran-Smith, 2022; Philip et al., 2019). Conventional education curricula in colleges are unsuccessful in preparing future teachers to work with CLD learners (Kondo, 2022). Research called for college education programs to show more coherence and clarity on classes that cover the affirmation of students' cultural differences (Carter Andrews, 2021). Colleges should focus on training education students to value all learners (Mchenry & Kelly, 2022) and encourage an asset-based approach for working with the most vulnerable population. The asset-based approach looks at diversity as a positive contribution (Luet & Shealey, 2022). Colleges should consider evaluating if courses prepare education students for working with diverse children in schools.

Importance to Local Stakeholders

Gaining a broader perspective and understanding of the barriers that CLD students face, teachers and administrators that participate in the PD trainings may make positive decisions that create bridges of learning for the CLD population. Teachers and school leaders writing curriculum may reflect on the legal document unifying all the grades together to gain insight on what is good and what needs to be modified moving from culturally colonizing to sustaining programs (Bomer, 2017). Stakeholders may

include books and other resources in classrooms that would engage CLD students with the content of their learning.

Teachers, of different classroom settings, may improve CRT practices by using one or more of the strategies learned into their own pedagogy. Being exposed to the information in the PD, teachers attending the sessions may begin to be cautious of language, choices, and strategies that may affect their diverse populations. Although the PD is intended for teachers, administrators listening to the information may self-reflect on their role, personal belief system, and interaction with the school community. This project may improve teachers' interactions with their students and peer-to-peer interactions. Staff members attending PD sessions leave schools to function in the larger community and world. Providing professionals with this knowledge may make them aware of social interactions and relations with others of different cultural groups which could lead to positive social change.

In Section 4, I discussed the reflections and conclusions of the study. The project strengths and limitations were noted. I relayed recommendations for alternative approaches. I provided information on scholarship, project development, leadership, and change. The next part was a reflective analysis about my personal growth as a scholar, practitioner, and project developer. I reflected on the importance of my project study. I shared implications, applications, and directions for future research. This section ended with a conclusion.

Section 4: Reflections and Conclusions

Project Strengths and Limitations

There were many strengths and limitations of the project. Strengths were elements that led to depth in terms of research and outcomes. Limitations were unexpected factors that were restrictions or shortcomings to the study.

Strengths

In this study, I addressed the following RQs:

RQ1: How do Grade 3-5 teachers perceive their ability to provide CRT practices aligned with Gay's eight qualitative attributes of effective CRT?

RQ2: How do Grade 3-5 teachers compare their CRT practices to the district's action plan used to support student learning during the teaching and learning process?

Gay's concept of CRT was the guiding framework to investigate Grade 3-5 teachers' perceptions regarding their instruction as manifesting characteristics of effective CRT and learning practices in a SNJSD. Grade 3-5 teachers in a SNJSD were able to compare their CRT practices to the district's action plan. The Grade 3-5 teachers' experiences provided school leaders in a SNJSD with needed information about the local district. The extensive literature review was used to address issues involving impediments of CLD students in a SNJSD.

The basic qualitative methodology was a strength of the project. Through interviews, Grade 3-5 teachers' perceptions in a SNJSD were explored in depth. The semistructured interview provided structure but also leaving room to use participants'

words to gain more insight about CRT experiences and Grade 3-5 teachers in a SNJSD's comparison of CRT practices to the district's action plan.

This study involved creating three PD training sessions to address themes that emerged involving teachers' perceptions of CRT and lack of knowledge regarding microaggressions, cultural competence, and sensitivity. Trainings had resources like titles of books, thinking stems, project ideas, cultural games, call and response, and CRT examples that teachers could apply to their classrooms. The information was created to assist Grade 3-5 teachers in a SNJSD with their pedagogy and help the superintendent and principals address the gap in practice. The formative and summative evaluation tools were notable strengths. The multiple measures of digital (i.e., interactive Google Slides and videos) and conventional approaches (i.e., summative evaluation) to evaluating trainings were used to provide participants with a variety of engaging activities, while still attaining feedback for the local district. Each day's feedback allowed possible opportunities for continued discussions on PD topics for future meetings.

Limitations

Data were collected from nine Grade 3-5 teachers in a SNJSD, which was a smaller sample size than the 12 that was desired. Another limitation involved my original plan to conduct interviews in a public library. In person interviews is the preferred choice for research interviews. The data collection setting needed to be altered to accommodate COVID-19 restrictions. The COVID-19 pandemic affected the emotional, social, and intellectual wellbeing of many students. All school buildings were physically closed yet still operated, disrupting about 50 million families (DeMatthews et al., 2020). Families

were forced to shuffle work schedules, distant learning activities, and home responsibilities. Schools adjusted to remote or hybrid learning. The change to the operation of schools revealed inequities in terms of no computers or internet, limited books, dearth amount of school supplies, lack of active engagement, and lack of family involvement in learning activities for CLD populations (Hernandez et al., 2021). The interview setting was changed so participants were interviewed using Zoom videoconferencing, known as the best alternative to in person interviews. The technical difficulty that presented itself in one interview proved it to be a limitation in the study. A participant needed to be resent a link to join the meeting. The participant informed that the original link sent did not work. Therefore, proving it was a potential limitation for the study.

Recommendations for Alternative Approaches

Topics and Setting

I considered many alternative approaches for study results. Discussing topics related to race or contrasting demographic groups may be upsetting for some people (Chappell, 2022). Starr (2019) said to foster positive change, schools should not shun from honest discussions about race, and administrators should commit to moderating discussions about race instead of recruiting teachers of color. Recruiting teachers of color to speak as a cultural or ethnic representative may cause the person asked to oblige, feeling uncomfortable (Williams 2020a). Conducting PD trainings in a small group environment with fewer than the 20 people may feel more comfortable and safer for

teachers than having conversations related to race or contrasting demographic groups in a larger setting.

Smaller Training Meetings

Schools are directed by state and federal government mandates which hold them accountable for improvements and new initiatives. As a result, stakeholders should consider being adaptable with scheduling and moving needed PD trainings to an appropriate time. Professional learning communities (PLCs) were suggested for teachers and school leaders to continue discussions that promote professional learning. PLCs are teacher meetings which are structured for collegial collaboration that is aimed to improve practices, encourage data sharing, and reflect on ideas (O'Byrne et al., 2021; Thessin, 2021). In PLCs, according Elfarargy et al. (2022), there should be trust and respect created between members. Wallace et al. (2022) said in PLCs groups, teachers could exchange beliefs, acquire knowledge, ask questions, and test their own speculations. PLC meeting discussions should involve teachers learning new information based on current research findings (DuFour et al., 2021). Similarly, Irby (2021) said to avoid static development it is necessary to consistently introduce new research into PLC conversations. Change does not happen instantaneously, and collaborative teams allow people to work toward a shared goal (Riggins & Knowles, 2020). PLCs, due to the smaller population, encourages teachers to share with one another. Although this study was intended for Grade 3-5 teachers in a SNJSD, considerations should be made to have PD presentations available to all teachers at the elementary level. The training could be made available during new teachers' orientation meetings.

Teacher Partnerships

Another alternative option is for Grade 3-5 teachers in a SNJSD who are comfortable to pair up with acquaintances across grade levels in the school building to provide constructive feedback about CRT practices. Using the checklist that was distributed at training sessions, teachers could serve as mentors for acquaintances. Ervin-Kassab and Drouin (2021) described a microcommunity of practice as subgroups within a larger audience focused on professional development. Professional training should transition from one-size-fits all to a microcommunity of practice for peer problem-solving, distribution of resources, and engagement among people who have similar experiences (Ervin-Kassab & Drouin, 2021). Partners may opt to share strategies to support CLD students. Teachers could observe each other if both parties are willing.

Meaningful Discourse

Grade 3-5 teachers in a SNJSD could exchange dialogue regarding changes they feel may make the school more equitable for CLD learners. Another option is for teachers to use the common microaggression handout provided during training sessions. Teacher could use the handout to reflect on behaviors. This could lead to PLCs meetings where teachers could exchange thoughts and feelings based on their reflections. This could lead to discussions regarding possible solutions for the school.

There was another recommendation for an alternative approach during the PD presentation. In the first training, one option is to use the last video in the resource section of the presentation. Poll Everywhere (n.d.) is an option for live voting. Another website

of choice could be used for the live voting activities. In the second training, websites

could be included to complement the PD topic.

Alternative Definitions and Solutions to the Problem

The problem is it is not known if Grade 3-5 teachers in a SNJSD perceive their

instruction as manifesting characteristics of effective CRT and learning practices

intended to promote CLD students' academic growth. An alternative definition may have

been that all teachers and administrators are not participating in the same meetings about

CRT practices or CLD children. Another alternative definition to the problem may have

been some teachers are part of committee meetings about these topics. They may know

more than Grade 3-5 teachers possibly creating a disconnect between the elementary

teachers. The last alternative definition may be that since the local district has the

elementary level divided into different buildings: one Pre-K school, three K-2 schools,

three Grade 3-5 schools, and one multiage K-5 school some administrators may spend

more time on CRT or CLD topics during staff meetings. The PD project in the study is

meant for Grade 3-5 teachers that teach CLD students. A possible solution is for all

administrators and teachers to participate in the PD trainings centered on the topics of

CRT or CLD so through disquisition everyone receives the same information and learns

together. Another possible option is to offer the trainings on these topics over two

separate days or different sessions with the same presenter.

Scholarship, Project Development, and Leadership and Change

Scholarship

I was on a quest to improve my teaching craft. I also developed an initial interest in learning more about CRT practices. I internally questioned school culture, classroom climates, teacher relationships with students, and peer interactions. I noticed that the field of education was changing, and so I personally wondered about my teaching practices as well, which led to my enrollment at Walden University. In my pursuit of knowledge, I learned about environment, social, and personal barriers of CLD children. My personal journey to become a scholar was far from direct. I discovered so much about my mindset and character. I refused to settle for no, you can't do it, or it's not good enough. I had to trudge through family deaths, illnesses, and relationships. I had to sacrifice some holidays, trips, and many outings with family and friends. Many times, this experience seemed so unattainable. I knew I had to believe that everything in life had a reason and a season. I walked into the season of an erudite scholar and gleaned so much about myself. I noticed that I am persistent and more resilient than I imagined. I recognized the power of perseverance and knowledge. I explored that my tenacity would positively create social change. The development of a capstone project caused me to dig deeper into esoteric knowledge. I was able to experience the steps of conducting qualitative research. It was so rewarding to create a project that would improve schools for students of diverse cultures. The process of having an initial problem and using qualitative research, as the solution to create a project to make improvements in a local district, was something

worth celebrating. I had to believe in the research process. My belief led me to become a credible writer, researcher, scholar, and catalyst for change.

Reflective Analysis as a Scholar

While developing as a researcher, I had to read numerous peer reviewed journals. The goal as the researcher was to find existing current relevant research to further understand the topic of study. The literature review was a tedious process that I found to be quite intriguing. I noticed that a lot of information that I had previously cited was appearing in the new literature I was reading, a deictic of saturation. I detected that the literature used in my project study made me a much better teacher and person. I self-reflected on my personal belief system on cultures and pedagogy. It opened my eyes to my social interactions, thoughts, culture, and the community.

As I went through this scholarly transformation, I never encountered a task so difficult. I felt that there were insurmountable tasks. Many times, I thought I was almost done and noticed that was not the case. Every stage had numerous requirements. I had to juggle my family, obligations as a teacher, and my research. I overthought every decision I made while writing and structuring my study. Another challenge was the weight of the racial content in the literature. Despite my obstacles, I motivated students I met in doctoral programs to keep on going. I believe that all the challenges experienced along my extensive journey was worth the sacrifice because what is learned could never be unlearned.

Reflective Analysis as a Project Developer

I learned that developing PD requires a lot of planning and preparation. I had limited experience creating PD presentations for stakeholders. Regardless, I was determined to make the final project engaging and culturally responsive, so I thought about every detail carefully. I based my decision making on literature to create an effective project. The project developed was rooted in culturally responsive practices. The physical layout of the PD, learning tools, the project evaluation plan, and materials were collocated from experience at past trainings and research.

Reflective Analysis as a Practitioner

Teachers are the gateway to student learning. School administrators are positioned to make sure school environments are safe and ensure that children are receiving the best education. Districts rely on PD to deliver needed material to schools. This project prompted me to view training as an essential outlet to improve teaching and learning by building confidence of the adults in the schools. The district's action plan was used to create the problem of this study. From the problem, current literature was unveiled, and data were collected. The findings bridged the district's action plan to the teachers' needs. I analyzed the data to provide teachers with strategies and information to improve their practice. My hope, as a leader, is that teachers would continue to question the culturally responsiveness of their practices, the curriculum, materials, and resources. Teachers were supported through the development of this project. Building on stakeholders' knowledge creates change for learning communities. This study has initiated my dedication to promoting CRT practices.

Reflection on the Importance of the Work

The purpose of this basic qualitative study was to investigate Grade 3-5 teachers' perceptions regarding their instruction as manifesting characteristics of effective CRT and learning practices in a SNJSD. The project was predetermined to bridge a gap in practice for teachers in a SNJSD. While reflecting on the work, I confirmed the benefits of this study to the field of education. It may be valuable to any district experiencing challenges with gaps of CRT practices.

Implications, Applications, and Directions for Future Research

Implications and Applications

Teachers rarely have safe spaces to disclose feelings on teaching practices. They seldom feel comfortable to share strengths and weaknesses, without fear of being judged. Teachers could transform personally with their beliefs and professionally in practices (Marichal et al., 2021). Senyshyn and Smith (2019) said in PD sessions, transformative learning occurs in adults. It begins with an unsettling experience that progresses to deep thought, self-examination of personal views, reflection on actions, and leading to adjustments. This project study invited Grade 3-5 teachers in a SNJSD to participate in expressing perceptions of their CRT practices. The project recommended to the local district was a guide for transforming CRT pedagogy. It could cause Grade 3-5 teachers in a SNJSD to transfigure their personal beliefs on CRT practices and CLD children.

While conducting research with the intention to align results with the literature, I noticed that many of the journals about CLD students or CRT pedagogy mentioned racial disparities in systems. Another major topic that arose in the literature was educators and

school leaders being mindful of their culture awareness. Culture awareness extended from recognizing the culture in the school environment to discussing covert racisms that create barriers for CLD. These obstacles are formed in noticing the disadvantages that CLD students have in the educational system, noticing implicit bias, and racial privilege for becoming culturally responsive.

Recommendations for Future Research

The directions for future research were influenced by scholarly literature. Draves and Vargas (2022) said society needs continual research on race and socioeconomic class. Scholars called for more research on CRT (Morrison et al., 2022). There are many possible directions for advancing the learning of future scholars and stakeholders on topics of race and socioeconomic groups.

Future research could apply the same methodological dynamics of this study to explore the perceptions of middle and high school teachers CRT practices in the same school district. This differentiated population in the community may provide school leaders with more information on teachers' perceptions on a larger scale.

Future research could aim at studying K-12 teachers' cultural competence and sensitivity in a district. Studying the perceptions of teachers in various grade levels may provide a school system with multiple grade levels to target with intercultural sensitivity training.

Another consideration is a qualitative study that interviews teachers and school administrators on interpersonal engagements. The participants of this study could include one school administrator from each level - elementary, middle, and high school. A small

sample size of teachers could provide insight of relationships observed in schools and classrooms. This study could possibly provide information on the existence of microaggressions in a particular institution.

Future research involving K-12 teachers could examine the cultural diversity in a curriculum. A mixed methods approach would blend statistical and numeral data to inform stakeholders about programs. The study may provide a lens into the congruence of cultures represented in school curriculum. The literature in this project study highlighted systemic gaps that contravene all students from learning. The scholarly writing pointed out how schools could make changes that would benefit marginalized students.

Conclusion

This research provided stakeholders in a SNJSD with a deeper understanding of Grade 3-5 teachers' views on their CRT practices. The purpose of this basic qualitative study was to investigate Grade 3-5 teachers' perceptions regarding their instruction as manifesting characteristics of effective CRT and learning practices in a SNJSD. Decisions were made based on research findings and literature. While reflecting on the choices made with this project study, it is evident that CRT is an effective teaching practice that advances the emotional, social, and intellectual development of CLD learners. The PD training was developed to promulgate the findings of the research. As I trailblazed searching for answers on Grade 3-5 teachers' reflections of their CRT practices, I am confident the project study would serve as a beacon for stakeholders' future decisions in the local district and provide scholars with valuable information about CLD students in the country.

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Appendix A: The Project

PD Day 1: CRT

Slides 1-6

1

2

3

4

5

6

CRT, Slides 7-12

7

8

9

10

11

12

CRT, Slides 13-18

Video: Culturally Responsive Teaching & Learning

13

Reflection Activity

Directions: Please take out a sheet of paper. Answer the question.

What did you notice?

14

Characteristics of Effective CRT

Gay (2018) believed that culturally responsive pedagogy is apparent through eight constructs.

Empowering
Being Comprehensive and Inclusive
Validating
Being multidimensional
Emancipating
Being Transformative
Encourage Humanistic Behaviors
Being Normative and Ethical

Gay, G. (2018). *Culturally responsive teacher: Theory, research, and practice* (3rd ed.). Teachers College Press.

15

1. Empowering

Definition:
Socially and personally supporting students to take ownership of their learning.

Reflection:
1. How do my CLD students take ownership for their own learning?
2. How do my CLD students support each other while learning?
3. How do my CLD students demonstrate they are active participants in the environment?
4. What strategies do I implement to encourage my CLD students to be accountable for their own learning?

Culturally Responsive Teaching is...

16

Empowering

Examples:
- Belief that teachers think CLD students can succeed in learning activities (communicating this: "I know you can...")
- Celebrating students' and class community accomplishments
- Resources to assist CLD in learning activities
- Provide students with help and support to empower them
- Provide CLD students with supports to assist them socially
- Peers explaining work
- Peer mentoring activities
- Displaying emblems
- Learning strategies of school success

(Gay, 2018)

17

2. Validating

Definition:
Use cultural heritage to teach academic content, making learning relevant and meaningful.

Reflection:
1. How do I use my CLD students' heritage to teach academic content?
2. How do I make learning relevant for my CLD students?
3. How do I communicate with my CLD students' families?
4. How do I tap into the learning styles of my CLD learners?
5. How do I celebrate different cultures represented in my learning environment?

Culturally Responsive Teaching is...

18

CRT, Slides 19-24

Validating

Examples:

- Caring climates
- Using learning styles (child's strength is art = activities involve art; teaches *to and through* strengths)
- Using culture of your students in curriculum (You have a student from Honduras. You would find books written with characters from honduras.You may mention a specific food like tortilla in your math problem.)
- Heritages are valued (Doing assignments like a writing activity or report that allows a student to display their heritage and culture in the classroom for all to see.)
- Using frames of references & experiences
- Celebrate culture representations in the classroom
- Use the cultural knowledge of families and the community (Inviting parents to speak about their culture.)
- Creating a bridge between home and school
- Challenge barriers (stereotypes, prejudice, injustice, etc.)
- Includes multicultural information, resources, and materials in all subjects   (Gay, 2018)

19

How comfortable do you feel addressing **social issues** in your classroom?

Students, drag the icon!

20

How comfortable do you feel addressing **politics or political issues** in your classroom?

Students, drag the icon!

21

Social & Political Issues

DID YOU KNOW...?

Bazemore-Bertrand (2020) claimed teachers sometimes struggle to initiate classroom conversations around social and political issues. Recommended utilizing appropriate literature to address topics developing students' awareness.

Short (2018) emphasized,
"Bringing global literature into our classroom opens students' minds to difference as a rich resource, not a problem, while inviting critical engagement. Literature provides a safe place to explore cultural diversity and to develop empathy, instead of negatively judging people whose values or ways of living differ from our own" (Johnston et al., 2021; p. 110).

22

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3. Being Comprehensive and Inclusive

Definition:
Building an academic and social community of learners.

Reflection:
1. How do I build an academic community of learners for my CLD students?
2. How do I build a social community of learners for my CLD students?
3. How do I teach my CLD students about values?
4. What strategies do I do to advance students' emotional, social, and intellectual well-being?
5. How do I develop my CLD students' political awareness?

Culturally Responsive Teaching is...

23

Being Comprehensive and Inclusive

Examples:

- Student interactions (demonstrating caring behaviors and attitudes)
- Shared materials
- Advancing student's development...
  -Emotionally
  -Socially
  -Intellectually
  -Politically
- Teaching about values
- Students held accountable for own learning
- Students held accountable for partner's or group's learning

"They functioned like members of an extended family, assisting, supporting, and encouraging one another. The entire class was expected to rise or fall together, and it was in the best interest of everyone to ensure that each individual member of the group was successful. By building an academic community of learners, the teacher responded to the sense of belonging that youths need, honored their human dignity, and promoted their individual self-concepts" (Ladson-Billings, 2009; Gay, 2018, p. 36).   (Gay, 2018)

24

CRT, Slides 25-30

It is time for our...
Stretch Break!

Students, follow the instructions on the slide

25

4. Being Multidimensional

Definition:
Infusing cultural knowledge, beliefs, opinions, experiences, emotions and feelings to connect with curriculum-making instruction more meaningful.

Reflection:
1. How do I infuse cultural knowledge into CLD learning practices?
2. How do I infuse students' opinions and beliefs into academic learning?
3. How do I encourage students to connect their emotions and feelings with what they are learning from the curriculum?
4. How do I make academic content learning more meaningful for CLD students?

Culturally Responsive Teaching is...

26

Being Multidimensional

Examples:

❖ Curriculum (reflective and more responsive to diverse students)
❖ Connecting curriculum to beliefs, opinions, feelings, emotions, perspectives, and experiences
❖ Instructional techniques
❖ Classroom environment
❖ Student-Teacher relationships
❖ Classroom management
❖ Assessments (students may decide how they will be assessed at the end)
❖ Cultural socialization

(Gay, 2018)

27

5. Being Transformative

Definition:
Respecting culture as resources for teaching and learning.

Reflection:
1. What techniques do I routinely do to show the CLD cultures in my environment is respected?
2. How is culture a respected resource in my environment?

Culturally Responsive Teaching is...

28

Being Transformative

Examples:

❖ Teaching and supporting students on how to be social critics through reflection and decision making
❖ Teaching social consciousness and efficacy (so, students can fight oppression or inequalities they notice)
❖ Respecting culture and experiences
❖ Teaching students to be proud of their culture or ethnic group as opposed to ashamed
❖ Having high academic expectations for CLD students
❖ Communicating that you expect students to be productive members during learning activities
❖ Noticing the strengths and accomplishments of individuals pertaining to cultural or ethic groups and using those references during instruction (Note: This is not stereotyping but knowing how cultural or ethic groups tend to learn best)

Examples provided according to Gay (2018).
Some Black students are known for verbal ability in informal social settings. This would be considered a storytelling strength. That could be used in ELA for teaching reading or writing.

Some Chinese, Japanese, and Filipino students prefer studying and reviewing concepts together. So, this could be used to provide more cooperative learning group opportunities.

(Gay, 2018)

29

6. Emancipating

Definition:
Collaboration and encouraging students to be active participants in the learning environment.

Reflection:
1. How do I empower my CLD learners?
2. What opportunities do I provide for my CLD students to work collaboratively?
3. How do I encourage my CLD students to be accountable for their peer's success?

Culturally Responsive Teaching is...

30

CRT, Slides 31-36

Emancipating

Examples:

- ❖ Collaboration between peers (students helping and supporting each other)
- ❖ Encouraging students to use their voice
- ❖ Student accountability for learning
- ❖ Active participation during instruction
- ❖ Include students' cultural and communication style into learning
- ❖ Teaching students the values and skills that will make them successful in society

(Gay, 2018)

31

7. Encouraging Humanistic Behaviors

Definition:
Respecting the viewpoints, thoughts, and feelings of self and others.

Reflection:
1. What do I do to show that I am respecting the viewpoints of my CLD learners?
2. How do I teach my students to respect the feelings of others?
3. How do I show my CLD students that their feelings and thoughts are valuable?

Culturally Responsive Teaching is...

32

Encouraging Humanistic Behaviors

Examples:

- ❖ Telling students to expand on their thoughts or ideas (Tell me more…)
- ❖ Teaching students how to respond respectfully (If they disagree with a peer's response they could say, "I respectfully disagree because…")
- ❖ Teaching students to validate other's thoughts and ideas ("I heard you say…")
- ❖ Teaching students to build on peer's thoughts and ideas ("I would like to add on to what you said…")
- ❖ Support students in learning about self and others
- ❖ Exploring differences of self and peers
- ❖ Looking at things from different perspectives (lenses) to promote equality and social justice

(Gay, 2018)

33

8. Being Normative and Ethical

Definition:
Extending and making known the rights and opportunities of students.

Reflection:
1. How do I inform CLD students of their rights?
2. How do I show students they have choices?

Culturally Responsive Teaching is...

34

Being Normative and Ethical

Examples:
CLD students Have Rights & Opportunities: What are they?

Civil Rights Act (1964)
- ❖ Families and students have rights that schools communicate in preferred language.
- ❖ Schools must provide interpreters and translators and cannot require a family to bring their own.
- ❖ Bullying Based on Race, Color, or Origin.
- ❖ Prohibits discriminating people due to race, color, or national origin.
- ❖ Protects against exclusions from programs or activities.

The Bilingual Education Act (1968)
- ❖ Equal opportunity to all children from various walks of life, regardless of students' dominant language, the opportunity to academically advance in American public schools.

Plyler v. Doe (1982)
- ❖ Right to an Education
- ❖ Right to Privacy: School Cannot Inquire about Immigration Status

The Family Educational Rights and Privacy Act (FERPA)
- ❖ Schools must notify families and children of their rights. (Gay, 2018; U.S. Department of Education, n.d.)

35

Based on what you learned do you feel that you are culturally responsive?

*Reminder: It should be seen in Gay's (2002) eight constructs for effective CRT.

Students, draw anywhere on this slide!
Pear Deck Interactive Slide
Do not remove this bar

36

CRT, Slides 37-42

Selecting Books: "Windows, Mirrors, & Sliding Doors"

Did you know...?

According to Gay (2002), during learning experiences, students are expected to "divorce themselves from their cultures and learn according to European American cultural norms" (p.114).

Windows and Mirrors
Created By: Style (1988)

Windows allows the reader to view and understand another person's cultural experiences.

Windows and Mirrors
Created By: Style (1988)

Mirrors are text that grant the learner the ability to see personal story and culture reflected through reading.

Sliding Glass Door
Created By: Bishop (1990)

Sliding glass door was included to allow a reader to use creative imagination to walk into, experiencing a world created by the author (Cuevas-Parra, 2021; Jiménez, 2021; McNair & Edwards, 2021).

37

Closing Remarks

Please remember to provide feedback on the training.

Students, write your response!

Pear Deck Interactive Slide
Do not remove

38

Resources & Handouts

Print and Copy
This Presentation

Session 4
Resource: Teacher's Resources

39

Zaretta Hammond

Culturally responsive teaching is the antidote to inequity

ZARETTA HAMMOND

#PLtogether

40

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42

CRT, Slides 43-48, References

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48

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49

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50

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51

PD Day 1: CRT, Speaker Notes (7 hrs.)

Time	Slide	Notes
8:00-8:15	1.	Before the training begins, have teachers sign in. Tell them to pick up a packet after signing in. Share the title of the presentation so the audience is reminded what they will be learning about. Next, share the goal of the presentation, "To learn about Culturally and Responsive Teaching (CRT) and the challenges Culturally and Linguistically Diverse (CLD) students are confronted with in the nation's educational system." Inform the audience that this is day 1 of 3 of the PD training.
	2.	Share with the audience that the schedule will be used to outline the events of this training. Remind them that a copy of the schedule is in their packet.
	3.	Skip this slide until the afternoon. Review schedule at the appropriate time.
8:15-8:30	4.	Speaker introduces themselves. Remind the audience the goal of the training, "To learn about Culturally and Responsive Teaching (CRT) and the challenges Culturally and Linguistically Diverse (CLD) students are confronted with in the nation's educational system." Communicate with the audience what you want them to take away. Say, "My hope is that you would learn something new whether it is an idea, strategy, or new information about students that may be in your classroom."
8:30-8:50	5.	**Session 1:** **Access Prior Knowledge** As a check-in before the training, have teachers answer the questions. Give them time to reflect on what they know. Also, have them reflect on what they hope to get from the PD. Have them write their response on this interactive slide. (Formative)
8:50-8:55	6.	Read the definition of CRT. This will allow the audience to familiarize themselves with the vocabulary prior to the training. Read it slowly and carefully. In the field of education, critical race theory has the acronym CRT also, but for this presentation when we mention CRT we are talking about this word.
8:55-9:00	7.	Read the definition of CLD. This will allow teachers to know what you mean when you mention CLD students. Read the definition slowly and carefully since it is important to this training.

9:00-9:15	8.	Read this question aloud to the audience. Have them use the interactive slide to reflect on the barriers CLD students face in schools. To foster engagement, use the audiences' words for the next slide to point and show which ones were identified by the group. (Formative)
9:15-9:45	9.	Pause and give the audience time to look at the slide before saying anything. Tell the audience this is an image of a brick wall. Each brick represents challenges our CLD students face in school. Read the labels on the bricks. Emphasize if one of the bricks was mentioned in the prior slide. Then say, there are more bricks I am sure we could think of as educators if we had more time. This wall represents challenges CLD learners face that we should not ignore. Ignoring these bricks/challenges is not going to allow us to build those meaningful relationships, teach rigorous lessons, or advance our CLD population. It is important to learn about it so we could create solutions to together.
9:45-9:50	10.	Explain that CRT has been around for more than 30 years according to scholarly journals. However, CRT received a lot of attention with the work of Ladson-Billings. Read the slide to the audience.
9:50-10:00	11.	Read the information to the audience. This information will provide the audience will some background information so they could see how it all fits together. Share that these scholars are known in the field of education for their work on supporting the learning development of CLD students. Please note that this slide is like a timeline. Read it going across so that the audience could see the scholar, year they started their work, type of research, and focus of the research. Tell the audience that for this presentation we will focus on the work on Geneva Gay. She coined the term culturally responsive teaching.
10:00-10:15	12.	At this time, we will take a 15-minute break. I will put a timer on so that we could keep track of the time.
10:15-10:30	13.	**Session 2:** Tell the audience that we will watch a video of a teacher that has elements of Culturally Responsive Teaching. The length of this video is 8:52. Some additional time has been added since this has a technology component. Address: https://www.youtube.com/watch?v=_uOncGZWxDc

10:30-11:00	14.	Give teachers time to collaborate with each other first. Then, have them share out. Say, let us talk about it. What did you notice that this teacher did that made her culturally responsive in her classroom? Ask the audience to share thoughts after the video. What did they like? Were there any questions they still had? (Formative)
11:00-11:30	15.	Tell teachers that Geneva Gay believed that culturally responsive pedagogy is not something done in one lesson. It is not one thing you put on a board to celebrate a holiday, or one book read. Gay believed that it is something that is apparent through these eight constructs. These 8 things should be done often in culturally responsive classrooms and schools.
11:30-12:30		Lunch
12:30-12:35	16.	**Session 3:** Read the definition and the reflection questions.
12:35-12:40	17.	Here are some examples of Gay's construct on empowering CLD students. Let us go over this list.
12:40-12:45	18.	Read the definition and the reflection questions.
12:45-12:50	19.	Next, we have some examples of Gay's construct on validating CLD students. Read the list to the audience.
12:50-1:00	20.	**Temperature Check Activity:** This is an interactive slide. It has been included to gage the audiences' feelings. Read the question. Share these as examples of social issues: poverty, race, bullying, culture, ethnicity, economy, etc. Verbalize the results so the audience can get an idea on how other teachers feel. This slide and the next slide are an introduction to the information on Slide 22.
1:00-1:10	21.	**Temperature Check Activity:** This is an interactive slide. It has been included to gage the audiences' feelings. Read the question. Share some examples of politics/political issues: democracy, presidents, elections, etc. Verbalize the results so the audience can get an idea on how other teachers feel.
1:10-1:20	22.	Read this information to share what scholarly literature says about how teachers normally feel about social and political issues brought up in the classroom.
1:20-1:25	23.	Read the definition and the reflection questions.
1:25-1:35	24.	Tell the audience that here are some examples of what it means to be comprehensive and inclusive. After that read the quote on the bottom of the slide so that teachers get a better sense of what it means to be comprehensive and inclusive.
1:35-1:50	25.	At this time, we will take a 15-minute break. I will put a timer on so that we could keep track of the time.
1:50-1:55	26.	Read the definition and the reflection questions.

1:55-2:00	27.	Now, share with the audience examples so that teachers have an idea what it means to be multidimensional.
2:00-2:05	28.	Read the definition and the reflection questions.
2:05-2:10	29.	Share with teachers some examples of what being transformative looks like in the classroom.
2:10-2:15	30.	Read the definition and reflection questions.
2:15-2:20	31.	Share examples with teachers what emancipating looks like in the classroom.
2:20-2:25	32.	Read the definition and reflection questions.
2:25-2:30	33.	Share with teachers some examples of what encouraging humanistic behaviors looks like in the classroom.
2:30-2:35	34.	Read the definition and reflection questions for being normative and ethical.
2:35-2:40	35.	Share some examples of being normative and ethical by sharing CLD students' rights.
2:40-2:45	36.	**Session 4: Emotion Check:** This is an interactive slide so the audience can reflect on their feelings. You can tell if you are being culturally responsive by looking closely at your environment, instruction practices, and analyzing communication (verbal and nonverbal). Remind teachers that doing strategies in isolation does not make them culturally responsive.
2:45-2:55	37.	According to Gay (2002) during learning experiences, students are expected to, "divorce themselves from their cultures and learn according to European American cultural norms" (p. 114). Style (1988) coined the phrase "windows and mirrors" to show how we should purposefully select children's books to represent culture making it relevant. "Windows" permits the reader to view and understand another person's cultural experiences. "Mirrors" are text that grant the learner the ability to see personal story and culture reflected through reading. Later, Bishop (1990) expanded on this notion with the metaphor "mirrors, windows, and sliding glass doors." "Sliding glass doors" was included to give a reader to use creative imagination to walk into, experiencing a world created by the author (Cuevas-Parra, 2021; Jiménez, 2021; McNair & Edwards, 2021). Through their work, these scholars presented how mirrors, windows, and sliding doors avail the learning for all children in elementary classrooms. Here is an excerpt from a scholarly journal titled *Culturally Relevant Literature For K-5 Students* written by Priscilla Delgado in 2021. "This type of instruction often utilizes books

		that feature characters, experiences, hair types, and activities in which many students cannot relate. Books may include European American children playing in the snow, Mexican children being deported, or African American children living in poverty. While this may be the lived experience of some people from those backgrounds, the use of these books, while well-intended, may result in perpetuating stereotypes, including the European American worldview of diverse cultures. This is the danger of teaching the single story. Students see only one version of that cultural experience, one they may or may not be familiar with, and their understandings of those windows become singular" (Delgado, 2021). Did you know about windows, mirrors, and sliding doors? Do you use this to select stories that you use in your learning activities? Being cognizant of the text that you use has to do with CRT. Books should not be contained into one basket or only read when the calendar calls for it. **Give teachers the resources. **
2:55-3:00	38.	In closing, today we summarized CRT. I shared history with you. I gave you strategies and examples to use in your classrooms. Thank you for attending this training. I hope that you are walking away from this experience knowing more than you did before. Your feedback is greatly appreciated. Please complete the feedback form before you leave. Thank you! Enjoy the rest of your day! (Summative)
	39.	There are some resources that accompany this training. We know that your job is not easy so hopefully you enjoy this added resource. Feel free to use whatever you want from this added resource.
	40.	*This video has been added as an extra video for the presenter to show if needed. The length of the video is* 10:34. Address: https://youtu.be/LxhF7TZqDyA
END PD DAY 1 on CRT		

PD Day 1: Teachers' Resources

Teacher's Resources

Please note: Simply, using these tools does not make you culturally responsive, but these are ideas of things that you could consider using as you grow in application of CRT. We all know that teachers are busy. Hopefully there is something here that you could use.

1

2

Physical Environment

Physical Environment should be print rich. Some information should be color coded, have visuals, and labels to assist CLD students.

Student Work
*Displayed in multiple spots in the room
*Heritage and culture of students is evident in class environment (student made flags, heritage writing activity, culture maps, and culture reports)

Vocabulary and Phonics
*Word of the Week or Vocabulary of the Week Displayed
*Math Vocabulary Board
*List of Social Studies Words Displayed
*Interactive Word Wall (that you add words to throughout the year)
*Phonics sounds displayed

Strategies
*Reading Strategies Displayed
*Math Strategies displayed or reference sheet available to assist student
*Question Words displayed (Who? What? When? Where? Why? How?)

3

Physical Environment

Learning Centers
*Rotations displayed
*Accountability - Spots in the classroom where students can independently access their own materials.

Spaces to Work
*Students arranged in pods
*Setting flexibility
*Spots in the room for partners to gather (like two desks pushed together)
*Tables for groups to gather (teacher table and a student table)

Library
*Classrooms should have more than one bin of culturally relevant text to depict class population (look at the balance in your library)

Technology
*Used for teacher instruction and for displaying student examples during teaching (document camera, promethium boards, and projectors)

4

Communication

Management
*Getting students attention
   -Call and Response
   -Nonverbal signals
*Music (could be used to relax students or create an environment)
*Play Simple Instrument (ending an activity)
*Bells (door or deli)
*Equity sticks

Rules, Procedures, and Protocols Displayed
*Rules and consequences (displayed all year)
*Protocols (Examples call and response displayed)

Student Engagement
*"Bottoms up, heads together" strategy
   *Think-Pair Share
*Write-Pair-Share
*Pair-Share-Write
*Peer Teaching Cards
*Action Thermometer

5

Teaching and Learning Activities

*Small Group

*Differentiated Tool Cards
Using the copy machine to reduce the size of any tool you want the learners to reuse throughout the year. An example of a page could be the "peer talk cards." Laminate the page. Use a binder ring to attach. Each child may have different tools since students needs vary.

Learning
*Summary
*Visualizing
*Justifying Answer Ticket
*Rubric for Word Problems
*Peers Talk Math
*Thinking Stems for Writing about Math
*Vocabulary Example
*Making Learning Relevant (using student names, street names, elements in the community, etc.)
*Create Cognate Personal Dictionaries (for students that need it)

6

Teaching and Learning Activities

*Feedback
*Feedback Ticket (copy on bright colored paper)
*Emoji Check for Understanding (See TPT)
*Reflection: Square, Triangle, Circle.
*Gaming (quizizz) - Could be used to review any material in any subject. It makes the kids feel like they are playing a video game.

Read aloud

Allen, J. (2021). *My voice is a trumpet.* Flamingo Books.

7

Strategy: Action Thermometer

This activity is used to gage students feelings or opinions about a topic. It will involve students moving around the room.

Steps:
1. Teacher gives clear directions to the class while pointing.
   Teacher says:
   If you agree move to the front of the classroom.
   If you disagree move to the back of the classroom.
   If you are not sure, meet in the middle.
1. While students are in selected parts of the classroom. You could have partners or groups discuss their feelings or opinions about a topic.

Approaches that could be combined with this activity:
-Think-Pair-Share
-Write-Pair-Share

Alternative:
If students are unable to move around the room, you could use a digital platform for students to select a specific color if they agree, disagree, or are not sure. Then, class can have an open discussion.

8

Strategy: "Bottoms Up, Heads Together"

This is similar to the turn and talk routine.

Steps:
1. Teacher shares a question or topic for discussion.
2. A student repeats the directions.
3. Students signal to teacher, with nonverbal communication, whether they understood directions.
4. The class says "bottom up, heads together" to the teacher.
5. Students immediately pair up with their partner to discuss.

This is followed up by a share session with the class or completing a written assignment.

9

Call & Response

<u>Teacher:</u> 1-2-3...
Look at Me!

<u>Students:</u> 1-2...
I'm Looking at You!

10

What is a call and response?

A call and response is when the teacher calls something to the students and the students answer. The call could be a question the teacher wants students to answer. The call could also be a statement the teacher wants the students to complete or repeat. The purpose...

❑ Helps with focus
❑ Management strategy
❑ Builds community

11

Call & Response

<u>Teacher:</u> Are you focused and ready to learn?

<u>Students:</u> We are focused and ready to learn!

12

Slide 13

Call & Response

Teacher: I am smart. I can do it. I am smart let's get to it.

Students: I am smart. I can do it. I am smart let's get to it.

Class Community
We are a team together!

13

Slide 14

Peer Teaching Cards

Purpose: This activity is great for reviewing vocabulary or a lesson. It allows the teacher to see if the students understood what was taught using student authentic conversations.

Steps
Teacher Preparation
1. Get colored index cards.
2. Cut out the cards on slide 2.
3. Glue one ticket on one side of an index card, and the other ticket on the back of the index card.
4. Prepare as many as needed. Laminate to use for another lesson.
5. Consider sentence starters for students that need it.

Prior to Activity
1. Split the class into partnerships. You decide, pairs or in a group of 3.
2. Set the ground rules. You share that in the activity you are expecting to see encouragers. Demonstrate what that looks like and sounds like. You set any other rules you feel appropriate for your population.

To Use
1. Teacher will ask a question about the lesson.
2. The student that is "the teacher" will explain to their peer either what something is or how to do a task.
3. The classroom Teacher rings a bell.
4. Next, the roles switch. "The student" will explain to their partner or group what something is or how to do a task. This activity continues until the classroom teacher decides the review is complete.

14

Slide 15

Peer Teaching Cards

I'm the **student**.
Ready to Learn
★ I will listen carefully.
★ I can ask questions.
★ I will be positive.
2+2=
Peer Teaching Activity

I'm the **teacher**.
Hello Class!
We can do it!
★ I will try to be very clear when communicating.
★ I will explain the information to my partner.
★ I will be kind.
Peer Teaching Activity

15

Slide 16

Peers Talk Math

*The strategy I used was___.

*I agree with you because___.

*I disagree with you because___.

*Another way we could do this problem is ___.

*I know that my answer makes sense because___.

*I know that my answer is reasonable because___.

Form

16

Slide 17

Peers Talk Math

Agree
If I agree...
⇒ I agree with you because ___
⇒ I like that you said ___
⇒ I would like to add on to that idea ___

Disagree
If I disagree...
⇒ Respectfully, I would like to disagree with your answer because ___
⇒ I can see how you got your answer, but I disagree because ___
⇒ I feel differently because ___

Confirm
If I want to support what my partner said...
⇒ I think ___ because ___
⇒ I know that ___
⇒ I feel ___

Clarify
If I need to clarify...
⇒ Please repeat how you ___
⇒ Show me how you did ___
⇒ Please share more about ___

Deeper Thinking
If I want to extend my thinking...
⇒ This makes me think of ___
⇒ I want to know more about ___
⇒ Another way this could be solved is ___ I know because ___

Confused
If I am confused...
⇒ Please help me understand how you ___
⇒ I am a little confused about ___
⇒ I am not clear how you ___

Form

17

Slide 18

Peers Talk Math

Agree
If I agree...
⇒ I agree with you because ___
⇒ I want to build on what you said because ___
⇒ I like that you said ___
⇒ I would like to add on to that idea ___
⇒ I completely agree. I used the same strategy when ___

Disagree
If I disagree...
⇒ Respectfully, I would like to disagree with your answer because ___
⇒ I can see how you got your answer, but I disagree because ___
⇒ I feel differently because ___
⇒ You made a good point but ___

Confirm
If I want to support what my partner said...
⇒ I think ___ because ___
⇒ I know that ___
⇒ I feel ___
⇒ I believe ___

Clarify
If I need to clarify...
⇒ Please repeat how you ___
⇒ Show me how you did ___
⇒ Why do you think that ___
⇒ Explain how you know that is the correct answer ___
⇒ Please share more about ___

Deeper Thinking
If I want to extend my thinking...
⇒ This makes me think of ___
⇒ I want to know more about ___
⇒ I wonder ___
⇒ Another way this could be solved is ___ I know because ___
⇒ I can compare my answer to mine ___

Confused
If I am confused...
⇒ Please help me understand how you ___
⇒ I am a little confused about ___
⇒ I am not clear how you ___

Form

18

Math Rubric

Teacher Preparation:

1. Put this rubric in a picture frame. Students can use during center time.
2. Other rubrics could be made depending on your grade level requirements.

19

Rubric
(You will be graded using this rubric.)

Level 4 Outstanding	• a mathematical model • an expression • writing explaining what I did (using math vocabulary words) • Show another way to solve the problem (when possible)
Level 3 Very Good	• a mathematical model • an expression • writing explaining what I did
Level 2 Satisfactory	• a mathematical model • an expression
Level 1 Needs Improvement	• an expression
Level 0 Oops! I missed it. I will do better next time.	No work or the work is completely incorrect

20

_____'s Heritage

My heritage is _____. This means that my

family is from_____. My family

roots are in _____. I speak

_____

_____.

21

Vocabulary:
Use vocabulary on table and glossary to help you.

22

One tradition my family has is…

23

My family is from this continent.

24

_____'s Heritage

My mom's family is from _____. My dad's family is from _____. This means that I am _____. My family roots are from _____. I speak _____.

25

(Teacher Example)

Stephanie's Heritage

My heritage is Columbian. This means that my family is from Columbia. My family roots are in New York. I speak Spanish and English.

26

One tradition my family has is...

One tradition my family has is to celebrate Christmas Eve. I go to my abuela's house in Queens, New York. My mom's side of the family meets up at my abuela Mami Francia. I play with all my cousins, eat food, and we even dance to Salsa. The grown ups sit around and talk, laugh, and dance. When it turns 12:00 midnight the whole family gets together near the Christmas tree. My aunt calls out the names on the gifts. Everyone gets their gifts and opens them. We all go around giving each other hugs and kisses for the gifts. Then, my family drives home to New Jersey. We go to sleep and wake up and experience Christmas at my other grandma's house, my dad's mom.

27

My family is from this continent.

South America

28

Henry's Heritage

My mom's family is from India. My dad's family is from Haiti. This means that I am Indian and Haitian. My family roots are from Texas. I speak Hindi and Creole.

29

You could put slides 1-3 together and make it into a simple book. Please note that slide 4 is an alternative to slide 1.

Other Ideas

Paper Bag Book

Cut a paper bag to make it look like a book. Measure to the size of a sheet of paper (a tad longer). The paper bag would be the front cover and back cover of the book. The pages in between could be the pages listed in this presentation. You could add more pages too. Be creative.

My Hand, My Heritage

Have students trace their hand and arm. Have them draw nails, color their hands, and arms. Have them make a charm bracelet. The charm bracelet is a strip of paper large enough for the kids to decorate. Put charms on the bracelet. The charms could be circles, squares, or hearts. The charms would have the information about the student's heritage.

My heritage is.
This means that my family is from.
The language I speak is... (if they have multiple language let then include that too).
One family tradition is
My family is from the continent of...

30

31

32

33

34

35

36

PD Day 2: Cultural Competence & Cultural Sensitivity

Slides 1-6

Cultural Competence &
Cultural Sensitivity

Professional Development
Day 2(Date)

Goal: To learn about the importance of cultural competence and sensitivity.

1

Day 2: Morning Schedule

8:00-8:15	Arrival and Sign In
8:15-8:30	❑ Introduction ❑ Goal of Training ❑ Communicate: What to Take Away
8:30-8:40	Ice Breaker: "Your Thoughts"
8:40-10:25	Session 1 (Whole Group): ❑ Video Clip of Gracia Bareti ❑ Reflection of Video ❑ What is Cultural Competence? ❑ How Does It Relate to Our Personal Thoughts and Actions? ❑ How Does It Relate to Our Instruction?
10:25 - 10:40	Break
10:40-11:40	Session 2 (Small Group Activity): What you will need? ❑ Scenarios ❑ Discussion Questions ❑ Share
11:40-12:40	Lunch

2

Day 2: Afternoon Schedule

12:40-1:00	Log in Time to Vote
1:00-1:55	Session 3 (Whole Group): ❑ What is Cultural Sensitivity? ❑ Intercultural Sensitivity ❑ Reflection
1:55 - 2:10	Break
2:10-2:50	Session 4 (Small Group): Explore the resources
2:50-3:00	Closing

3

Commencement
★ Introduction
★ Goal of Training
★ Communicate: What to Take Away

Students, follow the instructions on the slide

4

Ice Breaker:
Your Thoughts

Can you think of a time that you felt weird or different? Why did you feel that way?

Students, write your response!

5

6

Cultural Competence & Sensitivity, Slides 7-12

What is cultural competence?

A person's **Belief**

A person's **Attitude**

Cultural Competence

A person's **Behavior**

Cultural Competence

Culturally responsive pedagogy is perceivable institutional, personal, and instructional (Darrow, 2013). Cultural competence denotes culturally responsive teaching (CRT).

Figure 1 illustrates the dimensions of cultural competence displayed in CRT.

Cultural Competence

- Research affirmed cultural competence and sensitivity is related to culturally responsive practices.
- Ignoring cultural concerns in schools and organizations leads to stereotyping, heightened tolerance among groups, misunderstandings, dismissiveness, and withdrawals from people (Brion, 2020; Caffarella, 2002).
- Studies confirmed when people from different cultural, linguistic, political, and social groups have discussions on inequalities surrounding a goal humans learn (Teemant, 2020; Tharp, 2012).
- Cultural competence occurs when school professionals develop cultural awareness and sensitivity by critically evaluating societal systems and norms (Lindom & Lim, 2020).

Personal

Essential Question:
How does cultural competence relate to our personal thoughts and actions?

- Scholars revealed teachers scrutinizing their personal racial position is a precondition on forming good relationships with children of different cultures (Ladson-Billings, 2014, 1994; Schauer, 2021).
- Research informed teachers should self-evaluate how their norms and practices contribute to alienation of marginalized children (Falkner & Payne, 2021).

Personal

Where does our knowledge come from?

1. Trainings
2. Reading Material
3. Education (Leading to Licenses and Certifications)
4. Colleagues
5. Experiences

Personal

- Since teachers' cultural belief system are ingrained in classroom practices, Lindo and Lim (2020) explained, that it can be **detected in interactions** and **class culture**. It is seen in **management, procedures, teaching strategies, feedback methods, enrichment opportunities**, and **curriculum choices**.
- Students' achievement is determined by the teacher's committed mindset to effectively instruct diverse pupils with culturally responsive approaches, not by the teacher's ethnicity (Johnson-Smith, 2020).

Cultural Competence & Sensitivity, Slides 13-18

Personal: Watch out for Deficit Thinking Mindset

Deficit thinking is when a person makes assumptions regarding

- a child's lack of interest,
- value for education,
- low motivation levels, and
- ideas of meritocracy.

These pejorative mindsets are used to reference a student's academic performance, talent, and ability (Dani & Harrison, 2021).

Personal: Watch out for Deficit Thinking Mindset

- Some educators have low expectations for students blaming academic performance on race and culture (Alcaraz, 2021).

- Erroneous perceptions about immigrants affect teachers' competence to advocate for students' rights (Rodriguez & Mccorkle, 2020).

- Students are associated by the labels given based on their classroom placement, identity, services received, or data (Bertrand & Marsh, 2021).

- The peril with a deficit thinking mindset is the blame is projected on the student as opposed to the greater issue of structural or institutional inequality (Nieves, 2022).

Personal: Watch out for Deficit Thinking Mindset

The School Systems

- Barriers to culturally responsive approaches are proof that deficit thinking occurs in schools (Lomeli, 2021).
- CLD students are overrepresented in special education (Ko et al., 2021).
- The plight of overrepresentation of CLD in special education exists through: (a) the identification and assessment process of home factors that may not have adequately prepared learner for school academic and behavior expectations, (b) school staffs' personal bias, (c) values, and (d) assumptions (Kalyanpur, 2019).
- School leaders' and teachers' deficit thinking mindsets trickle into school policies, structures, curriculum, and instruction impacting marginalized children, reducing the learner's executive function to process information and tackle challenging work which over time has dire consequences for learners (Hammond, 2020).
- The educational system continues to sustain deficit thinking mindset causing CLD families to feel inferior in schools (Atwood & Caudle, 2022).

Personal

Solutions to Improving Deficit Thinking Against Marginalized Students in Educational Settings

- Assist teachers in understanding the privilege walked in daily (Greenroy, 2021; Johnson et al., 2021) and inform how to use that power to change things (Raval et al., 2021).

- Engage in uncomfortable and sensitive discussions to comprehend other perspectives and find ways to create change in society (Raval et al., 2021). You cannot grow if you are not willing to learn.

- Research encouraged reflective practices for teachers to: (a) notice deficit thinking (Baker, 2019), (b) identify issues in practices (Hong et al., 2022), (c) explore solutions (Hong et al., 2022), and (d) grow professionally as a teacher (Hong et al., 2022).

- Refrain from viewing students as numbers or data points determining student's weakness or overemphasizing achievement (Lasater et al., 2021).

Personal

Solutions to Improving Deficit Thinking Against Marginalized Students in Educational Settings

Focus on the positive. Use that during instructional activities.

- What can the child do?
- What are the child's strengths?
- What is working in the classroom with the child?

REFRAIN from using words like, "(student's name) can't do that."

(Bertrand & Marsh, 2021).

Instruction

Essential Question:
How does cultural competence relate to our instruction?

- Studies show when we improve our cultural competence our cultural responsiveness improves (Chaparro et al., 2021; Gay, 2018).

- Gay (2018) defined cultural responsiveness as the degree teachers use language, culture, and prior experiences integrating those elements into students' learning (Fallon et al., 2021).

Cultural Competence & Sensitivity, Slides 19-24

Cultural Competence & Sensitivity, Slides 25-30

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Cultural Competence & Sensitivity + References, Slides 31-36

Exploration

1. Please take a moment to explore the resources.

1. Think about ways that you could use these activities in your class.

1. Be creative. Can you think of other things that you could do to embrace culture and teach your kids about cultural sensitivity?

31

Closing Remarks

Please remember to provide feedback on the training.

Students, write your response!

Pear Deck Interactive Slide
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32

Resources & Handouts

Print and Copy
This Presentation

Session 2
Handout 1A: Scenarios 1 - 7

Handout 1B: Discussion Questions.

Session 3
Handout 2:
Milton Bennett's Developmental Model of Intercultural Sensitivity

Session 4
Resource: Ideas for Teachers.

33

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36

Cultural Competence & Sensitivity+ References, Slides 37-40

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40

PD Day 2: Cultural Competence & Sensitivity, Notes (7hrs.)

Time	Slide	Notes
8:00-8:15	1.	The audience should be arriving and signing in. Tell the audience to pick up a packet. At around 8:14 inform the audience that the goal of the training is, "to learn about the importance of cultural competence and sensitivity."
	2.	Share with the audience that the schedule will be used to outline the day's events. Remind them that a copy of the schedule is in their packet.
	3.	Skip this slide until the afternoon. Review schedule at the appropriate time.
8:15-8:30	4.	The speaker should introduce themselves. Remind the audience of the goal, "to learn about the importance of cultural competence and sensitivity." Communicate with the audience what you want them to take away from the training. You could say, "My hope is that you will walk away from this training today knowing more about cultural competence and sensitivity. Hopefully, you will leave gaining a new perspective, learning more about yourself that of course would impact the classroom, or leave with an idea of something you could implement in your learning environment."
8:30-8:40	5.	**Ice Breaker:** This is an interactive slide. Provide the audience time to answer the question. Tell the audience that you will set a timer to keep track of the time. (Formative)
8:40-9:00	6.	<u>**Session 1:**</u> Start Video at the beginning and stop at 4:55. Address: https://www.youtube.com/watch?v=UBJBWen1IjY Tell audience that they will be watching a video clip of Garcia Bareti from Maine. She talks about how she felt as a child in school. Tell the audience to please be ready to reflect on Bareti's experience. After the video provide time for discussion. You could have small groups discuss and then share out or have the whole group just share. Questions: What are some things that made Bareti feel weird or different in school? Why?

9:00-9:05	7.	Tell the audience that cultural competence is not simply saying, "I accept all cultures, or we are all the same on the inside." Cultural competence is witnessed in a person's belief system. It is seen in a person's attitude when conversations about culture or race occur. It is your behavior around topics of culture and race, especially when it is different from your own. All these components demonstrate if someone is culturally competent.
9:05-9:15	8.	Share with the audience the information on the slide. Emphasize that if cultural competence exist it is viewed in schools in these three main components. However, share with the audience that today the presentation will only focus on personal and instructional, since those are the parts relating to teachers.
9:15-9:20	9.	Share with the audience why learning about cultural competence is important based on scholarly literature.
9:20-9:25	10	Read the essential question. Share the information on the slide. Emphasize how reflection on our personal thoughts and actions is going to help us strengthen our relationships with our children from different cultural or ethnic groups.
9:25-9:30	11.	Share with audience that teachers gain their education from different places. Go through the list to show the possible places teachers gain knowledge. Explain that because of this teachers' think, behave, feel, etc. differently about topics. All those different avenues influence how teachers teach and decisions teachers make in the classroom.
9:35-9:40	12.	Read the bullets on the slide which is based on scholarly literature.
9:40-9:45	13.	Read the slide. Provide examples of this type of mindset. *Example 1: Assigning easier work to a student because they are behind instead of strategically planning to get the student where they need to perform. *Example 2: Putting a student in a lower academic group with no plan or room to move them to a higher group that would offer different opportunities with peers and assignments. Like keeping them in the same reading or spelling group all year. *Example 3: Not providing rigorous activities to a child because they come from a Spanish speaking household.
9:45-9:50	14.	Read the slide to the audience.
9:50-9:55	15.	Read the slide to the audience.
9:55-10:00	16.	Read the slide to the audience.

10:00-10:05	17.	Read the slide to the audience. Then, share that there is another type of mindset called asset-based thinking. This type of mindset focuses on a child's strengths and what they can do instead of focusing on the weakness of a child, which is deficit thinking mindset. Asset-based thinking shares the principles of CRT honoring students' perspectives, language, and cultural norms (Flint & Jaggers, 2021). Wellborn and Lindsey (2020) explained using asset-based thinking could create institutional change, but self-awareness of personal mindset is critical. Teachers should operate with an asset-based mindset to meet the needs of CLD students (Fortner et al., 2021; Marlow-McCowin et al., 2020; Molle, 2020).
10:05-10:10	18.	Read the slide to the audience. Then, share that there is another type of mindset called asset-based thinking. This type of mindset focuses on a child's strengths and what they can do instead of focusing on the weakness of a child, which is deficit thinking mindset. Asset-based thinking shares the principles of CRT honoring students' perspectives, language, and cultural norms (Flint & Jaggers, 2021). Wellborn and Lindsey (2020) explained using asset-based thinking could create institutional change, but self-awareness of personal mindset is critical. Teachers should operate with an asset-based mindset to meet the needs of CLD students (Fortner et al., 2021; Marlow-McCowin et al., 2020; Molle, 2020).
10:10-10:18	19	This is an interactive slide. Ask the audience the question. Give everyone time to respond. (Formative)
10:18-10:25	20.	After reading the slide, point out that the materials we choose, our mindset, and the ways that teachers communicate are all part of instruction. Instruction is not just presenting the information to the children. It is the choices made that go along with the teaching. Those choices are just as important because it is part of the instruction.
10:25-10:40	21.	Time for a break. Tell the audience that you will be putting on a timer to help keep track of the time.
10:40-11:40	22.	**Session 2:** In small groups, have teachers work together. Tell teachers to read the scenarios and complete the discussion questions in their groups. After the time is up, have the whole group meet to share thoughts about the activity. When the whole group has joined back together, ask the audience, "What did you discover from the scenarios? What did you learn from the activity?"
11:40-12:40	23.	Time for lunch. Before teachers leave for their break, remind the audience the time that they need to return for the training.

12:40-1:00	24.	**Option: Use Poll Everywhere** https://www.polleverywhere.com/ You may decide to use another live voting website to ask the following questions. The choices for most are: agree, neutral, or disagree. Explain that neutral is also like sometimes. 1.I love to try foods from different countries. 2.I have traveled outside of the U.S. before. 3.When I visit a foreign country that I have never been to before, I would… (Choices: act as I would in my own country, loud and crazy, observe people around me to learn, or ask a local from the country). 4.I notice people get uncomfortable with topics of race or culture. 5.I notice I get uncomfortable when I talk to adults about race or culture. 6. I notice I get uncomfortable when I talk to children about race or culture. 7. I am open minded with cultures that are different than mine. 8. I always know what to say when I interact with people from different cultures.
1:00-1:10	25.	**Session 3:** Read the slide.
1:10-1:45	26.	Read the slide. Pass out the handout. Give teachers time to read and discuss the handout. Idea for extension: You could also find a website for the audience to explore here about this developmental model.
	27.	(Handout on this page)
	28.	(Handout on this page)
1:45-1:55	29.	**Reflection:** Give the audience time for reflection. Have them reflect on their level of intercultural sensitivity. It is NOT time for them to share but to reflect. Reiterate that for a person to be culturally competent, as learned this morning, it is seen in a person's belief, attitude, and behavior. Therefore, cultural sensitivity is needed for a person to be culturally competent. (Formative)
1:55-2:10	30.	Time for a break. Tell the audience that you will put the timer on to keep track of the 15-minute break.
2:10-2:50	31.	**Session 4:** Read the slide. Give teachers time to work in small groups.

2:50-3:00	32.	Today, we learned about cultural competence and cultural sensitivity. I am sure that you notice it is more than just getting to know your students but digging even deeper in their cultures. To do that, you first need to think about your attitude, belief, and behavior. We also learned how people have different comfort levels when interacting, acquainting, and experiencing dissimilar cultures. We learned specifically about different mindsets. I hope that you are walking away from this training knowing more than you did before about cultural competence and sensitivity. Thank you for coming. Please complete the feedback form. (Summative)
	33.	Share with teachers the added resource on cultural competence and sensitivity. The activities could be used in the classroom during SEL meetings.
END PD DAY 2 on Cultural Competence & Sensitivity		

PD Day 2: Teacher Handouts (1A, 1B, & Bennett's Model)

Note: Handout "Milton Bennett's Developmental Model of Intercultural Sensitivity" is included.

Cultural Competence

<u>Directions:</u> Reach each scenario below. Discuss them with your group. Then,

complete 3 discussion questions sheets together. Be ready to discuss in the whole

group.

Scenario 1

Mrs. Silver is a fourth-grade teacher. She noticed that today was the first day of December. She quickly took out all her Christmas decorations. She put up her Christmas tree with ornaments, her Santa clause, reindeer, and snow. She took out her Christmas fun sheets and all her Christmas books too.

The next day the class walked into the room. The kids were so excited. Mrs. Silver shared with the class that she was too and proceeded to tell them that Christmas was her absolute favorite holiday. A week later she decided <u>to do</u> something special. Have a guest speaker a parent. The parent came in to share their family Christmas traditions.

In Mrs. Silver's class there are 5 families that are not from the United States. The families are from India, Guatemala, Oman, Korea, and Russia.

Scenario 2

Mrs. Smith is a sixth-grade teacher. Her students are very fond of her. Every time people look at her class you could see that she has a good bond with her six graders. Mrs. Smith is known for having good discipline practices by her fellow colleagues. The administrators think so too. She makes learning exciting and engaging in the classroom.

Sue walked into class wearing a tank top with thin spaghetti straps. The students are not allowed to use spaghetti strap tank tops in the school because it violates the school dress code. Mrs. Smith told Sue, a Columbian student, that she is not dressed appropriately. Mrs. Smith told Sue in a loud enough voice that the rest of the class looked up at what was going on. Mrs. Smith repeated it again since Sue did not make eye contact with her. Sue quietly looked down at the floor. Mrs. Smith called Sue over to her. She told her that she was going to be sent to the office. Although they were in proximity, Mrs. Smith used a loud voice for Sue's peers to hear what was happening. Sue did not understand. In a low voice she mumbled, "I don't understand Cindy had on a similar tank top just like this one this week in this class." Mrs. Smith heard what was said but did not respond. Mrs. Smith then sent Sue to the office for inappropriate attire.

Scenario 3

Mr. Sills a fifth-grade teacher received a new student named Jamal about a month ago. Mr. Sills knew some things about Jamal. He knew that he lived with his dad, mother, and younger brother. He knew his favorite color was green. He knew that he loved to read mystery books.

Mr. Sills was covering a lunch period. He noticed that Jamal was not eating. He also witnessed other kids in the class telling Jamal, "That is weird that you are not eating." Mr. Sills asked Jamal if he felt okay, and Jamal nodded yes. Mr. Sills asked Jamal if he wanted something to eat. Jamal shook his head no. Mr. Sills told Jamal that he had to eat something. Jamal whispered to Mr. Sills, "I can't… it's Ramadan."

Scenario 4

Miss. Johnson is a third-grade teacher. She decided with the assigned room mother to plan a "Mommy and Me" event for Valentine's Day. They decided to make it very special with beautiful décor. The room parent created a program and in preparation for the event Miss. Johnson had her class learn a surprise song for the parents.

Miss. Johnson class was made up of 20 children. Two of her children in her classroom were being raised by the dad. In one family the mother passed away just last year. In the other family, the reason why the child did not have a mom in the picture was unknown. The child never talked about their mom. Miss. Johnson leaned over to each kid separately and told the kids that an aunt, grandmother, or another relative could come to the event. The children heard the information and did not say anything.

Scenario 5

Mr. Pete is a second-grade teacher. The class was getting ready to go on a field trip next month to the town zoo. Mr. Pete passed out permission slips to all of his students. Mr. Pete reminded all the student to bring their permission slips. Mr. Pete even shared with the parents a reminder on ClassDojo to send in the permission slips. It was the day of the trip and Mr. Pete still did not have one of the permission slips from Daniel. Daniel told Mr. Pete that he cannot go on the trip because his parents do not read English. He continued that his parents did not want to sign the permission slip not knowing what it said since they only speak Mandarin. Daniel had to stay in school since he did not have a signed permission slip. The class returned from the trip. They were excited and began talking about their experience at the town zoo.

Scenario 6

Ms. B has been working for many years as a teacher. She loves doing crafts with her kindergarteners for each holiday. In June, she enjoys making a toolbox craft with construction paper. She thinks it looks so cute and the kids love to make all the colorful tools too. Immediately she remembered one of her students named Jay. She remembered that Jay's father does not live with him. He lives in another country. Ms. B thought to herself that is okay he can give it to his uncle I would hate not to do this craft this year.

Scenario 7

Mr. X is a middle school teacher. He has a good relationship with his students. Every time the students walk by his class, kids wave at him. Every time the class goes to lunch, some kids want to come in and help him set up and organize for his next period class. Mr. X is known to be fun but has set rules in his class, and all the kids know it. Kids are not allowed to have their cell phones out. Kids are not allowed to wear baseball cap in class.

One day Jay came to class walked by Mr. X with a baseball cap. Mr. X glared at Jay showing he was not pleased. Jay did not see the look and continued to proceed to his regular seat. In a loud voice, Mr. X told Jay to remove his cap. Jay said in a faint voice, "No, please let me keep it on just for today." Mr. X was not okay with that. He called Jay to the front and told him that if he did not remove the hat, he would have to leave his class. Jay did not remove the baseball cap. Mr. X then gave him a pass to go to the dean of students.

(PD2_Handout1_SArnette_2022)

<u>Discussion Questions</u>

<u>Directions:</u> After reading and discussing the scenarios, select 3 you will write about. Record your groups thoughts on this page.

1. What scenario are you reporting on? Scenario # _____

2. What was the issue or concern in the scenario?

   _____

   _____

   _____

3. How did the teacher's decision directly or indirectly affect the student, family, or community?

   _____

   _____

   _____

   _____

   _____

   _____

4. How could the teacher have reacted differently to ensure a positive response in the situation?

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

5. <u>Reflect</u>: What could the teacher do now? Why?

_____

_____

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6. <u>Reflect</u>: What strategies or changes can a teacher do to their practice to deal with a similar situation?

_____

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(PD2_Handout1B_SArnette_2022)

Milton Bennett's Developmental Model of Intercultural Sensitivity

Mindset	Stage of Sensitivity	Definition	School
1.Highly Ethnocentric	Denial	Thinking that your culture is the only real or normal culture, a monocultural mindset. Showing behaviors that demonstrate lack of interest, dismissiveness, dehumanizing, or denying other cultures. Failing to acknowledge distinctions between cultural groups.	**Actions:** Placing cultures into distinct groups like "immigrant" or "foreigner." Using labels like "Spanish" if someone is from a Spanish speaking country or stating a person is "Chinese" because of physical features. **Statements like:** "That family does not care about their child's schooling, or they would be at more schoolwide activities." "Those families do not value learning." "That child must be from China."
2.Ethnocentric	Defense	Thinking that your culture is superior to others and thoughts that lamentable conversations are just not worth your time. Showing feelings of threat, being on guard, and the mindset that learning about this is dumb.	**Actions:** When having conversations about cultures, a person may leave the room, cry, withdraw, show aggressive behaviors, be defensive, protest, demonstrate lack of wanting to receive information, have anger, exhibit an us versus them attitude, or show opposing actions. **Statements like:** "These (name a racial group) teachers are taking our jobs." "Those Spanish kids are benefiting from all our tax dollars." When learning about cultures, a person may "We are not interested in doing that in our schools."

3.Ethnocentric	Minimization	Thinking that the way one thinks is a shared universal thought by others. Showing signs that minimizes cultures by ignoring, omitting, and slighting cultural differences illustrating that other cultures are unimportant.	**Actions:** Discouraging students from creating a cultural group. Instead getting them to join another group. Ignoring discussions on racism, prejudice, and cultural differences. Simply claiming students just need to respect each other. Surface level multicultural events that do not dig into the root of cultures. **Statements like:** "I do not see color. I am colorblind." "I try to treat all my students equally." "I look at the similarities not the cultural differences of students."
4.Ethnorelative	Acceptance	Thinking that values are shaped by culture. Accepting that a person's culture should be respected. Showing signs of cross-cultural interactions.	**Actions:** Changes to school curriculum. In the classroom setting, seeking cultural relevant text. Including reading material about different cultural perspectives or notable people in history that contrast dominant culture. **Statements like:** A person on a mission often. "I need to find books that represent my students." Questioning the curriculum. "Our curriculum needs more diversity." Noticing and appreciating other cultural groups. "There is so much we can learn from other cultures.
5.Ethnorelative	Adaptation	Thinking that you do not need to lose your culture identity to function in another cultural circumstance. Showing signs that you are completely, consistently relaxed around other cultures. Making changes to your own behavior, mindset, and communication to adapt to other cultures.	**Actions:** School districts adopting policies and practices that are inclusive for all students. Faculty working together regularly to adapt to cultural differences in a school. A person feeling comfortable engaging in conversations that allow people to share experiences. **Statements like:** "I need to adapt my attitude or behavior to bridge gaps between cultural differences."

			"I know that I do not need to suspend or change my cultural identity to behave culturally appropriate." "I can adapt to other cultures and keep my own values."
6.Highly Ethnorelative	Integration	These individuals do not deny cultures. They immerse cultural differences into who they are, an intercultural mindset. Showing signs that they are nonjudgmental (in attitude, belief, and behavior) to cultural differences.	**Actions:** School faculty completely resembles the demographics of the student population. Use multilingual curriculum rich in cultural diversity and experiences. Effortlessly taking other cultures and integrating it into your own. **Statements like:** This is seen in a person's daily actions and conversations. "I am most comfortable creating bridges between different cultures in the environment." "I believe in looking at all cultural situations from other's viewpoints."

PD Day 2: Teacher Resources

Teacher's Resources

<u>Please note</u>: Simply, using these tools does not make you culturally responsive, but these are ideas of things that you could consider using as you improve in CRT. We all know that teachers are busy. Hopefully there is something here that you could use.

1

Ideas for Teachers

*Read more diverse books in the classroom
Example
Read <u>I live in Tokyo</u>
Takabayashi, M. (2004). *I live in Tokyo.* Clarion Books.

*Create a diversity quilt
https://www.instructables.com/Diversity-Paper-Quilt/

*Celebrate holidays from different countries
Teach about the holidays students in your class celebrate. Don't stop there. Teach students about other holidays too throughout the year to expose them to other cultures.

*Photograph or Artifact
Show students a photograph or show students a cultural artifact. Have conversations around the art you decided to bring into the class.

*Charm Bracelet Report
Use this idea to have the children share things about their culture. It is a great display for students to visually see that we are all different and special.

Click on the link for a visual.
https://www.crayola.com/lesson-plans/a-jewel-of-a-book-lesson-plan/

2

*Teach about cultural etiquette

Learning about different cultural etiquette helps students gain awareness and a deeper understanding of cultural differences.
Students can do reports or posters on what they find.

Examples

India - left hand is unclean so people use the right hand to pass food.
Thailand - finger pointing is rude.
Japan - direct eye contact is disrespectful.
Turkey - sitting with your legs crossed is offensive.
Ghana - don't blow your nose while eating.
https://www.mylittlemoppet.com/activities-to-teach-kids-about-diversity/

*Student lead cultural awareness presentations

Research the cultures represented in the classroom. Have students research different cultures too and report on them. Another option, is to have students select a topic such as food, music, and clothing. Pick one such as food. Research the foods people eat in that country.

*Create a cultural corner

https://www.carsondellosa.com/blog/7-ways-to-create-cultural-awareness-in-the-classroom/

3

*Write a "Who Am I?" Cultural Poem

*Games

Learn about games children play around the world. As a reward, students can play them on Funtime Friday or another time.

https://www.parents.com/fun/games/educational/games-from-around-the-world/

https://www.globetrottinkids.com/games-around-the-world/

https://www.incultureparent.com/five-fun-games-from-around-the-world/

*Around the World Ice Breaker Idea
https://icebreakerideas.com/around-the-world-game/

*Teach about different cultural traditions

Before any lesson you are teaching do a "Did you know activity." Be creative to tie it in. Include information about a cultural tradition. Start with some of the traditions that your kids may have. Branch out to others throughout the year. Weave this into other activities that you are teaching in the classroom. This is another way to include more nonfiction too.
https://www.doljabi.com/what-is-doljabi/

Read Uncle Peter's Amazing Chinese Wedding
Look, L. (2006). *Uncle Peter's amazing chinese wedding*. Atheneum Books for Young Readers.

4

PD Day 3: Microaggressions

Slides 1-6

1

2

3

4

5

6

Microaggressions, Slides 7-12

Slide 7

Human Grid: Please Stand Up Activity

Left side: No, I don't! **Neutral** I'm Not Sure! **Right side:** Yes I do!

Stand Up

7

Slide 8

Small Group: What Do You Know Activity

Directions: Take out a sheet of paper. Answer the following question.
What are some things that you think of when you hear these words?

Environment

Race   Culture   Ethnicity   Microaggression

Biracial   Privilege   Identity   Meritocracy

8

Slide 9

"Because I'm Latino, I Can't Have Money?" Kids on Race

Being 12

9

Slide 10

Reflection Activity

Directions: Please take out a sheet of paper. Answer the question.

What did you learn?

10

Slide 11

WHY Do I Need To Learn About This?

➔ Studies show microaggressions occur at the elementary level due to educators' and school staffs' lack of knowledge (Gabay, 2022). Therefore, schools ought to begin conversations about microaggressions (Burleigh & Wilson, 2021).

➔ Microaggressions occur daily in schools (Samuels et al., 2020; Williams et al., 2021).

➔ Noticing microaggressions in schools is related to culturally responsive practices.

➔ Scholars highlighted **ignoring** cultural **concerns in schools** and organizations leads to **stereotyping**, **heightened tolerance among groups**, **misunderstandings**, **dismissiveness**, and **withdrawals** from people (Brion, 2020; Caffarella, 2002).

➔ Microaggressions have long-term effects on children (Gabay, 2022).

11

Slide 12

What is a microaggression?

RACISM

Overt Racism   Covert Racism

Overt racism is brazed socially unacceptable actions (Williams, 2021). These are racist acts such as hate crimes, anti-immigrant violence, public harassment of people of color speaking another language instead of English.

Covert racism is inhibited, words and actions that causes marginalized individuals to feel isolated, uncomfortable, and different (Skinner-Dorkenoo et al., 2021). Microaggressions are classified covert racism.

12

Microaggressions, Slides 13-18

What is a microaggression?

According to Shook (2022),

- ❑ they are **sensitive statements**, **unintentional offensive questions**, or **condescending facial expressions** directed to students of different races, cultures, or groups.

- ❑ presented as unpremeditated or premeditated.

- ❑ verbal (words) or nonverbal (actions).

- ❑ direct or indirect.

13

What is a microaggression?

Race & Culture

A **microaggression** is classified covert racism. Can be subtle causing people to feel hurt, disrespected, uncomfortable, or offended. Individuals performing these imperceptible acts, at times may not realize it is racism; therefore, making this form socially acceptable.

Other Experiences

A **microaggression** can also occur based on a person's social class, disability, religious beliefs, size (height or weight), gender, family structure, and ability.

(Compton-Lilly, 2020; Skinner-Dorkenoo et al., 2021; Sue, 2010)

14

Who commits microaggressions?

"I am a good person."

"I always try to be kind."

"My friend is _____."

"I'm not racist."

"We are all the same."

"I try not to look at our differences."

"I'm colorblind."

"Nope. Racism does not exist here."

(Compton-Lilly, 2020; Skinner-Dorkenoo et al., 2021; Sue, 2010; Syed, 2021)

15

It's time for our...
BREAK

16

The History: Dr. Derald Wing Sue (2010)

- ❑ Professor of Counseling Psychology

- ❑ Well known for his notable research in cross cultural studies on microaggressions.

- ❑ He described 3 specific types of microaggressions:

   (a) **microinsults**,
   (b) **microassaults**, and
   (c) **microinvalidations**.

- ❑ These encounters occur at the macro (environmental level), in spaces where society and politics influence decisions (Cyr et al., 2021; Freeman & Stewart, 2021).

17

Microaggressions in the Classroom

18

Microaggressions, Slides 19-24

Reflection Activity

Directions: Please take out a sheet of paper. Answer the question.

What did you learn?

19

Microinsult

Definition: Discourteous and belittling discriminatory acts and attitudes towards a heritage or identity.

These are professed to be **compliments** + **"positive"** = **microaggression** (**microinsult**)
These are **not** considered positive to the receiver.

Example 2:
Environmental
Assigning a project or exam during a religious or cultural holiday

Example 4:
Making an assumption that someone is poor because their family comes from a Spanish speaking country.

Example 1:
A Black student saying they want to be a doctor when they grow up. Someone telling them, "That may be too hard for you. Have you thought about being a phlebotomist." (the person who draws blood)."

Example 3:
"For a girl, you are good in sports."
"Girls are not good in math."

(Mekawi & Todd, 2021; Sue, 2010)

20

Microassault

Definition: Intentional attacks on an individual or group with verbal (name calling) or nonverbal acts (leaving written messages or other eschewed behavior).

Example 1:
A teacher speaking to another teacher… "Do you want that group. I don't because those students won't learn and will make me look bad."

Example 3:
Inappropriate jokes or comments targeting an individual or group.

Example 5:
A person drawing a confederate flag.

Example 2:
Referencing Latinx population ability…
"Those kids **can't** do that."
*Note: Look at the word choice.

Example 4:
Telling a child or adult to take off their hijab.

(Sue, 2010)

21

Microinvalidation

Definition: Nullify the emotions, opinions, and distressing events of people or groups. Behaviors that show no acknowledgement or validation for others' feelings, emotions, experiences, and sometimes catering to the majority in the room.

Example 1:
A student sharing with a staff member that the comment they made about their culture was hurtful.
Teacher dismissing a child's feelings and saying, "I didn't mean it like that. You took it the wrong way."

Example 3:
A meeting about culture groups in the school. Staff members talking to each other after the meeting saying comments like "whatever." Other staff making negative faces while others roll their eyes.

Example 2:
A staff member sharing about an event they experienced in school that made them feel uncomfortable due to their race. Others in the room staying silent and no acknowledgement or value made for a person's feelings.
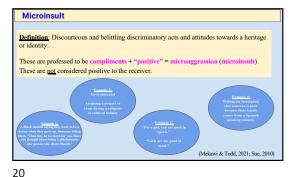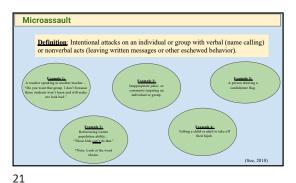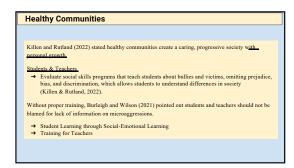
Example 4:
A student telling a teacher that a peer said something about the shape of their eyes. The teacher acting like they spoke to the child, but since they are on their way to hand rehearsal decided to let it go. Teacher not addressing a child's emotions, not sure how to do so.

(Oberg, 2019; Sue, 2010)

22

Why I shouldn't ignore a microaggression?

Ignoring or Dropping Microaggressions

➔ Ignoring or dropping microaggressions makes people that experience it to feel troubled (Sue et al., 2009).

➔ **What should I do?**
Instead of avoiding micro behaviors, schools should seek solutions to counteract the behaviors to **advocate** for diverse K-12 students, since these acts could hinder a person's self-esteem and performance (Espinoza & Taylor, 2021; Pittinsky, 2016).

23

What Should I Do

If you witnessed or committed a microaggression, here are some suggestions.

★ Engage in Conversation (Sue et al., 2019)

★ Microaffirmations
-Culturally Relevant Approach (Samuels et al., 2020)
-Classroom Examples: using positive words to correct behavior, rewarding positive behavior, and culturally inclusive instruction (Pérez Huber et al., 2021)

★ Validate People's Experiences, Feelings, and Emotions (Gooding & Mehrotra, 2021; McTernan, 2021)

★ Include the Rigor and Set High Expectations for All Students (Espinoza & Taylor, 2021)

★ Follow up with Social Emotional Learning (Michalec & Wilson, 2021; Nasir, 2020)
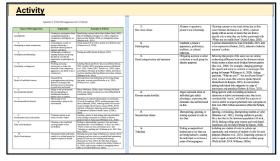
24

Microaggressions, Slides 25-30

25

26

27

28

29

30

Microaggressions, Slides 31-36

Did You Know?

When:
2019-2021

Where:
In the United States

Children's literature continues to lack cultural diversity.
Data shows that…

- **12.1-13.7%** had Black or African characters;
- **1.1-1.8%** books had Indigenous characters;
- **8.8-10.6%** had Asian characters;
- **6.1-7.2%** had Latinx characters;
- Pacific Islander and Arb characters were represented **<1%**

(Cooperative Children's Book Center, 2022)

31

Did You Know?

When:
2018

Where:
In the United States

Animal characters were depicted more often in books and school curricula compared to students of different racial demographic groups.

(Muhammad et al., 2021)

32

Teacher Resource: Cultures and Microaggressions

Social-Emotional Learning:
Suggested Reading

We LEARN

Through reading, we discover many new things.

We GROW

We unlock many doors and open new ones too.

Students, follow the instructions on the slide

33

Closing Remarks

Please remember to provide feedback on the training.

Students, write your response!

Peer Deck Interactive Slide
Do not remove this bar

34

Resources & Handouts

Schedule
Presentation Packet

Session 4
Handout 1: Microaggression Table (slide 29)
Handout 2: Social-Emotional Learning: Suggested Reading

35

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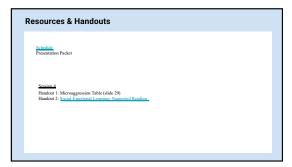Caffarella, R. S. (2002). *The Jossey-Bass higher and adult education series: Planning programs for adult learners: A practical guide for educators, trainers, and staff developers.* Jossey-Bass.

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36

Microaggressions, Slides 37-40

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40

PD Day 3: Microaggressions, Speaker Notes (7 hrs.)

Time	Slide	Notes
8:00-8:15	1.	**Arrival and Sign In** The audience should be arriving and signing in. Tell the audience to pick up a packet. At around 8:14 inform the audience that the focus of the PD is on "Microaggressions." Share the goal of the training, "to learn about microaggressions that occur in school settings."
	2.	Share that this schedule will be used to outline the events of the training. Remind the audience that a copy of the schedule is in their packet. Take time to quickly review the schedule.
	3.	Skip this slide in the morning. After lunch, review this schedule (Slide 3). It outlines the events for the afternoon. Remind the audience that a copy of the schedule is in their packet.
8:15-8:30	4.	Speaker introduces themselves. Remind the audience that the goal of the training is "to learn about microaggressions that occur in school settings." The topic may be a little uncomfortable, but we all will benefit from learning about this so that we can understand relationships and interactions that may occur between children, but also our interactions with the children. Communicate with the audience what you want them to take away. Say, "My hope is that you would learn something new whether it is an idea, strategy, or new information about students that may be in your classroom."
8:30-8:40	5.	**Access Prior Knowledge** This is an interactive slide. It gives the audience the opportunity to express themselves in their preferred learning style. This flexibility may lead to open minded behavior and attitudes surrounding the activities in the training. (Formative)
8:40-8:50	6.	**Session 1: Option - Use Poll Everywhere** **https://www.polleverywhere.com/** You may decide to use another live voting website to ask the following questions. As a child… 1.Has anyone ever made you feel uncomfortable with words or actions because of your identity (your culture, religion, gender, sexuality, ability, or for another reason) outside of school. 2. Has anyone ever made you feel uncomfortable with words or actions because of your identity (your culture, religion, gender, sexuality, ability, or for another reason) in school. You may decide to use another live voting website to ask the following questions.

		As an adult… 3. Has anyone ever made you feel uncomfortable with words or actions because of your identity (your culture, religion, gender, sexuality, ability, or for another reason) outside your workplace? 4. Has anyone ever made you feel uncomfortable with words or actions because of your identity (your culture, religion, gender, sexuality, ability, or for another reason) in your workplace? (Formative)
8:50-9:10	7.	**Human Grid:** Note - An alternative approach is to have the audience use hand signals instead. Tell the audience that this activity is called Please Stand Up. Tell them that in the activity if they know someone who says the phrase that is read aloud, please move to that section of the room. Questions: You throw like a girl. I do not see color. There is only one race, "the human race." I think (say the word "blanks") identity is a phase. Your name is too hard to say. No, where is she/he really from? I am a (say the word blank), so I know what oppression feels like.
9:10-9:30	8.	**What Do You Know?** Inform the audience that these are vocabulary words that they will hear or see in the presentation. Tell them if they see or hear any of these words in the presentation to put a check mark over the word on this slide in their packet. (Formative)
9:30-9:35	9.	**<u>Session 2:</u>** Share with the audience that they will be watching a short video called "Because I'm Latino, I Can't Have Money?" Kids on Race. Kids share some things that they experienced causing them to feel uncomfortable. The length of the video is 4:17 (time was added in notes due to technology component). Address: https://www.youtube.com/watch?v=C6xSyRJqIe8&t=113s
9:35-9:45	10.	**Reflection:** Tell the audience to think about the video. What did you learn from this short video? Give the audience time to write down thoughts and then share.
9:45-9:55	11.	Here is the "Why" behind this training. Learning about microaggressions is necessary. Research informed that microaggressions occur in schools from K-12 grade.
9:55-10:00	12.	Read the slide. Point out how there is a distinct difference between two main types of racism. One type is overt and the other is covert. Point to it in the slide so that teachers can see that microaggressions falls under covert racism.

10:00-10:05	13.	Before reading the definition of microaggressions, show the audience how micro leads people to believe that it is small because of the prefix "micro." Let's think of some words that have micro like microscopic, microchip, micronutrient, etc. You may want to get some more ideas from the audience for active engagement. In the word, "microaggression" the aggression is large mainly because of its effects on people.
10:05-10:10	14.	Now, read the definition as it is written on the slide. State that microaggressions could cause children to feel invisible too.
10:10-10:20	15.	Read the slide. Then, explain. Sometimes people who commit microaggressions may not realize it. Sometimes they do. Microaggressions many times are performed by individuals who obviously are not in favor of individual differences or cultural groups. Remember these are subtle and therefore go unrecognized or seen by the larger community. However, they are felt by the person receiving the microaggression.
10:20-10:35	16.	Time for a break. Tell the audience that you will be using a timer to keep track of the 15-minute break.
10:35-10:40	17.	**Session 3:** Read the slide. Share how Dr. Derald Wing Sue is recognized for his research on cultural studies on microaggressions. This scholar was curious about human behavior. He was curious about the meaning of human behavior, and its effects on society. Due to the notable work of Sue (2010) we know there are distinct types of microaggressions that people encounter.
10:40-11:00	18.	Share with the audience that they will be watching a short video called "Microaggressions in the Classroom." Explain that the video was filmed in a university classroom. However, students are sharing about microaggressions they have encountered as a student in a classroom. The length of the video is 18:03 (time was added in notes due to technology component). Address: https://www.youtube.com/watch?v=ZahtlxW2CIQ
11:00-11:20	19.	**Reflection:** Ask the audience to share thoughts. If the room is silent, begin to ask the following questions: What did you notice?
11:20-11:40	20.	Read the slide. Present another example for the audience of a microinsult. Telling someone that they are well-spoken compared to their racial group. A microinsult is offensive to a person. It is said that a person does not fit the stereotypes for their group. This type of comment is minimizing a person's group of identity.

11:40-12:00	21.	Read the slide. Present another example for the audience on microassault. It could be in writing or saying hurtful things targeting a group, racial slurs, posting offensive flags or figures, or referring to a historical event such as slavery as if it were not a big deal. Telling a Muslim person that they are not as threatening as other Muslims, saying, or thinking that all Black people are aggressive in nature.
12:00-12:20	22.	Read the slide. Pause at the end of the reading. Tell the audience that it is time for lunch.
12:20-1:20		Lunch
<u>1:20-1:25</u>	23.	**Session 4:** Read the slide to explain what research says about ignoring microaggressions.
1:25-1:40	24.	After reading the first bullet point, remind the audience being afraid or uncomfortable to engage in dialogue perpetuates the issue. The observer should try to find out the intentions. For example, asking a child why they did or said something that was not appropriate. Read the second bullet. Explain the meaning of microaffirmations as affirming through acts. It is an act of inclusion. There are tactics used to help support students that may feel ostracized, do not feel that they belong, or have a challenging time behaving or learning in their classroom. Read the third bullet point. Share that validating a person's feelings gives them a sense of belonging. We are all responsible in schools to build positive relationships with students. Also, in the workplace, we should try to create a healthy climate and community together. By acknowledging experiences, feelings, and emotions we are sending messages that you belong, and you are important. Next, read the fourth bullet. Share how although all children may be at various levels and know different things, we should always be stretching their academics to maintain rigor and elevated expectations. Lastly, SEL is known to be a best practice for addressing the emotional and social needs of students. It helps validate students' cultural identities creating a path for cultural responsiveness. After our break, we will see some suggested text that could be used during SEL lessons.
1:40-1:45	25.	Read slide. Share that learning new things like this will help us develop as teachers and people.
1:45-2:00	26.	**Book Activity:** Tell the audience that you will use a timer to keep track of the time. At the end of the activity, tell the audience that you will have them use what they wrote down to compare it to a handout that will be passed out.

2:00-2:15	27.	Time for a break. Tell the audience that you will be using a timer to keep track of the 15-minute break.
2:15-2:35	28.	**<u>Session 4 (Continues):</u>** *Pass out the handout. Read step 1. Then say, "I will give you time in your groups to read and discuss the handout." Give the audience ideas on things to discuss. How are these microaggressions? Which would you classify as a microassault, microinsult, or microinvalidation? Why? Read step 2. Next say, "You can have different answers from your group members." Tell the audience that you will put on a timer to keep track of the time. When time is up, ask the audience to circle all the titles of books that have characters of diverse cultural, ethnic, socioeconomic, ability groups, etc. Give them time to do that. Then say, "According to the table which microaggression is this? How do you know?" (Formative)
	29.	(Note: handout on this slide)
2:35-2:40	30.	**Temperature Check:** This is an interactive slide. Survey the audience by asking them their feelings. This could possibly give local district information. (Formative)
2:40-2:43	31.	**Did you know?** Share the fact on the slide.
2:43-2:45	32.	Share the fact on the slide.
2:45-2:50	33.	**Explore the Resource:** Share with teachers the resource created of suggested mentor texts.
2:50-3:00	34.	**Closing:** (Did anyone have all their words checked off from the vocabulary page? Complement the audience here. Share the following: In closing, today we learned about microaggressions. What they are? What they look like? How they make people feel? I hope that you are walking away from this experience knowing and understanding a little more than you did before. I know that we all could make a difference. Thank you for coming. Please remember to complete the feedback form. (Summative)
	35.	**Resources & Handouts links**

END PD DAY 3 on Microaggressions

PD Day 3: Resources & Handouts

Note: The Microaggression Table called "Visible Microaggression in K-12 Schools" is in the presentation.

1

2

Suggested Books

The Name Jar

Amazing Grace
Mary Hoffman · Caroline Binch

A Different Pond
written by Bao Phi
illustrated by Thi Bui

THE PROUDEST BLUE
Ibtihaj Muhammad
with S.K. Ali
art by Hatem Aly

UNDER MY HIJAB
by HENA KHAN
illustrated by AALIYA JALEEL

Yangsook Choi

The Sandwich Swap
BY HER MAJESTY QUEEN RANIA AL ABDULLAH

Ouch! moments
When Words Are Used in Hurtful Ways
by Michael Genhart
Illustrated by Viviana Garofoli

TOUGH!
by Erin Frankel
Illustrated by Paula Heaphy

BE KIND
Pat Zietlow Miller · Jen Hill

*Main character says 1 microaggression
("We speak English here.")

3

Suggested Books

I Love My Curly Hair
Kara Wilson

Patois Project wid Nina
Written by Shauna Wright
Illustrated by Imhle Siwan

The Arabic Quilt
An Immigrant Story
Aya Khalil
Illustrated by Anait Semirdzhyan

GIRLS CAN BE ENGINEERS
Jamila H. Lindo
Illustrated by Beatriz Mello

ALMA
and How She Got Her Name
Juana Martinez-Neal

Eyes that Kiss in the Corners
by Joanna Ho
illustrated by Dung Ho

THE BIG UMBRELLA
Amy June Bates

4

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Ashanti (2022). *My name is a story.* HarperCollins.

Bates, A. J. (2018). *The big umbrella.* Simon & Schuster/Paula Wiseman Books.

Frankel, E. (2013). *Tough.* Free Spirit Publishing.

Genhart, M. (2015). *Ouch moments: When words are used in hurtful ways.* Magination Press.

Hernandez, M. (2021). *Cake mix: Learning to love all your ingredients.* Mixedkids&co.

Ho, J. (2021). *Eyes that kiss in the corners.* HarperCollins.

Ho, J. (2022). *Eyes that speak to the stars.* HarperCollins.

Hoffman, M. & Binch, C. (2015). *Amazing Grace* (25th Anniversary Edition).Frances Lincoln Ltd

Khalil, A. (2020). *The Arabic quilt: An immigrant story.* Tilbury House Publishers.

Khan, H. (2019). *Under my hijab.* Lee & Low Books.

Kim, A. (2020). *Danbi leads the school parade.* Viking Books for Young Readers.

Lindo, J. H. (2021). *Girls can be engineers.* Jh Lindo LLC.

Martinez-Neal, J. (2018). *Alma and how she got her name.*Candlewick.

Miller, P. Z. (2018). *Be kind.* Roaring Brook Press.

Miller, S. (2019). *Don't touch my hair!* Little, Brown Books for Young Readers.

Milner, K. (2017). *My name is not refugee.* The Bucket List.

Muhammad, I., & Ali, S. K. (2019). *The proudest blue: A story of hijab and family.* Little, Brown Books for Young Readers.

5

References

Phi, B. (2017). *A different pond.* Capstone Young Readers.

Queen Rania of Jordan Al Abdullah, & DiPucchio, K. (2010). *The sandwich swap.* Little, Brown Books for Young Readers.

Thompkins-Bigelow, J. (2020). *Your name is a song.* The Innovation Press.

Uegaki, C. (2005). *Suki's kimono.* Kids Can Press.

Wilson, K. (2021). I love my curly hair. Independently Published.

Wright, K. (2021). *Patois project wid nina.* Khamara Wright.

Yangsook, C. (2003). *The name jar.* Dragonfly Books.

6

Appendix B: Local District Policy

POLICY

Board of Education

Section: Teaching Staff Members
3245. RESEARCH PROJECTS BY STAFF MEMBERS
Date Created: January, 2009
Date Edited: January, 2009

3245- RESEARCH PROJECTS BY STAFF MEMBERS

The Board of Education encourages the participation of teaching staff members in research projects that are soundly designed and professionally conducted.
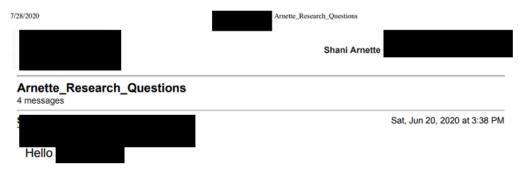
Teaching staff members may seek funding from local, state, and federal sources, public and private, for locally conducted research projects. Any research project involving pupils must be approved by the Board; all other research projects involving district personnel, facilities, and/or resources may be approved by the Superintendent.

An application for approval of a proposed research project must set forth the purpose of the project; a detailed description of the project; the degree to which, if any, the project will interrupt or displace the regular instructional program; a projection of the number of pupils, if any, and staff members who will be involved, the period of time that will be devoted to the project, and the project costs; the source of funding; any background information necessary to an understanding of the project; the means by which the project will be evaluated; and an assessment of the contribution the project will make to the educational program of this district.

A written report must be made to the Superintendent when a research project is terminated, either completed or incomplete. The Superintendent may also require progress reports during the course of any research project and may notify appropriate administrators of the conduct of any research project.

Adopted: 12 January 2009

Appendix C: Email from Human Resources

7/28/2020   ▮▮▮▮▮ Arnette_Research_Questions

▮▮▮▮▮▮▮▮▮   **Shani Arnette** ▮▮▮▮▮▮▮▮

Arnette_Research_Questions
4 messages

▮▮▮▮▮▮▮▮▮▮▮   Sat, Jun 20, 2020 at 3:38 PM

Hello ▮▮▮▮

I am writing this message uncertain about whom I should be contacting regarding my questions. So, I apologize in advance if I was required to send this to someone else. Please forward to the appropriate person, if needed.

My name is Shani Arnette. I am a teacher at TJ. I have been attending graduate school for my EdD degree at Walden University. I am now at the stage in the program where I am setting up to apply for Institutional Review Board (IRB) approval for my Research Study. I have a couple questions that I need answered to assist me with this process:

-Is the attached document the current policy in the district for conducting research?
-Does the district have their own IRB for research projects?

Thank you in advance for your help. I truly appreciate it. :)

Shani Arnette
▮▮▮▮▮▮▮

📄 ▮▮▮▮_Policy_Research_0001.pdf
59K

▮▮▮▮▮▮▮▮▮▮▮   Sun, Jun 21, 2020 at 1:09 PM
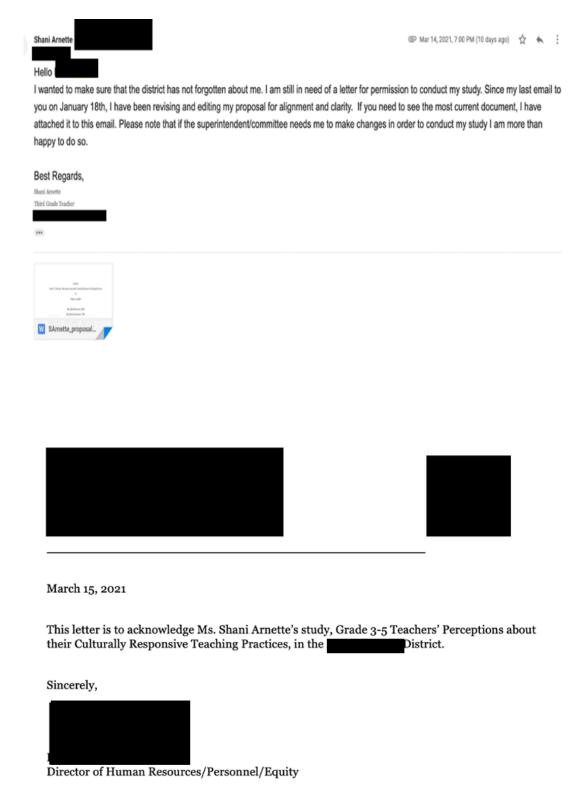
Hello Shani,
     Yes, this is the current policy and no we do not have our own IRB. You should first send the research proposal to your principal and then you can forward it to me for final approval. I hope this helps.

[Quoted text hidden]
    [Quoted text hidden]

This email and any attached information ("email") is confidential and intended solely for the use of the individual or entity to whom they are addressed in the body of the email. This email may contain information that is privileged, confidential and prohibited from disclosure or unauthorized use under applicable law. If you are not the intended recipient or person responsible for delivering this email to the intended recipient, you have received this communication in error, and any review, use, disclosure, dissemination, forwarding, printing, copying, distribution or taking any action in reliance on this email is strictly prohibited. If you have received this email in error please immediately notify the system manager, sender or the ▮▮▮▮▮▮▮ *by telephone or email and permanently delete the original email and remove all copies from your system.*

Appendix D: Superintendent's Permission

Shani Arnette ████████████   Mar 14, 2021, 7:00 PM (10 days ago) ☆ ↰ ⋮

Hello █████

I wanted to make sure that the district has not forgotten about me. I am still in need of a letter for permission to conduct my study. Since my last email to you on January 18th, I have been revising and editing my proposal for alignment and clarity. If you need to see the most current document, I have attached it to this email. Please note that if the superintendent/committee needs me to make changes in order to conduct my study I am more than happy to do so.

Best Regards,

Shani Arnette
Third Grade Teacher
████████████

⋯

[attachment: W SArnette_proposal...]

March 15, 2021

This letter is to acknowledge Ms. Shani Arnette's study, Grade 3-5 Teachers' Perceptions about their Culturally Responsive Teaching Practices, in the ███████████ District.

Sincerely,

Director of Human Resources/Personnel/Equity

Appendix E: Letter to Superintendent

(month, day, 2021)

Dear (insert name),

Transparency is an essential component when conducting research. Therefore, I wanted to inform you that I have just completed the IRB process for my study, Grade 3-5 Teachers' Perceptions about their Culturally Responsive Teaching Practices. The next step in the process is to email principals sharing information about my study. I will send an email to Grade 3-5 principals requesting assistance in forwarding the following attachment to their Grade 3-5 teachers in their respectful buildings to seek interested volunteers for the study. Thank you for giving me the opportunity to use the district to conduct my basic qualitative study.

Sincerely,

Shani Arnette

Appendix F: Letter to Principals

(month, day, 2021)

Dear Principals,

My name is Shani Arnette. I am a 3rd Grade teacher in the district, pursuing my doctorate degree in curriculum, instruction, and assessment. As a requirement for my program, I am working on a research study.

I was instructed to forward my research study to the principal of the school used in my study before sending this to Human Resources. I wanted to be transparent and provide you with information about my intentions. My plan is to conduct a basic qualitative research study. The purpose of this basic qualitative study was to investigate Grade 3-5 teachers' perceptions regarding their instruction as manifesting characteristics of effective CRT and learning practices in a specific school district in New Jersey. My goal is to provide keen insight into Grade 3-5 teacher's instruction and practices that may affect the culturally linguistically and diverse learners in the district. Also, this study will seek to provide understanding of teachers' proficiency on culturally responsive teaching. These questions will guide the study.

RQ1: How do Grade 3-5 teachers perceive their ability to provide culturally responsive teaching practices aligned with Gay's (2018) eight qualitative attributes of effective culturally responsive teaching?

RQ2: How would Grade 3-5 teachers compare their culturally responsive teaching practices to the district's action plan used to support student learning during the teaching and learning process?

Data will be collected in the form of one-to-one interviews afterschool using Zoom. Teacher's participation will be voluntary, and their identity will be completely confidential. Therefore, their identity or any information revealing the participants will not be disclosed in the final report of the study, which will be given to the district.

If you have any questions, please feel free to contact me at ██████████████████ Thanking you in advance for your support in comprehending the district's Grade 3-5 teachers' proficiency on culturally responsive teaching.

Respectfully,
Shani Arnette
Walden University, EdD Doctoral Candidate

Appendix G: Invitation to Grade 3-5 Teachers

(month, day, 2021)

Dear Principal (_____),

      Thank you for taking the time to read my proposal for my research study. Below I have included an invitation that I would like Grade 3-5 teachers to read. Would you so kindly delete this portion of the email and forward the letter below in the form of an email to your Grade 3-5 teachers? Thank you in advance for your help with this.

Sincerely,

Shani Arnette

_____

(month, date, 2020 will go here)

Dear (teacher's name will go here),

      My name is Shani Arnette. I am a 3rd Grade teacher in the district who is also pursuing my doctorate degree in curriculum, instruction, and assessment. As a requirement for my program, I am working on a research study. Being a teacher, I know that time could be an issue. Therefore, I am awarding a $20 Amazon or Target gift card, your choice, to any Grade 3-5 teacher that qualifies and is interviewed for this study.

      I am conducting a basic qualitative research study seeking to investigate Grade 3-5 teachers' perceptions regarding their instruction as manifesting the characteristics of effective culturally responsive teaching and learning practices. This study will not only fulfill my graduate requirement but will also be valuable information for our district. I am seeking volunteers to take part in one-to-one interviews.
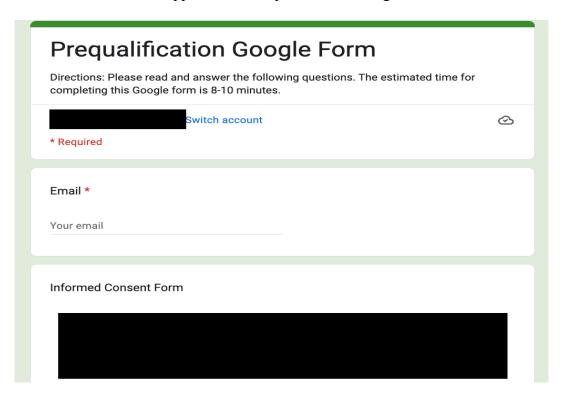
      Semistructured interviews will be about 30-50 minutes long. Interviews will be held afterschool, using Zoom videoconferencing, on the day and time that works best for you. Please note, since confidentiality is extremely important to all parties involved, your identity will be fully protected and the information that you provide will not be linked directly to you. There are ethical measures that have been put in place to secure your identity and protect you from anything that would be disclosed during the interview process.
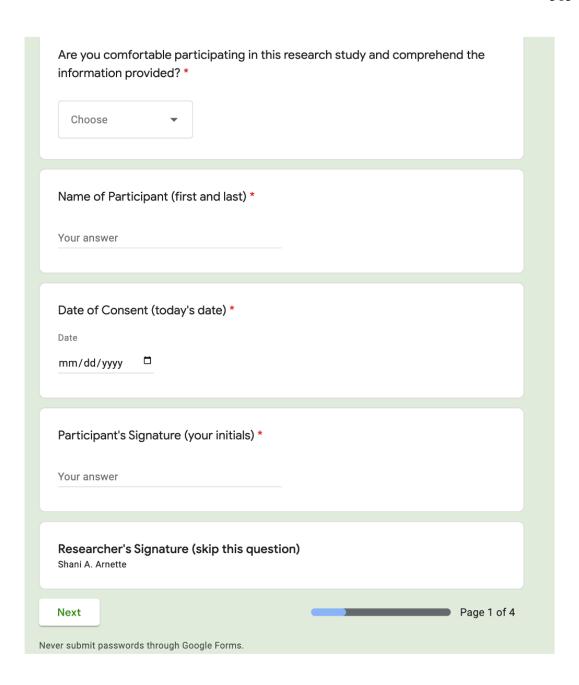
      If you are interested in participating in my study, please complete the short Google Form by (insert date). If you have any questions about this study, please reach out to me at ▮▮▮▮▮▮▮ I thank you in advance for your consideration to participate in my study. Looking forward to hearing from you.

Respectfully,
Shani Arnette
Walden University
EdD Doctoral Candidate

Appendix H: Prequalification Google Form

Prequalification Google Form
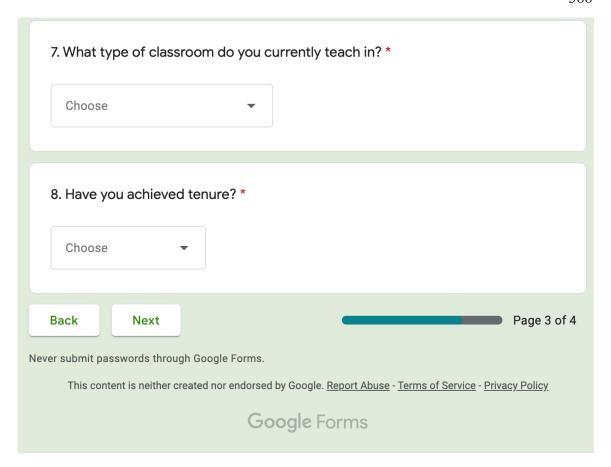
Directions: Please read and answer the following questions. The estimated time for completing this Google form is 8-10 minutes.

███████████████ Switch account

* Required

Email *

Your email

Informed Consent Form

███████████████████████████████████

Are you comfortable participating in this research study and comprehend the information provided? *

Choose ▾

Name of Participant (first and last) *

Your answer

Date of Consent (today's date) *

Date

mm/dd/yyyy

Participant's Signature (your initials) *

Your answer

Researcher's Signature (skip this question)
Shani A. Arnette

Next

Page 1 of 4

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Contact Information

Name (first and last) *

Your answer

Personal Email (not work email) *

Your answer

Cell Phone Number *

Your answer

Preferred Manner of Contact *

Choose ▼

Back   Next   Page 2 of 4

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Google Forms

Prequalification Questions

1. At which of the following schools do you currently teach? *

- ☐ (1) Thomas Jefferson
- ☐ (2) Sussex
- ☐ (3) Alexander Hamilton
- ☐ (4) Normandy

2. What grade(s) have you taught? *

- ☐ Pre K
- ☐ Kindergarten
- ☐ First
- ☐ Second
- ☐ Third
- ☐ Fourth
- ☐ Fifth

3. What grade(s) have you taught from 2018 to now? *

☐ Pre K

☐ Kindergarten

☐ First

☐ Second

☐ Third

☐ Fourth

☐ Fifth

4. What grades do you teach now? *

☐ Pre K

☐ Kindergarten

☐ First

☐ Second

☐ Third

☐ Fourth

☐ Fifth

5. How many years have you taught? *

○ 1-2 year(s)

○ 3-5 years

○ 6-8 years

○ 9-11 years

○ 12-14 years

○ 15-17 years

○ 18-20 years

○ 21 or more years

6. How many years have you taught Grade 3–5? *

○ 1-2 year (s)

○ 3-5 years

○ 6-8 years

○ 9-11 years

○ 12-14 years

○ 15-17 years

○ 18-20 years

○ 21 or more years

7. What type of classroom do you currently teach in? *

Choose ▼

8. Have you achieved tenure? *

Choose ▼

Back   Next   ▬▬▬▬▬▬▬▬▬ Page 3 of 4

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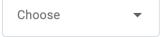Google Forms

Student Population

Definition

For the following items, *culturally and linguistically diverse learners* (CLD) refers to students from different ethnic backgrounds, socioeconomic classes, nationalities, and students that may have language barriers compared to their peers (Gothberg et al., 2019; Parla, 1994).

You may base your answer to these items on the provided definition, your own personal knowledge of your students, or information that you access by nature of your job.

9. Do you have any students in your classroom that are culturally or linguistically diverse (CLD)? *

Choose ▼

10. Based upon the total number of students in your class, what percentage of your students are CLD? [Divide the number of CLD by the total number of students in your class to arrive at the percentage. Example: 9 CLD students divided by 20 students in the class = 45%] *

Your answer

11. What criteria did you use to determine that you teach CLD students? *

Your answer

Back   Submit   Page 4 of 4

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Google Forms

Appendix I: Response to Teachers' Invitation

(month, day, 2021)

Dear (insert name),

You qualify to participate in the basic qualitative study on Grade 3-5 Teachers' Perceptions about their Culturally Responsive Teaching Practices. Please provide me with a day and time that you would prefer to meet on Zoom videoconferencing for the interview. Just a friendly reminder that your identity will be fully protected and the information that you provide will not be linked directly to you. Looking forward to hearing from you soon.

Sincerely,

Shani Arnette

(month, day, 2021)

Dear (insert name),

Thank you for showing interest in my study Grade 3-5 Teachers' Perceptions about their Culturally Responsive Teaching Practices. I truly appreciate your willingness to participate. Unfortunately, you did not qualify to be part of the study's sample. Thanks again.

Sincerely,

Shani Arnette

Appendix J: Scheduling Interview Communication

(month, day, 2021)

Dear (insert name),

     I am sending this (insert type of communication) to confirm that you have qualified and agreed to be part of my basic qualitative study on Grade 3-5 Teachers' Perceptions about their Culturally Responsive Teaching Practices. Thank you for arranging to meet me using Zoom on (insert date) at (insert time). Here is the link that we will use for our interview (insert link). During the interview, please select a private room, with proper lighting, and a neutral background. Looking forward to our interview. The day you completed the Google form a response receipt was sent to your email. However, I will virtually send you another copy of the consent form for your records. If you have any questions, please feel free to contact me at (insert phone number). Looking forward to the interview. Thanks again for your time!

Sincerely,

Shani Arnette

Appendix K: Thank You Letter to Superintendent

(month, date, 2021 will go here)

Dear Superintendent (insert name),

Thank you for granting me permission to conduct the study. The purpose of this basic qualitative study was to investigate Grade 3-5 teachers' perceptions regarding their instruction as manifesting characteristics of effective CRT and learning practices in a specific school district in New Jersey. This study was very informative. It provided the district with extremely valuable information in understanding teachers' perceptions. I am sincerely appreciative for your contribution in allowing me to further explore this topic using the following research questions:

RQ1. How do Grade 3-5 teachers perceive their ability to provide CRT practices aligned with Gay's eight qualitative attributes of effective CRT?

RQ2. How do Grade 3-5 teachers compare their CRT practices to the district's action plan used to support student learning during the teaching and learning process?

Thank you so much for your time.

Sincerely,

Shani Arnette
Walden University, EdD Doctoral Candidate

Appendix L: Thank You Letter for Participants

(month, date, 2021 will go here)

Dear (teacher's name will go here),

I wanted to express my gratitude for your participation in my research study. Your input and participation in my qualitative research study were extremely valuable to investigate Grade 3-5 teachers' perceptions regarding their instruction as manifesting the characteristics of effective culturally responsive teaching and learning practices. I am aware that it was strictly your decision to participate and for offering your time in assisting me in gathering needed information for my research study. Therefore, I am sincerely appreciative for your time and effort. Thank you so very much from the bottom of my heart.

Sincerely,

Shani Arnette
Walden University, EdD Doctoral Candidate

Appendix M: Thank You Email for Principals

(month, date, 2021)

Dear Principal (insert name here),

I wanted to express my gratitude for your support in helping me invite Grade 3-5 teachers for my study. I have met my research obligation with my university. The purpose of this basic qualitative study was to investigate Grade 3-5 teachers' perceptions regarding their instruction as manifesting characteristics of effective CRT and learning practices in a specific school district in New Jersey. It provided valuable information in understanding Grade 3-5 teachers' perceptions. Thanks again.

Sincerely,

Shani Arnette
Walden University, EdD Doctoral Candidate

Appendix N: Research and Interview Question Alignment

RQ 1:	
How do Grade 3-5 teachers perceive their ability to provide CRT practices aligned with Gay's (2018) eight qualitative attributes of effective CRT?	How do you empower your CLD students? How do you validate CLD student learning? How are you comprehensive and inclusive with your CLD students? How are your CLD students multidimensional? How is learning transformative for your CLD learners? How is learning emancipatory for your CLD learners? How do you encourage humanistic behaviors for CLD learners? What does it mean to be normative and ethical?
RQ 2: How would Grade 3-5 teachers compare their CRT practices to the district's action plan used to support student learning during the teaching and learning process?	How would you describe CRT? How would you describe effective CRT? What are the instructional practices you believe make you successful in addressing the needs of your CLD students? Do your instructional practices, you do with your CLD population, differ from what you do with your other population in the class? What is the district's action plan in supporting student learning during the teaching and learning process? How would you compare your CRT practices to the district's action plan used to support student learning during the teaching and learning process? How proficient do you feel you are to meet the needs of your CLD learners with the supports in the curriculum? How prepared do you feel that you are to teach your CLD population with the resources provided by the district?

Appendix O: Semistructured Interview Protocol

Part A

| Date of Interview
_____

Participant's Pseudonym
_____

Grade

_____ | Location
 Zoom (Zoom, n.d.)

Time of Interview

_____

Duration of Interview

_____ |

Part B
Purpose of the Study
Good afternoon! My name is Shani Arnette. First and foremost, I want to thank you for volunteering to be part of my basic qualitative study. I am conducting this study as a requirement for my graduate program. The purpose of this basic qualitative study was to investigate Grade 3-5 teachers' perceptions regarding their instruction as manifesting characteristics of effective CRT and learning practices in a specific school district in New Jersey. I will ask about your perception regarding your culturally responsive teaching experiences.

Protection to Participant/Interview Procedure
The interview is about 30 minutes. Please note, that you have the right to stop or withdraw from this study at any time with no consequence to you. During the interview, please feel comfortable to share opinions, experiences, and feelings. There are no right or wrong answers. I want you to be honest about your culturally responsive teaching experiences. By law, no information shared here, will be traced back to you. I will be assigning you a pseudonym, like this T1, T2, T3, to protect and prevent identification to you, your role, and your location.

I will be recording this interview using Zoom on my computer, which no one will have access to except me. I will be doing this so that I could precisely capture the interview but also be able to conduct this interview. I will also be taking notes. I will provide you with a summary of the interview so that you could review for accuracy, when completed.

Consent Form
 ☑ I want to confirm that you read and signed this informed consent form. (Note: I will check box when the answer is yes. If the answer is no, participant will be given another consent form to read and sign.)

☑ For your records, I also wanted to give you another copy of the informed consent form. (Note: I will check box after it has been given to the participant.)

Before we begin, do you have any questions concerning anything that was said? Okay, let's begin.

Part C
Semistructured Interview Questions
(If needed, probing questions may be asked.)

RQ 1: How do Grade 3-5 teachers perceive their ability to provide CRT practices aligned with Gay's (2018) eight qualitative attributes of effective CRT?

Sub1: How do you empower your CLD students?
- How do your CLD students take ownership of their own learning?
- How do your CLD students support each other while learning?
- How do CLD students demonstrate they are being active participants in the environment?
- What strategies do you implement to encourage CLD students to be accountable for their learning?

Sub2: How do you validate CLD student learning?
- How do you use your CLD students' heritage to teach academic content?
- How do you make learning relevant for your CLD students?
- How do you communicate with CLD students' families?
- How do you tap into the learning styles of your CLD learners?
- How do you celebrate different cultures represented in your learning environment?

Sub3: How are you comprehensive and inclusive with your CLD students?
- How do you build an academic community of learners for your CLD students?
- How do you build a social community of learners for your CLD students?
- How do you teach your CLD students about values?
- What strategies do you do to advance students' emotional, social, and intellectual wellbeing?
- How do you develop your CLD students' political awareness?

Sub4: How are your CLD students multidimensional?
- How do you infuse cultural knowledge into CLD learning practices?
- How do you infuse students' opinions and beliefs into academic learning?
- How do you encourage students to connect their emotions and feelings with what they are learning from the curriculum?

- How do you make academic content learning more meaningful for CLD students?

Sub5: How is learning transformative for your CLD learners?
- What techniques do you routinely do to show the CLD cultures in your environment is respected?
- How is culture a respected resource in your environment?

Sub6: How is learning emancipatory for your CLD learners?
- How do you empower your CLD learners?
- What opportunities do you provide for your CLD students to work collaboratively?
- How do you encourage CLD students to be accountable for their peer's success?

Sub7: How do you encourage humanistic behaviors for your CLD learners?
- What do you do to show that you are respecting the viewpoints of your CLD learners?
- How do you teach your students to respect the feelings of others?
- How do you show your CLD students that their feelings and thoughts are valuable?

Sub8: What does it mean to be normative and ethical?
- How do you inform CLD students of their rights?
- How do you show students they have choices?

RQ 2: How would Grade 3-5 teachers compare their CRT practices to the district's action plan used to support student learning during the teaching and learning process?

- How would you describe CRT?
- How would you describe effective CRT?
- What are the instructional practices you believe make you successful in addressing the needs of your CLD students?
- Do your instructional practices, you do with your CLD population, differ from what you do with your other population in the class?
- What is the district's action plan in supporting student learning during the teaching and learning process?
- How would you compare your CRT practices to the district's action plan used to support student learning during the teaching and learning process?
- How proficient do you feel you are to meet the needs of your CLD learners with the supports in the curriculum?
- How prepared do you feel that you are to teach your CLD population with the resources provided by the district?

Possible Probes (always using participant's words)
Based on what you were saying, "…"
It sounds like you were saying, "…"
What do you mean by "…"?
I want to comprehend what you are sharing. So, do you mean …?
Please correct me if I am wrong, but I heard you say, "…"? Please explain.
What did you mean when you said, "…"?
Tell me more about…
I heard you share, "…" Please elaborate.
So, I want to understand. Please explain.
Please expand on that.
Please clarify.
Can you please explain.
How so?

Part D
Conclusion
Thank you for participating in this interview. I appreciate the time you took to be part of this study. Now, the next step requires me to give you a summarized copy of this interview. I will contact you in about a week to send that to you via your private email account. When that has been returned to me, I will be awarding you a $20 Amazon or Target Gift Card for qualifying and being interviewed for my study. Thanks again, and I will be reaching out to you soon.

Appendix P: Interview Guide Development

Title: Grade 3-5 Teachers' Culturally Responsive Teaching
RQ1. How do Grade 3-5 teachers perceive their ability to provide CRT practices aligned with Gay's (2018) eight qualitative attributes of effective CRT?

Sub-R1: How do you empower your CLD students?
Sub-R2: How do you validate CLD student learning?
Sub-R3: How are you comprehensive and inclusive with your CLD students?
Sub-R4: How are your CLD students multidimensional?
Sub-R5: How is learning transformative for your CLD learners?
Sub-R6: How is learning emancipatory for your CLD learners?
Sub-R7: How do you encourage humanistic behaviors for your CLD learners?
Sub-R8: What does it mean to be normative and ethical?

Gay's (2018) Attributes of Effective CRT								
1. Empower—socially & personally supports students 2. Validate—uses cultural heritage to teach 3. Comprehensive & Inclusive—builds academic & social community of learners 4. Multidimensional—infuse culture, knowledge, opinion, experience, emotional, feelings to make curriculum learning meaningful 5. Transformative—respects culture as resources for teaching & learning 6. Emancipate—encourages students to be active participants 7. Encourage Humanistic Behavior—respects self & others 8. Normative & Ethical—makes rights known								
RQ	Empower	Validate	Comprehensive and Inclusive	Multidimensional	Transformative	Emancipate	Encourage Humanistic Behaviors	Normative and Ethical
	1	2	3	4	5	6	7	8
How do your students take ownership of their own learning?	X							
How do your students support each other while learning?	X							
How do students demonstrate they are being active participants in the environment?	X							
What strategies do you implement to encourage students to be accountable for their learning?	X							
How do you use your CLD students' heritage to teach academic content?		X						

How do you make learning relevant for your CLD students?		X					
How do you communicate with CLD students' families?		X					
How do you tap into the learning styles of your CLD learners?		X					
How do you celebrate different cultures represented in your learning environment?		X					
How do you build an academic community of learners for your CLD students?			X				
How do you build a social community of learners for your CLD students?			X				
How do you teach your CLD students about values?			X				
What strategies do you do to advance students' emotional, social, and intellectual wellbeing?			X				
How do you develop your CLD students' political awareness?			X				
How do you infuse cultural knowledge into CLD learning practices?				X			
How do you infuse students' opinions and beliefs into academic learning?				X			
How do you encourage students to connect their emotions and feelings with what they are learning from the curriculum?				X			
How do you make academic content learning more meaningful for CLD students?				X			
What techniques do you routinely do to show the CLD cultures in your environment is respected?					X		
How is culture a respected resource in your environment?					X		
How do you empower your CLD learners?						X	
What opportunities do you provide for your CLD students to work collaboratively?						X	

How do you encourage CLD students to be accountable for their peer's success?						X		
What do you do to show that you are respecting the viewpoints of your CLD learners?							X	
How do you teach your students to respect the feelings of others?							X	
How do you show your CLD students that their feelings and thoughts are valuable?							X	
How do you inform CLD students of their rights?								X
How do you show students they have choices?								X

Appendix Q: Continuum of Intercultural Sensitivity

(Bennett's Developmental Model of Intercultural Sensitivity

Mindset	Stage of Sensitivity	Definition	School
1.Highly Ethnocentric	Denial	Thinking that your culture is the only real or normal culture, a monocultural mindset. Showing behaviors that demonstrate lack of interest, dismissiveness, dehumanizing, or denying other cultures. Failing to acknowledge distinctions between cultural groups.	**Actions:** Placing cultures into distinct groups like "immigrant" or "foreigner." Using labels like "Spanish" if someone is from a Spanish speaking country or stating a person is "Chinese" because of physical features. **Statements like:** "That family does not care about their child's schooling, or they would be at more schoolwide activities." "Those families do not value learning." "That child must be from China."
2.Ethnocentric	Defense	Thinking that your culture is superior to others and thoughts that lamentable conversations are just not worth your time. Showing feelings of threat, being on guard, and the mindset that learning about this is dumb.	**Actions:** When having conversations about cultures, a person may leave the room, cry, withdraw, show aggressive behaviors, be defensive, protest, demonstrate lack of wanting to receive information, have anger, exhibit an us versus them attitude, or show opposing actions. **Statements like:** "These (name a racial group) teachers are taking our jobs." "Those Spanish kids are benefiting from all our tax dollars." When learning about cultures, a person may "We are not interested in doing that in our schools."

3.Ethnocentric	Minimization	Thinking that the way one thinks is a shared universal thought by others. Showing signs that minimizes cultures by ignoring, omitting, and slighting cultural differences illustrating that other cultures are unimportant.	**Actions:** Discouraging students from creating a cultural group. Instead getting them to join another group. Ignoring discussions on racism, prejudice, and cultural differences. Simply claiming students just need to respect each other. Surface level multicultural events that do not dig into the root of cultures. **Statements like:** "I do not see color. I am colorblind." "I try to treat all my students equally." "I look at the similarities not the cultural differences of students."
4.Ethnorelative	Acceptance	Thinking that values are shaped by culture. Accepting that a person's culture should be respected. Showing signs of cross-cultural interactions.	**Actions:** Changes to school curriculum. In the classroom setting, seeking cultural relevant text. Including reading material about different cultural perspectives or notable people in history that contrast dominant culture. **Statements like:** A person on a mission often. "I need to find books that represent my students." Questioning the curriculum. "Our curriculum needs more diversity." Noticing and appreciating other cultural groups. "There is so much we can learn from other cultures.
5.Ethnorelative	Adaptation	Thinking that you do not need to lose your culture identity to function in another cultural circumstance. Showing signs that you are completely, consistently relaxed around other cultures. Making changes to your own behavior, mindset, and communication to adapt to other cultures.	**Actions:** School districts adopting policies and practices that are inclusive for all students. Faculty working together regularly to adapt to cultural differences in a school. A person feeling comfortable engaging in conversations that allow people to share experiences. **Statements like:** "I need to adapt my attitude or behavior to bridge gaps between cultural differences."

			"I know that I do not need to suspend or change my cultural identity to behave culturally appropriate." "I can adapt to other cultures and keep my own values."
6.Highly Ethnorelative	Integration	These individuals do not deny cultures. They immerse cultural differences into who they are, an intercultural mindset. Showing signs that they are nonjudgmental (in attitude, belief, and behavior) to cultural differences.	**Actions:** School faculty completely resembles the demographics of the student population. Use multilingual curriculum rich in cultural diversity and experiences. Effortlessly taking other cultures and integrating it into your own. **Statements like:** This is seen in a person's daily actions and conversations. "I am most comfortable creating bridges between different cultures in the environment." "I believe in looking at all cultural situations from other's viewpoints."

Adapted from Bennett's Developmental Model of Intercultural Sensitivity (1986, 2017)

Appendix R: Visible Microaggression in K-12 Schools

Types of Microaggression	Explanation	Examples in Schools
1. Assumptions	Creating an assumption about a marginalized group's competence, intelligence, or status.	Questioning a person about their clothes (Saeb, 2021), lack of intelligence (Singh et al., 2021), negativity about accents (Smith, 2020), or immigration status (Murillo et al., 2021).
2. Attempting to make connections	Using jargons, words, or phrases utilized by a specified cultural group to connect with them.	Using slang to fit in with a student of a different race (Casanova et al., 2018).
3. Avoidance and distancing	Deliberately avoiding or keeping distance not giving the person of color the opportunity to participate in events.	Feeling invisible (Boutte & Bryan, 2021).
4. Criminality or dangerous	Profiling and using stereotypes to claim that someone is bad, dangerous, aggressive, and likely to do a criminal act.	Labeling Black and Brown boys as problems (Bryan, 2021; Proffitt, 2022), discipline practices (McDaniel et al., 2021; Nolan, 2021; Tefera et al., 2022), hyper surveillance (Warnick & Scribner, 2020), and school-to-prison pipeline affecting Black and Latinx students (Maloney et al., 2021).
5. Denial of individual racism	Disqualifying microaggressions and using defensive strategies like denying racism or focusing on good acts performed.	Denying biases and defending self by listing things that make you not racist (Knowles et al., 2014; Williams et al., 2020).
6. Environmental (attack)	Things in the environment that are degrading or troublesome based on history, race, or culture.	Décor (Williams, 2020a), space claiming (Helmuth, 2019), and names of schools in a town (Mansfield & Lambrinou, 2022)
7. Environmental (exclusion)	Minimizing or not representing a group in the environment.	Imbalance of cultural representation in curriculum (Yoon & Templeton, 2022), omitting groups in the décor (Helmuth, 2019), omitting stories of race and racism in high school history classes (Wills, 2019), and lack of literature depicting student populations (Cooperative Children's Book Center, [CCBC], 2022).
8. Exoticization and eroticization	Viewing a person as an exotic or erotic object.	Causing a person to feel strange and uncomfortable when making comments on a Black or Brown person's hair or Asian eyes (Williams et al., 2020).

9.	False color blindness	Claiming to be colorblind causing people to feel invalidated.	Failing to acknowledge a person's race and using statements like "I'm colorblind," "I don't see color," "There is only one race, the human race," and "America is a melting pot" (Cadenas et al., 2021; Sue et al., 2007).
10	Myth of meritocracy	Denying privilege and blame casted on a cultural group for negative impact on racism.	Denying racial privilege (Parkhouse & Arnold, 2019), claiming you have what you worked hard insinuating people of color are not working hard enough (Reynolds & Xian, 2014), the idea that programs should be reserved for students that behave (Sabati et al., 2022), and saying a student is struggling due to little or no effort (Sulé et al., 2021).
11	Not a true citizen	Alienate or question a person's true citizenship.	Claiming a person is not a real citizen due to skin color (Skinner-Dorkenoo et al., 2021), a person speaks with an accent or shares they are from a specific city or state they are further questioned with "Where are you really from" (Ayala-López, 2020).
12	Pathologizing	Condemn a person's appearance, preferences, traditions, or cultural behaviors.	A person characterized as loud (Caraballo, 2019), irate or too expressive (Hodson, 2021), behaviors linked to a person's culture.
13	Racial categorization and sameness	Obligating a person to select or disclose a racial group for identity purposes.	Believing that people of the same race are similar exuberating difference between the dominant culture which creates a silent racial division between parties (Sue et al., 2008). For example, changing greetings like speech and action to conform to stereotypes like giving fist bumps (Williams et al., 2020). Asking questions, "What are you?" "Are you Puerto Rican?" when you are aware that someone speaks Spanish (Beukeboom & Burgers, 2019). In conversation putting individuals into categories is a sign of stereotypes and prejudice (Roberts & Rizzo, 2021).
14	Reverse-racism hostility	Anger expressed when an individual gets unfair advantages, expressing that dominant class suffers based on this.	Being upset to work on building an inclusive classroom or school environment since that is not considered the "norm," and belief that a person of color is unable to acquire placement into a program on their own effort without assistance (Zirkel & Pollack, 2016).

| 15 | Second-class citizen | Disrespecting, ignoring, or treating a person of color as less than. | Ignoring, overlooking, disrespecting students of color (Steketee et al., 2021); Treating students in poverty like a less than to the dominant population (Ali et al., 2018); Making college prep courses and work-based experiences out of reach (Fletcher & Haynes, 2020). |
| 16 | Tokenism | Picking a marginalized student just to say that you are being inclusive, causing the individual to not have a sense of belongingness. | Including one student of color in a photo opt opportunity, and retention of student of color for stats purposes (Steketee et al., 2021). Expecting a person of color to speak on behalf of the racial or ethnic group (Walls & Hall, 2018; Williams, 2020a). |

Appendix S: Summative Evaluation Form

Name (Optional): _____School: _____

Circle Day of Training
Day 1   Day 2   Day 3   Date: _____

Directions:
Thank you for attending this training. Your feedback is valued. Kindly fill out the form about your PD experience.

5–Strongly Agree   4-Agree   3-Neutral   2-Disagree   1-Strongly Disagree

	Write the number that best describes how you feel.
The goal of the training was clearly communicated.	
The topic was relevant and will help me address the needs of my culturally and linguistically diverse students.	
The information communicated today was useful.	
What I learned today caused me to reflect on my behavior and my teaching practices.	
I appreciate receiving resources in a PD workshop that I could use in my classroom, like I did today.	

Reflection: What is one thing that stands out from this workshop?

_____
_____

Professional Development: What topic(s) do you suggest for a future session?

_____
_____