

5-30-2024

K-12 Teachers' Perceptions of Culturally Relevant Pedagogy in Ontario, Canada

Heather Banks
Walden University

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



Part of the [Educational Leadership 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 and Human Sciences

This is to certify that the doctoral study by

Heather Banks

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. James Bailey, Committee Chairperson, Education Faculty

Dr. John Johnson, Committee Member, Education Faculty

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

Walden University
2024

Abstract

K-12 Teachers' Perceptions of Culturally Relevant Pedagogy in Ontario, Canada

by

Heather Banks

MEd, University of Wollongong, 2006

BSc, Queen's University, 2000

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

Walden University

May 2024

Abstract

Culturally relevant pedagogy (CRP) is an approach to teaching that emphasizes students' cultural backgrounds in classroom learning to improve student success, cultural competence, and critical consciousness in culturally diverse learners. Research highlights that using CRP in multicultural classrooms supports the engagement, learning, and achievement of culturally diverse students around the world, but less is known about how K-12 teachers' perceptions of CRP impact the usage of this practice in their classrooms. This basic qualitative study examined K-12 teachers' perceptions of CRP in Ontario, Canada, to address this gap in practice and determine why educators are not widely using CRP in their classrooms to support the learning needs of culturally diverse students. The purpose of this research study was to explore K-12 teachers' perceptions of CRP in Ontario through semistructured interviews to support the learning needs of culturally diverse students. All 11 study participants were certified to teach by the Ontario College of Teachers and were teaching in public schools in Ontario. A priori coding approach was used to analyze data for this research study. The major findings of this study revealed that K-12 teachers communicated high expectations for student success, fostered students' cultural competence, and promoted positive relationships with parents. Teacher beliefs, CRP resources, and time were all identified as factors that affected the use of CRP in the classroom. One overarching theme was the need for professional development (PD) for teachers on CRP. A 3-day PD plan was developed to address K-12 teachers' needs to implement CRP with increased effectiveness. This PD plan can contribute to positive social change by increasing K-12 teachers' understanding and implementation of CRP in classrooms and addressing anti-Black racism in Ontario schools.

K-12 Teachers' Perceptions of Culturally Relevant Pedagogy in Ontario, Canada

by

Heather Banks

MEd, University of Wollongong, 2006

BSc, Queen's University, 2000

Project Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

May 2024

Dedication

I dedicate this work to the loves and lights of my life: my husband, Stephen, and my children, Kailey and Sydney. Your unwavering support and unconditional love continue to inspire me, fill my heart with joy, keep me going, and make me a better person with each passing day. I am so grateful to have you in my life and I am so honored to be your Wife and Mama. To my precious angels in Heaven, Avery and Cali, thank you for reminding me to keep going, to take care of myself, to love wholeheartedly, to be of service to others, and to make the world a better place. To my mother and father, Linda and Alexander, thank you so much for believing in the best of me and for being the biggest cheerleaders a daughter could ever ask for. I carry your love, encouragement, and strength with me forever. To my brothers, Christopher and Brian, thank you so much for believing in me, for shining your positivity around me, and for making me laugh each day. To my family, friends, and educational colleagues, thank you for all of your encouragement, love, and support throughout my doctoral journey. It meant more to me than you'll ever know. And to God and Jesus Christ, without you, there would be no way that I could have ever completed this. All things are possible through you. Thank you for inspiring me to become the best person that I can be.

Aloha and Mahalo!

Acknowledgments

I want to acknowledge my doctoral committee members, Dr. James Andrew Bailey, and Dr. John Spencer Johnson, for sharing your wisdom and guidance throughout my doctoral journey. I am forever grateful for your unwavering support, dedication, and commitment as I completed this qualitative research study. Thank you for always believing in me and guiding me along the way. My hope is that this work will positively impact the lives of educators and students for decades to come. I also want to acknowledge my doctoral residency professor, Dr. Danette Brown, for sharing these profound words: “The only thing I can promise you is that if you keep going, you will finish.” Those words kept me going throughout my entire doctoral journey and have become powerful words I live by.

Table of Contents

List of Tables	iv
Section 1: The Problem.....	1
The Local Problem.....	1
Rationale	3
Definition of Terms.....	4
Significance of the Study	6
Research Questions	7
Review of the Literature	8
Conceptual Framework	9
Review of the Broader Problem.....	13
Implications.....	19
Summary	20
Section 2: The Methodology.....	22
Qualitative Research Design and Approach	22
Participants.....	23
Gaining Access to Participants	24
Justification for the Number of Participants	25
Establishing a Researcher–Participant Working Relationship	25
Methods for Ethical Protection of Participants.....	27
Data Collection	27
Procedures for Gaining Access to Participants	29
Role of the Researcher	29

Data Analysis	30
Accuracy, Credibility, and Findings	31
Discrepant Cases	32
Limitations	32
Data Analysis Results	33
Research Question 1	34
Research Question 2	42
Section 3: The Project	55
Introduction	55
Rationale	56
Review of the Literature	57
Professional Development	58
Project Description	64
Project Evaluation Plan	65
Project Implications	67
Section 4: Reflections and Conclusions	69
Project Strengths and Limitations	69
Recommendations for Alternative Approaches	70
Scholarship, Project Development and Evaluation, and Leadership and Change	71
Reflection on Importance of the Work	72
Implications, Applications, and Directions for Future Research	73
Conclusion	74

References.....75

Appendix A: The Project95

Appendix B: Interview Questions.....140

Appendix C: Interview Protocol.....200

Appendix D: Diagnostic Questionnaire202

Appendix E: Summative Questionnaire.....203

List of Tables

Table 1. Background Demographic Information on Research Participants	33
Table 2. Summary of Main Themes or Categories	34
Table 3. Codes Related to K-12 Teachers' Implementation of CRP.....	37
Table 4. K-12 Teachers' Implementation of CRP	38
Table 5. Codes Related to K-12 Teachers' Parent Engagement Initiatives	40
Table 6. K-12 Teachers' Parent Engagement Initiatives	41
Table 7. Codes Related to Teacher Beliefs	43
Table 8. Teacher Beliefs of K-12 Teachers	43
Table 9. Codes Related to K-12 Teachers' CRP Resources	46
Table 10. K-12 Teachers' CRP Resources.....	46
Table 11. Codes Related to K-12 Teachers' Time Constraints	47
Table 12. K-12 Teachers' Time Constraints	48
Table 13. Codes Related to K-12 Teachers' Knowledge of CRP.....	49
Table 14. K-12 Teachers' Knowledge of CRP.....	50
Table 15. Codes Related to K-12 Teachers' CRP Professional Development	52
Table 16. K-12 Teachers' CRP Professional Development.....	52

Section 1: The Problem

The Local Problem

The problem in this qualitative research study was that K-12 teachers were not widely using culturally relevant pedagogy (CRP) to support their culturally diverse students' learning needs in K-12 classrooms across Ontario, Canada (Chadha et al, 2020; Ontario Human Rights Commission, 2023b, 2023c). Anti-Black racism is a systemic problem that exists in publicly funded school systems across Ontario, Canada, with acts of implicit and overt racism occurring against students of color, racist and disparaging terminology being used towards racial minorities, and a lack of CRP used in educational classrooms, likely contributing to the racial disparities that exist between students of color and their White counterparts (Chadha et al., 2020; Ontario Human Rights Commission, 2022). White supremacy and systemic racism exist within Ontario school systems, and educators do not have the tools or experience to effectively dismantle anti-Black racism in schools (Chadha et al., 2020; Ontario Human Rights Commission, 2023a). Despite staff receiving training on cultural responsiveness and inclusive teaching practices aimed at empowering Black students, the use of CRP in classrooms was viewed as an exercise in good faith to dismantle racism in schools, not a mandated strategy across the system (Chadha et al., 2020).

According to Evans et al. (2020), educators had good intentions about using CRP within their teaching practices; however, they needed more education and guidance to implement the components of its framework. In addition, educators needed greater support to explore their own biases and assumptions that they may carry from their own

lived experiences when working with students of color (Evans et al., 2020). Without effective education, training, and leadership, cultural misappropriations can occur, perpetuating systemic racism, White supremacy, and the continued oppression of students of color (Evans et al., 2020). Nolan and Graham (2021) highlighted the importance of ongoing professional development (PD) over time to support educators in using CRP within their culturally diverse classrooms, as teachers often felt overwhelmed and burdened by the vastness of it. The use of professional learning communities can be an effective tool to support educators' understanding, development, and implementation of CRP within their educational contexts (Nolan & Graham, 2021).

Systemic anti-Black racism is a crisis in Ontario's education system and urgent change is needed across all educational sectors to eliminate anti-Black racism within Ontario school boards (Chadha et al., 2020; Ontario Human Rights Commission, 2022, 2023a). Although individuals may think that anti-Black racism is a systemic problem occurring primarily within the Greater Toronto Area (GTA), the Ontario Human Rights Commission highlighted that Black families are registered in publicly funded educational systems in almost every school district in Ontario and urged everyone to adopt anti-Black racism strategies throughout the entire province of Ontario to "protect the 36 percent [of Black individuals] who do not live within the GTA/Toronto census metropolitan area" (Ontario Human Rights Commission, 2023b). All educators within publicly funded school boards in Ontario have a responsibility to create inclusive and equitable school environments for all culturally diverse learners (Ontario Human Rights Commission, 2023a). Educational stakeholders must work together to eliminate the systemic anti-Black

racism that exists in Ontario's publicly funded schools (Chadha et al., 2020; Ontario Human Rights Commission, 2023a). To address this problem, this research study explored K-12 teachers' perceptions of CRP across Ontario to determine how educators' understanding, knowledge, and practice of CRP can be better supported in publicly funded educational systems in Ontario. The use of CRP within educational institutions is paramount to the success of students of color (Cataldo, 2022; Ladson-Billings, 2021; Shultz et al., 2022).

Rationale

Systemic racism exists in publicly funded educational systems across Ontario, Canada (Chadha et al., 2020; Ontario Human Rights Commission, 2023a). Black students in Ontario's publicly funded school systems have experienced racial oppression, implicit and overt acts of racism and discriminatory conduct, are overrepresented in school suspensions, are disproportionately streamed into lower educational pathways, are underrepresented in regional learning choice pathways, and are being taught using a curriculum that does not reflect the cultural diversity within the system (Chadha et al., 2020; Martin, 2021; Ontario Human Rights Commission, 2023b). Furthermore, educators described a 'culture of fear' within their educational institutions, with staff becoming fearful of reprimand for speaking out against acts of injustice, oppression, and White supremacy across the system (Ontario Human Rights Commission, 2023a, 2023b; Chadha et al., 2020). While school leaders across Ontario's publicly funded education sector worked to dismantle system racism within their educational systems, educators were found to be deficient in the knowledge, understanding, and skills to support their

culturally diverse learners within classroom learning environments (Chadha et al., 2020; Ontario Human Rights Commission, 2023a, 2023b). Educators do not have the skills to identify and challenge racism and discrimination within the system (Chadha et al., 2020). Educators can no longer be complacent in their thoughts, actions, and attitudes and must work together to end the systemic racism and racial inequities that exists across Ontario (Ontario Human Rights Commission, 2023b). This research study was important because it aimed to bridge the gap between the vast understanding of CRP in academia and the limited practical application of CRP within Ontario's publicly funded educational systems (Ontario Human Rights Commission, 2023b, 2023c). Exploring K-12 teachers' perceptions of CRP across Ontario provided insight into this gap in practice and helped to identify ways to assist educators in implementing CRP within their culturally diverse classrooms to better support the learning needs of all students of color in publicly funded educational systems in Ontario.

Definition of Terms

I used the following terms throughout this study:

Academic success: Academic success is the “intellectual growth that students experience as a result of classroom instruction and learning experiences” (Ladson-Billings, 2014, p. 75).

Cultural competence: Cultural competence is the “ability to help students appreciate and celebrate their culture of origin while gaining knowledge of and fluence in at least one other culture” (Ladson-Billings, 2014, p. 75).

Culturally relevant pedagogy: CRP is a framework that focuses on three criteria: “an ability to develop students academically, a willingness to nurture and support cultural competence, and the development of a sociopolitical or critical consciousness” (Ladson-Billings, 1995b, p. 483).

Culturally responsive teaching: Culturally responsive teaching is the use of “cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively” (Gay, 2002, p. 106).

Culture: A “set of processes involved in perceiving and doing things in particular ways by a particular group of people which is passed through generations of that group” (Legkauskas, 2023, pp. 482-483)

Hegemonic Whiteness: Hegemonic Whiteness is the domination of whiteness, White power, and White privilege through the maintenance of racial hierarchies that are sustained in society through culture and discourse (Gramsci & Buttigieg, 1992; Lewis, 2004; Miller, 2022).

Race: Race is the classification of people based on their “biological/phenotypical characteristics” (Russell, 2023, p. 220).

Sociopolitical consciousness: Sociopolitical consciousness is the “ability to take learning beyond the confines of the classroom using school knowledge and skills to identify, analyze, and solve real-world problems” (Ladson-Billings, 2014, p. 75) where students “challenge the current status quo of the social order” (Ladson-Billings, 1995a, p. 160).

Systemic racism: Systemic racism “describes the ways in which individual, institutional, and structural forms of racism interact with historical and current policies and practices to produce advantage for the dominant racialized group through harm to non-dominant racialized group members” (Russell, 2023, p. 223).

Teacher beliefs: Teacher beliefs are the thoughts, beliefs, values, and assumptions that have a significant impact on how, why, and what they teach (Andelkovic et al., 2023).

White privilege: White privilege “denotes specific privileges that White groups possess due to their Whiteness and White identity” (Bhopal, 2023, p. 111).

Significance of the Study

This study was significant because it focused on better understanding the gap in practice, namely, the underuse of CRP by K-12 educators when working with students of color in publicly funded educational systems across Ontario, Canada (Ontario Human Rights Commission, 2023b, 2023c). Exploring K-12 teachers’ perceptions of CRP provided valuable data to better understand current practice, identify gaps in teacher pedagogy, and highlight the need for additional PD to remediate gaps in knowledge amongst educators working in publicly funded educational systems across Ontario. In addition, this qualitative study identified K-12 teachers’ understanding, beliefs, knowledge, and usage of CRP when working with culturally diverse students in their classrooms and added to the collection of research that has previously been conducted on the use of CRP in academia.

Results of this research study may provide valuable information on ways to better support educators as they learn to implement CRP within their multicultural classrooms in publicly funded educational systems across Ontario. Implementing CRP within each classroom across Ontario may have powerful social change implications for students of color, namely increased representation of students' culture and identity, increased learning and engagement for culturally diverse learners, increased use of culturally relevant and meaningful curricula, increased empowerment, engagement, and achievement of students of color, and dismantled White supremacy and systemic racism across the system. In addition, increasing educators' knowledge, understanding, and usage of CRP in classrooms may have powerful social change implications for culturally diverse learners by increasing the learning, engagement, and achievement of students of color within publicly funded educational systems in Ontario. This increase in academic achievement amongst students of color may lead to an increased number of students finishing high school, attending post-secondary institutions, graduating from college, and securing their chosen career paths which can enhance the quality of their life, their family's lives, the lives of others around them, and potentially, giving them the skills to become social change agents themselves.

Research Questions

There is a gap in practice across publicly funded educational systems across Ontario, Canada, which necessitated this qualitative research study (Ontario Human Rights Commission, 2023b, 2023c). Although educators were asked to dismantle systemic racism and White supremacy practices within their classrooms, they did not

have the knowledge or skills to do this (Chadha et al., 2020; Ontario Human Rights Commission, 2023c). Despite the high level of cultural diversity within publicly funded educational systems in Ontario, it was problematic that teachers were not widely using CRP to support the learning needs of their culturally diverse students (Ontario Human Rights Commission, 2023b, 2023c). The purpose of this basic qualitative research study was to explore K-12 teachers' perceptions of CRP in their culturally diverse classrooms. These two research questions guided the study:

- Research Question 1 (RQ1): How do K-12 teachers working in publicly funded educational systems within Ontario, Canada, describe their use of CRP in their classrooms to support the learning needs of their culturally diverse students?
- Research Question 2 (RQ2): How do K-12 educators working in publicly funded educational systems within Ontario, Canada, describe the key factors that affect the use of CRP in their classrooms?

Review of the Literature

This literature review was created by searching for relevant research on the study's topic of CRP using a variety of sources and keywords. *White supremacy in education, systemic racism in education, oppression of students of color, hegemonic Whiteness, culturally relevant pedagogy, culturally responsive teaching, minority teachers, teacher beliefs, teacher perceptions, educational change* were some of the keyword search terms used to discover relevant studies. These terms were useful in discovering material in various books, internet databases, and peer-reviewed publications.

In addition, current peer-reviewed literature was found using the Google Scholar website and the EBSCO Discovery Service, specifically using Educational Resource Information Center (ERIC), ProQuest Central, Academic Search Complete, Emerald Insight, Education Source, Supplemental Index, Complementary Index, APA PsycInfo, Communication & Mass Media Complete, Directory of Open Access Journals, SocINDEX with Full Text, MEDLINE with Full Text, Gale Academic OneFile Select, Business Source Complete, and Teacher Reference Center. This literature aided in the investigation of this research study and helped to synthesize a thorough understanding of the research topic. This literature review begins with a description of the research study's conceptual framework. Following that, a review of the broader problem will be examined and defined, with subsections on systemic racism in education, teacher beliefs, and teachers' perceptions of CRP.

Conceptual Framework

Hegemonic Whiteness

Systemic racism within the teaching profession still exists around the world today (Bradbury et al., 2023; Kempf, 2022, Masson et al., 2022; Ontario Human Rights Commission, 2023b; Watts et al., 2023). Rooted in hegemonic Whiteness and White supremacy, systemic racism has negatively impacted Black, Indigenous, People of Color (BIPOC) for decades by elevating Whiteness and White power around the world (Miller, 2022). Hegemonic Whiteness refers to the domination of Whiteness, White power, and White privilege through the maintenance of racial hierarchies that are sustained in society through culture and discourse (Gramsci & Buttigieg, 1992; Lewis, 2004; Miller, 2022).

Lewis's (2004) seminal work highlights how hegemonic Whiteness is present within our society through the beliefs and ideas of the dominant culture in the quest to maintain racial privilege for White people. Hegemonic Whiteness is practiced all over the world and is a contributing factor in the maintenance of White supremacy, White power, and White privilege through the subordination of BIPOC within society (Miller, 2022).

Culturally Relevant Pedagogy

One way that educators can combat hegemonic Whiteness, systemic racism, racial inequities, and racial disparities in education is by implementing CRP in their classrooms to better support racially, culturally, and linguistically diverse students within their multicultural classrooms (Ontario Human Rights Commission, 2023b; Pagan, 2022).

CRP is a theory of practice that incorporates culture, social justice, and equity education into classroom teaching and learning to support the engagement, learning, and success of culturally diverse learners (Settlers & MacKenzie, 2022). Pioneered by Dr. Gloria Ladson-Billings (1994), CRP is a framework that focuses on improving teacher beliefs, attitudes, and behaviors to increase academic achievement and student outcomes in students of color within multicultural classrooms (Pagan, 2022). CRP aims to promote equity, high achievement, and cultural inclusivity for students of color (Ladson-Billings, 1994; Pagan, 2022; Shultz et al., 2022). CRP must meet three criteria: "an ability to develop students academically, a willingness to nurture and support cultural competence, and the development of a sociopolitical or critical consciousness" (Ladson-Billings, 1995b, p. 483). Ladson-Billings (1994) highlighted the importance of educators having high expectations for all learners, developing a greater level of critical and sociopolitical

consciousness, and learning to build an ethic of care in the classrooms so that all students feel respected, valued, and seen. Building positive relationships with all students, developing a positive classroom climate, and using a student-centered constructiveness approach to better support students of color is essential to enhance student empowerment, student learning, and student achievement in culturally diverse classrooms (Pagan, 2022).

The three key elements of CRP include developing students' academic learning and success, building their cultural competence, and increasing their critical consciousness. The first key element in CRP, namely developing students' academic success, involves "the intellectual growth that students experience as a result of classroom instruction and learning experiences" (Ladson-Billings, 2014, p. 75). To help support academic learning and success in the culturally diverse classroom, educators must believe that all BIPOC have the potential to achieve high expectations in school and in life (Ladson-Billings, 2021; Shultz et al., 2022). The second key element in CRP, namely developing students' cultural competence, involves "the ability to help students appreciate and celebrate their cultures of origin while gaining knowledge of and fluency in at least one other culture" (Ladson-Billings, 2014, p. 75). To help support the development of cultural competence in the culturally diverse classroom, educators must help students develop their cultural identities and highlight the importance of cultural integrity within multicultural classrooms (Shultz et al., 2022). The third key element in CRP, namely developing students' sociopolitical consciousness, involves "the ability to take learning beyond the confines of the classroom using school knowledge and skills to identify, analyze, solve real-world problems" (Ladson-Billings, 2014, p. 75). To help

support the development of sociopolitical consciousness in the culturally diverse classroom, educators must help students critically think about the inequities and social injustices that exist within our society today (Shultz et al., 2022). This requires educators to recognize the importance of sociopolitical consciousness within the teaching profession and to have effectively developed their own sociopolitical consciousness before they can help students grow in this area (Shultz et al., 2022). Teachers who implement CRP focus on student learning and growth over time, understand their own cultural background and the cultural backgrounds of their students, are culturally aware, interact with people from other cultures, and create meaningful, culturally relevant lessons for their students (Lavin et al., 2021, pp. 7-8).

One limitation of Ladson-Billings's (2006) work is that she does not include specific examples of how to implement the three elements of CRP within educational classrooms, as she believes this would compromise educators' ability to think critically about each individual students' diversity and culture (Shultz et al., 2022). Although other researchers have provided examples of Ladson-Billings's (1994) CRP framework in practice, research is limited in this area and should be expanded to help support educators apply CRP within their culturally diverse classroom environments to avoid potential oversimplification of its components and the innovation fatigue that some educators may feel when turning theory into practice (Shultz et al., 2022; Takemae et al., 2022).

Culturally Responsive Teaching

Influenced by Ladson-Billings's (1994) theory of CRP, Dr. Geneva Gay (2002) defined culturally responsive teaching as the use of "cultural characteristics, experiences,

and perspectives of ethnically diverse students as conduits for teaching them more effectively” and outlined how the use of culturally responsive teaching can help educators make classroom lessons and activities more meaningful and relevant for multicultural students by connecting their cultural backgrounds into daily classroom learning (Gay, 2002, p. 106). By implementing the five essential elements of culturally responsive teaching within culturally diverse classrooms, namely, “developing a knowledge base about cultural diversity, including ethnic and cultural diversity content in the curriculum, demonstrating caring and building learning communities, communicating with ethnically diverse students, and responding to ethnic diversity in the delivery of instruction,” educators will be better equipped to increase student motivation, engagement, interest, and achievement amongst their culturally diverse learners (Gay, 2002, p. 106; Ottwein & Mun, 2023). As many educators are not prepared to effectively teach culturally diverse students and had limited culturally responsive teaching skills, it is essential that educational institutions engage in additional PD to equip educators with the knowledge, attitudes, and skills to implement culturally responsive teaching within their daily classroom environment (Gay, 2002; Halpern & Aydin, 2020; Idrus & Sohid, 2023).

Review of the Broader Problem

Systemic Racism in Education

Systemic racism is prevalent in publicly funded educational systems in Ontario, Canada, with Black students often experiencing overt and implicit racism and racial inequities within their classrooms and school environments (Bradbury et al., 2023, Masson et al, 2022; Ontario Human Rights Commission, 2023b; Rowley & Wright,

2022; Stovall & Mosely, 2023). Black students are often excluded in many ways within traditional educational systems, experience racial oppressions in their daily lives, and are often seen from a lens of resistance leading to a substantial gap in academic achievement and test scores between Black and White students (Barrero Jaramillo, 2023; Bradburry et al., 2023; Gay, 2015; Holliday, 2021; Kim et al., 2023; Orange et al., 2019; Rowley & Wright, 2022; Tichavakunda, 2023). In addition to the racial injustice experienced by Black students within our educational system today, Black educators often experience racial discrimination, isolation, and anti-Blackness in their schools and school districts (Cormier et al., 2023; Ontario Human Rights Commission, 2023b; Stovall & Mosely, 2023). Whiteness and White supremacy in education continues to be maintained through the preservation of settler colonial traditions, knowledge, values, norms, policies, and practices within school settings which perpetuate systemic racism, oppression, and microaggressions experienced by students of color today (Barrero Jaramillo, 2023; Eizadirad & Campbell, 2021; Fields, 2022; Genao & Mercedes, 2021; Lopez, 2020; Miller, 2022). Settler colonialism within Canada's historical context aimed at eliminating diversity in race and culture within society using segregated state-run education facilities for Indigenous people to prevent the spread of Indigenous knowledge, identity, and culture, the use of genocide to claim Indigenous peoples' land, and the use of racially segregated schools for Black students (Barrero Jaramillo, 2023). Though no formal segregation exists within educational systems in Canada today, exclusionary practices like funding inequities, use of a Eurocentric curricula and pedagogy, and the marginalization of BIPOC continue to be present within educational institutions (Barrero

Jaramillo, 2023). As many educators are White and are working in predominantly White educational institutions that are rooted in White supremacy and White privilege, Whiteness and White supremacy in educational contexts must be identified and acknowledged before systemic racism in education can be eradicated (Hughes, 2021; Rudick, 2022; Tanner, 2023). It is paramount that educators recognize all that White people are unconsciously complicit in maintaining institutionalized White supremacy, White privilege, and White power that exists within their educational system and have likely benefited in some way from these racial inequities in order to begin to work towards institutional change (Daum, 2020; Hughes, 2021). When discussing White supremacy, White privilege, and White power in schools, educators often oversimplify the historical facts, discuss the interactions between individuals rather than the conceptualizing the systemic nature of racism in schools, and evade discussions of White responsibility in White racism (Hughes, 2021). Educators also tend to use passive language with students when discussing White supremacy, White privilege, and White power in schools to avoid naming enslavers as White, to oversimplify the presence of racism, and to minimize the notion of White responsibility in historical acts of racism around the world (Daum, 2020; Hughes, 2021). Learning to identify, discuss and accept the existence of Whiteness, White privilege, White supremacy, and White responsibility within educational contexts is the first step to identifying and dismantling individual and systemic racism in schools (Hughes, 2021). Although publicly funded school boards in Ontario acknowledge the existence of systemic racism within their institutions and the

importance of eradicating systemic racism within education, research is limited on effective ways to do this (Chadha et al., 2020; Kempf, 2022).

Teacher Beliefs

As educators are the gatekeepers of curriculum and instruction within their classrooms, it is essential that teacher beliefs be explored to determine how their lived experiences, perceptions, and thoughts on Whiteness, White privilege, White supremacy, and race/racism may influence the teaching and learning that occurs within their classrooms (Hughes, 2021; Shah & Coles, 2020). As White educators may hold problematic ideologies about race, the notions of Whiteness, color blindness, individualism in racism, not thinking about the impact of race, and the use of evasive practices in the classroom to avoid discussions of race should be explored to identify and address racial phenomena in educational settings so that schools can better support educators in the development of anti-racist teaching practices within their classrooms (Hughes, 2021; Kulkarni, 2021; Ottwein & Mun, 2023; Utt & Tochluk, 2020). Given that teachers' beliefs about race directly influence what they teach in the classroom, how they interact with students of color and their families, and their willingness and ability to implement CRP within their classrooms, it is essential that teachers begin to reflect on their own positionality, develop their anti-racist identity, and begin to take action to end systemic racism within their schools and classrooms (Idrus & Sohid, 2023; Ottwein & Mun, 2023; Shultz et al., 2022; Utt & Tochluk, 2020). As educators' beliefs are based on inherent biases that they may hold and are often open to presumptions of racist intentions by students of color and their families, teachers must intentionally and overtly commit to

dismantling racism in their classrooms and deconstructing racist structures within their schools (Davis et al., 2022; Kulkarni, 2021; Malone et al., 2023).

Teachers' Perceptions of Culturally Relevant Pedagogy

Teachers' perceptions of CRP are positive with many teachers recognizing the importance of using CRP in education and showing an interest in learning more about it, however, educators cite a lack of understanding, limited PD, time constraints, limited resources, and gaps in educational leadership as barriers to incorporating CRP within their classroom programs (Evans et al., 2020; Holliday, 2021; Ladson-Billings, 2021; Mahari de Silva et al., 2018; Nolan & Graham, 2021; Samuels, 2018; Singh et al., 2021;). Teacher perceptions of CRP were also impacted by their knowledge of cultural diversity, their own level of cultural understanding and awareness, their own beliefs about race/racism in education, their own personal biases, and their perceptions of student achievement, with many educators displaying a sociocultural deficit thinking, underestimating students' abilities, and attributing students' lack of academic achievement on their own cultural and socioeconomic backgrounds (Copur-Gencturk et al., 2020; Kwok et al., 2023; Meeran & Van Wyk, 2022). It is essential that educators reflect on their own personal biases and socio-cultural thinking that they bring into the classroom when working with culturally diverse learners, as they may hold long standing biases that need to be unrooted because of their own lived experiences and societal biases that they themselves have experienced in the past (Copur-Gencturk et al., 2020; Meeran & Van Wyk, 2022).

Due to their limited understanding of CRP and sociocultural deficit thinking, educators are not incorporating the components of CRP within their teaching practices (Chadha, 2020). Even with good intentions of implementing elements of CRP within their culturally diverse classrooms, educators struggled to empower their students to develop their critical consciousness and reflect on societal practices that impacted their lives and communities (Ladson-Billings, 2014). Educators would benefit from culturally responsive education to increase their cultural awareness, explore implicit and explicit biases in curricula, support students' racial and cultural identity development in classrooms, and increase student engagement, learning, and achievement of their culturally diverse learners (Chadha et al., 2020; Ciampa & Reisboard, 2021; Halliday, 2021; Meeran & Van Wyk, 2022; Schirmer & Lockman, 2022; Sellers & MacKenzie, 2022; Smith, 2020). It is imperative that educators acknowledge that systemic racism and racial disparities exist within many educational settings today. Once educators accept this, they can reflect on their own practices, address any biases they may have, learn to work with their school teams to deepen their knowledge and understanding of CRP, and discuss effective ways to implement this practice within their classrooms and school community in order to close the achievement gap between students of color and their White counterparts (Chadha et al., 2020; Holliday, 2021; Kim et al., 2023; McGregor et al., 2019; Rowley & Wright, 2022; Smith, 2020). Using CRP and culturally responsive teaching are skills that all educators must learn to help their culturally diverse students thrive in our society today (Gay, 2002; Ladson-Billings, 2021; Pannel, 2020; Samuels, 2018).

Background of Educational Systems Across Ontario

There are four types of school boards in Ontario, namely English Public, English Catholic, French Public, and French Catholic school boards (People for Education, n.d.). Within the four types of school boards in Ontario, there are 66 publicly funded educational systems with approximately 159,687 K-12 educators working in elementary and secondary classrooms (OSSTF/FEESO, n.d.; Statista, n.d.). Systemic anti-Black racism exists across all publicly funded educational systems across Ontario (Ontario Human Rights Commission, 2023a).

K-12 Teachers Across Ontario

This research study aimed to explore K-12 teachers' perceptions of CRP across Ontario, Canada, to determine how educators' understanding, knowledge, and practice of CRP can be better supported in publicly funded educational systems in Ontario. There were 11 participants in this research study. Study participants came from a diverse range of cultural backgrounds, teaching assignments, years of teaching experience, and genders (see Table 1 in Section 2). All study participants were K-12 educators working in a publicly funded school system in Ontario. All educators were certified to teach by the Ontario College of Teachers (OCT) and were members in good standing.

Implications

This basic qualitative research study may address a local problem, namely, the underuse of CRP by K-12 teachers working with students of color in publicly funded education systems across Ontario, Canada. By exploring K-12 teachers' perceptions of CRP across a variety of publicly funded educational systems in Ontario, it may be

possible to better understand current practice, identify gaps in teacher pedagogy, and highlight the need for additional PD to remediate gaps in educator knowledge within the publicly funded educational system in Ontario (Ontario Human Rights Commission, 2023b, 2023c). K-12 educators and students in publicly funded school systems across Ontario may benefit from this qualitative research study by better understanding what CRP is and by improving the use of CRP with students of color in their culturally diverse classrooms. Additionally, exploring K-12 teachers' perceptions and use of CRP within their culturally diverse classrooms may help increase educators' understanding of how CRP influences student engagement, learning, and achievement when working with students of color. Furthermore, the anticipated findings of this study may inform how educators, school administrators, and system-wide leaders within publicly funded education systems in Ontario prepare PD sessions to assist educators in the development, understanding, and implementation of CRP to support student learning within their culturally diverse classrooms. The anticipated findings of this study may bring more awareness on educating students of color in culturally diverse classrooms around the world.

Summary

Research has shown how hegemonic Whiteness and White supremacy has contributed to the existence of systemic racism within education around the world (Bradburry et al., 2023; Chadha et al., 2020; Masson et al., 2022; Miller, 2022; Ontario Human Rights Commission, 2023b; Watts et al., 2023). CRP is a framework that educators can use to better support their racially, culturally, and linguistically diverse

students within their multicultural classrooms (Chadha et al., 2020; Ladson-Billings, 1994; Ontario Human Rights Commission, 2023b, 2023c; Pagan, 2022). Within Section 1, the local problem was identified, namely, that K-12 teachers are not widely using CRP to support their culturally diverse students' learning needs in K-12 classrooms across Ontario and the rationale to justify the importance of this problem has been provided (Chadha et al, 2020; Ontario Human Rights Commission, 2023b, 2023c). Important terminology for this research study was defined and the significance of this research study was highlighted for K-12 educators across Ontario and around the world. I shared the study's two research questions, discussed current research literature that is relevant to this study, and highlighted the conceptual framework that grounds this research study. Lastly, implications of this proposed research study were discussed.

To effectively implement CRP within culturally diverse classrooms, educators must first understand what it is, explore how it can support learning in students of color, and learn practical ways to implement it daily. Although CRP has existed within the academic literature for thirty years, there is a disconnect between its use in academia and its practical implementation in school settings within publicly funded education systems in Ontario (Ladson-Billings, 1994; Ontario Human Rights Commission, 2023b, 2023c).

In Section 2, the methodology is discussed, including the research design and approach, participants, data collection, and data analysis procedures. In Section 3, the project is discussed, along with a second review of the literature, a project description, a project evaluation plan, and project implications. In Section 4, reflections and conclusions of the final research study are discussed.

Section 2: The Methodology

Qualitative Research Design and Approach

The purpose of this basic qualitative research study was to explore K-12 teachers' perceptions of CRP to support the learning needs of their culturally diverse students in publicly funded educational systems across Ontario, Canada. In this section, I provide an overview of the qualitative research design and approach, participant information, data collection details, and the procedures for analyzing and coding the research data.

In this research study, a basic qualitative approach was used to explore teachers' perceptions of CRP to support the learning needs of their culturally diverse students. Qualitative research is descriptive with data being collected in the form of words and/or pictures using a variety of forms, namely, correspondence, personal documents, memos, photographs, audio recordings, and/or videotapes to explore themes that emerge from narratives of study participants (Cilic, 2020). A basic qualitative research design was the most suited to this research study as it explored K-12 teachers' perceptions of CRP using "narrated, storied data that is more closely related to the human experience" (Stahl & King, 2020, p. 26). Since the goal of this research study was to explore K-12 teachers' perceptions of CRP, a qualitative study design was selected rather than a quantitative one. According to Burkholder et al. (2020), a quantitative study design "seeks to understand and describe a phenomenon, behavior, or issue using numerical data and statistical analysis" (p. 51), whereas qualitative research is an "exploratory investigation of a complex social phenomenon conducted in a natural setting through observation, description, and thematic analysis of participants' behaviors and perspectives for the

purpose of explaining and/or understanding the phenomenon” (p. 83). By exploring K-12 teachers’ perceptions, views, and opinions of CRP using a basic qualitative study design, this phenomenon was studied in greater detail with substantial depth and breadth (Dzogovic & Bajrami, 2023).

Several different types of qualitative designs were considered but were rejected in favor of using a basic qualitative study design. In ethnographical qualitative research, immersion in a culture over an extended period is used to describe the behavior of a specific cultural groups in relation to the chosen study phenomenon (Burkholder et al., 2020). In grounded theory qualitative research, interviews with study participants are used to develop a theory in relation to the chosen study phenomenon (Burkholder et al., 2020). As this qualitative research study focused on exploring K-12 teachers’ perceptions of CRP through conducting one-on-one interviews with study participants using open-ended interview questions, a basic qualitative study design was the most appropriate approach for this research study (Burkholder et al., 2020).

Participants

The participants for this basic qualitative research study were chosen through purposeful sampling based on their ability to meet a set of criteria and their ability to provide meaningful information to the phenomenon of study (Eshenaur Spolarich, 2023). More specifically, heterogeneous purposeful sampling was used to select 25 potential study participants with a “wide range of knowledge, attitudes, opinions, or beliefs as related to the research topic” (Eshenaur Spolarich, 2023, p. 75). Snowball purposeful sampling was also used to select one potential study participant. General education K-12

teachers working in publicly funded educational systems in Ontario, Canada, were the research study's target sample population, chosen for their ability to answer the study's questions authentically. In order to participate in this study, educators had to meet the participant selection criteria, namely, holding an OCT designation in good standing and currently being employed as an OCT teacher working with students in a publicly funded educational system in Ontario. All participants were sent a consent form and consented to participate in this research study. There were 11 study participants in total.

Gaining Access to Participants

An application to conduct this qualitative research study was submitted to Walden University's Institutional Review Board (IRB). Once consent to conduct research was granted by the IRB (Approval No. 01-24-24-0156890), I sent an invitation letter through Walden University email to the personal email addresses of 26 potential study participants. All potential study participants were OCT qualified K-12 teachers, were members in good standing, and were currently working in publicly funded educational systems within Ontario, Canada. Potential study participants' personal email addresses were obtained through a teacher recruitment website, namely Kijiji, through social media, or through a personal referral from another study participant. Interested study participants were asked to send me a reply via my Walden University email address indicating their interest in participating in this qualitative research study. Of the 26 potential study participants who were invited to participate, 11 individuals indicated their consent to participate via email. As a token of appreciation to research participants, a \$100.00 gift

card to Indigo Book Store was given to each study participant who consented to participate, regardless of completion, at the end of the interview.

Justification for the Number of Participants

As there were a large number of educators on this teacher recruitment website who met the participant selection criteria, namely, holding a certified OCT designation in good standing and currently being employed as an OCT teacher working with students in a publicly funded education system in Ontario, Canada, my plan was to interview 10–12 K-12 educators to reach data saturation and ensure that no new information was generated from additional data collection. My rationale for recruiting 10–12 study participants was to keep the sample size smaller to gain more extensive, in-depth data from a diverse range of teacher perspectives across a variety of publicly funded education systems in Ontario. Study participants came from a diverse range of backgrounds, genders, racial or ethnic identifications, teaching experience, current grade, and work location in Ontario. All information on work location was omitted from this research study to protect the anonymity of research participants and their school boards. The 11 study participants interviewed provided data saturation to fully address the research questions.

Establishing a Researcher–Participant Working Relationship

I am an OCT teacher in good standing working within a publicly funded educational system in Ontario, Canada. As I have no prior relationship with any of the study participants, I was able to conduct this qualitative research study solely as a Doctor of Education candidate at Walden University. If study participants felt uncomfortable

answering questions about their knowledge, understanding, and implementation of CRP with an unfamiliar Doctor of Education candidate, I greeted the K-12 teacher in a friendly manner and built a neutral but friendly rapport with study participants prior to asking interview questions (see Appendix B). I also assured the study participants that their participation was voluntary, confidential, and significant to this research study. In addition, I shared that as an objective researcher, I would record, transcribe, and analyze all participant data for themes (as opposed to judging the study participants' instructional practices). I followed the interview protocol (see Appendix C) with all research participants to reduce any potential bias while interviewing K-12 teachers, and I kept an unbiased position during data collection, data analysis, and throughout the entirety of this qualitative research study. Lastly, after the conclusion of each interview, member checking was used to ensure that study participants reviewed the transcript of their interview and checked for accuracy and resonance of their experience (Mozerky et al., 2022).

I maintained anonymity and confidentiality of all study participants, with each one identified using pseudonyms, when recording, analyzing, storing, and reporting participant data within this qualitative research study. In addition, throughout the duration of this research study, I kept a journal for self-reflections to help reduce any biases that may present themselves and to help evaluate my thoughts and ideas objectively (Burkholder et al., 2020; Edwards & Holland, 2020). I honored all standards of integrity, honesty, and confidentiality by complying with IRB guidelines when working with study

participants and conducted myself with the highest of moral and ethical standards throughout the duration of this qualitative research study.

Methods for Ethical Protection of Participants

Potential study participants were sent an invitation letter to their personal email addresses via secured Walden University email requesting their involvement in this qualitative research study. Study participants who accepted this opportunity to participate in this research study were given more details of the research study and were shared the informed consent form via email. All study participants were advised that their participation was strictly voluntary and could be revoked at any time, for any reason. In addition, study participants were informed that their identity and interview responses would remain confidential, would only be used for the purposes of this research study, and would be kept in a secure, locked file cabinet at my home. As IRB governs and oversees all doctoral level research, I applied for formal permission to conduct this qualitative research study. Only after IRB approval did I begin to recruit potential study participants for this qualitative research study.

Data Collection

The study's interview questions that explored K-12 teachers' perceptions of CRP in their culturally diverse classrooms were asked through individual interviews conducted on the Zoom videoconferencing platform. Interview questions were developed to gather more information on the understanding and usage of CRP in publicly funded education systems across Ontario, Canada, and were based on the two research questions within this qualitative study:

- RQ1: How do K-12 teachers working in publicly funded educational systems within Ontario, Canada, describe their use of CRP in their classrooms to support the learning needs of their culturally diverse students?
- RQ2: How do K-12 educators working in publicly funded educational systems within Ontario, Canada, describe the key factors that affect the use of CRP in their classrooms?

In addition, interview questions were designed to ensure they were open-ended, did not yield a “yes” or “no” response, and were not leading in any way (see Appendix B). One-on-one semistructured interviews were conducted via Zoom at the date and time of the study participant’s convenience. Each interview was projected to last 30–45 minutes, with additional time built into the end if needed. An interview protocol (see Appendix C) was used during interviews. Interviews began with an explanation of the research study’s purpose and the confidentiality procedures, and all study participants were be asked for consent to use a digital recording device to record the interview. Member checking was used to ensure accuracy of data and a second interview was conducted with study participants if there were any discrepancies (Ivey, 2023). Interviews were conducted in my home office via Zoom and a “Do Not Disturb” sign was placed on the outside of the door to prevent anyone from entering the interview location while the interview was being conducted. Following each interview, I stored the recording device and notes in a secure, locked file cabinet in my home.

Procedures for Gaining Access to Participants

Once consent to conduct research was granted by IRB, I sent an invitation letter via Walden University email to 26 potential study participants. Twenty-three potential study participants were sent an invitation letter to their personal email addresses, which I obtained through a teacher recruitment website, namely Kijiji, where all potential study participants self-identified as private tutors, OCT teachers, and current K-12 educators working in a publicly funded educational system within Ontario. Two potential study participants were sent invitation letters to their personal email addresses obtained through social media. One potential study participant was sent an invitation letter to their personal email address after being recruited to participate in this research study by another current study participant. Interested study participants were asked to reply to me via email at my Walden University email address indicating their interest in participating in this qualitative research study. Eleven study participants replied to the invitation letter via email and consented to participate in this qualitative research study. All interviews were voluntary, confidential, and held to the highest ethical and moral standards.

Role of the Researcher

I did not have any relationship with potential study participants, nor any supervisory role in any publicly funded educational system in Ontario, Canada. As a Doctor of Education candidate at Walden University, I assured study participants that I was going to objectively analyze the data to explore K-12 teachers' perceptions of CRP in their culturally diverse classrooms, without judgement of their instructional practices.

All interview data remained confidential and was stored in a secure, locked file cabinet in my home.

As a student-researcher at Walden University, I had many responsibilities throughout this qualitative research study. I obtained IRB approval to conduct this research study. I recruited potential study participants for this qualitative research study, obtained informed consent from all study participants, and developed interview questions (see Appendix B). After conducting interviews with each study participant, I transcribed the data, analyzed the data, and identified themes and study outcomes. I used neutral body language, neutral tone, and neutral facial expressions during interviews with study participants to minimize displaying any bias or perception of judgement. All documents related to this qualitative research study were securely stored in a locked file cabinet in my home and will remain there for at least 5 years, after which they will be destroyed.

Data Analysis

Data analysis of K-12 teachers' perceptions of CRP was conducted using one-on-one interviews via Zoom. All interviews were recorded using a recording device to ensure accuracy of information. Once interview transcripts were transcribed and member checking had occurred, a line by line, inductive coding approach with in vivo coding techniques was used to maintain an open mind with codes created during first reading of each transcript (Saldana, 2021). Afterwards, a second round of coding analysis took place using a line by line, deductive coding technique during the second reading of each transcript (Saldana, 2021). The first round of coding analysis and the second round of coding analysis occurred by hand, without the use of tools or software programs. Themes

were generated by analysing the interview transcripts and coding, categorizing, and labeling them. Analyzing the interview transcripts allowed me to better understand K-12 teachers' perceptions of CRP and how they use it in their culturally diverse classrooms.

Accuracy, Credibility, and Findings

To ensure accuracy within this research study, study participant interviews were conducted on a one-to-one basis using Zoom, with interviews being recorded on a recording device for accuracy in data collection, transcription, and analysis. Each set of data underwent immediate transcription that evening, with member checking built in to ensure additional accuracy. A second interview was conducted with study participants if there were discrepancies (Ivey, 2023). I maintained researcher reflexivity by using a journal during participant interviews to record, and critically reflect on, any thoughts, ideas, or emerging themes that occurred during the interview process. Codes and patterns were identified using inductive coding techniques and were re-evaluated to ensure no additional information was missed during study analysis (Saldana, 2021).

I used a color-coding system to code the three main themes for RQ1, namely, (a) communicate high expectations for student success, (b) foster students' cultural competence, (c) promote positive relationships with parents, with green, pink, and yellow, respectively. A color-coding system was also used for the three main themes for RQ2, namely, (a) teacher beliefs, (b) CRP resources, and (c) time, with purple, blue, and red, respectively. One overarching theme, professional development, was present throughout the interviews. This emergent theme was color-coded in teal.

To ensure credibility and trustworthiness within this research study, I used member checking so that study participants had the opportunity to affirm that their interview transcripts aligned with their perceptions and experiences (Ravitch & Carl, 2021). In addition, use of purposeful sampling, use of a larger sample size, and description of research design, data collection, and data analysis techniques increased the credibility and trustworthiness of this qualitative research study. Use of my doctoral chair as a confidential peer-reviewer ensured that data were accurately coded, themes were identified, and study findings were credible and accurate. Lastly, researcher bias was minimized through the use of neutral tone, neutral body language, neutral facial expressions, an interview script, a recording device, the immediate transcription of interviews within 48 hours after interviews have taken place, and member checking of interview transcripts within 48 hours of transcription.

Discrepant Cases

Discrepant cases may emerge during data collection with discrepancies and/or inconsistent themes being identified. Using the member checking technique, study participants were asked to review their interview transcripts to validate or retract the data and ensure accuracy and credibility. Retracted information would be stored in a secure location at home but would not be used in data analysis. There were no discrepant cases that emerged from this qualitative research study.

Limitations

The purpose of this qualitative research study was to explore K-12 teachers' perceptions of CRP to support the learning needs of culturally diverse students. This

study focused on exploring K-12 teachers' perceptions of CRP in publicly funded educational systems across Ontario, Canada, which could be a limitation of this study. As a result, study findings may not be transferrable to other publicly funded educational systems in other Canadian provinces, in the United States of America, or in other countries around the world.

Data Analysis Results

In this basic qualitative research study, I explored K-12 teachers' perceptions of CRP in their culturally diverse classrooms. Eleven educators were interviewed for this research study using semistructured, open-ended questions (see Appendix B). All interviews were conducted on Zoom and lasted 30–45 minutes. All interviews were prearranged with dates and times chosen by the research participants. Table 1 provides background demographics on the research participants in the study.

Table 1

Background Demographic Information on Research Participants

Participant	Gender	Racial or ethnic identification	Grade	Teaching division	Years of teaching experience
1	Female	White European	Grade 1/2	Elementary	1.75
2	Female	White	Grade 7/8	Intermediate	10
3	Female	Black Canadian	Grade 1/2	Elementary	23
4	Male	South Asian	Grade 6	Elementary	10–15
5	Female	White European	Grades 9-12	High school	12
6	Female	White European	Grade 7/8	Intermediate	25
7	Female	South Asian	Grade 8	Intermediate	18
8	Male	Middle Eastern	Grades 9-12	High school	12
9	Female	Asian	Grades 9-10	High school	7
10	Female	Black Jamaican	Grade 3	Elementary	8
11	Female	Indo Caribbean	Grades 9-12	High school	20

Interview questions were organized based on this study's two research questions, namely, RQ1, How do K-12 teachers working in publicly funded educational systems within Ontario, Canada, describe their use of CRP in their classrooms to support the learning needs of their culturally diverse students? and RQ2, How do K-12 educators working in publicly funded educational systems within Ontario, Canada, describe the key factors that affect the use of CRP in their classrooms? Interviews were transcribed and an analysis was used to identify themes, patterns, and trends in research data. A priori coding approach was used to identify main themes or categories from participant interviews (see Table 2).

Table 2

Summary of Main Themes or Categories

Theme	Description
1	Communicate high expectations for student success
2	Foster students' cultural competence
3	Promote positive relationships with parents
4	Teacher beliefs
5	Culturally relevant pedagogy resources
6	Time
7	Professional development

Research Question 1

A priori coding approach was used to analyze RQ1 and the three main themes that emerged from this research question were: (a) communicate high expectations for student success; (b) foster students' cultural competence; and (c) promote positive relationships with parents. A color-coding system was used to color-code the three main themes for RQ1 with green, pink, and yellow, respectively. One overarching theme, professional

development, was present throughout the interviews. This emergent theme was color-coded in teal.

Communicate High Expectations for Student Success

K-12 teachers reported communicating high expectations for student success and achievement in the classroom during participant interviews. K-12 teachers used learning goals to help promote student engagement and success through goal setting. Learning goals were often co-created collaboratively between teachers and students, highlighted the goals that students would be working towards, and were posted on classroom walls to act as learning targets for students throughout lessons and activities. Teachers reported that students felt empowered to check their own understanding of learning concepts during lessons and activities and used the learning goals to self-reflect and monitor their own success and achievement. One study participant said, “I’d have my learning goals posted, see whether they’re understanding, and check for their feedback trying to see if they’ve understood the lesson.”

The communication of academic standards through rubrics and success criteria was another strategy that many educators used to promote high expectations for student success in classrooms. Teachers highlighted the use of success criteria to promote high learning expectations for students in the classroom, explicitly taught students how to use the success criteria to make improvements on student work and encouraged students to use the success criteria as a tool to help them achieve their learning potential in the classroom. One research participant said, “Students feel comfortable to share, they feel

comfortable to come to class when all the success criteria is presented to them in a way that they understand, and they know they can do well.”

Providing flexibility and choice in student learning and assessment opportunities was another strategy that teachers used to promote high expectations for student success in the classroom. K-12 teachers reported using flexibility and choice in student learning and assessment opportunities which allowed students to feel empowered in their learning, provided students with greater levels of engagement during learning tasks, and gave students the ability to share their learning in ways that are meaningful and relevant to them. One participant said, “For students to be successful, they’re able to tell me, we can show their learning through conversation, through writing, they can post it online...whatever suits them best to their individual identity and strengths.” Another participant noted, “I try to make all of my activities very open-ended, where all students can feel like they can participate, that it’s nothing that is beyond their interest or beyond their home life.”

Most research participants communicated high expectations for student success in a variety of ways, through positive encouragement, the use of collaborative learning goals and success criteria, and the opportunity for students to build, connect to, and demonstrate their individual learning and achievement in ways that are relevant and meaningful to them. Participants highlighted that promoting academic excellence in the classroom helped students to feel valued, respected, engaged, and supported as they work towards reaching their full academic potential. According to one participant, “Seeing the

kids feeling joyful, feeling engaged, and feeling successful...students can be whatever they want to be...the sky's the limit.”

Foster Students' Cultural Competence

K-12 teachers reported fostering students' cultural competence in a variety of ways. An analysis of K-12 teachers' implementation of CRP revealed 11 codes that emerged (see Table 3).

Table 3

Codes Related to K-12 Teachers' Implementation of CRP

Code	Description
1	Use of CRP in lessons or activities
2	Learning students' background and interests
3	Use of culturally diverse texts
4	CRP in student assessments
5	Student cultural activities
6	Student questionnaires
7	Fostering Black empowerment and Black joy
8	Presentations by culturally diverse people
9	Extra-curricular cultural clubs
10	Other methods of implementing CRP
11	Limited application of CRP expressed by teacher

Note. CRP = culturally relevant pedagogy.

Infusing culture into the context of student learning allowed students to feel valued, respected, and seen in the classroom. K-12 teachers highlighted the diverse ways that they fostered students' cultural competence in the classroom (see Table 4).

Table 4*K-12 Teachers' Implementation of CRP*

Participant/CRP	1	2	3	4	5	6	7	8	9	10	11
Use of CRP in lessons or activities	X	X	X	X	X	X		X	X	X	X
Learning students' cultural background and interests	X		X	X	X	X	X		X	X	X
Use of culturally diverse texts	X		X	X	X	X	X	X	X	X	
CRP in student assessments	X			X	X		X	X		X	
Student cultural activities	X		X			X	X			X	
Student questionnaires		X			X	X					
Fostering Black empowerment and Black Joy	X				X					X	
Presentations by culturally diverse people			X	X						X	
Extra-curricular cultural clubs						X				X	
Other methods of implementing CRP										X	
Limited application of CRP expressed by teacher		X	X				X		X		X

Note. CRP = culturally relevant pedagogy.

Nine K-12 teachers reported the importance of learning students' cultural background and interests through individual conversations with students, whole class discussions, and information gained through student questionnaires. Teachers often used this information to foster students' cultural competence in the classroom by infusing culture into student learning. One participant said, "It makes students feel included in the class, it helps them to feel safe and a part of the class when they see their aspects of their culture on the walls, and in the assignments, and the books they're reading." Another participant said, "When they see themselves in the lessons and they feel a sense of community in the classroom...it supports their learning."

Using culturally diverse texts in the classroom allowed educators to expose students to a variety of different cultures, created culturally inclusive learning

environments in classrooms, and helped students to develop positive ethnic and social identities at school. Nine study participants reported using culturally diverse texts to foster students' cultural competence in the classroom (see Table 4). One participant shared, "I think the big thing I have been focusing on a lot recently is selecting texts that would reflect the diverse identity of my students, because I have a very diverse cultural makeup of my students." Another participant noted, "It's important to make sure that the kids see themselves in the literature they are reading...just choosing books that are culturally relevant and exposing the students to all different books, making sure that that's inclusive of all their identities."

Implementing CRP strategies into lessons, learning activities, and assessment opportunities allowed students to feel respected, connected, seen, and heard in the classroom. This helped to build an inclusive classroom environment where all students felt safe, welcome, and valued. Ten K-12 teachers highlighted the use of CRP strategies in lessons or activities as a way to foster students' cultural competence in the classroom (see Table 4). One participant said, "When students see themselves in the lessons and they feel a sense of community in the classroom, it supports their learning." Another participant stated:

Just trying to think about ways to engage students and their unique identities and bring us together instead of bring us apart...so really thinking about ways I can speak to all the different social identities of students but doing it in a way where they feel like we are one classroom community.

Three research participants highlighted the importance of fostering Black empowerment and Black joy in culturally diverse classrooms. For students to develop Black empowerment, Black joy, and Black excellence in education, they must feel safe, welcomed, affirmed, respected, and free from oppression or harm. One K-12 teacher reported creating a Black Student Alliance Club as a safe space for Black students to be themselves and celebrate being Black, noting:

We want the Black students specifically to feel included and have a safe space where they can be pretty candid about anything that they're currently facing...it's also a space where, you know, we try to empower them as well to just be themselves.

Promote Positive Relationships with Parents

K-12 teachers reported promoting positive relationships with parents in a variety of ways throughout the school year. An analysis of K-12 teachers' parent engagement initiatives revealed seven codes that emerged (see Table 5).

Table 5

Codes Related to K-12 Teachers' Parent Engagement Initiatives

Code	Description
1	Parent survey at the start of the school year
2	Conversations with parents
3	Classroom events with parents
4	School assemblies with parents
5	School cultural events with parents
6	Other parent engagement strategy
7	Limited parent engagement expressed by teacher

Promoting positive relationships with parents was an important aspect in culturally responsive classrooms. The more parents engaged with the classroom teacher and the greater school community, the more welcomed, valued, and respected they felt. K-12 teachers highlighted the diverse ways that they promoted positive relationships with parents (see Table 6).

Table 6

K-12 Teachers' Parent Engagement Initiatives

Participant	Parent survey at start of school year	Conversations with parents	Classroom events with parents	School assemblies with parents	School cultural events with parents	Other parent engagement strategy	Limited parent engagement expressed by teacher
1		X				X	
2	X						X
3			X		X	X	
4			X			X	
5		X				X	X
6				X	X		
7		X				X	X
8							X
9		X	X			X	
10	X		X	X			X
11		X					X

Frequent, ongoing communication with parents was an essential component of CRP and took place in a variety of ways. Making parents feel involved in their child's education was paramount to their child's success at school. Five K-12 teachers stated they use conversations with their students' parents to promote positive relationships in the classroom and four K-12 teachers shared that they often include parents into classroom events at school. One participant highlighted, "I think it's so important to collaborate with parents and for them to have that open line of communication and for them to feel included." Another K-12 teacher stated, "With the parents or families,

inviting them into the [school] community when it comes to different assemblies and making them feel included; that they're able to come and participate.”

Although many educators recognized the value and benefit of parent engagement in students' learning, six K-12 teachers highlighted that they incorporated limited parent engagement strategies in their classroom. One participant noted, “I think that's probably something I could do more of, inviting the parents...its usually through the children in my class that I learn about the parents, and they just share, kind of, their parents' story.” Another K-12 teacher shared, “I leave that to the families because, I just, I trust in my approach, and if any family wants to have a conversation...I'm more than happy to.” Another research participant expressed, “Parent communication in high school, I think, is different than elementary...for sure, we do interviews as well, but only as requested and it's usually for students who are struggling.”

Research Question 2

A priori coding approach was used to analyze RQ2 and the three main themes that emerged from this research question were: (a) teacher beliefs; (b) CRP resources; and (c) time. A color-coding system was used to color-code the three main themes for RQ2 with purple, blue, and red, respectively. One overarching theme, professional development, was present throughout the interviews. This emergent theme was color-coded in teal.

Teacher Beliefs

K-12 teachers reported teacher beliefs as a key factor that affected the use of CRP in their classrooms. An analysis of teacher beliefs revealed five codes that emerged (see Table 7).

Table 7*Codes Related to Teacher Beliefs*

Code	Description
1	Awareness of White supremacy, White privilege, or systemic racism in education
2	Awareness of teacher's lived experiences
3	Evidence of teacher self-reflection
4	Evidence of teacher bias
5	Evidence of teacher's resistance to change

Teacher beliefs are thoughts, reflections, or statements that influence who K-12 teachers are, how they think and act, how they view students and student learning, and what and how they teach in the classroom. Many educators brought a diverse range of teacher beliefs, lived experiences, and conscious or unconscious biases into the classrooms. K-12 teachers shared their teacher beliefs during their participant interviews (see Table 8).

Table 8*Teacher Beliefs of K-12 Teachers*

Participant	Awareness of White supremacy, White privilege, or systemic racism in education	Awareness of teacher's lived experience	Evidence of teacher self-reflection	Evidence of teacher bias	Evidence of teacher's resistance to change
1	X	X	X	X	
2	X		X	X	X
3		X	X	X	
4	X	X	X	X	X
5	X	X	X		X
6	X	X	X		
7		X	X	X	
8	X	X	X	X	
9		X	X	X	
10	X	X	X		X
11		X	X		

Teacher beliefs significantly influenced how educators thought, taught, and acted in the classroom. Although some K-12 teachers were aware of their teacher beliefs and how they influenced teaching and learning in the classroom, many were not. One participant said, “I have biases and prejudices, maybe, that I’m not even aware of.”

Another participant noted:

There was things that I was doing and the way my brain functions, especially as a White person, that I was never aware of, how I could have been making people feel or who I was like leaving out of the conversation.

White supremacy, White privilege, and systemic racism are still evident within the field of education today. Developing an understanding and awareness of these settler colonial practices within the structure and function of public education is paramount for systemic change to occur. Although seven K-12 teachers indicated an awareness of White supremacy, White privilege, or systemic racism in education, four K-12 educators did not (see Table 8). A K-12 teacher said, “I don’t know if you know, but X school board got in trouble, for, like, some racist issues, systemic racism within our school board.” One participant noted:

Some of my challenges are just being a White person, I am the symbol of White privilege ... so it can be hard to talk to the kids about that and to connect with them in the same way that someone of their own culture would.

Being able to self-reflect on past lived experiences, teacher beliefs, and conscious or unconscious biases that K-12 teachers may hold is a necessary step towards identifying, understanding, acknowledging, and ceasing teaching practices that may cause

harm. One participant said, “We can’t have negative biases against students of color, and they need to know that we are going to try and represent their perspective and their lived experiences within the classroom and validate it, right?” Another participant said:

As a teacher, I always think about my positionality, my gender, my culture, my race, my religion, and I think about how, perhaps, some aspects of my identity have been traditionally, in society, privileged, while other aspect may have been not privileged.

Although 11 K-12 teachers demonstrated evidence of self-reflection and 10 K-12 teachers described an awareness of their own lived experiences, seven K-12 teachers indicated evidence of teacher biases during their participant interviews (see Table 8). One participant said, “I think I come with my own biases.”

One of the major challenges to effective implementation of CRP in the classroom was K-12 teachers’ resistance to change. Being resistant to change can consciously or unconsciously perpetuate White supremacy, White privilege, and systemic racism in education. One K-12 teacher shared, “Some don’t like to change, change too much, right?” Another participant noted, “We resort to our comfortable way of teaching where we are not trying to evolve.” A third research participant shared, “Teachers have more of a mindset like, why do I have to do this sort of thing?”

CRP Resources

K-12 teachers reported CRP resources as a key factor that affected the use of CRP in their classrooms. An analysis of CRP resources revealed seven codes that emerged (see Table 9).

Table 9*Codes Related to K-12 Teachers' CRP Resources*

Code	Description
1	Culturally diverse texts
2	Culturally diverse videos
3	Use of internet for culturally diverse content
4	Other CRP resources used in classroom
5	Limited use of CRP resources expressed by teacher
6	Limited availability of CRP resources expressed by teacher
7	Additional CRP resources requested by teacher

Note. CRP = culturally relevant pedagogy.

Teaching resources were an essential component for the use and implementation of CRP in culturally diverse classrooms. K-12 teachers highlighted the variety of CRP resources that they had access to in their classrooms (see Table 10).

Table 10*K-12 Teachers' CRP Resources*

Participant	Culturally diverse texts	Culturally diverse videos	Use of internet for culturally diverse content	Other CRP resources used in classroom	Limited use of CRP resources expressed by teacher	Limited availability of CRP resources expressed by teacher	Additional CRP resource requested by teacher
1					X		
2	X		X			X	X
3	X		X			X	X
4	X	X	X			X	
5		X	X			X	X
6	X			X		X	X
7			X			X	X
8	X					X	X
9	X	X	X			X	X
10	X		X	X			X
11		X	X			X	X

Note. CRP = culturally relevant pedagogy.

K-12 teachers required CRP resources to effectively implement the components of CRP with their students and often struggled to find adequate CRP resources in their classrooms. Although seven K-12 teachers indicated that they had access to culturally

diverse texts in their classrooms, only four research participants had culturally diverse videos available for use with students. Eight K-12 teachers highlighted the use of the internet to bring culturally diverse content into their classrooms and nine research participants indicated limited availability of CRP resources at school. Having a wide variety of CRP resources in K-12 classrooms supports the use of CRP in schools, and a limited availability of CRP resources is a key factor affecting the use and implementation of CRP in K-12 classrooms. One participant said, “More tools, it would be nice to have more books.” Another participant highlighted, “It’s either you want to spend it yourself [to buy your own CRP resources], or when the school boards cap you out, you’re done.”

Time

K-12 teachers reported time as a key factor that affected the use of CRP in their classrooms. An analysis of K-12 teachers’ time constraints revealed six codes that emerged (see Table 11).

Table 11

Codes Related to K-12 Teachers’ Time Constraints

Code	Description
1	Engaging in PD on CRP
2	Collaborating with other teachers on CRP
3	Learning about CRP independently
4	Lesson planning using CRP
5	Looking for CRP resources
6	Lack of time to implement CRP expressed by teacher

Note. PD = professional development; CRP = culturally relevant pedagogy.

The lack of time was a critical issue articulated by many K-12 teachers today. Research participant highlighted the various time constraints that had affected their use of CRP in their classrooms (see Table 12).

Table 12*K-12 Teachers' Time Constraints*

Participant	Engaging in PD on CRP	Collaborating with other teachers on CRP	Learning about CRP independently	Lesson planning using CRP	Looking for CRP resources	Lack of time to implement CRP expressed by teacher
1	X			X		X
2					X	X
3				X	X	X
4	X	X				X
5		X	X			X
6				X	X	X
7	X			X	X	X
8			X	X	X	X
9	X					X
10				X	X	X
11		X		X	X	X

Note. PD = professional development; CRP = culturally relevant pedagogy.

Every research participant cited a lack of time as a barrier for them to implement CRP in the classroom. One participant highlighted, “If you have a huge class, I think that’s a huge challenge.” Another participant stated, “With a class of 29 or 30 kids, how is it that you can delve deeply into CRP and teaching practices when you know you have such diverse learners and you have so many diverse backgrounds?”

Seven K-12 teachers shared that the amount of time it took to incorporate CRP into lessons plans was another barrier for them. One participant said, “The biggest barrier is the amount of time in a given day...if the school day was a little longer, it would be easier for all teachers to be able to plan extremely thoroughly and detailed and informed and engaging culturally relevant and responsive lessons every single day for every period.”

Seven K-12 teachers highlighted the time to look for CRP resources as another barrier for them. One participant said, “I just generally pull work from here, there, and

everywhere to make my program culturally relevant...it would be great if we had some ready made, useful practical materials and resources that we can draw from.”

Three K-12 teachers shared that the lack of time to collaborate with other teachers on CRP was another barrier for them. One participant said, “To get that time is a challenge, I don’t think I’ve collaborated, yeah, as much as I could.”

Professional Development

K-12 teachers reported varying degrees of CRP knowledge as a key factor that affected the use of CRP in their classrooms. During the interview process, research participants shared various definitions of CRP and fragmented descriptions of how they implemented CRP in their classrooms, which indicated a need for additional professional development amongst K-12 teachers. An analysis of K-12 teachers’ knowledge of CRP revealed four codes that emerged (see Table 13).

Table 13

Codes Related to K-12 Teachers’ Knowledge of CRP

Code	Description
1	Knowledge of CRP Element 1: Academic success
2	Knowledge of CRP Element 2: Cultural competence
3	Knowledge of CRP Element 3: Critical consciousness
4	Limited knowledge of CRP expressed by teacher

Note. CRP = culturally relevant pedagogy.

Although seven K-12 teachers reported knowledge of CRP element 1: academic success and nine K-12 teachers reported knowledge of CRP element 2: cultural competence, only four K-12 educators acknowledged that they had knowledge of CRP element 3: critical consciousness in the classroom (see Table 14).

Table 14*K-12 Teachers' Knowledge of CRP*

Participant	Knowledge of CRP Element 1: Academic Success	Knowledge of CRP Element 2: Cultural Competence	Knowledge of CRP Element 3: Critical Consciousness	Limited knowledge of CRP expressed by teacher
1	X	X	X	
2				X
3	X	X		
4	X	X		
5	X	X		X
6	X	X	X	
7	X	X		X
8	X	X	X	
9				X
10	X	X	X	
11		X		X

Note. CRP = culturally relevant pedagogy.

CRP element 1: academic success and CRP element 2: cultural competence were only two components of CRP and developing students' critical consciousness was the third component of CRP that many K-12 teachers lacked. This gap in understanding and application highlighted a need for additional PD to help K-12 teachers learn how to effectively develop students' critical conscious in the classroom. One participant said, "To be honest, I think I have an inkling...I've read some books in a couple of resources and some articles, but maybe I need to delve into it deeper." Another participant acknowledged, "And just even, you know, your own personal lack of knowledge, to be quite honest."

Despite most K-12 teachers using CRP element 1 and CRP element 2 in their classrooms, five K-12 educators reported limited knowledge of CRP (see Table 14). When asked to define CRP during the participant interview, one participant responded, "I'm gonna sound so ignorant here, is that part of systemic racism? Another participant

highlighted, “a lot of teachers don’t really know what CRP is.” There is a significant need for additional PD to ensure that K-12 teachers have a thorough knowledge of CRP to effectively implement all three components of CRP in their classroom to support the learning of their culturally diverse students.

Developing students’ critical consciousness was an essential component of CRP that many teachers overlooked or omitted. Only four research participants identified the importance of developing students’ critical consciousness through classroom lessons and activities. Developing students’ critical consciousness helped them learn to identify, recognize, and analyze the social inequalities and systemic racism that exists around the world today. When K-12 teachers helped students develop the knowledge and skills to identify and act against social injustice, they felt more empowered become social change agents in their own lives. One participant shared how she developed students’ critical consciousness in her classroom:

I try to realize which aspects of identity and culture and language and family have been traditionally marginalized, so that in my teaching practice, I can apply a social justice lens, and I can see all of the cultures that I teach, see all of the identities I teach, and include them in learning.

K-12 teachers also reported varying degrees of previous CRP training as another key factor that affected the use of CRP in their classrooms. An analysis of K-12 teachers’ CRP PD revealed seven codes that emerged (see Table 15).

Table 15*Codes Related to K-12 Teachers' CRP Professional Development*

Code	Description
1	Teacher's college
2	School board
3	Independent learning
4	Communication with other teachers
5	Collaboration with other teachers
6	Limited CRP PD expressed by teacher
7	Addition CRP PD requested by teacher

Note. CRP = culturally relevant pedagogy; PD = professional development.

PD is a tool that educators used to acquire and integrate new content knowledge and instructional strategies into their teaching pedagogy. K-12 teachers indicated that they have received PD on CRP in a variety of ways (see Table 16).

Table 16*K-12 Teachers' CRP Professional Development*

Participant	Teacher's college	School board	Independent learning	Communication with other teachers	Collaboration with other teachers	Limited CRP PD expressed by teacher	Additional CRP PD requested by teacher
1	X		X	X	X		X
2		X		X	X		X
3		X	X			X	X
4	X			X	X		X
5		X	X	X	X		
6		X		X	X		X
7		X					X
8	X	X	X	X	X		X
9	X		X	X			
10	X	X	X	X	X		X
11		X				X	X

Note. CRP = culturally relevant pedagogy; PD = professional development.

PD helps participants develop a foundational understanding of CRP and helps K-12 educators learn to implement CRP in the classroom to effectively teach and assess their culturally diverse learners. PD also provides the opportunity for K-12 teachers to

reflect, converse, collaborate, and ask questions to clarify their knowledge and understanding of CRP from expert facilitators. One participant said, “Professional development is the best, in my opinion, so more of that is always beneficial.”

Although research participants confirmed receiving CRP PD either in teacher’s college, from their school board, or through independent learning, nine K-12 teachers highlighted the need for additional CRP PD during their participant interviews (see Table 16). One participant said, “We got professional development, but it was such a long time ago.” Another K-12 teacher shared, “We’ve had professional development, not as much as I would have liked.”

Even though many K-12 teachers articulated their desire for additional CRP PD, many research participants indicated they felt resistant to undertaking more PD on CRP. One K-12 teacher said, “Who has time to go out and actually do other things?” Another research participant noted:

One 6-hour training is meant to be everything that you need to be able to implement it properly, whereas, I think if it’s meant to be meaningful, it should be instilled throughout the course, rather than just as a little sort of drop in the bucket.

K-12 teachers have highlighted the need for additional PD in CRP to become more proficient educators when working with culturally diverse learners. Additional PD in CRP may equip educators with the foundational knowledge to understand, implement, and apply CRP in classroom lessons, activities, and assessments and to enhance the learning of their culturally diverse students.

All aspects of this qualitative research study were based on RQ1, RQ2, and Dr. Ladson-Billings' (1994) framework of CRP. This research study was guided by the research problem, namely, K-12 teachers were not widely using CRP to support their culturally diverse students' learning needs in K-12 classrooms across Ontario, and the purpose, namely, to assist educators in implementing CRP within their culturally diverse classrooms to better support the learning needs of all students of color in publicly funded educational systems in Ontario. In the data analysis, I identified themes, categories, and codes within participant responses organized by research question. Furthermore, K-12 teachers' perceptions of CRP were acquired because the data collected provided a thorough understanding of what is happening in public education within Ontario.

In Section 2, the qualitative research methodology that was used for this project was described and the data collection and analysis processes were outlined. In Section 3, a year-long PD project will be shared.

Section 3: The Project

Introduction

In this basic qualitative research study, I explored K-12 teachers' perceptions of CRP to support the learning needs of culturally diverse students in publicly funded educational systems across Ontario, Canada. I interviewed 11 K-12 teachers using semistructured, open-ended interview questions (see Appendix B) about CRP. All interviews were conducted on Zoom and lasted 30–45 minutes. Throughout the interviews, the study participants reported a need for additional PD to better understand and implement CRP with students and parents. All research participants were working as a K-12 teacher within a publicly funded school board in Ontario, Canada. Study participants had a diverse range of racial or ethnic identifications, years of teaching experience, and current teaching grades.

During the interviews, research participants shared their perceptions of CRP. The six themes that emerged during participant interviews were: (a) communicate high expectations for student success, (b) foster students' cultural competence, (c) promote positive parent relationships, (d) teacher beliefs, (e) CRP resources, and (f) time. An overarching theme that emerged throughout the qualitative interview was PD in CRP. Based on this research study's findings, additional PD in CRP would be beneficial for K-12 teachers to better understand and implement CRP in their classrooms and effectively support the learning needs of their culturally diverse students within publicly funded educational systems across Ontario. As a result of this study's direct research findings, I have created a PD workshop in CRP.

Rationale

This PD project was created based on the research study's findings to help K-12 teachers become more proficient in their understanding and implementation of CRP. The results of this research study showed that 45% of K-12 teachers reported limited knowledge of CRP and only 36% of K-12 teachers reported using all three elements of CRP in the classroom, namely, academic success, cultural competence, and critical consciousness. In addition, 82% of K-12 teachers requested additional PD in CRP during participant interviews. The K-12 teachers in this qualitative research study expressed a strong desire to learn more about CRP through additional PD sessions. One K-12 teacher highlighted the need for ongoing PD over time, instead of attending one-day PD sessions, noting:

One 6-hour training is meant to be everything that you need to be able to implement it properly, whereas I think if it's meant to be meaningful, it should be instilled throughout the course, rather than just as a little sort of drop in the bucket.

As a result, a year-long PD workshop in CRP was created with the goal of helping K-12 teachers become more proficient in CRP with their culturally diverse students and parents. In addition, K-12 teachers will have the opportunity to develop the skills to become CRP teacher-leaders in their classrooms and social change agents in their schools and communities. Three face-to-face workshops were intentionally designed to be held on teacher preparation week in August from 9:00 a.m. to 12:00 p.m. to provide fundamental background knowledge of CRP as K-12 teachers begin the new school year.

Nine online, synchronous PD workshops were intentionally designed to be held throughout the school year from 7:00 p.m. to 8:00 p.m. to provide K-12 teachers with monthly PD topics on CRP, practical learning opportunities for K-12 teachers, and access to an ongoing CRP professional learning community with myself and other K-12 teachers. By the end of the year-long PD workshop, K-12 teachers will be equipped to work with culturally diverse students and parents, have the instructional strategies to implement CRP in their classrooms for student engagement, success, and achievement, and have the skills to become social change agents in their classrooms, school, and community.

Review of the Literature

The public education system in Ontario, Canada, is dynamic and constantly evolving to meet the ever-changing needs of students from kindergarten to Grade 12 (Osmond-Johnson & Campbell, 2018; Siskind et al., 2022). With a dramatic influx in the number of culturally and linguistically diverse learners in schools over the last several decades, the public education system is becoming increasingly diverse, highlighting the need for educators to become more culturally responsive in all schools (Chadha et al., 2020; Kerstinsdotter, 2024; Ontario Government, 2020; Severson-Irby et al., 2024; Siskind et al., 2022). Educational reform is underway as educational leaders and researchers call to end systemic racism within all public school boards in Ontario (Chadha et al., 2020; Ontario Government, 2020; Raza, 2022; Siskind et al., 2022; Starks & Terry, 2023).

Professional Development

To meet the needs of their culturally and linguistically diverse students, K-12 educators must become more culturally aware, culturally responsive, and culturally competent in their classrooms (Siskind et al., 2022). There is a need for educators to engage in ongoing professional development to stay abreast of changes in education, remain current in their teaching pedagogy, and continue to develop their teaching skills to support student learning and achievement in the classroom (Sancar et al., 2021). PD is defined as “any purposeful, to some extent face-to-face, formalized and organized learning and/or training opportunity for in-service teachers” (Kalinowski et al., 2019, p. 3) and is designed to increase the knowledge and understanding of teachers, improve classroom practices, and increase student learning and achievement (Kalinowski et al., 2020; Sancar et al., 2021). Given the urgent need for culturally competent teachers in Ontario, additional PD on CRP is needed for K-12 educators to remain current in their teaching pedagogy, explore their own lived experiences and teacher biases, and become equipped to disrupt and dismantle systemic racism in schools (Chambers Cantrell et al., 2023; Fallon et al., 2023). Engaging in PD sessions focused on critical reflection of nonfiction literature on racism and White supremacy significantly increased educators’ ability to see, understand, and address race and unconscious racial bias in education (Akuoko-Barfi et al., 2023; Kempf, 2022). PD training for K-12 teachers in public education is essential to improving student learning and achievement in culturally diverse classrooms (Sancar et al., 2021).

Homeplace and Black Joy

In order to be effective at dismantling systemic racism in education, professional development training should include challenging Whiteness and White supremacy in schools, reflecting on teachers' lived experiences and teacher beliefs, teaching culture and strengthening students' racial and ethnic identities in the classroom, addressing equity, inclusion, and racism explicitly, and emphasizing the use of CRP to cultivate homeplace and Black joy in all classrooms (Akuoko-Barfi et al., 2023; Crabtree & Stephan, 2023; Lawson, 2024; Lowery et al., 2024; Masson et al., 2022; Mayes et al., 2024a; Starks & Terry, 2023). hooks (1990) defined *homeplace* as a sacred place of empowerment, belongingness, affirmation, and restoration for all Black people that is free from oppression, dehumanization, and harm. Using CRP to create a homeplace for Black students in all classrooms is grounded in care, concern, and taking action against the historical oppression felt by the Black community (Lowery et al., 2024; Starks & Terry, 2023). Through the development of homeplace in classrooms and in creating safe, loving, caring, nurturing school communities, educators can manifest Black joy in students through four tenets: (a) cultivating Black excellence through success and achievement; (b) building Black inventiveness through creativity, innovation, and resourcefulness; (c) developing Black kinship through relations, unity, and identity; and (d) celebrating Black aesthetics through beauty, appreciation, and expression (Adams, 2022; Hannon & Hannon, 2024; Vaidya & Battey, 2022). Cruz (2017) affirmed that Black joy is not about dismissing or creating an alternative Black narrative that ignores the realities of our collective pain; rather, it is about holding the pain and

injustice we experience as Black folks around the world in tension with the joy we experience in the pain's midst (para. 14).

Black joy is “healing, resistance, and regeneration” in practice and educators have a responsibility to cultivate Black joy in their classrooms (Cruz, 2017, para. 14).

Culturally Relevant Pedagogy

By implementing the three guiding principles of CRP in classrooms (i.e., academic success, cultural competence, and sociopolitical consciousness), educators can build a safe and caring homeplace for Black students in classrooms, cultivate a sense of well being for Black students at school, and celebrate the power of Black joy and Black excellence in education (Ladson-Billings, 1994; Lawson, 2024). PD training in CRP would help educators learn how to effectively build a homeplace for Black students in their classrooms and enrich Black joy in schools (Kearl et al., 2024; Lawson, 2024; Vaidya & Battey, 2022). Educators need to intentionally and mindfully design learning environments that create a homeplace for Black students and foster Black joy in all classrooms to help Black students thrive (Adams, 2022; Childs, 2024; Kearl et al., 2024; Lowery et al., 2024). PD training sessions can be an effective tool to help educators develop cultural competence, create a homeplace in their culturally diverse classrooms, and empower Black joy in all students.

Delivery Modalities

PD sessions can occur through different modalities, namely, face-to-face learning, online synchronous (live) learning, and online asynchronous (prerecorded) learning (Meyer et al., 2023). As the majority of educators prefer a face-to-face mode of PD

delivery due to an increased level of engagement, a greater development of knowledge and understanding, and a higher level of ongoing support when implementing new skills in the classroom, this doctoral research study will primarily use a face-to-face learning model for its 3-day PD project with a monthly online synchronous (live) learning component for ongoing PD and support throughout the school year (Fitzgerald et al., 2023; Meyer et al., 2023). As many educators choose to participate in voluntary PD training throughout the school year in order to increase their own knowledge and understanding, become more proficient in a teaching skill, or to further their own career growth, this PD training will be a unique opportunity for them to learn, develop, and master their CRP skills in a supported environment over time (Njenga, 2023; Osmond-Johnson & Campbell, 2018). By engaging in three half-day face-to-face PD sessions during teacher preparation week in August and participating in monthly, online, synchronous (live) professional development sessions via the Zoom platform, this research study's year-long professional development design will provide educators with a thorough and immersive understanding of CRP and allow opportunities for critical reflection over time, leading to higher levels of personal and professional growth, cultural awareness, cultural sensitivity, and cultural competence amongst educators (Anderson, 2018; Sellers & MacKenzie, 2022).

Use of Video Analysis

PD sessions can include a variety of training methods like coaching, consultation, and video analysis (Meline et al., 2023). Use of video analysis in PD training sessions is often used to improve the quality of teaching and instruction in schools (Chen, 2020;

Meline et al., 2023). Many people learn more effectively through videos, as they can see, hear, and reflect on their learning throughout the video (Abbas & Qassim, 2020).

Effective use of video analysis during PD sessions incorporates three different techniques, namely, video recording, video review, and analysis of teaching behaviors (Meline et al., 2023; Mosley Wetzel et al., 2017). PD sessions that include the use of video aids in increasing educators' self-reflective thinking, provides opportunity for a deeper analysis of classroom pedagogy, promotes greater dialogue and discourse between teachers, and helps educators to use evidence-based tools to improve the quality of their classroom instruction (Chen, 2020; Hamel & Viau-Guay, 2019; Meline et al., 2023).

Although many people perceive YouTube videos primarily as a source of entertainment, many presenters are professionals who are experts in their field and share their knowledge and learning through this medium (Abbas & Qassim, 2020). Berk (2009) identified eight effective steps for using video clips when teaching new concepts with learners, namely selecting an appropriate video clip for your concept, identifying guidelines or discussion questions prior to watching the video, highlighting a video introduction and purpose for watching the video, playing the video clip for the learners, pausing the video clip to highlight specific information or engage in discussion, allowing time for reflection, assigning an active learning activity to review content from the video, and facilitating small or large group discussions about the guiding questions. YouTube is a rich resource for educators to use during PD and learning sessions and contains information on a wide range of topics. Use of videos during PD training sessions is an

effective way to facilitate significant learning amongst educators (Hamel & Viau-Guay, 2019).

This literature review was created by searching for relevant research on the study's topic of CRP using a variety of sources and keywords. In this literature review, the primary focus was on how PD can help educators understand and implement CRP in their culturally diverse classrooms, develop cultural competence, and create homeplace and Black joy in all students. *Professional development in education, professional learning opportunities in education, collaborative learning opportunities, use of videos in professional development training, culturally relevant pedagogy training, anti-Black racism in education, educational change, teacher beliefs, unconscious bias, dismantling racism in education, cultural competence, homeplace, and Black joy* were some of the keyword search terms used to discover relevant studies. These terms were useful in discovering material in a variety of internet databases and peer-reviewed publications. In addition, current peer-reviewed literature was found using the Google Scholar website and the EBSCO Discovery Service, specifically using Educational Resource Information Center (ERIC), Academic Search Complete, Emerald Insight, Education Source, Supplemental Index, ScienceDirect, Communication & Mass Media Complete, and Directory of Open Access Journals. Most of the literature sources were peer-reviewed, scholarly articles dated between 2019-2024 and were sufficient to saturate the literature review. This literature review aided in the investigation of this research study, helped to synthesize a thorough understanding of the research topic, and confirmed the need to implement a year-long PD workshop on CRP based on study results.

Project Description

Based on the study findings, which indicated an overarching need for additional PD on CRP, I designed a year-long PD project (see Appendix A) to increase K-12 teachers' understanding and implementation of CRP in culturally diverse classrooms. This PD plan was designed in a workshop format that utilized two different models of delivery, namely three, half-day, face-to-face PD workshops and nine, monthly, online, synchronous PD workshops. The face-to-face PD workshops take place over a 3-day period during teacher preparation week in August to help educators develop foundational knowledge in CRP prior to starting the school year with students. The online, synchronous PD workshops take place monthly throughout the school year using the Zoom platform to help K-12 teachers deepen their knowledge, implementation, and leadership skills in CRP over time. The 3-day face-to-face PD workshops will last for 3 hours each day, from 9:00 a.m. to 12:00 p.m. The monthly, online PD workshops will be held on Zoom and will last for 60 minutes each session, starting at 7:00 p.m. and ending at 8:00 p.m. The workshops will incorporate the use of whole group discussions, small group reflections, YouTube videos, application strategies, sharing of artifacts, and opportunities for classroom implementation during the school year.

This year-long PD workshop was designed as a direct result of this study's findings and focused on a different element of CRP at each PD session. The workshop will include the following CRP topics:

- Whiteness, White privilege, and systemic racism
- What is culturally relevant pedagogy?

- Creating homeplace and Black joy in the classroom
- Getting to know your students
- Promoting positive relationships with parents
- High expectations for student success
- Fostering students' cultural competency
- Resources in your classroom
- Lessons and activities
- Developing critical consciousness
- Becoming a leader in your school
- Reflections and celebrations

By the end of the year-long PD workshop, K-12 teachers will be equipped to work with culturally diverse students and parents, have the instructional strategies to implement CRP in their classrooms for student engagement, success, and achievement, and have the skills to become social change agents in their classrooms, school, and community.

Project Evaluation Plan

The success of this PD project (see Appendix A) can be measured by evaluating whether K-12 teachers have met the learning goals using diagnostic, formative, and summative evaluative techniques. There are 10 learning goals that are in alignment with this research study's findings. At the end of the PD plan, K-12 teachers will be able to do the following:

1. Develop an awareness and understanding of Whiteness, White privilege, and systemic racism in public education.

2. Explore their lived experiences and personal teacher beliefs through self-reflection and small group discussions.
3. Develop background knowledge of CRP.
4. Identify the three elements of CRP.
5. Understand what homeplace and Black joy is and learn how to cultivate those in their classrooms.
6. Participate in open discussions about ways to create Black joy in classrooms and schools.
7. Gain experience using CRP skills and strategies with students.
8. Gain experience using CRP skills with parents.
9. Become proficient at using CRP in their culturally diverse classrooms.
10. Act as an advocate and resource person in the use of CRP.

Learning goals were incorporated into each individual PD session to develop K-12 teachers' knowledge and understanding of CRP, build K-12 teachers' cultural awareness, cultural competence, and critical consciousness, help K-12 teachers create a homeplace and emphasize Black joy in their culturally diverse classrooms, support K-12 teachers as they implemented their CRP skills and strategies in their culturally diverse classrooms, and encourage K-12 teachers to cultivate their CRP leadership skills, share their understanding, strategies, and application of CRP, and become social change agents in their classrooms, in their schools, and in their communities.

This PD project utilized the use of diagnostic, formative, and summative evaluative techniques to determine CRP development over time and evaluate whether K-

12 teachers have achieved the learning goals for this PD project. A diagnostic survey (see Appendix D) is administered at the beginning of the PD workshop to determine K-12 teachers' CRP knowledge, understanding, and application. Formative evaluation techniques are administered at the end of each monthly PD session and include the use of reflection questions to monitor K-12 teachers' learning over time (see Appendix A). Other formative techniques include the use of artifacts to demonstrate how K-12 teachers implement their CRP PD learning within their classrooms. Artifacts are based on monthly homework assignments and are shared by K-12 teachers in their professional learning communities each month. A summative evaluation (see Appendix E) will be completed by all K-12 teachers at the end of the year-long PD plan to determine the achievement of learning goals and be compared to their diagnostic questionnaire to identify CRP growth and development over time. Formative and summative evaluations take place using two modalities, namely, on paper for face-to-face PD sessions, and via a link on the Zoom chat box for online, synchronous PD sessions.

The main beneficiaries of this PD plan are K-12 teachers, students, parents, principals, superintendents, and school boards. As K-12 teachers and students develop the skills to become culturally responsive advocates and social change agents working to reduce systemic racism in their classrooms, in their schools, and in their communities, all members of society will benefit.

Project Implications

As a result of this qualitative research study, a PD plan on CRP was developed to help K-12 teachers understand and implement CRP in their culturally diverse classrooms.

The PD project on CRP may affect instruction across all areas of Ontario. This PD project on CRP will be available to all K-12 teachers and will provide additional PD opportunities for educators to effectively learn how to meet the needs of their culturally diverse students. Project implications may include an increase in the knowledge and use of CRP amongst K-12 teachers which will allow them to improve their instruction and teaching pedagogy when working with students of diverse cultures. By providing a year-long PD in CRP, K-12 teachers can have the opportunity to develop and expand their knowledge, understanding, and application of CRP with students and parents while gaining the skills they need to become social change agents in their classrooms, schools, and communities. As a result of improved understanding and implementation of CRP practices by K-12 teachers employed in publicly funded educational classrooms, culturally diverse students and parents may become more involved at school, experience higher levels of learning and engagement in the classroom, and achieve higher levels of student success over time. This can positively impact students' educational pathways and allow students the opportunity to graduate high school, attend post-secondary institutions, and change the trajectory of their lives.

Section 4: Reflections and Conclusions

Project Strengths and Limitations

This PD project was developed as a direct result of this research study's findings. One strength of this PD project is that it can equip K-12 teachers with the knowledge, understanding, strategies, and skills to effectively implement CRP in their culturally diverse classrooms. Findings from this research study confirmed the necessity of additional PD on CRP for K-12 teachers in Ontario. Another strength of this PD project is that it was intentionally developed to occur over the duration of a school year to provide K-12 teachers with a thorough understanding of CRP and the opportunity to apply their learning from the PD workshops directly into their culturally diverse classrooms. Another strength of this PD project is that it covered a variety of CRP topics, including the following: (a) Whiteness, White privilege, and systemic racism; (b) What is culturally relevant pedagogy?; (c) creating homeplace and Black joy in the classroom; (d) getting to know your students; (e) promoting positive relationships with parents; (f) high expectations for student success; (g) fostering students' cultural competency; (h) resources in your classroom; (i) lessons and activities; (j) developing critical consciousness; (k) becoming a leader in your school; and (l) reflections and celebrations (see Appendix A). Upon successful completion of this comprehensive, year-long PD project, K-12 teachers may know how to develop and expand their knowledge, understanding, and application of CRP with students, and parents and K-12 teachers can gain the skills they need to become social change agents in their classrooms, schools, and communities.

Recommendations for Alternative Approaches

There are three recommendations for alternative approaches to ensure K-12 teachers gain the PD training they need in CRP to improve the engagement, learning, and success of their culturally diverse students. One alternative approach is to recommend that all school boards provide PD workshops on CRP as part of their mandatory monthly staff meeting agendas. As all K-12 teachers in Ontario are contractually required to attend monthly PD staff meetings, allocating a portion of this time specifically to CRP-focused PD would support K-12 teachers' knowledge and understanding when working with their culturally diverse students. A second alternative approach is to recommend that all school principals receive thorough PD training on CRP to ensure that they can effectively provide CRP leadership to their K-12 teachers. School administrators have a responsibility to identify gaps in teaching pedagogy that impact student learning within their schools and a duty to provide the leadership and training necessary to remediate those areas, namely, an underuse of CRP amongst K-12 teachers within their school. A third alternative approach is to recommend the introduction of professional learning communities in schools to allow for greater teacher collaboration amongst K-12 teachers in CRP at school. This would allow opportunities for educators to work with a CRP-skilled teacher-leader at their school, receive ongoing instruction and feedback, and provide a greater level of support for K-12 teachers as they implement new teaching pedagogy with their culturally diverse students.

Scholarship, Project Development and Evaluation, and Leadership and Change

After teaching in the public school system, I became deeply affected by the many culturally diverse students who struggled academically in traditional educational settings. I have witnessed acts of discrimination, oppression, and racism against culturally diverse students in public schools. Culturally diverse students have been historically undervalued and underserved in educational classrooms in Ontario. In pursuing a solution to this problem, I felt compelled to learn more about CRP and its impact on culturally diverse students in education. In my research, I discovered that although Ladson-Billings's (1994) framework on CRP had been published within the academic literature for the last 30 years, it is not being widely used by K-12 teachers in Ontario. Completing this qualitative research study has allowed me to explore K-12 teachers' perceptions of CRP and create a PD project on CRP to remediate this gap in practice across Ontario. Pursuing this doctoral degree has afforded me the opportunity to explore the barriers that K-12 teachers face in implementing CRP into their daily classroom practices.

One of the most profound components of the doctoral process was conducting interviews with 11 K-12 teachers and collecting data on this current issue in education. Almost every K-12 teacher stated that additional PD in CRP is essential for change to happen in public education within Ontario. This confirmation from study participants allowed me to see what essential elements needed to be included within my PD project to help K-12 teachers grow as culturally proficient educators in classrooms. After participating in my PD project on CRP, K-12 teachers may be equipped to effectively

teach culturally diverse students in schools and do their part to end systemic racism in education.

Reflection on Importance of the Work

In reflecting on the importance of my work, I am hopeful that this research study and PD project will lead to change in education within Ontario. As an educator, scholar, and project developer, I have gained from this research study the skills to explore K-12 teachers' perceptions of CRP, identify gaps in practice of K-12 teachers, and create a PD project to fill in those gaps. As an aspiring school administrator and system leader, I have acquired from this research project the skills to effectively explore current problems in education, gather data from K-12 teachers, identify possible solutions, and develop creative ways to effectively implement strategies to impact positive social change in publicly funded educational systems within Ontario.

This qualitative research study and PD project can be used with K-12 teachers to effectively implement CRP in culturally diverse classrooms within publicly funded educational systems in Ontario. As K-12 teachers understand and implement CRP in their classrooms, the quality of instruction, student engagement, student learning, and student achievement may also increase. Teachers can make a difference in their lives of all students within their classrooms and have a responsibility to remain current in their teaching pedagogy to ensure that no culturally diverse student ever experiences acts of oppression, discrimination, or racism at school again. Based on the literature review, many teachers carry conscious or unconscious biases against students of color which need to be explored before systemic racism in education can end. This PD project on

CRP provides K-12 teachers the opportunity to learn more about the presence of Whiteness, White privilege, and systemic racism in a safe space and provides them the time to reflect on their own lived experiences, teacher beliefs, and potential teacher biases within a guided and safe arena. Upon successful completion of this comprehensive, year-long PD project in CRP, K-12 teachers will have the skills to implement CRP with students and parents and will have the tools to positively impact social change within their classrooms, schools, and communities.

Implications, Applications, and Directions for Future Research

My research study makes an important contribution to K-12 teachers' efficacy in understanding and implementing CRP in culturally diverse classrooms to increase the engagement, learning, and success of all students. Research participants indicated a pivotal need for additional PD in CRP during their interviews and showed great interest in learning more about CRP through workshops. This PD project on CRP is a direct result of study findings and can meet K-12 teachers' professional needs.

Future research should focus on building K-12 teachers' knowledge of different cultures around the world. Developing a broader understanding of cultures around the world will allow K-12 teachers to better incorporate students' cultural diversity and a more global perspective into classroom learning, activities, and assessments. Doing so may help students improve academic achievement, develop greater cultural competence, and build their critical consciousness in their culturally diverse classrooms.

Conclusion

K-12 teachers who work in culturally diverse school settings should be trained in CRP to effectively educate students of color in public education. This research study and PD project on CRP may help K-12 teachers become more culturally competent and increase their knowledge, understanding, and implementation of CRP in their culturally diverse classrooms across Ontario. Based on the data I collected throughout this research study, a year-long PD project was intentionally created to provide additional training, guidance, and support to K-12 teachers over a longer duration of time to ensure educators had the opportunity for mastery in CRP. K-12 teachers may be more effective in teaching culturally diverse students after completing this PD project on CRP. This PD project provides ample opportunity for practical classroom application CRP concepts and allows educators the chance to share their experiences and debrief with other K-12 teachers during each PD session. By providing appropriate training in CRP, this PD project can benefit all K-12 teachers across Ontario and may equip them with the skills to enrich their students' academic achievement, cultural competence, and critical consciousness in culturally diverse classrooms and learn how to become culturally responsive teacher-leaders and social change agents within their classrooms, schools, and communities.

References

- Abbas, N. F., & Qassim, T. A. (2020). Investigating the effectiveness of YouTube as a learning tool among EFL students at Baghdad University. *Arab World English Journal*, 344-356. <https://www.doi.org/10.24093/awej/call6.23>
- Adams, J. D. (2022). Manifesting Black joy in science learning. *Cultural Studies of Science Education*, 17(1), 199-209. <https://www.doi.org/10.1007/s11422-022-10114-7>
- Akuoko-Barfi, C., Parada, H., Gonzalez Perez, L., & Rampersaud, M. (2023). “It’s not a system that’s built for me”: Black youths’ unbelonging in Ontario schools. *Review of Education, Pedagogy, and Cultural Studies*, 45(5), 458-480. <https://www.doi.org/10.1080/10714413.2023.2240686>
- Andelkovic, A. K., Milutinovic, J. J., & Lungulov, B. S. (2023). Teachers’ beliefs about teaching and encouraging reflexivity in teaching practices. *Journal of Educational Sciences*, 24(2), 3-12. <https://doi.org/10.35923/JES.2022.2.01>
- Anderson, H. (2018). Reflecting on international educative experiences: Developing cultural competence in preservice early childhood educators. *Journal of Early Childhood Teacher Education*, 39(4), 364-381. <https://www.doi.org/10.1080/10901027.2017.1344161>
- Arkansas Open Educational Resources. (2021, Aug. 27). *What is cultural competence?* [Video]. YouTube. <https://www.youtube.com/watch?v=tsWbODQiDWs>
- Barrero Jaramillo, D. M. (2023). Achievement as White settler property: How the discourse of achievement gaps reproduces settler colonial constructions of race.

Education Policy Analysis Archives, 31(13-15), 1-21.

<https://doi.org/10.14507/epaa.31.7131>

Berk, R. A. (2009). Multimedia teaching with video clips: TV, movies, YouTube, and MTVU in the college classroom. *International Journal of Technology in Teaching and Learning*, 5(1), 1-21.

Better Kid Care. (2015, Sept. 1). *Cultural understanding* [Video]. YouTube.

<https://www.youtube.com/watch?v=KWuX3oOvepk>

Bhopal, K. (2023). Critical race theory: Confronting, challenging, and rethinking White privilege. *Annual Review of Sociology*, 49(1), 111-128.

<https://doi.org/10.1146/annurev-soc-031021-123710>

Bradbury, A., Tereshchenko, A., & Mills, M. (2023). Minoritised teachers' experiences of multiple, intersectional racisms in the school system in England: 'Carrying the weight of racism.' *Race Ethnicity and Education*, 26(3), 335-351.

<https://doi.org/10.1080/13613324.2022.2069734>

Burkholder, G. J., Cox, K. A., Crawford, L. M., & Hitchcock, J. H. (2020). *Research design and methods: An applied guide for the scholar-practitioner*. Sage Publishing.

Capper, K. (2021). Culturally relevant pedagogy in the English classroom. *Journal of Education*, 202(4), 397-405. www.doi.org/10.1177/0022057421991856

Cataldo, K. (2022). Culturally relevant pedagogy in the post-Covid-19 era. *Current Issues in Comparative Education*, 24(2), 115-118.

<https://doi.org/10.52214/cice.v24i2.9393>

- Cavazos, A. G., Trejo, C., Cavazos-Vela, J., Garza-Ochoa, S., Marin, Y., & Racelis, A. (2024). Teaching philosophy statements: The impact of a culturally relevant pedagogy faculty learning community at a Hispanic serving institution. *Journal of Latinos and Education, 23*(1), 438-453.
<https://www.doi.org/10.1080/15348431.2022.2149530>
- Channel 4 Entertainment. (2020, June 30). *Heartbreaking moment when kids learn about White privilege: The school that tried to end racism* [Video]. YouTube.
<https://www.youtube.com/watch?v=1I3wJ7pJUjg>
- Chadha, E., Herbert, S., & Richard, S. (2020). *Review of the Peel District School Board*.
<https://files.ontario.ca/edu-review-peel-dsb-school-board-report-en-2023-01-12.pdf>
- Chambers Cantrell, S., Sampson, S. O., Perry, K. H., & Robershaw, K. (2023). The impact of professional development on inservice teachers' culturally responsive practices and students' reading achievement. *Literacy Research and Instruction, 62*(3), 233-259. <https://www.doi.org/10.1080/19388071.2022.2130117>
- Chen, G., Chan, C. K. K., Chan, K. K. H., Clarke, S. N., & Resnick, L. B. (2020). Efficacy of video-based teacher professional development for increasing classroom discourse and student learning. *Journal of the Learning Sciences, 29*(4-5), 642-680. <https://www.doi.org/10.1080/10508406.2020.1783269>
- Childs, K. (2024). Cultivating an environment of Black J.O.Y. in educational settings. *Black Educology Mixtape "Journal," 2*(8), 1-7.
<https://repository.usfca.edu/cgi/viewcontent.cgi?article=1013&context=be>

- Ciampa, K., & Reisboard, D. (2021). Books like me: An investigation of urban elementary teachers' journey toward more culturally relevant pedagogy. *Journal for Multicultural Education*, 15(1), 1-19. <https://doi.org/10.1108/JME-09-2019-0069>
- Cilic, A. (2020). *A qualitative approach to research in education*. *Suvremena Pitanja*, 29, 40-49.
- Copur-Gencturk, Y., Cimpian, J. R., Lubienski, S. T., & Thacker, I. (2020). Teachers' bias against the mathematical ability of female, Black, and Hispanic students. *Educational Researcher*, 49(1), 30-43. <https://doi.org/10.3102/0013189X19890577>
- Cormier, C. J., Bettini, E., & Stark, K. (2023). Untying the double blind. *Phi Delta Kappan*, 104(8), 19-24. <https://doi.org/10.1177/00317217231174708>.
- Crabtree, L. M., & Stephan, M. (2023). That exists today: An analysis of emerging critical consciousness in a professional development setting. *Journal of Science Teacher Education*, 34(2), 105-131. <https://www.doi.org/10.1080/1046560X.2022.2031479>
- Cruz, K. (2017). *Black joy is resistance: Why we need a movement to balance Black triumph with trials*. Black Youth Project. <https://blackyouthproject.com/black-joy-resistance-need-movement-balance-black-triumph-trials/>
- Daum, C. W. (2020). White complicity. *New Political Science*, 42(3), 443-449. <https://doi.org/10.1080/07393148.2020.1817673>
- Davis, S. J., Lettis, M. B., Mahfouz, J., & Vaughn, M. (2022). Deconstructing racist

- structures in K-12 education through SEL starts with the principal. *Theory Into Practice*, 61(2), 145-155. <https://doi.org/10.1080/00405841.2022.2036061>
- Dessources, J. (2018, May 8). *Culturally responsive pedagogy's place in student development* [Video]. YouTube.
<https://www.youtube.com/watch?v=4KrxfcW7Irg>
- Dzogovic, S. A., & Bajrami, V. (2023). Qualitative research methods in science and higher education. *Human Research in Rehabilitation*, 13(1), 156-166.
<https://doi.org/10.21554/hrr.042318>
- Edutopia. (2019, Feb. 28). *Building a belonging classroom* [Video]. YouTube.
<https://www.youtube.com/watch?v=Q6niuYToam4>
- Edutopia. (2021, June 24). *Exploring perceptions about identity through self-portraits* [Video]. YouTube. <https://www.youtube.com/watch?v=yNm3xM4B00s>
- Edutopia. (2020, June 18). *Supporting schoolwide culturally responsive practice* [Video]. YouTube. <https://www.youtube.com/watch?v=ztnwmVBMfd0>
- Edutopia. (2020, Oct. 21). *Letting people lead with their identity* [video]. YouTube.
<https://www.youtube.com/watch?v=VaMsFGhAQgk>
- Edwards, R., & Holland, J. (2020). Reviewing challenges and the future for qualitative interviewing. *International Journal of Social Research Methodology*, 23(5), 581-592. <https://doi.org/10.1080/13645579.2020.1766767>
- Eizadirad, A., & Campbell, A. (2021). Visibilizing our pain and wounds as resistance and activist pedagogy to heal and hope: Reflections of 2 racialized professors. *Diasporia, Indigenous, and Minority Education*, 15(4), 241-251.

<https://doi.org/10.1080/15595692.2021.1937600>

- Eshenaur Spolarich, A. (2023). Sampling methods: A guide for researchers. *The Journal of Dental Hygiene*, 97(4), 73-77.
- Evans, L., Turner, C., & Allen, K. (2020). “Good teachers” with “good intentions”: Misappropriations of culturally responsive pedagogy. *Journal of Urban Learning, Teaching & Research*, 15(1), 51-73. <https://doi.org/10.51830/jultr.3>
- Fallon, L. M., Cathcart, S. C., Johnson, A. H., Minami, T., O’Keeffe, B. V., DeFouw, E. R., & Sugai, G. (2023). A teacher self-assessment of culturally relevant practice to inform educator professional development decisions in MTSS contexts. *Assessment for Effective Intervention*, 48(2), 100-112. <https://www.doi.org/10.1177/15345084221111338>
- Fields, L. N. (2022). Kindergarten to PhD: How anti-Black racism shaped my educational experiences. *Reflections: Narratives of Professional Helping*, 28(2), 18-27.
- Fitzgerald, C., Pagnucci, N., Kearns, T., Hallissy, M., Walsh, N., Kelly, C., Killeen, C., White, M., & Aleo, G. (2023). The experience and attitudes of long-term care workers with teaching and learning modalities for the delivery of continuing professional development activities: A mixed-methods study. *Nursing Education in Practice*, 72, 1-11. <https://www.doi.org/10.1016/j.nepr.2023.103774>
- Gay, G. (2002). Preparing for culturally responsive teaching. *Journal of Teacher Education*, 53(2), 106-116. <https://doi.org/10.1177/0022487102053002003>
- Gay, G. (2015). The what, why, and how of culturally responsive teaching: International mandates, challenges, and opportunities. *Multicultural Education Review*, 7(3),

123-139. <https://doi.org/10.1080/2005615X.2015.1072079>

Genao, S., & Mercedes, Y. (2021). All we need is one mic: A call for anti-racist solidarity to deconstruct anti-Black racism in education. *Journal of School Leadership, 31*(1-2), 127-141. <https://doi.org/10.1177/1052684621993046>

Golden Scholars 101. (2020, April 9). *Happy to be nappy by bell hooks* [Video]. YouTube. <https://www.youtube.com/watch?v=nI8ZWpx1nyk>

Gramsci, A., & Buttigieg, J. A. (1992). *Prison notebooks*. Columbia University Press.

Halpern, C., & Aydin, H. (2020). The light in their eyes: Creating a multicultural education course for doctoral-level students. *Journal for Multicultural Education, 14*(1), 85-100. <https://doi.org/10.1108/JME-11-2019-0079>

Hamel, C., & Viau-Guay, A. (2019). Using videos to support teachers' reflective practice: A literature review. *Cogent Education, 6*(1), 1-14. <http://www.doi.org/10.1080/2331186X.2019.1673689>

Hannon, L. V., & Hannon, M. D. (2024). Family and school partnership to build homeplace and protect Black autistic joy. *Theory Into Practice, 63*(1), 99-113. <https://www.doi.org/10.1080/00405841.2023.2292449>

Holliday, C. (2021). Culturally relevant coaching: Empowering new teachers. *English in Texas, 51*(1), 33-41. <https://eric.ed.gov/?q=source%3a%22English+in+Texas%22&id=EJ1312155>

hooks, b. (1990). *Yearning: Race, gender, and cultural politics*. South End Press.

Hughes, R. E. (2021). "What is slavery?": Third-grade students' sensemaking about enslavement through historical inquiry. *Theory & Research in Social Education, 49*(1), 1-25. <https://doi.org/10.1177/0093327X2110091>

50(1), 29-73. <https://doi.org/10.1080/00933104.2021.1927921>

Idrus, F., & Sohid, M. (2023). Teachers' expectations and challenges in using culturally responsive teaching (CRT) strategies in the ESL classroom. *Journal of Language Teaching and Research*, 14(3), 629-635. <https://doi.org/10.17507/jltr.1403.10>

Institute of Education Sciences. (2018, June 4). *Supporting Black students' excellence: Connecting research to practice* [Video]. YouTube.

<https://www.youtube.com/watch?v=tsp9zkYZFqw>

Ivey, G. (2023). Interpreting hidden meaning in qualitative research interview data: Opportunities and challenges. *Qualitative Research in Psychology*, 20(1), 21-51. <https://doi.org/10.1080/14780887.2022.2067509>

Kalinowski, E., Gronostaj, A., & Vock, M. (2019). Effective professional development for teachers to foster students' academic language proficiency across the curriculum: A systematic review. *AERA Open*, 5(1), 1-23.

<https://www.doi.org/10.1177/2332858419828691>

Kalinowski, E., Egert, F., Gronostaj, A., & Vock, M. (2020). Professional development on fostering students' academic language proficiency across the curriculum – A meta-analysis of its impact on teachers' cognition and teaching practice. *Teaching and Teacher Education*, 88, 1-15.

<https://www.doi.org/10.1016/j.tate.2019.102971>

Kearl, B., Mayes, R. D., & Drake, R. (2024). Affirming Black joy & homeplace: A call to action for practitioner preparation programs. *Theory Into Practice*, 63(1), 58-67.

<https://www.doi.org/10.1080/00405841.2023.2287676>

- Kempf, A. (2022). Toward deeper unconscious racial bias work in education. *Teachers College Record*, 124(11), 3-29.
<https://www.doi.org/10.1177/01614681221142535>
- Kerstinsdotter, T. (2024). Addressing cultural diversity in literature education through culturally relevant pedagogy (CRP): Proceed with caution. *Educare*, 1, 28-44.
<https://www.doi.org/10.24834/educare.2024.1.856>
- Kim, J. S., Kehle, T. J., Bray, M. A., Trudel, S. M., Fitzmaurice, B., Bray, A., Del Campo, M., & DeMaio, E. (2023). Using self-affirmations to improve achievement in fourth-grade students. *Current Psychology*, 42(18), 15388-15402.
<https://doi.org/10.1007/s12144-022-02697-9>
- Kulkarni, S. S. (2021). Special education teachers of color and their beliefs about dis/ability and race: Counter-stories of smartness and goodness. *Curriculum Inquiry*, 51(5), 496-521. <https://doi.org/10.1080/03626784.2021.1938973>
- Kwok, M., Rios, A., & Kwok, A. (2023). Dispelling deficit framing: Investigating preservice teacher beliefs about the intersections between literacy instruction and culturally relevant pedagogy. *Teachers and Teaching*, 29(1), 52-69.
<https://doi.org/10.1080/13540602.2022.2144821>
- Ladson-Billings, G. (1994). *The dreamkeepers: Successful teachers of African American Children*. Jossey-Bass.
- Ladson-Billings, G. (1995a). But that's just good teaching! The case for culturally relevant pedagogy. *Theory into Practice*, 34(3), 159-165.
<https://doi.org/10.1080/00405849509543675>

- Ladson-Billings, G. (1995b). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal*, 32(3), 465-491.
<https://doi.org/10.3102/00028312032003465>
- Ladson-Billings, G. (2006). Yes, but how do we do it? Practicing culturally relevant pedagogy. In J. Landsman & C. W. Lewis (Eds.), *White teachers/diverse classrooms: A guide to building inclusive schools, promoting high expectations, and eliminating racism* (pp. 29-42). Stylus.
- Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0: A.K.A the remix. *Harvard Educational Review*, 84(1), 74-84.
<https://doi.org/10.17763/haer.84.1.p2rj131485484751>
- Ladson-Billings, G. (2021). I'm here for the hard re-set: Post pandemic pedagogy to preserve our culture. *Equity & Excellence in Education*, 54(1), 68-78.
<https://doi.org/10.1080/10665684.2020.1863883>
- Lavin, C. E., Jordan, A. W., & Francis, G. L. (2021). Back to basics: Culturally relevant pedagogy in special education. *High School Journal*, 105(1), 5-17.
<https://www.doi.org/10.1353/hsj.2021.0010>
- Lawson, T. K. (2024). Teaching homeplace: How teachers can cultivate Black joy through culturally responsive practices in the classroom. *Theory into Practice*, 63(1), 7-16. <https://www.doi.org/10.1080/00405841.2023.2287662>
- Legkauskas, V. (2023). Towards description of universals of culture as an aggression control system. *Integrative Psychological and Behavioral Science*, 57(2), 482-495. <https://doi.org/10.1007/s12124-022-09727-y>

- Lewis, A. E. (2004). "What group?" Studying Whites and Whiteness in the era of "color-blindness." *Sociological Theory*, 22(4), 623-646. <https://doi.org/10.1111/j.0735-2751.2004.00237.x>
- Lopez, A. E. (2020). Reflection: Harnessing energy of social movements for lasting change. *Multicultural Perspectives*, 22(3), 115-117. <https://doi.org/10.1080/15210960.2020.1794467>
- Lowery, K., Johnson, K., & Spearman, R. (2024). There's no place like homeplace: School principals' roles in developing student belonging as resistance against oppression. *Theory Into Practice*, 63(1), 17-27. <https://www.doi.org/10.1080/00405841.2023.2297140>
- Mahari de Silva, R., Gleditsch, R., Job, C., Jesme, S., Umess, B., & Hunter, C. (2018). Gloria Ladson-Billings: Igniting student learning through teacher engagement in culturally relevant pedagogy. *Multicultural Education*, 25(3-4), 23-28. <https://files.eric.ed.gov/fulltext/EJ1198108.pdf>
- Malone, L., Seeberg, V., & Yu, X. (2023). "The soft bigotry of low expectations": Perceptions of teacher expectations among Black families in a suburban school. *Educational Studies*, 59(3), 247-263. <https://doi.org/10.1080/00131946.2023.2165924>
- Martin, L. E. (2021). An interview with Dr. Gloria Ladson-Billings. *Teacher Education*, 56(3), 217-228. <https://10.1080/08878730.2021.1938848>
- Masson, M., Kunnas, M., Boreland, T., & Prasad, G. (2022). Developing an anti-biased, anti-racist stance in second language teacher education programs. *Canadian*

Modern Language Review, 78(4), 385-414. <https://doi.org/10.3138/cmlr.2021-0100>

Mayes, R. D., Kearl, B., & Ieva, K. (2024a). Introduction to the special issue: Homeplace and Black joy in K-12 education. *Theory into Practice*, 63(1), 1-6.

<https://www.doi.org/10.1080/00405841.2023.2287760>

Mayes, R. D., Kearl, B., & Ieva, K. (2024b). From research and theory into practice: hooks' homeplace matters in the educational lives of Black students. *Diverse Issues in Higher Education*, 40(19), 12-15.

<https://doi.org/10.1080/00405841.2023.2287760>

Medina, A. (2020, May 20). *Cultures around the world* [Video]. YouTube.

<https://www.youtube.com/watch?v=CcZvAL-eO4s>

McGregor, K., Belcher, D. C., & Fitch, K. S. (2019). Reclaiming your time: Tools from culturally responsive pedagogy (CRP) for making general interventions local. *The Educational Forum*, 83, 266-277.

<https://doi.org/10.1080/00131725.2019.1599655>

Meeran, S., & Van Wyk, M. (2022). Mathematics teachers' perceptions of socio-cultural diversities in the classroom. *Journal of Pedagogical Research*, 6(3), 72-87.

<https://doi.org/10.33902/JPR.202215441>

Meline, M., Ham, B., Jamgochian, E., Stickland-Cohen, M. K., Linan-Thompson, S., & Lucero, A. (2023). Examining the use of video analysis on teacher instruction and teacher outcomes. *The Journal of Special Education*, 57(2), 83-93.

<https://www.doi.org/10.1177/00224669221133773>

- Meyer, A., Kleinknecht, M., & Richter, D. (2023). What makes online professional development effective? The effect of quality characteristics on teachers' satisfaction and changes in their professional practices. *Computers & Education*, 200, 1-12. <https://www.doi.org/10.1016/j.compedu.2023.104805>
- Miller, P. K. (2022). Hegemonic Whiteness: Expanding and operationalizing the conceptual framework. *Sociology Compass*, 16(4), 1-18. <https://doi.org/10.1111/soc4.12973>
- Minnesota Historical Society. (2018, Oct. 9). *Culturally relevant pedagogy using primary sources: An Introduction* [Video]. YouTube. <https://www.youtube.com/watch?v=eGi0LKROptg>
- Mosley Wetzel, M., Maloch, B., & Hoffman, J. V. (2017). Retrospective video analysis: A reflective tool for teachers and teacher educators. *The Reading Teacher*, 20(5), 533-542. <https://www.doi.org/10.1002/trtr.1550>
- Mozersky, J., Friedrich, A. B., & DuBois, J. M. (2022). A content analysis of 100 qualitative health research articles to examine researcher-participant relationships and implications for data sharing. *International Journal of Qualitative Methods*, 21. <https://doi.org/10.1177/16094069221105074>
- NationalBlackTheatre. (2016, Sept. 7). *Black joy is: ____* [Video]. YouTube. <https://www.youtube.com/watch?v=-hsTUkyh164>
- NowThis Impact. (2018, Dec. 8). *DeRay McKesson on Whiteness, White supremacy, and privilege* [Video]. YouTube. <https://www.youtube.com/watch?v=3phiX0mparw>
- Njenga, M. (2023). Teacher participation in continuing professional development: A

theoretical framework. *Journal of Adult and Continuing Education*, 29(1), 69-85.

<https://www.doi.org/10.1177/14779714221123603>

Nolan, K., & Graham, S. (2021). Challenging what counts as mathematics: Reflecting on teachers' perceptions of culturally responsive pedagogy in the mathematics classroom. *Philosophy of Mathematics Education Journal*, 38, 1-6.

<https://education.exeter.ac.uk/research/centres/stem/publications/pmej/>

Ontario Government. (2020). *Ontario taking bold action to address racism and inequity in schools*. <https://news.ontario.ca/en/release/57543/ontario-taking-bold-action-to-address-racism-and-inequity-in-schools>

Ontario Human Rights Commission. (2022). *Anti-Black racism in education:*

Introduction and overview. <https://www.ohrc.on.ca/en/new-abrie-landing-page>

Ontario Human Rights Commission. (2023a). *Anti-Black racism in education*

roundtables: What we heard report. <https://www.ohrc.on.ca/en/what-we-heard-report-anti-black-racism-education-roundtables>

Ontario Human Rights Commission. (2023b). *Anti-Black racism in education:*

Compendium of recommendations. <https://www.ohrc.on.ca/en/anti-black-racism-education-compedium-recommendations>

Ontario Human Rights Commission. (2023c). *Backgrounder: Anti-Black racism in education: Compendium of recommendations*.

<https://www.ohrc.on.ca/en/backgrounder-anti-black-racism-education-compedium-recommendations>

Ontario Human Rights Commission. (2023d). *Make your voice heard: OHRC community*

engagement sessions on anti-Black racism in education.

https://www3.ohrc.on.ca/en/news_centre/make-your-voice-heard-ohrc-community-engagement-sessions-anti-black-racism-education#overlay-context=en/new-abrie-landing-page

OpenLearn from The Open University. (2022, Oct. 21). *Good hair: Perceptions of racism* [Video]. YouTube. <https://www.youtube.com/watch?v=vkmnkbVc7iM>

Orange, T., Isken, J., Green, A., Parachini, N., & Francois, A. (2019). Coaching for equity: Disrupt and transform practices that reveal implicit and explicit biases. *The Learning Professional*, 40(6), 45-49.

<https://learningforward.org/journal/coaching/coaching-for-equity/>

Osmond-Johnson, P., & Campbell, C. (2018). Transforming an education system through professional learning: Developing educational change at scale in Ontario. *Educational Research for Policy and Practice*, 17(3), 241-256.

<https://www.doi.org/10.1007/s10671-018-9233-7>

OSSTF/FEESO. (n.d.). *Ontario School Boards*. <https://www.osstf.on.ca/services/career-exploration/working-in-ontario/ontario-school-boards.aspx>

Ottwein, J. K., & Mun, R. U. (2023). Colorblind racial ideology among teachers of gifted students and its relationship with culturally responsive pedagogy. *Gifted Child Quarterly*, 67(4), 259-277. <https://doi.org/10.1177/00169862231185559>

Pagan, O. (2022). A multilevel framework of racism as a barrier to teachers' implantation of culturally relevant pedagogy. *AERA Open*, 8(1), 1-14.

<https://doi.org/10.1177/23328584221106193>

- PBS Michiana - WNIT. (2024, Jan. 23). *Culturally Inclusive Education Workshop* [Video]. YouTube. <https://www.youtube.com/watch?v=TDNlpLsJ9E>
- PCG. (2012, Dec. 6). *Becoming a culturally responsive teacher* [Video]. YouTube. <https://www.youtube.com/watch?v=uV36efjBKRU>
- People for Education. (n.d.). *How the education system works in Ontario*. <https://peopleforeducation.ca/public-education-in-ontario/>
- Perpich Center. (2021, Aug. 18). *Culturally responsive teaching resources for educators* [Video]. YouTube. <https://www.youtube.com/watch?v=tCDmfQHqim8>
- PPS Communications. (2024, Feb. 14). *Dr. Martin Luther King Jr. school – Black affinity groups* [Video]. YouTube. https://www.youtube.com/watch?v=QIRAIAN_MFE
- Raza, A. (2022). 'Significant shift' coming to ESL programs to end systemic racism, Peel board says. <https://www.cbc.ca/news/canada/toronto/pdsb-esl-ministry-directives-racism-1.6436821>
- Rowley, R. L., & Wright, D. W. (2022). No 'White' child left behind: The academic achievement gap between Black and White students. *Journal of Negro Education*, 80(2), 93-107.
- Rudick, C. K. (2022). You have to name the problem to fix it: White supremacy in communication education. *Communication Education*, 71(4), 362-365. <https://doi.org/10.1080/03634523.2022.2105921>
- Russell, M. (2023). Shifting educational measurement from an agent of systemic racism to an anti-racist endeavor. *Applied Measurement in Education*, 36(3), 216-241. <https://doi.org/10.1080/08957347.2023.2217555>

- Saldana, J. (2021). *The coding manual for qualitative researchers*. Sage Publishing.
- Sancar, R., Atal, D., & Deryakulu, D. (2021). A new framework for teachers' professional development. *Teaching and Teacher Education, 101*, 1-12.
<http://www.doi.org/10.1016/j.tate.2021.103305>
- Schirmer, B. R., & Lockman, A. S. (2022). Culturally responsive teaching in an undergraduate online general education course. *Online Learning, 26*(3), 132-148.
<https://doi.org/10.24059/olj.v26i3.2805>
- Sellers, K., & MacKenzie, A. H. (2022). Looking back to move forward: Exploring urban secondary education teacher perceptions of culturally relevant pedagogy. *Education & Urban Society, 56*(3), 263-285.
<https://doi.org/10.1177/00131245221121668>
- Severson-Irby, E., Parkhouse, H., Drulis, E., & Lyn R. (2024). There's 'learning in that struggle': Journey mindsets and agency in action research and culturally responsive education. *Educational Action Research*.
<https://www.doi.org/10.1080/09650792.2024.2304807>
- Shah, N., & Coles, J. A. (2020). Preparing teachers to notice race in classrooms: Contextualizing the competencies of preservice teachers with antiracist inclinations. *Journal of Teacher Education, 71*(5), 584-599.
<https://doi.org/10.1177/0022487119900204>
- Shultz, M., Nissen, J., Close, E., & Van Dusen, B. (2022). The role of epistemological beliefs in STEM faculty's decisions to use culturally relevant pedagogy at Hispanic-serving institutions. *International Journal of STEM Education, 9*(1), 1-

22. <https://doi.org/10.1186/s40594-022-00349-9>

Singh, S. P., Sharma, S., & Chaudhary, S. (2021). Attitudes of teachers toward culturally responsive pedagogy. *Turkish Online Journal of Qualitative Inquiry*, 12(7), 7027-7041.

Siskind, D. G., LaParo, K. M., Crosby, D. A., Hestenes, L., & Mendez Smith, J. (2022). Who's teaching the teachers? An exploration of early childhood teacher preparation program faculty's cultural competence, work burnout, and teaching efficacy. *Journal of Early Childhood Teacher Education*, 44(3), 425-444.
<https://www.doi.org/10.1080/10901027.2022.2086509>

Smith, J. M. (2020). Practice what you preach: Culturally responsive pedagogy during Covid-19. *Issues in Teacher Education*, 29(1-2), 23-24.

Stahl, N. A., & King, J. R. (2020). Expanding approaches for research: Understanding and using trustworthiness in qualitative research. *Journal of Developmental Education*, 44(1), 26-28.

Starks, F. D., & Terry, M. M. (2023). Critical love praxis as pro-Black pedagogy: A literature synthesis of empirical research in K-12 education. *Journal for Multicultural Education*, 1-16. <https://www.doi.org/10.1108/JME-11-2022-0156>

Statista. (n.d.). *Number of educators in public elementary and secondary schools in Canada in the academic year 2020/21 by province*.
<https://www.statista.com/statistics/449965/educators-in-public-elementary-and-secondary-schools-in-canada-by-province/>

Stovall, J. L., & Mosely, M. (2023). "We just do us": How Black teachers co-construct

- Black teacher fugitive space in the face of antiblackness. *Race Ethnicity and Education*, 26(3), 298-317. <https://doi.org/10.1080/13613324.2022.2122424>
- Takemae, N., Nicoll-Senft, J., & Tyler, R. M. (2022). Addressing issues of equity using the cross-pollination of universal design for learning and culturally responsive teaching. *PDS Partners: Bridging Research to Practice*, 17(1), 9-15. <https://files.eric.ed.gov/fulltext/EJ1347749.pdf>
- Tanner, S. J. (2023). More work is needed: Wrestling with Whiteness in education. *International Journal of Qualitative Studies in Education*, 36(8), 1513-1520. <https://doi.org/10.1080/09518398.2022.2025476>
- Teacher2Teacher. (2018, Jan. 26). *Family engagement* [Video]. YouTube. <https://www.youtube.com/watch?v=1zILvq4YpyM>
- TED. (2013, May 3). *Every kid needs a champion* [Video]. YouTube. <https://www.youtube.com/watch?v=SFnMTHhKdkw>
- TEDx Talks. (2018, Feb. 16). *Social justice in our schools* [Video]. YouTube. <https://www.youtube.com/watch?v=ziW5JG6GTHk>
- TEDx Talks. (2019, Dec. 12). *Education system v. cultural competence* [Video]. <https://www.youtube.com/watch?v=UBJBWenIjY>
- The Brainwaves Video Anthology. (2015, Oct. 23). *Successful teachers of African American children* [Video]. <https://www.youtube.com/watch?v=hmAZjNRmall>
- The Guardian. (2018, April 4). *'I have a dream': Students from Martin Luther King Jr. 's former school recite speech* [Video]. YouTube. <https://www.youtube.com/watch?v=5gSLfyZasNs>

- Tichavakunda, A. A. (2023). Understanding Black students beyond resistance: the tensions of centering Black life. *Race Ethnicity and Education*, 26(5), 585-601.
<https://doi.org/10.1080/13613324.2021.2019004>
- Utt, J., & Tochluk, S. (2020). White teacher, know thyself: Improving anti-racist praxis through racial identity development. *Urban Education*, 55(1), 125-152.
<https://doi.org/10.1177/0042085916648741>
- Vaidya, A. N., & Battey, D. (2022). Homeplace: Black teachers creating space for Black students in mathematics classrooms. *Teacher College Record*, 124(11), 218-256.
<https://www.doi.org/10.1177/01614681221139535>
- Yogi Squad. (2020, Nov. 5). *Kids book read aloud: "Skin again" by bell hooks* [Video]. YouTube. https://www.youtube.com/watch?v=ng_9k5nK6YU

Appendix A: The Project

Professional Development Training on Culturally Relevant Pedagogy

This professional development (PD) plan is a direct result of this research study's findings. This qualitative research study's findings highlighted the need for additional training in culturally relevant pedagogy (CRP) amongst K-12 educators in Ontario, Canada. The use and implementation of CRP in classrooms can have a positive impact on the engagement, learning, and achievement of culturally diverse students in publicly funded schools. This PD plan may provide K-12 teachers with the fundamental knowledge on CRP and can be used to improve their use and implementation of CRP in culturally diverse classrooms. In addition, this PD plan may help educators reflect on their own lived experiences and teacher beliefs, allow opportunity for mastery in CRP, and help educators learn how to foster homeplace and Black joy in their classrooms to dismantle systemic racism in Ontario schools.

Design

This PD plan was designed to be conducted throughout the school year using a workshop format. Two types of workshop modalities are utilized, namely, the use of face-to-face workshops and the use of synchronous online workshops. The face-to-face in-person workshops will take place over a 3-day period during teacher preparation week in August from 9:00 am to 12:00 pm and the monthly, online, synchronous (live) workshops will be scheduled for 60-minutes on the Zoom platform. This year-long PD training plan was thoughtfully and intentionally designed to be completed over a longer period of time, using shorter duration PD sessions during the school year, in order to

provide educators with important learning on CRP without overloading educators with too much information at once. Each session will start with a YouTube video on CRP and will include whole group discussions, small table group reflections, sharing of artifacts, and an opportunity for self-reflection at the end. This PD plan was designed to be interactive and collaborative to provide educators with the opportunity to work together, learn together, and grow together in their CRP development. A diagnostic questionnaire will be given to K-12 teachers to determine their CRP knowledge, understanding, and application at the onset of the PD plan. A formative questionnaire, namely, an exit ticket, will be given to educators at the end of each PD session to give me a deeper understanding of what they have learned, questions they may have, and what they would like to learn about in future PD sessions. Artifacts will be used at monthly PD sessions to demonstrate K-12 teachers' CRP understanding and implementation in their classrooms. At the end of the year-long PD plan, K-12 teachers will complete a summative questionnaire which will allow me to see what they have learned throughout the year and determine whether they have achieved the learning goals for this PD plan.

Learning Goals

At the end of the PD plan, K-12 teachers will be able to:

1. Develop an awareness and understanding of Whiteness, White privilege, and systemic racism in public education.
2. Explore their lived experiences and personal teacher beliefs through self-reflection and small group discussions.
3. Develop background knowledge of CRP.

4. Identify the three elements of CRP.
5. Understand what homeplace and Black joy is and learn how to cultivate those in their classrooms.
6. Participate in open discussions about ways to create Black joy in classrooms and schools.
7. Gain experience using CRP skills and strategies with students.
8. Gain experience using CRP skills with parents.
9. Become proficient at using CRP in their culturally diverse classrooms.
10. Act as an advocate and resource person in the use of CRP.

Implementation Plan

This PD plan was designed to be implemented with K-12 teachers working in publicly funded school systems in Ontario, Canada. Educators will be invited to attend this PD plan via social media to help K-12 teachers develop their knowledge, understanding, and application of CRP over time to enhance the engagement, learning, and achievement of their culturally diverse students. Each PD session agenda will be shared with K-12 teachers at the beginning of each workshop, namely, via photocopied agenda on their tables for face-to-face PD sessions or shared electronically on the Zoom chat section for online, synchronous PD sessions. K-12 teachers will have a ‘parking lot’ to ask questions using post-it notes on chart paper for face-to-face PD sessions and using the Zoom chat section for online, synchronous PD sessions. A diagnostic questionnaire will be completed by all K-12 teachers at the beginning of the PD plan to determine CRP knowledge, understanding, and application (see Appendix F). All PD sessions will

include a workshop introduction with review of team agreements for learning together in professional learning communities, review of any questions asked in the parking lot, and review of daily learning goals. Face-to-face PD sessions will include the use of YouTube videos, whole group discussions, small group table reflections, effective strategies to help K-12 teachers learn and assimilate new information, and an opportunity for K-12 teachers to share artifacts to highlight their implementation of CRP in their classrooms. Online, synchronous PD sessions on the Zoom platform will include the use of YouTube videos, whole group discussions, online small group reflections, effective strategies, and a classroom application homework assignment with artifact sharing to help K-12 teachers highlight their new knowledge and CRP application in their culturally diverse classroom. All PD sessions will end with a formative questionnaire, namely, an exit ticket, to give me a deeper understanding of what K-12 teachers have learned, what questions they may have, and what they would like to learn in future PD sessions. Exit tickets will be photocopied and placed on tables for face-to-face PD sessions and will be available via a link on the Zoom chat box for online, synchronous PD sessions. At the end of the year-long PD workshop, a summative questionnaire will be completed by K-12 teachers via a link on the Zoom chat box to highlight what they've learned throughout the year, describe their understanding and implementation of CRP with students and families, and identify ways that they have become culturally relevant teacher-leaders and social change agents in their classrooms or school communities (see Appendix G).

Professional Development
Culturally Relevant Pedagogy Workshop

Session 1: Culturally Relevant Pedagogy – What is it and why is it needed?

Date: August (Day 1)

Time: 9:00 am to 12:00 pm

Place: Banquet Hall in Toronto, Canada

Topic: Culturally Relevant Pedagogy – Whiteness, White Privilege, and Systemic Racism

Time:	Topic/Content
9:00 am	<p><u>Workshop Introduction:</u></p> <ul style="list-style-type: none"> ● Welcome Message ● Meet Your Professional Learning Community ● Table Introductions and Getting to Know Each Other (Ice Breaker Activity) ● Team Agreements for Learning Together as a Professional Learning Community ● Use of Parking Lot for Questions, Thoughts, or Concerns (<u>Materials:</u> Each table has markers and post-it notes to write their questions, thoughts, or concerns on the parking lot chart paper) ● Diagnostic Questionnaire (<u>Materials:</u> Each person has a paper copy of the pre-assessment questionnaire and a pen) ● Review of Today’s Learning Goals
9:30 am	<p><u>Whole Group Discussion 1: Hegemonic Whiteness</u></p> <ul style="list-style-type: none"> ● What is hegemonic Whiteness? <p><u>YouTube Video:</u> DeRay McKesson on Whiteness, White Supremacy, and Privilege</p>

	<p>https://www.youtube.com/watch?v=3phiX0mparw</p> <p><u>Table Group Reflection:</u> Hegemonic Whiteness</p> <ul style="list-style-type: none"> • What are some examples of hegemonic Whiteness that exist in our society today? • What are some ways that we can reduce the practice of hegemonic Whiteness in our classrooms and in our communities?
10:00 am	<p><u>Whole Group Discussion 2: White Privilege</u></p> <ul style="list-style-type: none"> • What is White privilege? <p><u>Table Group Reflection:</u></p> <ul style="list-style-type: none"> • What are some examples of White privilege that exist in our society today? • What are some ways that we can reduce the practice of White privilege in our classrooms and in our communities?
10:30 am	<p><u>Whole Group Discussion 3: Systemic Racism</u></p> <ul style="list-style-type: none"> • What is systemic racism? <p><u>Table Group Reflection:</u></p> <ul style="list-style-type: none"> • What are some examples of systemic racism that exist in our society today? • What are some ways that we can reduce the practice of systemic racism in our classrooms and in our communities?
11:00 am	<p><u>YouTube Video:</u></p> <p>Good Hair - Perceptions of Racism</p> <p>https://www.youtube.com/watch?v=vkmmkbVc7iM</p> <p><u>Table Group Reflection: Video Analysis</u></p> <ul style="list-style-type: none"> • What are some ways that hegemonic Whiteness was shown in this video? • What are some ways that White privilege was shown in this video?

	<ul style="list-style-type: none"> ● What are some ways that systemic racism was shown in this video? ● What connections can you make from this video to our society today? ● What emotions did this video elicit? ● What did you learn from this video?
11:30 am	<p><u>Whole Group Discussion: What are Lived Experiences, Teacher Beliefs, and Biases?</u></p> <ul style="list-style-type: none"> ● What are lived experiences? ● What are teacher beliefs? ● What are biases? <p><u>Table Group Reflection:</u></p> <ul style="list-style-type: none"> ● What are your lived experiences? ● How have your lived experiences shaped who you are as a person? ● What are your teacher beliefs about teaching, students, and CRP? ● How do your teacher beliefs influence the teaching and learning in your classroom? ● What are any conscious or unconscious biases that you may carry based on your lived experiences? ● How can you use self-reflection, awareness, and conscious actions to reduce or eliminate your biases?
11:50 am	<p><u>Exit Ticket: Reflections of Learning</u> (Materials: Paper Exit Ticket)</p> <p>Today we had an exciting day of learning with other K-12 teachers.</p> <p>As you reflect on your learning today, please complete your individual exit ticket on the table. Your exit ticket responses are confidential and will only be shared with me. Your exit ticket reflections will help guide our future learning together.</p> <p>Name: _____</p> <ul style="list-style-type: none"> ● What did you learn today?

	<ul style="list-style-type: none"> ● Now that we have explored Whiteness, White Privilege, and Systemic Racism in education, what are some actions that you can take to be more culturally responsive in your teaching practice? ● What reflections would you like to share? ● What questions do you still have?
--	---

Professional Development
Culturally Relevant Pedagogy Workshop
Session 2

Date: August (Day 2)

Time: 9:00 am to 12:00 pm

Place: Banquet Hall in Toronto, Canada

Topic: Culturally Relevant Pedagogy – What is Culturally Relevant Pedagogy?

Time:	Workshop Agenda:
9:00 am	<p><u>Workshop Introduction:</u></p> <ul style="list-style-type: none"> ● Review the Team Agreements for Learning Together as a Professional Learning Community ● Review: Use Parking Lot for Questions, Thoughts, Concerns (Materials: Each table has markers and post-it notes to write their questions, thoughts, or concerns on the parking lot chart paper) ● Review of Today's Learning Goals
9:30 am	<p><u>Whole Group Discussion: Culturally Relevant Pedagogy</u></p> <ul style="list-style-type: none"> ● What is culturally relevant pedagogy? <p><u>Table Group Reflection:</u></p> <ul style="list-style-type: none"> ● What does being a culturally relevant educator mean to you? ● What are some current ways you incorporate culturally relevant

	<p>pedagogy into your classroom learning and assessment?</p> <ul style="list-style-type: none"> • What are some elements of culturally relevant pedagogy that you want to work on?
9:45 am	<p><u>The Three Elements of Culturally Relevant Pedagogy</u></p> <ul style="list-style-type: none"> • Communicating High Expectations for Student Success • Fostering Students' Cultural Competence • Developing Students' Critical Consciousness <p><u>YouTube Video: Gloria Ladson-Billings – Successful Teachers of African American Children</u></p> <p>https://www.youtube.com/watch?v=hmAZjNRmII</p>
10:00 am	<p><u>Whole Group Discussion: CRP Element 1</u></p> <ul style="list-style-type: none"> • What does communicating high expectations for student success mean? <p><u>YouTube Video: Every Kid Needs A Champion</u></p> <p>https://www.youtube.com/watch?v=SFnMTHhKdkw</p> <p><u>Table Group Reflection:</u></p> <ul style="list-style-type: none"> • What are some ways that you communicate high expectations for student success in your classroom? • How do your students know that you believe in them and their academic success? • How do you self-reflect to ensure your teaching and assessing is free from bias?
10:30 am	<p><u>Whole Group Discussion: CRP Element 2</u></p> <ul style="list-style-type: none"> • What does fostering students' cultural competence mean? <p><u>YouTube Video:</u></p> <p>What is Cultural Competence?</p> <p>https://www.youtube.com/watch?v=tsWbODQiDWs</p>

	<p><u>Table Group Reflection:</u></p> <ul style="list-style-type: none"> ● What does cultural competence mean to you? ● What are some ways that you foster students' cultural competence in your classroom? ● How do you show your students their cultures are honored, valued, and respected in the classroom? ● How do you self-reflect to ensure your teaching and assessing supports the cultural diversity of your students?
11:00 am	<p><u>Whole Group Discussion: CRP Element 3</u></p> <ul style="list-style-type: none"> ● What does developing students' critical consciousness mean? <p><u>YouTube Video:</u></p> <p>Social Justice Belongs in Our Schools</p> <p>https://www.youtube.com/watch?v=ziW5JG6GTHk</p> <p><u>Table Group Reflection:</u></p> <ul style="list-style-type: none"> ● What does the term 'social justice' mean to you? ● What are some ways that you show critical consciousness in your own life? ● What are some ways that you help your students develop their critical consciousness in your classroom?
11:40 am	<p><u>Whole Group Discussion: Culturally Relevant Pedagogy in the Classroom</u></p> <p><u>YouTube Video:</u></p> <p>Becoming a Culturally Responsive Teacher?</p> <p>https://www.youtube.com/watch?v=uV36efjBKRU</p> <p><u>Table Group Reflection:</u></p> <ul style="list-style-type: none"> ● How are you currently using culturally relevant pedagogy in the classroom? ● How do you incorporate students' cultural backgrounds into

	<p>classroom learning?</p> <ul style="list-style-type: none"> ● Why is culturally relevant pedagogy beneficial in culturally diverse classrooms? ● What are some new culturally relevant pedagogical strategies that you will implement in your classroom this year?
11:50 am	<p><u>Exit Ticket: Reflections of Learning</u> (Materials: Paper Exit Ticket)</p> <p>Today we had an exciting day of learning with other K-12 teachers.</p> <p>As you reflect on your learning today, please complete your individual exit ticket on the table. Your exit ticket responses are confidential and will only be shared with me. Your exit ticket reflections will help guide our future learning together.</p> <p>Name: _____</p> <ul style="list-style-type: none"> ● What did you learn today? ● How has your understanding of culturally relevant pedagogy changed throughout this workshop? ● How will you apply your new learning in the classroom? ● What are some questions that you still have on culturally relevant pedagogy?

Professional Development

Culturally Relevant Pedagogy Workshop

Session 3

Date: August (Day 3)

Time: 9:00 am to 12:00 pm

Place: Banquet Hall in Toronto, Canada

Topic: Culturally Relevant Pedagogy – Creating Homeplace and Black Joy in the Classroom

Time:	Workshop Agenda:
9:00 am	<p><u>Workshop Introduction:</u></p> <ul style="list-style-type: none"> ● Review the Team Agreements for Learning Together as a Professional Learning Community ● Review: Use Parking Lot for Questions, Thoughts, Concerns (<u>Materials:</u> Each table has markers and post-it notes to write their questions, thoughts, or concerns on the parking lot chart paper) ● Review of Today’s Learning Goals
9:30 am	<p><u>Whole Group Review: Culturally Relevant Pedagogy</u></p> <p>How do you define culturally relevant pedagogy?</p> <p><u>YouTube Video: Supporting Black Students’ Excellence – Connecting Research to Practice</u></p> <p>https://www.youtube.com/watch?v=tsp9zkYZFqw</p>
10:00 am	<p><u>Whole Group Discussion: Homeplace</u></p> <ul style="list-style-type: none"> ● What is a homeplace? <p><u>YouTube Video:</u></p> <p>Dr. Martin Luther King Jr. School – Black Affinity Groups</p> <p>https://www.youtube.com/watch?v=QIRAIAN_MFE</p> <p><u>Table Group Reflection:</u></p> <ul style="list-style-type: none"> ● What does homeplace look like at school? ● How do we create a homeplace for students in classrooms? ● Why is it important for Black students to have a safe, welcome, and free place to learn
10:30 am	<p><u>Whole Group Discussion:</u></p> <p>What are some strategies you can use to build a homeplace for your students?</p>

	<ul style="list-style-type: none"> ● Created with students, families, and educators ● Is a safe place where all students can be themselves ● Fosters self-expression, self-love, and is free from any form of oppression ● Ensure all students and all cultures are seen, heard, respected, and celebrated ● Incorporate all student backgrounds and cultures ● Builds deeper connections with students and teachers ● Encourages cultural forms of expression ● Celebrates Black joy ● Use of community circles ● Use of affinity groups
11:00 am	<p><u>Whole Group Discussion: Black Joy in the Community</u></p> <ul style="list-style-type: none"> ● How is Black Joy celebrated in the community? <p><u>YouTube Video: Joyful Movement – Dr. Shamell Bell on Black Joy</u> https://www.youtube.com/watch?v=rOnKkW7zKPA</p> <p><u>YouTube Video: This Afro-Latino is Highlighting BLACK JOY</u> https://www.youtube.com/watch?v=ZijpRvXp5V4</p> <p><u>YouTube Video: Black Joy is: _____</u> https://www.youtube.com/watch?v=-hsTUkyh164</p> <p><u>Table Group Reflections:</u></p> <ul style="list-style-type: none"> ● What is Black Joy? ● What does Black Joy mean to you? ● What does Black Joy mean to your students?
11:30 am	<p><u>Whole Group Discussion: Fostering Black Joy in Schools</u></p>

What does Black Joy look like in your classroom?

Childs (2024) highlights a variety of ways to foster Black Joy in the classroom:

- Provide a safe place to learn, grow, develop, and dream in the classroom
- Build positive relationships and open communication with all of your students
- Show love longer than February
- Do a curriculum and resource check to make sure cultural diversity is represented in classroom materials
- Introduce students to Black art
- Use storytelling and writing to let students share their voice and lived experiences
- Discuss how some students use different Black dialects to communicate
- Create and share affirmations of confidence, self-worth, and pride with your students
- Establish positive relationships with students' families
- Be authentic as a teacher and build trust with your students
- Teach students about the achievements of Black people who came before them
- Promote a growth mindset within the classroom
- Let your students teach and learn what they are passionate about
- Encourage your students to take care of their mental health
- Provide space for recognizing grief, trauma, and racial injustice that students may bring into the classroom
- Allow students to speak up on issues that are current to them (at school, at home, and in the community)

	<ul style="list-style-type: none"> ● Teach students that they can be leaders in their classroom, at school, and in their community
11:50 am	<p><u>Exit Ticket: Reflections of Learning</u> (Materials: Paper Exit Ticket)</p> <p>Today we had an exciting day of learning with other K-12 teachers.</p> <p>As you reflect on your learning today, please complete your individual exit ticket on the table. Your exit ticket responses are confidential and will only be shared with me. Your exit ticket reflections will help guide our future learning together.</p> <p>Name: _____</p> <ul style="list-style-type: none"> ● What did you learn today? ● How will you apply your new learning in the classroom? ● What are some questions that you still have on culturally relevant pedagogy?

Professional Development
Culturally Relevant Pedagogy Workshop
Session 4

Date: October

Time: 7:00 pm to 8:00 pm

Place: Zoom (Online Workshop)

Topic: Culturally Relevant Pedagogy – Getting to Know Your Students

Time:	Workshop Agenda:
7:00 pm	<p><u>Workshop Introduction:</u></p> <ul style="list-style-type: none"> ● Review the Team Agreements for Learning Together as a Professional Learning Community ● Review of Today’s Learning Goals

7:10 pm	<p><u>Whole Group Discussion: Who Are Your Students?</u></p> <p>Why is it important to get to know your students?</p> <p><u>YouTube Video: Building a Belonging Classroom</u></p> <p>https://www.youtube.com/watch?v=Q6niuYToam4</p> <p><u>Online Small Group Reflection: Building Deeper Connections</u></p> <ul style="list-style-type: none"> ● Why is it important that you get to know your students? ● How are you getting to know your students this month? ● What are some ways that you have developed deeper connections with your students? ● What lessons and activities do you do with your students to build a community of belonging together?
7:30 pm	<p><u>Whole Group Discussion:</u></p> <p>What are some strategies you can use to get to know your students' culture, identity, and interests in the classroom?</p> <ul style="list-style-type: none"> ● 'All About Me' Show and Tell Bags ● Student-led Discussions about Themselves ● Student Questionnaires or Surveys ● Individual Student-Teacher Conferences ● Ask Students Questions About Themselves ● Connecting with Students Each Day ● Greeting Students by Name and With a Welcoming Smile ● Invite Students to Share About Their Family and Background ● Starting Cultural Clubs in your Classroom ● Creating Interest or Affinity Groups with Your Students ● Let's brainstorm some more together...

7:50pm	<p><u>Professional Learning Community: Homework Assignment</u></p> <p>Creating A Belonging Classroom</p> <p>Over the next four weeks, really focus on getting to know each student in your class. Try some of our strategies to get to know your students on a deeper level and develop a community of inclusivity and belonging with your class. Next session, share an artifact with your online professional learning community on how you got to know your students' cultures, identities, and interests and what method you used to organize such important information (e.g., Student Notes, Class Chart, etc.).</p>
7:55 pm	<p><u>Exit Ticket: Reflections of Learning</u> (Materials: Online Exit Ticket)</p> <p>Today we had an exciting day of online learning and discussions with other K-12 teachers.</p> <p>As you reflect on your learning today, please complete your individual exit ticket by clicking on the survey link in the Zoom chat box. Your exit ticket responses are confidential and will only be shared with me. Your exit ticket reflections will help guide our future learning together.</p> <p>Name: _____</p> <ul style="list-style-type: none"> ● What did you learn today? ● How will you apply your new learning in the classroom? ● What are some of the successes you have experienced so far with using culturally relevant pedagogy in your classroom? ● What are some of the barriers you have experienced so far with using culturally relevant pedagogy in your classroom? ● What are some questions that you still have on culturally relevant pedagogy?

Professional Development

Culturally Relevant Pedagogy Workshop

Session 5

Date: November

Time: 7:00 pm to 8:00 pm

Place: Zoom (Online Workshop)

Topic: Culturally Relevant Pedagogy – Promoting Positive Relationships with Parents

Time:	Workshop Agenda:
7:00 pm	<p><u>Workshop Introduction:</u></p> <ul style="list-style-type: none"> ● Review the Team Agreements for Learning Together as a Professional Learning Community ● Review of Today’s Learning Goals ● Reflection of our Critical Application Homework Assignment from Last Month’s PD Session and Sharing of Artifact in Small Group Professional Learning Communities
7:10 pm	<p><u>Whole Group Discussion: Promoting Positive Relationships with Parents</u></p> <ul style="list-style-type: none"> ● What is parent engagement? ● Why are parent relationships so important? <p><u>YouTube Video: Family Engagement</u> https://www.youtube.com/watch?v=1zILvq4YpyM</p> <p><u>Online Small Group Reflection:</u></p> <p><u>Video Analysis</u></p> <ul style="list-style-type: none"> ● What did you learn from this video? ● What did this video make you think about? ● What limitations do you think you have that are preventing you from developing deeper relationships with your students’ parents? <p><u>How do you currently engage with parents?</u></p> <ul style="list-style-type: none"> ● What are some methods you use to involve your students’ parents into their education? ● How do you connect with your students’ parents?

	<ul style="list-style-type: none"> ● How often do you reach out to your students' parents?
7:30 pm	<p><u>Whole Group Discussion: Parent Engagement</u></p> <p>What are some strategies you can use to build positive relationships with parents?</p> <ul style="list-style-type: none"> ● Learn Your Students' Parents by Name ● Greet All Families With A Welcoming Smile ● Parent Questionnaires or Surveys ● Get To Know Your Parents and Their Needs ● Make Positive Phone Calls Home ● Welcome Parents in the Classroom ● Use a Translator to Communicate with All Parents ● Create Monthly Parent Engagement Activities ● Celebrate Student Success With Parents Regularly ● Thank Parents for their Involvement in their Student's Education ● Invite Parents to School Events (Cultural Assemblies, Cultural Evenings) ● Let's brainstorm some more together...
7:50pm	<p><u>Professional Learning Community: Homework Assignment</u></p> <p><u>Reflection Question:</u></p> <p>How can I build positive relationships with parents?</p> <p>Over the next four weeks, try to build positive relationships with your students' parents. Try to use some of the strategies we learned about during this professional development session to connect with families on a deeper level. Next session, you will be invited to share an artifact with your online professional learning community on how you developed positive relationships with your students' parents.</p>

7:55 pm	<p><u>Exit Ticket: Reflections of Learning</u> (Materials: Online Exit Ticket)</p> <p>Today we had an exciting day of online learning and discussions with other K-12 teachers.</p> <p>As you reflect on your learning today, please complete your individual exit ticket by clicking on the survey link in the Zoom chat box. Your exit ticket responses are confidential and will only be shared with me. Your exit ticket reflections will help guide our future learning together.</p> <p>Name: _____</p> <ul style="list-style-type: none"> ● What did you learn today? ● How will you apply your new learning in the classroom? ● What are some of the successes you have experienced so far with using culturally relevant pedagogy in your classroom? ● What are some of the barriers you have experienced so far with using culturally relevant pedagogy in your classroom? ● What are some questions that you still have on culturally relevant pedagogy?
---------	--

Professional Development
Culturally Relevant Pedagogy Workshop
Session 6

Date: December

Time: 7:00 pm to 8:00 pm

Place: Zoom (Online Workshop)

Topic: Culturally Relevant Pedagogy – High Expectations for Student Success

Time:	Workshop Agenda:
7:00 pm	<p><u>Workshop Introduction:</u></p> <ul style="list-style-type: none"> ● Review the Team Agreements for Learning Together as a Professional Learning Community

	<ul style="list-style-type: none"> ● Review of Today’s Learning Goals ● Reflection of our Critical Application Homework Assignment from Last Month’s PD Session and Sharing of Artifact in Small Group Professional Learning Communities
7:10 pm	<p><u>Whole Group Discussion: CRP Element 1</u></p> <ul style="list-style-type: none"> ● What does communicating high expectations for student success mean? <p><u>YouTube Video: Letting People Lead With Their Identity</u> https://www.youtube.com/watch?v=VaMsFGhAQgk</p> <p><u>Online Small Group Reflection: Student Success in Your Classroom</u></p> <ul style="list-style-type: none"> ● What does student success mean to you? ● What does student success mean to your students? ● Do students know how to be successful in your classroom? ● What does it look like in your classroom when students are successful? ● How does students’ culture, identity, and interest impact their learning and achievement in the classroom?
7:30 pm	<p><u>Whole Group Discussion:</u></p> <p>What are some ways that you communicate high expectations for student success in your classroom?</p> <p><u>Strategies to Communicate High Expectations for Student Success</u></p> <ul style="list-style-type: none"> ● Infuse culture, identity, and interests into classroom learning and assessments ● Use positive affirmations with your students ● Incorporate culturally relevant learning in the classroom ● Provide culturally relevant assessment opportunities for all students ● Allow students to use voice and choice to show their learning ● Teach students to self-reflect on their own learning and growth

	<ul style="list-style-type: none"> ● Use of posted learning goals in your classroom ● Co-create success criteria for assessments with students ● Celebrate students' success in the classroom ● Share students' success with their parents ● Let's brainstorm some more together...
7:50pm	<p><u>Professional Learning Community: Homework Assignment</u></p> <p>How can I use different ways to communicate high expectations for student success in my classroom?</p> <p>Over the next four weeks, reflect on the ways that you communicate high expectations for student success in your classroom. What is working well and what do you want to change? Try some of the strategies we discussed today in your classroom and any new strategies you learn about. Next session, share an artifact with your online professional learning community on how you communicated high expectations with your students.</p>
7:55 pm	<p><u>Exit Ticket: Reflections of Learning</u> (Materials: Online Exit Ticket)</p> <p>Today we had an exciting day of online learning and discussions with other K-12 teachers.</p> <p>As you reflect on your learning today, please complete your individual exit ticket by clicking on the survey link in the Zoom chat box. Your exit ticket responses are confidential and will only be shared with me. Your exit ticket reflections will help guide our future learning together.</p> <p>Name: _____</p> <ul style="list-style-type: none"> ● What did you learn today? ● How will you apply your new learning in the classroom? ● What are some of the successes you have experienced so far with using culturally relevant pedagogy in your classroom? ● What are some of the barriers you have experienced so far with using culturally relevant pedagogy in your classroom? ● What are some questions that you still have on culturally relevant pedagogy?

Professional Development
Culturally Relevant Pedagogy Workshop
Session 7

Date: January

Time: 7:00 pm to 8:00 pm

Place: Zoom (Online Workshop)

Topic: Culturally Relevant Pedagogy – Fostering Students’ Cultural Competence

Time:	Workshop Agenda:
7:00 pm	<p><u>Workshop Introduction:</u></p> <ul style="list-style-type: none"> ● Review the Team Agreements for Learning Together as a Professional Learning Community ● Review of Today’s Learning Goals ● Reflection of our Critical Application Homework Assignment from Last Month’s PD Session and Sharing of Artifact in Small Group Professional Learning Communities
7:10 pm	<p><u>Whole Group Discussion: CRP Resources</u></p> <ul style="list-style-type: none"> ● What resources do you have in your classroom to support your understanding of culturally relevant pedagogy? ● What resources do you have in your classroom to support your implementation of culturally relevant pedagogy? <p><u>YouTube Video: 5 Questions to Ask Ourselves When Selecting Texts for Our Classroom</u></p> <p>https://www.youtube.com/watch?v=dhlJpe2ecH4</p> <p><u>Table Group Reflection: Taking a Critical Look at Your Classroom Library</u></p> <ul style="list-style-type: none"> ● What does your classroom library look like? ● What kinds of texts do you have in your classroom for students to

	<p>read?</p> <ul style="list-style-type: none"> ● When is the last time you have taken a critical look at the books in your classroom from a culturally relevant lens?
7:30 pm	<p><u>Whole Group Discussion: Building Cultural Competence</u></p> <ul style="list-style-type: none"> ● How do you build cultural competence in the classroom? <p><u>YouTube Video: Cultural Understanding</u></p> <p>https://www.youtube.com/watch?v=KWuX3oOvepk</p> <p><u>Online Small Group Reflection: Fostering Your Students' Cultural Competence in the Classroom</u></p> <ul style="list-style-type: none"> ● What are the different cultures you have in your classroom this year? ● How do students share about their own culture in the classroom? ● How do you foster cultural competence in your students?
7:40 pm	<p><u>Whole Group Discussion:</u></p> <p>What are some strategies you can use to foster students' cultural competencies in your classroom?</p> <p><u>Strategies to Develop Students' Cultural Competence</u></p> <ul style="list-style-type: none"> ● Build relationships and connections with your students ● Get to know the students and families in your classroom ● Learn about the cultural backgrounds of your students ● Infuse culture and identity into lessons, activities, and assessments ● Incorporate culturally relevant teaching resources into student learning ● Build a climate of respect, inclusivity, and belonging in your classroom ● Give students a voice to share their cultural backgrounds with others

	<ul style="list-style-type: none"> ● Invite parents into the classroom to share about their culture ● Create cultural events in your classroom and school ● Celebrate cultural diversity in the classroom and in the community ● Let's brainstorm some additional strategies together...
7:50pm	<p><u>Professional Learning Community: Homework Assignment</u></p> <p>How can I use different ways to foster students' cultural competency in my classroom?</p> <p>Over the next four weeks, focus on deepening your students' cultural competency in the classroom. Try new strategies to bring students' cultures identities into classroom lessons and activities. What have you learned about your students that you didn't know before? What have students learned about each other that they did not know before? Next session, share an artifact with your online professional learning community on how you fostered students' cultural competency in your classroom.</p>
7:55 pm	<p><u>Exit Ticket: Reflections of Learning</u> (Materials: Online Exit Ticket)</p> <p>Today we had an exciting day of online learning and discussions with other K-12 teachers.</p> <p>As you reflect on your learning today, please complete your individual exit ticket by clicking on the survey link in the Zoom chat box. Your exit ticket responses are confidential and will only be shared with me. Your exit ticket reflections will help guide our future learning together.</p> <p>Name: _____</p> <ul style="list-style-type: none"> ● What did you learn today? ● How will you apply your new learning in the classroom? ● What are some of the successes you have experienced so far with using culturally relevant pedagogy in your classroom? ● What are some of the barriers you have experienced so far with using culturally relevant pedagogy in your classroom? ● What are some questions that you still have on culturally relevant pedagogy?

Professional Development
Culturally Relevant Pedagogy Workshop
Session 8

Date: February

Time: 7:00 pm to 8:00 pm

Place: Zoom (Online Workshop)

Topic: Culturally Relevant Pedagogy – Resources in Your Classroom

Time:	Workshop Agenda:
7:00 pm	<p><u>Workshop Introduction:</u></p> <ul style="list-style-type: none"> ● Review the Team Agreements for Learning Together as a Professional Learning Community ● Review of Today’s Learning Goals ● Reflection of our Critical Application Homework Assignment from Last Month’s PD Session and Sharing of Artifact in Small Group Professional Learning Communities
7:10 pm	<p><u>Whole Group Discussion:</u> Use of Culturally Relevant Resources in Your Classroom</p> <ul style="list-style-type: none"> ● What are culturally relevant resources?
7:15 pm	<p><u>Strategies to Help Educators Build A Network of Culturally Relevant Resources</u></p> <p>As a collective group, let’s create a list of culturally relevant resources that effectively incorporate the elements of culturally relevant pedagogy into classroom learning. As we brainstorm, I will write down your ideas and send out the collective list to all participants via email. This will allow everyone to access a wider range of culturally relevant resources to use in the classroom.</p>

7:20 pm	<p><u>Whole Group Discussion:</u></p> <p>Use of Culturally Relevant Texts (Printed and Online)</p> <p>There are a wide variety of culturally relevant texts available on the internet for educators to use in their classrooms. Online culturally relevant texts add to the collection of culturally relevant books that you have in your classroom and enrich your literacy program for all students.</p> <p><u>Use of Culturally Relevant Printed Texts in Your Classroom</u></p> <ul style="list-style-type: none"> • What are some culturally relevant printed texts that you use in your classroom? <p><u>Use of Online Culturally Relevant Texts in Your Classroom</u></p> <ul style="list-style-type: none"> • What are some online culturally relevant texts that you use in your classroom? <p><u>YouTube Video: Kids Book Read Aloud – “Skin Again” by bell hooks</u> https://www.youtube.com/watch?v=ng_9k5nK6YU</p> <p><u>YouTube Video: Happy to Be Nappy, by bell hooks</u> https://www.youtube.com/watch?v=nI8ZWpx1nyk</p>
7:30 pm	<p><u>Whole Group Discussion: Use of Culturally Relevant Primary Sources in Your Classroom</u></p> <ul style="list-style-type: none"> • What are some culturally relevant primary sources that you use in your classroom? <p>“Primary sources are first-hand evidence of the past. Primary sources highlight authentic voices and reflect multiple perspectives and cultures. Primary sources also facilitate students’ own cultural competence” (Minnesota Historical Society, 2018).</p> <p><u>YouTube Video: Culturally Relevant Pedagogy Using Primary Sources – An Introduction</u> https://www.youtube.com/watch?v=eGi0LKROptg</p> <p><u>Use of Culturally Relevant Primary Sources in Your Classroom</u></p> <ul style="list-style-type: none"> • What are some culturally relevant primary sources that you use in your classroom?

7:40 pm	<p><u>Use of Culturally Relevant Videos in Your Classroom</u></p> <ul style="list-style-type: none"> • What are some culturally relevant videos that you use in your classroom? <p><u>Use of Culturally Relevant Websites in Your Classroom</u></p> <ul style="list-style-type: none"> • What are some culturally relevant websites that you use in your classroom? <p><u>Use of Culturally Relevant Teacher Guides in Your Classroom</u></p> <ul style="list-style-type: none"> • What are some culturally relevant teacher guides that you use in your classroom? <p><u>YouTube Video: Culturally Responsive Teaching Resources for Educators</u></p> <p>https://www.youtube.com/watch?v=tCDmfQHqim8</p>
7:45 pm	<p><u>Strategies to Help Educators Increase the Amount of Culturally Relevant Resources in the Classroom:</u></p> <p>Funding constraints may prevent K-12 educators from purchasing a wide variety of culturally relevant resources in publicly funded school boards.</p> <p><u>Here are some strategies that educators can use to increase the amount of culturally relevant resources they have access to in their classrooms:</u></p> <ul style="list-style-type: none"> • Reach out to public libraries • Reach out to community agencies • Reach out to business owners in the school community • Fundraise as a school • Network and share resources with other teachers
7:50pm	<p><u>Professional Learning Community: Homework Assignment</u></p> <p>What culturally relevant resources do you use in the classroom to support your lessons and activities?</p> <p>Over the next four weeks, take inventory of the different culturally relevant resources you have in your classroom and note how you use them. At our next professional development session, we will be talking</p>

	<p>about some ways you can use culturally relevant pedagogy in your classroom. Next session, share an artifact with your online professional learning community on how you used culturally relevant pedagogy in your lessons and activities.</p>
7:55 pm	<p><u>Exit Ticket: Reflections of Learning</u> (Materials: Online Exit Ticket)</p> <p>Today we had an exciting day of online learning and discussions with other K-12 teachers.</p> <p>As you reflect on your learning today, please complete your individual exit ticket by clicking on the survey link in the Zoom chat box. Your exit ticket responses are confidential and will only be shared with me. Your exit ticket reflections will help guide our future learning together.</p> <p>Name: _____</p> <ul style="list-style-type: none"> ● What did you learn today? ● How will you apply your new learning in the classroom? ● What are some of the successes you have experienced so far with using culturally relevant pedagogy in your classroom? ● What are some of the barriers you have experienced so far with using culturally relevant pedagogy in your classroom? ● What are some questions that you still have on culturally relevant pedagogy?

Professional Development

Culturally Relevant Pedagogy Workshop

Session 9

Date: March

Time: 7:00 pm to 8:00 pm

Place: Zoom (Online Workshop)

Topic: Culturally Relevant Pedagogy – Lessons and Activities

Time:	Workshop Agenda:
--------------	-------------------------

7:00 pm	<p><u>Workshop Introduction:</u></p> <ul style="list-style-type: none"> ● Review the Team Agreements for Learning Together as a Professional Learning Community ● Review of Today’s Learning Goals ● Reflection of our Critical Application Homework Assignment from Last Month’s PD Session and Sharing of Artifact in Small Group Professional Learning Communities
7:10 pm	<p><u>Whole Group Discussion: Culturally Relevant Pedagogy</u></p> <ul style="list-style-type: none"> ● What is culturally relevant pedagogy? <p><u>The Three Elements of Culturally Relevant Pedagogy</u></p> <ul style="list-style-type: none"> ● Communicating High Expectations for Student Success ● Fostering Students’ Cultural Competence ● Developing Students’ Critical Consciousness
7:20 pm	<p><u>Whole Group Discussion: Using Your Students’ Cultures,</u></p> <ul style="list-style-type: none"> ● What are your students’ cultural backgrounds, lived experiences, identities, and interests? <p><u>YouTube Video: Cultures Around The World</u></p> <p>https://www.youtube.com/watch?v=CcZvAL-eO4s</p> <p><u>Whole Group Discussion:</u></p> <p><u>Strategies to Create Culturally Relevant Lessons and Activities</u></p> <p>When creating culturally relevant lessons and activities for you students, here are some questions you can ask yourself:</p> <ul style="list-style-type: none"> ● Am I incorporating my students’ cultural backgrounds, identities, interests, and affinities? ● Do I have diverse representation in my lesson, activity, and resources? ● Am I using all three elements of culturally relevant pedagogy?

	<ul style="list-style-type: none"> ● Do I incorporate students' voices? ● Do I provide flexibility and choice for students? ● Am I using a variety of learning styles? ● Are students able to show their learning in different ways? <p><u>YouTube Video: Exploring Perceptions of Identity Through Self-Portraits</u></p> <p>https://www.youtube.com/watch?v=yNm3xM4B00s</p>
7:50pm	<p><u>Professional Learning Community: Homework Assignment</u></p> <p>What does it mean to create culturally relevant lessons?</p> <p>Over the next four weeks, try creating some lessons and activities that incorporate culturally relevant pedagogy. Were you able to include all three elements of culturally relevant pedagogy into your lessons and activities? What did you find easy? What did you find challenging? Next session, share an artifact with your online professional learning community that highlights how you used all three elements of culturally relevant pedagogy in a lesson or activity.</p>
7:55 pm	<p><u>Exit Ticket: Reflections of Learning</u> (Materials: Online Exit Ticket)</p> <p>Today we had an exciting day of online learning and discussions with other K-12 teachers.</p> <p>As you reflect on your learning today, please complete your individual exit ticket by clicking on the survey link in the Zoom chat box. Your exit ticket responses are confidential and will only be shared with me. Your exit ticket reflections will help guide our future learning together.</p> <p>Name: _____</p> <ul style="list-style-type: none"> ● What did you learn today? ● How will you apply your new learning in the classroom? ● What are some of the successes you have experienced so far with using culturally relevant pedagogy in your classroom? ● What are some of the barriers you have experienced so far with using culturally relevant pedagogy in your classroom?

	<ul style="list-style-type: none"> ● What are some questions that you still have on culturally relevant pedagogy?
--	--

Professional Development
Culturally Relevant Pedagogy Workshop
Session 10

Date: April

Time: 7:00 pm to 8:00 pm

Place: Zoom (Online Workshop)

Topic: Culturally Relevant Pedagogy – Developing Critical Consciousness

Time:	Workshop Agenda:
7:00 pm	<p><u>Workshop Introduction:</u></p> <ul style="list-style-type: none"> ● Review the Team Agreements for Learning Together as a Professional Learning Community ● Review of Today’s Learning Goals ● Reflection of our Critical Application Homework Assignment from Last Month’s PD Session and Sharing of Artifact in Small Group Professional Learning Communities
7:10 pm	<p><u>Whole Group Discussion: Critical Consciousness</u></p> <ul style="list-style-type: none"> ● What is critical consciousness? <p><u>Online Small Group Reflection:</u></p> <ul style="list-style-type: none"> ● How do I use critical consciousness in my life? ● How do I use critical consciousness in my classroom? ● How do I help students develop their own critical consciousness in the classroom?
7:30 pm	<p><u>Strategies to Help Students Develop their Critical Consciousness</u></p>

	<p>What are some ways you can help your students to develop their critical consciousness in the classroom?</p> <p><u>YouTube Video:</u></p> <p>Heartbreaking Moment When Kids Learn About White Privilege https://www.youtube.com/watch?v=1I3wJ7pJUjg</p> <p><u>Teacher Strategies:</u></p> <ul style="list-style-type: none"> ● Use a range of culturally relevant resources in the classroom to teach students about different cultures and viewpoints ● Promote equity and social justice in the classroom ● Have discussions with students on social justice issues ● Take action against acts of injustice with your students ● Let's brainstorm some more together...
7:50 pm	<p><u>Professional Learning Community: Homework Assignment</u></p> <p>Over the next four weeks, focus on developing your students' critical consciousness through lessons, activities, and assessments. Take note of how students' critical consciousness develops over time. Next session, share an artifact with your online professional learning community that highlighted how your students demonstrated critical consciousness in their learning.</p>
7:55 pm	<p><u>Exit Ticket: Reflections of Learning</u> (Materials: Online Exit Ticket)</p> <p>Today we had an exciting day of online learning and discussions with other K-12 teachers.</p> <p>As you reflect on your learning today, please complete your individual exit ticket by clicking on the survey link in the Zoom chat box. Your exit ticket responses are confidential and will only be shared with me. Your exit ticket reflections will help guide our future learning together.</p> <p>Name: _____</p> <ul style="list-style-type: none"> ● What did you learn today? ● How will you apply your new learning in the classroom?

	<ul style="list-style-type: none"> ● What are some of the successes you have experienced so far with using culturally relevant pedagogy in your classroom? ● What are some of the barriers you have experienced so far with using culturally relevant pedagogy in your classroom? ● What are some questions that you still have on culturally relevant pedagogy?
--	---

Professional Development
Culturally Relevant Pedagogy Workshop

Session 11

Date: May

Time: 7:00 pm to 8:00 pm

Place: Zoom (Online Workshop)

Topic: Culturally Relevant Pedagogy – Becoming a Leader in Your School

Time:	Workshop Agenda:
7:00 pm	<p><u>Workshop Introduction:</u></p> <ul style="list-style-type: none"> ● Review the Team Agreements for Learning Together as a Professional Learning Community ● Review of Today’s Learning Goals ● Reflection of our Critical Application Homework Assignment from Last Month’s PD Session and Sharing of Artifact in Small Group Professional Learning Communities
7:10 pm	<p><u>Whole Group Discussion:</u> Culturally Relevant Leadership</p> <ul style="list-style-type: none"> ● What does culturally relevant leadership mean? <p><u>YouTube Video:</u> TrillEdu: Culturally Responsive Pedagogy’s Place in Student Development</p> <p>https://www.youtube.com/watch?v=4KrxfcW7Irg</p>

	<p><u>Online Small Group Reflection:</u></p> <ul style="list-style-type: none"> ● What are some ways that you communicate high expectations for student success in your classroom? ● How do your students know that you believe in them and their academic success? ● How do you self-reflect to ensure your teaching and assessing is free from bias?
7:30 pm	<p><u>Whole Group Discussion: Developing Your Culturally Relevant Leadership Skills</u></p> <ul style="list-style-type: none"> ● What are some ways you can develop your culturally relevant leadership skills in the classroom, at school, and in your community? <p><u>Online Small Group Reflection: Culturally Relevant Pedagogy Leadership Skills</u></p> <ul style="list-style-type: none"> ● Use a range of culturally relevant strategies in your classroom and school to highlight different voices, viewpoints, and cultures ● Lead culturally relevant clubs to affirm student identities ● Promote equity and social justice in your classroom and school ● Have discussions with students on social justice issues ● Help your students take action against acts of injustice in their community ● Let's brainstorm some more together...
7:50pm	<p><u>Professional Learning Community: Homework Assignment</u></p> <p><u>Reflection Question: What does it mean to be a social change agent?</u></p> <p>Over the next four weeks, think about what it means to be a social change agent as an educator. Focus on developing your culturally relevant pedagogy leadership skills in your classroom, in your school, and in your community. Next session, share an artifact with your online professional learning community that highlighted your leadership skills using culturally relevant pedagogy.</p>

7:55 pm	<p><u>Exit Ticket: Reflections of Learning</u> (Materials: Online Exit Ticket)</p> <p>Today we had an exciting day of online learning and discussions with other K-12 teachers.</p> <p>As you reflect on your learning today, please complete your individual exit ticket by clicking on the survey link in the Zoom chat box. Your exit ticket responses are confidential and will only be shared with me. Your exit ticket reflections will help guide our future learning together.</p> <p>Name: _____</p> <ul style="list-style-type: none"> ● What did you learn today? ● How will you apply your new learning in the classroom? ● What are some of the successes you have experienced so far with using culturally relevant pedagogy in your classroom? ● What are some of the barriers you have experienced so far with using culturally relevant pedagogy in your classroom? ● What are some questions that you still have on culturally relevant pedagogy?
---------	--

Professional Development
Culturally Relevant Pedagogy Workshop
Session 12

Date: June

Time: 7:00 pm to 8:00 pm

Place: Zoom (Online Workshop)

Topic: Culturally Relevant Pedagogy – Reflections and Praise

Time:	Workshop Agenda:
7:00 pm	<p><u>Workshop Introduction:</u></p> <ul style="list-style-type: none"> ● Review the Team Agreements for Learning Together as a Professional Learning Community

	<ul style="list-style-type: none"> ● Review of Today’s Learning Goals ● Reflection of our Critical Application Homework Assignment from Last Month’s PD Session and Sharing of Artifact in Small Group Professional Learning Communities
7:10 pm	<p><u>Culturally Relevant Pedagogy in Action</u></p> <p><u>YouTube Video:</u></p> <p>Supporting Schoolwide Culturally Responsive Practice</p> <p>https://www.youtube.com/watch?v=ztnwmVBMfd0</p> <p><u>Online Small Group Discussion:</u></p> <p><u>Reflections and Celebrations</u></p> <ul style="list-style-type: none"> ● After our year of learning, what reflections do you have? ● What are you most proud of? ● Where did you learn and grow the most? ● Share any experiences you wish with the group ● Celebrate your successes!
7:40pm	<p><u>Summative Online Questionnaire: Reflections of Learning</u></p> <p>You have been learning, growing, and applying culturally relevant pedagogy in your classrooms all year.</p> <p>As you reflect on this your learning throughout this year-long PD program, please complete the individual summative questionnaire by clicking on the link in the Zoom chat box. Your responses are confidential and will only be shared with me. Your reflections will determine whether you have achieved the PD learning goals and will help guide future professional development sessions for other educators attending next year.</p> <p>Name: _____ Date: _____</p> <ol style="list-style-type: none"> 1. What is Whiteness, White privilege, and systemic racism in public education? 2. How does your lived experiences and teacher beliefs impact your teaching pedagogy and your relationship with students?

	<p>3. How do you define culturally relevant pedagogy?</p> <p>4. What is homeplace and Black joy?</p> <p>5. How do you cultivate homeplace and Black joy in your classroom and school?</p> <p>6. What are some examples of how you implement CRP in your classroom with students and parents?</p> <p>7. How are you acting as a CRP advocate and CRP leader in your classroom and school?</p> <p>8. How have you overcome any barriers that were preventing you from using CRP in your classroom?</p> <p>9. How has your knowledge, understanding, and implementation of CRP changed throughout this year-long CRP PD program?</p>
7:50 pm	<p><u>Concluding Message</u></p> <p>Thank you for participating in our year-long workshop on culturally relevant pedagogy. You are doing powerful work as educators to teach, reach, and make a difference in the lives of your students. Keep advocating for your students...Your voice matters!</p> <p><u>YouTube Video: 'I Have a Dream' – Students from Martin Luther King Jr.'s former school recite speech</u></p> <p>https://www.youtube.com/watch?v=5gSLfyZasNs</p>

Workshop 1
August

Culturally Relevant Pedagogy:
Whiteness, White Privilege, and Systemic Racism

Facilitator:
Heather Banks, M.Ed.
Doctor of Education Candidate
Educational Administration and Leadership
Walden University

Workshop Introduction

- *Welcome Message
- *Table Introductions and Getting to Know Each Other
- *Team Agreements for Learning Together
- *Using the Parking Lot Strategy for Questions, Thoughts, and Concerns
- *Diagnostic Assessment: Pre-Assessment Questionnaire

Professional Learning Community:

You will be participating in small group discussions with other K-12 educators at your table. This will be your professional learning community for the duration of all face-to-face and online workshops. Take some time to learn about each other now. Use the following questions to introduce yourselves and get to know each other better.

Table Introductions and Getting to Know Each Other

*What is your name and where are you from?

*What are you teaching this year?

*How long have you been a teacher in Ontario, Canada?

*What do you like most about being a K-12 educator?

*Share one thing about yourself.

*Why did you choose to take this professional development course on Culturally Relevant Pedagogy?

Team Agreements for Learning Together

This is a safe, supportive space to learn and grow together.

Our Team Agreements:

- **Active Listening** (silence all phones, listen to the speaker attentively, and be present during our learning journey)
- **Active Participation** (share with others in a safe space)
- **The Right to Pass** (quiet self-reflection instead of sharing)
- **Show Respect** (treat everyone with respect and kindness)
- **No Judgements** (this is a safe, inclusive, supportive space)
- **Confidentiality** (all information we discuss is confidential)
- **Be Open to New Learning** (remain open to new information)

Using the Parking Lot Strategy for Questions, Thoughts, and Concerns

At the back of the room, you will see several pieces of chart paper. This is our parking lot for questions, thoughts, and concerns may arise.

Using the markers and post-it notes on your table, feel free to park your post-it note on the chart paper at the back of the room.

At the end of each PD session, I will read and reflect on each of them and answer questions at our next training session.

Looking forward to an exciting and engaging learning session with you all.

Pre-Assessment Questionnaire:

You will each have a copy of this questionnaire on the table.

Please answer the questions individually and honestly.

Your pre-assessment questionnaire will help me:

- Learn more about you
- Identify what your specific needs are
- Understand what information you hope to gain throughout our PD sessions together

Once finished, please bring your questionnaire to me.

Diagnostic Questionnaire:

Name: _____

Date: _____

1. What is Whiteness, White privilege, and systemic racism in public education?
2. How do your lived experiences and teacher beliefs impact your teacher pedagogy and your relationship with students?
3. How do you define culturally relevant pedagogy?
4. What is homeplace and Black joy?
5. How do you cultivate homeplace and Black joy in your classroom and school?
6. What are some examples of how you implement CRP in your classroom with students and parents?
7. How are you acting as a CRP advocate and CRP leader in your school?
8. Can you identify any barriers that are preventing you from using CRP more effectively in your classroom?
9. What are you hoping to learn after taking this workshop on CRP?

Learning Goals:

- To understand what hegemonic Whiteness is
- To understand what White privilege is
- To understand what systemic racism is
- To explore your individual lived experiences
- To reflect on your individual teacher beliefs and potential biases

Whole Group Discussion: What is Hegemonic Whiteness?

Hegemonic Whiteness is the domination of Whiteness, White power, and White privilege through the maintenance of racial hierarchies that are sustained in society through culture and discourse (Gramsci & Buttigieg, 1992; Lewis, 2004; Miller, 2022).

YouTube Video:**DeRay McKesson on Whiteness, White Supremacy, and Privilege**

<https://www.youtube.com/watch?v=3phiX0mparw>

Table Group Reflection:

- What are some examples of hegemonic Whiteness that exist in our society today?
- What are some ways that we can reduce the practice of hegemonic Whiteness in our classrooms and in our communities?

Whole Group Discussion: What is White Privilege?

White privilege “denotes specific privileges that White groups possess due to their Whiteness and White identity (Bhopal, 2023, p. 111)

Table Group Reflection:

- What are some examples of White privilege that exist in our society today?
- What are some ways that we can reduce the practice of White privilege in our classrooms and in our communities?

What is systemic racism?

Systemic racism “describes the ways individual, institutional, and structural forms of racism interact with historical and current policies and practices to produce advantage for the dominant racialized group through harm to non-dominant racialised group members” (Russell, 2023, p. 223)

Table Group Reflection:

- What are some examples of systemic racism that exist in our society today?
- What are some ways that we can reduce the practice of systemic racism in our classrooms and in our communities?

YouTube Video:**Good Hair - Perceptions of Racism**

<https://www.youtube.com/watch?v=vkmmkbVc7iM>

Table Group Reflection: Video Analysis

- What are some ways that hegemonic Whiteness was shown in this video?
- What are some ways that White privilege was shown in this video?
- What are some ways that systemic racism was shown in this video?
- What connections can you make from this video to our society today?
- What emotions did this video elicit?
- What did you learn from this video?

Whole Group Discussion:**My Lived Experiences, Teacher Beliefs, and Potential Biases**

Lived experiences make up who you are. They include all of the experiences you have been exposed to or engaged in since birth. Your lived experiences shape who you are, influence what you believe, and affect how you think and act.

Teacher Beliefs are the thoughts, beliefs, values, and assumptions that have a significant impact on how, why, and what they teach (Andelkovic et al., 2023).

Biases are ways of thinking about something, someone, or a group of people based on your beliefs. Biases often involve thinking, feeling, or showing prejudice for or against something, someone, or a group of people. They can be conscious or unconscious meaning we may or may not be aware of them.

Self-Reflection or Table Group Discussion: (whatever you would prefer)

- What are your lived experiences?
- How have your lived experiences shaped who you are as a person?
- What are your teacher beliefs about students, culturally relevant pedagogy, and teaching?
- How do your teacher beliefs influence the teaching and learning in your classroom?
- What are any conscious or unconscious biases that you may carry based on your lived experiences?
- How can you use self-reflection, awareness, and conscious actions to reduce or eliminate your biases?

Exit Ticket: Reflections of Learning

Today we have had an exciting day of learning with other K-12 teachers.

As you reflect on your time here today, please complete your individual exit ticket on the table. Your exit ticket responses are confidential and will only be shared with me. Your exit ticket reflections will help guide our future learning together.

Exit Ticket Questions:

Name: _____

1. What did you learn today?
2. Now that we have explored Whiteness, White privilege, and systemic racism in education, what are some actions that you can take to be more culturally responsive in your teaching practice?
3. What reflections would you like to share?
4. What questions do you still have?

References

- Andelkovic, A. K., Milutinovic, J. J., & Lungulov, B. S. (2023). Teachers' beliefs about teaching and encouraging reflexivity in teaching practices. *Journal of Educational Sciences, 24*(2), 3-12. <https://doi.org/10.35923/JES.2022.2.01>
- Bopal, K. (2023). Critical race theory: Confronting, challenging, and rethinking White privilege. *Annual Review of Sociology, 49*(1), 111-128. <https://10.1146/annurev-soc-031021-123710>
- Gramsci, A., & Buttigieg, J. A. (1992). *Prison notebooks*. Columbia University Press.
- Lewis, A. E. (2004). "What group?" Studying Whites and Whiteness in the era of "color-blindness". *Sociological Theory, 22*(4), 623-646. <https://doi.org/10.1111/j.0735-2751.2004.00237.x>
- Miller, P. K. (2022). Hegemonic Whiteness: Expanding and operationalizing the conceptual framework. *Sociology Compass, 16*(4), 1-18. <https://doi.org/10.1111/soc4.12973>

References

- NowThis Impact. (2018, Dec. 8). *DeRay McKesson on Whiteness, White supremacy, and privilege* [Video]. YouTube. <https://www.youtube.com/watch?v=3phiX0mparw>
- OpenLearn from The Open University. (2022, Oct. 21). *Good hair: Perceptions of racism* [Video]. YouTube. <https://www.youtube.com/watch?v=vkmnkbVc7iM>
- Russell, M. (2023). Shifting educational measurement from an agent of systemic racism to an anti-racist endeavor. *Applied Measurement in Education, 36*(3), 216-241. <https://doi.org/10.1080/08957347.2023.2217555>

Workshop 2
August

Culturally Relevant Pedagogy:
What is Culturally Relevant Pedagogy?

Facilitator:

Heather Banks, M.Ed.
Doctor of Education Candidate
Educational Administration and Leadership
Walden University

Team Agreements for Learning Together in a Professional Learning Community

This is a safe, supportive space to learn and grow together.

Our Team Agreements:

- **Active Listening** (silence all phones, listen to the speaker attentively, and be present during our learning journey)
- **Active Participation** (share with others in a safe space)
- **The Right to Pass** (quiet self-reflection instead of sharing)
- **Show Respect** (treat everyone with respect and kindness)
- **No Judgements** (this is a safe, inclusive, supportive space)
- **Confidentiality** (all information we discuss is confidential)
- **Be Open to New Learning** (remain open to new information)

Learning Goals:

- To define what culturally relevant pedagogy is
- To learn the three elements of culturally relevant pedagogy
- To understand, describe, and use the elements of culturally relevant pedagogy in your classroom
- To reflect on how your knowledge of culturally relevant pedagogy has changed as a result of your learning today

Whole Group Discussion: What is culturally relevant pedagogy?

Culturally relevant pedagogy (CRP) is a theory of practice that incorporates culture, social justice, and equity education into classroom teaching and learning to support the engagement, learning, and success of culturally diverse learners (Settlers & MacKenzie, 2022).

Pioneered by Dr. Gloria Ladson-Billings (1994), culturally relevant pedagogy is a framework that focuses on improving teacher beliefs, attitudes, and behaviors to increase academic achievement and student outcomes in students of color within multicultural classrooms (Pagan, 2022).

Table Group Reflection: Culturally Relevant Pedagogy

- What does being a culturally relevant educator mean to you?
- What are some current ways you incorporate culturally relevant pedagogy into your classroom learning and assessment?
- What are some elements of culturally relevant pedagogy that you want to work on?

The Three Elements of Culturally Relevant Pedagogy (CRP):

1. Communicating High Expectations for Student Success
2. Fostering Students' Cultural Competence
3. Developing Students' Critical Consciousness

YouTube Video:

Gloria Ladson-Billings – Successful Teachers of African American Children

<https://www.youtube.com/watch?v=hmAZjNRmall>

Whole Group Discussion: CRP Element 1

What does communicating high expectations for student success mean?

Communicating high expectations for student success involves using students' strengths, interests, and cultures to improve academic learning and achievement. In order for academic learning, high expectations, and student success to occur in the culturally diverse classroom, educators must believe that all Black, Indigenous, and People of Color (BIPOC) have the potential to achieve high expectations in school and in life (Ladson-Billings, 2021; Shultz et al., 2022).

YouTube Video: Every Kid Needs a Champion

<https://www.youtube.com/watch?v=SFnMTHhKdkw>

Table Group Reflection:

- What are some ways that you communicate high expectations for student success in your classroom?
- How do your students know that you believe in them and their academic success?
- How do you self-reflect to ensure your teaching and assessing is free from bias?

Whole Group Discussion: CRP Element 2**What does fostering students' cultural competence mean?**

Fostering students' cultural competence involves "the ability to help students appreciate and celebrate their cultures of origin while gaining knowledge of and fluency in at least one other culture" (Ladson-Billings, 2014, p. 75). To help support the development of cultural competence in the culturally diverse classroom, educators must help students develop their cultural identities and highlight the importance of cultural integrity within multicultural classrooms (Shultz et al., 2022).

YouTube Video: What is Cultural Competence?

<https://www.youtube.com/watch?v=tsWbODQiDWs>

Table Group Discussion:

- What does cultural competence mean to you?
- What are some ways that you foster students' cultural competence in the classroom?
- How do you show your students their cultures are honored, valued, and respected in the classroom?
- How do you self-reflect to ensure your teaching and assessing supports the cultural diversity of your students?

Whole Group Discussion: CRP Element 3**What does developing students' critical consciousness mean?**

Critical consciousness is the "ability to take learning beyond the confines of the classroom using school knowledge and skills to identify, analyze, and solve real-world problems" where students "challenge the current status quo of the social order" (Ladson-Billings, 2014, p. 75; Ladson-Billings, 1995, p. 160).

YouTube Video: Social Justice Belongs in Our Schools

<https://www.youtube.com/watch?v=ziW5JG6GTHk>

Table Group Discussion:

- What does the term 'social justice' mean to you?
- What are some ways that you show critical consciousness in your own life?
- What are some ways that you help your students develop their critical consciousness in your classroom?

Whole Group Discussion:
Culturally Relevant Pedagogy in the Classroom

YouTube Video: Becoming a Culturally Responsive Teacher?
<https://www.youtube.com/watch?v=uV36efjBKRU>

Table Group Reflection:

- How do you currently use culturally relevant pedagogy in the classroom?
- How do you incorporate students' cultural backgrounds into classroom learning?
- Why is culturally relevant pedagogy beneficial in culturally diverse classrooms?
- What are some new culturally relevant pedagogical strategies that you will implement in your classroom this year?

Exit Ticket: Reflections of Learning

Today we have had an exciting day of learning with other K-12 teachers.

As you reflect on your time here today, please complete your individual exit ticket on the table. Your exit ticket responses are confidential and will only be shared with me. Your exit ticket reflections will help guide our future learning together.

Exit Ticket Questions:

Name: _____

1. What did you learn today?
2. How has your understanding of culturally relevant pedagogy changed throughout this workshop?
3. How will you apply your new learning in the classroom?
4. What are some questions that you still have on culturally relevant pedagogy?

References

Arkansas Open Educational Resources. (2021, Aug. 27). *What is cultural competence?* [Video]. YouTube.

<https://www.youtube.com/watch?v=tsWbODQiDWs>

Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal*, 32(3), 465-491.

<https://doi.org/10.3102/00028312032003465>

Ladson-Billings, G. (2021). I'm here for the hard re-set: Post pandemic pedagogy to preserve our culture. *Equity & Excellence in Education*, 54(1), 68-78. <https://doi.org/10.1080/10665684.2020.1863883>

References

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

Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0: A.k.a the remix. *Harvard Educational Review*, 84(1), 74-84.

<https://doi.org/10.17763/haer.84.1.p2rj131485484751>

Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. *Theory into Practice*, 34(3), 159-165.

<https://doi.org/10.1080/00405849509543675>

Pagan, O. (2022). A multilevel framework of racism as a barrier to teachers' implantation of culturally relevant pedagogy. *AERA Open*, 8(1), 1-14. <https://doi.org/10.1177/23328584221106193>

References

PCG. (2012, Dec. 6). *Becoming a culturally responsive teacher* [Video]. YouTube. <https://www.youtube.com/watch?v=uV36efjBKRU>

Sellers, K., & MacKenzie, A. H. (2022). Looking back to move forward: Exploring urban secondary education teacher perceptions of culturally relevant pedagogy. *Education & Urban Society*. <https://doi.org/10.1177/00131245221121668>

Shultz, M., Nissen, J., Close, E., & Van Dusen, B. (2022). The role of epistemological beliefs in STEM faculty's decisions to use culturally relevant pedagogy at Hispanic-serving institutions. *International Journal of STEM Education*, 9(1), 1-22. <https://doi.org/10.1186/s40594-022-00349-9>

References

TED. (2013, May 3). *Every kid needs a champion* [Video]. YouTube. <https://www.youtube.com/watch?v=SFnMTHhKdkw>

TEDx Talks. (2018, Feb. 16). *Social justice in our schools* [Video]. YouTube. <https://www.youtube.com/watch?v=ziW5JG6GTHk>

The Brainwaves Video Anthology. (2015, Oct. 23). *Successful teachers of African American children* [Video]. <https://www.youtube.com/watch?v=hmAZjNRmall>

Workshop 3
August

Culturally Relevant Pedagogy:
Creating Homeplace and Black Joy in the Classrooms

Facilitator:
Heather Banks, M.Ed.
Doctor of Education Candidate
Educational Administration and Leadership
Walden University

Team Agreements for Learning Together in a Professional Learning Community

This is a safe, supportive space to learn and grow together.

Our Team Agreements:

- **Active Listening** (silence all phones, listen to the speaker attentively, and be present during our learning journey)
- **Active Participation** (share with others in a safe space)
- **The Right to Pass** (quiet self-reflection instead of sharing)
- **Show Respect** (treat everyone with respect and kindness)
- **No Judgements** (this is a safe, inclusive, supportive space)
- **Confidentiality** (all information we discuss is confidential)
- **Be Open to New Learning** (remain open to new information)

Learning Goals:

- To review what culturally relevant pedagogy is
- To define homeplace and understand its significance
- To learn how to create homeplace in your classroom
- To understand what Black joy is and its significance
- To learn how to create Black joy in your classroom

Whole Group Review: What is culturally relevant pedagogy?

Culturally relevant pedagogy (CRP) is a theory of practice that incorporates culture, social justice, and equity education into classroom teaching and learning to support the engagement, learning, and success of culturally diverse learners (Settlers & MacKenzie, 2022).

Pioneered by Dr. Gloria Ladson-Billings (1994), culturally relevant pedagogy is a framework that focuses on improving teacher beliefs, attitudes, and behaviors to increase academic achievement and student outcomes in students of color within multicultural classrooms (Pagan, 2022).

YouTube Video:

Supporting Black Students' Excellence – Connecting Research to Practice.

<https://www.youtube.com/watch?v=tsp9zkYZFqw>

Whole Group Discussion: Homeplace**What is homeplace?**

bell hooks' (1990) defined homeplace as a sacred place of empowerment, belongingness, affirmation, and restoration for all Black people that is free from oppression, dehumanization, and harm.

Homepace “must be intentional spaces that can and should be created across P-20 education and beyond to counter the many systemic issues that work to oppress students, especially Black students” (Mayes et al., 2024, p. 12),.

YouTube Video:

Dr. Martin Luther King Jr. School – Black Affinity Groups

https://www.youtube.com/watch?v=QIRAIAN_MFE

Table Group Reflection:

- What does homeplace look like at school?
- How do you create a homeplace for students in your classroom?
- Why is important for Black students to have a safe, welcoming, and free place to learn?

Whole Group Discussion: Homeplace**What is homeplace?**

Homeplace is a space where Black people are respected, valued, and seen. Homeplace is a sacred space where culturally diverse students experience comfort, care, humor, nurturance, belonging, and humanization in the classroom (Vaidya & Battery, 2022)..

Strategies to Create a Homeplace in your Classroom:

- Created with students, families, and educators
- Is a safe place where all students can be themselves
- Fosters self-expression, self-love, and is free from any form of oppression
- Ensure all students and all cultures are seen, heard, respected, and celebrated
- Incorporate all student backgrounds and cultures
- Builds deeper connections with students and teachers
- Encourages cultural forms of expression
- Celebrates Black joy
- Use of community circles
- Use of affinity groups

Whole Group Discussion: What is Black Joy

YouTube Video: Hear Us: What is Black Joy?

<https://www.youtube.com/watch?v=IJ-oitCQsX8>

Educators can manifest Black joy in students through four tenets: cultivating Black excellence through success and achievement, building Black inventiveness through creativity, innovation, and resourcefulness, developing Black kinship through relations, unity, and identity, and celebrating Black aesthetics through beauty, appreciation, and expression (Adams, 2022; Hannon & Hannon, 2024; Vaidya & Battey, 2022).

Cruz (2017) affirms that “black joy is not about dismissing or creating an alternative Black narrative that ignores the realities of our collective pain; rather, it is about holding the pain and injustice we experience as Black folks around the world in tension with the joy we experience in the pain’s midst” (para. 14)

Black joy is healing, resistance, and regeneration in practice and educators have a responsibility to cultivate black joy in their classrooms (Cruz, 2017, para. 14).

Whole Group Discussion: Black Joy in the Community

How is Black joy celebrated in the community?

YouTube Video: Joyful Movement – Dr. Shamell Bell on Black Joy

<https://www.youtube.com/watch?v=rOnKkW7zKPA>

YouTube Video: This Afro-Latino is Highlighting BLACK JOY

<https://www.youtube.com/watch?v=ZijpRvXp5V4>

YouTube Video: Black Joy is: _____

<https://www.youtube.com/watch?v=-hsTUkyh164>

Table Group Reflections:

- What is Black joy?
- What does Black joy mean to you?
- What does Black joy mean to your students?

Whole Group Discussion: Strategies for Celebrating Black Joy in Your Classroom

What does Black joy look like in your classroom?

Childs (2024) highlights a variety of ways to foster Black joy in the classroom:

- Provide a safe place to learn, grow, develop, and dream in the classroom
- Build positive relationships and open communication with all of your students
- Show love longer than February
- Do a curriculum and resource check to make sure cultural diversity is represented in classroom materials
- Introduce students to Black art
- Use storytelling and writing to let students share their voice and lived experiences
- Discuss how some students use different Black dialects to communicate
- Create and share affirmations of confidence, self-worth, and pride with your students
- Establish positive relationships with students' families
- Be authentic as a teacher and build trust with your students
- Teach students about the achievements of Black people who came before them
- Promote a growth mindset within the classroom
- Let your students teach and learn what they are passionate about
- Encourage your students to take care of their mental health
- Provide space for recognizing grief, trauma, and racial injustice that students may bring into the classroom
- Allow students to speak up on issues that are current to them (at school, at home, and in the community)
- Teach students that they can be leaders in their classroom, at school, and in their community

Exit Ticket: Reflections of Learning

Today we have had an exciting day of learning with other K-12 teachers.

As you reflect on your time here today, please complete your individual exit ticket on the table. Your exit ticket responses are confidential and will only be shared with me. Your exit ticket reflections will help guide our future learning together.

Exit Ticket Questions:

Name: _____

1. What did you learn today?
2. How will you apply your new learning in the classroom?
3. What questions are some questions that you still have on culturally relevant pedagogy?

References

- Adams, J. D. (2022). Manifesting Black joy in science learning. *Cultural Studies of Science Education*, 17(1), 199-209. <https://www.doi.org/10.1007/s11422-022-10114-7>
- Childs, K. (2024). Cultivating an environment of Black joy in educational settings. *Black Eduology Mixtape "Journal"*, 2(8), 1-7. <https://repository.usfca.edu/cgi/viewcontent.cgi?article=1013&context=be>
- Cruz, K. (2017). *Black joy is resistance: Why we need a movement to balance Black triumph with trials*. Black Youth Project. <https://blackyouthproject.com/black-joy-resistance-need-movement-balance-black-triumph-trials/>
- Hannon, L. V., & Hannon, M. D. (2024). Family and school partnership to build homeplace and protect Black autistic joy. *Theory Into Practice*, 63(1), 99-113. <https://www.doi.org/10.1080/00405841.2023.2292449>
- hooks, b. (1990). *Yearning: Race, gender, and cultural politics*. South End Press, Boston.
- Institute of Education Sciences. (2018, June 4). *Supporting Black students' excellence: Connecting research to practice* [Video]. YouTube. <https://www.youtube.com/watch?v=tsp9zkYZFqw>
- Ladson-Billings, G. (1994). *The dreamkeepers: Successful teachers of African American Children*. Jossey-Bass. <https://doi.org/10.1177/01614681221139535>

References

- Mayes, R. D., Kearl, B., & Ieva, K. (2024b). From research and theory into practice: hooks' homeplace matters in the educational lives of Black students. *Diverse Issues in Higher Education*, 40(19), 12-15. <https://doi.org/10.1080/00405841.2023.2287760>
- NationalBlackTheatre. (2016, Sept. 7). *Black joy is: ____* [Video]. YouTube. <https://www.youtube.com/watch?v=hsTUKyh164>
- Pagan, O. (2022). A multilevel framework of racism as a barrier to teachers' implantation of culturally relevant pedagogy. *AERA Open*, 8(1), 1-14. <https://doi.org/10.1177/23328584221106193>
- PPS Communications. (2024, Feb. 14). *Dr. Martin Luther King Jr. school – Black affinity groups* [Video]. YouTube. https://www.youtube.com/watch?v=QIRAIAN_MFE
- Sellers, K., & MacKenzie, A. H. (2022). Looking back to move forward: Exploring urban secondary education teacher perceptions of culturally relevant pedagogy. *Education & Urban Society*. <https://doi.org/10.1177/00131245221121668>
- Vaidya, A. N., & Battey, D. (2022). *Homeplace: Black teachers creating space for Black students in mathematics classrooms*. *Teachers College Record*, 124(11), 218-256. <https://doi.org/10.1177/01614681221139535>

Workshop 4
October

Culturally Relevant Pedagogy:
Getting to Know Your Students

Facilitator:

Heather Banks, M.Ed.
Doctor of Education Candidate
Educational Administration and Leadership
Walden University

Team Agreements for Learning Together in a Professional Learning Community

This is a safe, supportive space to learn and grow together.

Our Team Agreements:

- **Active Listening** (silence all phones, listen to the speaker attentively, and be present during our learning journey)
- **Active Participation** (share with others in a safe space)
- **The Right to Pass** (quiet self-reflection instead of sharing)
- **Show Respect** (treat everyone with respect and kindness)
- **No Judgements** (this is a safe, inclusive, supportive space)
- **Confidentiality** (all information we discuss is confidential)
- **Be Open to New Learning** (remain open to new information)

Learning Goals:

- To understand why it is important to get to know your students
- To learn ways to develop deeper connections with your students
- To build a classroom of belonging with your students

Whole Group Discussion: Who Are Your Students?

Getting to know your students culture, identity, and interests are important elements of learning who they are, how they learn, and build an inclusive classroom where everyone feels welcome, safe, and a sense of belonging.

Incorporating students' cultures and backgrounds into lessons, activities, and assessments will help you develop greater cultural competency with your students.

YouTube Video:**Building a Belonging Classroom**

<https://www.youtube.com/watch?v=Q6niuYToam4>

Online Small Group Discussion: Building Deeper Connections

- Why is it important to get to know your students?
- How are you getting to know your students this month?
- What are some ways that you have developed deeper connections with your students?
- What lessons and activities do you do with your students to build a community of belonging together?

Whole Group Discussion:

What are some strategies you can use to get to know your students' culture, identity, and interests in the classroom?

- 'All About Me' Show and Tell Bags
- Student-led Discussions about Themselves
- Student Questionnaires or Surveys
- Individual Student-Teacher Conferences
- Ask Students Questions About Themselves
- Connecting with Students Each Day
- Greeting Students by Name and With a Welcoming Smile
- Invite Students to Share About Their Family and Background
- Starting Cultural Clubs in your Classroom
- Creating Interest or Affinity Groups with Your Students
- Let's brainstorm some more together...

Professional Learning Community: Homework Assignment

Reflection Question: Creating a Belonging Classroom **How do you get to know your students?**

Over the next four weeks, really focus on getting to know each student in your class. Try some of our strategies to get to know your students on a deeper level and develop a community of inclusivity and belonging with your class. Next session, share an artifact with your online professional learning community on how you got to know your students' cultures, identities, and interests and what method you used to organize such important information (e.g., Student Notes, Class Chart, etc.).

Online Exit Ticket: Reflections of Learning

Today we have had an exciting day of online learning and discussions with other K-12 teachers.

As you reflect on your learning today, please complete the individual exit ticket by clicking on the survey link in the Zoom chat box. Your exit ticket responses are confidential and will only be shared with me. Your exit ticket reflections will help guide our future learning together.

Exit Ticket Questions:

Name: _____

1. What did you learn today?
2. How will you apply your new learning in the classroom?
3. What are some of the successes you have experienced so far with using culturally relevant pedagogy in your classroom?
4. What are some of the barriers you have experienced so far with using culturally relevant pedagogy in your classroom?
5. What are some questions that you still have on culturally relevant pedagogy?

References

Edutopia. (2019, Feb. 28). *Building a belonging classroom* [Video]. YouTube.
<https://www.youtube.com/watch?v=Q6niuYToam4>

Workshop 5 **November**

Culturally Relevant Pedagogy: **Promoting Positive Relationships with Parents**

Facilitator:
Heather Banks, M.Ed.
Doctor of Education Candidate
Educational Administration and Leadership
Walden University

Team Agreements for Learning Together in a Professional Learning Community

This is a safe, supportive space to learn and grow together.

Our Team Agreements:

- **Active Listening** (silence all phones, listen to the speaker attentively, and be present during our learning journey)
- **Active Participation** (share with others in a safe space)
- **The Right to Pass** (quiet self-reflection instead of sharing)
- **Show Respect** (treat everyone with respect and kindness)
- **No Judgements** (this is a safe, inclusive, supportive space)
- **Confidentiality** (all information we discuss is confidential)
- **Be Open to New Learning** (remain open to new information)

Learning Goals:

- To understand the value of parent relationships
- To reflect on your own methods of parent engagement
- To brainstorm other ways that you would build positive relationships with parents

Professional Learning Community: Homework Review
Please share your artifact with your online small group.

Question:

Creating a Belonging Classroom – How do you get to know your students?

Over the last four weeks, you focused on getting to know each student in your classroom and implemented some strategies to get to know your students on a deeper level. If you would like, please share an artifact with your online professional learning community on how you got to know your students' cultures, identities, and interests and what method you used to organize such important information (e.g., Student Notes, Class Chart, etc.).

Promoting Positive Relationships with Parents

Promoting positive relationships with parents helps you to make your students feel welcome, respected, valued, and cared for in the classroom. Involving culturally diverse students' parents into classroom activities helps to build your students' cultural consciousness, allows you to develop deeper connections with students and families, and aids in student engagement, learning, and academic success.

YouTube Video:

Family Engagement

<https://www.youtube.com/watch?v=1zILvq4YpyM>

Online Small Group Reflection:**Video Analysis**

- What did you learn from this video?
- What did this video make you think about?
- What limitations do you think you have that are preventing you from developing deeper relationships with your students' parents?

How do you currently engage with parents?

- What are some methods you use to involve your students' parents into their education?
- How do you connect with your students' parents?
- How often do you reach out to your students' parents?

Whole Group Discussion: Parent Engagement**What are some strategies you can use to build positive relationships with parents?**

- Learn Your Students' Parents by Name
- Greet All Families With A Welcoming Smile
- Parent Questionnaires or Surveys
- Get To Know Your Parents and Their Needs
- Make Positive Phone Calls Home
- Welcome Parents in the Classroom
- Use a Translator to Communicate with All Parents
- Create Monthly Parent Engagement Activities
- Celebrate Student Success With Parents Regularly
- Thank Parents for their Involvement in their Student's Education
- Invite Parents to School Events (Cultural Assemblies, Cultural Evenings)
- Let's brainstorm some more together...

Professional Learning Community: Homework Assignment**Reflection Question:****How can I build positive relationships with parents?**

Over the next four weeks, try to build positive relationships with your students' parents. Try to use some of the strategies we learned about during this professional development session to connect with families on a deeper level. Next session, you will be invited to share an artifact with your online professional learning community on how you developed positive relationships with your students' parents.

Online Exit Ticket: Reflections of Learning

Today we have had an exciting day of online learning and discussions with other K-12 teachers.

As you reflect on your learning today, please complete the individual exit ticket by clicking on the survey link in the Zoom chat box. Your exit ticket responses are confidential and will only be shared with me. Your exit ticket reflections will help guide our future learning together.

Exit Ticket Questions:**Name:** _____

1. What did you learn today?
2. How will you apply your new learning in the classroom?
3. What are some of the successes you have experienced so far with using culturally relevant pedagogy in your classroom?
4. What are some of the barriers you have experienced so far with using culturally relevant pedagogy in your classroom?
5. What are some questions that you still have on culturally relevant pedagogy?

References

Teacher2Teacher. (2018, Jan. 26). *Family engagement* [Video]. YouTube. <https://www.youtube.com/watch?v=1zILvq4YpyM>

Workshop 6 **December**

Culturally Relevant Pedagogy: **High Expectations for Student Success**

Facilitator:

Heather Banks, M.Ed.
Doctor of Education Candidate
Educational Administration and Leadership
Walden University

Team Agreements for Learning Together in a Professional Learning Community

This is a safe, supportive space to learn and grow together.

Our Team Agreements:

- **Active Listening** (silence all phones, listen to the speaker attentively, and be present during our learning journey)
- **Active Participation** (share with others in a safe space)
- **The Right to Pass** (quiet self-reflection instead of sharing)
- **Show Respect** (treat everyone with respect and kindness)
- **No Judgements** (this is a safe, inclusive, supportive space)
- **Confidentiality** (all information we discuss is confidential)
- **Be Open to New Learning** (remain open to new information)

Learning Goals:

- To review what communicating high expectations for student success means
- To discuss what student success looks like in your classroom
- To share strategies about how you incorporate culture, identity, and interest in the classroom to facilitate student learning, success, and achievement amongst your culturally diverse learners

Professional Learning Community: Homework Review
Please share your artifact with your online small group.

Question:

How can I build positive relationships with parents?

Over the last four weeks, you used different strategies to build positive relationships with your students' parents and develop deeper connections with students' families. If you would like, please share an artifact with your online professional learning community on how you developed positive relationships with your students' parents.

Whole Group Review: CRP Element 1

What does communicating high expectations for student success mean?

Communicating high expectations for student success involves using students' strengths, interests, and cultures to improve academic learning and achievement. In order for academic learning, high expectations, and student success to occur in the culturally diverse classroom, educators must believe that all Black, Indigenous, and People of Color (BIPOC) have the potential to achieve high expectations in school and in life (Ladson-Billings, 2021; Shultz et al., 2022).

YouTube Video: Letting Young People Lead with their Identity

<https://www.youtube.com/watch?v=VaMsFGhAQgk>

Online Small Group Reflection: Student Success in Your Classroom

- What does student success mean to you?
- What does student success mean to your students?
- Do students know how to be successful in your classroom?
- What does it look like in your classroom when students are successful?
- How does students' culture, identity, and interest impact their learning and achievement in the classroom?

Whole Group Discussion:

What are some ways that you communicate high expectations for student success in your classroom?

Strategies to Communicate High Expectations for Student Success:

- Infuse culture, identity, and interests into classroom learning and assessments
- Use positive affirmations with your students
- Incorporate culturally relevant learning in the classroom
- Provide culturally relevant assessment opportunities for all students
- Allow students to use voice and choice to show their learning
- Teach students to self-reflect on their own learning and growth
- Use of posted learning goals in your classroom
- Co-create success criteria for assessments with students
- Celebrate students' success in the classroom
- Share students' success with their parents
- Let's brainstorm some more together...

Professional Learning Community: Homework Assignment

Reflection Question:

How can I use different ways to communicate high expectations for student success in my classroom?

Over the next four weeks, reflect on the ways that you communicate high expectations for student success in your classroom. What is working well and what do you want to change? Try some of the strategies we discussed today in your classroom and any new strategies you learn about. Next session, share an artifact with your online professional learning community on how you communicated high expectations with your students.

Online Exit Ticket: Reflections of Learning

Today we have had an exciting day of online learning and discussions with other K-12 teachers.

As you reflect on your learning today, please complete the individual exit ticket by clicking on the survey link in the Zoom chat box. Your exit ticket responses are confidential and will only be shared with me. Your exit ticket reflections will help guide our future learning together.

Exit Ticket Questions:

Name: _____

1. What did you learn today?
2. How will you apply your new learning in the classroom?
3. What are some of the successes you have experienced so far with using culturally relevant pedagogy in your classroom?
4. What are some of the barriers you have experienced so far with using culturally relevant pedagogy in your classroom?
5. What are some questions that you still have on culturally relevant pedagogy?

References

Edutopia. (2020, Oct. 21). *Letting people lead with their identity* [Video]. YouTube. <https://www.youtube.com/watch?v=VaMsFGhAQgk>

Ladson-Billings, G. (2021). I'm here for the hard re-set: Post pandemic pedagogy to preserve our culture. *Equity & Excellence in Education*, 54(1), 68-78. <https://doi.org/10.1080/10665684.2020.1863883>

Shultz, M., Nissen, J., Close, E., & Van Dusen, B. (2022). The role of epistemological beliefs in STEM faculty's decisions to use culturally relevant pedagogy at Hispanic-serving institutions. *International Journal of STEM Education*, 9(1), 1-22. <https://doi.org/10.1186/s40594-022-00349-9>

Workshop 7 **January**

Culturally Relevant Pedagogy: **Fostering Students' Cultural Competence**

Facilitator:

Heather Banks, M.Ed.
Doctor of Education Candidate
Educational Administration and Leadership
Walden University

Team Agreements for Learning Together in a Professional Learning Community

This is a safe, supportive space to learn and grow together.

Our Team Agreements:

- **Active Listening** (silence all phones, listen to the speaker attentively, and be present during our learning journey)
- **Active Participation** (share with others in a safe space)
- **The Right to Pass** (quiet self-reflection instead of sharing)
- **Show Respect** (treat everyone with respect and kindness)
- **No Judgements** (this is a safe, inclusive, supportive space)
- **Confidentiality** (all information we discuss is confidential)
- **Be Open to New Learning** (remain open to new information)

Learning Goals:

- To understand what cultural competency means
- To learn about different cultures around the world
- To discuss how you foster students' cultural competence in your classroom

Professional Learning Community: Homework Review
Please share your artifact with your online small group.

Question:

How can I use different ways to communicate high expectations for student success in my classroom?

Over the last four weeks, you reflected on the ways that you communicate high expectations for student success in your classroom. You were asked to try some new strategies to communicate high expectations for student success in your classroom. If you would like, please share an artifact with your online professional learning community on how you communicated high expectations with your students.

Whole Group Review: CRP Element 2

What does fostering students' cultural competence mean?

Fostering students' cultural competence involves "the ability to help students appreciate and celebrate their cultures of origin while gaining knowledge of and fluency in at least one other culture" (Ladson-Billings, 2014, p. 75). To help support the development of cultural competence in the culturally diverse classroom, educators must help students develop their cultural identities and highlight the importance of cultural integrity within multicultural classrooms (Shultz et al., 2022).

YouTube Video: Education System v. Cultural Competence

<https://www.youtube.com/watch?v=UBJBWenIjY>

Table Group Reflection: Cultural Competency

- How does Gracia Bareti's story highlight the importance of cultural competency in the classroom?
- After watching this video, what resonated with you?
- How has your understanding of fostering students' cultural competence evolved?

Whole Group Discussion: Building Cultural Competence

How do you build cultural competence in the classroom?

YouTube Video: Cultural Understanding

<https://www.youtube.com/watch?v=KWuX3oOvepk>

Online Small Group Reflection:**Fostering Your Students' Cultural Competence in the Classroom**

- What are the different cultures you have in your classroom this year?
- How do students share about their own culture in the classroom?
- How do you foster cultural competence in your students?

Whole Group Discussion:

What are strategies you use to foster students' cultural competencies in your classroom?

Strategies to Foster Your Student's Cultural Competencies:

- Build relationships and connections with your students
- Get to know the students and families in your classroom
- Learn about the cultural backgrounds of your students
- Infuse culture and identity into lessons, activities, and assessments
- Incorporate culturally relevant teaching resources into student learning
- Build a climate of respect, inclusivity, and belonging in your classroom
- Give students a voice to share their cultural backgrounds with others
- Invite parents into the classroom to share about their culture
- Create cultural events in your classroom and school
- Celebrate cultural diversity in the classroom and in the community
- Let's brainstorm some additional strategies together...

Professional Learning Community: Homework Assignment

Reflection Question:

How can I use different ways to foster students' cultural competency in my classroom?

Over the next four weeks, focus on deepening your students' cultural competency in the classroom. Try new strategies to bring students' cultures identities into classroom lessons and activities. What have you learned about your students that you didn't know before? What have students learned about each other that they did not know before? Next session, share an artifact with your online professional learning community on how you fostered students' cultural competency in your classroom.

Online Exit Ticket: Reflections of Learning

Today we have had an exciting day of online learning and discussions with other K-12 teachers.

As you reflect on your learning today, please complete the individual exit ticket by clicking on the survey link in the Zoom chat box. Your exit ticket responses are confidential and will only be shared with me. Your exit ticket reflections will help guide our future learning together.

Exit Ticket Questions:

Name: _____

1. What did you learn today?
2. How will you apply your new learning in the classroom?
3. What are some of the successes you have experienced so far with using culturally relevant pedagogy in your classroom?
4. What are some of the barriers you have experienced so far with using culturally relevant pedagogy in your classroom?
5. What are some questions that you still have on culturally relevant pedagogy?

References

Better Kid Care. (2015, Sept. 1). *Cultural understanding* [Video]. YouTube. <https://www.youtube.com/watch?v=KWuX3oOvepk>

Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0: A.k.a the remix. *Harvard Educational Review*, 84(1), 74-84.
<https://doi.org/10.17763/haer.84.1.p2rj131485484751>

Shultz, M., Nissen, J., Close, E., & Van Dusen, B. (2022). The role of epistemological beliefs in STEM faculty's decisions to use culturally relevant pedagogy at Hispanic-serving institutions. *International Journal of STEM Education*, 9(1), 1-22.
<https://doi.org/10.1186/s40594-022-00349-9>

TEDx Talks. (2019, Dec. 12). *Education system v. cultural competence* [Video]. <https://www.youtube.com/watch?v=UBJBWenljY>

Workshop 8 **February**

Culturally Relevant Pedagogy: **Resources in Your Classroom**

Facilitator:

Heather Banks, M.Ed.
Doctor of Education Candidate
Educational Administration and Leadership
Walden University

Team Agreements for Learning Together in a Professional Learning Community

This is a safe, supportive space to learn and grow together.

Our Team Agreements:

- **Active Listening** (silence all phones, listen to the speaker attentively, and be present during our learning journey)
- **Active Participation** (share with others in a safe space)
- **The Right to Pass** (quiet self-reflection instead of sharing)
- **Show Respect** (treat everyone with respect and kindness)
- **No Judgements** (this is a safe, inclusive, supportive space)
- **Confidentiality** (all information we discuss is confidential)
- **Be Open to New Learning** (remain open to new information)

Learning Goals:

- To define what culturally relevant resources are
- To highlight some of culturally relevant resources educators have access to
- To brainstorm a list of effective culturally relevant resources
- To review creative ways to generate more funding for culturally relevant resources in classrooms and schools

Professional Learning Community: Homework Review
Please share your artifact with your online small group.

Question:

How can I use different ways to foster students' cultural competency in my classroom?

Over the last four weeks, you focused on developing your students' cultural competency in the classroom. You were asked to try new strategies to bring students' cultures identities into classroom lessons and activities. What have you learned about your students that you didn't know before? What have students learned about each other that they did not know before? If you would like, please share an artifact with your online professional learning community on how you fostered students' cultural competency in your classroom.

Whole Group Discussion:

Use of Culturally Relevant Resources in Your Classroom

Culturally relevant resources are classroom tools that educators can use to connect to a variety of students' cultural backgrounds, diverse perspectives, and unique lived experiences during lessons and activities.

Culturally relevant resources include a variety of materials like books, magazines, photographs, artifacts, videos, online resources and more.

Strategies to Help Educators Build A Network of Effective Culturally Relevant Resources

As a collective group, let's create a list of culturally relevant resources that effectively incorporate the elements of culturally relevant pedagogy into classroom learning.

As we brainstorm, I will write down your ideas and send out the collective list to all participants via email.

This will allow everyone to access a wider range of culturally relevant resources to use in the classroom.

Whole Group Discussion: Use of Culturally Relevant Texts (Printed and Online)

There are a wide variety of culturally relevant texts available on the internet for educators to use in their classrooms. Online culturally relevant texts add to the collection of culturally relevant books that you have in your classroom and enrich your literacy program for all students.

Use of Culturally Relevant Printed Texts in Your Classroom

- What are some culturally relevant printed texts that you use in your classroom?

Use of Online Culturally Relevant Texts in Your Classroom

- What are some online culturally relevant texts that you use in your classroom?

YouTube Video: Kids Book Read Aloud – “Skin Again” by bell hooks

https://www.youtube.com/watch?v=ng_9k5nK6YU

YouTube Video: Happy to Be Nappy, by bell hooks

<https://www.youtube.com/watch?v=nl8ZWpx1nyk>

Whole Group Discussion:**Use of Culturally Relevant Primary Sources in Your Classroom**

“Primary sources are first-hand evidence of the past. Primary sources highlight authentic voices and reflect multiple perspectives and cultures. Primary sources also facilitate students’ own cultural competence” (Minnesota Historical Society, 2018).

YouTube Video:

Culturally Relevant Pedagogy Using Primary Sources – An Introduction
<https://www.youtube.com/watch?v=eGi0LKROptg>

Use of Culturally Relevant Primary Sources in Your Classroom

- What are some culturally relevant primary sources that you use in your classroom?

Use of Culturally Relevant Videos in Your Classroom

- What are some culturally relevant videos sources that you use in your classroom?

Use of Culturally Relevant Websites in Your Classroom

- What are some culturally relevant videos sources that you use in your classroom?

Use of Culturally Relevant Teacher Guides in Your Classroom

- What are some culturally relevant teacher guides that you use in your classroom?

YouTube Video: Culturally Responsive Teaching Resources for Educators

<https://www.youtube.com/watch?v=tCDmfQHqim8>

Strategies to Help Educators Increase the Amount of Culturally Relevant Resources in the Classroom:

Funding constraints may prevent K-12 educators from purchasing a wide variety of culturally relevant resources in publicly funded school boards.

Here are some strategies that educators can use to increase the amount of culturally relevant resources they have access to in their classrooms:

- Reach out to public libraries
- Reach out to community agencies
- Reach out to business owners in the school community
- Fundraise as a school
- Network and share resources with other teachers

Professional Learning Community: Homework Assignment

Reflection Question:

What culturally relevant resources do you use in the classroom to support your lessons and activities?

Over the next four weeks, take inventory of the different culturally relevant resources you have in your classroom and note how you use them. At our next professional development session, we will be talking about some ways you can use culturally relevant pedagogy in your lessons and activities. Next session, share an artifact with your online professional learning community on how you used culturally relevant pedagogy in your lessons and activities.

Online Exit Ticket: Reflections of Learning

Today we have had an exciting day of online learning and discussions with other K-12 teachers.

As you reflect on your learning today, please complete the individual exit ticket by clicking on the survey link in the Zoom chat box. Your exit ticket responses are confidential and will only be shared with me. Your exit ticket reflections will help guide our future learning together.

Exit Ticket Questions:

Name: _____

1. What did you learn today?
2. How will you apply your new learning in the classroom?
3. What are some of the successes you have experienced so far with using culturally relevant pedagogy in your classroom?
4. What are some of the barriers you have experienced so far with using culturally relevant pedagogy in your classroom?
5. What are some questions that you still have on culturally relevant pedagogy?

References

Golden Scholars 101. (2020, April 9). *Happy to be nappy by bell hooks* [Video]. YouTube. <https://www.youtube.com/watch?v=nI8ZWpx1nyk>

Minnesota Historical Society. (2018, Oct. 9). *Culturally relevant pedagogy using primary sources: An Introduction* [Video]. YouTube. <https://www.youtube.com/watch?v=eGi0LKROptg>

PBS Michiana - WNIT. (2024, Jan. 23). *Culturally Inclusive Education Workshop* [Video]. YouTube. <https://www.youtube.com/watch?v=TDNlpLsJj9E>

Perpich Center. (2021, Aug. 18). *Culturally responsive teaching resources for educators* [Videos]. YouTube. <https://www.youtube.com/watch?v=tCDmfQHqim8>

Yogi Squad. (2020, Nov. 5). *Kids book read aloud: "Skin again" by bell hooks* [Video]. YouTube. https://www.youtube.com/watch?v=ng_9k5nK6YU

Workshop 9
March

Culturally Relevant Pedagogy:
Lessons and Activities

Facilitator:

Heather Banks, M.Ed.
Doctor of Education Candidate
Educational Administration and Leadership
Walden University

Team Agreements for Learning Together in a Professional Learning Community

This is a safe, supportive space to learn and grow together.

Our Team Agreements:

- **Active Listening** (silence all phones, listen to the speaker attentively, and be present during our learning journey)
- **Active Participation** (share with others in a safe space)
- **The Right to Pass** (quiet self-reflection instead of sharing)
- **Show Respect** (treat everyone with respect and kindness)
- **No Judgements** (this is a safe, inclusive, supportive space)
- **Confidentiality** (all information we discuss is confidential)
- **Be Open to New Learning** (remain open to new information)

Learning Goals:

- To review what culturally relevant pedagogy is
- To learn more about cultural diversity in the world
- To share culturally relevant lessons and activities with each other

Professional Learning Community: Homework Review
Please share your artifact with your online small group.**Question:**

What culturally relevant resources do you use in the classroom to support your lessons and activities?

Over the last four weeks, you took inventory of the different culturally relevant resources you used when creating your culturally relevant lessons and activities. You were asked to bring one or two lessons or activities to describe how you used your culturally relevant pedagogy resources with the group. If you would like, please share an artifact with your online professional learning community on how you used culturally relevant pedagogy in your lessons and activities.

Whole Group Discussion: What is culturally relevant pedagogy?

Culturally relevant pedagogy (CRP) is a theory of practice that incorporates culture, social justice, and equity education into classroom teaching and learning to support the engagement, learning, and success of culturally diverse learners (Settlers & MacKenzie, 2022).

Pioneered by Dr. Gloria Ladson-Billings (1994), culturally relevant pedagogy is a framework that focuses on improving teacher beliefs, attitudes, and behaviors to increase academic achievement and student outcomes in students of color within multicultural classrooms (Pagan, 2022).

The Three Elements of Culturally Relevant Pedagogy (CRP):

1. Communicating High Expectations for Student Success
2. Fostering Students' Cultural Competence
3. Developing Students' Critical Consciousness

Creating Culturally Relevant Lessons and Activities:

"As one looks through their lessons, activities, or unit, one should analyze whether all three criteria are met. If all three are present, then the choice of lesson, activity, or unit will be more fitting for students in the modern classroom" (Capper, 2021, p. 399).

Whole Group Discussion:**Using Your Students' Cultures, Identities, and Interests in Lessons and Activities****YouTube Video: Cultures Around The World**

<https://www.youtube.com/watch?v=CcZvAL-eO4s>

Whole Group Discussion::**Strategies to Create Culturally Relevant Lessons and Activities**

When creating culturally relevant lessons and activities for you students, here are some questions you can ask yourself:

- Am I incorporating my students' cultural backgrounds, identities, interests, and affinities?
- Do I have diverse representation in my lesson, activity, and resources?
- Am I using all three elements of culturally relevant pedagogy?
- Do I incorporate students' voices?
- Do I provide flexibility and choice for students?
- Am I using a variety of learning styles?
- Are students able to show their learning in different ways?

YouTube Video: Exploring Perceptions of Identity Through Self-Portraits

<https://www.youtube.com/watch?v=yNm3xM4B00s>

Professional Learning Community: Homework Assignment**Question:****What does it mean to create culturally relevant lessons?**

Over the next four weeks, try creating some lessons and activities that incorporate culturally relevant pedagogy. Were you able to include all three elements of culturally relevant pedagogy into your lessons and activities? What did you find easy? What did you find challenging? Next session, share an artifact with your online professional learning community that highlights how you used all three elements of culturally relevant pedagogy in a lesson or activity.

Online Exit Ticket: Reflections of Learning

Today we have had an exciting day of online learning and discussions with other K-12 teachers.

As you reflect on your learning today, please complete the individual exit ticket by clicking on the survey link in the Zoom chat box. Your exit ticket responses are confidential and will only be shared with me. Your exit ticket reflections will help guide our future learning together.

Exit Ticket Questions:**Name:** _____

1. What did you learn today?
2. How will you apply your new learning in the classroom?
3. What are some of the successes you have experienced so far with using culturally relevant pedagogy in your classroom?
4. What are some of the barriers you have experienced so far with using culturally relevant pedagogy in your classroom?
5. What are some questions that you still have on culturally relevant pedagogy?

References

Capper, K. (2021). Culturally relevant pedagogy in the english classroom. *Journal of Education*, 202(4), 397-405. [www.doi.org/10.1177/0022057421991856](https://doi.org/10.1177/0022057421991856)

Edutopia. (2021, June 24). *Exploring perceptions about identity through self-portraits* [Video]. YouTube. <https://www.youtube.com/watch?v=yNm3xM4B00s>

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

Medina, A. (2020, May 20). *Cultures around the world* [Video]. YouTube. <https://www.youtube.com/watch?v=CcZvAL-eO4s>

Pagan, O. (2022). A multilevel framework of racism as a barrier to teachers' implantation of culturally relevant pedagogy. *AERA Open*, 8(1), 1-14. <https://doi.org/10.1177/23328584221106193>

Sellers, K., & MacKenzie, A. H. (2022). Looking back to move forward: Exploring urban secondary education teacher perceptions of culturally relevant pedagogy. *Education & Urban Society*. <https://doi.org/10.1177/00131245221121668>

Workshop 10 **April**

Culturally Relevant Pedagogy: **Developing Critical Consciousness**

Facilitator:

Heather Banks, M.Ed.
Doctor of Education Candidate
Educational Administration and Leadership
Walden University

Team Agreements for Learning Together in a Professional Learning Community

This is a safe, supportive space to learn and grow together.

Our Team Agreements:

- **Active Listening** (silence all phones, listen to the speaker attentively, and be present during our learning journey)
- **Active Participation** (share with others in a safe space)
- **The Right to Pass** (quiet self-reflection instead of sharing)
- **Show Respect** (treat everyone with respect and kindness)
- **No Judgements** (this is a safe, inclusive, supportive space)
- **Confidentiality** (all information we discuss is confidential)
- **Be Open to New Learning** (remain open to new information)

Learning Goals:

- Learn what critical consciousness is
- Reflect on how you use critical consciousness in your own life
- Brainstorm ways that you use critical consciousness in your classroom
- Learn strategies to develop your students' critical consciousness in the classroom

Professional Learning Community: Homework Review
Please share your artifact with your online small group.

Question:

What does it mean to create culturally relevant lessons?

Over the last four weeks, you worked to create and implement culturally relevant lessons and activities. Were you able to include all three elements of culturally relevant pedagogy into your lessons and activities? What did you find easy? What did you find challenging? If you would like, please share an artifact with your online professional learning community that highlights how you used all three elements of culturally relevant pedagogy in a lesson or activity.

Whole Group Discussion: What is Critical Consciousness?

Critical consciousness is “the ability to take learning beyond the confines of the classroom using school knowledge and skills to identify, analyze, and solve real-world problems” (Ladson-Billings, 2014, p. 75).

Small Group Reflections:

- How do I use critical consciousness in my life?
- How do I use critical consciousness in my classroom?
- How do I help my students develop their own critical conscious in the classroom?

Developing Students' Critical Consciousness:

What are some strategies you can use in the classroom to help your students develop their critical consciousness?

YouTube Video: Heartbreaking Moment When Kids Learn About White Privilege?

<https://www.youtube.com/watch?v=1I3wJ7pJUjg>

Teacher Strategies:

- Use a range of culturally relevant resources in the classroom to teach students about different cultures and viewpoints
- Promote equity and social justice in the classroom
- Have discussions with students on social justice issues
- Take action against acts of injustice with your students
- Let's brainstorm some more together...

Professional Learning Community: Homework Assignment

Over the next four weeks, focus on developing your students' critical consciousness through lessons, activities, and assessments.

Take note of how students' critical consciousness develops over time.

Next session, share an artifact with your online professional learning community that highlighted how your students demonstrated critical consciousness in their learning.

Online Exit Ticket: Reflections of Learning

Today we have had an exciting day of online learning and discussions with other K-12 teachers.

As you reflect on your learning today, please complete the individual exit ticket by clicking on the survey link in the Zoom chat box. Your exit ticket responses are confidential and will only be shared with me. Your exit ticket reflections will help guide our future learning together.

Exit Ticket Questions:

Name: _____

1. What did you learn today?
2. How will you apply your new learning in the classroom?
3. What are some of the successes you have experienced so far with using culturally relevant pedagogy in your classroom?
4. What are some of the barriers you have experienced so far with using culturally relevant pedagogy in your classroom?
5. What are some questions that you still have on culturally relevant pedagogy?

References

Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0: A.k.a the remix. *Harvard Educational Review*, 84(1), 74-84.
<https://doi.org/10.17763/haer.84.1.p2rj131485484751>

Channel 4 Entertainment. (2020, June 30). *Heartbreaking moment when kids learn about White privilege: The school that tried to end racism* [Video].
<https://www.youtube.com/watch?v=1I3wJ7pJUjg>

Workshop 11
May

Culturally Relevant Pedagogy:
Becoming A Leader in your School

Facilitator:

Heather Banks, M.Ed.
Doctor of Education Candidate
Educational Administration and Leadership
Walden University

Team Agreements for Learning Together in a Professional Learning Community

This is a safe, supportive space to learn and grow together.

Our Team Agreements:

- **Active Listening** (silence all phones, listen to the speaker attentively, and be present during our learning journey)
- **Active Participation** (share with others in a safe space)
- **The Right to Pass** (quiet self-reflection instead of sharing)
- **Show Respect** (treat everyone with respect and kindness)
- **No Judgements** (this is a safe, inclusive, supportive space)
- **Confidentiality** (all information we discuss is confidential)
- **Be Open to New Learning** (remain open to new information)

Learning Goals:

- To discuss what culturally relevant leadership means
- To identify ways you are a culturally relevant leader within your classroom
- To highlight ways you are a culturally relevant leader within your school
- To brainstorm ways you act as a culturally relevant leader in your community

Professional Learning Community: Homework Review
Please share your artifact with your online small group.**Question:**

Over the last four weeks, you focused on developing your students' critical consciousness through lessons, activities, and assessments. If you would like, please share an artifact with your online professional learning community on that highlighted how your students' demonstrated critical consciousness in their learning.

Culturally Relevant Leadership

YouTube Video:

TrillEdu: Culturally Responsive Pedagogy's Place in Student Development

<https://www.youtube.com/watch?v=4KrxfcW7lrg>

Online Small Group Discussion:

What does culturally relevant leadership mean to you?

- What does it mean to be a culturally relevant leader?
- What characteristics do culturally relevant leaders have?
- What are some examples of culturally relevant leadership at your school?

Whole Group Discussion:

Developing Your Culturally Relevant Leadership Skills

What are some ways you can develop your culturally relevant leadership skills in the classroom, at school, and in your community?

Culturally Relevant Pedagogy Leadership Strategies:

- Use a range of culturally relevant strategies in your classroom and school to highlight different voices, viewpoints, and cultures
- Lead culturally relevant clubs to affirm student identities
- Promote equity and social justice in your classroom and school
- Have discussions with students on social justice issues
- Help your students take action against acts of injustice in their community
- Let's brainstorm some more together...

Professional Learning Community: Homework Assignment

Reflection Question:

What does it mean to be a social change agent?

Over the next four weeks, think about what it means to be a social change agent as an educator. Focus on developing your culturally relevant pedagogy leadership skills in your classroom, in your school, and in your community. Next session, share an artifact with your online professional learning community that highlighted your leadership skills using culturally relevant pedagogy.

Online Exit Ticket: Reflections of Learning

Today we have had an exciting day of online learning and discussions with other K-12 teachers.

As you reflect on your learning today, please complete the individual exit ticket by clicking on the survey link in the Zoom chat box. Your exit ticket responses are confidential and will only be shared with me. Your exit ticket reflections will help guide our future learning together.

Exit Ticket Questions:

Name: _____

1. What did you learn today?
2. How will you apply your new learning in the classroom?
3. What are some of the successes you have experienced so far with using culturally relevant pedagogy in your classroom?
4. What are some of the barriers you have experienced so far with using culturally relevant pedagogy in your classroom?
5. What are some questions that you still have on culturally relevant pedagogy?

References

Dessources, J. (2018, May 8). *Culturally responsive pedagogy's place in student development* [Video].

<https://www.youtube.com/watch?v=4KrxfcW7lrg>

Workshop 12 **June**

Culturally Relevant Pedagogy: **Reflections and Celebrations**

Facilitator:

Heather Banks, M.Ed.
Doctor of Education Candidate
Educational Administration and Leadership
Walden University

Team Agreements for Learning Together in a Professional Learning Community

This is a safe, supportive space to learn and grow together.

Our Team Agreements:

- **Active Listening** (silence all phones, listen to the speaker attentively, and be present during our learning journey)
- **Active Participation** (share with others in a safe space)
- **The Right to Pass** (quiet self-reflection instead of sharing)
- **Show Respect** (treat everyone with respect and kindness)
- **No Judgements** (this is a safe, inclusive, supportive space)
- **Confidentiality** (all information we discuss is confidential)
- **Be Open to New Learning** (remain open to new information)

Learning Goals:

- To reflect on your understanding of culturally relevant pedagogy over time
- To reflect on your implementation of culturally relevant pedagogy over time
- To share success stories and celebrate your learning

Professional Learning Community: Homework Review
Please share your artifact with your online small group.

Question:

What does it mean to be a social change agent?

Over the last four weeks, you thought about what it meant to be a social change agent as an educator and worked to develop your culturally relevant pedagogy leadership skills in your classroom, in your school, and in your community. If you would like, please share an artifact with your online professional learning community that highlighted your leadership skills using culturally relevant pedagogy.

Culturally Relevant Pedagogy in Action

YouTube Video:

Supporting Schoolwide Culturally Responsive Practice

<https://www.youtube.com/watch?v=ztnwmVBMfd0>

Online Small Group Discussion:

Reflections and Celebrations

- After our year of learning, what reflections do you have?
- What are you most proud of?
- Where did you learn and grow the most?
- Share any experiences you wish with the group
- Celebrate your successes!

Summative Online Questionnaire: Reflections of Learning

You have been learning, growing, and applying culturally relevant pedagogy in your classrooms all year.

As you reflect on this year-long professional development plan, please complete the individual summative questionnaire by clicking on the link in the Zoom chat box.

Your responses are confidential and will only be shared with me.

Your reflections will determine whether you have achieved the PD learning goals and will help guide future professional development sessions for other educators attending next year.

Summative Questionnaire: Reflections of Learning

Name: _____

Date: _____

1. What is Whiteness, White privilege, and systemic racism in public education?
2. How does your lived experiences and teacher beliefs impact your teacher pedagogy and your relationship with students?
3. How do you define culturally relevant pedagogy?
4. What is homeplace and Black joy?
5. How do you cultivate homeplace and Black joy in your classroom and school?
6. What are some examples of how you implement CRP in your classroom with students and parents?
7. How are you acting as a CRP advocate and CRP leader in your classroom and school?
8. How have you overcome any barriers that were preventing you from using CRP in your classroom?
9. How has your knowledge, understanding, and implementation of CRP changed throughout this year-long CRP PD program?

Concluding Message

Thank you for participating in our year-long workshop on culturally relevant pedagogy. You are doing powerful work as educators to teach, reach, and make a difference in the lives of your students. Keep advocating for your students.

Your voice matters!

YouTube Video: 'I Have a Dream' – Students from Martin Luther King Jr.'s former school recite speech

<https://www.youtube.com/watch?v=5gSLfyZasNs>

References

Edutopia. (2020, June 18). *Supporting schoolwide culturally responsive practice* [Video]. YouTube.

<https://www.youtube.com/watch?v=ztnwmVBMfd0>

The Guardian. (2018, April 4). *'I have a dream': Students from Martin Luther King Jr.'s former school recite speech* [Video].

YouTube. <https://www.youtube.com/watch?v=5gSLfyZasNs>

Appendix B: Interview Questions

K-12 Teachers' Interview Questions for Qualitative Research Study

Interview questions that align with RQ1: How do K-12 teachers working in publicly funded educational systems within Ontario, Canada describe their use of culturally relevant pedagogy in their classrooms to support the learning needs of their culturally diverse students?

1. How do you define culturally relevant pedagogy?
2. How did you learn about culturally relevant pedagogy?
3. How did self-reflection of your personal background, lived experiences, and biases influence your understanding and use of culturally relevant pedagogy in your classroom?
4. What are some examples of how you use culturally relevant pedagogy with students in your classroom?
5. What are some examples of how you use culturally relevant pedagogy with your students' parents?
6. Can you tell me how culturally relevant pedagogy supports the learning needs of your culturally diverse students?
7. What additional tools and/or resources would you like to better support your understanding and/or implementation of culturally relevant pedagogy in your classroom?

Interview questions that align with RQ2: How do K-12 educators working in publicly funded educational systems within Ontario, Canada describe the key factors that affect the use of culturally relevant pedagogy in their classrooms?

8. What are some challenges that you have experienced when using culturally relevant pedagogy in your classroom?
9. What culturally relevant teaching materials do you have access to in your classroom to support the learning needs of your culturally diverse students?
10. What professional development opportunities have you engaged in to support your understanding and implementation of culturally relevant pedagogy?
11. What collaborative learning opportunities and/or professional learning communities have you participated in to support your understanding and implementation of culturally relevant pedagogy?

12. When you are creating a culturally diverse lesson in your classroom, how do you ensure that it encompasses the elements of culturally relevant pedagogy?
13. What are some barriers and/or limitations that may be preventing you from using culturally relevant pedagogy more consistently within your classroom?

Appendix C: Interview Protocol

Interview Protocol for K-12 Teachers

Hi there,

Thank you for participating in this interview on culturally relevant pedagogy. I have sent you the consent form via email. To review, this interview will last between 30 and 45 minutes and you will be invited to describe your experiences learning about culturally relevant pedagogy and using culturally relevant pedagogy with your students.

This study is voluntary. If you decide to join the study now, you can still change your mind later. You are welcome to skip any interview questions you prefer to not answer.

This interview will be recorded so that I can record your responses and I will send you a copy of your responses via email after the interview has finished. If there is anything else you would like to share or add, please let me know.

I am required by my university to protect the identities of interviewees and their organizations. I am not permitted to share interviewee names, identifying details, contain info, or recordings with anyone outside of my Walden University supervisors (who are also required to protect your privacy). Data will be kept secure by password protection. The collected information will not be used for any purpose outside of this study.

Please share any questions or concerns you might have at this time. If you agree to be interviewed as described above, please say “yes” for the audio-recording when I ask “Do you agree to be interviewed for this study?”

Thank you, let’s begin with some background information about you:

- What grade do you teach? If high school, what are your grades/subjects?
- How many years of teaching experience do you have?
- If you feel comfortable sharing, what is the racial or ethnic group that you identify with?

Interview questions:

1. How do you define culturally relevant pedagogy?
2. How did you learn about culturally relevant pedagogy?
3. How did self-reflection of your personal background, lived experiences, and biases influence your understanding and use of culturally relevant pedagogy in your classroom?
4. What are some examples of how you use culturally relevant pedagogy with students in your classroom?

5. What are some examples of how you use culturally relevant pedagogy with your students' parents?
6. Can you tell me how culturally relevant pedagogy supports the learning needs of your culturally diverse students?
7. What additional tools and/or resources would you like to better support your understanding and/or implementation of culturally relevant pedagogy in your classroom?
8. What are some challenges that you have experienced when using culturally relevant pedagogy in your classroom?
9. What culturally relevant teaching materials do you have access to in your classroom to support the learning needs of your culturally diverse students?
10. What professional development opportunities have you engaged in to support your understanding and use of culturally relevant pedagogy in your classroom?
11. What collaborative learning opportunities and/or professional learning communities have you participated in to support your understanding and use of culturally relevant pedagogy in your classroom?
12. When you are creating a culturally diverse lesson in your classroom, how do you ensure that it encompasses the elements of culturally relevant pedagogy?
13. What are some barriers and/or limitations that may be preventing you from using culturally relevant pedagogy more consistently within your classroom?

Thank you so much for participating in this interview. I will send you a copy of our interview transcript. If there is anything you would like to change, remove, or add, please let me know. If everything looks good, please let me know that your member checking is complete. Once you are satisfied with your interview and interview transcript, member checking is complete.

I will send you the \$100 Indigo Gift Card via email.

Have a great day!

Appendix D: Diagnostic Questionnaire

Diagnostic Questionnaire for K-12 Teachers

Name: _____ Date: _____

1. What is Whiteness, White privilege, and systemic racism in public education?
2. How do your lived experiences and teacher beliefs impact your teaching pedagogy and your relationship with students?
3. How do you define culturally relevant pedagogy?
4. What is homeplace and Black joy?
5. How do you cultivate homeplace and Black joy in your classroom and school?
6. What are some examples of how you implement CRP in your classroom with students and parents?
7. How are you acting as a CRP advocate and CRP leader in your classroom and school?
8. Can you identify any barriers that are preventing you from using CRP more effectively in your classroom?
9. What are you hoping to learn after taking this workshop on CRP?

Appendix E: Summative Questionnaire

Summative Questionnaire for K-12 Teachers

Name: _____ Date: _____

1. What is Whiteness, White privilege, and systemic racism in public education?
2. How does your lived experiences and teacher beliefs impact your teaching pedagogy and your relationship with students?
3. How do you define culturally relevant pedagogy?
4. What is homeplace and Black joy?
5. How do you cultivate homeplace and Black joy in your classroom and school?
6. What are some examples of how you implement CRP in your classroom with students and parents?
7. How are you acting as a CRP advocate and CRP leader in your classroom and school?
8. How have you overcome any barriers that were preventing you from using CRP in your classroom?
9. How has your knowledge, understanding, and implementation of CRP changed throughout this year-long CRP PD program?