Walden University
ScholarWorks

Walden Dissertations and Doctoral Studies

Walden Dissertations and Doctoral Studies Collection

2023

Non-Native Educators' Interpretation of Culturally Responsive Pedagogy With Mojave Students

Cellina Marie Reyes
Walden University

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

Part of the Education Commons

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

Walden University

College of Education

This is to certify that the doctoral study by

Cellina M. Reyes

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

Review Committee
Dr. Derek Schroll, Committee Chairperson, Education Faculty
Dr. Ajay Das, Committee Member, Education Faculty
Dr. Paul Englesberg, University Reviewer, Education Faculty

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

Walden University
2023

Abstract

Non-Native Educators' Interpretation of Culturally Responsive Pedagogy With Mojave Students

by

Cellina M. Reyes

MA, Northern Arizona University, 2011

BS, Rocky Mountain College, 2005

Project Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

February 2023

Abstract

The non-Mojave teachers are struggling to implement culturally responsive pedagogy practices to meet the educational needs of Fort Mojave students from a rural reservation. Research indicates that all students should be provided with responsive pedagogical practices that allow them to be engaged in the classroom. The purpose of this basic qualitative study is to investigate how non-Mojave classroom teachers are implementing culturally responsive pedagogy and what their perceived needs are when teaching Fort Mojave students in an elementary school located in southwestern, Arizona. Culturally responsive pedagogy was used as a practical theoretical framework through the incorporation of Gay's four teacher practices that teachers should have if they want to implement culturally responsive teaching successfully. The qualitative research questions relate to how teachers use culturally responsive pedagogy to support Mojave students in the classroom as well as what are the non-Mojave teachers' needs to effectively implement culturally responsive pedagogy to meet the needs of their Mojave students. Data collection included structured Zoom interviews with 10 teachers who were from two different rural elementary schools, one public and the other on the reservation. The findings revealed that the participants need to be part of the planning professional development (PDs) for the year, have PD that is culturally relevant, and be guided on how to implement it within the curriculum. A PD project was developed based on study findings to help non-Mojave educators at the study site. Results have implications for positive social change among non-Mojave educators by emphasizing the importance of the use of culturally responsive pedagogy within the elementary school's curriculum that could better assist in meeting the needs of Fort Mojave students.

Non-Native Educators' Interpretation of Culturally Responsive Pedagogy With Mojave Students

by

Cellina M. Reyes

MA, Northern Arizona University, 2011

BS, Rocky Mountain College, 2005

Project Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

February 2023

Dedication

I thank my husband and children for providing me the continued support through this journey, as it was not easy on family vacations, trips to tournaments where I was not fully present due to me being focused on my courses and research study. I cannot explain the number of times I felt like just putting it to the side and taking a break, especially when I was working on the prospectus portion of my journey. I like to thank my tribal leaders who continued to cheer me on and let me vent, the tribe's education department for understanding the process of being enrolled in the program and being willing to help, your words of encouragement truly went a long way. To my parents, thank you for loving me unconditionally and letting me know how proud you are of me, this was so important to me. To my tribe for supporting all who are enrolled in higher education and education, in general, to better ourselves and our tribal community together we can make a difference, however, we must have the ability to reside in two worlds in order to be effective.

Table of Contents

List of Tables v

Section 1: The Problem 1

The Local Problem 1

Culturally Pedagogy Allows Teachers to Connect With Diverse Students 1

Rationale 3

Definition of Terms 6

Significance of the Study 7

Research Questions 8

Review of the Literature 9

Conceptual Framework 10

Theoretical Underpinnings of Culturally Responsive Pedagogy 11

Culturally Relevant Pedagogy 12

Review of Broader Problem 13

Culturally Responsive Pedagogy 14

Need for Teachers to Have a Welcoming Environment 15

Teachers Attitudes and Beliefs about Students' Cultural Background 15

Teachers' own Cultural Frames of Reference 16

Knowledgeable about Other Cultures 17

Culturally Responsive Teaching/Practices 17

Understanding the Use of CRP 18

How Teachers Can Successfully Implement CRP/CRT 19

Challenges of CRP in Primary and Secondary Education 22

Implications 25
Summary 26
Section 2: The Methodology 28
Research Design and Approach 28
Participants 30
Criteria for Selecting Participants 31
Access to Participants 31
Researcher/Participant Relationship 32
Ethical Issues and Confidentiality Agreement 32
Data Collection 32
Justification of Data Collection 34
Data Collection Instrument and Source 34
Interviews 35
Role of the Researcher 35
Data Analysis 37
Research Findings 38
Background of Participants 38
Summary of Emergent Codes and Themes Related to RQ1 41
Summary of Emergent Codes and Themes Related to RQ2 42
Theme 1: Culturally Inclusiveness but Uncertain of How to Utilize CRP 43
Theme 2: Reshaping Curriculum by Engaging with Families and Communities 47
Theme 3: Professional Growth That is Relevant 52

Theme 4: Guided Professional Development 56
Discrepant Cases 59
Evidence of Quality 62
Summary of Outcomes 62
Project Deliverable 65
Section 3: The Project 67
Introduction 67
Rationale 68
Review of the Literature 69
Professional Development and Multicultural Education 77
Effective Professional Development 79
Professional Learning Communities 81
Project Description 82
Needed Resources 83
Existing Supports 83
Potential Barriers and Solutions 83
Proposal for Implementation 85
Roles and Responsibilities of Student and Others 88
Project Evaluation Plan 89
Project Implications 90
Local Community 90
Larger Context 91
Section 4: Reflections and Conclusions 93

Project Strengths 93

Recommendations for Alternative Approaches 94

Scholarship, Project Development, and Leadership and Change 95

Reflection on Importance of Work 97

Implications, Applications, and Directions for Future Research 99

Implications..... 99

Applications 99

Future Research 100

Conclusion 101

References.....103

Appendix A: Professional Development 3-Day Presentation.....122

Appendix B: Interview Protocol 190

Appendix C: Research Questions and Emergent Themes 192

List of Tables

Table 1: Research Questions and Emergent Themes..... 41

Section 1: The Problem

The Local Problem

As public-school systems become more diverse, the teaching force is in need of understanding and learning how to implement culturally responsive pedagogy (CRP) to meet the educational needs of diverse students (Kayser et al., 2021). In the United States, diverse students outnumber White students in the public school system (Cole et al., 2016). A promise has still not been fulfilled, which was to provide Native American children with a quality education that preserves their customs and culture (Coogle & Hanline, 2016; Corenblum, 2016; Vincent et al., 2017). Studies continue to show teacher practices of CRP are widely varied and inconsistent within the definitions of CRP (Ebersole et al., 2016; Nowell, 2017; Richards, 2017). Ninety-three percent of Native American school-aged students attend public schools and continue to underachieve within their mainstream classroom (Faircloth, 2018). School administrators must ensure that their teachers understand the services the school has for students, such as interventions, so they are not seen as a disservice to students by stigmatizing them as needing special education services (Kalyanpur, 2019). Teachers need to be persistent when seeking culturally responsive practices to assist with the cultural dissonance between White, middle-class counterparts and their diverse students (Lewis Chiu et al., 2017).

Culturally Pedagogy Allows Teachers to Connect With Diverse Students

Pedagogy and teaching are synonyms and are used interchangeably by researchers (Hollie & Allen, 2018). Teaching practices that connect with their students' lives at home

and interests and promote an understanding of cultures are associated with better academic outcomes (Byrd, 2016). Aronson and Laughter (2016) stated that culturally responsive teaching (CRT) is when an educator uses cultural knowledge, prior experiences, frames of reference, and performance styles of diverse students to make learning encounters relevant. Price and Steed (2016) used five culturally responsive strategies to assist educators in promoting positive teacher relationships with young children to minimize challenging behavior: (a) learning about children and families, (b) developing and teaching expectations, (c) considering the child's perspective, (d) teaching and modeling empathy, and (e) utilizing group times to discuss the conflict.

The challenge teachers have with the implementation of CRP may be due to the gap in the student and teachers' cultures (Hall et al., 2018). Educators should understand the theory and history of marginalization that led to the achievement gap in education before attempting to use CRP effectively (Lew & Nelson, 2016). Teachers are faced with intensive curricular demands, restraints of time, and lack of resources that may cause them to be overwhelmed in their attempt to accommodate learning for all students (Samuels, 2018). It is suggested that school administrators understand the importance of teacher education so they can effectively work with diverse students and be culturally competent (Taylor et al., 2016).

Teachers need to be aware of the resources and or pedagogical strategies, so they are better able to facilitate diverse classrooms (Samuels, 2018). Teachers practicing CRP allow cultural knowledge, prior experience, frames of reference, and learning styles of diverse students to facilitate learning. Repositioning teachers to become learners of their

students, combined with classroom-based coaching and school-based learning activities, can make a difference (Hynds et al., 2016). Using students' cultural background in the classroom acknowledges diverse students and creates positive connections with the family so deeper learning can take place with the students (Daniel & Zybina, 2019; Gay, 2002). The predominantly White teachers may misunderstand the cultural practices of their students, which has the ability to affect diverse students learning experiences in the current educational environment (Hall et al., 2018). According to Gay (2018), the use of CRP can assist in increasing the academic achievement of the students, as teachers need to reflect and draw on their students' cultural and linguistic strengths.

Rationale

In rural schools located on the reservation, educators struggle to implement CRP within their curricula. The schools located in lower-socioeconomic areas have an issue with hiring qualified educators that can effectively implement CRP (Rafa, 2016). In lower socioeconomic environments, educators are exhausted by the multiple roles they have within the classroom that may affect their ability to use CRP practices effectively and consistently (Donahue-Keegan et al., 2019). Teachers who have not interacted with diverse students and different cultures may see the cultural differences as being a strength (Samuels, 2018). Teachers who are predominately White may subsequently view diverse students from low-income communities as not interested in learning or unable to achieve high levels of academic success (Hall et al., 2018). Educators are struggling to use CRP because of increased pressure from administrators to ensure that students meet graduation requirements, which takes away their focus on effectively implementing CRP in the

curricula (Martin et al., 2017). Loeb et al. (2005b) and Ingersoll et al. (2011) referenced teachers leaving the profession in high poverty school districts due to poor teaching conditions and larger teacher to student ratios (Sutcher et al., 2019). In increasingly diverse classrooms, teachers struggle to effectively meet the needs of their students and offer differentiated instruction (Civitillo et al., 2016).

According to the *Arizona State Report Card for Mohave Valley Elementary School 2018-2019 school year*, Native American students were minimally proficient (50%) on the AZ Merit in math and English language arts. The Anya Itpak School Board reviewed the schools' statistics on the Arizona State Report Cards; the proficiency percentages for reading, writing, and language arts compared to the state of Arizona, which revealed that the schools fell below the 50% proficiency range for the state of Arizona (C. Garcia, personal communication, June 20, 2019). According to the Fort Mojave Indian Tribal Chairman, Fort Mojave students are performing lower than their White counterparts in reading and mathematics and have high percentage rates of behavioral disciplinary actions on them (T. Williams, personal communication, August 12, 2018). Improving non-Mojave educators' use of CRP may lead Mojave students to demonstrate better academic success. School administrators can provide their teachers with CRT training to better assist them in the implementation of CRT (Civitillo et al., 2018). The Mohave Valley superintendent referred to two schools in the district that need improvement using professional development (PD) and student engagement (Crow, n.d.).

The purpose of this basic qualitative study is to investigate how non-Mojave classroom teachers are implementing CRP and what the teachers feel they need to

address the academic needs of the Fort Mojave students. Participant interviews from the project were analyzed to determine gaps in practice related to the implementation of CRP by non-Mojave classroom teachers. Gay (2002) believed that for teachers to deliver CRP, they must consider the classroom and the cultures represented in their classroom. The broad knowledge of each student's culture gives the teacher a great opportunity to integrate some of the essential principles of culturally responsive instruction that reflects each of the student's interests and needs by also using real-life examples to draw connections within the classroom (Taylor & Sobel, 2011).

School district leaders must ensure that all teachers can receive support in these areas in the form of PD and informed feedback from instructional coaches. Gay (2002) identified four practices that teachers should have to implement CRP successfully: teachers must be (a) caring and empathetic, (b) reflective above their attitudes and beliefs concerning other cultures, (c) relative about their own cultural beliefs, and (d) knowledgeable about other cultures. The results from the study may improve PD for improving the use of CRP by non-Mojave educators. The study may provide the southwest rural school board and tribal leadership with research-based findings regarding what non-Mojave educators' needs are to effectively use CRP in their curriculum. The study included 10 non-Mojave teachers. Eight of the teachers were from the same rural tribally owned school, and two were from another rural school who both provide elementary education to Mojave students. The teachers need a better understanding of what is expected of them when it comes to incorporating CRP into their lessons as they do not want to offend the tribal members. The teachers are in need of specific PD on the

culture and also to be guided and mentored on the implementation of the CRP into their curriculum and lesson plans. The results were used to inform the creation of a project that will be described in detail in section three.

Definition of Terms

The following terms are listed to define and clarify the meaning of key terms used through the present study. These include terms and acronyms used universally in the field of education.

Cultural diversity: The differences from a group of people who have unique cultural backgrounds (Le-Doux, 2001).

Culturally responsive pedagogy (CRP): A student-centered approach geared towards instruction that is inclusive of students' cultural backgrounds in all aspects of the educational process (Gay, 2002).

Culturally responsive teaching (CRT): A theoretical model that does not address student accomplishment but helps students accept and affirm their cultural identity while developing critical perspectives that challenge unfairness schools to perpetuate (Asaah & Kannan, 2018).

Non-Native educators/Non-Mojave: The educators who are not enrolled in a federally recognized tribe and are not able to identify as a Native American. Tribal membership in the United States is based on shared DNA, traditions, and language (U.S. Department of the Interior, 2016).

Significance of the Study

Educators are struggling to use CRP, and Mojave students are possibly struggling academically because of this issue. According to the Fort Mojave Indian Tribal/Education Director, the Mojave students who attended the local public-school systems scored below average according to the state report cards on proficiency (C. Cameron-Otero, personal communication, August 26, 2018). The Fort Mojave Indian Tribal/Chairman and the leaders of the Fort Mojave Tribe want all tribal members and descendants to receive a quality education from teachers who can implement effective CRP that relates to the Mojave Tribe within their classroom curriculum. (T. Williams, personal communication, August 12, 2018). According to Bonner et al. (2018), culturally sensitive educators understand the bigger systemic influences that affected disenfranchised groups throughout history and prevented them from receiving a just and equitable education. Research has established a connection between culturally competent educators and positive outcomes for students. It is vital educators are prepared to implement best practices in environments that embrace cultural responsiveness (Samuels, 2018). Thus, school leaders who apply the recommended approaches derived from the results of this study could help teachers prepare to effectively teach Mojave students through the implementation of CRP. This study sheds light on why the non-Native teaching force are in need of understanding how to implement CRP to meet the educational needs of diverse students specifically in relation to Mojave students.

This basic qualitative study is significant because it addresses an under-researched area in two rural elementary schools related to PD and the impact on teachers' use of

CRP and the impact on the school culture. The research supported professional education practices in enhancing their PD to incorporate specific CRP they require for their educators on an annual and continuous basis. Understanding the educators' perceptions of how the implementation of effective CRP impacts a school culture allowed for the examination of the positives and the shortfalls of the current PD provided by each school understudy. Research has shown that effective teacher learning can result in student learning outcomes (Gul et al., 2021). In addition, when schools use PD that focuses on CRP to assist in creating a learning environment, it can promote collaboration and communication with teachers. Interviews were used to assist with understanding the teachers' perceptions of PD at the two southwestern rural elementary schools and are confidential. The schools can enhance the PD to create a better learning environment for all students. The learning environment can be accomplished by examining the understanding of how PD impacts a school's culture. Establishing schools with positive school cultures through the use of effective PD that focuses on CRP can benefit all students. Teachers benefit from ongoing PD which assists in their teaching strategies that can benefit the students' educational outcomes (Gul et al., 2021).

Research Questions

The research questions for this study were developed to help explore non-Mojave educators' use of CRP with Mojave students in a rural southwest elementary school. The research questions were guided by a conceptual framework and the continued achievement gap and the gap in the student and teachers' cultures (Hall et al., 2018; Lew

& Nelson, 2016). The following research questions guided this basic qualitative research study:

RQ 1: How do non-Mojave teachers use CRP to support Mojave students?

RQ 2: What are the non-Mojave educators' perceived needs for meeting the needs of their students through CRP?

Review of the Literature

The problem examined in this study is the inconsistency of non-Mojave educators' implementation of CRP in meeting the educational needs of the Fort Mojave students' academic and behavioral achievement. The purpose of this basic qualitative study is to investigate how non-Mojave classroom teachers are implementing CRP and what the teachers' perceived needs are with Fort Mojave students in an elementary school located in southwestern, Arizona. The literature review presented includes details about CRP, how educators can implement effective CRP, how prepared educators are in practicing CRP, as well as the lack of research that is available on rural schools. Native Americans know the public school system to represent centuries of oppression, and historical trauma that took place in boarding schools that stripped the language, culture, and children from their families (Flugaur-Leavitt, 2017). School systems that serve Native American communities on the reservation are tasked to improve access to technology and provide education that will lead to greater student achievement through the use of culturally proficient instruction (Mette & Stanoch, 2016).

According to Banks and Banks (2019), preservice teachers need an intensive understanding of culture, its impact on schools, and the increasingly diverse students

within the classrooms. Awareness of students' cultures is the first stage in teachers understanding intercultural competence, and second is accepting the differences between cultures otherwise, teachers are likely to impose their beliefs, values, and patterns of behavior on their students (Buchanan et al., 2019). Teachers who practice CRP in their classrooms show the importance of building bridges that connect teachers, students, schools, and the local community (Samuels, 2018). Furthermore, teachers are to become knowledgeable and develop the appreciation of diverse cultures and learn to explore how equitable CRT practices can be when implemented to assist with challenges faced by diverse students (Samuels, 2018).

This literature review provides a focus on a research-based and student-centered approach to teaching conducted about CRP in elementary through the high school setting. The southwestern elementary school educators are having inconsistencies with the implementation of CRP in meeting the educational needs of the Fort Mojave students' academic and behavioral achievement.

Conceptual Framework

The theoretical framework of this study is based on the theory of culturally responsive pedagogy (Gay, 2018; Ladson-Billings, 2000). Gay (2018) built on the work of Ladson-Billings and introduced culturally relevant teaching that focused on the action of teaching. CRT, teachers utilize the cultural characteristics, experiences, and perspectives of diverse students as conduits for teaching all students effectively. Gay (2002) believed that for teachers to deliver culturally responsive instruction, they must consider the cultures represented in their classrooms. Gay (2002) identified four practices

that teachers should have if they want to create and implement culturally responsive pedagogy successfully (a) teachers must be caring and empathetic, (b) reflective about their attitudes and beliefs concerning other cultures, (c) reflective about their own cultural frames of reference, and (d) knowledgeable about other cultures.

The theory of CRP is based on academic knowledge and skills are best acquired when new knowledge and skills can connect with the lived experiences and frames of reference of diverse students (Gay, 2018). In the United States a majority of teachers are White middle-class women which is a potential cultural disconnect (Kayser et al., 2021). Knowledge-acquisition connections are absent for diverse students in white dominant culture classrooms (Coulter & Jimenez-Silva, 2017). Teachers who are culturally aware and student-centered can assist in eliminating barriers to learning and achievement for diverse students and assists the teachers in learning about their students' cultural backgrounds with the intent to use the knowledge to design curricula (Mette et al., 2016). CRP theory rests on the critical proposition that all students even the ones marginalized must be held to high standards of academic achievement (Gay, 2002; Ladson-Billings, 2000).

Theoretical Underpinnings of Culturally Responsive Pedagogy

Early researchers such as Mohatt and Erickson conducted a study in 1981 of Odawa Native Indians which suggested teachers should consider their students' behaviors to be interpreted only based on the context of their students' culture and not their own (Brown-Jeffy & Cooper, 2011). When there is an increase in teacher diversity it can have a positive impact on students' educational outcomes as well as assisting in retention of

students of color (Carver-Thomas, 2018). However, teachers who are culturally competent with a different race can learn enough of their students' home and community cultural context to be able to properly interpret the students' behavior and create a curriculum to be an effective facilitator to their students learning (Brown-Jeffy & Cooper, 2011). The use of CRT challenges teachers to esteem their students' intellectual capacity through the ability to build interpersonal relationships with students that encourages students to be engaged.

Culturally Relevant Pedagogy

Gloria Ladson-Billings (1994) identified the term culturally relevant pedagogy as an instructional or teaching approach that is engaging to learners from culturally diverse backgrounds in PreK-12. Educators utilize CRP to make standard-based material and curriculum assessable to all students (Samuels et al., 2017). Geneva Gay (2018) identified CRP as teaching practices that attend to the specific cultural characteristics, which make students different from one another and their teachers. Gloria Ladson-Billings described that CRP consists of the following three components: (a) Students must experience academic success, (b) Students must develop and/or maintain cultural experiences, and (c) Students must develop a critical consciousness through which they challenge the status quo of the current social order (Ladson-Billings, 2021). Teachers need to be able to develop positive teacher-student relationships, which is essential to culturally relevant pedagogy. Teachers who can form bonds with their students will develop a sense of belief that they can accomplish their educational goals. There is a

strong need for the curriculum to address the needs of all students (Johnson & Elliot, 2020).

Carrero et al. (2017) showed how students who receive special education are disproportionately represented as having disciplinary and challenging behaviors. The research conducted focused on emotional behavioral disorders and the use of instructional practices that target academic outcomes for students. This can assist the non-Mojave educators in learning how to design instruction to focus on all students' abilities and allow data to be captured. The study lacked the identification of American Indians and other diverse groups that encourages researchers to replicate the study to include these groups.

Review of Broader Problem

The goal for the project study was to review the factors that impact non-Native teachers use of CRP and what their perceived needs are to implement CRP effectively with Mojave students. A qualitative methodology was selected to obtain teachers personal perception of factors that are preventing them from implementing CRP with Mojave students. It was essential to review scholarly literature related to the research problem being investigated. A search for literature that discussed issues teachers have when implementing CRP in diverse schools, classrooms and in lesson plans. I also researched CRP, need for teachers to have a welcoming environment, teachers' attitudes and beliefs about their students' cultural backgrounds, teachers own frames of reference, the importance of being aware of other cultures, CRT/Practices, understanding the use of

CRP, how teachers can successfully implement CRP/CRT, and the challenges of CRP in primary and secondary education.

The following keywords were used to narrow down my literature search: *Culturally relevant pedagogy, culturally responsiveness, cultural diversity, teacher beliefs, teacher knowledge, culturally responsive teaching and implementation.* The literature reviewed consisted of peer-reviewed, scholarly articles and books. The majority of the scholarly literature reviewed was accessed using the following Walden University library education databases: Academic Search Complete, EBSCO Host, Education Research Complete, Education Resources Information Center, PsycINFO, and SAGE Journals. Some of the articles referenced in this section were retrieved from Google Scholar as well.

Culturally Responsive Pedagogy

In the review of the literature, scholars have used the ideas of CRT and CRP interchangeably as they use cultural knowledge, prior experiences, frames of references, and performance styles of diverse students to make learning relevant (Gay, 2018). According to Gist (2017), the terms CRP and CRT have become buzzwords for educators, causing them to lose sight of how to properly integrate CRP into their lesson plans. The different theories are presented to provide a framework into student learning and not of educators' experience and or preparation. In this study, CRP is defined as the educators learning to diversify their teaching strategies and practices in their classrooms to meet the needs of students with diverse backgrounds (Gist, 2017).

Need for Teachers to Have a Welcoming Environment

Schools that have children from diverse backgrounds need strong, quality teachers who can understand their students to make a strong connection with them as well as having a welcoming environment. By exposing the teachers to diverse cultural and socioeconomic communities can assist in strengthening their cultural competence and intercultural sensitivity (Wilcoxen et al., 2021). Teachers need to be dedicated to getting to know their students, communities, and members in ways that will assist the teachers in building quality relationships with their students. Gay (2002) explained that caring teachers as those who refuse to see the diverse students held to different standards than their White counterparts. The classroom climate should foster a supportive learning environment, create a sense of community, and give each student a feeling of belonging in an almost home-like atmosphere. Positive teacher-student relationships are important to the success of all students and teachers. Effective teacher-student relationships provide opportunities for effective communication and understanding (Scherzinger & Wettstein, 2019). Teachers' ability to hold all students to the same standards in their classrooms as the dominant culture provides the diverse students with the hope that they can achieve. Teachers show empathy to students by identifying themselves with the feelings of their students. According to Warren (2018), empathy can improve classroom teachers' capacity to react and respond to students through effective CRP.

Teachers Attitudes and Beliefs about Students' Cultural Background

Modern-day classrooms are one of the most diverse places in the world and consist of different ethnic/racial groups. Culture is brought by students and should be

understood by teachers. According to López (2016), teachers are to be self-aware to respond appropriately to different social situations they encounter within their diverse classrooms, as it is vital to the success of students. Lambeth and Smith (2016), emphasizes the need for teachers to acquire self-knowledge and challenge their own assumptions and beliefs to gain an understanding of their students' culture in the classroom in which they teach. Pre-service teachers need to be prepared to teach in a diverse environment and to increase their cultural knowledge (Taylor et al., 2016). The researcher focused on how educators are to build learning spaces with five principles (a) flexibility, (b) comfort, (c) sensory stimulation, (d) technology support, and (e) de-centeredness.

Teachers' own Cultural Frames of Reference

Teachers' ability to identify with their own cultural frame of reference is different from the practice of reflecting on one's own beliefs of culture. Overland (2017) shared how teachers appreciate having their worldview expanded by experiencing unconsidered frames of reference to help them feel prepared to enter the teaching force. The current education system has been developed for and has catered to the majority for years, but now with the increasing ethnic and cultural diversity emerging in schools, adjustments are needed to accommodate the diverse population. As students' ability to succeed depends on the teachers' ability to critically analyze their own frames of reference (Lubin et al., 2020). It is vital for teacher education programs to engage in systematic reflection through group activities, as well as conducting interviews with students' families and visiting the homes of the students (Lubin et al., 2020).

Knowledgeable about Other Cultures

Most of the literature reviewed focused on teachers having to educate themselves about other cultures represented within their classrooms and how to build partnerships with students and families. Teachers are to be the facilitator and the learner for CRT and need to be exposed to diverse cultures and learn how to navigate and be effective with their diverse students (Samuels, 2018). According to Bottiani et al. (2018), educators are not guided on how to effectively implement their acquired cultural knowledge into their classroom practices which are not conducive to diverse students learning. CRP requires educators to be knowledgeable about cultural practices related to their students and to adjust their mainstream teaching practices to assist diverse students with different learning styles that help them succeed. Teachers who are committed to cultural competence know the importance of implementing CRP, that will encourage students to flourish in education. According to Samuels et al. (2017), successful CRP requires teachers to understand the overall cultural heritage of students and encourages students to maintain their cultural identity and integrity. Teachers' ability to be open to learning about their students' culture and experiences can help them understand their students culturally and socioeconomically. Taylor et al. (2016) pointed out that the teacher-training program aims to prepare pre-service teachers to work with diverse students and expand the demand for multicultural education to include cultural understanding.

Culturally Responsive Teaching/Practices

Culturally Responsive Pedagogy can be seen as a bridge to build on the strengths of all students by focusing on individuality, understanding diverse learning, and

validating cultural heritage (Bonner et al., 2018). Teachers integrating cultural aspects into their instruction promote engagement, enrichment, and achievement for all students (Samuels, 2018). Teaching through, the use of cultural diversity among learners is one of the best ways to improve on learning experiences and understanding (Gay, 2018). For CRP to take place properly, teachers should review their lesson plans to see that they include non-dominant groups (Samuels, 2018). CRT is a mechanism that appreciates the knowledge, beliefs, customs, and values that different cultures exhibit.

Understanding the Use of CRP

Mette et al. (2016), conducted research that involved 120 full-time certified teachers on PD efforts to address CRT practices in a large school district. When educators apply CRP in their classrooms, there is a connection between the students and teachers being culturally supported and student-centered approach that focuses on the students' strengths will promote achievement (Mette et al., 2016). Gay (2002) believed that for teachers to deliver CRP they must consider the cultures that are represented within their classrooms as well as their own frames of reference. With the increasing diversity in schools, the need for new educational practices is necessary to assure a quality education for all students from diverse cultural backgrounds. CRP is an educational practice that includes the culture of all students for every student to succeed. Gay (2002) identified four characteristics that teachers must have to implement CRP successfully (a) Teachers must be caring and empathetic, (b) Teachers must be reflective about their attitudes and beliefs concerning other cultures, (c) Teachers must be reflective

about their own cultural beliefs, and (d) Teachers must be knowledgeable about other cultures.

How Teachers Can Successfully Implement CRP/CRT

In a qualitative study, Bonner et al. (2017) explored the perceptions of 430 preschool-Grade 12, urban teachers of how they instruct and implement CRP with diverse students, concluded that teachers who are committed to learning best practices for the achievement of their students can assist the students in bridging the engagement of diverse students and their preservice teachers. The study showed how the teachers had a strong commitment to CRT and their hope for positive outcomes through them proactively addressing diverse students' needs. In the study by Bonner et al. (2018), the results can assist schools in providing valuable information on how to develop CRT for diverse classrooms. A mixed method, sequential design study by Wilcoxen et al. (2021) focused on how minority groups are able to maintain cultural pluralism. Having the teachers take the cultural walks through their students' communities and see and speak to families allowed for full immersion and it supported the learning and provided cultural understanding (Wilcoxen et al., 2021).

School administrations should strive to implement CRP practices to better engage diverse students to narrow the achievement gap. Mette et al. (2016) conducted a study on CRP practices being implemented to better engage students of color in instruction may increase minority students' achievement. The study allowed teachers to reflect on their own views on poverty, race, and stereotypes. Ninety-one percent of the educators in the study were Caucasian and they helped bridge the gap between theory and practice to

show the important work that can help teachers and administrators examine their own views on racial socioeconomic factors that impact instruction for students of color (Mette et al., 2016). School administrators must continue to enhance educational preparation programs so they can help teachers improve the way they reflect on issues of race and racism as teachers who identify as white may not be able to deconstruct how the school system favors White students.

The state of diverse student education can be improved through the incorporation of CRP in the classrooms. School administrators can evaluate their educators with surveys to see if CRT practices are implemented in their classrooms. A study conducted by Rhodes (2017) on patterns of practices of the Culturally Responsive Teaching Survey (CRTS) assisted in providing support for the reliability and validity of the CRTS. Findings suggest the CRTS is a reliable uni-dimensional measure, as the scores demonstrate convergent validity through positive correlation with multicultural teaching knowledge and skills. Alexander (2019) conducted a study to create a planning tool that can be used by teachers to analyze and modify Eurocentric curriculum and support them in operationalizing culturally responsive practices within the classroom. The author referenced how the current educational system is based on the values of the dominant culture and dismisses other cultures, which creates barriers for students of color. The study referred to the importance of PD and modeling on CRT. School administrators and educators can evaluate the curriculum and see it is consistent with cultural responsiveness and sustainability.

Teachers need support, adequate training, and resources to assist in the implementation of CRT. Lew and Nelson (2016) conducted a study that investigated new teachers' challenges such as culturally responsive teaching classroom management and assessment literacy so the findings may advance teacher education practices to meet the contemporary needs of teachers and their diverse students. The study analyzed how teacher education programs have prepared teachers for the challenges that they face. Banks and Banks (2019) explained that educators who engage diverse students in classroom discussions, projects, and learning, in general, are vital to increasing student achievement. Stowe (2017) emphasized that teachers can develop curriculums that respect and honor their students' cultures, which requires them to do research on their students' culture, immerse themselves in the community, and learn the values of the culture. The educational setting consists of an increasing number of pre-service teachers from the dominant culture, which reflects the need to have preservice teachers participate actively in a teacher education program. A study conducted by Polat et al. (2019) concluded that a semester-long education program can have a substantial effect on preservice teachers' beliefs about English Language Learners (ELLs). The research can assist school administrators in preparing PD training that is more than just an online seminar: one session to effectively assist educators in learning and assisting in implementing CRP in the classrooms.

Education for diverse students can be improved through the incorporation of CRP and teachers being aware of students' culture, beliefs, and home environment when working with diverse students to prevent inappropriate placement in special education. A

study conducted by Yuan and Jiang (2019) focused on bilingual literacy practices within a CRP model which meant that teachers built their lessons on what the students know and enabled them to feel comfortable learning new literacies in school. Cressey (2019) built on Yuan and Jiang's study which used the check-in check-out intervention screening approaches and the study provided adequate information for school administrators and educators who work in diverse schools with a starting place that can be strengthened using culturally responsive intervention strategies and individualized supports. Stevenson and Markowitz (2019) emphasized that school administrators are vital in educational preparedness programs as they can support teachers in writing their own lesson plans and when they receive feedback from instructors to assist them in being prepared to implement Social Emotional Learning (SEL), and CRT in their classrooms. Teachers can be creative with the implementation of CRT for the benefit of their students. A study conducted by Fehrer et al. (2018) highlighted when PD consists of social interaction that is embedded in their daily practice is highly effective. The programs and schools can see positive outcomes when they implement CRT and engage families in their lesson planning.

Challenges of CRP in Primary and Secondary Education

Teachers enter the profession with their preconceived notions about diversity issues: race, gender, disability, sexual orientation, language, and socioeconomic status that makes it important for preservice teachers to be culturally aware (Taylor et al., 2016). Schools need educators whose goal is to see every student succeed no matter the cultural background, socioeconomic status and or situation that arises. Yilmaz et al.

(2016) researched critical pedagogy in an environment that was not receptive to teachers' ways of learning yet had the support of the school to teach students in ways to get them to understand the material being taught. First, the teachers had to determine why a student was not reacting to their teaching methods. Many learned that it was due to differences in cultural background. The teachers need to be open and willing to research different culturally responsive pedagogies to see all students understand what is taught. Yilmaz et al. (2016) concluded that there is a significant distance between teachers and administrators, which can have a negative impact on diverse students' ability to achieve and encouraged researchers to replicate the study to include participants from underrepresented demographic groups as well as to target academic interventions for students.

Teachers are provided with minimum training on CRT and are not guided on how to effectively implement the practices learned. Arthur (2018) revealed that teacher education programs are trying to address cultural disparity issues and are failing to adequately prepare their teachers to tackle the cultural differences through instruction. The study focused on the need to create a curriculum that provides training for all teachers, regardless of their race, culture, or socioeconomic status so that they can be trained to develop CRT practices.

Diverse students are resilient due to what they have experienced in their life, as well as the socio-economic conditions in the environments they are raised in. Samuels (2018) conducted a qualitative study that explored the perceptions of K-12 in-service teachers who teach low socioeconomic schools in an urban school district in the

southwestern school district. Samuels (2018) concluded that teachers expressed challenges with being disconnected from their diverse students as they have not had the same experiences, and do not understand the culture and importance of community. There is a need to build capacity within the southwest Elementary school that focuses on the implementation of CRP to assist in improving learning for Native American students. The study that was conducted by Mette and Stanoch (2016) on a midwestern rural school regarding technology however the administrators are the ones to be change agents of their school buildings, promoting curriculum alignment, continually targeting instructional improvement and assisting in the integration of technology is relevant to meet the cultural traditions and needs of the community.

Summary of Literature Review

Teachers are faced with classrooms filled with diverse learners and must be able to teach all students. By learning CRP, teachers are able to diversify their teaching practices and strategies within their curriculum (Gist, 2017). Teachers who want to increase family, student, and community involvement need to learn to have a welcoming environment that will assist in building connections and partnerships. Teachers who value the relationships of their students, family and communities can make unique connections that can improve the diverse students' educational outcomes (Wilcoxen et al., 2021).

Today's diverse classrooms require teachers to be self-aware and have the ability to respond appropriately to the different social situations they encounter with diverse learners in their classrooms (López, 2016). The current educational system caters to the

majority and teachers must be able to analyze their own frames of reference as diverse students' ability to succeed depends on them (Lubin et al., 2020).

Implications

With the increase of culturally diverse classrooms in the United States and the improvement of state learning and teaching standards, it is essential to improve the school success of Native American students and all diverse populations. This project will contribute to the body of knowledge of teachers' perspectives of CRP and what their perceived needs are to effectively implement CRP. The findings from the study could be shared with the Fort Mojave Indian Tribal Leadership, as well as other rural tribal school administrators to assist teachers in successfully and effectively implementing CRP to teach all students. Researchers agree when academic knowledge and skills are designed in the experiences in which the students live, and the frames of references of the students' cultural backgrounds and not just in one lesson a week, learning is more meaningful and engaging (Gay, 2018). Teachers should develop a cultural consciousness that encompasses an understanding of their students' overall being, thinking, and acting.

Teachers who choose to teach in rural school environments must understand their own cultural beliefs and be open to receiving multicultural education, which will assist them when implementing CRP (Samuels et al., 2017). School districts should begin to prepare for the diverse changes within the classrooms and prepare their educators. Through CRP, teachers can use evidence-based strategies that are proven to teach through racial divides, empower all students, and incorporate the students' lived

experiences within the curriculum to support and include students' interests and cultural backgrounds to guide their learning and thinking.

The rural schools have diverse classrooms where the teachers who are not from the tribe or share the same culture are inconsistent with implementing CRP within their curriculum. This project explored the non-Mojave teachers who use CRP and identify what their perceived needs are to meet the Mojave students within their diverse classrooms. This study can increase the understanding of cultural differences and the perspectives of teachers by implementing culturally appropriate practices in their diverse classrooms. The study may encourage school administrators to use the teacher professional development concept and increase the non-Native educators to implement effective evidence-based CRP within diverse classrooms.

Summary

The study consists of several sections. Section 1 contains the foundation and background of the study; how important CRP is to be used by teachers for diverse students. The purpose statement and research question in section 1 reflects on the study problem. The research questions extrapolate how non-Mojave teachers use CRP to support Mojave students and explain what the teacher's perceived needs are for meeting the needs of their students through CRP. The conceptual framework for this study is CRT which allows students' cultural backgrounds to be welcomed within classroom instruction. The literature review includes CRP, need for a welcoming environment, teachers' attitudes and beliefs about students' cultural backgrounds, teachers own cultural frames of reference, teachers' knowledge of other cultures, effective, strategies for

effective implementation of CRP, how teachers can successfully implement CRP/CRT, challenges of CRP in primary and secondary education.

In Section 2, results are presented in detail outlining how the themes that emerged pertain to the factors that participants believe they need as educators to implement CRP appropriately and respectfully within their classrooms. In Section 3, a project based on the study findings is presented in detail. The project is a professional development program for rural elementary school teachers and administrators. It serves as a potential solution to the research problem under study. Section 4 will include the following discussions: Project strengths and limitations, scholarship, project development and evaluation, leadership and change, analysis of self as a scholar, practitioner, and project developer, potential impact on social change, and implications for future research.

Section 2: The Methodology

Research Design and Approach

This study used a basic qualitative research study approach to examine the use of CRP by non-Mojave educators with Mojave students in the southwestern rural reservation in Arizona. The study consisted of face-to-face interviews with 10 non-Mojave teachers to examine their practice of CRP in their classrooms with Mojave students. The qualitative study allowed me to gain an in-depth understanding of the teachers' experiences within their working environment and gain an understanding of potential challenges in implementing effective CRP practices within their classrooms as well as what the teacher's perceived needs are. The data obtained in the qualitative research study will assist in providing insight into the experiences of a particular phenomenon (Merriam & Grenier, 2019; Yin, 2018). For this study, the phenomenon being studied is the challenges experienced by non-Mojave teachers in implementing CRP practices in their classrooms and what the teachers' perceived needs are to effectively implement practices of CRP.

A basic qualitative study is appropriate for this topic to reveal the participants' points of view and the ways they believe their beliefs have influenced their implementation of CRP. Qualitative researchers focus on a small sample size of participants to comprehend how the context of the situation affects them. A qualitative approach allows for flexibility with a semi-structured open-ended interview question (Maxwell, 2019). The qualitative research design was selected over a quantitative design, as it allows the researcher to delve deeper into perceptions rather than quantitatively

collecting numbers or counts on how often a strategy is used or one experiences an issue (Maxwell, 2019).

A quantitative research approach was considered but determined to be unsuitable, as I did not intend to collect data that would be observed and measured. According to Gay (2002), quantitative research approach is the collection of numerical data that will explain, predict and or control a phenomenon of interest. Quantitative research relies on natural sciences that produce numerical data (Creswell & Poth, 2016). A mixed-method research design was considered but deemed inappropriate due to this doctoral research project being a qualitative study that was based on a social constructivist viewpoint (Creswell, 2009). For the project study, a qualitative approach was selected, as it supported my intent to address my research questions that were based on the participant's perspectives.

A qualitative research study was used, as the design requires the researcher to gather information for a better understanding of the phenomenon, and the researcher is an instrument in gathering data. Other designs considered were phenomenological, which focuses on the participants' lived experiences, and the focus is on the implementation of CRP within their curricula with diverse students (Ho et al., 2017). An ethnographic study was not utilized, as I did not embed myself into the cultural group being examined (Creswell & Poth, 2016). The phenomenological approach would not be effective due to me not assessing a lived experience through the collection of data over an extended period of time (Creswell & Poth, 2016). A mixed-method approach that gathers both qualitative and quantitative data was not utilized, as my main source of data was gathered

from the individual participants' interviews to gain a deeper understanding of their perspectives at the approved research sites (Creswell, 2009). I used semi-structured interviews as a data analysis method to answer the research questions and achieve the study's purpose (Dearnley, 2005). The participant sample was small due to the study taking place during the COVID-19 pandemic and the schools located in the southwest having preventative measures in place and the school districts not wanting their teachers to have another task on their teachers' plate, as they were balancing the new norm of being online and teaching students through Zoom and via packets. The school superintendent of one of the school districts made the decision not to have the teachers be given another task even if it was just an interview and or survey, as the pandemic put too much stress on the teachers in general. Collecting a sample from a larger population of teachers would have provided more data for the research study.

Participants

The participants were from two southwestern elementary schools located near a rural reservation. The first school site consisted of a faculty of 10 lead teachers and seven specialists. The second school site consisted of 18 lead teachers and two specialists. I focused on a subgroup of 10, as it has been determined to be sufficient for this study due to the project criteria: teachers handling the pandemic stressors and not having the time. The participants ranged from veteran teachers to pre-service teachers in mathematics, special education, and literacy. The study's sample provides data to explain how non-Mojave teachers are implementing CRP within their classrooms for diverse students to

learn through the interviews. The participants who met the criteria teach in the research setting as lead teachers and are non-Mojave native educators.

Criteria for Selecting Participants

The criteria used to select participants were (a) lead teachers in Pre-K through sixth grade and (b) non-member of the rural southwestern tribe, assisted in creating the sample for the study. The elimination of teachers' assistants and focusing on the lead teachers in each of the grades reduced the potential participants who teach in the southwestern tribal elementary school to eight. At the second site, only two teachers responded to the recruitment letters that were emailed.

Access to Participants

I contacted the principals to obtain written permission to conduct the study with the lead teachers. I contacted the principals from both southwestern schools via email explaining the study, role of the participants, methods of data collection, length of the study, and protection of the participants. Data collection began once approved by the IRB to continue with the project. The interview of participants began once I received permission from the school administration to do so. I sent the two principals a copy of the invitation/recruitment letter that outlines the details of the study and inclusion criteria via email to help narrow down or preliminarily pick out prospective participants who meet the inclusion criteria to participate in the study. I emailed the potential participants the recruitment letter and advised them that they have a right to refuse to participate and can withdraw from the project at any time. An email was sent to the prospective participants

to give out the informed consent forms. The participants emailed me back with the phrase "I consent," and I arranged the interviews.

Researcher/Participant Relationship

Eight teachers within the study teach in the rural school where one of my children attends kindergarten. The participants and I have an interest in education, and each works for the same tribe in the Southwest part of Arizona. At the second site, the teachers are not affiliated in any way with me. I was available to the participants for questions they had during and after the interviews. I showed the participants respect built on having a strong relationship with participants (Spiers et al., 2018).

Ethical Issues and Confidentiality Agreement

The participants were assigned numeric pseudonyms to protect their confidentiality and privacy. Confidentiality was maintained by the participants' names not being disclosed. Throughout the study, I reminded the participants of their right to quit the study at any time. I was mindful of the importance of ethical issues and privacy that are in Walden University's research and ethics and compliance policies.

Data were saved on my laptop with a password-protected measure that is without direct names identifying participants in the study. The manner I used for storing the data respects the confidentiality of the participants as per Walden University's Office of Research Ethics and Compliance (OREC) policies.

Data Collection

Upon IRB approval (#07-08-21-0739785), data collection proceeded as planned. Once the site was approved by the IRB, I emailed the two school principals and they

agreed to have the research study be conducted on their lead teachers. The first approved site school principal provided me the emails for all lead teachers, and I emailed the lead teachers each the recruitment letter. The second site was approved at a later date by the IRB, which I then emailed the principal, and she sent the recruitment letter to her lead teachers. Two of the teachers responded and emailed me that they consented to my research. I then worked with each teacher and scheduled the Zoom interviews to take place. The basic qualitative study design allowed me to use interviews as a method for data collection to best understand the teachers' challenges to successfully implementing CRP. The data I gathered through participant interviews were used to answer the research questions. I worked closely with the participants to ensure accurate reporting of their statements from the interviews and maintained confidentiality through member checking. The collected data from the 10 interviews were transcribed via Zoom. I conducted the interview (via Zoom) once the participants returned their consent forms via email.

I interviewed 10 non-Mojave educators to collect information to answer the research questions. I used the interview protocol with each of the participants (see Appendix B). I used the literature review to support my interview questions to provide a clear focus on the problem being researched. The interviews of educators were guided by Gay's (2002) four teacher practices as well as the use of the research questions. Gay agreed teachers must understand the four teacher practices to implement CRP successfully: (a) teachers must be caring and empathetic, (b) teachers must be reflective about their attitudes and beliefs concerning other cultures, (c) teachers must be relative

about his or her own cultural beliefs, and (d) teachers must be knowledgeable about other cultures (see Appendix B).

All the interviews were between 30 to 45 minutes via Zoom. Many of the interviews took place with the educators in their classrooms after school, on their designated breaks during school and or while they were at home on a day off, which was each participant's preference.

Justification of Data Collection

Collecting data assisted in understanding the teachers' challenges and perceived needs while attempting to effectively implement CRP in their classrooms with Mojave students. The interviews provided information from the participants that was needed to understand the needs of the teachers so they can effectively implement CRP within their curricula. Each participant was only interviewed once due to the saturation of their perspectives to the interview protocol provided. Each participant had similar perceived needs and reasons why they may not be implementing CRP practices in their classrooms. An observation did not take place due to the school not allowing outside individuals to come into the classrooms other than the students due to the COVID-19 pandemic.

Data Collection Instrument and Source

The data collection was accomplished through standardized interviews. The data collection instrument was the individual participant interview via Zoom. The interview protocol was created from the literature review and the conceptual framework (see Appendix B). The questions asked were open-ended, and the interview protocol was created to being consistent among each participant. Each participant answered 18

questions, with follow-up questions when appropriate, to help me facilitate in-depth exploration and obtain a deeper understanding of the study phenomenon (McGrath et al., 2019).

Interviews

According to Creswell (2020), a qualitative researcher gathers data from interviews to provide rich complex information from individuals on the interpretation of their perceptions of events in a natural setting. The designated interview protocol assisted in guaranteeing that the interview questions were asked consistently with each participant (see Appendix B). The interview method of collecting data is utilized in qualitative research (Mason, 2017). The videotaped interviews via Zoom were conducted in mutually agreed upon locations that protect the participants' privacy for approximately 30 minutes. Zoom was utilized rather than face to face interviews due to the pandemic. The recorded interviews were transcribed for data analysis.

Role of the Researcher

I collected, maintained, and analyzed the data (Yin, 2018). I collected data from participant interviews who are employed at the two Southwestern elementary schools. As a participant in the Walden University EdD program, I have a responsibility to share the data collected in the study with the assigned doctoral research committee. My role throughout the project was to be neutral and to avoid biases during the data collection process.

In my professional role, I am the director for the Tribal Vocational Rehabilitation Department, where I work with tribal members ages 14 to elder status who have a

documented disability and want to maintain their employment or gain competitive employment. The vocational rehabilitation department is called to assist in advocating for youth and adults who have an individualized education plan to see they are provided services according to their educational plan and needs. I am one of the seven Council Leaders of the Tribe responsible for adopting, amending, and repealing tribal ordinances and codes. I am a mother to three children, and one attends the Southwestern elementary school where the study was conducted.

My past professional role was in the department of social services. I worked with youth and their families who were going through the tribal system due to domestic violence, substance abuse, and physical abuse. Most of the children were enrolled in special education. I also attended school in the Southwest Valley public school system from grades 3rd-12th.

The roles I served had minimal effect on the interview participants. I did not interview the Mojave Language teachers, as they did not meet the project guidelines. My current role as a Tribal Council Member will not negatively impact the educators' position as the teachers at the first site are under the educational school board who provide guidance and direction to the principal regarding hiring or terminating one's employment. The educators' positions are evaluated by the school principal based on the testing scores for the current school year. As the researcher, I attempted to reduce bias by providing member checking with the participants regarding their transcribed interviews. However, being from the tribal community, and having knowledge of the schools within the project study, it was important to see that the educators' perspectives were presented

in the research to help with the validity of the project as the sample size was small. As the researcher, I have done my best to reduce the possibility of bias that would affect the collection, analysis, and interpretation of data. Regarding the second research site, I do not have any affiliation with or specific knowledge about the school and its curriculum and the teachers being interviewed are under the public-school district's oversight. The interpretation of the data collected will not impact the educators, as the study does not identify participants, it will be used to understand each participant's perceptions.

Data Analysis

In this section on data analysis, I review how I approached the analysis and themes that emerged using thematic analysis and use of open coding, and axial coding (Belotto, 2018; Miller, 2020; Williams & Moser, 2019). In the findings section, I review the findings in relation to the themes in the order of the research questions.

I utilized Zoom to record and transcribe the interviews. As codes emerged, I utilized constant comparisons as an analysis tool. I examined the responses to determine familiar words, phrases, and sentences for open coding. Open coding identifies reoccurring words for the labeling and defining of concepts that emerge from the data (Williams & Moser, 2019). Axial coding of the data took place to further synthesize and cluster the information obtained from the interviews into themes. Axial coding is the second step and consists of identifying relationships among the concepts, categories, or themes that emerged during the open coding (Scott & Medaugh, 2017). These steps required me to review the transcripts several times. The tables allowed me to cluster familiar words, phrases, and supporting statements used by participants in the code

column. The codes were synthesized into themes. For example, in answering the first research question, how do non-Mojave teachers use CRP to support Mojave students? codes were the use of culturally relevant material, building on background knowledge, and having high expectations for all. The codes led to the themes of culturally inclusive classrooms, family involvement, engagement, and reshaping curriculum.

Research Findings

Background of Participants

The participants were all female from two rural elementary schools who provide primary education to a large Mojave population. The participants were very diverse from California, New York, Arizona, and third-world countries. Participants 003, 005, 006, 007, and 010 represented an array of nationalities including Hispanic, Central African Republic, Native American, Mexican, and German. Each participant has been in the education system in the public or private sector for 10 years or longer. The first research site opened in August 2019, and the second study site opened in July 1980. The following participants took part in this research study:

- Participants 001 is Caucasian. She is a special education teacher who has been in the field for over 30 years. She came to the rural school from the East coast when the school first opened in 2019.
- Participant 002 is a Caucasian woman who is a certified Montessori preschool teacher. She possesses 10 years of experience in her field of study. She has worked in diverse communities whereas as a Caucasian she was a part of a small minority. She has been with the current school since its opening.

- Participant 003 is from Mexico. She is bilingual in Spanish and used to be an ESL student. She has taught within the public school system for 4 years and has instructed students who were Jewish, Mormon, and Catholic. She has been with the current school for 2 years.
- Participants 004 is a Caucasian who has worked in the field for over 20 years. She has worked with diverse populations. She was recently hired in April 2020 at the current school.
- Participants 005 is from a multiracial family. She has taught Navajo and Hualapai students for the past 10 years. She teaches at a public school system in the city with diverse populations. She has been an educator at the current school for 2 years.
- Participants 006 is Mexican American. She is a preschool language arts teacher who has been in the field for over 10 years. She has also been a teacher at the current school since it opened in 2019.
- Participants 007 is range from Central African Republic and of the hunting-and-gathering forest Pygmy peoples. She has taught English Language Arts and conflict management. She has been in the field for 10 years. She has served at the current school for 1 year.
- Participants 008 is a Caucasian woman. She has a master's degree in English and physical science. She has been an elementary teacher for the past 12 years teaching first grade. She has been with the current school for 1 year.

- Participants 009 is Caucasian. She holds two master's degrees. She also has taught first and second grade students for 20 years but spent 8 years as a teacher at the study site.
- Participants 010 identifies as Caucasian and Hispanic. She holds a master's degree. She has been a teacher for 15 years to students in grades K-6. She has served at the current school for 10 years.

Appendix C illustrates an example of the tables I used to categorize codes and identify the themes that addressed the research questions. I describe each of them below in relation to the two research questions and return to a full description of the findings in the result section (see Table 1).

Table 1

Research Questions and Emergent Themes

Research question	Emergent themes
Research Question 1 How do non-Mojave teachers use CRP to support Mojave students?	• Culturally Inclusiveness but Uncertain of how to utilize CRP • Reshaping the curriculum by Engaging with the Families and Community
Research Question 2 What are the non-Mojave educators' perceived needs for meeting the needs of their students through CRP?	• Professional Growth that is Relevant • Guided Professional Development

Summary of Emergent Codes and Themes Related to RQ1

The first research question focused on how the non-Mojave teachers utilize CRP that supports Mojave students. The themes supporting the big picture on the use of CRP were culturally inclusiveness but uncertain of how to utilize CRP and reshaping the curriculum by engaging with community and families. The theme of culturally inclusive encompasses the teachers creating a classroom environment and curriculum that reflects the students' cultural, linguistic, and religious diversity. The codes that were clustered

into the culturally inclusive were not immersed in the culture, try to use relevant material, need to make connections.

Summary of Emergent Codes and Themes Related to RQ2

The second research question concentrated on teachers' perceived needs to implement culturally responsive pedagogy effectively and confidently. Based on the analysis of teachers' responses, the descriptive themes that emerged regarding the teachers' perceived needs were to increase their own professional growth/ for the PD to be relevant to their current educational environment, and needs for their students to learn, ability to be guided by their administration. I chose the phrase professional growth that is relevant to reflect what teachers desire to develop skills, knowledge, expertise to be able to address students' learning challenges. The relevant theme Professional Growth reflects the teachers' need for a culturally relevant PD to diverse students in the classroom and specifics about how they should implement culture into their curricula. The guided professional development theme shows how teachers request PD and that they need to be guided on how to implement the specific CRP they learned or feel comfortable incorporating into their lesson plans.

The process to analyze data suggested by Yin (2018), consists of investigating, categorizing, tabulating, critically evaluating, and rearranging evidence of data collected to produce relevant findings in a research study. I completed the data analysis by using a software and spreadsheet program to formulate my codes in their own categories. I utilized Zoom to transcribe interviews since the interviews were recorded and conducted on Zoom. The steps that were utilized are from Yin (2018) from qualitative data analysis:

(a) compile the data, (b) disassemble the data, (c) reassemble the data (d) interpret the data, and (e) review the data to conclude the research.

As the researcher I compiled the interview transcripts from the 10 Zoom interviews and compiled the data. The similarities and patterns consist of repeated words or ideas expressed by the teacher's perception of the question being asked. I aligned statements made by the teachers with the research questions. As the researcher I reviewed the interview data again to assist in identifying themes.

Theme 1: Culturally Inclusiveness but Uncertain of How to Utilize CRP

The first theme stemmed from the following interview questions:

- What are the challenges you encounter as a lead teacher in the rural educational environment with diverse cultures within your classroom?
- What CRP strategies educators find to be most successful with Mojave students, how educators' show their students respect, empathy, and expectations for them?
- To what degree is creating a culturally responsive classroom environment important to you as an educator?
- How did you facilitate a culturally responsive classroom via Zoom?
- As a teacher with experience how do you perceive CRP to impact your choice of materials for instruction?

The concept of culturally inclusiveness emerged as a consistent theme throughout data analysis. Results showed that the teachers' showed a need to make the material they were using culturally relevant and inclusive to the students whom they were teaching. In

order for inclusivity to take place the teachers can create a safe learning environment for the students to come into, welcoming when they arrive at school and share the joy, they have to learn about their students' culture which can help in creating a relationship with student and teachers. Participants spoke of wanting to learn more about their student's culture so they can utilize the knowledge in their lesson plans. Participants understood, implementing what they already know into what they are learning will help the students retain the information and engage in classroom activities and discussions.

The educators wanted to know what they should be teaching when it comes to the student's culture and traditions. Half of the participants shared that they were not raised within a diverse family structure, so are unaware of what is appropriate to specific cultures. Teachers wanted to respect and honor the children's culture, but they did not want to mock the Mojave students or tribe by trying to incorporate Mojave language into their lesson plans. The teachers were consistent in the first school site stating the students attended the Mojave language classes during school and needed clarification if they as the educators should incorporate culture into their curricula.

The interview protocol was developed to create consistency for each participant during the interviews. The RQ1 focused on how the non-Mojave teachers used CRP to support Mojave students. The responses from the participants that supported the theme *Culturally Inclusiveness but Uncertain how to Utilize CRP are as follows;* Participant 001 referred to being a special education teacher. She encountered challenges helping students with factors that interfere with learning as well as being sensitive to their individual needs. Participant 002 stated:

> What is appropriate for a person of my background to teach because I am open to teaching. The leaders of our school sometimes want us to teach but what is appropriate to teach and pass on knowledge when we're not experts on those subjects. There are already language teachers teaching the traditional language, should we be repeating that in the classroom, should we not be repeating it. We feel like we are stepping on toes.

The resources the teachers have access to are vital to accommodating the students. Participant 003 is from a larger city and shared that being in a rural area she did not have access to resources and materials as she would in the city. She had to order educational resources and wait for them to be delivered. She described how she works to be culturally inclusive:

> I am trying to implement lessons that have a culture piece to them. I'm spending time with members of the tribe; I have to do a lot of traveling to see them. It's a little difficult to arrange and to find time to spend together when people are spread over a distance. She also said that most of the time she learns about the culture is after hours, which takes time away from her own family.

Participants shared the importance of them understanding the dynamics of their students. The teachers not from the rural area need more information on the students' culture and home environment to develop a connection to them. Participant 001 is from the east coast. She shared: "The people there are more for themselves and here you have a sense of community where everyone is together and at a slower pace than in the urban area." Teachers shared that the tribal community wants the best for the children and are very

helpful and willing to help the teachers understand the importance of the Land, water and culture. Teachers emphasized that the tribe has their own set of values, traditions, and beliefs that they should learn to be able to build a connection with their students and families.

Participant 007 stated:

> the challenge is understanding the cultural perspectives that the kids are coming from as well as understanding some of those mitigating factors that are impacting the children, what is the home like, what is the living environment like, what is the community like, and just trying to match that into a more western or dominant worldview.

Participant 008 added, “I am not fully immersed into the culture, not having a grasp on the children’s background which influences their ability to perform certain skills.”

Participant 009 considered students' low-socioeconomic status for their culture affected parent involvement, being able to get the kids to school on time and having issues getting the kids to focus while in school. “There is not enough support for students besides in-class learning such as after-school programs.” Participant 010 emphasized the lack of not knowing all the students’ backgrounds within her classroom to make sure she does not offend the tribal members with the CRP she is implementing in her lessons. The educator's family dynamics are different from their students as they have two-parent homes, where their students may have one, or have a family member raising them, some youth have parents who do not value education as much as the teachers would like so

they have to do the best they can to encourage the involvement of the parent and or family member to increase the child's attendance and educational outcome.

Overall, the participants spoke about the need for them to learn the Mojave culture, family values, family dynamics, and traditions within the family and the tribe to better implement CRP that will be relevant and effective to the Mojave students. The teachers do not want to ignore their student's culture and utilize their own values on the students which may create bias. Teachers want to be innovative and allow the students to bring in their culture to make learning contextual and fun. When students can relate to what is being taught, they are able to engage and comprehend better. Teachers who are committed to learning about their students, community, culture, and families will be better equipped to build on their relationships with students and families and can encourage learning in the classroom.

Theme 2: Reshaping Curriculum by Engaging with Families and Communities

The second theme stemmed from the following interview questions:

- In your diverse classroom what teaching strategies have you utilized to be culturally responsive?
- How do you modify your teaching methods to add CRT strategies?
- How do your expectations for your classroom impact the use of CRP?
- Have you considered how your tendencies/biases affect your teaching,
- How does the existence of cultural differences impact the use of CRP in your classroom?
- Have you had any additional information or experiences on CRP?

- Describe the professional development you have received throughout your career as an educator on CRP, and what do you feel you need to better be able to implement CRP?

The participants' responses were similar as they need the support of the school administration, family and tribal community. So, the participants can incorporate relevant CRP into their lesson plans to have positive educational outcomes for all Mojave students. Participants shared their awareness of the importance of students' culture, family, and community and their ability to make the curriculum culturally relevant. Teachers at each site realized that they could incorporate educational material that is culturally sensitive however they must find the time to reshape their lesson plans. Participant 004 stated the school principal needs to understand that it takes time to learn the culture and make a lesson culturally relevant. Teachers had to learn to teach students virtually via Zoom. Participant 001 referenced how important the connection with the family was vital during the pandemic to assist in a community of learning. Teachers had to make weekly homework packets for each student which was stressful because during this time families were getting sick which caused students to complete packets for the 14 days they were in quarantine. When schools returned to in-person instruction the teachers had to juggle classes in person and those who were in quarantine at home by preparing packets and having a Zoom session with the students to make sure they comprehended the homework. During the pandemic, the teachers had to create a closer relationship with the families as they were having to be the teachers while the students were at home. Communication was important daily with parents and students. Participants from each

site shared their need to understand the students' home environment, develop a relationship and partnership with the families that will assist with having a positive impact on the Mojave students' educational outcome. The below statements from the participants are in relation to how the educators made their lesson plans/curriculum culturally relevant to the Mojave students. Participant 001 responded to making the curriculum culturally relevant:

> I'm definitely aware, especially when I 'm teaching reading I'm using different types of books or articles that I'm accessing. I always preview, I try to be very aware of not bringing in things that are going to be offensive. I look to make sure things are not biased. I avoid the negative history of European culture. I take into consideration the students' traditions and the culture of the kids.

Participant 002 shared how she incorporated culturally relevant material:

> I try to represent the children's family. I try to bring in the things like books that are available, I don't have very many in the classroom, but I try to represent through stories, activities, art and things relevant to the culture. I started immediately with tribal values and all the things I thought were important to the culture. We try to communicate with the families and get their input into what they would like to see in the classroom, we listen to the children and ask them about their interests. We understand that we need to teach with patience and to have a warm receptive type of classroom. To make the children feel valued and welcomed is important. And to motivate them and excite them about learning and to let them know when they come to school that this is a golden opportunity for

> them to excel and to have opportunities that they might not have if they're not in school

Participant 003 shared the strategies she utilized to incorporate CRP:

> I use a lot of small group instruction and reference the culture; I try to integrate the sacred site and always reference the culture, so the content is relatable. I like how the tribe has the Native American week as it lets them pause a little bit in the curriculum and focus on the culture. I let the students share a lot about what they know. I learned so much from the kids they shared how amazing frybread was, and I tried it from one of the teachers there. Culture is integrated during the morning circle time they call it social emotional learning where the kids share, about what they do such as beading and show their dresses.

Participant 004 discussed taking advantage of community-based resources to locate material to be culturally relevant:

> Each culture is a little different, the tribe I'm working with now is very community based. They're trying to revitalize their language. I'm soaking up like a sponge with all the information. I can because this allows me to have a lesson that has context that is bringing some of the language into it.

Participant 005 suggested that educators just be patient and listen to what students have to say. Participant 006 stated they used PAX, which is a set of strategies to help students learn important self-management skills while collaborating to make their classroom environment peaceful and productive. Instructing the students as soon as they get into the classroom helps with its structure. Participant 007 stated, "the most effective one is

knowing the child's learning style. You plan to the strength of the child and then you can later try to help them build on their weaknesses." Participant 008 stated she utilizes a

> "hands-on strategy. Students are having a tough time writing because they are not able to say a sound and attach a letter to it. Use a lot of kinesthetic approach because I find that when students do something can aesthetically have a better chance of it sticking in their brain."

Participant 009 stated that she uses whole-brain strategies. "All students must follow the same rules as what is expected of them such as classroom rules and use engagement strategies. During free time, children got to choose what activities that they wanted to engage in." Participant 010 stated that to maintain being culturally sensitive:

> I try to tie in culturally diverse fairy tale fables. And break things down to their understanding, tie in their own celebrations and holidays into lesson plans. Have connections with families right from the beginning of the school year. And set expectations for all students from the start of the school year.

The teachers at each of the school sites were excited to learn the Mojave culture and to have the ability to incorporate language, regalia, pottery, food, and songs into their lesson plans as well as have presentations from tribal members which will assist them in implementing cultural relevant material into their lesson plans. Participant 001 incorporated agriculture and water as those resources are very important to the Mojave tribe and allowed the students to be proud of their resources and develop a connection to what's being presented, Participant 002 incorporated stories from diverse cultures,

Participant 005, utilized traditional pottery making as a project that included the cultural department coming in and teaching the kids, and Participant 010 utilized cultural fairy tales to encourage the students to engage in what was being discussed. The teachers are welcome to have their students' families and community present in the classroom as it encourages relevant learning. The teachers mentioned having parents or community members present in the classroom on specific topics being discussed and teach children how to dance Mojave or sing traditional songs. The teachers each shared how they have the support of the cultural department that can provide the youth with the history of the Mojave people, explain traditions that are practiced, teach how to make pottery, and gourds, and how to bead and make traditional regalia. The participants 001, 002, 003, 004, 005, 006, 007, and 008 utilized the Mojave language staff in cross-referencing what stories, words, and pictures to utilize in the classrooms during specific lessons being taught that will encourage the Mojave students to learn their language and relate it to the current lesson being taught. School administrators can allow and provide opportunities to create a sense of community within the classroom.

Theme 3: Professional Growth That is Relevant

The third theme stemmed from the following interview question:

- Are you provided with PD on culturally responsive teaching? And how often are you provided with PD that includes a cultural aspect?

Participants each believed that PD was beneficial to them as educators as they must stay current on new techniques. PD helps develop the teachers' knowledge and skills they need to address their diverse students' challenges. Participant 004 shared that

in other school districts where she has taught PD was only offered once and was not relevant to her diverse classrooms which were not effective. Participants 001, 003, 007, 008, and, 009 were in agreement of needing professional development monthly, specific to what they needed at that given time: behavioral, cultural significance at that time of the presentations as the Mojave Culture has so many traditions and celebrations that take place throughout the year. Participants 002, 007, 008, 009, and 010 had mutual feelings of needing to know what information about their students, culture, traditions, family values, and their experiences in their life are able to be utilized as references and or comparisons in the curriculum. The classroom setup can determine the level of comfort for children from the tribe as children may benefit from being in a circle or square rather than the traditional classroom set up of rows. Also including visual aids that include Mojave words, sayings, pictures of sacred sites, and tribal community events. Educators' who take the time to attend the tribal community events from sports activities, annual tribal community events, and to make home visits when parents do not have the means of transportation to come in and attend parent teacher conferences and or school events. Participant 001 stated when it comes to how often they received PD, "We have had some and some over Zoom, but it has been a while. Had it during the distance learning it was from a tribal member from the tribe I am teaching at." Participant 002 stated:

> During the first year we were given a large amount of education on the culture of the Native American Mojave people and then occasionally we would get it now and then some backup teaching on that. Not as much as I would appreciate

> having, like every month, I would love to know what we should be incorporating in our curriculum.

Participant 003 added:

> [We] have PD in the morning on Zoom like twice last year. Today we had it in the morning, and it was very intriguing. I learned how many problems minorities have in society such as suicide/drug abuse maybe caused due to intergenerational trauma. It opened my eyes and now I have a better understanding.

Participant 004 shared:

> Yes, we've had PD, the school I'm at now is just amazing, the cultural center is right next door, I can go over, as much as I want and learn about things. In places where I've worked in the past, there was either one training session at the beginning of the year or no training at all. Having these amazing resources instead of a standalone training that doesn't do much but gives you an aha moment. I have spoken to a dozen tribal members, and they all speak about different sides of the tribe, showing me different subgroups of the tribe somethings, that women and men do, as well as what elders do it is an immersive experience and training.

Participant 006 stated:

> yeah, we've had a lot of training on that from the very beginning and throughout the year we will have different training and have had some good ones. I have learned so much about how to interact with children when they're having a tough time in the classroom. Had a lot of training on children when they're having a tough time in the classroom. I had a lot of training with children and families, and

I have been able to see things differently. I really learned a lot from intergenerational trauma training and have a better understanding.

Participant 009 stated, “I haven’t had any specific training just through master’s program learned a lot however not specific to professional development at the school.” Participant 010 stated they receive formal PDs from the district and the school two times out of the year and understand the importance of being aware of current educational trends so research’s PD on own.

Teachers involved in this research study understood the importance of having current professional development that would assist them in teaching diverse students. The teachers shared the challenges they have with behavior, not knowing the students’ home environment and dynamics, as well as not knowing the culture and traditions of the Mojave students as they want to be respectful and honor the students’ culture. Participants mentioned that some students have behavioral struggles which may be due to the educational gap, which requires more one on one attention. Other situations are children having a different home environment such as one-parent homes, children residing with foster parents, grandparents, or other family members. And lastly, some students have been through difficult situations that teachers have never been in and need more assistance from other resources to better assist and understand the students.

The participants in the study were not familiar with Mojave culture as they each were from different parts of the country. The eight teachers who teach within the southwestern tribal elementary school have been learning the Mojave core values, the history and culture. They are realizing that the tribal structure is different as they never

resided on a tribal reservation such as tribe having their own government, departments, and entities. Some families do not have transportation and rely on family or the school bus to get their children to and from school. Participant 003 mentioned that it is hard to get families to engage in meetings regarding their child's learning and or behavior as it takes a team to help the student. Participant 005 referred to some parents not being as attentive as they would like them to be when it comes to academics and behavior challenges and it takes the specialist, teacher, aides, and the principal to work with the family.

Teachers expressed the need to have relevant professional development that is specific to the Mojave tribe, community, and history. Teachers expressed the need for community involvement so they can better understand the students' values and home life to develop a connection with them and create a positive learning environment. Teachers may have different needs based on the students within their classrooms, age range, and child experiences. Participant 005 said lead teachers must be considered in the discussions regarding PD needed for the semester and academic school year.

Theme 4: Guided Professional Development

The fourth theme stemmed from the following interview questions:

- Are you provided guidance to successfully and effectively implement CRP?
- How can the administration expect them to meet the needs of the Mojave students?

The participants had mixed responses about guidance provided on CRP. The administrators, principals, and district provide the educators with verbal expectations and

do not provide guidance and mentorship on how to effectively implement CRP. The participants each desired to learn as much as they could when it comes to the Mojave culture and traditions, however, needed guidance on how to implement CRP effectively. Participant 001 expected to have clear direction from the school administration on how to implement effective CRP into her lessons:

> The guidance right now comes from the connection with the Mojave language teachers. I have asked certain things about phonics and reading, including the language and bringing them together. I do not have a constant liaison, we learn from the parents, the kids, the community and through interactions with the community.

Participant 002 explained when it comes to being guided on how to successfully implement CRP; "we have not been really provided with that up to this point." It was Participant 003 who shared:

> Yes, we do receive cultural training I have benefited a lot working with tribal members they are very friendly and open especially my aid. My aide clarifies things for me. I integrate frybread and clans into the lesson and it makes learning engaging and interesting for the students.

Participant 004 also shared:

> I receive all the guidance I need from the tribal members as they make themselves available. I can go next door to the cultural center and work together with them, look at their talents and conducts classes together. The administrator has not been very helpful when trying to implement some of these things. I am receiving a lot

> of support from the tribal members working at the cultural center and language teachers.

Participant 006 added she had training on children and families and has been able to see things differently. She explained that she valued PD on intergenerational trauma and had a better understanding of it and could provide support to their students. Participant 007 stated:

> When we first started here, PD preplanning focused on being culturally responsive and on trauma. And what can they do to address those and mitigate those in the classroom? Having professional learning days is really good but you have to go beyond that and do your research. We do get the training and are constantly vigilant and mindful of the dominant thinking that can slip right back, and biases so are mindful of how were instructing the kids.

Participant 009 said she never received specific training on a specific culture or on CRP just through her master's program in which she learned a lot but not specific to PD at her current school. Participant 004 mentioned that it is important for the lead teachers to be part of the planning process of arranging PD for the school year as it should be based on the current need. Participant 010 also stated that she received formal PDs from the district or from the school twice a year and researched PD that was relevant to her classroom needs on her own.

The educators' need to have a clear understanding of the administration's PD and CRP goals for the teachers for the academic school year. Participant 002 shared how she would like to receive specific PD once a month and would like to know from the

administration what they as teachers should be incorporating into their lesson plans on CRP. Each professional development session should end with PD training with guidance on how to effectively implement what they have learned in the training. Participant 001 utilizes the Mojave language teachers to incorporate phonics and reading into her lesson plan. Participants 004 and participant 008 utilize resources such as the cultural center to assist them in implementing stories, language and traditions into their lesson plans. Participants 001, 004, 005, 008 each utilize community members, family and, students, to assist with culturally relevant material to incorporate into a specific lesson. As participant 002 said she does not want to disrespect the Fort Mojave Tribe or impose her culture on the students. Teachers want to be part of the PD planning for the school as they are aware of their needs to increase all students' educational outcomes.

Discrepant Cases

Discrepant cases are items that did not relate to the themes but can be considered for future research. Reviewing the discrepant cases within the study provided another viewpoint from the teachers, even though most participants had commonalities on the importance of CRP and being supported.

First, Participant 004 who is an instructor, and Participant 005, a Kindergarten teacher reported the school principal and administrator not understanding what it takes to prepare lesson plans that have culturally responsive material. Having too many requirements such as new testing measurements, new learning programs, and new grading measurements which according to the participants (004 and 005) takes time and effort away from their lesson planning and eventually has them focus on only what is

required. Participant 004 reported that learning a new culture takes a lot of the teachers' personal time before school and after school which can become exhausting however if they were supported and encouraged to do so would be different and it would be fun and not feel like a daunting task.

Participant 004 shared she was new to the area but has been teaching for over 20 years. She did not know who the Mojave people were just what she had read online and from her initial professional development at the current site employed. The participant started doing her own research, meeting with the language staff, and the cultural department on her own time to prepare lessons that are culturally relevant to Mojave students. Coming from the city was a culture shock as she could not drive to the store to pick up what she needed, she had to order the supplies, as the reservation is in a rural area. This participant was doing her own research on the Mojave tribe, implementing Mojave culture into her lesson plans in an interesting way, however, she did not feel supported by the principal and or administrator as they were putting more requirements on this educator which may lead to the educator not wanting to implement CRP due to the demands of the administration.

Participant 005 understood the importance of incorporating the students' culture to make what they are learning relevant. However, participants stated that the schools have their own requirements for each school year which they tend to focus on rather than being creative and innovative in their lessons. The participants shared that there is not a lot of time for them to interact with the family and the community during the school day which requires them to utilize their own family time and can lead to burnout. This is a

major issue for teachers who have their own families and those who are not interested in connecting with their families and community. Having a supportive administration is vital as time should be provided for community engagement, to be able to be utilized as resources throughout the school year.

Participant 005 felt that all the lead teachers needed to be part of the professional development discussions to review what was the true need of all educators to effectively teach Mojave students. Professional growth is a requirement in schools annually, and most participants felt the need to constantly be educated on new educational policies and evidence-based practices to assist all students in learning. Participant 005 felt all lead teachers need to be part of the decision-making process, on professional development that is provided throughout the year. So, the PD is relevant to the teachers at each site. Participants explained that each site provides PD, but she would benefit from PD, including a guided section on how to implement it.

I considered all the participants' responses as well as the discrepant cases because they represented a foundation for why the study was appropriate for current classroom climates as well as for the research study to understand what the teachers need when it comes to PD. The teachers shared the need to be involved when the planning of PD is taking place as well as having professional learning communities to support a positive learning environment.

Evidence of Quality

Qualitative research requires researchers to see that assurance in the data is dependable (Creswell, 2020). I used member checking and triangulation to strengthen the data's accuracy (Creswell, 2020). The participants did make corrections on the transcribed interviews by retyping what they meant to state which assisted in preventing bias. The participants also could contact me through email if they had any clarifications, they wanted to make on the questions asked, so it was in their own words and not mine.

Summary of Outcomes

The final step was to review the interviews and analyze the data collectively. The interview's findings revealed that the educators in the current study site need clarification and have specific needs when it comes to understanding and implementing CRP with Mojave students effectively. According to the theoretical conceptual framework that was supported by Gloria Ladson-Billings and Gay where teachers utilize the cultural characteristics, and experiences of their students as conduits for teaching (Gay, 2018; Ladson-Billings, 2000). For example, participants believed they were utilizing CRP by incorporating Mojave-relevant material into their lesson plans but wanted to ensure it was not redundant or disrespectful. The benefit of CRP by the participants was their ability to welcome families and the Mojave community to be part of their lessons which increased the students' ability to relate to the course material. Educators understand the importance of partnerships between the community and families as they can assist in breaking down barriers that affect diverse students learning (Samuels, 2018). Teaching in rural schools that have a large diverse population increases the need for educators to be open-minded

to students' culture. According to Participant 005, learning the culture of the students' does take more research and they have to use their time after hours. It is vital for educators to understand the importance of their time and willingness to learn about their students' culture (Lubin et al., 2020). This doctoral project study examined factors that impact the non-Mojave educators' ability to implement effective CRP with Mojave students that involve relevant PD, having lead teachers being part of the planning of PD for the fiscal year, and providing the educators with guidance on how to implement appropriate CRP.

The conceptual framework of culturally responsive pedagogy guided the interviews and RQs with the 10 participants. For example, Participants 001 and 004 recognized that they understand that implementing culturally relevant material is important but are not sure what is appropriate for a person of their background to implement. This concern aligned with RQ: How do non-Mojave teachers use CRP to support Mojave students? Theme #1 aligned with research question 1, which was about cultural inclusiveness but uncertain of how to utilize CRP as each of the participants shared, they understand the goal of the school to include the Mojave culture into the lessons however, the participants need to know what is appropriate. According to Gay (2018), when teachers utilize cultural diversity, they can improve learning experiences and the understanding of all students of color. CRP is a bridge for educators and students as it encourages engagement in lesson plans (Bonner et al., 2018). The school administration can assist in teacher education on how to work with diverse students and incorporate effective multicultural education (Taylor et al., 2016).

Research question 2: What are the non-Mojave educators' perceived needs for meeting the needs of their students through CRP? The educators who understand the importance of the use of CRP are able to break down the educational barriers (Jiang et al., 2016). The educators not only have to build the trust of the students but with the families and the community in which they live, so together they can assist the students in having a good educational outcome. Culture is important to all tribal communities, and revitalizing the language is vital in preserving the culture and traditions. Educators must understand what is appropriate for them as non-Mojave teachers to be able to implement CRP into their lesson plans specific to Mojave culture. Being able to create partnerships with family members and the tribal community will benefit the goal of the project site as well as fulfill the conceptual framework of learning the child's culture to show the students that the educators care about the students' culture and educational outcomes. Teachers having an open mind when it comes to teaching diverse students is important and seeing that the teachers are not putting their beliefs on their students which can create bias.

Theme #3: Professional growth that is relevant to their classroom environment as a one-size fits all approach does not work as every tribal community is different and having their own culture, traditions, language, and traditional song and dances. Participants were aware that students will be interested in lesson plans if they can relate to the material being presented. When educators are able to connect the educational material to their students will have better understanding and may engage in classroom discussions (Banks & Banks, 2019). Each participant takes what they feel they need from each of the PD training provided. However, the educators would benefit from guided

professional development as they do not want to disrespect the Mojave culture. The participants each shared they have the support from staff and community. The support from the administrative staff, lead personnel and the tribal community will increase the use of multicultural awareness and allow for effective CRP to take place (Alismail, 2016).

Project Deliverable

Qualitative research was selected due to its authenticity and reflexivity. The outcome of the study was derived from the problem and provided answers to the two research questions. It was logical that the study began with interviews as the participants are the ones who are able to implement CRP for RQ1 and also for RQ2 and can state what their perceived needs are in order to effectively implement CRP into their curriculum. The participant's interview responses aligned with the theory of CRP that is based on academic knowledge and skills are best acquired when new knowledge and skills can connect with the lived experiences and frames of reference of diverse students (Gay, 2018).

The findings indicated the need for professional development to be hands-on which allows the teachers to be actively engaged to learn how to incorporate CRP into lesson plans effectively. The findings are in alignment with the four themes of the study (a) culturally inclusiveness but uncertain of how to utilize CRP, (b) reshaping the curriculum by engaging with the families and community, (c) relevant professional growth, (d) guided professional development. Professional development on CRP, Intergenerational trauma that has taken place with American Indians, and training on the

history of Mojaves and their culture and traditions will assist the teachers in becoming acclimated to the culture and creative when it comes to their lesson planning. Students who have experienced some type of trauma may be seen as defiant, withdrawn, and aggressive and can have their educational outcomes put in jeopardy (Koslouski & Stark, 2021). PD will allow the teachers to combine new techniques with current instructional practices that will assist the teachers in working on ways to not get mentally stressed out due to different types of life situations the students' experience. Teachers will benefit from being exposed to creative, concrete evidence-based practices for reaching their diverse students.

Section 3: The Project

Introduction

In this study, I interviewed 10 teachers from two rural elementary schools in the southwest to get their perspectives on how they use CRP and what their perceived needs are to effectively implement CRP within their classrooms. In each of the schools, Mojave students are the leading diverse population. Findings from the data analysis suggested a need for non-Mojave teachers to learn more about the Mojave culture, develop a connection with the students and their families, and for the school administration to provide the teachers with ongoing PD that allows the teachers to work together on how to effectively implement CRP into their curriculum. The findings indicated that the non-Mojave teachers need to understand what the rural tribal school expects them to teach when it comes to culture, as they are not fully immersed in it. The educators understand the school's purpose is to allow them to implement CRP in their lessons; however, they do not want to misinterpret the Mojave culture. The project developed from the results of this study was a viable 3-day PD workshop for southwestern non-Mojave teachers that will be offered throughout the school year. The workshop focuses on intergenerational trauma, CRP, and effective CRP strategies educators can use within their classroom. The program objectives will allow teachers to increase their knowledge of proven CRP strategies consistently within rural elementary classrooms. The target audience is non-Mojave lead teachers who work within the southwestern area and teach within diverse classrooms. The materials will be minimal and consist of the following: post-it notes, paper, presentation material, presentation software, pens, and other necessary stationery.

In this section, I explain the PD workshop. This section includes discussions of the learning outcomes, target audience, components and timelines of the workshop, activities of the project, and rationale for selecting a PD project for this study. This section also includes information about needed resources, use of existing supports, and potential roadblocks. This section shows the outline of possible social change implications and a brief slide show presentation summarizing the importance of the project to teachers, administrators, and the community.

Rationale

As a result of the difficulties non-Native teachers have in implementing CRP with diverse students, it was logical to use the PD project to address the problem. In Section 1, I focused on the problem of CRP in southwestern elementary school classrooms. As a result, in analyzing the data, it was apparent that a workshop would assist teachers in understanding intergenerational trauma, CRP, and provide the teachers a chance to work together on what effective CRP strategies to utilize in diverse classrooms. Although teachers from the first study site, a southwestern rural tribal elementary school, received training at the beginning as well as throughout the school year, it is apparent that they would benefit from IT and CRP training together. This will allow them to work together on what CRP strategies are effective in diverse classrooms.

Teachers become more active with PD workshops that require interactions rather than a sit-down abstract discussion setting (Matherson & Windle, 2017). Teachers are aware of their needs when it comes to PD. Teachers prefer PD that they can utilize in their lesson plans to assist them and cater to their students' needs (Matherson & Windle,

2017). Another way that PD can be successful is when it utilizes effective collaborative structures for teachers to learn together and work through problems which may contribute to achievement for all students (Darling-Hammond et al., 2017; Gay, 2018). I designed the PD workshop to meet the needs of the currently increasing diverse student population within the rural southwest schools. According to Samuels (2018), teacher preparation programs must be available to provide opportunities for learning and interaction. PD assists teachers in improving their teaching methods to help enhance their skills and abilities.

Review of the Literature

The purpose of this qualitative study was to assess what factors are impacting the non-native teachers from utilizing CRP to better assist the Mojave students. The project was created to address the research problem by presenting a PD program for non-native teachers based on the study findings. It was necessary to review scholarly literature that relates to the study findings and CRP. I conducted a literature review that focused on improving school success of diverse students through CRP and preparing teacher education programs to assist the educators and school administrators to be able to provide effective PD. The following keywords and terms were utilized to narrow down my literature search: *effective professional development, culturally responsive teaching, culturally responsive pedagogy, public education and diverse students, teacher development and Diverse student achievement, teaching in rural elementary schools, tractors affecting teachers in public schools and professional development.* The literature reviewed included peer-reviewed articles, books, and scholarly articles. I accessed most

of the scholarly literature reviewed in this section using Walden University library education database: Education Research Complete, Academic Research Complete Education Resources Center, and SAGE Journals. Some articles which were referenced in this section were retrieved from Google Scholar. This section includes discussions on the following topics: (a) Fort Mojave Tribe, (b) intergenerational trauma and historical trauma, (c) PD and multicultural education, (d) effective PD, and (e) professional learning communities.

Within the public school system, less than 10% of educators come from diverse backgrounds, which makes providing teachers with evidence-based resources for facilitating the development of cultural competence among preservice teachers much more effective (Lewis Chiu et al., 2017). Teachers' ability to implement CRP practices in lesson plans that connect with the students' lives and interests can have a positive impact on their educational achievement (Banks & Banks, 2019; Buchanan et al., 2019; Byrd, 2016). Bottiani et al. (2018) stated that teachers need to obtain on-the-job interventions to effectively apply the acquired cultural knowledge and skills to classroom practice. Additionally, Martin et al. (2017) stated that teachers are to continue to receive PD on an on-going basis and school administrators must provide guidance and support to the teachers in all efforts of implementing best practices.

Teacher training initiatives must focus on fostering educators who are like-minded, are able to engage successfully in academic rigor, and develop strong social-emotional skills with their students. A study conducted by Donahue-Keegan et al. (2019) showed the importance of integrating CRT and social-emotional learning practices to

support all educators to be able to reach all students. Preservice teachers are often overwhelmed by the school environment factors that mirror systemic realities and classroom management challenges and feel unprepared to effectively manage their classrooms (Donahue-Keegan et al., 2019). Mackay and Strickland (2018) affirmed how CRT could assist with the gap in diverse students' homes and schools. The technology-based approach engaged at-risk students to bring their home context to their teacher. Students from diverse backgrounds have become resilient due to the things they have had to go through.

School administrators have the ability to encourage their teachers to utilize CRP within their classrooms. Minkos et al. (2017) conducted a report that suggests culturally responsive approaches for school administrators to use within their diverse institutions aligned with the National Policy Board for Educational Administration (NPEBEA). When the school administrators encourage and value their students' family relationships, it will likely improve the understanding of culture and context which may lead to families wanting to be involved in their child's education. School administrators support is important to teachers' use of CRT within their lesson plans. School administrators can provide certain programs and instructional resources for the educators and families that cater to the school population's needs. Effective school administrators should support the less experienced teachers, address multicultural competencies, and provide opportunities for professional growth through consistent PD and learning experiences throughout the entire school year.

Hoover and Soltero-González (2018) suggested that school administrators must conduct evaluations on their teachers and observe them thoroughly to assess how they are implementing culturally responsive instruction to reach all learners. Teachers need to assist school administrators in developing systems to incorporate school-wide culturally and linguistically responsive instruction as a foundation to a multi-tiered system of supports for English language learners (ELL), students, so they are appropriately placed in special education. According to Kern et al. (2017), school administrators can develop teacher education programs that are engaging and supportive, as research is consistently showing that if teachers are not supported, CRP will not be implemented.

Fort Mojave Tribe

The Fort Mojave Reservation is in the tri-state area of Arizona, Nevada, and California. The Mojave People are called, "Pipa Aha Macav," the people who live by the river. The Mojave culture traces its origin to the Newberry mountains that is located inside the Lake Mead National Recreation Area (Fort Mojave Indian Tribe, 2021). The Mojaves underwent the U.S. military outposts established in 1859 on the Colorado River (Calnimptewa et al., 1978). In 1891, the outposts were closed and the buildings were transformed and used as a boarding school. The tribe has 26 tribal departments, five tribal entities, and resources to assist in preserving their land, culture, and traditions. The tribal membership consists of 1,438 people who reside all over the country. In 2018, the tribe built its elementary school without financial assistance from the federal government. The project site educates at least 200 students who meet the requirements the tribe has set. The Mojave language is being immersed within the school to help revitalize the Mojave

language and culture. The school has Mojave language instructors who are included within the curriculum and a cultural department next to the school that is full of educational material and vital members to assist in educating the students and teachers (C. Garcia, personal communication, June 20, 2019).

The Mojave tribe have a clan system that was provided by Mastamho. The clan system consists of 18 names of things above and below the Earth such as the sun, clouds, and birds (National Park Service, 2021). The clan is patrilineal, and the children carry the clan from their father; however, only the women use the clan's name. The Mojave tribe were known for being dreamers, farmers, and protectors of their resources. The Mojave tribe currently practice their traditional song and dances during the annual Avi Kwa Ame pow wow, and week of cultural exchange during their annual Mojave Days. They have their royalty pageant, baby pageant, traditional game of Huukan, and the annual spirit run where the men and young boys run 34 miles from a sacred site to the Fort Mojave Tribes main headquarters (Pipa Aha Macav, 2022). The Mojave tribe practice their traditional cremations when their members pass away. The Mojave culture is not practiced in the schools; however, stakeholders have the ability to share the culture with all service departments who work with the non-Mojave tristate area. The social services department hosts an annual cultural awareness conference for state and local programs to learn about the Mojave people and to be culturally sensitive when given the opportunity to work with community members (Pipa Aha Macav, 2022).

The Fort Mojave Indian Tribe has senior water rights as they are part of the lower water basin (Solis, 2021). The tribe continues to preserve its water and see that they are

utilizing their water on their tribal lands rather than outsourcing it or leasing it. The tribe continues to increase their tribe economically by building their school, cultural center, wellness center, greenhouse, Anya Estates, and transitional housing as well as continuing with their farming on the reservation (Pipa Aha Macav, 2022).

Intergenerational Trauma and Historical Trauma

According to O'Neill et al. (2016), intergenerational trauma is the effect of victimization such as personal trauma that extends beyond the actual victim to immediate family and marital partners. The researcher described historical trauma according to three characteristics: (1) widespread in Indian communities, (2) historic traumatic events with a loss of most of its community members, and (3) outsiders intentionally causing trauma (O'Neill et al., 2016). An example of indirect transmission is parents and grandparents forced to attend boarding schools whose personal and cultural identities and the ability to learn parenting skills resulted in traumatic experiences (O'Neill et al., 2016). Some individuals who attended the residential schools were victims of emotional, sexual, and physical abuse and may have unintentionally transmitted the effects of their trauma on succeeding generations. The individuals who experienced the trauma of residential boarding schools have high levels of depression and anxiety, which enables their ability to utilize effective coping strategies with their children.

Gaywsh and Mordoch (2018) conducted a qualitative study on how to implement a trauma-informed approach into the curriculum that may help elevate the stressors of intergenerational trauma (IGT), which can impact students' ability to do well in their schoolwork and build trust in interpersonal relationships. The program aimed to increase

teachers' knowledge of how to incorporate the history, culture, and language of the people who resided on the lands before the arrival of colonists. The program's purpose was also to get educators and administrators to understand the effects on students who experienced IGT. The effects explained within the study by children and grandchildren of survivors who attended the residential boarding schools often lacked skills due to dropping out of school, higher poverty levels. Aboriginal people have an increased risk for post-traumatic stress disorder (PTSD) due to higher levels of poverty, stress, and family violence related to IGT resulting from historical trauma. The study helped show that education can be utilized as an essential tool in helping students who experienced IGT heal. Culture can be used to improve their ability to overcome the effects IGT has on students' academics.

Brave Heart et al. (2011) highlighted American Indian and Alaskan Natives experiences of IGT, discrimination, racism and oppression and its ability to increase unresolved grief. The goal of the article was to bring awareness to the unresolved emotional suffering through the use of historical trauma interventions that involve the community and indigenous worldviews. Brave Heart focused on using tribal communities to help restore and empower American Indians to remain resilient in order to overcome their traumas. The parents and grandparents who attended the boarding schools experienced harsh punishment. In some cases, they were young victims of sexual abuse who later as adults practice poor parenting, lack positive engagement with others, and even belong to neglectful and abusive relationships. The study showed how unresolved and prolonged grief can impact an individual and may even lead to feelings of depression

that can contribute to substance abuse, thoughts of suicide, and other behavioral health issues if not addressed.

Reinschmidt et al. (2016) conducted a qualitative study on a resilience model. The study highlighted individual resilience as a personal trait driven by social, cultural, and physical contexts. The qualitative study focused on elders who shared their stories attending boarding schools, experiencing historical trauma, and having the ability to be resilient through the adversities they faced. The elders expressed a sense of loss when recollecting on their experiences being placed in the boarding schools. They were removed from their homes, forced to cut their hair, change their names, and were forbidden to speak their native language. This left the elders disconnected from their families. Through all the hardships that American Indians faced during the boarding school era, they took advantage of the resources that were available to them to help strengthen them as individuals, community members, and family members. The elders learned to build themselves back up by getting involved with their families, church, culture to revitalize their language, traditions and by creating a culturally safe environment.

Phippen (2016), provided a detailed research on bison and the effects of the federal government on the Indians. In the article, the loss of Native American land is one of the main issues between the tribes and the United States government which had taken place in 1830 with the Indian Removal Act. The federal government killed bison as a priority as it meant starving the plains Indians. While the Native Americans were forced

on reservations, they were also forced to rely on the United States government for food rations.

Professional Development and Multicultural Education

Teachers who work in rural areas where the diversity among the student population is high, need to be culturally educated so they are not only sensitive but learn ways to have children engaged in the lessons. A qualitative case study conducted by Jiang et al. (2016) focused on CRT and PD. The researcher emphasized that when teachers are culturally responsive, they are student-centered, assist in breaking down the barriers to learning, and influence all students' ability to impact students' academic achievement (Jiang et al., 2016). The research study indicated that preservice teachers, reported they worked with diverse learners by (a) getting to know the needs and experiences of their students, (b) building relationships with students, (c) having high expectations for their academic learning, (d) providing resources that are needed for the students to achieve, and (e) involving the student's family.

It is important to have educators who understand that multicultural education is important due to the diversification within the school setting. Multicultural education can assist teachers in building relationships, create an understanding of the different cultural climates within schools and enhance the curricula that encourages multicultural awareness (Alismail, 2016). Sleeter and Carmona (2016) examined standardized testing used in the public school system with a multicultural curricula design. It clarifies how teachers understand that standardized testing is not their curriculum and emphasizes the school administrators need to provide additional support for the teachers in utilizing the

test as a guide. The goal of the multicultural curriculum encourages students and teachers to enter a partnership of shared learning experiences to assist diverse students in learning.

School administrations have the ability to evaluate their current teacher education program to determine whether it includes cultural awareness material. A mixed-method study conducted by Brady and Esmail (2019), suggested that educational institutions that train educators are responsible for making preservice teachers aware that their socioeconomic and cultural backgrounds influence their students' educational experiences. The researchers concluded that there is a lack of multicultural training offered by universities and colleges which could benefit diverse students if they merged with public schools to provide adequate training. Teachers are able to create an educational environment that is kind, caring, and culturally-friendly for all students of color.

School administrators can research the use of multicultural education to reform school districts so diverse students can experience an equal education. Teachers at times put their own expectations of family involvement, based on their own family experiences which has the ability to affect how they see their students (Sanders-Smith et al., 2019). Schools can be creative and innovative in addressing gaps in learning by incorporating community members within the classroom and utilizing community resources to make the curriculum relevant to the students (Sanders-Smith et al., 2019). Teachers can practice equity pedagogy by allowing their diverse students to express themselves in their own native language (Banks & Banks, 2019).

Effective Professional Development

Teachers need more than just a one-and-done type of PD as their classrooms are more diverse than ever before. Smith et al. (2020) conducted a longitudinal qualitative study that investigated the impact on teachers who utilized the Team Teaching and Learning (TTL) framework. The TTL framework has key qualities such as team collaboration, an authentic learning environment, peer reflection and feedback, and authentic team teaching over an extended timeframe (Smith et al., 2020). The study revealed how real changes in teacher practice can be replicated by school districts to make teacher learning more meaningful and sustainable to benefit diverse learners.

Every school year, thousands of dollars are spent on PD; however, learning outcomes for students continue to decrease, behavior issues escalate, and the morale of teachers is down (Brion, 2020). A case study was conducted by Brion (2020), in hopes of better understanding how school leaders can plan, assess, and follow up post-PD utilizing a Multidimensional Model of Learning Transfer. The study by Brion showed that a lack of PD and learning transfer among teachers and school administrators can hinder students' overall educational achievement. Teachers in the study shared their frustration with attending multiple workshops and PDs which were appreciated; however, the programs were not beneficial as they did not guide them on how to implement what they learned (Brion, 2020). The study also is a reminder to school administrators to remain mindful that they are the ones who are assigning and scheduling the PDs, but they are not the ones to implement and use the content learned to support diverse students.

Teachers want to be involved in planning PD training since they are the ones who are to put content learned into practice. Many times, school administrators are the ones who are choosing the PD and have not spoken to the teachers about their needs. Du Cloux (2017), conducted a qualitative study that consisted of third, fourth, and fifth-grade teachers' experiences with PD in their school districts in southern California. The findings from the study revealed that the PD lacked continuity and the teachers stated that it was overwhelming, ineffective, inadequate, and insufficient. Allowing teachers to be key players in planning PD may contribute to improved student outcomes.

Professional development initiated from a top-down approach by the school districts or school principals lacks effectiveness. Martin et al. (2019) revealed that teachers lack ownership in PD processes when it is not tailored to meet the needs of their diverse students. Policies at school districts that do not consider the differences in school context such as economic levels, different beliefs about education, and various levels of community support are unsuccessful (Martin et al., 2019). Teachers are one aspect of the school learning environment. School administrators must see that the policies and initiatives at the federal, state, and district levels have the ability to assist teachers in the transformation of their classroom practices, or in some cases they may even serve as barriers for teachers that could potentially have a negative impact on student achievement (Martin et al., 2019).

Educators are more than just teachers, they are students, mentors, nurses, counselors and at times, main supporters. Lipscomb et al. (2021) conducted a study that compared the effectiveness of participation in the Roots of Resilience PD program to

business-as-usual, that used a waitlist control design. The PD was online and video-based coaching that consisted of six modules with 27 learning outcomes. The learning outcomes ranged from trauma and resilience to planning and practicing self-care to families, specialist, using trauma-informed perspective to observe behavior and promote self-regulation (Lipscomb et al., 2021). The study determined that participation in Roots of Resilience was associated with a moderate sized increase in emotionally supportive teacher-child interactions, a decrease in negative student engagement, but an increase in math tests scores.

Professional Learning Communities

The ability to create a PLC at the study sites is key to having a successful implementation of CRP into consistent and guided PD. Teachers who care about the educational outcomes of all students can prevent students falling through the cracks. School administrators and principals must understand that teachers are in the best positions to know the problems their students are having and are able to work with other educators to come up with solutions (Byrd, 2016). Fountas and Pinnell (2020) reflected on Melda urban school system's ability to build capacity within their school that has high levels of poverty and cultural and ethnic diversity. Some of the lessons learned from Melda's story include the importance of common values and beliefs in creating coherence, foundations necessary for making decisions, the importance of having PLCs, the importance of placing students at the center of decision making, and lastly, responsive teaching as a goal (Fountas & Pinnell, 2020).

The PLCs have been present since the 1990s and provide teachers the capacity to act on their own initiative and provide them an opportunity to learn from their peers and specialists in the same school system (Oakley, 2021). The mixed-method study conducted by Oakley (2021) consisted of principals from center-based schools, and directors of special education who were in the field for over 10 years. The study revealed that professional learning communities impact student educational outcomes and growth than the traditional PD. The participants shared that PLCs assisted them in identifying what their PD needs were in reference to their school environment (Oakley, 2021).

The literature review provided background and support for my project study which reflected the educators' understanding of CRP and the educators' perceived needs. However, more research is needed to assist non-minority teachers with educating all students. And having teachers understand and acknowledge their biases can reflect the educational outcomes of diverse students. It is important to look for research about teachers who have worked within a rural tribal elementary classroom environment on a reservation. This may ensure that the right resources and PD to implement CRP effectively is provided to teachers.

Project Description

The project is a 3-day PD workshop that will be offered throughout the academic year. The workshop will focus on the intergenerational trauma and history of Mojave tribal members. This is important to create a better understanding for the non-Mojave educators about the student population they serve.

Needed Resources

The needed resources for the PD program are the multipurpose room with seating available, a laptop that is able to connect to a projector screen, internet access, dry erase board and/or flip chart, dry erase markers, copies of agendas for all 3 days, copy of the slide show presentation, formative assessments (online and/or hard copy) for participants to complete every day at the end of each session, as well as, handouts on Mojave culture, history, creation story, and mission statement of the tribal school. Other needed resources are pencils, highlighters, index cards, post it notes, name tags, markers, and crayons. On day two and day three there will be a total of 5 videos that will be shown.

Existing Supports

At the first school under study, the PD provided is beneficial. However, the teachers need guidance on how to implement CRP effectively and respectfully in their lessons. The teachers did state they do have two lead teachers, school principal, administrative assistant, and specialist who assist with planning the PD trainings; however, all lead teachers would appreciate being a part of any discussions related to pedagogy, PD, and ways to ensure students success. In the second school under study, the educators only received intensive PD from college courses and could benefit from ongoing PD trainings that are culture specific. School administrators should evaluate PD to determine if it has a constructive influence on student learning and the school culture.

Potential Barriers and Solutions

There are several potential barriers that may interfere with the successful implementation of my proposed PD program for non-Mojave educators at the research

site. First, I plan to gain approval from the school principal at the initial site to provide, PD; however, he may want me to provide it to all teachers rather than just non-Mojave teachers. At the second site, the school principal will need to seek approval from the school district. The second possible barrier to the success of the proposed PD program is educators' resistance to change or practice of CRP. Educators can be uncomfortable presenting material they do not know a lot about, restrained by curricular demands, and lack support and resources to create an inclusive curriculum (Samuels, 2018). The third potential barrier is non-Mojave educators may find it difficult to fully engage in the PD program due to time constraints and/or conflicts in scheduling.

I will propose a solution to each potential barrier. If the school principal of the first site wants me to present the PD program to all teachers including the Mojave educators, it can be seen as a resource to the program by providing more input and guidance to non-Mojave teachers. If the second site's school district needs clarification, I could provide them an overview of the proposed PD program and answer any questions they pose regarding the presentation.

To address the possibility of educators being reluctant to change, they will be reminded of how their role as agents of change within the school community is beneficial not only to the Mojave students they serve, but also to their own professional development. Having the principal support the educators in their ability to be creative and innovative in the classroom can assist diverse students' educational outcome.

Teachers' reluctance to change instructional practices due to time restraints can be addressed by the school principal if they make it clear that PD on CRP must be provided.

During this program the participants will be monitored and guided so they can feel comfortable in implementing the strategies and if they have questions, they are able to ask their peers, community members, and tribal professionals about the history and culture. Principals to understand the need to support the teachers by allowing more time and guidance when implementing effective CRP.

Proposal for Implementation

The proposed PD is designed as an annual program to be implemented August-December. The program will offer the leadership team guidance on utilizing the PD they receive and provide support for the teachers (see Appendix A).

The timeline will be, for the implementation plan of the PD project is outlined in detail as follows:

- August 2023: The Mojave cultural CRP PD will be scheduled with all the returning and newly hired teachers for the new academic year. The first day of the PD will be on the first Tuesday of the month, as school will begin the last week of August.
- September 2023: PD specifically on CRP strategies and approaches
- October 2023: Presentations from the culture department on the history of Mojave during their traditional Mojave Days week.
- November 2023: In Native American month, there will be a presentation for the teachers on historical trauma that will include clips of movies from boarding school survivors.

- December 2023: Review with the PLC at the initial project site on how the implementation is going for the teachers using CRP approaches. Have a strategy implemented with teachers in work groups to assist with effective CRP implementation.

In addition, the PD project gives the non-Mojave teachers the chance to receive PDs on intergenerational trauma, Mojave history, and how to implement CRP into their lesson plans. The project seeks to address how non-Mojave teachers use CRP within their diverse classrooms and what their perceived needs are to effectively implement CRP into their lessons. The PD opportunity should involve active learning for the non-Mojave teachers and school administration to create an environment that promotes collaborative peer learning (Marzano et al., 2016). The project addresses theme #1 Culturally inclusive but uncertain of how to utilize CRP; by providing the participants with the history on the Mojave people so the educators' have a true understanding of the Mojave people, culture, and traditions. Participants learning why the initial project site was built for the Mojave students is important, so they understand culture is vital to the Mojave people as well as revitalizing their language. The project provides the participants an understanding on intergenerational trauma and the effects it has on Native American populations who have had relatives experience boarding schools. The project provides research on why educators struggle to utilize CRP, its importance to student success, how it can be implemented, and lastly, the participants having the opportunity to implement CRP into a lesson while being guided. Teachers working with American Indian students can benefit from a program that allows them to build capacity that incorporates culture as it may

decrease behavioral incidents and how well the students do on their assignments (Gaywsh & Mordoch, 2018). The proposed PD is projected to improve non-Mojave teachers' understanding of intergenerational trauma and the effects it can have on diverse students, provide insight on Mojave history, and provide opportunities for the teachers to work together to develop effective CRP lessons. It is important to have school administrators provide PD their teachers need based on the classroom needs, which could range from behavior to educational material. School administrators can create more opportunities for families and community members to be seen as partners (Kayser et al., 2021). The PD is projected to improve non-Mojave teachers' use of CRP and address their perceived needs at the schools under study.

The PD program includes several videos for participants to watch. The first video on Day 2 refers to CRP and the current educational system, and how educational equality requires acknowledgement (Torres, 2017). The second video focuses on intergenerational trauma (IGT), the differences between historical trauma and IGT, and the effects of IGT (Eriacho, 2020). The third video provides more emphasis on historical trauma that stemmed from the unfortunate experiences of individuals who attended boarding schools and the affects it had on them and their families (Jones, 2021). On Day 3, the first video which reviews the core components to assist professionals in understanding Culturally Responsive and Relevant Pedagogy being a critical social justice that recognizes and addresses the thinking of educators to assist them in learning to engage with students in a holistic approach. The second video on the third PD training day was on additional guidelines for culturally responsive instruction for Native American students and how

educators can have a better understanding of where to start when implementing CRP through instructional materials (Burns, 2019). The third video on the third day focuses on culturally responsive instruction in math, science, and social studies (Jones, 2019).

Roles and Responsibilities of Student and Others

Every participant involved in the PD program has a role and responsibility that they must fulfill. It is necessary to outline stakeholders' roles and responsibilities prior to the implementation of the PD program for it to be successful. My primary duty as the PD program facilitator will be to coordinate the 3-day PD sessions. I will present the material for each session and provide the participants with the skills they need to enhance the quality of teaching and learning at the research site. I will be professional, assertive, and knowledgeable about the PD program to make sure it is effective. I will maintain contact with the stakeholders, work in conjunction with the principal to see the multi-purpose room is available and the equipment needed for every session is readily available to participants and I at the time of each session.

It will be my responsibility to carry out the PD program as the facilitator. I must meet with the principal to select the dates for the 3-day PD training for all non-Mojave teachers. As the facilitator and the presenter, I will work with the principal at the study site to ensure that the continuation of future PD initiatives takes place and new material is added based on the feedback of the participants.

The non-Mojave educators at the study site will be responsible for attending all PD initiatives for the 3-day sessions throughout the academic school year. All teacher-participants will be expected to actively engage in PD trainings, presentations, meetings,

and workshops. They will be responsible for signing the attendance sheets, reading assigned literature, participating constructively in activities, satisfying all the PD program requirements, and providing honest feedback on assessments. Teachers will be held accountable for implementing new practices within their classroom, work cooperatively with their colleagues, meet the needs of the Mojave students, and work with other stakeholders.

Project Evaluation Plan

The type of evaluation for this project will be outcome-based. The plan is outcome-based because the teacher-participants will be able to leave the workshop with in-depth training on intergenerational trauma, the history of Mojave culture, and be able to work with their counterparts on how to implement CRP into a lesson plan. The initial evaluations will consist of the participants completing a preprogram self-assessment as well as assessments at the end of each session. On the first day, the assessment will be provided to participants in paper format. As the workshop continues, the evaluations will take place online via Kahoot.com, an online interactive platform used for assessments and instruction. This online platform is best for the project because it collects assessment data in real-time. The 3-day workshop reflections and assessments will be essential and guide future workshops that facilitators can set up. The platform will allow the facilitator to set up a Kahoot.com session to allow the sharing of information and responses with workshop participants to produce a continuous flow of ideas and strategies. The benefit of the stakeholders will be that participants may become comfortable with using CRP rather than just reading about a new way to teach or present material.

Project Implications

Local Community

This project promotes positive social change at the local community level by improving the knowledge and function of non-Mojave teachers at the schools under study to positively impact the school culture. According to Bettini et al. (2016), if teachers have access to necessary resources such as a well-designed curriculum, it will provide them with support and students will experience higher levels of success. Improving the school culture through effective PD will improve the effectiveness of teachers and schools (Saleem et al., 2021). With the PD opportunity, the teachers can learn how to function as efficient and collaborative members of a team. When teachers have leaders who model PD, they learn to encourage staff and students to practice evidence-based practices that can assist in creating a positive school culture (Dinsdale, 2017). Non-Mojave educators attending the PD opportunity can become more focused on student and teacher learning instead of feeling overwhelmed or ineffective when it comes to implementing CRP. According to Martin et al. (2017) administrators are to align ongoing PD with proper guidance and support to the teachers that promotes best practices school. The focus and the success of the students, involve a school's culture that can be created by relevant and effective PDs which can lead to a learning environment. When teachers are culturally responsive, they are student-centered and able to assist in breaking down barriers to learning and influence students' ability which can impact student achievement (Jiang et al., 2016). In addition to student learning and success, the improved school culture and

morale may improve teacher retention which reduces the turnover of educators and makes PD more efficient by reducing the re-training of new teachers.

Larger Context

This qualitative study may serve as a guide to other schools in the rural southwest area on how to improve their school's PD training to have a positive impact on school culture. According to Brion (2020), there must be an increase in PD and learning transfer among teacher and school administrators to verify the true benefit of PD. When teachers are able to have the right resources, they are able to manage their classrooms and focus on teaching their students. Teachers with access to PLCs can receive support which eliminates stress, feelings of isolation, and collegiality to increase school culture (Du Plessis et al., 2015). Obtaining feedback and insight from the teachers may provide school administrators and boards with the information to improve the function of PDs within the rural schools on the reservation and local school districts.

An implication of the study would be teachers creating a PD plan that includes intergenerational trauma that incorporates adverse childhood experiences, history on Mojave culture, and how to implement CRP into a lesson plan with the lead teachers. This study may also add to the existing knowledge in PD since there is a gap of knowledge when it comes to the impact PD has on a school's culture. The social change implication of this qualitative study is focused on the value of teacher perception and how PD awareness and implementation can be improved to better address the diverse student learning abilities. By improving the knowledge and skills of the teachers and school administration on culturally specific PDs, schools can create a culture that promotes a

positive learning environment for all students through the efficient collaboration and communication of teachers and school leaders.

Section 4: Reflections and Conclusions

Project Strengths

The overall strength of this qualitative research project study is that it sheds light on rural teachers' perspectives and the need to revisit PD as a training opportunity to assist teachers in implementing effective CRP in southwestern tribal schools. Data collected revealed that the participants believed PD on CRP is a need and can have a better impact when it includes their students' culture and history. Teachers who focus on teaching strictly to influence the effectiveness of the methods they are using in the classroom with diverse students can assist in encouraging students to participate in their learning (Gay, 2018). Teachers focus on the pedagogy that assists in influencing their attitudes and dispositions when planning instruction materials and assessments (Ladson-Billings, 1994). The goal of the PD project is to educate non-Mojave teachers about CRP and best practices to ensure Mojave students have academic success. The PD project was designed based on data collected from interviews and aims at refocusing the knowledge and skills of the teachers at the southwestern tribal school to create an environment where collaboration and communication were more efficient to meet the needs of the students through effectively implemented CRP. Effective PD that involves the teachers at the planning stage and guides them to focus on the importance of the implementation of PD is beneficial to the students' educational outcomes (Brion, 2020; Du Cloux, 2017; Martin et al., 2019). Another strength is the research project is it allows me to hear directly from participants' opinions, and experiences on rural educators' perspectives on CRP, and their needs to be effective when implementing CRP approaches.

Project Limitations

The project has limitations in addressing the research problem. It is based on study findings in Section 2 and focuses on increasing the use of CRP by non-Mojave educators through PD at the initial study site. The project is a newly proposed program provided throughout the academic school year. Another limitation of the project is that it does not consider other approaches besides lead teacher PD as a remedy to the research problem. The participants in the study outlined several perceived factors that influence their inability to utilize CRP in their lesson plans.

One recommendation for remediating the limitations is to allocate more time for school change to significantly impact the quality of teaching and learning. Another recommendation is to implement ongoing school-communitywide initiatives that assist in fostering Mojave student achievement through teacher PD. School administrators providing educators opportunities to attend PD on CRP to better implement it in their curricula (Martin et al., 2017). School administrators can increase community and family involvement in the classroom, which will assist in building partnerships with that will break the stereotypes of cultures and allows educators to embrace the CRP framework (Samuels, 2018).

Recommendations for Alternative Approaches

It is vital that further studies be conducted that focus on rural school environments because the teachers have unique needs that may not be readily available to them such as resources and/or support from a non-native school administration. This will provide an understanding of how teachers feel about CRP and if they are effectively able to utilize

the strategies to implement CRP within their lesson plans. A final suggestion for further research would be an exploration of how school administration feels regarding CRP and the need to assist and guide non-Native teachers on effectively implementing CRP into their lessons.

Scholarship, Project Development, and Leadership and Change

Scholarship

I have learned throughout my educational experience that having the ability to receive a scholarship allows you to continue in your quest for knowledge. “Education is the most powerful weapon” (Thangeda et al., 2016, p. 9). While on my educational journey, I recognized that receiving an education allowed me to reside in two worlds: my tribal community and the dominant society. I have strived to increase my knowledge in all aspects of education to better assist my tribal community to see that all Mojave students receive a quality education especially members who have learning disabilities. To see that they receive appropriate services and accommodations based on their Individual Education Plan. When it came to conducting research for my doctoral project study, I had to make sure I had current, and peer-reviewed, scholarly research to support my study. My time had to be spent reading, reviewing, writing, and constantly editing my study to make sure that I answered as many questions readers may have while going through my project study. I had to rewrite my study several times for it to meet Walden University’s standards. I will continue to seek new information when it comes to education to better understand and assist my tribal community.

Project Development and Evaluation

In Section 3, the project was outlined in detail that addresses the research problem and the study findings. The project developed is a 3-day in-service PD training program for Non-Native educators. The theoretical framework of this study is based on the theory of CRP and focuses on the action of teaching and uses the lived experiences and frames of reference of diverse students (Gay, 2018; Ladson-Billings, 2000). The project was chosen as culturally aware teachers and student-centered pedagogy can help eliminate barriers when learning and diverse students achieve educationally (Mette et al., 2016). The main objective of the PD project was to enhance the quality of teaching by non-Mojave teachers through the use of CRP with Mojave students at the first study site.

During the step-by-step development of the PD project, I considered the different methods available to be able to evaluate the success of the PD program for non-Mojave teachers. The project evaluations will consist of formative assessments. The participants will be responsible for completing initial assessments at the end of each session. The evaluations will be on paper and on an online interactive program. The goal is for the participants to provide feedback about their satisfaction with the PD program. The overall assessments will provide me information on the project's effectiveness, success, and recommendations for improvements for future PD initiatives.

Leadership and Change

As an educator, I recognize my position as a leader of change. Teachers are observed as individuals who can influence social change for students (Butera et al., 2021). Leaders who utilize transformational leadership create a positive collaborative

learning environment by motivating and collaborating with their staff that impacts all students to achieve academically (Tookes et al., 2020). I had to learn to follow others before obtaining a leadership role professionally and educationally. The leadership role entails being responsible, accountable, and flexible especially in my doctoral project study. Leadership and change are based on being innovative, resourceful, and flexible, when implementing different strategies to meet the needs of all. Leaders are visionaries; however, a cultural leader knows that "No one of us is as smart as all of us" (Schwahn et al., 2010, p. 118). Leaders can see roadblocks as an ability to work together to overcome the impossible. As an educational leader, I remain optimistic about educational change. The change will be ongoing for leaders in the educational school system to continue to increase the capacity of the teachers to increase the educational outcomes of all students.

Reflection on Importance of Work

As I reflect on the importance of the work and what I learned, my goal was to see what the educators' needs are while working with diverse students, specifically Mojave students. The teachers have come from different areas, worked within the public school system, and have never worked with a specific tribal elementary school prior, which requires them to learn how the Mojave value school, community, and culture in order to effectively teach all students within their classrooms. It is vital for researchers to consider their personal biases regarding the students so they can develop connections with the students. I had the chance to explore what motivated me to conduct this qualitative study in relation to my personal biases and preconceived ideas about the research process. I am a mother, cousin, and educational professional who serves diverse students in a rural

tribal community. This is what inspired me to conduct research, as I am aware of the challenges that teachers face when teaching, the special education laws that are in effect, how educators are expected to prepare students to perform well on state standardized assessments, attend mandatory training, and tend to their student's needs throughout the academic school year. Teachers within the schools do require a lot of support and the public schools are quite different from the rural tribal school in relation to support for the students and teachers who have special needs and are to be included in the mainstream classrooms. The results from the project suggested that the solution to the research problem should center around PD for non-Native educators that is consistent and specific to the Mojave culture and history. The study implies that addressing the educational attainment of Mojave students must be a collective effort with the teachers, families, community, school administrator, and board. The project implications for future research are important to the effectiveness and responsiveness of the PD program that can serve the primary site and local public schools that provide educational services to Mojave students.

While conducting the qualitative research study, my feelings about the research process have changed due to the amount of time, dedication to the project, and the participants within my study. As a researcher, I have learned that preconceived thoughts and personal biases should be addressed prior to the study. I also learned that data analysis for qualitative research studies is very rigorous and complex. Lastly, I learned throughout the research process that flexibility is needed when having multiple participants from different schools. Overall, the research process became a thought-

provoking journey that has transformed my thinking and approaches as an educational researcher.

Implications, Applications, and Directions for Future Research

Implications

As I reflect on the importance of the research and what was learned, I want to stress the importance of having relevant PDs that guide the teachers to effectively implement CRPs that may increase the educational outcomes for Mojave students. Findings from this study suggest that educators want more specific PD that is focused on the teachers' diverse classrooms, as well as guidance in implementing CRP into their curriculum/lessons. The educators want to support the traditions and culture of their students. However, they want to make sure they are not disrespecting the tribe. The research problem is complex because there are socio-economic barriers, cultural factors, and intergenerational trauma that impact Mojave students and creates a disconnect for the non-native teachers to be able to effectively implement CRP to increase the educational outcome of all students in the rural elementary schools. The project study implies that addressing the non-native teachers' perceived needs of having relevant PDs that are guided on how to effectively implement CRPs may assist the educational outcomes of Mojave students.

Applications

The project has applications that can be made to the educational field. It builds upon research on non-native educators' supporting diverse students using CRP. The result from this qualitative study presents the rural school elementary school educators

with research-based information on non-native educators' perspectives about their perceptions of CRP and their perceived needs when it comes to educating diverse students. The project provides insight into the non-Native teachers need for specific PD that tailors to their needs within their classroom, the need to be guided on how to effectively implement CRP in order to increase the educational outcomes of all students. All in all, when school administrators organize PD, they consider if it can build on their school's needs and goals and if it meets the learning needs of all students (Martin et al., 2019).

Future Research

This research project is just one qualitative research study at two rural elementary school sites; therefore, future research on the perceived needs of non-native teachers when teaching CRP within rural sites is needed. It would be beneficial if research consisted of a larger sample size of the target population to gain a broader perspective and understanding of factors that impact their goals of honoring the culture and using CRP effectively to increase the educational outcomes for all students. Future research should be conducted on a larger scale at a different rural site or multiple sites. Perhaps a future study could focus on the lived experiences of non-native teachers who know and understand CRP as well as who utilize it within their classrooms so they can effectively provide their perspectives on the needs within their diverse classrooms. The literature on PD contained guidelines for effective PD programs for school districts, involvement of teachers from the planning stage, and guiding the implementation of PD to improve educational outcomes for diverse students (Brion, 2020; Du Cloux, 2017; Martin et al.,

2019). The literature on PD addressed the strengths, weaknesses, and outcomes of PD on student educational outcomes (Arthur, 2018; Hynds et al., 2016). The qualitative study can assist the rural school leadership to improve their PD by including the current teachers in the discussion of PD topics and including the implementation phase at the end of each training. Also, when it comes to teachers allowing students to uphold their cultural identities through CRP, educators need to be reassured and supported by the school administration.

Conclusion

The findings reported from this study and the literature reviewed highly suggested that all general teachers attend PD training. However, at the second site, which is a public school, the educators did not receive specific CRP, as they had general PD that focused on child abuse, bullying, and pre-planning. All teachers can benefit from having lead teachers and or mentors guide them on how to implement effective CRP strategies into their lessons. Non-Mojave teachers do not want to disrespect the culture, community, and students in any way by the misuse of CRP. The perceptions of the 10 general teachers who teach in diverse rural settings were shared in detail to assist future research in understanding teachers' perceived needs when it comes to PD. Participants' perceptions were based on their overall experiences. These perceptions were analyzed from a basic qualitative study perspective and compared with studies and expert opinions in the related literature.

Teachers who are educated and understand how to utilize CRP and have access to consistent and specific PD will respond better in their diverse classroom environments.

Theoretically, teachers' attitudes play a significant part in the success of implementing CRP in schools. Teachers who are inadequately trained and lack guidance are likely to have less success in implementing CRP in diverse classroom environments. There should be further understanding of how administrators view lead teachers' CRP needs for teaching in rural diverse classroom environments.

Students who attend public, private, chartered, and or tribally run institution deserve to be taught by qualified teachers who have the best interest of all students. The Fort Mojave Indian Tribe is creating its destiny by building its school without monies from the federal government, hiring master-level educators, having a rate of pay that is more than the surrounding schools, and money to purchase resources needed to effectively create a curriculum that is innovative to the diverse students in the school. Educators can teach all students by using the students' cultural experiences and learning about the Native students' culture and language, so the students have a positive educational experience (Stowe, 2017). All children who can see and feel in their hearts that an educator is interested in the culture and traditions and ultimately wants each student to exceed in their education will increase the students' interest in the school. The educators need to see that they have support to be innovative when it comes to their lessons, to be part of the planning of PD, and have access to resources as each child learns differently. Native Americans are one of the populations who experience poverty and have lower-performing schools (Mette & Stanoch, 2016). The Fort Mojave Indian Tribal students deserve to be taught by teachers who have a heart for all students and the determination to see each student succeed.

References

Alexander, J. (2019). *Operationalizing culturally responsive teaching through collaborative unit and lesson planning (22615221)* [Doctoral dissertation, Saint Mary's College of California].

Alismail, H. A. (2016). Multicultural education: Teachers' perceptions and preparation. *Journal of Education and Practice*, *7*(11), 139-146. https://files.eric.ed.gov/fulltext/EJ1099450.pdf

Aronson, B., & Laughter, J. (2016). The theory and practice of culturally relevant education: A synthesis of research across content areas. *Review of Educational Research*, *86*(1), 163-206. https://doi.org/10.3102/0034654315582066

Arthur, A. (2018). *Developing a critical consciousness toward culturally responsive teaching through critical reflection: A professional development curriculum for elementary teachers. (11017221).* (Doctoral dissertation, University of Southern California).

Asaah, G. D., & Kannan, C. (2018). Culturally sustaining pedagogies: Teaching and learning for justice in a changing world. *Journal of Family Diversity in Education*, *3*(1), 99-102. *http://familydiversityeducation.org/index.php/fdec*

Banks, J. A., & Banks, C. A. M. (Eds.). (2019). *Multicultural education: Issues and perspectives*. John Wiley & Sons.

Belotto, M. J. (2018). Data analysis methods for qualitative research: Managing the challenges of coding, interrater reliability, and thematic analysis. *The Qualitative Report, 23*(11), 2622-2633.

Bettini, E. A., Crockett, J. B., Brownell, M. T., & Merrill, K. L. (2016). Relationship between working conditions and special educators' instruction. *Journal of Special Education, 50*(3), 178-190. https://doi.org/10.1177/0022466916644425

Blake, S., Brown, D., Manwaring, R., Mercado, E., Perry, M., Stewart, V., & Tran, S. (2019). *Not enough adults to go around: Underfunded California schools provide less support for kids*. Children Now. https://eric.ed.gov/?id=ED603000

Bonner, P. J., Warren, S. R., & Jiang, Y. H. (2018). Voices from urban classrooms: Teachers' perceptions on instructing diverse students and using culturally responsive teaching. *Education and Urban Society, 50*(8), 697-726. https://doi.org/10.1177/0013124517713820

Bottiani, J. H., Larson, K. E., Debnam, K. J., Bischoff, C. M., & Bradshaw, C. P. (2018). Promoting educators' use of culturally responsive practices: A systematic review of in-service interventions. *Journal of Teacher Education*, *4*, 367. https://doi.org/10.1177/0022487117722553

Brady, J., & Esmail, A. (2019). The impact of multicultural education training for pre-service teachers. *Journal of Education & Social Justice*, *6*(1), 42-53.

Brave Heart, M. H., Chase, J., Elkins, J., & Altschul, D. (2011). Historical trauma among Indigenous Peoples of the Americas: Concepts, research, and clinical considerations. *Journal of Psychoactive Drugs*, *43*(4), 282–290. https://doi.org/10.1080/02791072.2011.628913

Brion, C. (2020). Learning transfer: The missing linkage to effective professional

development. *Journal of Cases in Educational Leadership*, *23*(3), 32-47. https://doi.org/10.1177/1555458920919473

Brown-Jeffy, S., & Cooper, J. E. (2011). Toward a conceptual framework of culturally relevant pedagogy: An overview of the conceptual and theoretical literature. *Teacher Education Quarterly*, *38*(1), 65-84. http://www.teqjournal.org/index.htm

Buchanan, M. C., Correia, M. G., & Bleicher, R. E. (2019). Increasing preservice teachers' intercultural awareness through service-learning. *Educating Teachers and Tomorrow's Students through Service-Learning Pedagogy*, 269-295.

Butera, F., Batruch, A., Autin, F., Mugny, G., Quiamzade, A., & Pulfrey, C. (2021). Teaching as social influence: Empowering teachers to become agents of social change. *Social Issues & Policy Review, 15*(1), 323-355. https://doi.org/10.1111/sipr.12072

Burns, N. W. B. (2019, January 8). *Culturally responsive and relevant pedagogy: The foundation and core components* [Video]. YouTube. https://youtu.be/mySy5dC4lWs

Byrd, C. M. (2016). Does culturally relevant teaching work? An examination from student perspectives. *SAGE Open*, *6*(3), 215824401666074. https://doi.org/10.1177/2158244016660744

Calnimptewa, G., And Others, & Arizona State Dept. of Economic Planning and Development, P. (1978). *Summary Report of Fort Mojave Tribe Comprehensive Plan*.

Carrero, K. M., Collins, L. W., & Lusk, M. E. (2017). Equity in the evidence base: demographic sampling in intervention research for students with emotional and behavior disorders. *Behavioral Disorders*, *43*(1), 253–261. https://doi.org/10.1177/0198742917712969

Carver-Thomas, D. (2018). *Diversifying the teaching profession: How to recruit and retain teachers of color*. Palo Alto, CA: Learning Policy Institute. https://doi.org/10.54300/559.310.

Civitillo, S., Denessen, E., & Molenaar, I. (2016). How to see the classroom through the eyes of a teacher: Consistency between perceptions on diversity and differentiation practices. *Journal of Research in Special Educational Needs*, *16*(1), 587–591. https://doi.org/10.1111/1471-3802.12190

Civitillo, S., Juang, L. P., & Schachner, M. K. (2018). Challenging beliefs about cultural diversity in education: A synthesis and critical review of trainings with pre-service teachers. *Educational Research Review*, *24*, 67-83. https://doi.org/10.1016/j.edurev.2018.01.003

Cole, M., David, S., & Jiminez, R. (2016). Collaborative translation: Negotiating student investment in culturally responsive pedagogy. *Language Arts, 93*(6), 430-443.

Coogle, C. G., & Hanline, M. F. (2016). An exploratory study of family centered help giving practices in early intervention: Families of young children with autism spectrum disorder. *Child & Family Social Work*, *21*(2), 249-260. https://doi.org/10.1111/cfs.12148

Corenblum, B. (2016). Ethnic identity development among first nation children: an

individual growth approach. *The Canadian Journal of Native Studies, 36*(1), 29-55.

Coulter, C., & Jimenez-Silva, M. (Eds.). (2017). *Culturally sustaining and revitalizing pedagogies: Language, culture, and power*. Emerald Group Publishing.

County, M., & School, F. (2019). *Fort Mohave elementary school profile (2018-19).* Fort Mohave, AZ. https://www.publicschoolreview.com/fort-mohave-elementary-school-profile

Cressey, J. (2019). Developing culturally responsive social, emotional, and behavioral supports. *Journal of Research in Innovative Teaching & Learning*, *12*(1), 53-67. https://doi.org/10.1108/JRIT-01-2019-0015

Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed method approaches*. Thousand Oaks, Sage Publications, Inc.

Creswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design: Choosing among five approaches*. Sage Publications.

Creswell, L. J. W. (2020). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (Global Edition). Pearson Education Limited.

Crow, W. (n.d.). *Teacher training in Mohave Valley elementary school district*. https://www.expectmorearizona.org/excellence-tour/stories/persistence-and-teacher-training-pay-off-for-students-in-mohave-valley-elementary-school-district/

Daniel, S. M., & Zybina, M. (2019). Resettled refugee teens' perspectives: Identifying a

need to centralize youths' "funds of strategies" in future efforts to enact culturally responsive pedagogy. *The Urban Review: Issues and Ideas in Education, 51*(3), 345.

Darling-Hammond, L., Hyler, M. E*., & Gardner, M. (2017). Effective teacher professional development.* Learning Policy Institute. https://learningpolicyinstitute.org

Dearnley, C. (2005). A reflection on the use of semi-structured interviews. *Nurse Researcher, 13*(1), 19–28. https://doi.org/10.7748/nr2005.07.13.1.19.c5997

Dinsdale, R. (2017). The role of leaders in developing a positive culture. *BU Journal of Graduate Studies in Education, 9*(1), 42-45. *https://www.brandonu.ca/master-education/journal/*

Donahue-Keegan, D., Villegas-Reimers, E., & Cressey, J. M. (2019). Integrating social-emotional learning and culturally responsive teaching in teacher education preparation programs: The Massachusetts experience so far. *Teacher Education Quarterly*, *46*(4), 150-168.

Du Cloux, K. E. (2017). *Professional development experiences of southern California elementary school teachers*. [Walden Dissertations and Doctoral Studies]. Walden University. https://scholarworks.waldenu.edu/dissertations/4361

Du Plessis, A., Carroll, A., & Gillies, R. M. (2015). Understanding the lived experiences of novice out-of-field teachers in relation to school leadership practices. *Asia-Pacific Journal of Teacher Education, 43*(1), 4-21.

https://doi.org/10.1080/1359866X.2014.937393

Ebersole, M., Kanahele-Mossman, H., & Kawakami, A. (2016). Culturally responsive teaching: Examining teachers' understandings and perspectives. *Journal of Education and Training Studies, 4*(2), 97-104.

Eriacho, B. P. E. (2020, June 24). *Intergenerational Trauma* [Video]. Youtube. https://youtu.be/wFeosIJ4snE

Faircloth, S. C. (2018). Leadership in the era of the Trump presidency: Implications for the education of American Indian children and youth. *Journal of Educational Administration & History*, *50*(1), 12–22. https://doi.org/10.1080/00220620.2017.1395825

Fehrer, K., & Tognozzi, N. (2018). *Cultural & linguistic responsiveness and meaningful family engagement: Why it matters in early education*. John W. Gardner Center for Youth and Their Communities.

Flugaur-Leavitt, C. (2017). Helping Native American students succeed in school. *Children & Schools, 39*(3), 187-189. https://doi.org/10.1093/cs/cdx013

Fountas, I. C., & Pinnell, G. S. (2020). Literacy leadership from the classroom: Learning from teacher leaders. *The Reading Teacher, 74*(2), 223. https://doi.org/10.1002/trtr.1945

Fort Mojave Indian Tribe. (2021, April 28). *Home*. Official Tribal Website. https://www.fortmojaveindiantribe.com/.

Gaywsh, R., & Mordoch, E. (2018). Situating intergenerational trauma in the educational journey. *In Education*, *24*(2), 3–23. https://doi.org/10.37119/ojs2018.v24i2.386

Gay, G. (2002). Preparing for culturally responsive teaching. *Journal of Teacher Education*, *53*(2), 106–116. https://doi.org/10.1177/0022487102053002003

Gay, G. (2018). *Culturally responsive teaching: Theory, research, and practice* (3rd ed.). Teachers College Press.

Gist, C. D. (2017). Culturally responsive pedagogy for teachers of color. *New Educator, 13*(3), 288-303. https://doi.org/10.1080/1547688X.2016.1196801

Gul, F., Yousaf, A., Masood, S., & Yaqub, S. (2021). Relationship between teachers' professional development, instructional strategies and its impact on students' learning outcomes. *Ilkogretim Online, 20*(2), 895-902. https://doi.org/10.17051/ilkonline.2021.02.101

Hall, G. E., Quinn, L. F., & Gollnick, D. M. (2018). *The wiley handbook of teaching and learning*. Wiley Blackwell.

Ho, K. H. M., Chiang, V. C. L., & Leung, D. (2017). Hermeneutic phenomenological analysis: The "possibility'' beyond 'actuality'' in thematic analysis." *Journal of Advanced Nursing, 73*(7), 1757-1766. https://doi.org/10.1111/jan.13255

Hollie, S., & Allen, B. (2018). *Culturally and linguistically responsive teaching and learning responsive teaching and learning; Classroom practices for student success* (2nd ed.). Huntington Beach Shell Education.

Hoover, J. J., & Soltero-González, L. (2018). Educator preparation for developing culturally and linguistically responsive MTSS in rural community elementary schools. *Teacher Education and Special Education*, *41*(3), 188–202. https://doi.org/10.1177/0888406417753689

Hynds, A. S., Hindle, R., Savage, C., Meyer, L. H., Penetito, W., & Sleeter, C. (2016). The impact of teacher professional development to reposition pedagogy for indigenous students in mainstream schools. *Teacher Educator*, *51*(3), 230-249. https://doi.org/10.1080/08878730.2016.1176829

Ingersoll, R., & May, H. (2011). *Recruitment, retention and the minority teacher shortage*. Retrieved from https://repository.upenn.edu/gse_pubs/226

Jiang, B., Annis, K., & Lim, W. (2016). Developing culturally responsive first-year teachers for urban schools. *The Journal of Classroom Interaction,* 51(1), 18–30. http://www.jstor.org/stable/26174347

Johnson, A., & Elliott, S. (2020). Culturally relevant pedagogy: A model to guide cultural transformation in STEM departments. *Journal of Microbiology & Biology Education*, *21*(1), 05. https://doi.org/10.1128/jmbe.v21i1.2097

Jones, B. J. (2019, February 15). *Culturally responsive instruction for native students: Math, science, and social studies* [Video]. YouTube. https://youtu.be/awVjAR0hZo4

Jones, T. J. (2021, October 2). *Historical trauma and the American Indian boarding school experience* [Video]. YouTube. https://youtu.be/0qfn4EOBc7o

Kalyanpur, M. (2019). Challenges in implementing response to intervention with culturally and linguistically diverse students. *International Journal of Diversity in Education, 19*(2), 45-56. https://doi.org/10.18848/2327-0020/CGP/v19i02/45-56

Kayser, A., Kayser, B., Holmstrom, L., & Brazil Keys, B. (2021). “We appreciate what you are doing, but you are doing it wrong”: Two schools address school-family

tensions through culturally responsive family partnerships. Taboo: *The Journal of Culture and Education*, 20 (2). Retrieved from https://digitalscholarship.unlv.edu/taboo/vol20/iss2/2

Kern, A. L., Honwad, S., & McLain, E. (2017). A culturally relevant teacher professional development for teaching climate change to Native American students. *Journal of Education and Training Studies*, *5*(10), 1. https://doi.org/10.11114/jets.v5i10.2580

Koslouski, J. B., & Stark, K. (2021). Promoting learning for students experiencing adversity and trauma: The everyday, yet profound, actions of teachers. *The Elementary School Journal*, 121(3), 430–453. https://doi.org/10.1086/712606

Ladson-Billings, G. (1994). What we can learn from multicultural education research. *Educational Leadership*, *51*(8), 22.

Ladson-Billings, G. (2000). Fighting for our lives: Preparing teachers to teach African American students. *Journal of Teacher Education*, *51*(3), 206-214.

Ladson-Billings, G. (2021). Three decades of culturally relevant, responsive, & sustaining pedagogy: What lies ahead? *Educational Forum, 85*(4), 351-354. https://doi.org/10.1080/00131725.2021.1957632

Lambeth, D. T., & Smith, A. M. (2016). Pre-service teachers' perceptions of culturally responsive teacher preparation. *Journal of Negro Education, 85*(1), 46-58. https://doi.org/10.7709/jnegroeducation.85.1.0046

Le-Doux, C. (2001). Cultural diversity: A primer for the human services (Book). *Journal of Ethnic & Cultural Diversity in Social Work*, 9(3/4), 167–168.

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

Lewis Chiu, C., Sayman, D., Carrero, K. M., Gibbon, T., Zolkoski, S. M., & Lusk, M. E. (2017). Developing culturally competent preservice teachers. *Multicultural Perspectives*, *19*(1), 47-52. https://doi.org/10.1080/15210960.2017.1267515

Lipscomb, S. T., Hatfield, B., Goka-Dubose, E., Lewis, H., & Fisher, P. A. (2021). Impacts of roots of resilience professional development for early childhood teachers on young children's protective factors. *Early Childhood Research Quarterly, 56*, 1-14. https://doi.org/10.1016/j.ecresq.2021.02.002

Loeb, S., Darling-Hammond, L., & Luczak, J. (2005b). How teaching conditions predict teacher turnover in California schools. *Peabody Journal of Education*, *80*(3), 44–70. https://doi.org/10.1207/s15327930pje8003_4

López, F. A. (2016). Culturally responsive pedagogies in Arizona and Latino students' achievement. *Teachers College Record,* 118(5), 1–42. https://doi.org/10.1177/016146811611800503

Lubin, J., Vaz, P., & Scott, R. (2020). Perceptions of educators on effective culturally & linguistically responsive (CLR) practices. *Multicultural Education*, 27(3-4), 33.

Mackay, H. & Strickland, M.J. (2018). Exploring culturally responsive teaching and student-created videos in an at-risk middle school classroom. *Middle Grades Review*, 4(1). Retrieved December 28, 2022. https://www.learntechlib.org/p/189122/.

Martin, J., Manning, R., Steeves, L., Steeves, J., & Reyhner, J. (2017). What educational leaders see as important for improving the education of indigenous youth. *Honoring Our Teachers*, 19-34.

Martin, L. E., Kragler, S., Quatroche, D., & Bauserman, K. (2019). Transforming schools: The power of teachers' input in professional development. *Journal of Educational Research and Practice*, 9(1) https://www.proquest.com/scholarly-journals/transforming-schools-power-teachers-input/docview/2408510493/se-2

Marzano, R., Heflebower, T., Hoegh, J., Warrick, P., & Grift, G. (2016). *Collaborative teams that transform schools: The steps in PLCs (1ST ed.)*. Marzano Research Lab.

Mason, J. (2017). *Qualitative researching*. Sage.

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

Maxwell, J. A. (2019). Distinguishing between quantitative and qualitative research: A response to Morgan. *Journal of Mixed Methods Research*, *13*(2), 132-137. https://doi.org/10.1177/1558689819828255

McGrath, C., Palmgren, P. J., & Liljedahl, M. (2019). Twelve tips for conducting qualitative research interviews. *Medical Teacher*, *41*(9), 1002-1006. https://doi.org/10.1080/0142159X.2018.1497149

Merriam, S. B., & Grenier, R. S. (2019). *Qualitative research in practice: Examples for discussion and analysis (2nd ed.).* Jossey-Bass.

Mette, I. M., & Stanoch, J. (2016). School turnaround: A rural reflection of reform on the reservation and lessons for implementation. *The Rural Educator*, 37(2), 39-50.

Mette, I. M., Nieuwenhuizen, L., & Hvidston, D. J. (2016). Teachers' perceptions of culturally responsive pedagogy and the impact on leadership preparation: Lessons for future reform efforts. *International Journal of Educational Leadership Preparation*, *11*(1), n1.

Miller, S. P. (2020). *Thematic analysis*. Salem Press Encyclopedia.

Minkos, M. L., Sassu, K. A., Gregory, J. L., Patwa, S. S., Theodore, L. A., & Femc, B. M. (2017). Culturally responsive practice and the role of school administrators. *Psychology in the Schools*, *54*(10), 1260-1266. https://doi.org/10.1002/pits.22072

National Park Service. (2021, April 4). *Mojave Tribe*. Retrieved May 5, 2022, from https://www.nps.gov/moja/learn/historyculture/mojave-tribe.htm

Nowell, S. D. (2017). "It's about the why": Social studies teachers' perceptions and pedagogy of common core literacy integration. *Journal of Social Studies Research, 41*(1), 63-73. https://doi.org/10.1016/j.jssr.2016.03.002

Oakley, B. L. (2021). Transforming center-based schools into professional learning communities: Policy implementation in Michigan's center-based schools. *Journal of Special Education Leadership*, *34*(2), 82-93.

O'Neill, L., Fraser, T., Kitchenham, A., & McDonald, V. (2016). Hidden burdens: A review of intergenerational, historical and complex trauma, implications for indigenous families. *Journal of Child & Adolescent Trauma, 11*(2), 173-186.

https://doi.org/10.1007/s40653-016-0117-9

Overland, C. (2017). Using roleplaying simulations and alternate reality gaming to develop professional behaviors in pre-service music teachers: A qualitative case study. *Contributions to Music Education*, 42, 107–128. https://www.jstor.org/stable/26367439

Phippen, J.W. (2016, May 13). "Kill every buffalo you can! Every buffalo dead is an Indian gone." *The Atlantic*. https://www.theatlantic.com/national/archive/2016/05/the-buffalo-killers/482349/

Pipa Aha Macav. Fort Mojave Indian Tribe Official Website. (2022, September 13). Retrieved February 20, 2022, from https://www.fortmojaveindiantribe.com/

Polat, N., Mahalingappa, L., Hughes, E., & Karayigit, C. (2019). Change in preservice teacher beliefs about inclusion, responsibility, and culturally responsive pedagogy for English learners. *International Multilingual Research Journal*, *13*(4), 222-238. https://doi.org/10.1080/19313152.2019.1597607

Price, C. L., & Steed, E. A. (2016). Culturally responsive strategies to support young children with challenging behavior. *Young Children*, *71*(5), 36–43. http://www.jstor.org/stable/ycyoungchildren.71.5.36

Rafa, A. (2016, November 1). *State and federal policy: Native American youth*. Educational Commission of the States. http://hdl.handle.net/10919/90740

Reinschmidt, K. M., Attakai, A., Kahn, C. B., Whitewater, S., & Teufel-Shone, N. (2016). Shaping a stories of resilience model from urban American Indian elders' narratives of historical trauma and resilience. *American Indian and Alaska Native*

Mental Health Research, 23(4), 63–85. https://doi.org/10.5820/aian.2304.2016.63

Richards, O. (2017). *Teachers' perceptions about the value of culturally relevant pedagogy: A case study* [Dissertation, Northcentral University]. ProQuest Dissertation Publishing.

Rhodes, C. M. (2017). A validation study of the culturally responsive teaching survey. *Universal Journal of Educational Research*, *5*(1), 45–53. https://doi.org/10.13189/ujer.2017.050106

Saleem, A., Gul, R., & Dogar, A. A. (2021). Effectiveness of continuous professional development program as perceived by primary level teachers. *Ilkogretim Online*, *20*(3), 53-72. https://doi.org/10.17051/ilkonline.2021.03.06

Samuels, A. J. (2018). Exploring culturally responsive pedagogy: Teachers' perspectives on fostering equitable and inclusive classrooms. *SRATE Journal*, *27*(1), 22-30.

Samuels, A. J., Samuels, G. L., & Cook, T. M. (2017). Examining perceptions of culturally responsive pedagogy in teacher preparation and teacher leadership candidates. *SRATE Journal*, *26*(2), 50-60.

Sanders-Smith, S. C., Smith-Bonahue, T. M., Cordoba, T. E., & Soutullo, O. R. (2019). Shifting perspectives: Preservice teacher preparation in family engagement. *Journal of Early Childhood Teacher Education, 40*(3), 221-237. https://doi.org/10.1080/10901027.2018.1557765

Scherzinger, M., & Wettstein, A. (2019). Classroom disruptions, the teacher-student relationship and classroom management from the perspective of teachers, students and external observers: A multimethod approach. *Learning Environments*

Research, 22, 101-116. https://doi.org/10.1007/s10984-018-9269-x

Schwahn, C. J., Spady, W. G., & American association of school administrators. (2010). *Total leaders 2.0: Leading in the age of empowerment*. Rowman & Littlefield Education.

Scott, C., & Medaugh, M. (2017). Axial coding. *The international encyclopedia of communication research methods*, 1-2. https://doi.org/10.1002/9781118901731.iecrm0012

Sleeter, C., & Carmona, J. F. (2016). *Un-standardizing curriculum: Multicultural teaching in the standards-based classroom*. Teachers College Press.

Smith, R., Ralston, N. C., Naegele, Z., & Waggoner, J. (2020). Team teaching and learning: A model of effective professional development for teachers. *Professional Educator*, *43*(1), 80-90.

Solis, J. S. (2021, December 14). Tribes seek to secure their water rights as Colorado River dries. *Nevada Current*. https://www.nevadacurrent.com/2021/12/14/tribes-seek-to-secure-their-water-rights-as-colorado-river-dries/

Spiers, J., Morse, J. M., Olson, K., Mayan, M., & Barrett, M. (2018). Reflection/commentary on a past article: Verification strategies for establishing reliability and validity in qualitative research. *International Journal of Qualitative Methods*, 17. https://doi.org/10.1177/1609406918788237

Stevenson, H., & Markowitz, N. L. (2019). Introduction: Social emotional learning and culturally responsive and sustaining teaching practices. *Teacher Education Quarterly*, *46*(4), 3-9.

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

Sutcher, L., Darling-Hammond, L., & Carver-Thomas, D. (2019). Understanding teacher shortages: An analysis of teacher supply and demand in the United States. *Education Policy Analysis Archives*, *27*(0). https://doi.org/10.14507/epaa.27.3696

Taylor, R., Kumi-Yeboah, A., & Ringlaben, R. P. (2016). Pre-service teachers' perceptions towards multicultural education & teaching of culturally & linguistically diverse learners. *Multicultural Education*, *23*(3-4), 42-48.

Taylor, S. V., & Sobel, D. M. (2011). Chapter six: Culturally responsive pedagogy: Effective teaching. In *Culturally Responsive Pedagogy: Teaching Like Our Students' Lives Matter* (pp. 95-118). Brill. http://doi.org/10.1163/9781780520315_007

Thangeda, A., Baratiseng, B., & Mompati, T. (2016). Education for sustainability: Quality education is a necessity in modern day. How far do the educational institutions facilitate quality education? *Journal of Education and Practice*, 7(2). https://files.eric.ed.gov/fulltext/EJ1089752.pdf

Tookes, G. D., Aly, E. R., & Avant, I. M. (2020). A study on the correlation between school administrators' perceptions of school discipline policies, transformational leadership, and student achievement. *International Journal of Educational Organization & Leadership,* 27(2), 1–19. https://doi.org/10.18848/2329-1656/CGP/v27i02/1-19

Torres, I. T. (2017, November 14). Cultural pedagogy: educational equality for our youth. *Tedx Talks*. Retrieved December 13, 2021, from https://youtu.be/AbmyxZaBnhI

U.S. Department of the Interior. (2016). *Tribal enrollment process*. https://www.doi.gov/tribes/enrollment

Vincent, C., Tobin, T., & Van Ryzin, M. (2017). Implementing instructional practices to improve American Indian and Alaska Native students' reading outcomes: An exploration of patterns across teacher, classroom, and school characteristics. *Journal of Teacher Education, 68*(5), 435-450. https://doi.org/10.1177/0022487117702581

Warren, C. A. (2018). Empathy, teacher dispositions, and preparation for culturally responsive pedagogy. *Journal of Teacher Education*, *69*(2), 169-183.

Wilcoxen, C. L., Steiner, A. L., & Bell, J. (2021). Strengthening preservice teachers' understanding of culturally responsive classrooms through exposure, immersion, and dialogue. *Journal of Community Engagement and Scholarship, 14*(1), 15. https://digitalcommons.northgeorgia.edu/jces/vol14/iss1/15

Williams, M., & Moser, T. (2019). The art of coding and thematic exploration in qualitative research. *International Management Review*, *15*(1), 45-55,71-72. https://www.proquest.com/scholarly-journals/art-coding-thematic-exploration-qualitative/docview/2210886420/se-2

Yilmaz, K., Altinkurt, Y., & Ozciftci, E. (2016). The relationship between teachers' views about the cultural values and critical pedagogy. *Eurasian Journal of Educational Research, 66*, 191-210. https://.doi.org/10.14689/ejer.2016.66.11

Yin, R. K. (2018). *Case study research and applications: Design and methods (6th ed.). Thousand Oaks*. Sage.

Yuan, T., & Jiang, H. (2019). Culturally responsive teaching for children from low-income, immigrant families. *Young Exceptional Children*, *22*(3), 150–161. https://doi.org/10.1177/1096250618756897

Appendix A: Professional Development 3-Day Presentation

Project Purpose & Rationale

This project is a Professional Development (PD) program for Non-native teachers that was developed based on study findings. The purpose of the study was to examine factors that impact non-Native teachers' ability to effectively implement CRP within their diverse classrooms. Findings from the basic qualitative study revealed that the study participants understand the importance of being culturally responsive, however want to be included within the planning stages of PD. The participants want: consistent PD, want specific professional development on Mojave culture and history, need an understanding of what is okay to present, and lastly to be guided when implementing CRP within their lesson plans. Each of the participants understood the importance of the school in revitalizing the language and culture of the Mojave people. They each understand the importance of making the students feel safe, welcomed, and how important partnerships are with family and community members. With the data that was gathered I developed a PD program for non-Native teachers as a proposed solution to the struggles the non-native teachers have when it comes to effectively utilizing CRP within their diverse classrooms at the initial study site. The key stakeholders for this project are the non-native educators, students, tribal community, families of the students, school board, and the school administration.

The goal of the project is to build capacity with the non-native educators, so they are confident and comfortable with implementing effective CRP strategies/approaches within the curriculum. The PD program is able to be utilized by the school year around

with new educators and administration. This program can be built upon as there are always updated information to include such as: a community member to come in and speak regarding the culture in rich detail and utilizing tribal royalty to perform and teach the educators how to dance to the traditional Mojave bird songs. The proposed PD program for non-native teachers and consists of three in-service PD days, activities, discussions, slideshow presentations, training sessions, guest speakers, certificate bearing course on material being presented. The project is directed at enhancing the non-Native teachers' skills, expertise, and teaching approaches for the Mojave students. This PD program for non-native teachers is designed to address the quality of teaching in order to see all students achieve.

Goals

The main objective of the PD program for the non-native teachers is to enhance the quality of teaching through the use of CRP strategies/approaches to enrich the Mojave students learning and achievement within the study site. Outlined below are the goals of the project:

a) To assess how non-Native teachers, utilize CRP with Mojave students.
b) To ensure that non-Native teachers, administrators, and the school board understand the concept of continuous PD throughout the school year that is designed for teachers to be able to be effective with their strategies and approaches within their lessons.

c) To provide non-Native teachers with formal training on Mojave Culture, Intergenerational/Historical trauma informed training, identify what is Culturally Responsive Pedagogy, and be able to put what they learn into practice.

Outcomes

The PD program from the non-native teachers was designed to be outcome-based. It is essential to the quality of the PD program that all participants receive valuable educational and professional experience. The outcome of the project are as follows:

a) Non-native teachers gain knowledge of Mojave Culture, IT, and CRP strategies and approaches to utilize in their curriculum.
b) Non-native teachers are able to demonstrate an understanding of CRP strategies/approaches by implementing effective CRP with their diverse classrooms.
c) Non-native teachers obtain a certificate for attending the Mojave Cultural CRP PD and the knowledge about how to effectively implement the CRP within their lesson plans/curriculum.

Proposal for Implementation and Timetable

The timeline for the implementation plan of the PD project is outlined in detail as follows:

- August 2023: The Mojave Cultural CRP PD will be scheduled with all the returning and any newly hired teachers for the new academic school year. The first day of the PD will take place on the first Tuesday of the month as school will begin the last week of August.

- September 2023: PD specifically on CRP strategies and approaches
- October 2023: Presentations from the culture department on the history of Mojave during their traditional Mojave Days week.
- November 2023: In Native American month, there will be a presentation on Historical Trauma for the teachers and show clips of movies from boarding school survivors.
- December 2023: Review with the PLC at the initial project site on how implementation is going for the teachers with the use of CRP approaches. Have a strategy be implements with teachers in work groups.

Potential Resources and Existing Supports

Listed below are the potential resources and supplies needed to successfully implement this project:

Equipment and Supplies: Multipurpose room with tables, chairs, a laptop for presenter, internet access, projector and screen, dry erase board and/or flip chart, dry erase markers, erasers, refreshments, and lunch.

Materials: Copies of the agendas, slide show packet, worksheets, trainer's notes, calendars, assessments, and handouts (Mojave Values, Mojave creation story, Mission of Tribal school) on the related topics of discussion.

Stationary: Copy paper, pens, pencils, highlighters, index cards, post-it notes, flip chart paper, construction paper, color markers, name tags, and crayons.

Project Evaluation Plan

Formative assessments will be used to evaluate this project in order to determine what works best for the participants. The project includes five assessment tools to evaluate the success of the PD program based on participants' feedback A preprogram self-assessment, survey via kahoot.com for all three in-service PD Days. Participants will complete the pre-program questionnaire at the conclusion of the initial informational meeting. The formative evaluations will take place throughout the implementation of the actual project. The evaluation tools will be utilized to determine if participants think the project initiatives are meaningful to their PD and whether or not the outcomes are being met.

Agenda & Materials
Pre-Professional Development (PD Program for Non-native Teachers Self-Assessment

Participants Name: _____ Date: _____

Please take the time to complete this assessment prior to the Professional Development (PD) Program taking place. Assessments must be submitted on Day 1 of the PD program. Please read each statement below and circle a response on a 1 to 5 Likert scale,
Where: (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, and (5) strongly agree.

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
1. I have at least 5+ yeas of Teaching diverse learners.	1	2	3	4	5
2. I present teaching and learning Practices that are culturally Responsive.					
3. I have an understanding of my Own cultural background and how That influences my practices.					
4. I can recognize and articulate the educational impact of culture.					
5. I continuously seek PD opportunities to explore my own and others' cultures.					
6. I create a welcoming environment that reflects the cultural backgrounds of my students.					
7. I use various strategies To present information To students based on my Knowledge of students' Cultural strengths and promote success.					

8. I create opportunities for students to reflect on their own cultural background and share with each other.

9. I consistently commu-nicate high expectations for all students.

10. I get to know each student In order to determine their, Skill level and learning needs.

11. I understand the importance Of family partnerships in The learning process and Seek to build strong Relationships with families.

12. I seek to learn about the Students home environment Values and build relationships That support learning.

13. Professional development Is necessary to improve Student achievement.

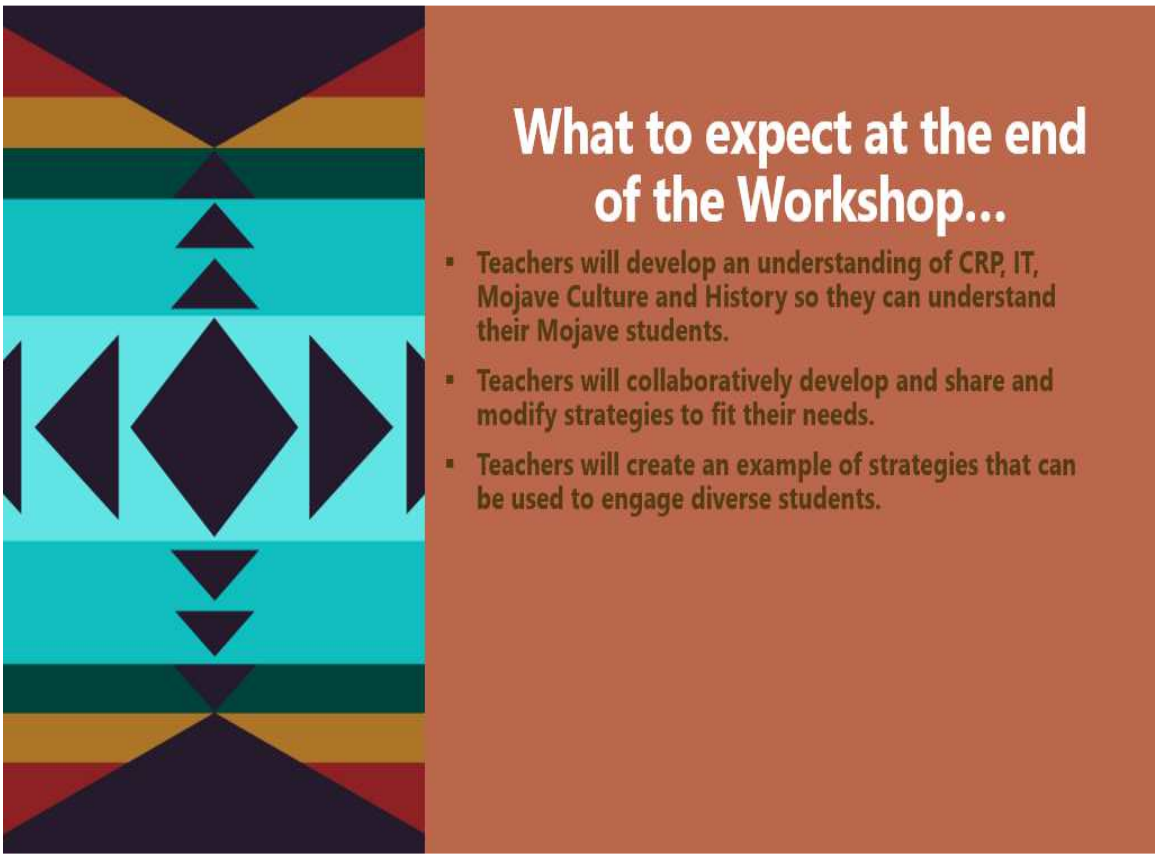
Overall Objectives

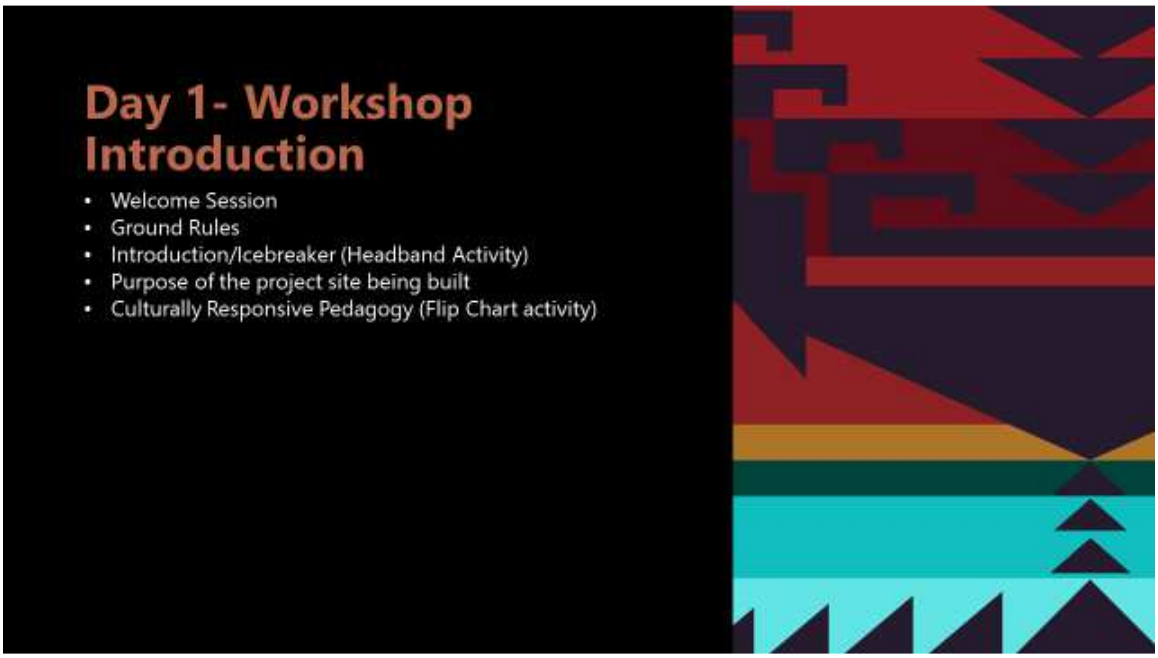
Purpose of the Workshop

- Understand the Goal of why the initial site was built.
- Gain insight about the Fort Mojave Indian Tribe.
- Understand the effects, of Intergenerational Trauma (IT) on Diverse Populations.
- Understand how a teacher's facilitation skills and experiences impacts how they adjust to managing various ways that students learn in a rural environment.

Delivery Format:

- Objectives outline above will be achieved by 3 days of participant interactive review and feedback. The analysis activities and workshop content will help participants to understand the need for constant flexibility and adaptation to rural classroom environments.


What to expect at the end of the Workshop...
Teachers will develop an understanding of CRP, IT, Mojave Culture and History so they can understand their Mojave students.
Teachers will collaboratively develop and share and modify strategies to fit their needs.
Teachers will create an example of strategies that can be used to engage diverse students.


Day 1- Workshop Introduction
Welcome Session
Ground Rules
Introduction/Icebreaker (Headband Activity)
Purpose of the project site being built
Culturally Responsive Pedagogy (Flip Chart activity)

Assessment

Culturally Congruent Inventory (CCI) (Sievert & LaFrance, 2011)

Please indicate to what extent you agree or disagree with the following statements.

Strongly Disagree Disagree Neutral Agree Strongly Agree

1. I examine my classroom environment and management for cultural compatibility with American Indian students on a regular basis. Strongly Disagree Disagree Neutral Agree Strongly Agree

2. The bulletin boards/displays in my room include cultural content. Strongly Disagree Disagree Neutral Agree Strongly Agree

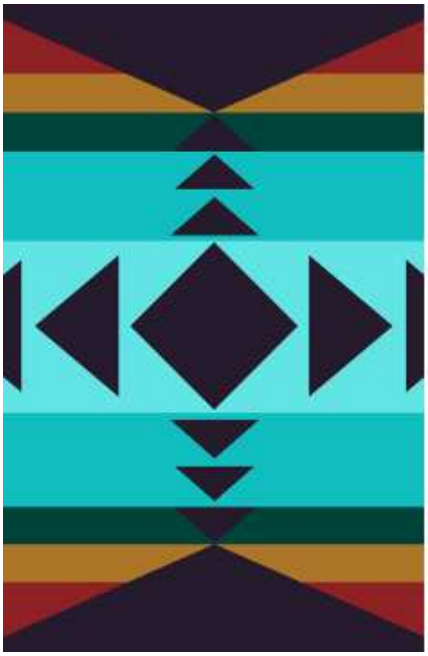
3. I examine content and instructional practices for cultural bias when planning my lessons. Strongly Disagree Disagree Neutral Agree Strongly Agree

4. I have not asked Tribal members to examine content and instructional practices for cultural bias. Strongly Disagree Disagree Neutral Agree Strongly Agree

5. I rarely consult with Tribal elders, culture committees or other Tribal community members about content relevant to local tribes. Strongly Disagree Disagree Neutral Agree Strongly Agree

6. I often consult with Tribal elders or other Tribal community members about classroom management or instructional strategies. Strongly Disagree Disagree Neutral Agree Strongly Agree

7. For any of the activities that you stated you do in your classroom, please provide details on what you did.



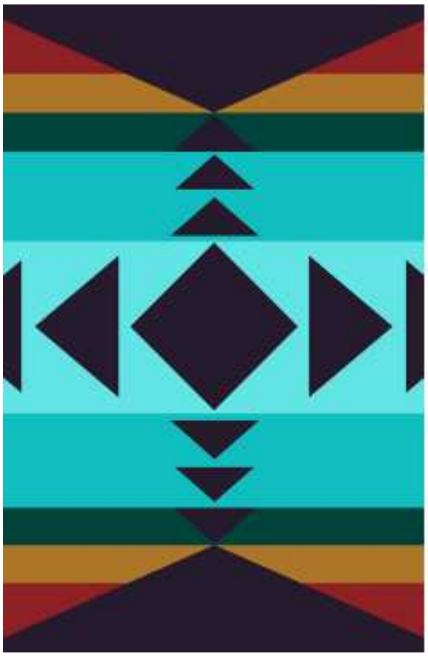
Daily Goals

Day 1 IT, Mojave Culture and Culturally Responsive Pedagogy

- Teachers to understand why the Project site was built
- Statistics and research regarding teachers' perspectives on CRP
- Characteristics Teachers Should Have
- **Day 2 culturally Responsive Instruction Strategies**
- Teacher will explore known definition of culturally responsive Pedagogy and review how they utilize CRP by using Flip chart
- Tribes In Southwest
- Overview of Intergenerational Trauma/ Historical Trauma
- Teachers will collaboratively develop definitions of culturally responsive pedagogy that make more meaning to them
- **Day 3 Teachers will develop actions that will incorporate CRP into the instruction**
- Discuss common CRP strategies with other teachers.
- Teachers will engage in hands on CRP training
- Teachers will modify a lesson that can be used in a classroom

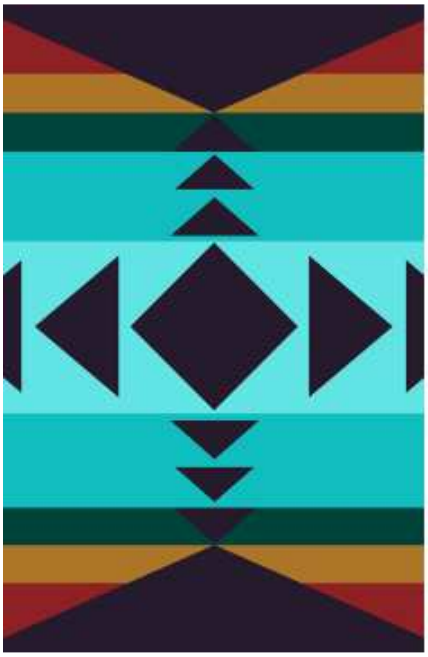
Reason for Fort Mojave Tribe Building their own School (Project site):

- According to the *Arizona State Report Card for Mohave Valley Elementary School 2018-2019 school year*, Native American students were minimally proficient (50%) on the AZ Merit in Math and English Language Arts (ELA).
- The Mohave Valley superintendent referred to two schools in the district that need improvement using professional development (PD), and student engagement (Crow, n.d.).



Research on factors teachers struggle to use CRP

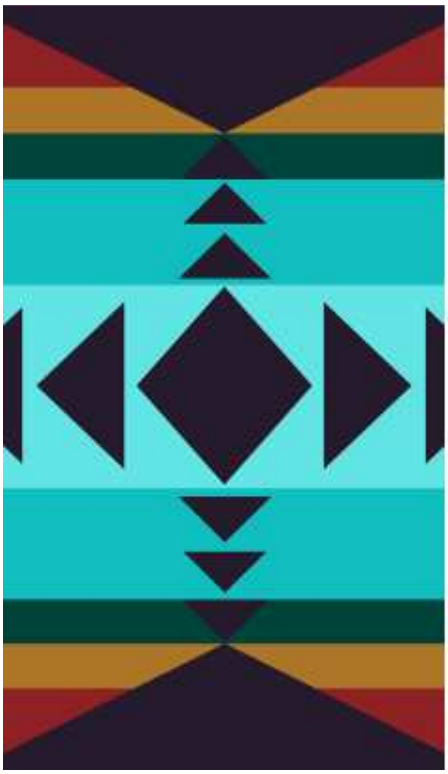
- Educators are struggling to utilize CRP because of increased pressure from administrators to ensure that students meet graduation requirements, which takes away their focus of effectively implementing CRP in the curricula (Martin et al., 2017).
- The teachers need a better understanding of what is expected of them when it comes to incorporating CRP into their lessons as they do not want to offend the tribal members.
- According to Bottiani et al. (2018), educators are not guided on how to effectively implement their acquired cultural knowledge into their classroom practices which are not conducive to diverse students learning.
- According to Lopez (2017), teachers are to be self-aware to respond appropriately to different social situations they encounter within their diverse classrooms, as it is vital to the success of students.



Characteristics teachers should have to implement CRP:

- Gay (2002) identified four characteristics that teachers must have to implement CRP successfully: (a) teachers must be caring and empathetic, (b) reflective above their attitudes and beliefs concerning other cultures, (c) relative about their own cultural beliefs and, (d) knowledgeable about other cultures.

End of day 1



References

- Bottiani, J. H., Larson, K. E., Debnam, K. J., Bischoff, C. M., & Bradshaw, C. P. (2018). Promoting Educators' Use of Culturally Responsive Practices: A Systematic Review of In-service Interventions. *Journal of Teacher Education*, *4*, 367. https://doi-org.ezp.waldenulibrary.org/10.1177/0022487117722553
- County, M., & School, F. (2019). Fort Mohave Elementary School Profile (2018-19) | Fort Mohave, AZ. Retrieved from https://www.publicschoolreview.com/fort-mohave-elementary-school-profile
- Crow, W. (n.d.). Teacher training in Mohave Valley Elementary School District. Retrieved April 11, 2020, from https://www.expectmorearizona.org/excellence-tour/stories/persistence-and-teacher-training-pay-off-for-students-in-mohave-valley-elementary-school-district/
- Garcia, C. (2019). Fort Mojave Statistics and Tribal Government data. [In person]. Anya Itpak Elementary School Board.
- Gay, G. (2002). Preparing for culturally responsive
- Gay, G (2002) Preparing for culturally responsive teaching. Journal of Teacher Education, 53(2), 106-116.
- Lopez, I. (2017). *Keeping It Real and Relevant: Building Authentic Relationships in Your Diverse Classroom*. ASCD.
- Martin, J., Manning, R., Steeves, L., Steeves, J., & Reyhner, J. (2017). What educational leaders see as important for improving the education of Indigenous youth. *Honoring Our Teachers*, 19-33.

Professional Development Program for Non-native teachers working with Mojave students
August 2022
8:00 AM-3:00 PM
Agenda

8:00-8:30	Continental Breakfast and Registration Participants will sign-in, fill out a name tag, and find seat for the day.
8:30-900	Welcome and Introductions
9:00-9:15	Overview of the PD Training Discuss the purpose, goals, outcomes, rational, and implementation plan. Every participant will receive a folder with all the PD program material.
9:15-10:15	Icebreaker (Teacher Headband game). This game will just get the teachers comfortable in the environment and in a good mood with all in attendance.
10:15-10:30	1st Break
10:30-12:00	Review the study findings: Mojave students test scores, journals and books referenced in study that focus on the need for educators to be educated on intergenerational trauma and the cultures of who they are providing educational services to.
12:00-1:00	Lunch break: Food will be provided by trainer/school administration
1:00-2:00	Presenter: Tribal member who has experienced the cultural difference personally and educates communities and organization on how to bridge the gap. Presentation will focus on cultural differences and the importance of student, community, and family partnerships.

2:00-2:15 Teachers will discuss their thoughts on the training with each other and what factors they see affecting their students now and in the past where they have worked.

2:15-3:00 Participants will complete the Kahoot.com survey regarding the first day of the PD.

Day 1 Trainers Notes & Materials

Icebreaker Activity "What am I doing"

Trainer's notes: Prior to beginning activities each participant will be asked to stand up and state their name, and job title. Participants will be provided printed cards, head bands, and be separated into groups of five. Each participant is expected to have a stop watch as activity will be for 1 minute to see how may cards the group can get through for a total of 5 minutes.

Step 1: Trainer will have the printed card with six different statements on them and the head bands for five participants per group.

Step 2: The first person will take the stack of printed saying/cards and their headband. They will put the first card on their forehead and use the headband to hold it in place. The teammates must give clues to the person with the saying on their forehead so they can figure out the phrase, or word on the card. (Timer will be set for 1 minute for each person to guess). Teams can compete to see how many cards they are able to go through before the time is up.

Materials needed: For this exercise, each group will be provided their cards with printed sayings on them, timer, and head bands for each group.

Slide Show Presentation #1: Study Findings and discussion

Trainer's notes: Please utilize slides as both talking points and reference points throughout the presentation. The facilitator is free to expand and even elaborate on the contest being presented as long as it aligns with the topic of focus.

Materials needed: All participants will be provided a copy of the slide show presentation for Day 1. Each participant will be provided a highlighter for note taking or focusing on important topics. The facilitator will need a laptop with internet access, projector, projector screen at the presentation site, copy of the slide show including trainer's notes, makers, flip chart paper, pens and pencils. The slides below will guide the presentation.

Torres, I. T. (2017, November 14). Cultural Relevant Pedagogy. You Tube. Retrieved December 13, 2021, from https://youtu.be/AbmyxZaBnhI

Maps of Southwestern Tribes

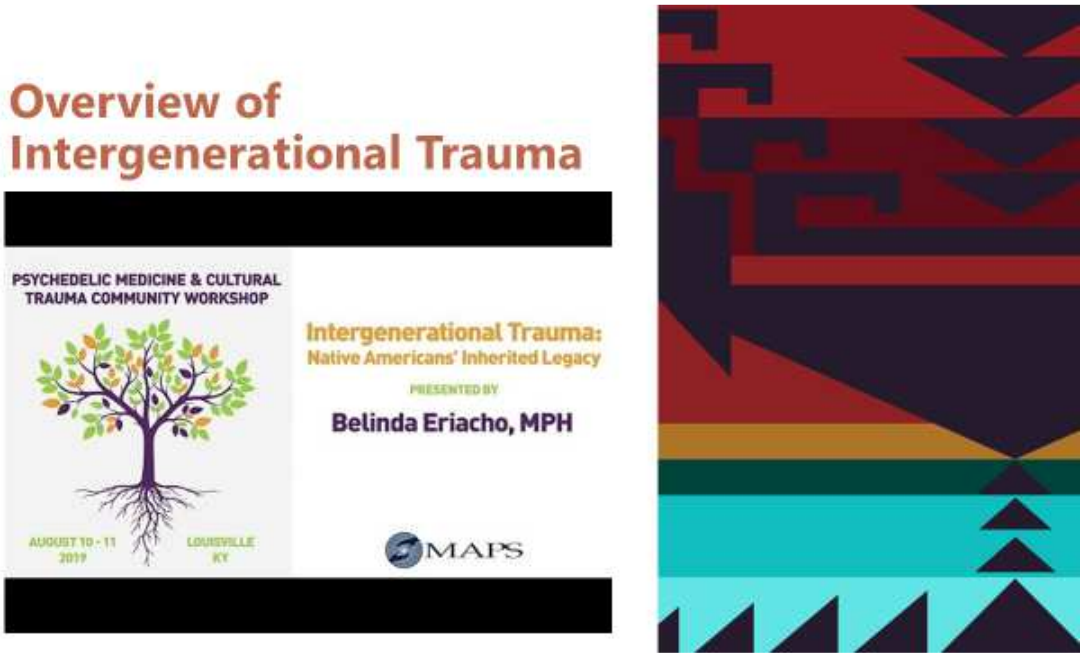
- **There are 22 federally recognized Tribes in Arizona.**

Arizona 22 Tribes

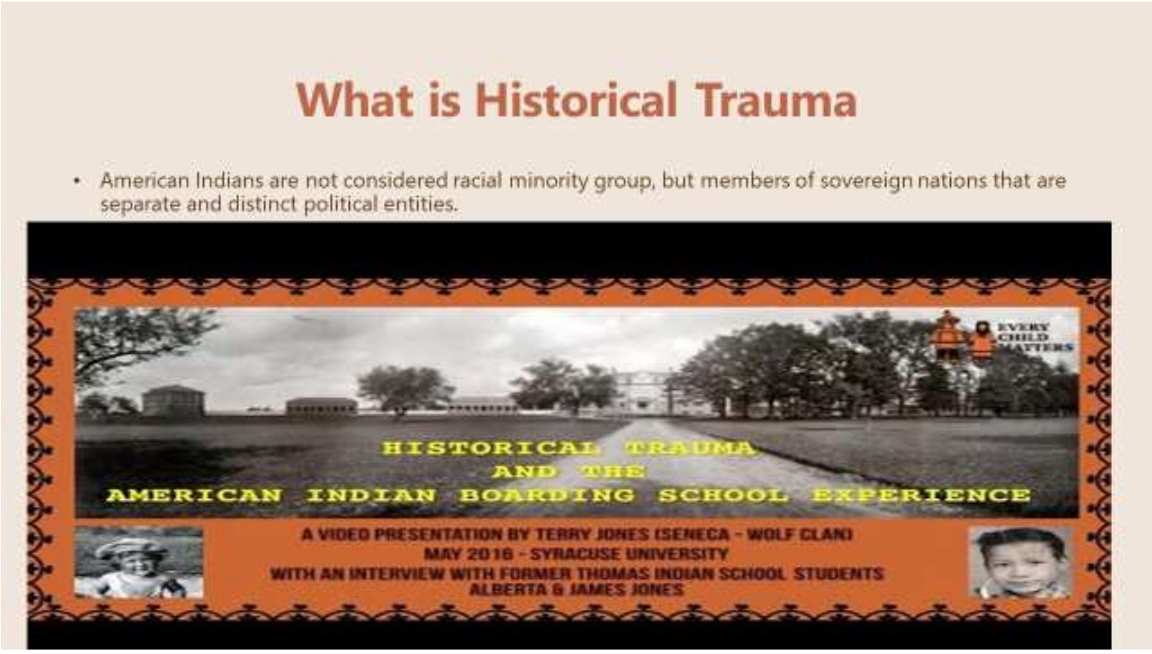
California Tribes

- There are currently **109 federally recognized Indian** tribes in California

Tribes located near FMIT
Colorado River Indian Tribe
Chemeuvie Indian Tribe
Hualapai Tribe
Havasupi Tribe
GREAT SEAL OF THE COLORADO RIVER INDIAN TRIBES
CHEMEHUEVI INDIAN TRIBE
GREAT SEAL OF HUALAPAI TRIBE
1883
PEACH SPRINGS, ARIZONA
GREAT SEAL OF THE HAVASUPAI TRIBE 1880
HAVSUW' BAAJA



Eriacho, B. P. E. [YouTube]. (2020, June 24). Intergenerational Trauma [Video]. Youtube. https://youtu.be/wFeosIJ4snE



Jones, T. J. [YouTube]. (2021, October 2). *Historical Trauma And The American Indian Boarding School Experience* [Video]. YouTube. https://youtu.be/0qfn4EOBc7o

Historical Trauma in Native Nations

- 1890 Last Government Massacre that took place: Wounded Knee on the Pine Ridge Reservation (Long Indian Wars where the U.S. Cavalry killed 146 Sioux.

Extermination Attempt:
- Biological warfare (Smallpox)
- General Jeffery Amherst wrote a letter regarding the use of smallpox "We must, on this occasion, Use Every Stratagem in our power to Reduce them."

U.S. National Library of Medicine

- Massacres

Methods of Eradication on Native Americans by the Federal Government:

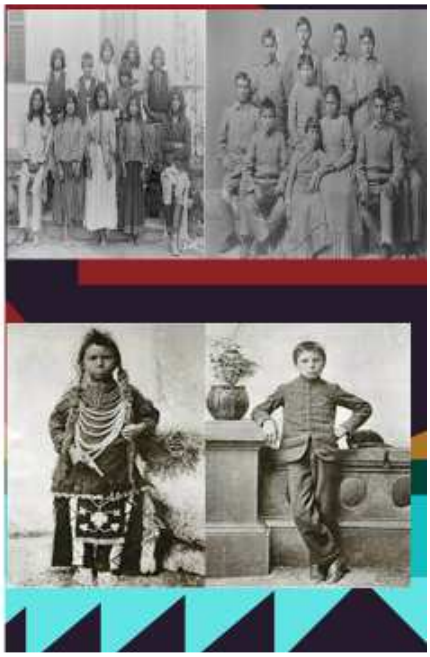
Bison-'Kill Every Buffalo You Can! Every Buffalo Dead Is an Indian Gone' By J. Weston Phippen

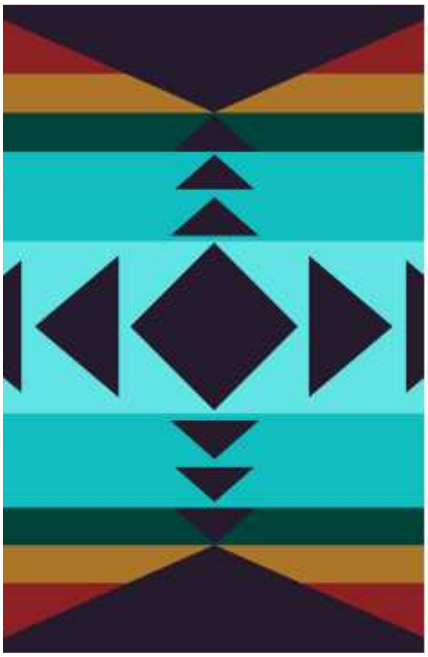
Starvation

Government rations (Commodities)

Boarding School Era

- 1860s on-reservation boarding schools and catholic missions were established.
- Carlisle Indian School was created in 1879 was the 1st off reservation Boarding School. The Schools Motto: Kill the Indian Save the Man
- Cultural Genocide took place during the boarding school era:
- Children were forced to cut their hair, change their name, were forbidden to speak their language.
- When children did not comply with these orders, they were subjected to physical abuse, isolation, starvation, and hard labor.
- Children died as a result of freezing to death in their beds during the winter, and suffered foreign diseases like measles, TB, trachoma and pneumonia.
- Children as young as 6 years of age committed suicide by hanging themselves, while others literally died of a broken heart.
- 200,000 NA students died in these schools (Not sure if this is accurate)



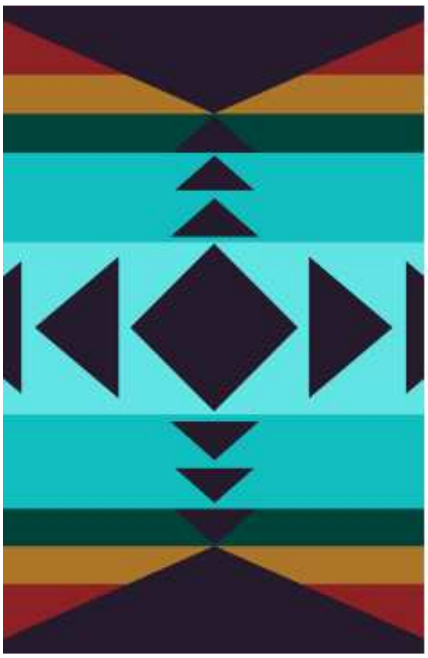


Sense of Loss

- Loss in their spirituality, traditional way of life, language and cultural norms and values.

Survivors of Boarding Schools;

- Identity Crisis
- Psychological Damage
- Unexplained, anger, fear, shame, sadness, and damage
- Have Negative coping mechanisms leads to alcoholism, Substance Abuse, Depression, suicide, DV, Neglect and abandonment.



Inter-Generational Trauma

- A result of historical oppression
- Passed down negative coping mechanisms
- Dangerous and continuous cycle
- Poverty, suicide, loss
- Poverty is also decisions that we make in life. Money is a very westernized concept. In the indigenous era there was no way to be poor we were forced into poverty as had to rely on the government for most things such as food.

Resiliency

- Restoring and preserving cultural norms, values, and practices
- Benefits of culture
- Healthy relationships
- Healthy coping skills
- High self-esteem and self-worth
- Healing
- Identity

Native Communities Today:

- Humor to make light of things -Trust (having the connection is really important)
- Food
- Immaculate support systems
- Communal effort
- Welcoming

CULTURALLY SAFE

- An environment… where there is no assault, challenge or denial of their identity, of who they are and what, they need. Shared respect, shared meaning, shared knowledge and experience, of learning together with dignity, and truly listening (Williams, 1999, p.2)
- Building Empathy-Cultural humility Self-awareness, reflection, consistency.
- Children survive by unconditional support.
- We are all part of the healing process.
- Every Native born into this world is a victory against colonialism & attempted genocide. You are the resistance. You are hope made flesh.

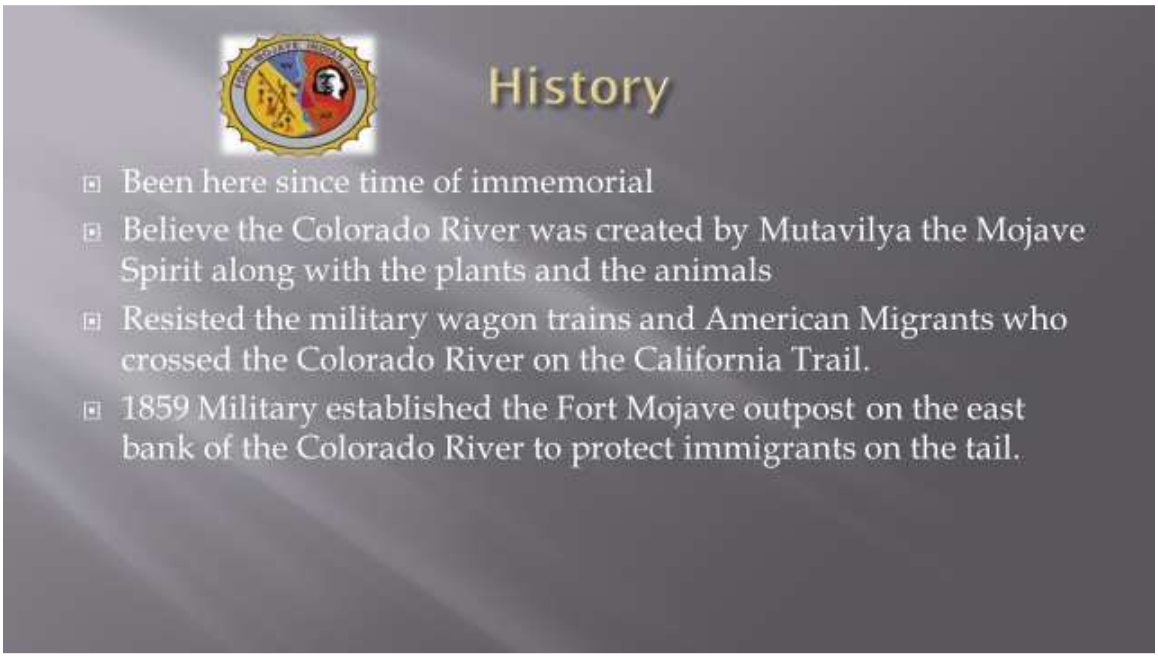
Fort Mojave Indian Tribe

The Mojave culture traces our earthly origins of our people to Spirit Mountain, the highest peak in the Newberry Mountains, located northwest of the present reservation inside the Lake Mead National Recreation Area.

The Fort Mojave Indian Reservation is located along the Colorado River. The reservation covers nearly 42,000 acres in the tri-state area of Arizona, California and Nevada.

Population

- The Fort Mojave enrollment is 1,438 and this fluctuates according to births, deaths, and geographic mobility. The neighbor tribes in the area are the Chemehuevi Tribe and the Colorado River Indian Tribes (CRIT) along the Colorado River, and the Hualapai in Peach Springs.


History
Been here since time of immemorial
Believe the Colorado River was created by Mutavilya the Mojave Spirit along with the plants and the animals
Resisted the military wagon trains and American Migrants who crossed the Colorado River on the California Trail.
1859 Military established the Fort Mojave outpost on the east bank of the Colorado River to protect immigrants on the tail.

Avi Kwa' Ame Farms
Mohave Valley, AZ
Mojave's were prosperous farmers (Men planted the crops and women harvested them).
Agriculture provides the basis for the Mojave economy

Culture/Tradition

Tribal Programs
AGRICULTURE, LAND AND WATER RESOURCES
AHA MACAV HIGH SCHOOL
AHA MACAV HOUSING AUTHORITY
AVA ICH ASIIT TRIBAL LIBRARY
BEHAVIORAL HEALTH DEPARTMENT
BOYS & GIRLS CLUB OF AHA MACAV
CHILD CARE CENTER
DOMESTIC VIOLENCE PROGRAM
EDUCATION DEPARTMENT
ENROLLMENT DEPARTMENT
GIS DEPARTMENT
HEALTH DEPARTMENT
HUMAN RESOURCES
MESQUITE CREEK
ONE STOP (WIA)
REALTY DEPARTMENT
RECREATION DEPARTMENT
ROADS DEPARTMENT
SENIOR NUTRITION
SOCIAL SERVICES
TRIBAL MARCHING BAND
VOCATIONAL REHABILITATION
FOOD DISTRIBUTION
FORT MOJAVE BUILDING DEPARTMENT
FORT MOJAVE
NV
CA
AZ
VOCATIONAL REHABILITATION

Other Establishments
Two Golf Courses
2 Casinos
3 Convenient Stores
1 Green House
Crossfit Certified Instructors/classes
Zumba certified Instructors/ Classes
Spin Instructors/Classes
BrandX certified Instructors /Classes –Youth
End of Day 2

References

- Brenda J. Child (2016) Indian boarding schools, Journal of Curriculum and Pedagogy, 13:1, 25-27, DOI: 10.1080/15505170.2016.1138259
- *Home*. Official Tribal Website. (2021, April 28). Retrieved February 20, 2022, from https://www.fortmojaveindiantribe.com/

Professional Development Training Day 2
8 AM-3:30 PM
Agenda

8:00-8:30	Continental Breakfast and Sign-in and take a seat
8:30-9:00	Review agenda, review video of Culturally Responsive Teaching
9:00-10:45	Activity of participants drawing of a student and how they perceive the student achieving educationally and career wise.
	Tribes located in southwest, Tribes located near the project site.
	Overview of IT (Video)
10:45-11:00	Morning Break
11:00-12	Slideshow What is Historical Trauma (Interactive)
	Boarding School (Video)
	Policies put in place for Native Americans
12:00-1:00	Lunch Break
1:00-2:00	The Lost Generation
	Intergenerational Trauma
	N/A and Resiliency
	N/A Today
	Culturally Safe
2:00-2:30	FMIT
	Have presentation of traditional Song & Dance
3:00	Closing and Kahoot.com survey

Day 2 Trainer's Notes & Materials

Videos & Discussions

Trainer's notes: The group will be set up in a classroom setting with the presenter at the front of the class. The flip charts will be available on each table where the participants are sitting so, they can each complete a drawing of their ideal student which they will then post around the multi-purpose room. Presenter will call on three participants to explain who their student is and where they see them in their careers. Activity will take 15 minutes for participants to setup, gather markers, and draw student and enter into discussion.

Materials needed: The facilitator will need the following supplies: Laptop with internet access, projector, projector screen, flip charts, pen, markers. Participants will need Flip Chart paper, markers, and highlighter.

Slideshow presentation #2

Trainer's notes: Please use the slides as both talking points and reference points throughout the presentation. The facilitator is free to expand and even elaborate on the content presented as long as it aligns with the topic being presented.

Materials needed: All participants will be provided a copy of the slideshow presentation slides for day 2. Each participant will be provided a pen and a highlighter for note taking. **The facilitator will need the following supplies**: Laptop with internet access, projector and screen, a copy of the slideshow presentation which has trainer notes, pen, paper and markers. The slides embedded will guide the presentation.

Burns, N. W. B. (2019, January 8). *Culturally Responsive and Relevant Pedagogy: The Foundation and Core Components* [Video]. YouTube. https://youtu.be/mySy5dC4lWs

CRP In Practice

Is a framework that ensures students' cultural references in all aspects of teaching and learning.

Culture Impacts the way children:

- Learn
- Cope
- Sole Problems
- Communicate

Viewing the child through this cultural context provides an understanding of the child and the factors that influence learning and behaviors

(Gay, Geneva 2010. Culturally Responsive Teaching)

Why is CRP important?

- The traditional education path from school to college to a career in life in the suburbs isn't a reality or desire for everyone.
- Teaching needs to reflect the differences.
- Culturally Responsive Education is a framework that ensures students' cultural references in all aspects of teaching and learning.

Benefits of CRP:

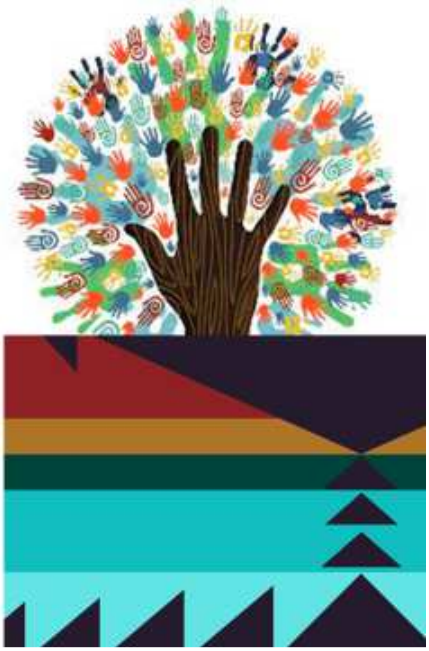
- Strengthening students' sense of identity
- Promoting equity and inclusivity in the classroom
- Engaging students in the course material
- Supporting critical thinking

(Ladson-Billings (1994). The Dreamkeepers: Successful Teachers of African American Children. San Francisco: Jassey-Bass Publishers)

CRP Teaching Strategies

- Activate students' prior knowledge
- Children enter your classrooms with diverse experiences
- Encourage students to draw on their prior knowledge in order to contribute to group discussions.

E.g., Taking a different approach to the literature that's taught in the classroom.



Make Learning contextual

- Tie the lessons from the curriculum to the students' social communities, to make it contextual and relevant.

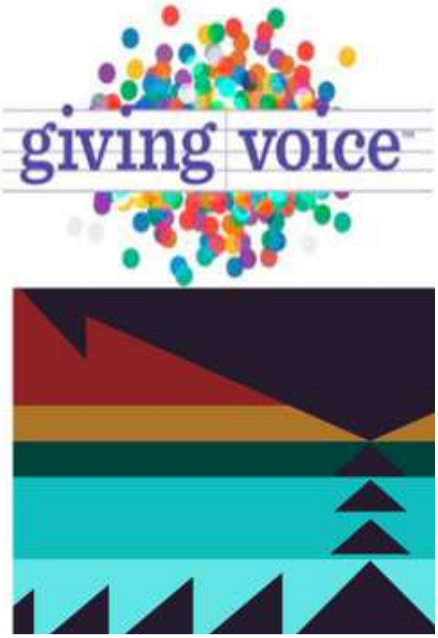
e.g. When reading a chapter in history class, discuss why it matters today, in school or the community. Enable students to draw parallels.

Encourage students to leverage their cultural capital

- Due to the students having diverse background, it's important to encourage those who don't have a voice.

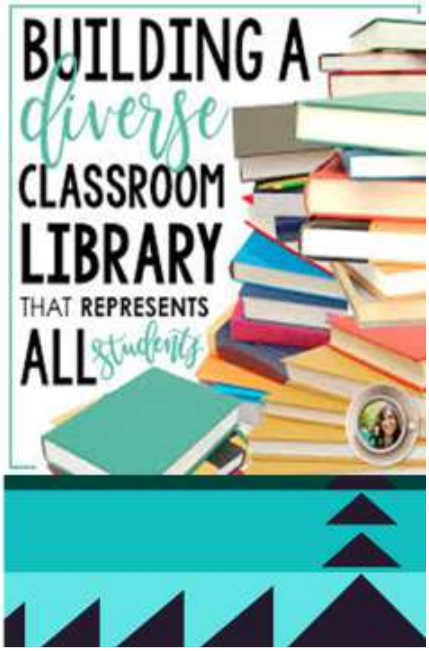
e.g., In English class, it is important to activate the experiences of students.

- Important to find ways to activate the experiences they have and their cultural capital. The teachers can choose a book to read where ESL students could relate and feel like they are the expert.
- When you have diverse classrooms, you want those in the minority to feel like they are an expert. Draw from their experiences.



Reconsider your classroom setup

- **Teachers take inventory of your classroom library, posters, bulletin boards and see if the authors are of diverse races, do they include suburban, rural and urban families.**

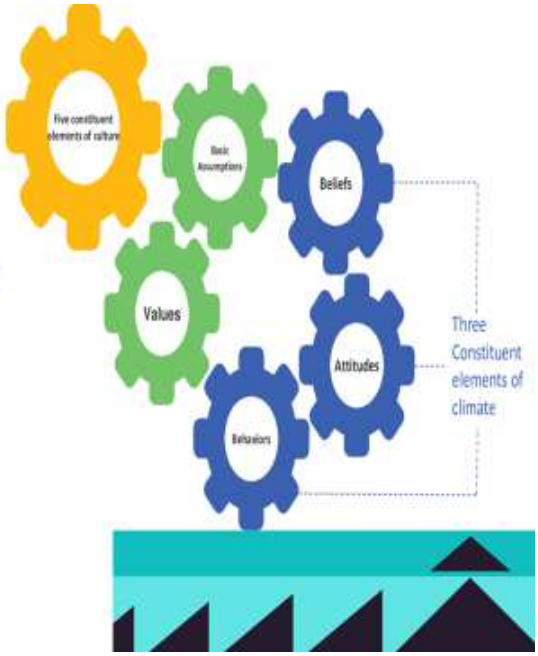


Build Relationships

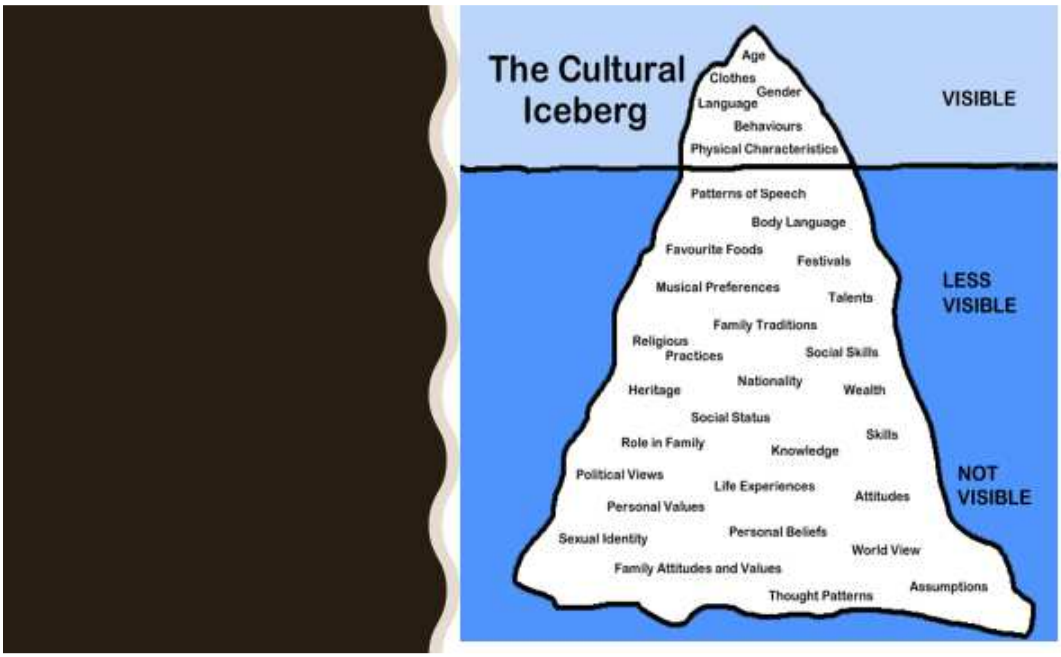
- **Teachers must work to build relationships with their students to ensure they feel respected, valued, and seen for who they are.**
- **Building relationships helps build community within the classroom and with each other.**

Elements: Of Culture At School

- **We must be aware of our own cultural framework and context**



The Cultural Background We Bring With Us:
Cultural Practices
Beliefs and perceptions
Personal Identities

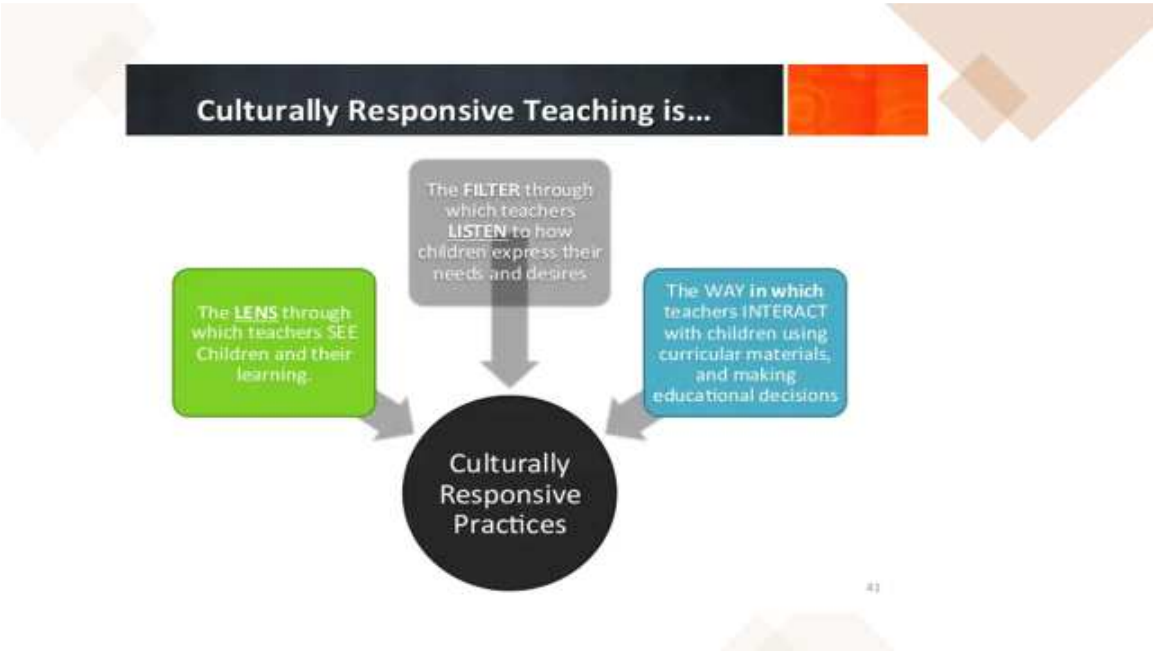

The Cultural Iceberg
VISIBLE
LESS VISIBLE
NOT VISIBLE
Age
Clothes
Gender
Language
Behaviours
Physical Characteristics
Patterns of Speech
Body Language
Favourite Foods
Festivals
Musical Preferences
Talents
Family Traditions
Religious Practices
Social Skills
Nationality
Heritage
Wealth
Social Status
Skills
Role in Family
Knowledge
Political Views
Life Experiences
Attitudes
Personal Values
Personal Beliefs
Sexual Identity
World View
Family Attitudes and Values
Assumptions
Thought Patterns

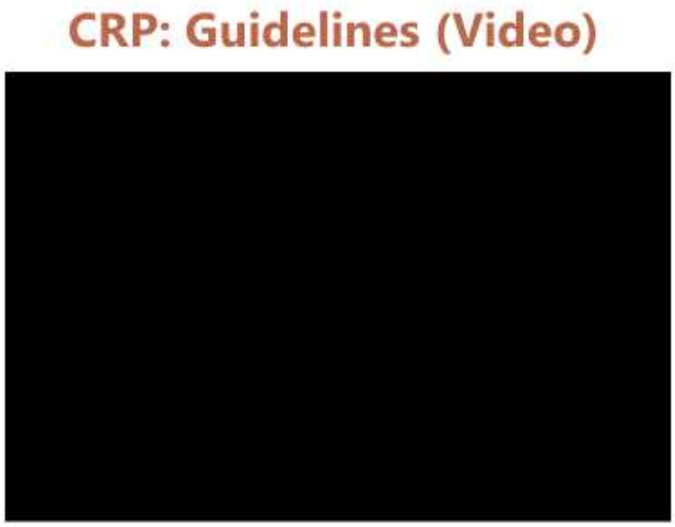
Culturally responsive practices affirm and sustain the cultural capital the child brings into the classroom environment.

Culturally responsive practitioners use the culture of the child as the foundation for teaching and learning.

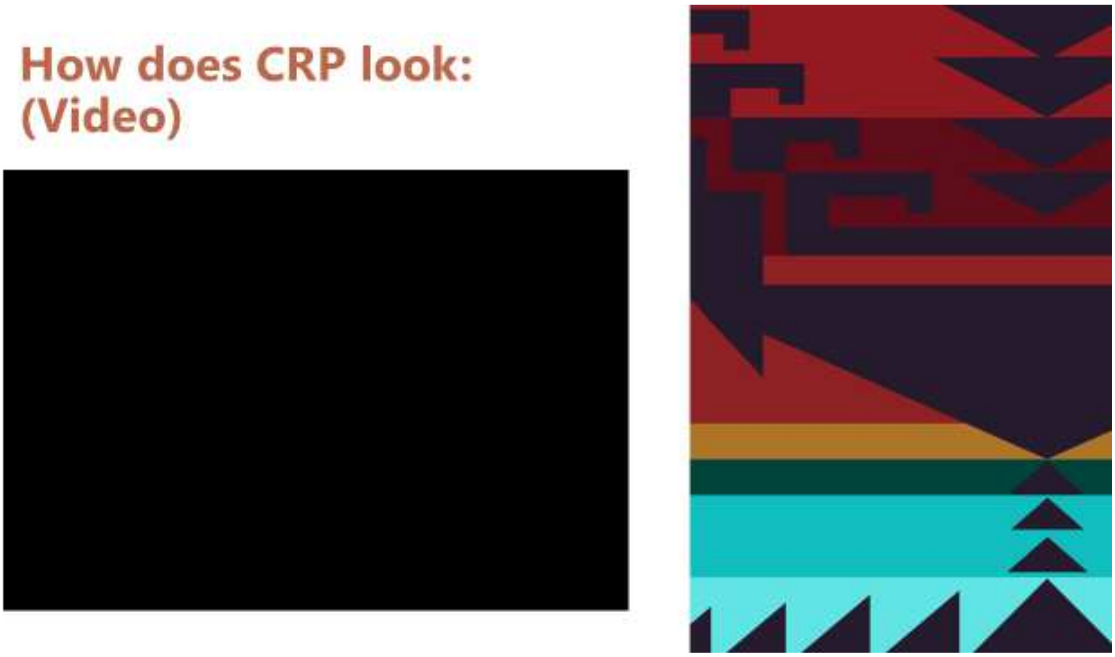
Children's cultural identity is developed, fostered and embraced in culturally responsive classrooms.

(Gay, 2002; Ladson-Billings, 1994)


Culturally Responsive Teaching is…
The FILTER through which teachers LISTEN to how children express their needs and desires
The LENS through which teachers SEE Children and their learning
The WAY in which teachers INTERACT with children using curricular materials, and making educational decisions
Culturally Responsive Practices



Burns, N. W. B. (2019, January 8). *Culturally Responsive and Relevant Pedagogy: The Foundation and Core Components* [Video]. YouTube. https://youtu.be/mySy5dC4lWs



Jones, B. J. (2019, February 15). *Culturally Responsive Instruction for Native Students: Math, Science, and Social Studies* [Video]. YouTube. https://youtu.be/awVjAR0hZo4

Practice implementing CRP into a Lesson

Groups of 4

The facilitator will instruct each group to engage in a discussion that addresses the following questions:

a) How do you plan to implement recommended CRP instructional strategies to meet the academic needs of Mojave Students?

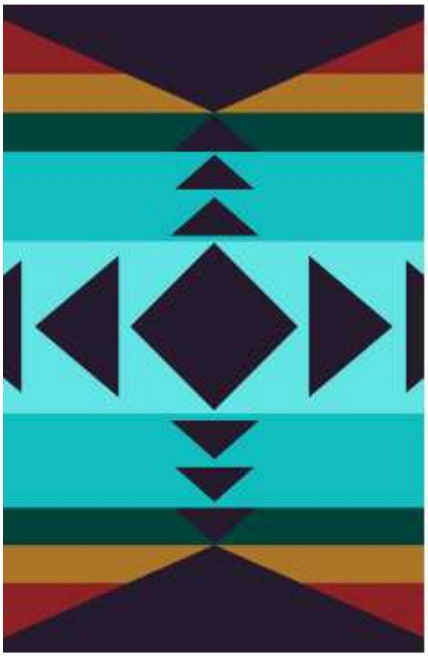
b) Based on your professional experience, what teaching methods do you think are most effective to better prepare Mojave students academically?

c) What challenges do you anticipate to face when implementing new teaching strategies in your classroom? How do you intend to address resistance to change from students?

After about 15 minutes, the entire PD group will reconvene. An open discussion will take place so the whole group can come to a consensus about which teaching methods are most effective to meet the need of Mojave students. All participants will work collaboratively and brainstorm recommendations for CRP teaching methods to implement in their classrooms. The facilitator will compile a list on the flip chart of the top five CRP.

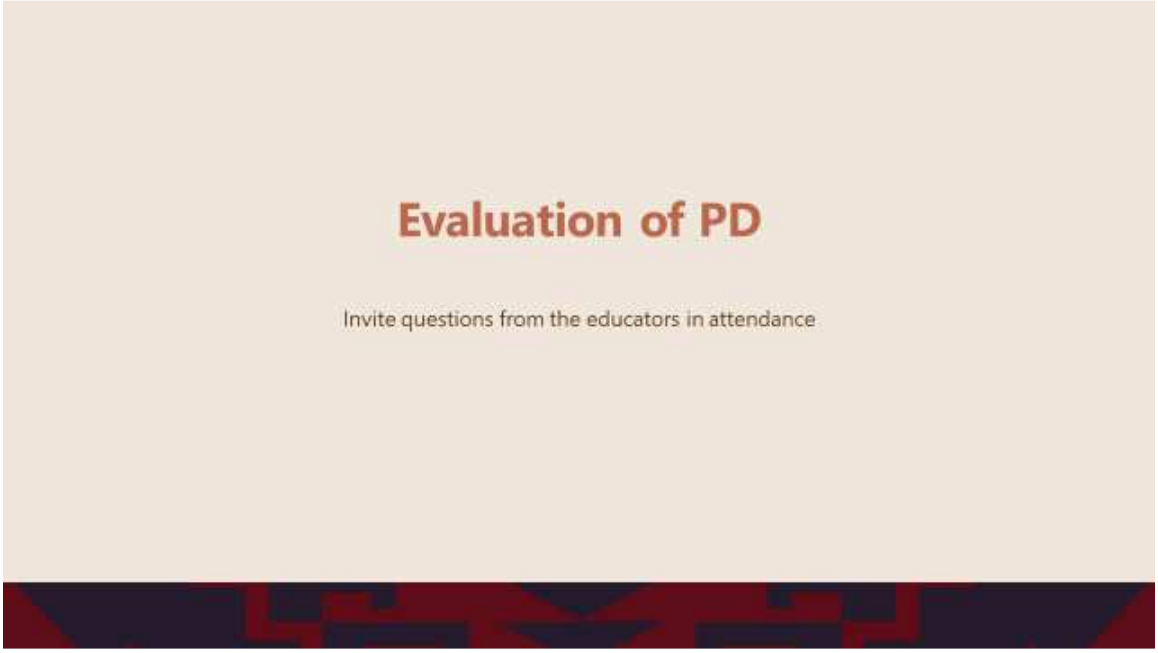
strategies participants suggest will work with Mojave students learning.

*Teachers to put their CRP into a lesson.



Resources

- Beauboeuf, T. M. (1994). Book notes--The Dreamkeepers: Successful Teachers of African American Children by Gloria Ladson-Billings. *Harvard Educational Review, 64*(4), 488.
- Burnham, K. (2021, March 9). *Culturally responsive teaching: 5 strategies for educators.* Northeastern University Graduate Programs. Retrieved November 10, 2021, from https://www.northeastern.edu/graduate/blog/culturally-responsive-teaching-strategies.
- Gay, G. (2002). Preparing for culturally responsive teaching. *Journal of teacher education, 53*(2), 106-116.
- Hanley, J. H. (1999). Beyond the tip of the iceberg. *Reaching today's youth. The Community Circle of Caring Journal, 3*(2), 9-12.
- Ladson-Billings, G. (1994). Who will teach our children: Preparing teachers to successfully teach African American students. *Teaching diverse populations: Formulating a knowledge base*, 129-142.


Evaluation of PD
Invite questions from the educators in attendance

Professional Development Program (Day 3)
8 AM-3 PM
Agenda

8:00-8:30	Continental breakfast and sign-in
	Participants will sign the attendance sheet, and complete name tag
8:30-9:00	Reflect on PD sessions from Day 1 & 2, share feedback on important points from each day.
	Discuss items on an agenda for Day 3
9:00-10:00	Culturally Responsive/ Relevant Pedagogy in Practice, (video)
	why is it important?
	CRP Teaching Strategies
	How to make learning contextual for all learners
10:00-10:15	Break
10:15-11:00	How do you reconsider your classroom
	Build Relationships
	Elements of Culture at School
	Cultural Background we bring with Us
12:00-1:00	Lunch Break
1:00-3:00	Cultural Iceberg
	CRP Summary
	CRP Guidelines
	How CRP looks
	Hands on Activity for each group of 4 to incorporate CRP in a lesson

Day 3 Trainer's Notes & Materials

Trainer's notes: Please utilize the slides as both talking and reference throughout the presentation. The facilitator is free to expand and even elaborate on the content presented as long as it aligns with the topic of focus.

Materials needed: All participants will be provided a copy of the slideshow presentation for Day 3. They each will be given a pen, highlighter for note taking and there will be flip charts in the room when needed. The facilitator will need the following supplies: Laptop with internet access, projector and screen, copy of the slideshow presentation including trainer's notes, markers, pen and paper. The slides embedded below will guide the slideshow presentation.

Group Lesson-Planning Activity

Trainer's notes: The facilitator will write subject areas on the flip chart. The participants will divide into groups of 4. Each group will have selected a different instructional strategy and subject area to use for their lesson plan. Group members will work cooperatively to create a lesson plan that demonstrates their team-building skills, teaching experience, and ability to foster Mojave student learning. This activity will require participants to develop new lesson plans for classes that use differentiated teaching methods to address the academic needs of Mojave learners. The facilitator will collect completed lesson plans from the groups at the conclusion of the activity. Copies of all lesson plans will be provided to participants to use for future reference. The entire group will engage in an open discussion and share feedback on the lesson plans created by their fellow colleagues.

Materials needed: The facilitator will need the following supplies: Laptop with internet connectivity, projector, flip chart and markers, paper, pen. Each group will need a Group Lesson-Planning Activity Worksheet.

Group Lesson-Planning Activity Worksheet
Instructor(s): _____ _____
_____ _____
_____ _____
Content/Subject: _____
Instructional Method: _____
Common Core State Standard(s) Addressed:
_____
_____
_____
Lesson Objective(s):
_____
_____
_____
_____
_____
Learner Outcomes:
_____
_____
_____
_____
_____
_____
Materials Needed:
_____
_____
_____
_____
Lesson Activity:
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
Formative Assessment (In-class Assignment):
_____
_____
_____

_____
_____

Discussion Questions/Prompts:

1._____
_____.

2._____
_____.

3._____
_____.

Lesson Rationale:

_____
_____
_____
_____

Professional Development (PD) Program for Non-Native Teachers
Formative Feedback Form (Day 1/2/3)

Participants Name: _____ Date: _____

A) Please take the time to fill out and submit the questionnaire below to provide feedback on how helpful you found the professional development sessions. Read each statement below and circle a response on a 1 to 3 Likert scale, where: (1) not helpful, (2) somewhat helpful, and (3) very helpful. 1-Not Helpful 2-Somewhat helpful 3-Very helpful

1. Collaboration with colleagues	1	2	3
2. Quality of facilitation	1	2	3
3. Overview of the entire PD program	1	2	3
4. Overview of the Mojave Tribe	1	2	3
5. Slide Show presentation	1	2	3
6. Academic discourse	1	2	3
7. Q&A sessions	1	2	3
8. Content/Information presented	1	2	3
9. Guest speaker on Intergenerational Trauma	1	2	3
10. Overall experience of Program	1	2	3

B) Please use the space provided below to share your opinions and/or suggestions regarding the PD program and how to improve.

_____
_____
_____
_____
_____

Appendix B: Interview Protocol

Interviewee Pseudonym:

Date of Interview: _____ Researcher: Cellina M. Reyes

Interview Site/Platform:

Subject(s) taught_____ Level (s) taught ____Years of Experience _____

Highest Degree Obtained _____Nationality_____

RQ1: How do teachers use CRP to support Mojave students?

RQ2: What are the non-Mojave teachers perceived needs to effectively implement CRP in their classrooms?

As you focus on the following questions for this interview, please think about how the areas apply to your daily practice and understanding of culturally responsive instructional strategies in your school?

Questions:

> What are the challenges you encounter as a lead teacher in the rural educational environment with diverse cultures within your classroom?
>
> Within your diverse classes in which you teach, what teaching strategies have you used in your teaching in which you believe to be culturally responsive?
>
> How do you modify your teaching methods to add culturally responsive teaching strategies?
>
> What strategy (ies) do you find the most effective in rural classrooms?

How do you show each of your students; respect, empathy, and your expectations for them?

To what degree is creating a culturally responsive class environment important to you, and why?

How do you facilitate a culturally responsiveness online?

Do you believe that culture influences the strategies in which you implement?

As a teacher with experience, how do you perceive CRP to impact your choice of materials for instruction?

How do your expectations for your class impact the use of CRP?

Have you considered how your tendencies/biases interact or affect your teaching?

How does the existence of cultural differences impact the use of CRP in your classroom environment?

Are you provided with professional development on culturally responsive teaching? And how often are you provided with PD that includes a cultural aspect?

Are you provided guidance to successfully and effectively implement the CRP?

Do you have any additional information or experiences with CRP to add?

Describe the professional development you have received on CRP?

Describe the level of support you are provided on CRP?

What do you feel you need to better implement CRP within your classroom?

Appendix C: Research Questions and Emergent Themes

Research Question	Emergent Themes
Research Question 1 How do non-Mojave teachers use CRP to support Mojave students?	• Culturally Inclusiveness but Uncertain of how to utilize CRP • Reshaping the curriculum by Engaging with the Families and Community
Research Question 2 What are the non-Mojave educators' perceived needs for meeting the needs of their students through CRP?	• Professional Growth that is Relevant • Guided Professional Development