

2017

# Examining the Culturally Responsive Teaching Self-Efficacy of Teacher Candidates in Hawaii

Kathleen Evans  
*Walden University*

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Kathleen Evans

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Abstract

Examining the Culturally Responsive Teaching Self-Efficacy of

Teacher Candidates in Hawaii

by

Kathleen Evans

M.Ed., Chaminade University, 2009

B.S. Early Childhood Education, Chaminade University, 2005

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

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## Abstract

As achievement gaps for indigenous, low SES, and ethnically diverse students widen, teacher education programs in Hawaii continue to be charged with preparing teachers to meet the needs of an increasingly diverse student population. Despite efforts to expand accreditation diversity requirements for teacher education programs, it is unknown whether these programs provide the preparation needed for teachers to develop culturally responsive teaching self-efficacy. Guided by self-efficacy theory, this mixed methods study examined teacher candidates' culturally responsive teaching self-efficacy (CRTSE) beliefs, their relationships with demographic and other variables, and candidates' perceptions of factors that might affect these beliefs. Teacher candidates ( $N = 175$ ) in a 4-year urban university teacher education program in Hawaii completed a demographic questionnaire and the CRTSE scale. Follow-up interviews were held with 9 participants who agreed to be interviewed to further expand on the quantitative findings. Correlational analysis suggested that as participants advanced to higher terms in college, their CRTSE increased. Regression analysis found that 2 variables predicted CRTSE scores: participant experiences with diverse students and their diversity course ratings. Interview data were transcribed, open-coded, and thematically analyzed. Qualitative findings appeared to support the quantitative results, including participants' perceptions that, having more experiences with diverse students and having more diversity courses, better prepares them to teach diverse students. This study is socially impactful because it shows that culturally responsive skills training and related experiences may increase teachers' CRTSE and thereby may contribute to mitigating achievement gaps for diverse students, particularly in Hawaii.

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## Dedications

First and foremost, this work must be laid at the feet of the Lord, my God, without whose grace, nothing is attainable.

## Acknowledgments

I wholeheartedly, and without words to express my deepest gratitude, appreciation, and love, would like to acknowledge all my teachers, family, friends, and colleagues who have guided and supported me through this process of study, healing, and continuing self-realization.

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## Section 1: Introduction to the Study

### **Introduction**

The population of culturally and linguistically diverse students is increasing in Hawaii and achievement gaps continue to be widest for indigenous, economically poor, and ethnically diverse minority student groups (U.S. Census Bureau, 2010; Hawaii Department of Education, 2011). However, it is unknown whether teacher candidates in teacher education programs in Hawaii have culturally responsive teaching self-efficacy. Therefore, a lack of understanding and knowledge about the culturally responsive teaching self-efficacy of teacher candidates in Hawaii can lead to further achievement gaps and the perpetuation of social inequity. Research and literature regarding culturally responsive teaching indicates that by studying the culturally responsive teaching self-efficacy of pre-service and in-service teacher candidates, researchers can inform best practice with respect to culturally relevant and culturally responsive teaching (Siwatu, 2005, 2007, 2008, 2009, 2011). By addressing this problem there is a great potential to impact teacher candidates' ability to meet the needs of culturally diverse students and to potentially impact social change within Hawaii's classrooms as these teachers increase their intercultural competence and culturally responsive self-efficacy. In addition, by understanding the multicultural concerns of teacher candidates, program planners of teacher education programs can potentially develop ways of implementing culturally relevant pedagogies (knowledge, skills, and dispositions) that better meet the needs of teacher candidates. Research by Darling-Hammond (2006) indicated that teacher education programs have been successful in preparing teacher candidates for 21<sup>st</sup> century

classrooms when the programs prepared candidates to meet the needs of an increasingly culturally and linguistically diverse student population and deliver high quality instruction to every student.

### **Definition of the Problem**

Hawaii is the most geographically isolated archipelago on Earth; however, it has the most ethnically diverse population. There is no majority population in the system of education as a whole; however, indigenous students (Native Hawaiian) represent the largest ethnic group in the schools, and are the largest underachieving population of all racial and ethnic groups in Hawaii (Tharp et al., 2007; U.S. Department of Education, 2010). The student population in Hawaii's public and private schools is highly racially, ethnically, socioeconomically, and linguistically diverse (U.S. Department of Education, 2010). Hawaii has been termed the most ethnically diverse state in the United States. According to the U.S. Census Bureau (2015), the population in Hawaii is as follows: White, 24.3%; Black or African American, 1.9%; Overall Asian, 41.6% (Asian Indian, .1%; Chinese, 4.7%; Filipino, 14.1%; Japanese, 16.7%; Korean, 1.9%; Vietnamese, 6%; Other Asian, 3.5%); Native Hawaiian or Pacific Islander, 9.4% (Native Hawaiian, 6.6%; Guamanian or Chamorro, .1%; Other Pacific Islander 1.3%); Mixed Race (two or more races), 21.4%; Hispanic or Latino, 7.2%; White Non-Hispanic, 22.9%, (race alone or in combination with one or other races); White, 39.3%; Black, 2.8%; American Indian and Alaska Native, 2.1%; Asian, 58%; Native Hawaiian and other Pacific Islander, 23.3%.

In teacher education as well as in P-12 classrooms in Hawaii, African Americans, Hispanics, Native Americans, and Pacific Islanders are still generally underrepresented as

in many other state in the United States (Benham, 2006; Gay, 2010). This underrepresentation is a result, according to Chang (1996), of Hawaii's colonization by the United States. Most teachers were Hawaiian men until as late as 1880, but primary language of instruction was switched from Hawaiian to English in 1886, and a rapid decline of Hawaiian teachers followed; thus teaching positions were largely filled by "haoles" (Chang, 1996, p. 114).

By 1990 "haoles" (Whites) filled over 70% of the teaching positions, Hawaiians and mixed-race Hawaiians made up 20% of the teacher population, and the balance were Spanish and Portuguese. The first Chinese teacher did not teach in the public schools until 1904, the first Japanese teacher until 1909, and the Filipino teacher until 1923 (Chang, 1996).

Currently there is a problem in Hawaii that is both similar to and altogether distinct from problems in education in the other states of the United States. The problem is that when teacher candidates lack culturally responsive self-efficacy and awareness of the need to meet the needs of all students, achievement gaps for indigenous and minority students are increased, leading to a disproportionate number of referrals of Native Hawaii students for special education, high drop-out rates, and the likelihood that public school becomes a direct pipeline to prison for these marginalized student populations (Darling-Hammond, 2006; Ogata, Sheehey, & Noonan, 2006; Silverman, 2010).



## **Rationale**

### **Evidence of the Problem at the Local Level**

The uniqueness of Hawaii's history of colonization by the United States, and how it has become a multi-racial and ethnically diverse place, makes the state of Hawaii unique relative to other states in the United States. Hawaii has the highest population of indigenous people in the United States (U.S. Census Bureau, 2015). The U.S. Census Bureau defines "minority" as the "population identifying their race and ethnicity as something other than non-Hispanic White race alone" (U.S. Census Bureau, 2015, p. 2). By 2060, the minority population of the United States will be greater than the majority (U.S. Census Bureau, 2010). Hawaii differs from other states because there is no majority population. For instance, Honolulu County has the highest minority population (80.5%), and includes 77.1% of the overall population of Hawaii (U.S. Census Bureau, 2015). Therefore, there is a "racial discourse" in Hawaii that is different than in other states (Moniz, 2008, p. 8). Chang (2011) described the White missionaries and the United States as a "settler nation" for whom the indigenous peoples, Native Hawaiians (Kanaka Maoli) were considered as "undesirable and unwanted racialized others" (p. 385). When the first White missionaries arrived in Hawaii from New England, "they bore the less tolerant conviction that they were emissaries of a superior culture" (Shelley, 2002, p. 213). Early segregation of Native Hawaiian students to public schools, while children of Anglo-American missionaries and political leaders could attend private schools, was blatant institutionalized racism and classism in Hawaii's educational system (Benham & Heck, 1998). The historical oppression of the Native Hawaiians via the banning of the

use of Hawaiian Language and Hawaiian cultural practices created a cultural clash that is still deeply felt today. The “roots of White colonialism” still perpetuate “inequitable racial and social hierarchies in the Hawaiian islands” (Moniz, 2008, p. 4). Through this history of denigration, unequal economic and educational status, and oppression on many levels, Native Hawaiians became an “involuntary minority with little trust in the system” (Ogbu, 1992, p. 290). Though many in the Native Hawaiian community have begun the process of revitalizing the Hawaiian language and many cultural practices, in part creating Hawaiian culture-based and Hawaiian language immersion schools and other programs, the fact that achievement gaps for Native Hawaiian students and other minorities still persist indicates that there still remains a deep and systemic problem with the education system in Hawaii for indigenous and other minority students (Kana’iaupuni, Ledward, & Jensen, 2010).

### **Evidence of the Problem from the Professional Literature**

The argument that scholars make with respect to the lack of equity education for minority student populations across the United States is that achievement gaps for African American, Latino, Native Hawaiian (indigenous), Native American (indigenous), and minority and socioeconomically poor students are persistent (Kana’iaupuni & Ledward, 2013; National Education Statistics, 2007).

The need for culturally appropriate education is not new, as Singh (2011) has recounted that there is widespread historical data showing the need for culturally appropriate education in the United States and around the world. The greater importance and the theoretical and practical implications of culturally appropriate education is that

education in the United States is not a single, uniform system. Children of different social classes are likely to attend different types of schools, receive different types of instruction, study different curricula, and leave school at different rates and times. As a result, when children end their schooling, they differ more than when they entered, and society may use these differences to legitimize inequalities. Better understanding how schools and other institutions construct inequalities may provide a way to deconstruct these inequalities (Banks & Banks, 2010).

Since the early 1970s, numerous scholars in Hawaii have embarked on a mission to address the achievement gaps of Native Hawaiian students, and have conducted numerous studies on culturally appropriate and culture-based education and its impacts on student outcomes and achievement (Kana'iaupuni & Ledward, 2013; Ledward, Takayama, & Elia, 2009; Tharp, et al., 2007). Moniz (2008) has posed the question, "If multicultural education courses are effective for teacher candidates in Hawaii, then why are achievement gaps and inequalities still being perpetuated for indigenous children, and should not multicultural education courses in teacher education programs be culpable?" (p. 4). Currently, there is a gap in the research on the advantages of a culturally relevant pedagogy for teachers in Hawaii (Ebersole & Worster, 2007; Kahamoku & Kekahio, 2010; Moniz, 2008).

Further research needs to be done to examine teachers' abilities to effectively teach culturally and linguistically diverse students, and to examine pre-service teachers' perceptions of their competence (self-efficacy) that may indicate or predict their effectiveness and interventions that may be implemented to meet diverse students' needs

(Irvine & Hawley, 2011; Siwatu, 2007; Sleeter, 2011). Given that current research shows that teachers only have a “cursory understanding of culturally relevant pedagogy” (Irvine, 2009, p. 41). Should not teacher education programs make whatever changes are necessary in their curricula, content, internship and training to better prepare teachers for meeting diverse students’ needs as a social justice work (Sleeter, 2011)?

Just how effective teacher education programs are in terms of influencing the self-efficacy of teacher candidates is rarely measured and has yet to be measured in Hawaii (Villegas & Lucas, 2011). Current research also supports because of demographic changes worldwide, that the majority of teacher education programs must bear the responsibility of transforming a “fragmented and superficial treatment of diversity” with the requirement of one multicultural education course, to a total restructuring of programming and curricula that is culturally and linguistically responsive and comprehensive (Sobel, Gutierrez, Zion & Blanchett, 2011; Wink, 2011).

### **Definitions**

*Culture*: Shared ways of living and thinking that include symbols and language (verbal and nonverbal); knowledge, beliefs, and values (what is “good” and “bad”); norms (how people are expected to behave); and techniques, ranging from common folk recipes to sophisticated technologies and material objects” (Leight, 2013).

*Culturally responsive teaching*: Using the knowledge, prior experiences, frames of reference, and performance styles, of ethnically diverse students to make learning encounters more relevant to and effective for them. Culturally responsive teaching is the behavioral expression of knowledge, beliefs, and values that recognize the importance of

racial and cultural diversity in learning. Cultural differences are assets that are valued, and cultural knowledge is used to guide curriculum development, classroom climates, instructional strategies and relationships with students that challenge racial and cultural stereotypes, prejudices, racism, and other forms of intolerance, injustice, and oppression (Gay, 2010, p. 31).

*Self-efficacy*: An individual's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments. Self-efficacy reflects confidence in the ability to exert control over one's own motivation, behavior, and social environment (Bandura, 1977, 1986, 1999).

*Cultural deficit perspective*: This pedagogical perspective is comprised of two parts: (a) the attribution of an individual's achievement to cultural factors alone, without regard to individual characteristics; and, (b) the attribution of failure to a cultural group. In other words, a cultural deficit perspective is a view that individuals from some cultural groups lack the ability to achieve just because of their cultural background (Silverman, 2011, pp. 446-447).

*Colorblindness*: The racial ideology that posits the best way to end discrimination is by treating individuals as equally as possible, without regard to race, culture, or ethnicity (Williams, 2011). A major theoretical concept found in the literature is that "colorblindness" functions as a racial blindness that is the "ideological opposite of racial awareness or multi-cultural consciousness" and "pretends racism no longer exists," blinds us to our continuing inequality, and may perpetuate racism and further disadvantage minorities (Oppenheimer, 2011, p.232).

*Diverse student learners:* Students from racially, ethnically, culturally and linguistically diverse families and communities of lower socioeconomic status (Saravia-Shore, 2008, pp. 3-4).

*Social change:* The significant alteration of social structures and cultural patterns through time. Social structure refers to persistent networks of social relationships where interaction between people or groups has become routine and repetitive (Leight, 2013).

### **Theoretical and Conceptual Frameworks**

I used social cognitive theory and the theory of self-efficacy (Bandura, 1977), and culturally responsive teaching (Gay, 2002) as the theoretical and conceptual frameworks for this study.

The theory of self-efficacy is based upon the premise that individuals' beliefs in their capabilities lead to desired outcomes from their own actions (Bandura, 1977). In the context of teaching, Tschannen-Moran, Woolfolk, Hoy and Hoy (1998) defined teachers self-efficacy as a "teacher's belief in his or her ability to organize and execute the course of action required to successfully complete a teaching task in a particular context" is how teaching self-efficacy is defined (p. 117). Furthermore, Tschannen-Moran et al. asserted that it is the experience of teaching that provides the teacher the greatest confidence in his or her abilities.

Culturally responsive teaching theory is framed as an aspect of multicultural education and equity pedagogy (Banks & Banks, 2010; Gay, 2010; Nieto, 1996; Nieto & Bode, 2008). Banks (1979) describes one of the four dimensions of multicultural education as a critical pedagogy (Freire, 2000) which draws upon students' experiences

through their cultural, linguistic, familial, academic and other forms of knowledge to inform their meaning-making and learning as well as critical thinking about multiple perspectives and agentive actions. As Gay (2010) asserted teaching to and through the cultural lens of the student is the cornerstone of a more culturally responsive teaching theory. Gay has outlined the characteristics of culturally responsive teaching theory as a theory that: (a) acknowledges the legitimacy of the cultural heritages of different ethnic groups, both as legacies that affect students' dispositions, attitudes, and approaches to learning and as worthy content to be taught in the formal curriculum; (b) builds bridges of meaningfulness between home and school experiences as well as between academic abstractions and lived socio-cultural realities; (c) uses a wide variety of instructional strategies that are connected to different learning styles; (d) teaches students to know and praise their own and others cultural heritages; (e) and incorporates multicultural information, resources, and materials in all the subjects and skills routinely taught in schools.

### **Significance**

To date, there has never been a study conducted in Hawaii that has examined pre-service and in-service teacher candidates' culturally responsive self-efficacy beliefs. In this project study, I addressed whether or not certain courses in teacher education programs were perceived by pre-service and in-service teacher candidates as increasing their culturally responsive self-efficacy, competence, and confidence to meet diverse students' needs.

The rationale for conducting this project study was to examine pre-service and in-service teacher candidates' self-efficacy beliefs, to examine the relationship between culturally responsive efficacy belief patterns and the number of courses candidates studied that addressed issues of cultural diversity, and to examine the factors that influence pre-service and in-service teacher candidates' culturally responsive self-efficacy beliefs (see Siwatu, 2009).

### **Guiding Research Questions**

The guiding research questions for this project study were as follows:

1. In the state with the most ethnic diversity in the United States, what are the culturally responsive teaching self-efficacy beliefs of teacher candidates in Hawaii?
2. What variables increase, decrease, or predict the culturally responsive teaching self-efficacy beliefs of teacher candidates in Hawaii?
3. What underlying factors increase or decrease the culturally responsive self-efficacy beliefs of pre-service and in-service teacher candidates in Hawaii?

Researchers have suggested that there is a potential gap in pre-service and in-service teachers' self-efficacy beliefs and inter-cultural competencies to meet all students' needs in the United States, in general, and in Hawaii, specifically. Additionally, there is a gap in the research regarding how best to examine and measure culturally responsive teacher self-efficacy in Hawaii teacher education programs (Department of Education of Hawaii, 2010; Kahumoko & Kekahio, 2010; Moniz, 2008; Siwatu, 2009).



## Review of the Literature

I conducted an extensive literature review using multiple databases and keyword search terms and phrases that included *culturally responsive teacher education; cultural based teacher preparation; teacher beliefs; pre-service teacher culturally relevant beliefs; multicultural education in teacher education; culturally responsive teaching self-efficacy beliefs-pre-service and in-service teacher candidates; culturally relevant; culturally responsive; culturally appropriate; and culture based pedagogy for teacher education.*

As a result of the need to challenge inequities in education after the civil rights movement, a model of multicultural education emerged (Banks, 1981) and became more refined through the work of various scholars (Grant & Sleeter, 1987; Nieto, 1992) with the goal of creating educational equity and social change in schools and teacher education programs so as to challenge tracking and other discriminatory educational practices (Gorski, 2009). As Gay (2004) has asserted, that educational equity is a multi-dimensional goal that requires culturally responsive teaching which includes the following domains: “multicultural content; pluralistic classroom climates and learning environments; teacher attitudes and expectations toward diversity; building community among diverse learners; caring across cultures; use of multiple teaching techniques that are congruent with the cultural backgrounds, values, experiences, and orientations of different ethnic groups; developing personal efficacy and an ethos of success among diverse students; and using culturally informed assessment procedures to determine learning needs, knowledge acquisition, and skill proficiencies” (p. 214).

Preparing teachers to teach students from diverse backgrounds is one of the greatest challenges for teacher education programs and schools today (Gay, 2002; Nieto & Bode, 2008). Culturally responsive teaching which affirms and includes students' cultures in the teaching and learning process rather than viewing students' cultures as deficits is an empowering process geared toward increasing achievement that has the potential for increased participation in society (Santamaria, 2009).

As a result of the multicultural education movement, the National Council for the Accreditation of Teacher Education Programs ([NCATE], 2008) mandated that teacher education programs offer multicultural education courses and stressed the importance of teacher competencies in diversity. Since this mandate, there has been an increase in literature regarding the efficacy of teacher education programs, with respect to coursework that provides teacher candidates instruction in multicultural theory which prepares them to work with diverse populations of students (Brown, 2007). Researchers have indicated that teacher education programs still have a long way to go to reform current approaches in teacher education to prepare teacher candidates with skills and training to be more culturally and linguistically responsive (Darling-Hammond, 2006; Irvine, 2009; Kea, Campbell-Whatley & Richards, 2006; Prater, Wilder & Dyches, 2008). Numerous studies indicate that developing teacher self-efficacy is key to improving current teacher training approaches. Teacher self-efficacy is a "teacher's belief in his or her ability to organize and execute the course of action required to successfully accomplish a specific teaching task in a particular context" (Tschannen-Moran, Woolfolk, Hoy & Hoy, 1998, p. 117). The actual teaching experience is the most

influential activity in shaping the individual's confidence in their abilities (Tschannen-Moran et al., 1998). As an example, in a study of pre-service teachers ( $N = 24$ ) at a Midwestern university, findings showed that when teacher candidates participated in structured field visits and practiced specific culturally responsive interventions such as reading to diverse urban students in diverse settings, and other self-reflective practices, the teacher candidates developed greater efficacy and awareness that culturally responsive pedagogy could improve all student outcomes (Barnes, 2006).

There are other teacher education curricula that are still grounded in Eurocentric orientations, and that do not do more to assist teacher candidates to develop the skills to meet the needs of diverse students. Thus, these approaches perpetuate, what Irvine (2003) identified as, teacher candidates' lack of cultural awareness, deficit thinking and low expectations of non-White students--even after teacher candidates take a multicultural course. This could be because multicultural courses vary from program to program in how they approach diversity training (Gorski, 2009). For example, in another mixed methods study, Silverman (2010) investigated pre-service teacher beliefs about cultural awareness, diversity, and multiculturalism. Findings were that candidates ( $N = 88$ , primarily Caucasian) found it easier to agree with statements about non-specific diversity constructs, as opposed to specific diversity constructs (e.g. sexual orientation and other diversities). Silverman concluded that this suggested that not all "identity groups may be included in the teacher's conception of diversity" (p. 322). Teacher candidates in this study had self-reported high levels of sense of self-efficacy and advocacy to address diverse students' needs, but low levels of responsibility. The teacher candidates were

willing to permit certain students to get parents' permission to "opt out of cultural based lessons" which indicated a lower level of commitment to ensure all students participated in culture based lessons. Thus, Silverman recommended that teacher education programs should develop specific education courses about what diversity is, emphasize the development of self-efficacy to work with diverse populations, and train candidates to become advocates for social justice and agents of change (Silverman, 2010).

In another mixed methods study, the culturally responsive teaching self-efficacy beliefs and multicultural teaching concerns, of ( $N=104$ ) Midwestern pre-service teachers', Siwatu (2008) found that teachers were most efficacious in their abilities to help students feel like important members of the classroom, and to build a sense of trust and relationships with their students. They were less efficacious in being able to greet students in their native languages, communicate student's achievement effectively with parents of English language learners, and implement strategies that minimized the effect of the mismatch between the home culture and the school culture (Siwatu, Polydore, & Starker, 2009). The results of this study showed that self-efficacy-building interventions such as providing teacher candidates with opportunities to practice mastery experiences and have vicarious experiences, and teaching candidates to teach students about cultural contributions to topics of learning, increased student achievement. Findings were similar in a study of undergraduate and graduate pre-service teachers in a Western university who participated in a pre-post-test study of their culturally responsive teaching self-efficacy after they participated in a semester-long training to implement and integrate culturally responsive lessons (via explicit modeling and practice) into all content areas.

Findings in this study showed that teacher candidates' culturally responsive teaching self-efficacy increased significantly along with their awareness and capacity to assess students' needs prior to lesson planning and connect cultures to the lessons they planned (Frye, Button, Kelly, & Button, 2010).

In Hawaii, where the achievement gaps are most persistent among Native Hawaiian and other minority and socioeconomically poor students, it is important that pedagogy is culturally relevant and can provide a way for students to maintain their cultural identity while succeeding academically (Department of Education of Hawaii, 2010; Ogbu, 1992). In a case study of an induction program for new teachers in Hawaii, Kahumoko and Kekahio (2010) found that each of the participants had benefitted from training in the use of place-based, culturally and linguistically relevant educational strategies that were based upon a Hawaiian indigenous education framework (Kana'iaupuni & Kawai'ae'a, 2008). Another example of a curricular approach to immersing teacher candidates in multicultural education and diversity training that is culturally specific was shown in a study of 3000 undergraduate teacher candidates, half of whom were Pacific Islander or Asian, at a higher education institute on the island of Hawaii (Ebersole & Worster, 2007). The researchers field-tested a place-based curriculum that allowed teacher candidates to increase their knowledge, skills, and dispositions specific to "local culture, ecology, and geography" (p. 19). Findings were that more than half of the participants were successful in integrating local cultural and ecological components (local species, culture, history, geography, and nature and ecology studies) into their standards-based lessons, and that teacher candidates were more

confident after practicing creating and implementing these lessons (Ebersol & Worster, 2007).

In another year-long exploratory case study of Hawaiian Language Culture Based (HLCB) educators ( $N=40$ ) on three islands in Hawaii, findings indicated that there were 10 culturally responsive and place-based teaching practices that were reported to significantly increase the academic self-efficacy of the educators to improve Native Hawaiian and other student outcomes. An additional finding was that these educators needed systematic and continuous training and ongoing support for teaching indigenous students in a more culturally and linguistically responsive way (Schonleber, 2007).

In Hawaii, because of the multiplicity of diversity, there is a greater risk of marginalization by teacher candidates if they lack a deeper understanding of diversity (Guy, 2006). Thus, higher education, rather than supporting this deeper understanding of diversity, could become a vehicle for supporting the “status quo” in terms of promulgating multicultural education programs and courses that do not promote social justice, equity, and critical pedagogies that truly increase teacher candidates’ culturally responsive self-efficacy (Mott, 2006; Moniz, 2008). As today’s society becomes more globally diverse, institutions of higher education are failing to prepare students to be competent in working cross-culturally with individuals whose beliefs and values are different from their own (Jayakumar, 2008).

Educators who are not aware of their own cultural attributes and worldviews run the risk of misinterpreting the worldviews of diverse “others” and this may perpetuate deficit perspectives that perpetuate achievement gaps (Walters, Garii, & Walters, 2009).

When a majority of teacher candidates and new teachers do not have high culturally-responsive self-efficacy, the implication is that higher education must do more to prepare what Jayakumar (2008) terms a “cross-cultural workforce” (p. 615)--teachers who are competent and confident in working with all students. This more culturally responsive approach aligns with state mandates that emphasize adherence to standards that include training teachers for diversity for teacher education programs and public schools, based upon the NCLB Act of 2001. It is the responsibility of all teacher preparation programs to help teachers confront all underlying assumptions and values that may prevent teachers from developing culturally and linguistically responsive teaching approaches that will meet all students’ needs (Gay, 2010).

### **Implications**

Hawaii is making every effort to embrace the educational reforms included in the Hawaii Race to the Top Initiative and Grant application. These reforms proposed (among the many initiatives) to supporting more of Hawaii’s total population and all ethnicities to graduate high school and attend institutions of higher education, and to “ensure equity and effectiveness by closing achievement gaps affecting Native Hawaiian students and gaps based upon socioeconomic status” (Department of Education of Hawaii, 2010, p. 7).

The implication of this problem on a societal, national, and global level is that teacher education programs run the risk of standardizing curricula for teacher candidates in higher education such that multicultural education and diversity courses may represent a shallow view of multiple cultures (Guy, 2006). For example, globalization has impacted higher education in East Asia and the Pacific, which has put pressure on higher education

institutions to provide better quality and greater global competence in an increasingly more competitive and diverse global market and society (Mok, 2007). To meet the needs of a growing diverse global society, higher education must emphasize the importance of recognizing socio-cultural and economic contexts. Consideration must be given that these contexts are framed on the basis that there are still marginalized groups that are “denied access to education and these include women, minorities, persons with disabilities, the elderly, migrants, refugees and displaced persons, indigenous and nomadic peoples, incarcerated individuals, gays and lesbians, and others of varying ethnic and racial distinction, as well as other forms of human difference” (Mott, 2006, p. 99). Such denial of access serves as a symptom of the status quo, and must be addressed in teacher training programs.

The implications for institutions of higher education seeking to provide multicultural and diversity courses is that they must consider factors that affect teacher candidates’ levels of culturally-responsive self-efficacy beliefs and provide them opportunities to experience specific curricula and field experiences that are culturally and linguistically specific. Additionally, higher education institutions should provide opportunities that allow the teacher candidates to reflect on their beliefs about multicultural education and diverse cultures in order to add to their knowledge of how to practice in the classroom (Burns, Grande, & Marable, 2008).

Finally, the implications of this problem affect how the state of Hawaii may be impacted in terms of its unique multi-ethnic population. In implementing statewide reforms and social change in education, several factors must be addressed: “diverse



student populations and school settings, a single statewide school system, and equitable distribution of educational school financing (through State general funds and federal dollars instead of property taxes)” and the perpetuation of majority-culture expectations of public education, have had detrimental educational consequences for students that are culturally different than non-minority students in Hawaii (Department of Education of Hawaii, 2010, p. 5). These implications directly impact teacher candidates who lack culturally responsive teaching self-efficacy and the ability to implement culturally responsive pedagogy (Kahumoko & Kahakea, 2010; Moniz, 2008; Siwatu, 2008). Thus, if teacher candidates’ real world needs and culturally responsive self-efficacy beliefs are not examined in teacher education programs, are we as teacher educators, not, in effect, creating what Kozol (2005) calls “confections of apartheid” (p. 22)? The implication of apartheid is that there is one method of instruction for a certain group of students who may be poor, minority or marginalized, and another method of instruction for others. This is another implication of this problem.

### **Summary**

In summary, Hawaii, which has one of the most ethnically and linguistically diverse populations in the United States, also has the most persistent learning gaps which are increasing for portions of minority, socio-economically poor, or indigenous Native Hawaiian students compared to other ethnic or racial groups. Additionally, research has indicated that though P-12 classrooms are becoming more culturally and linguistically diverse in Hawaii, but that there is a gap in the research regarding examining the effectiveness of teacher education programs in terms of influencing and training teacher

candidates to impact positive student outcomes for all students (Department of Education of Hawaii, 2010).

Using the theoretical framework of self-efficacy theory and culturally responsive teaching theory, I examined both pre-service and in-service teacher candidates' culturally responsive self-efficacy beliefs. My rationale for conducting this research project study was to inform culturally responsive curricular and instructional interventions that increase culturally responsive self-efficacy beliefs and culturally responsive competencies of pre-service and in-service teacher candidates in Hawaii. My ultimate goal was to affect social change by improving teacher candidates' culturally responsive self-efficacy and competencies, which may in turn impact more positive student outcomes for Hawaii's highly culturally, racially, and linguistically diverse student populations.

In order to explore this problem, I conducted an explanatory sequential mixed methods project study, which I discuss in the next section.

## Section 2: The Methodology

### **Introduction**

In this section, I provide an overview of this two-phase explanatory sequential mixed methods research project study. I selected this design because mixed-methods “is a procedure for collecting, analyzing or ‘mixing’ or integrating both quantitative and qualitative data at some stage of the research for the purpose of gaining a better understanding of the research problem” (Ivankova, Creswell, & Stick, 2002, p. 2). In what follows, I have outlined the research design, setting, participant selection, sampling rationale, data collection, data and data analysis methods. Prior to conducting this research, I secured Walden University IRB approval (#04-30-13-0169001).

By using a mixed methods design for this project study, I used quantitative (first phase) and qualitative (second phase) data to explore the culturally responsive teaching self-efficacy (CRTSE) of participants. The advantage of conducting a mixed methods research study is that it is an emergent design that assists the researcher in more deeply understanding the problem, the experience, and different perspectives of each of the participants. Thus, credibility is strengthened by triangulation of multiple sources of quantitative and qualitative data, and transferability is strengthened by the comparisons of the quantitative demographic data to other data and to the descriptions of the participants’ experiences and perspectives.

By utilizing a mixed methods approach, I benefited by having the strengths of two sets of data (quantitative and qualitative), while minimizing the weaknesses of each of these approaches (see Johnson & Onwuegbuzie, 2006). In the initial quantitative phase of

this research project study, I examined the relationships between teacher candidates' CRTSE beliefs, and also examined if there was a correlation between these beliefs and the courses in cultural diversity completed by the teacher candidates (Siwatu, 2005). Whereas, in the qualitative phase of this research project study, I explored underlying factors that influenced teacher candidates' culturally responsive self-efficacy beliefs. This project study was guided by a previous study completed by Siwatu (2005) in a different setting. In my study the sample population was diverse in terms of multi-races, mixed races, and other diversities not included in the study by Siwatu (2005) or others. In the quantitative phase of data collection, I used participants' CRTSE scores to explore the underlying factors that may contribute to participant culturally responsive self-efficacy beliefs. In addition, the participants completed an Academic and Demographic Background Questionnaire, and the Color Blind Racial Attitudes Scale (CoBRAS) with permissions from Neville and Siwatu (Neville, Lilly, Duran, Lee & Browne, 2000; Siwatu, 2005). This data showed the need for interventions I designed to better prepare pre-service teachers to execute practices associated with culturally responsive teaching in Hawaii. These interventions may be implemented in a follow-up study as a post-test with the ultimate goal of improving teacher candidates' culturally responsive self-efficacy best practices in Hawaii's diverse classrooms.

The setting for this sequential mixed methods research project study was in a private institute of higher education located on an urban campus in central Honolulu, Hawaii. The convenience sample of participants was selected from the undergraduate (day and adult evening and online programs) and graduate teacher education programs to

include pre-service and in-service teacher candidates in early childhood, elementary, secondary, special education, and Montessori teacher education programs. This 4-year university reports its student profile as 68% female, 32% male, and students report their ethnicity as 67% Asian-Pacific Islander, 4% Black Non-Hispanic, 6% Hispanic, 0.7% American/Alaska Native, 2% Non-resident Alien, 17% White Non-Hispanic, and 3% Unknown. Sixty percent are from the Hawaiian Islands, 27% are from the mainland United States, 11% are from other Pacific Islands, and 2% are from other countries. These numbers do not include statistics for the adult evening and online program which offers accelerated courses for non-traditional students who take classes in the evening and online for 9 different programs offered at satellite locations, at local military bases, community colleges, and community centers (Office of Institutional Research, 2011).

Ethical issues in this explanatory sequential mixed-methods research project study consisted of addressing justice, beneficence, and respect for persons that relate to both quantitative and qualitative research methodologies (see Creswell, 2012; Glesne, 2011; Lodico, Spaulding, & Voegtle, 2010). The steps I took to maintain the ethical integrity of this study included, but were not limited to “obtaining permissions, protecting anonymity of respondents, not disrupting sites and communicating the purposes for the study” for the quantitative phase of the study (Creswell, 2012, p. 553). For the qualitative phase of the study this included “conveying the purpose of the study, avoiding deceptive practices, respecting vulnerable populations, being aware of potential power issues in data collection, respecting indigenous cultures, not disclosing sensitive information and masking the identities of participants” (Creswell, 2012, p. 553).

The first phase of this explanatory sequential mixed-methods research project study was the quantitative phase of data collection and analysis. I collected quantitative data to measure the self-efficacy beliefs of pre-service and in-service teacher candidates by utilizing a pre-existing, valid, and reliable survey instrument: the CRTSE scale developed by Siwatu (2005, 2009). This survey instrument which contained 41 items respectively and which utilized a scale of 0-100 (0 representing no confidence and 100 representing complete confidence) was determined to be “psychometrically stronger and more empirically grounded” than traditional Likert scale instruments to measure self-efficacy beliefs (Bandura, 2006, 1997; Siwatu, 2009). The survey instrument was used to ask teacher candidates to rate their ability to successfully complete culturally responsive tasks (Siwatu, 2009).

In addition, I conducted a reliability analysis of each of the items on the scale (Chronbach’s alpha) to test the internal consistency of this survey instrument for this particular administration of this instrument and to further increase the likelihood that the quantitative data collected were valid and reliable (see Siwatu, 2009). The instrument was pre-tested to have high reliability based upon results from studies conducted by Siwatu (2005, 2007, and 2009). The CRTSE instrument was updated in 2007 to “include a new construct that included self-efficacy items on the measure that were aligned with competencies in culturally and linguistically diverse school populations and culturally responsive teaching competencies” (Siwatu, 2007, p. 1086).

Siwatu (2009) pilot-tested this new instrument, and then tested it on a sample of 275 pre-service teachers ( $N = 275$ ) who were students in two different teacher education

programs in the Midwest. Siwatu ran a reliability test of this new version of the CRTSE instrument (Chronbach's alpha = .96) demonstrating high reliability (Siwatu, 2009, p. 14). This newer version of the CRTSE was the instrument I used for this quantitative study after securing permissions from Siwatu. Finally, I conducted a reliability analysis of the CoBRA scale for three dimensions (factors). (Factor I - unawareness of racial privilege, Chronbach's alpha = .774; Factor II = awareness of institutional discrimination, Chronbach's alpha = .701; and Factor III = awareness of blatant racial issues, Chronbach's alpha = .1. Thus, only two dimensions (factors) demonstrated high reliability, so these were analyzed as CoBRA Factor I and CoBRA Factor II (when Factor II and III were combined to increase reliability).

The sampling rationale for the quantitative phase of this research project study was based upon Krejcie and Morgan's (1970) sample size requirements. Therefore, I used a minimum sample size of 175 participants to assure "and assess the suitability of the quantitative data for factor analysis" (Siwatu, 2009, p. 13). By utilizing a convenience sampling of pre-service and in-service teacher candidates from the total population of both undergraduate and graduate students enrolled in early childhood, elementary, secondary, special education, and Montessori teacher education programs in this private university, I attempted to select a minimum of five cases per the CRTSE survey items, and a minimum of 30 participants per variable to increase external validity of the survey results.

Quantitative data analysis included descriptive analyses of each of the survey instrument items (CRTSE) in the form of item-specific means, bi-variate analyses

(correlations to inspect the relationships between independent and dependent variables) and multivariate analyses (stepwise regression analyses to examine the influence of pre-service and in-service teacher candidates' academic and demographic background variables) scores respectively (Siwatu, 2009). Demographic descriptive statistics were computed for these participants based upon the following: race, gender, average age, academic classification, college major, practicum requirements completed, interacted with linguistically diverse students, interacted with culturally diverse students, coursework, preferred school type, preferred school location, and CRTSE scores.

The quantitative data analyses consisted of five phases. In the first phase, I used descriptive data to examine pre-service and in-service teachers' responses to each item on the CRTSE scale. The second phase consisted of conducting a factor analysis on the CRTSE scale. In the third phase, I used quantitative statistical data to compute a product moment correlation between the CRTSE belief measures. In the fourth phase, I measured the variance between the belief patterns of the pre-service and in-service teachers with different CRTSE belief patterns, the number of courses taken that addressed issues of cultural diversity, and practicum requirements completed. For this phase, an analysis of variance (ANOVA) was conducted to examine this relationship. The fifth phase of quantitative data analysis served to answer the research questions "How do academic and demographic variables or other variables influence pre-service or in-service teachers' CRTSE beliefs in Hawaii? I used a Kruskal-Wallis variance test was used to measure any differences in three groups of participants identified by their college major and two stepwise multiple regression analyses to measure relationships between CoBRA scores of



participants and multiple variables. Finally, I conducted a Chi-square analysis to determine if there was a relationship between the reasons the participants reported achievement gaps for diverse students and the reported ethnicity of the participants.

In the qualitative phase of data collection and analysis which was conducted after the data from the quantitative phase had been analyzed, I collected qualitative data in the form of individual interviews of pre-service and in-service teacher candidates who had or had not taken multicultural or diversity-training courses, or had completed or were taking their practicum-required fieldwork to further explore their culturally responsive self-efficacy beliefs and to gather rich descriptions of these beliefs to support the quantitative data. To increase credibility and transferability of the qualitative data for this project study, the interviews were audio taped, transcribed, member checked, and peer reviewed, as well as triangulated with the quantitative data utilizing qualitative data software for data analysis (QSR International NVivo10).

In this qualitative phase a purposeful selection and maximum variation sampling of a maximum of nine pre-service teachers and in-service teachers were selected for in-depth interviews based upon their scores on the CRTSE in the three groups (high, medium, or low scorers on the CRTSE groups). The maximum variation sampling included extreme, typical, and negative case sampling. This was the ideal sampling rationale for this qualitative phase because it provided me rich descriptions of why the teacher candidates' beliefs scores were ranked in one of the three groups, and assisted me in gaining more in-depth explanations of the quantitative results of the surveys.

Ethical issues in this phase of data collection and analysis included, but were not limited to a disclosure to participants of my role as a researcher and primary instrument of data collection, the details of the study, and my values, biases, philosophical perspectives and predispositions, personality, and potential conflicts of interest (Creswell, 2012; Glesne, 2011). In addition, I had an ethical responsibility to mitigate power and hierarchical relationship dynamics, potential researcher biases, and any adverse impacts on the site or the participants as a result of conducting the research (Creswell, 2012).

Data collection was based upon face-to-face, semi-structured interviews of the participants who were placed into one of the three groups based upon their CRTSE scores. An interview protocol included open-ended questions that elicited information about practicum experiences, perceptions of their professors' qualifications and experiences, color-blindness attitudes, beliefs about their preparedness to teach culturally diverse students, and how their CRTSE beliefs were formed (e.g. mastery and vicarious experiences). Additional questions were added based upon the emergent data (see Siwatu, 2005).

I conducted data analyses using the Glaser and Strauss's (1967) constant-comparison method. Interview transcripts were examined for trends, patterns, and contradictions, in order for thematic categories to emerge. To assure the credibility of the transcripts, a member check was conducted and a peer reviewer was also utilized to manually recode the data.

This phase of data collection and analysis was designed to answer the following research questions:

1. What underlying factors influence the formation of pre-service and in-service teacher candidates' culturally responsive self-efficacy beliefs?

In order to increase the rigor and trustworthiness of the data analysis process, after manually coding the data into major and minor themes with the use of the computer software program QRS International NVivo10, I also used coding structures to identify negative case scenarios (see Glesne, 2011). Additionally, the QRS International NVivo10 qualitative data collection software permitted me to combine two types of data such as audiotapes and documents that were organized by theme.

Limitations of this explanatory sequential mixed methods design were that: Because the quantitative data revealed the sample of individuals who were selected for the qualitative interviews and data collection, as Creswell (2012) asserts “there needs to be an identifier on the quantitative database and some individuals may not want their quantitative data released” (p. 554). During an introduction to the project study, participants signed a release granting their permission to use survey results. The researcher gained permission to use the quantitative data of some participants and this limited the selection of a maximum variation sampling for the qualitative phase of research. There are several limitations to conducting explanatory sequential mixed methods design which have methodological issues that must be considered; such as the priority given to quantitative and qualitative data collection, the sequence of the data collection and analysis and how the researcher integrates the two types of data results (Ivankova, Creswell, & Stick, 2002). In order to assure the confidentiality of the participants in the qualitative phase of data collection, participants were selected by two

identifiers (numerical survey code and CRTSE scores) and the participant's willingness to be interviewed. Thus, the number of participants and the maximum variation sampling was limited in this study. For the purpose of this study, priority was given to the quantitative data, while the qualitative data served to better explain the quantitative data results (Creswell, 2003; Ivankova et al., 2002; Morgan, 1998).

### **Conclusion**

In summary, this project study consisted of conducting explanatory sequential mixed methods research that included a quantitative and qualitative phase of data collection and analysis of the CRTSE of teacher candidates in Hawaii that examined the CRTSE beliefs of teacher candidates in Hawaii. Based upon the results of this mixed methods research, a project study was created and will be implemented to include interventions that could be used to continually improve the culturally responsive preparation of teacher candidates in the State of Hawaii. By having these interventions to reform teacher education and effect social change which will in turn prepare these teacher candidates to meet the needs of indigenous and culturally diverse students (who have the highest achievement gaps) by potentially decreasing these achievement gaps (see Siwatu, 2009). In the following section, I describe this project study.

### **Data Analysis Results**

#### **Results of the Mixed Methods Research**

This section of the mixed methods research study provides a detailed overview of the statistical analyses applied to the quantitative data that support the findings. Table 1 describes the sequential phases and procedures administered.

Table 1

*Sequential Explanatory Mixed Methods Research Design*

Sequential Phases	Procedures
Quantitative Data Collection	Surveys administered to ( $N = 175$ ) teacher candidates in a teacher education program in Hawaii.
Quantitative Data Analysis	Statistical analyses utilizing descriptive, correlational, multiple linear, regression, and Chi-Square, tests.
Qualitative Data Collection	Nine (9) interview participants were selected based upon high, medium, or low scores on the CRTSE scale, (3 from each group for maximum variation).
Qualitative Data Analysis	QSR International NVIVO10 software and constant comparison method were utilized to analyze the transcribed qualitative data.

**Quantitative Findings**

In the first phase of this study, quantitative data were collected from a convenience sample of pre-service and in-service teacher candidates in an urban teacher education program in Hawaii ( $N = 175$ ). All undergraduate and graduate teacher candidates received electronic surveys via email and volunteered to participate completing informed consent forms. The Null Hypotheses ( $H_0$ ), research questions hypotheses ( $H_a$ ), and findings are presented in Table 2. This is followed by a summary of the findings from each of the statistical tests for 10 quantitative research questions that explain which were rejected or retained.

Table 2

*Research Questions, Hypotheses, and Findings*

Research Questions/Hypotheses	Results
<p><b>Research Question 1: Is there a relationship between (independent) demographic variables and CRTSE scores?</b></p> <p><b>Ho1:</b> There is no relationship between the independent variables and any demographic background and the dependent variable CRTSE scores.</p> <p><b>Ha1:</b> There is a relationship between at least one academic or demographic background and the overall CRTSE score.</p>	<p><b>Ho1:</b> (Null) Rejected</p> <p><b>Ha1:</b> Retained</p>
<p><b>Research Question 2: Is there a relationship between the CRTSE scores and the number of courses taken in diversity training?</b></p> <p><b>Ho2:</b> There is no relationship between teacher candidate's overall CRTSE score and the number of courses taken in diversity training.</p> <p><b>Ha2:</b> There is a relationship between teacher candidate's overall CRTSE score and the level of courses in diversity.</p>	<p><b>Ho2:</b> (Null) Retained</p> <p><b>Ha2:</b> Rejected</p>
<p><b>Research Question 3: Is there a relationship between CRTSE scores and completed practicum of teacher candidates?</b></p> <p><b>Ho3:</b> There is no relationship between CRTSE scores and completed practicum of teacher candidates.</p> <p><b>Ha3:</b> There is a relationship between higher CRTSE scores and completed practicum (student teaching fieldwork experiences).</p>	<p><b>Ho3:</b> (Null) Retained</p> <p><b>Ha3:</b> Rejected</p>
<p><b>Research Question 4: Is there a relationship between CRTSE scores and the first factor of the CoBRAS (Unawareness of racial privilege)?</b></p> <p><b>Ho4:</b> There is no relationship between the CRTSE scores and first factor CoBRAS Factor1.</p> <p><b>Ha4:</b> There is a relationship between CRTSE and Overall CoBRAS Factor1.</p>	<p><b>Ho4:</b> (Null) Rejected</p> <p><b>Ha4:</b> Retained</p>

*(table continues)*

Research Questions/Hypotheses	Results
<p><b>Research Question 5: Is there a relationship between CRTSE scores and the second factor CoBRAS (Unawareness of Institutional Racism and Blatant Racial Issues)?</b></p> <p><b>Ho5:</b> There is no relationship between the CRTSE scores and first factor CoBRAS Factor 2.</p> <p><b>Ha5:</b> There is a relationship between CRTSE and Overall CoBRAS Factor 2.</p>	<p><b>Ho5:</b> (Null) Rejected</p> <p><b>Ha5:</b> Retained</p>
<p><b>Research Question 6: Is there a difference between groups (teacher college majors in education) and CRTSE scores?</b></p> <p><b>Ho6:</b> There is no difference between groups of teacher candidates and their CRTSE scores based upon their college major.</p> <p><b>Ha6:</b> There is a difference between groups of teacher candidates and their CRTSE scores based upon their college major.</p>	<p><b>Ho6:</b> (Null) Retained</p> <p><b>Ha6:</b> Rejected</p>
<p><b>Research Question 7: Are there any factors that predict teacher candidate scores on the CoBRAS (Factor 1: Unawareness of Racial Prejudice)?</b></p> <p><b>Ho7:</b> There are no factors that predict scores on the CoBRAS Factor 1 unawareness of racial privilege and all beta values are equal to zero.</p> <p><b>Ha7:</b> There are factors that predict scores on the CoBRAS Factor 1 and not all beta values are equal to zero.</p>	<p><b>Ho7:</b> (Null) Rejected</p> <p><b>Ha7:</b> Retained</p>
<p><b>Research Question 8: Are there any factors that predict teacher candidate scores on the CoBRAS (Factors 2 and 3: Blatant Institutional Discrimination and Blatant Racial Issues)?</b></p> <p><b>Ho8:</b> There are no factors that predict CoBRAS scores Factor 2.</p> <p><b>Ha8:</b> There are factors that predict CoBRAS scores for Factor 2.</p>	<p><b>Ho8:</b> (Null) Rejected</p> <p><b>Ha8:</b> Retained</p>
<p><b>Research Question 9: Are there any factors that predict CRTSE scores?</b></p> <p><b>Ho9:</b> There are no factors that predict scores on the CRTSE and all beta values are equal to zero.</p> <p><b>Ha9:</b> There are factors that predict scores on the CRTSE and Not all beta values are equal to zero.</p>	<p><b>Ho9:</b> (Null) Rejected</p> <p><b>Ha9:</b> Retained</p>

(table continues)

Research Questions/Hypotheses	Results
<b>Research Question 10: Is there an association between what the teacher candidates' choses as the reason for student achievement gaps and what the teacher candidate reported as student ethnicity?</b>	
<b>Ho10:</b> There is no association between teacher perceptions of reasons for student achievement gaps and student ethnicity.	<b>Ho10:</b> (Null) Retained
<b>Ha10:</b> There is an association between teacher perceptions of reasons for student achievement gaps and student ethnicity.	<b>Ha10:</b> Rejected

### Summary of Correlation Analyses (Research Question 1)

A Pearson Product Moment Analyses was conducted in order to determine if there was a relationship between overall CRTSE scores and four independent demographic variables. Only one of the demographic variables “teacher term in college” was positively correlated to overall CRTSE scores with a *p value of .03 when  $p < .05$* . None of the other independent variables were positively correlated to the teacher candidates’ overall CRTSE scores. Table 3 is a summary of the correlation results between the overall CRTSE scores of participants and four demographic variables.

Table 3

#### *Summary of Correlation Results Among CRTSE and Demographic Variables*

		CRTSE	<i>M</i>	<i>SD</i>
Teacher Ethnicity	<i>r</i>	.02	2.68	.950
	<i>p</i>	.79	1.85	.305
Teacher Gender	<i>r</i>	.05	1.16	.369
	<i>p</i>	.50	4.32	1.103
Teacher Age by Group	<i>r</i>	.09	2.68	.950
	<i>p</i>	.25	1.85	.305
Teacher Term in College	<i>r</i>	.17	1.16	.369
	<i>P</i>	.03*	4.32	1.103

*Note.* \*  $p < .05$  level



In summary, the results indicate that: (a) for at least one of the demographic variables, there is a significant relationship between demographics and overall CRTSE scores; (b) the positive correlation coefficient supports that as teacher candidates proceed to higher academic semesters in their education, their level of CRTSE also increases; (c) the *r*-square value indicates that teacher term in college accounts for 3% of the CRTSE variance; (d) the coefficient of  $r = .07$  indicates a small effect between the variables. The scatterplot found in Figure 1 further demonstrates the positive nonlinear relationship between CRTSE and teacher term in college. The highest relationship among the variables (marked by dark circles) indicates that participant CRTSE scores were the highest by the fifth term in college.

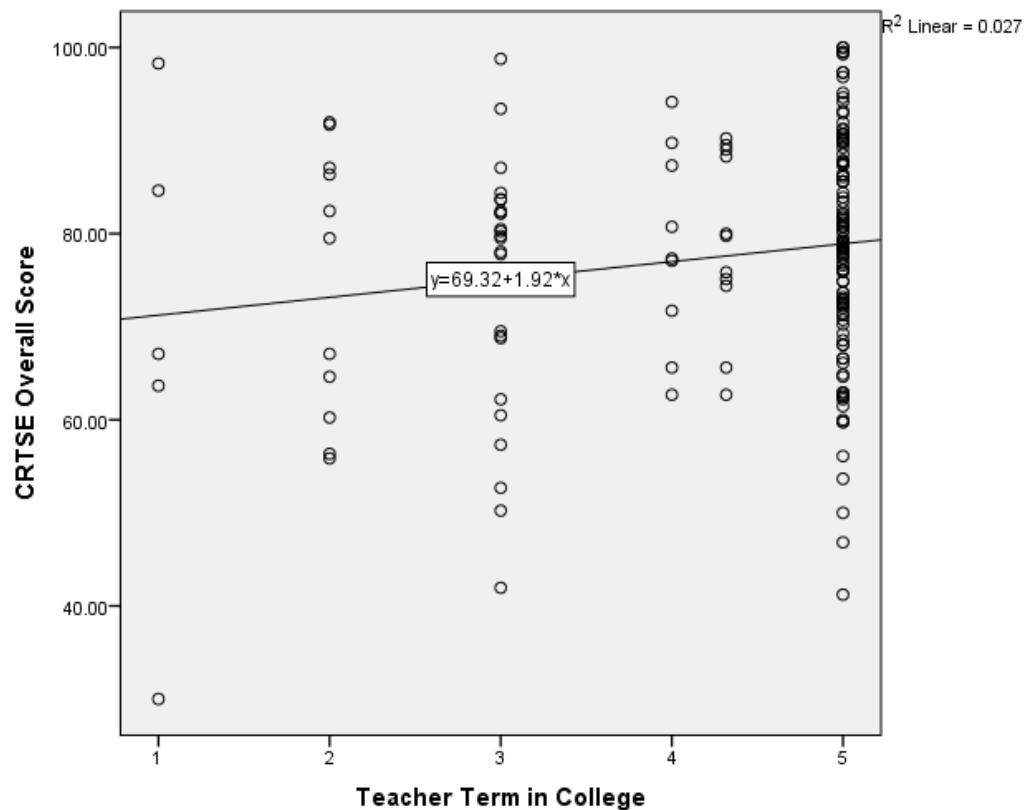


Figure 1. The relationship between CRTSE scores and teacher term in college.

### Summary of Correlation Analyses (Research Question 2)

The second research question examined whether or not there is a relationship between participants' CRTSE scores and the number of courses they reported taking in cultural diversity. The results of the correlational analysis for the independent variable “number of courses taken in diversity” and overall CRTSE scores, outlined in Table 4, demonstrates an inverse relationship  $r(174) = .07, p > .05, r^2 = .004$ . Participants who reported taking as many as seven to nine courses in cultural diversity had no higher CRTSE score than participants who reported taking zero to one course, demonstrating

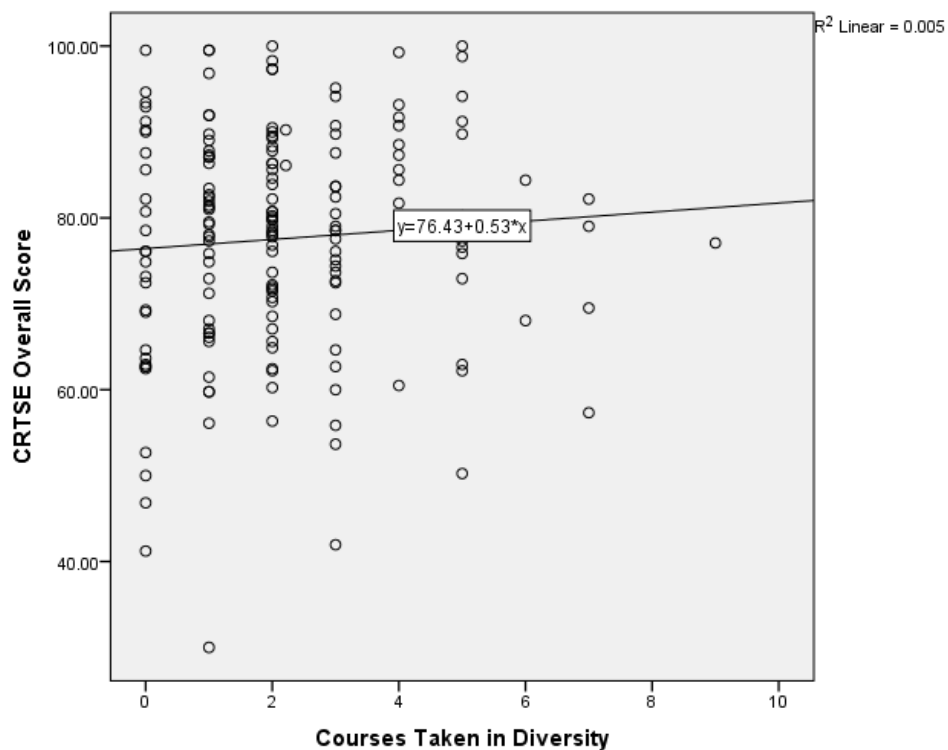
that participants' increased CRTSE scores were not as a result of the amount of courses they reported taking in cultural diversity.

Table 4

*Summary of CRTSE Scores Based on Courses Taken in Diversity (N = 175)*

Courses Taken in Diversity	<i>M</i>	<i>N</i>	<i>SD</i>
0	74.05	29	15.46
1	77.49	39	13.61
2	78.92	44	10.56
2	88.17	2	2.93
3	75.12	26	12.85
4	85.57	11	10.10
5	79.43	17	13.11
6	76.22	2	11.56
7	72.01	4	11.18
9	77.07	1	0.00

The scatterplot in Figure 2 describes the lack of a relationship between the variables and a summary of the CRTSE based on courses taken in cultural diversity. The results show that when students took as many as seven to nine courses, the average CRTSE rating was no more or less than students who took zero to one course in cultural diversity. There was no standard deviation for students who took nine diversity classes because the frequency was not high enough to generate a standard deviation.



*Figure 2.* The relationship between CRTSE scores of teacher candidates and diversity courses taken by teacher candidates.

### Summary of Correlation Analysis (Research Question 3)

The third research question examined the relationship between participant CRTSE scores ( $M = 77.60$ ,  $SD = 12.83$ ) and whether or not they completed their student teaching practicum. The scatterplot found in Figure 3 demonstrates a nonlinear relationship ( $z = 3.58$ ) between the variables and shows the highest level of interaction was between the candidates ( $n = 148$ ) who did not complete a practicum ( $M = 77.28$ ,  $SD = 13.15$ ) compared to candidates ( $n = 27$ ) who did complete the practicum ( $M = 79.60$ ,  $SD =$

10.94). The results were not significant  $r(174) = .06, p > .05, r^2 = .00$ , supporting the retaining of the null hypothesis, that there is no relationship between CRTSE scores and completed practicum of teacher candidates.

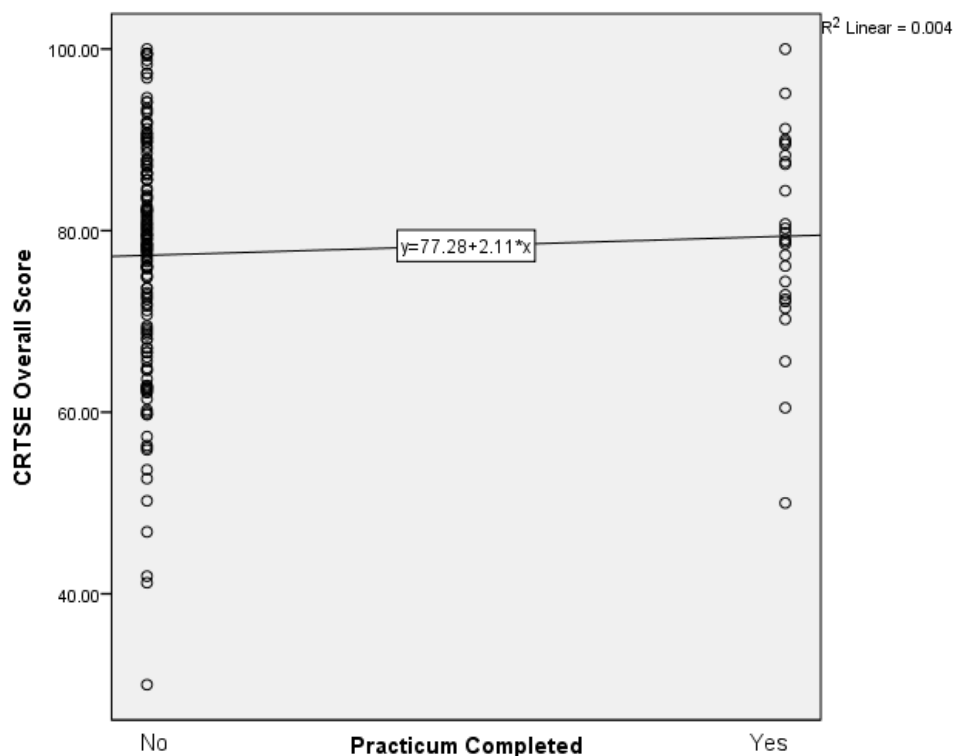
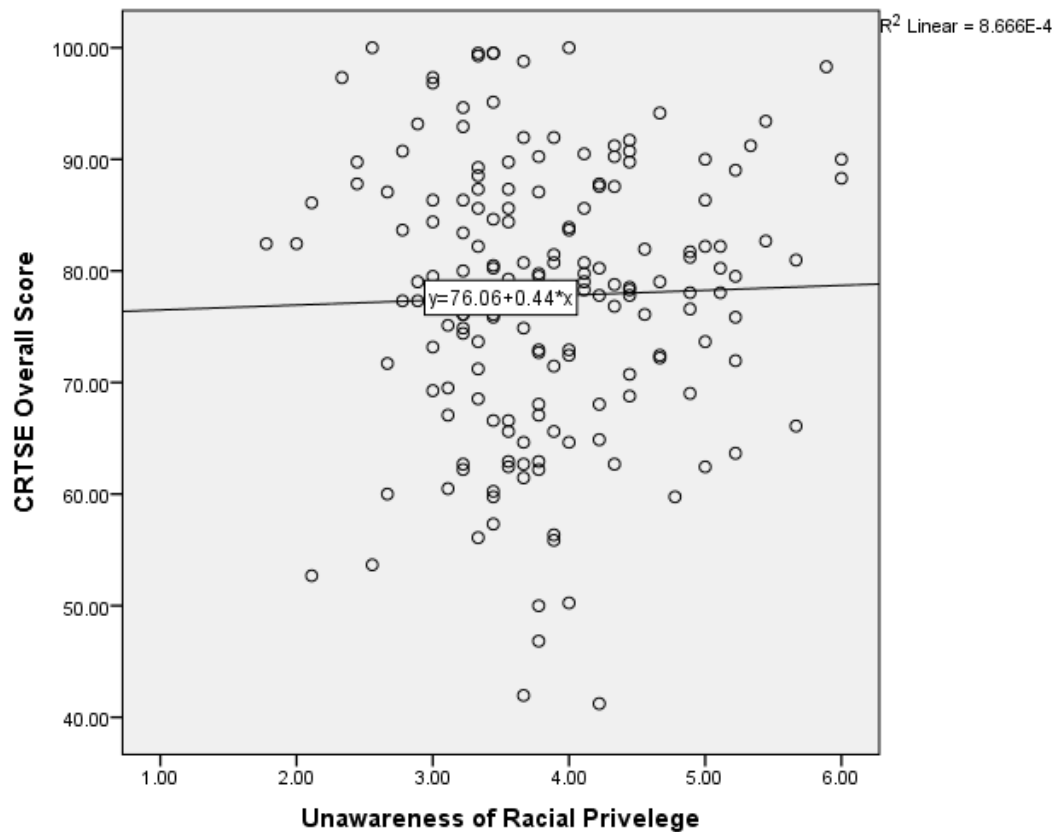


Figure 3. No significant relationship between completing a practicum and CRTSE scores.

#### Summary of Correlation Analyses (Research Question 4)

The results of a correlation analyses to determine if there was a relationship between participants' CRTSE scores (CRTSE 1-41) and the first factor of the CoBRAS (Color Blind Racial Attitudes Scale) (unawareness of racial privilege) were not significant. The CoBRAS is a 6-point Likert scale where 1 indicates the lowest level of unawareness of racial privilege, and 6 indicates the highest level of unawareness of racial privilege. A Pearson Product Moment Correlation Coefficient test examining the

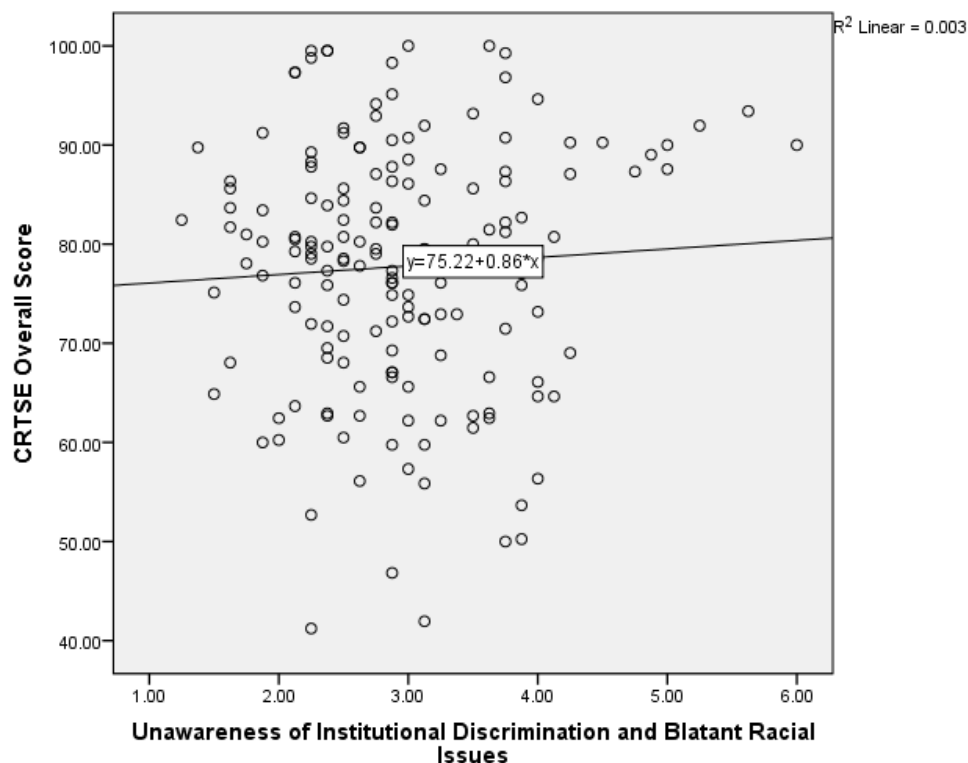
relationship between participant CRTSE scores ( $N = 170$ ) and the first factor of the CoBRAS (unawareness of racial privilege) was not significant  $r(169) = .03, p > .05, r^2 = .00$ , supporting the retention of the null hypothesis. The scatterplot found in Figure 4 demonstrates the relationship between the variables. The light and scattered circles indicate no significant relationship between CRTSE and unawareness of racial privilege.



*Figure 4.* No relationship between CRTSE and unawareness of racial privilege (CoBRA Factor I).

### Summary of Correlation Analysis (Research Question 5)

The results of the Pearson Product Moment Correlation Coefficient test to examine if there was a relationship among participants' CRTSE scores and the second and third factors of the CoBRAS (CoBRAS Factor II) was not significant  $r(169) = .06, p > .05, r^2 = .00$ , and again the null hypothesis was retained. These results indicate that there was no significant relationship between the CRTSE scores and unawareness of institutional discrimination and blatant racial issues (CoBRAS Factor II). The results mean that CRTSE ( $M = 77.06, SD = 12.83$ ) did not have an effect on unawareness of institutional discrimination and blatant racial issues ( $M = 2.95, SD = .84$ ). The scatterplot found in Figure 5 demonstrates the relationship between the variables (CRTSE Overall Scores of participants and the CoBRAS Factor 2). The light and scattered circles indicate no significant relationship between CRTSE and the colorblind racial attitudes (CoBRAS Factor II) (unawareness of institutional discrimination and blatant racial issues).



*Figure 5.* No relationship between CRTSE and unawareness of institutional discrimination and blatant racial issues (CoBRA Factor II).

### Summary of Kruskal-Wallis Test for Variance (Research Question 6)

Research question six asks if there was a difference among the teacher college major groups ( $M = 1.64$ ,  $SD = .89$ ) and their overall CRTSE scores ( $M = 77.60$ ,  $SD = 12.83$ ). Among the teacher candidates in this study, three groups were identified by college major (General Education, Elementary Education, or Montessori Education). The statistical assumptions required to conduct an ANOVA, to observe mean differences between the reported teacher major groups, are based upon the normal distribution of scores on the CRTSE for each group. The variance of the CRTSE scores was the same for all populations and all observations represented a random sample from the



populations for each group of college majors. Further, all responses on the CRTSE variable are independent of any other variable. Since the normal distribution for the General Education (ED) group ( $z = -3.14$ ) and the Montessori Education (EDMON) group ( $z = -3.15$ ) violated the normal distribution assumption, a Kruskal-Wallis test was implemented to analyze group differences. A summary of findings as reported in Table 5, indicates that there were no differences between teacher college major groups and their CRTSE scores. Furthermore, the results of the test were non-significant  $\chi^2 (N = 175) = 3.01, p > .05$ , including that the null hypothesis was retained (the critical  $\chi^2$  value required to reject the null was  $\chi^2 = 5.99$  with  $df = 2$ , at a .05 alpha level. The results also indicated that the ranked scores for the teacher college major, Elementary Education (ELED) was 81.62, for the teacher college major General Education (ED) was 90.89, and for the teacher college major Montessori Education (EDMON) was 108.00, and were not significantly different from each other. A summary of the ranking results, of CRTSE scores, for the three college major groups are summarized in Table 6.

Table 5

*Summary of Kruskal-Wallis Assumptions Analysis*

Teacher College Major	<i>M</i>	<i>N</i>	<i>SD</i>	Skewness	<i>S.E.</i> Skewness	<i>Z</i>
ELED	76.02	73	12.89	-.36	.28	1.28
ED	78.49	92	12.71	-.79	.25	-3.14
EDMON	80.95	10	13.43	-2.16	.69	-3.15
Total	77.60	175	12.84	-.65	.18	-3.54

Table 6

*Summary of Kruskal-Wallis Ranking Results (N = 175)*

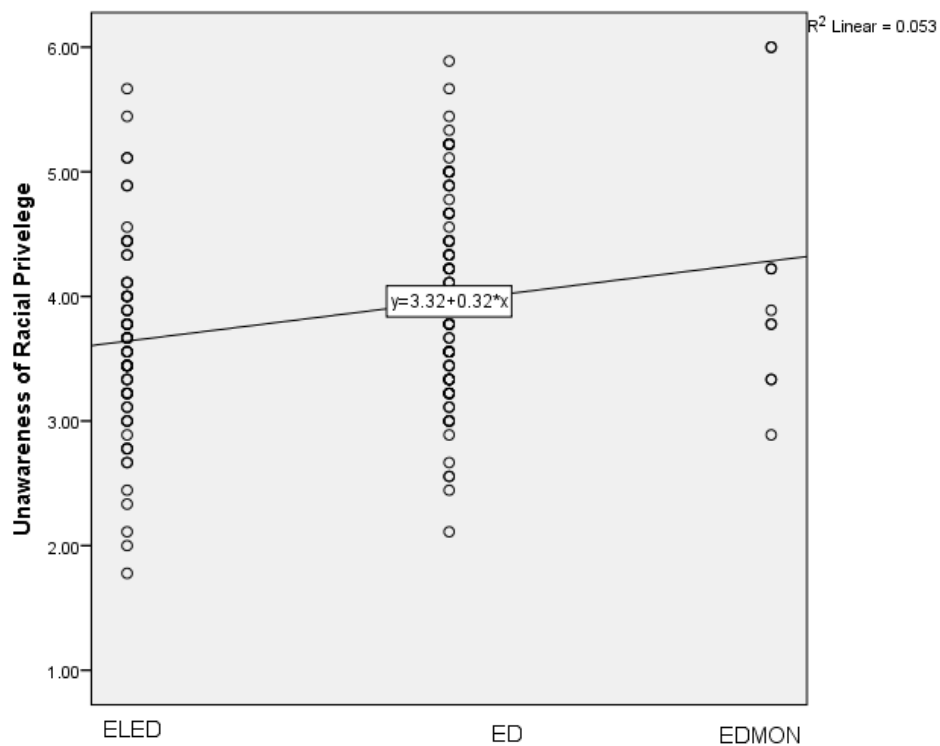
	Teacher College Major	N	Mean Rank
CRTSE	ELED	73	81.62
Overall Score	ED	92	90.89
	EDMON	10	108.00

### **Summary of Multiple Linear Regression Analyses (Research Question 7)**

A multiple linear regression analysis was conducted to determine if there were any independent variables that would predict teacher candidate scores on the first factor of the CoBRAS (unawareness of racial privilege). The results were conclusive that there were three variables that did predict scores on the CoBRAS (Factor 1) (unawareness of racial privilege) (CoBRAS 1)  $F(3, 166) = 7.88, p < .001, r^2 = .13$ . These variables were teacher college major ( $p = .3$ ), acceptance into the education program, ( $p = -.32$ ), and teacher gender ( $p = -.6$ ), that predicted the teacher candidate scores on the first factor of the CoBRAS and which successfully explained 13% of the variance. Thus rejecting the null hypothesis was necessary. The results indicate that when teachers enrolled as Montessori Education majors ( $t = 2.98, p < .05$ ) their unawareness of racial privilege decreased (“blindness” with respect to White privilege decreased). When lower levels of acceptance into the teaching programs occurred ( $t = -2.30, p < .05$ ), unawareness of racial privilege increased.

Finally, the results indicated that the presence of female teachers ( $t = -3.14, p < .01$ ) increased unawareness of racial privilege, (blindness with respect to White privilege increased) signifying that male teachers tended to have a greater awareness of racial

privilege. The scatterplots found in Figure 6 show the relationship of each predictor variable and the dependent variable (CoBRAS Factor 1) (Unawareness of Racial Privilege). A summary of the multiple regression analysis coefficient results and regression analysis model results are also indicated in Table 7 and 8 respectively.



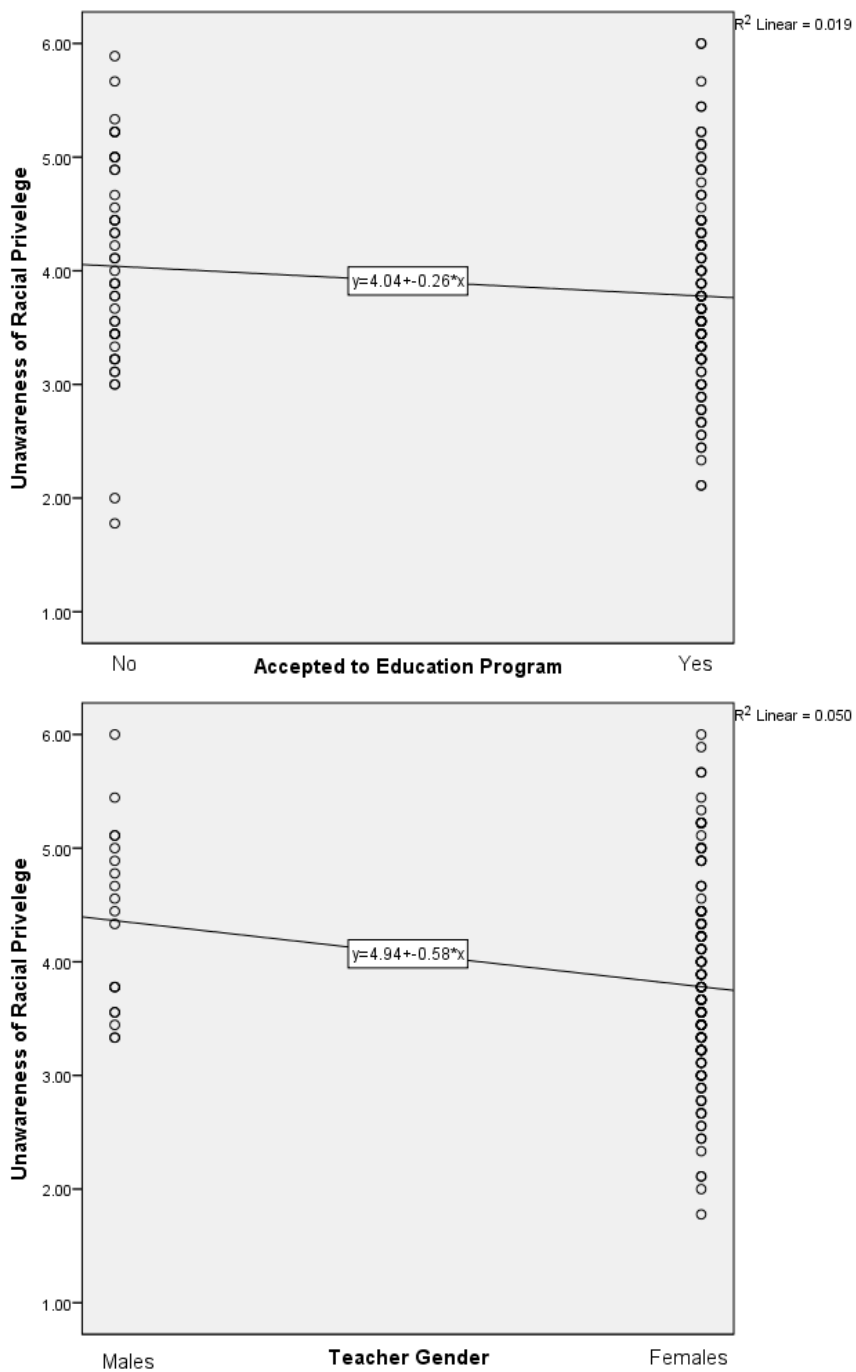


Figure 6. Relationship between three predictors and unawareness of racial privilege (CoBRA Factor I).

Table 7

*Summary of Multiple Regression Analysis Coefficient Results*

Model	Non-standardized		Standardized	<i>t</i>	<i>p</i>	95% CI for B		Correlations	
	B	<i>S.E.</i>	Beta			Lower	Upper	Partial	Tolerance
(Constant)	4.72	.44		10.85	.0	3.86	5.58		
Teacher College Major	.30	.10	.22	2.98	.0	.10	.50	.23	1.00
Accepted to Education Program	-.32	.14	-.17	-2.30	.02	-.59	-.04	-.18	.98
Teacher Gender	-.60	.19	-.23	-3.14	.0	-.98	-.22	-.24	.98

Table 8

*Regression Analysis Model Results*

Model	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P</i>	<i>R</i>	<i>R</i> <sup>2</sup>	<i>Adj R</i> <sup>2</sup>	<i>S.E.</i>
Regression	14.38	3.00	4.79	7.88	.00	.35	.13	.11	.78
Residual	100.98	166.00	.61						
Total	115.36	169.00							

**Summary of Multiple Linear Regression Analyses (Research Question 8)**

For research question eight, a multiple linear regression analysis was conducted to determine if there were any predictor variables on the second and third factors of the CoBRAS (unawareness of institutional discrimination and blatant racial issues) (CoBRAS Factor II). The results indicated that two independent predictor variables, teacher college major and teacher ethnicity, were significant:  $F(2, 167) = 3.43, p < .05, R^2 = .04$ . The significant results support the rejection of the null hypothesis and the significant model predicted 4% of the variance and each relationship in the model was significant. The independent variable, teacher college major ( $t = 2.15, p < .05$ ) was

significant with the CoBRAS Factor 2 (unawareness of institutional discrimination and blatant racial issues), and was the same for the teacher ethnicity, ( $t = -2.01, p < .05$ ). The equation that predicted unawareness of institutional discrimination and blatant racial issues was  $Y = 2.94 + .24$  (teacher college major) -  $.14$  (Teacher ethnicity). Therefore, the results indicated that Montessori Education majors had higher levels of limited awareness of institutional discrimination and denial of general and pervasive racial discrimination. While participants who reported themselves as Elementary Education majors (ELED) had lower levels of limited awareness of institutional discrimination and denial of general and pervasive racial discrimination. Furthermore, participants who reported themselves as Mixed Race or Asian had higher levels of limited awareness of institutional discrimination and denial of general and pervasive racial discrimination. Participants who reported themselves as Caucasian, or Other (Black/African American, Alaskan Native, Native Hawaiian, Pacific Islander or Hispanic), had higher levels of awareness of institutional discrimination and blatant racial discrimination.

The scatterplot in Figure 7 shows a positive non-linear relationship between teacher college major and unawareness of institutional discrimination and blatant racial issues. The scatterplot in Figure 8 shows a negative non-linear relationship with unawareness of institutional discrimination and blatant racial issues (CoBRAS Factor II).

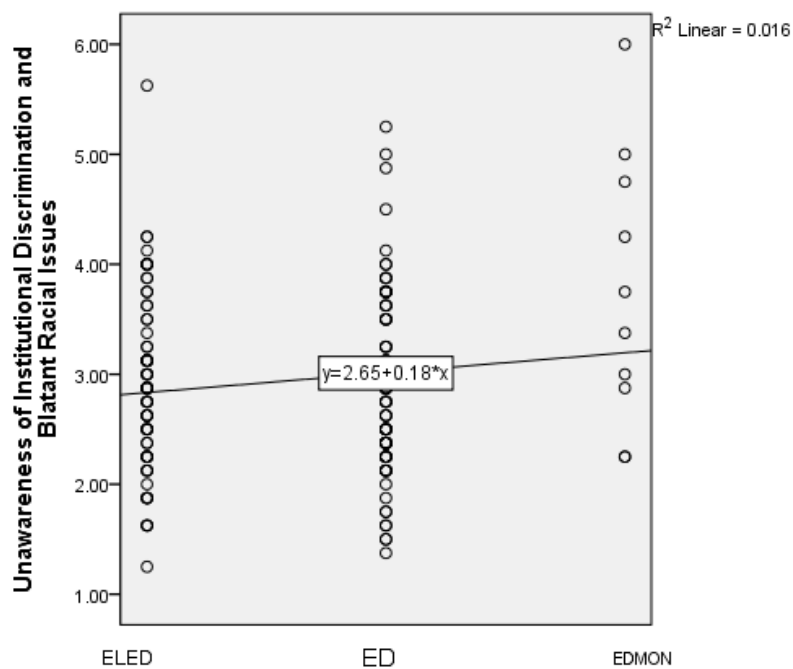


Figure 7. Positive non-linear relationship between teacher college major and institutional discrimination and blatant racial issues (COBRA Factor II).

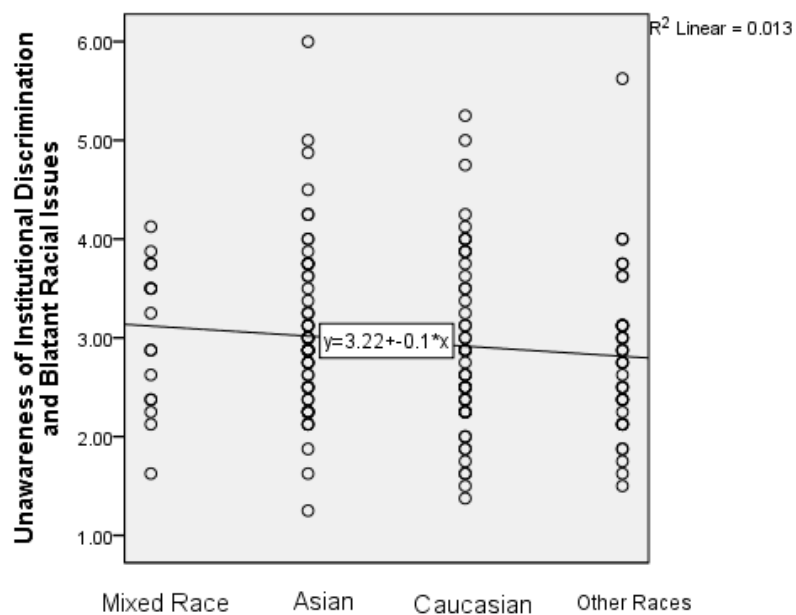


Figure 8. Negative non-linear relationship between teacher ethnicity and institutional discrimination and blatant racial issues (CoBRA Factor II).

The descriptive analysis in Table 9 below indicated that the three-factor model was significant in predicting unawareness of institutional discrimination and blatant racial issues with teacher major, and teacher ethnicity, as predictor variables. A summary of the model results are in Table 10 and a summary of the regression analysis coefficient results are in Table 11.

Table 9

*Descriptive Results for CoBRA Factor II with Teacher Major and Teacher Ethnicity*

Teacher College Major	<i>M</i>	<i>SD</i>	Skewness	<i>S.E.</i> Skewness	<i>Z</i>
ELED	2.91	.78	0.54	0.28	1.93
ED	2.89	.80	0.6	0.36	1.67
EDMON	3.75	1.24	0.48	0.69	0.70
Teacher Ethnicity					
Mixed Race	3.02	.74	-0.28	0.56	-0.50
Asian	3.05	.83	0.93	0.64	1.45
Caucasian	2.92	.91	0.57	0.33	1.73
Other Races (Native Hawaiian, Black, Hispanic, Pacific Islander, Other)	2.79	.79	1.20	0.78	1.54

Table 10

*Regression Analysis Model Results*

Model	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>	<i>R</i>	<i>R</i> <sup>2</sup>	<i>Adj R</i> <sup>2</sup>	<i>S.E.</i>
Regression	4.69	2	2.34	3.43	.04	.04	.02	.03	.83
Residual	114.17	167	.68						
Total	118.86	169							



Table 11

*Results of the Multiple Regression Analysis Coefficients*

Model	B	S.E.	Beta	t	p	Lower	Upper	Partial	Tolerance	VIF
(Constant)				12	0					
	2.94	.23		57	0	2.47	3.40			
Teacher				2.1	0					
College	.24	.11	.17	5	3	.02	.46	.16	.93	1.07
Major										
Teacher				2.0	0					
Ethnicity	-.14	.07	-.16	1	5	-.28	.00	-.15	.93	1.07

**Summary of Regression Analyses (Research Question 9)**

A regression analysis was conducted in order to determine if there are any variables that predict overall scores on the CRTSE. Results of the linear regression analysis were significant ( $(2, 172) = 7.17, p < .05, R^2 = .08$ ), supporting the rejection of the null hypothesis. The results indicated there are two variables that predicted overall scores on the CRTSE, cultural diversity (participant's reported that they did experience culturally and linguistically diverse students during their pre-service, in-service or practicum), and diversity course ratings (how participants rated their diversity training courses to prepare them to teach culturally and linguistically diverse students (0-10)). As there was no violation of the fixed effect model of assumptions and as the sample size was relatively large ( $N = 175$ ) and there was normal distribution of each variable in the population, the model for the regression analysis was trustworthy. A histogram in Figure 9 below demonstrates the frequency of the overall CRTSE scores for the total sample of participants ( $N = 175$ ) and indicates the normal distribution of CRTSE behavior among

this population. The histogram also indicates that the majority of participants reported their CRTSE as between 60 and 100 (a high level of CRTSE).

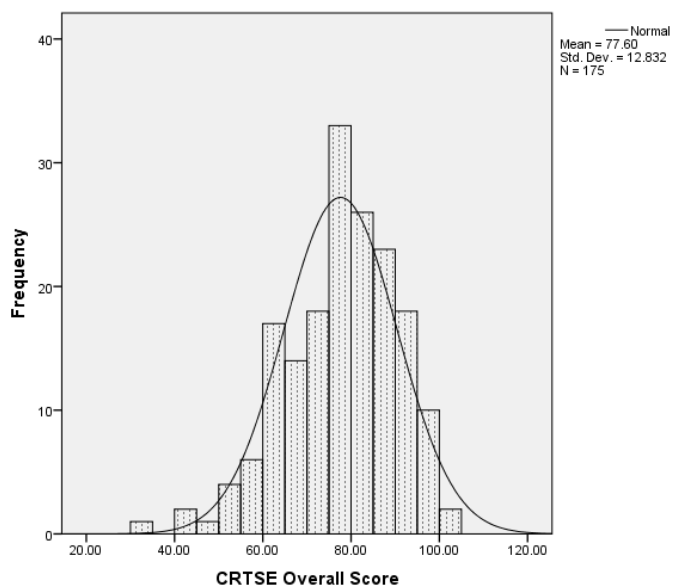


Figure 9. Distribution of CRTSE scores.

Table 12

*CRTSE overall scores and Predictor Variable Cultural Diversity Experiences*

Culture & Linguistic Diversity Experienced	<i>M</i>	<i>SD</i>	Skewness	<i>S.E.</i> of Skewness	<i>Z</i>
No	74.88	13.53	-.67	.36	-1.86
Yes	80.17	11.63	-.49	.25	-1.96

Table 13

*Normality Distribution Group Results for CRTSE Scores Predictor Variable Diversity Course Rating*

Diversity (Cultural) Course Rating	<i>M</i>	<i>SD</i>	Skewness	<i>S.E. of Skewness</i>	<i>Z</i>
1	75.14	15.15	-0.21	0.43	-0.47
2	66.83	8.06	1.67	1.23	1.36
3	82.83	7.69	-0.56	0.91	-0.61
4	67.80	10.02	1.28	1.23	1.05
5	68.87	12.29	-0.16	0.66	-0.24
6	76.56	10.13	-0.06	0.69	-0.09
7	76.83	10.37	-0.66	0.44	-1.51
8	77.40	12.55	-1.21	0.37	-3.28
9	78.74	13.09	-1.20	0.54	-2.23
10	85.85	11.71	-1.49	0.86	-1.74

The scatterplot found in Figure 10 shows the linear relationships with CRTSE and cultural and linguistic diversity experiences by participants. The scatterplot found in Figure 10 shows the linear relationship with CRTSE and diversity course (cultural) rating.

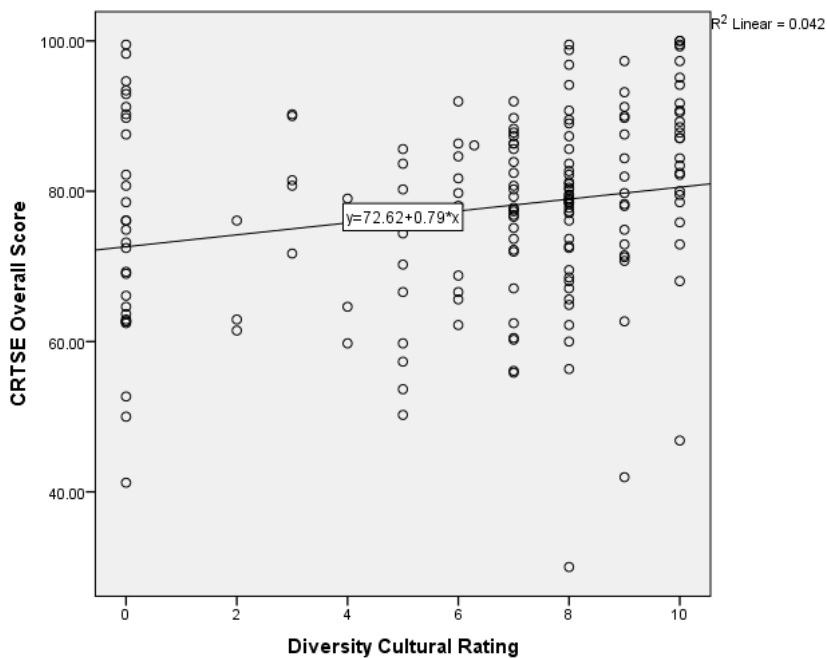


Figure 10. Positive non-linear relationship between cultural diversity experienced and CRTSE scores.

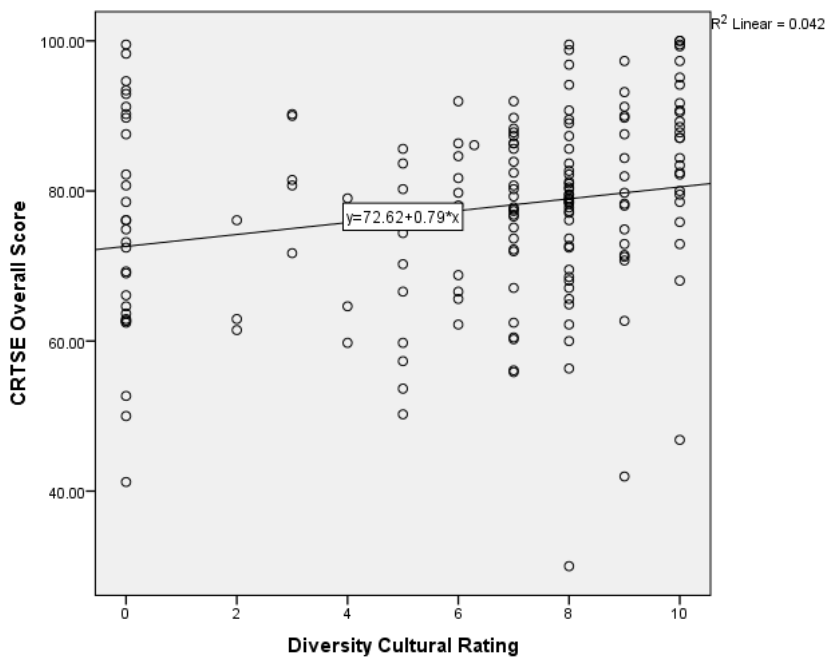


Figure 11. Positive linear relationship between diversity cultural rating and CRTSE scores.

An examination of individual relationships showed that the beta values for each predictor was significant and was useful for forming the equation  $Y = 70.61 + 4.81$  (cultural diversity)  $+ .72$  (diversity course rating). The standardized coefficient indicated that both the cultural and linguistic diversity experienced by participants and how the participants rated their courses in diversity to prepare them to teach culturally and linguistically diverse students provided similar strengths when predicting CRTSE.

Taken together, the results were conclusive that 8% CRTSE was explained by the linear combination of cultural and linguistic diversity experienced and diversity course rating scores. The regression summary results are in Table 14 and the results of the beta coefficients are in Table 15. The analysis of variance results for the regression analysis can be found in Table 16.

Table 14

*Summary Results of CRTSE Regression Analysis*

Model	<i>R</i>	<i>R</i> <sup>2</sup>	Adj. <i>R</i> <sup>2</sup>	<i>S.E.</i>	Change Statistics				
					<i>R</i> <sup>2</sup> Chg	<i>F</i> Chg	df1	df2	<i>p</i>
1	.28 <sup>a</sup>	.08	.07	12.40	.08	7.17	2	172	.001

*Note.* a. Predictors: (Constant), Diversity Cultural Rating, Cultural Diversity

Table 15

*Regression Coefficient Summary*

Model	Non-standardized		Standardized		95.0% CI for B		Correlations	Collinearity Statistics		
	B	S.E.	Beta	t	p	Lower		Upper	Partial	Tolerance
(Constant)	70.61	2.16		32.66	.00	66.34	74.87			
Cultural Diversity	4.81	1.88	.19	2.55	.01	1.09	8.53	.19	.99	1.01
Diversity Cultural Rating	.72	.28	.19	2.53	.01	.06	1.28	.19	.99	1.01

Table 16

*ANOVA Results for Regression Analysis*

	Model	SS	df	MS	F	P
1	Regression	2205.55	2	1102.78	7.17	.001 <sup>b</sup>
	Residual	26445.30	172	153.75		
	Total	28650.85	174			

Note. <sup>b</sup> Dependent Variable: CRTSE Overall Score b. Predictors: (Constant), Diversity Cultural Rating, Cultural Diversity

### Summary of Chi-Square Analysis (Research Question 10)

Participants were asked to choose one of sixteen reasons why they perceived achievement gaps exist for culturally and linguistically diverse students. Two responses accounted for approximately 48% of teacher reasons for achievement gaps. These were; (a) there is no adjustment of instructional techniques to facilitate all learners; and (b) teachers do not include home environment culture when teaching students. Most participants did not believe that diverse students have learning deficiencies or lack motivation. Approximately 33% of the participants in this study believed that the home environment and failure to incorporate cultural aspects in teaching had an effect on

achievement gaps. In order to determine if there was any association between participants' reported reasons for the achievement gaps of students and the reported ethnicity of the teacher candidates', I conducted a chi-square analysis. The results of the test were not significant  $\chi^2(21, N = 175) = 11.59, p > .05$ , indicating that the null hypothesis was retained. The results indicate that there is no association between teachers' perceptions of reasons for student achievement gaps and teacher candidates' reported ethnicity. A summary of the chi-square test results is below in Table 17.

Table 17

*Summary of Chi-Square Test Results*

	Value	<i>df</i>	<i>P</i>
Pearson Chi-Square	17.73 <sup>a</sup>	21	.67
Likelihood Ratio	21.05	21	.46
Linear-by-Linear Association	.14	1	.71
<i>N</i> of Valid Cases	175		

*Note.* <sup>a</sup> 19 cells (59.4%) have expected count less than 5. The minimum expected count is .15

In Table 18, the frequency response for each reason participants believed an achievement gap exists for students is indicated. A summary of participants' ethnicity is indicated below in Table 19. The results show that a majority of students are of mixed (36%) races or other races (39%) other than Asian or Caucasian. Asians report the highest single race of all groups followed by Caucasians.

Table 18

*Summary of Teacher Candidate's Reasons for Student Achievement Gaps*

Reason	Frequency	Percent	Cumulative Percent
Parents are not actively involved.	23	13.1	13.1
Teachers do not adjust their instructional Techniques.	48	27.4	40.6
Lack academic achievement motivation.	6	3.4	44.0
Teachers fail to incorporate cultural aspects.	39	22.3	66.3
Teachers do not understand the cultural backgrounds.	20	11.4	77.7
Student home environments not supportive of Academic achievement.	24	13.7	91.4
No acknowledgement of the role of culture in learning.	13	7.4	98.9
Deficient learning abilities.	2	1.1	100.0
Parents are not actively involved.	23	13.1	13.1
Teachers do not adjust their instructional techniques.	48	27.4	40.6
Lack academic achievement motivation.	6	3.4	44.0
Teachers fail to incorporate cultural aspects.	39	22.3	66.3
Teachers do not understand the cultural backgrounds.	20	11.4	77.7
Student home environments not supportive of academic achievement.	24	13.7	91.4
No acknowledgement of the role of culture in learning.	13	7.4	98.9
Deficient learning abilities.	2	1.1	100.0



Table 19

*Summary of Teacher Candidate Ethnicity*

Ethnicity	Frequency	Percent	Cumulative Percent
Mixed Race	63	36.0	36.0
Asian	30	17.1	53.1
Caucasian	13	7.4	60.6
Other Races (Native Hawaiian, Black, Hispanic, Pacific Islander, Other Races)	69	39.4	100.0

**Summary**

This section of the mixed methods study described the various quantitative analyses and results implemented to support or reject the null hypotheses and research questions. A more extensive discussion of the findings of both the quantitative and qualitative results and their potential application to culturally responsive teacher preparation will be outlined in the summary and conclusion section following the qualitative findings section of this paper.

**Qualitative Findings**

The purpose of collecting the qualitative data in this mixed methods study was to provide complimentary data to further explain the quantitative results. As mentioned in the previous methodology section, a purposeful sample of nine participants, from the original quantitative sample ( $N = 175$ ) of teacher candidates were interviewed in order to

identify underlying factors that increased or decreased their self-reported perceptions about their culturally responsive teaching self-efficacy (CRTSE). Six themes emerged as a result of the qualitative data analysis that described the six underlying factors and are described in Table 20.

Table 20

*Underlying Factors Increasing or Decreasing CRTSE of Teacher Candidates*

Emergent Themes: Underlying Factors Increasing CRTSE
<b>Theme 1:</b> Experiences with diverse students increased the CRTSE of participants.
<b>Theme 2:</b> Understanding the importance of involving families of diverse students in the teaching and learning process increased CRTSE of participants.
Emergent Themes: Underlying Factors Decreasing CRTSE
<b>Theme 3:</b> Lack of modeling and practice of Culturally Responsive Teaching (CRT) skills, and mastery experiences decreased CRTSE.
<b>Theme 4:</b> Lack of formal training in CRT Curriculum, Holistic Approaches, & English as a second language decreased CRTSE.
<b>Theme 5:</b> Lack of support for CRT in schools decreased CRTSE of participants.
<b>Theme 6:</b> Lack of understanding of CoBRA decreased CRTSE.

### Discussion of Each Theme

#### **Theme 1: Experiences with Diverse Students Increased CRTSE**

All the interview participants reported experiences with diverse students and considered these experiences to have contributed to their learning some of the skills on the CRTSE scale rather than from any formal training. The first theme identifies participant experiences with diverse students who increased their CRTSE. For example, one participant who rated her skills “high” on the CRTSE explained her self-assessment as follows: “Being that I live in Hawaii, I already have experience working with different cultures and maybe for some of them, English is not their first language, but I don’t mind at all. I don’t have any experience abroad; all of my experiences with diverse students

have been right here in Hawaii because the majority of the students are from different ethnic backgrounds and have different experiences.” Another student who rated her CRTSE as ‘medium’ explained her self-assessment as follows: “I feel like my experiences of diversity were different here in Hawaii versus my experiences in a classroom back in Los Angeles. For example, there are so many ethnicities, and so many languages spoken other than English as first languages here. In Los Angeles where I worked, there was just one culture, a lot of Spanish speakers nothing else. In Hawaii I worked in a classroom where there were multi-cultures and languages spoken like Japanese, Chinese, and a boy from Pakistan.”

## **Theme 2: Understanding the Importance of Involving Families of Diverse Students in the Teaching and Learning Process Increased the CRTSE**

All participants’ provided examples of their understanding of the importance of communicating with and involving families of diverse students in the teaching and learning process as a factor that increased their own CRTSE. For example, one participant who rated his CRTSE skills, as “medium” explained his self-assessment as follows: “I think the parents have to be involved. If you have a good relationship with the family and keep the lines of communication open with the family you can create the support at home and follow through to give parents resources if necessary to support the child. You want to build the relationship with families because it is a huge factor in my confidence to meet the needs of the students. When parents feel comfortable coming to you, this will help students feel comfortable.” Another participant who rated her skills as “high” on the CRTSE explained her self-assessment as follows: “You want to gain a better rapport with the family and get to know the family on a more personal level

because when I worked in vary high impact areas, where English was not the first language, and there were different cultural expectations for the students by their families; it was challenging until you learned more about the culture. Therefore, by building rapport with the families, supporting the student became easier.”

### **Theme 3: Lack of Modeling and Practice of CRT Skills, and Mastery Experiences Decreased CRTSE**

During the interview process, participants were asked if they perceived that they had the skills to teach culturally and linguistically diverse students. The third theme explained that modeling and practice of skills in CRT skills, and mastery experiences is needed to increase CRTSE. Eight of the nine participants reported that an online course was conducive to learning about multicultural theory but not conducive to providing the training that mastery experiences such as executing and practicing culturally responsive skills would provide by experienced models. For example, one of the participants who rated his CRT skills as “medium” explained his self-assessment as follows: “The biggest factor is gaining experience in the classroom because it is one thing to talk about it and another to experience it. So I feel more emphasis on participation and practice of skills is needed (with experienced models of CRT) in our teacher education and less emphasis on observation because I think you learn the most by doing and that would better prepare the teachers to teach.” Another participant who rated her CRT skills as “high” on the CRTSE explained her self-assessment as follows: “If there are different trainings I can attend to be a better educator and to understand different cultures, because I don’t really understand or have teaching strategies to do so, I would like to do so to develop the skills to help diverse students.” Still another participant who rated her CRT skills as “medium”

on the CRTSE explained her self-assessment as follows: “I think probably there should be more training of how to teach culturally and linguistically diverse students, but it is really hard to work with a teacher one on one if it is an online class. It would be important to have these diversity classes on-ground so we can get more of that experience because we can read and read but it does not mean that I learned the skills of how to teach in a diverse classroom. You need the one to one and face based experiences from teachers. Though I have learned so much already working with diverse students, you can only learn so much from a book. It is more experience and how to work with diverse students in a different way that I need to understand to make everything come into play with respect to my being able to work with all the students.”

#### **Theme 4: Lack of Formal Training in CRT Curriculum, Holistic Strategies, and ESL Decreased CRTSE**

Eight of the nine participants reported the lack of formal training in creating CRT curriculum and holistic strategies to include ESL training in their teacher education as a factor that decreased their CRTSE. For instance, one of the participants who rated her CRT skills as “medium” on the CRTSE explained her self-assessment as follows: “I need more training, perhaps videos by professors and more opportunities for practicing skills particularly with respect to working with English language learners. We have our culture classes, but we are not specifically trained to work with English language learners and this makes it so much more difficult to meet their needs.” Another participant who rated his CRT skills as “low” on the CRTSE explained his self-assessment as follows: “One of the factors is just being overwhelmed, if that makes any sense. I worked in a classroom and there were so many culturally diverse students. I was a part-time teacher who worked

with one other teacher in the classroom and there were 12 English language learners. I was overwhelmed because the students lacked English proficiency and had many different languages as their first languages, and I think this definitely decreased my culturally responsive teaching self-efficacy.”

**Theme 5: Lack of CRT Support in Schools Creates Barriers that Decreased Participant CRTSE**

Eight of the nine participants in the fifth theme reported experiences with the lack of CRT support in schools was perceived as barriers to meet all students’ needs and thus, decreased participants’ CRTSE. The participants identified the following barriers as contributing to their decreased CRTSE: (a) over-emphasis and focus on content teaching to meet National Core Curriculum standards and to improve test scores in math and English; (b) overcrowded classrooms and unlimited enrollment; (c) constant introduction of new initiatives; (d) increased student diversity; (e) lack of time and resources to create and integrate culturally responsive curriculum. For example, one of the participants who rated her CRT skills as “low” on the CRTSE explained her self-assessment as follows: “Last year was my first year teaching but I was surprised just how often random new initiatives would happen at school even as I had only just begun to implement the earlier initiative. I often felt like I was changing directions. In general, there is such a high priority placed on raising students’ reading and math scores. Though I don’t think that I am culturally insensitive, sometimes I find myself adjusting my lessons to be more culturally responsive, and sometimes I don’t get around to it.” Another participant who rated her CRT skills as “medium” on the CRTSE explained her self-assessment as follows: “It’s because the reality of the time restraints, resource restraints, and with the

Common Core Standards teachers are being required to implement, there is little time to help students on a one-to-one level and less time to help students who are culturally and linguistically diverse. Teachers, I've noticed are so pressured to have their students hit their test scores that the culturally challenged students (when they are the minority), tend to be left behind. These students are not going to get enough one-on-one time and with so many students in a class it would be a lot of teacher time as far as preparing curriculum and rewriting curriculum to include all those cultures. It would just take too much teacher time to do that and actually implement it in the classroom." Still another participant who rated her CRT skills as "medium" on the CRTSE explained her self-assessment as follows: "All the learners were so different and all their languages were different and there were like 30 or more students in the class or more and it wasn't easy because more students kept getting added to the class throughout the year. I noticed students just come in randomly even if we only have a month left of school and I never experienced that before."

#### **Theme 6: Lack of Understanding of Color Blind Racial Attitudes and Ideology Decreased CRTSE**

During the interviews participants were asked if they thought it was important to be aware or unaware of student differences and if a "color blind" approach (as defined in the quantitative section) was appropriate or inappropriate for teaching and learning. The sixth theme explains that overall the interview participants had a lack of understanding of color blind racial attitudes and the potential to negatively affect culturally responsive self-efficacy. According to Neville et al. (2000) and others, a low score on the CoBRAS or less color blindness is related to more cultural responsiveness and a high score on the

CoBRAS to less cultural responsiveness. The participants were informed of their own scores on the CoBRAS. Seven of the nine participants scored very high on the CoBRAS responding that color blindness was appropriate when in fact it suggests less cultural responsiveness. Thus, the lack of understanding of color-blind racial attitudes and ideology was an underlying factor that decreased participants' CRTSE.

For example, one of the seven participants who rated her CoBRAS as "high" explained her self-assessment as follows: "I think it is a big asset for you to be color blind when you are teaching culturally diverse children. I think listening to these questions, I wish in years or months to come, we won't have to look at children as different colors and we won't have to have the discussion again." Another one of the seven participants who rated his CoBRAS as "high" explained his self-assessment as follows: "I don't know how to answer that question. You can't help but notice the differences (in color and race) of children. I don't know. You can't pretend all children are the same. I am color blind but I don't think you should not increase your awareness." Yet, one of the two participants who rated his CoBRAS as "low" explained his self-assessment as follows: "You have to notice and respect differences unless you are blind. I am of the school that we need to give all cultures the acknowledgement, respect, and understanding they are due. I don't think I have any color blindness but I am sure everybody does."

The above description of the qualitative findings lends support to the larger quantitative results of this research. Below is a summary of conclusions of the findings of both quantitative and qualitative findings in this study.



## **Summary of Conclusions**

The purpose of this mixed methods study was twofold: to examine the culturally responsive teaching self-efficacy (CRTSE) beliefs of teacher candidates in Hawaii, and to examine underlying factors that may predict increases, or decreases in those beliefs. This summary of conclusions section will report the quantitative results first, the qualitative results second, and the limitations of the study last.

### **Summary of Quantitative Findings - CRTSE**

It was hypothesized that the academic and demographic background of teacher candidates would be positively correlated to their CRTSE. Yet, only one background variable, was found to be positively correlated, and that was that as teachers advanced to higher terms in college (graduate level), their self-reported CRTSE increased. It was also hypothesized that teacher candidates who had completed a practicum and took a greater number of courses in diversity would have increased CRTSE scores. However, the quantitative results indicated that participants rated themselves relatively high in CRTSE scores but the variables were not related to their practicum or number of courses taken. Instead, the two variables that were statistically significant in predicting their higher scores were (a) their experiences with culturally and linguistically diverse students in their classes, and (b) how they “rated” the courses they had taken to prepare them to teach these diverse students. While participants claimed that courses in diversity did prepare them for cultural responsiveness, in terms of providing knowledge about different cultures and how to differentiate lesson planning with respect to learning styles, they reported the courses did not provide training in culturally responsive skills nor mastery

experiences that would increase their cultural and linguistic responsiveness, especially for English language learners. Previous studies also found that teacher candidates are less prepared to work with English language learners (linguistically diverse students) than with culturally diverse students (Frye, Button, Kelly, & Button, 2010; Rhodes, 2013; Siwatu, 2005, 2008, 2011). These data suggest that participants felt increased efficacy in working with cultural diversity than with linguistic diversity. The participants expressed a need for courses and professional development training, particularly in English as a second language.

### **Summary of Quantitative-Color Blind Racial Attitudes Scale (CoBRAS) and Qualitative Findings**

The summary discussion below relates to the findings regarding the self-reported perceptions of the participants on the Color Blind Racial Attitudes Scale (CoBRAS). The Color Blind Racial Attitudes Scale (CoBRAS) is a 20-item survey that is used to measure the cognitive dimensions of teachers' color-blind racial attitudes (Neville, et al., 2000). CoBRAS' items are rated on a 6-point Likert-type scale (1 = Strongly Disagree to 6 = Strongly Agree). Scores are summed and range from 20 – 120, with higher scores indicating a stronger level of “blindness” to color and racial privilege (Neville, et al., 2000; Atwater, 2008). Since participants in this study were all from one university in Hawaii, one must keep in mind the potential impact of what the literature describes as the unique multicultural environment and history regarding racial diversity in Hawaii (Teves, 2012). While some data regarding Hawaii's diverse population is discussed in the first section of this paper, the results of the CoBRAS should be considered in light of the

participants' environment. Moreover, it may be that future research could examine how providing training in unique culturally and linguistically diverse and multiracial environment like Hawaii could inform teacher preparation across our continuously more diverse nation. The quantitative results of the CoBRAS among this study population indicated that when participants identified themselves as Montessori educators they had greater awareness of racial privilege. In addition, when they reported being female or being at lower levels of acceptance into their education program they had less awareness of racial privilege (CoBRAS Factor 1). Furthermore, participants who reported being Montessori Education majors and those reporting themselves to be Mixed Race or Asian had greater unawareness of institutional discrimination and blatant racial issues (Color blind racial attitudes, Factors II and III).

The qualitative results gleaned from interviews of participants indicated that none of them received feedback or mentorship from professors or from a mentor teacher about culturally responsive teaching. They unanimously expressed that diversity courses were more about theory explaining culture in the teaching process, and less about how to teach diverse students through examples and mastery experiences that modeled culturally responsive skills. The research literature similarly indicates that not just any experiences with diversity, increases candidate's CRTSE, but rather specific mastery experiences and feedback from mentors who practice culturally responsive teaching (Siwatu, 2008, 2011).

The qualitative results also supported the quantitative finding that the overall scores on the CoBRAS for this population were moderately high (40-89) in that the

majority of participants interviewed, reported that a “colorblind” approach (one that does not see culture or color), was appropriate to the teaching and learning process.

Research demonstrates that skin color significantly impacts how students are treated (Lewis, 2001; Rauch & Skiba, 2006). Research also demonstrates that implications for teacher education with respect to diversity training in “color-conscious” cultural identity curriculum that can minimize “color blind attitudes” held by teachers (where they pretend not to notice or care about students’ ethnicity) (Atwater, 2008; Stansbury, 2012; Yezbick, 2007). The findings, in this study, suggested a misunderstanding of the colorblind ideology in terms of recognizing its potentially negative impact on cultural responsiveness. This assumption, taken together with the quantitative finding that there were no differences in the overall CRTSE among the groups of teacher majors, may imply that teacher preparation programs overall could potentially increase the CRTSE of teacher candidates by including more critical multicultural perspectives and racism aware ideologies in the curriculum.

In conclusion, there are three recommendations based upon the findings of this study that are: (a) training in culturally and linguistically responsive skills and instructional strategies that involve modeling, observation, and opportunities to practice CRT skills in teacher education preparation courses could potentially increase teacher candidates’ CRTSE; (b) training in Color Blind Racial Awareness as a culturally responsive disposition could also increase teacher candidates’ CRTSE; (c) greater continuous feedback from culturally and linguistically responsive mentors throughout a teacher’s preparation could potentially increase teacher candidates’ CRTSE. This project

study's findings suggest that future research is needed to determine what specific CRTSE forming experiences, courses and skills in teacher preparation and professional development would be most effective in increasing CRTSE among Hawaii's teacher candidates.

### **Limitations of the Study**

Several limitations to the generalization of the study results are mentioned below. Though the use of a convenience sample of teacher candidates ( $N = 175$ ) was advantageous, in the future a randomly selected sample of participants would yield more highly generalized findings. Generalization of the results is also limited to the sampling of the total population of undergraduate and graduate teacher education candidates from one university. The potential impact of self-reported results of participants on the survey instruments (CRTSE and CoBRAS), respectively, and the academic and demographic questionnaire, may be subject to "social desirability bias" or reference bias especially where perceptions of race, racism, or color blind ideologies were present and where participants' may have self-reported their beliefs and attitudes inaccurately in order to present themselves in a more positive light (Nederhof, 1985). The study was also limited by its scope and definitions of culturally responsive teaching self-efficacy beliefs of teacher candidates in Hawaii. For the purposes of this study, self-efficacy beliefs were defined as a construct of social cognitive theory, and culturally responsive teaching as a construct of culturally responsive pedagogy that are the theoretical frameworks through which these data were examined. With respect to the limitations of the qualitative phase of the research, researcher bias was another potential limitation.

Characteristics of the primary researcher included race (Caucasian); gender (female); socio-economic class (middle class); and profession (teacher educator), which could have contributed to researcher bias. Additionally, Creswell (2003) indicates researchers' interpretations or analysis of the data may be influenced by the researchers' experiences and historical and social perspectives and thus may also have potentially impacted the researchers' and interviewers' biases. Given the study's limitations, future research is suggested to more extensively look at culturally responsive teaching self-efficacy of teacher candidates in Hawaii that might be generalized to additional populations. In addition, future research including culturally responsive guidelines and standards for teacher preparation and culturally responsive teacher training that impacts student outcomes and reduces achievement gaps for all students in Hawaii would be valuable.

## Section 3: The Project

### **Introduction**

The findings of this mixed-methods study indicated that teacher candidates can benefit from professional development experiences that provide skills training and modeling of culturally and linguistically responsive instructional strategies. Research on the CRTSE of pre-service and in-service teacher candidates further reinforces the study findings that when teacher education programs invest in developing their students' CRTSE, they are most likely to transfer these beliefs to classroom practices (Cantrell, Correll, Malo-Juvera & Ivanuk, 2013-2014; Chu & Garcia, 2014; Frye, Button, Kelly & Button, 2010; Sarker, 2012; Skepple, 2011; Siwatu, 2005, 2007, 2008, 2011; Siwatu, Polydor & Starker, 2009; Snider, 2015).

As a result of both the mixed-methods study and my findings from the literature review, I have designed a pilot professional development project. This project was intended to encourage an increase in the implementation of culturally responsive skills training in teacher education curricula and, ultimately, in in-service programs. In the section below, I describe the specifics of the project with a focus on project description goals, the literature review used to craft the project, a plan for implementation and evaluation of the project, potential barriers, and the potential impact this project can have on prospective teachers.

### **Description and Goals**

The purpose of the project is to increase teacher candidates' awareness of their own culturally responsive teaching self-efficacy. The project goals are to (a) increase

understanding of the importance of cultural and linguistic responsiveness (why) and (b) examine culturally and linguistically responsive pedagogical skills and standards to meet diverse students' needs (what).

### **Rationale**

A rationale for crafting this project and for choosing the specific genre of professional learning emerged from both the results of the mixed-method study and a review of the current literature. Both the study results and literature review showed the need for this type of project, indicating that teacher education programs in the United States, though espousing the importance of making learning relevant for all students, are typically not yet providing sufficient curriculum that includes training in culturally responsive skills. According to professional education scholars, teacher education programs provide only rudimentary knowledge in the foundations of educating underserved populations and do little to provide training in the skills needed to translate their knowledge into effective practices (Evans & Gunn, 2012; Gorski, 2009; Lucas & Villegas, 2013; Lynn, 2014; Sleeter, 2011). Moreover, in the literature review, I found evidence of a lack of experiences that increase teacher candidates' CRTSE beliefs and multi-culturally responsive practices that translate into classroom practices (Gay, 2010; Ladson-Billings, 2011; Siwatu, 2011; Sleeter, 2011; Stansbury, 2012). The need for increased training is further illustrated by the statistics presented by the National Center for Educational Statistics which showed that there is continued growth of ethnically, culturally, and linguistically diverse student populations across the nation (Aud et al., 2012). During the project development process, I took into consideration my mixed-



method study's finding that, as a result of having all required coursework online, including methods courses, there was little opportunity for teacher trainees to interact with course instructors who could provide the necessary skills training and modeling. This lack was especially evident in participants' self-reported decrease in their CRTSE to meet linguistically diverse students' needs (e.g. English language learners). The study finding that also influenced the project development was that the colorblind racial awareness levels of participants were moderately high overall. These were predictors of their decreased CRTSE. Hence, I created this pilot project to introduce teacher candidates early in their preparation to culturally and linguistically responsive skills training, potentially impacting greater achievements and outcomes for their future diverse students (Garnett, 2012; Lynn, 2014; Reynolds, Caine & Manarino-Leggett, 2014; Rhodes, 2013).

### **Review of the Literature**

I conducted the following literature review to inform the design of this professional development project. What I sought was information regarding what professional development strategies in culturally responsive skills training should be provided to increase prospective teacher candidates' CRTSE. The literature review was conducted using electronic sources I accessed through the Walden University library, as well as other university databases and print resources. The databases included: ebrary, EBSCO, Education Research Complete, Academic Search Premier, ERIC, Pro-Quest, SAGE, and Google Scholar. The terms and phrases I used to search the various electronic databases include: *effective professional development for culturally responsive teacher preparation; effective teacher professional development for culturally relevant, culturally*

*competent, culturally responsive skills and dispositions; teacher education and culturally responsive teaching; self-efficacy; culturally and linguistically responsive teacher preparation and professional development; and culturally responsive and critical multicultural education and professional development in higher education.* The literature review was organized in the following thematic order: theoretical frameworks for crafting this culturally responsive teaching (CRT) professional development project; effective culturally responsive professional development for teacher preparation; and evaluating the project for future research and training.

### **Theoretical Frameworks**

CRT is an equity pedagogy (Banks, 2016) which has evolved as, culturally appropriate (Au & Jordan, 1981; Au, 2009; Singh, 2011), culturally relevant (Kana'iaupuni & Ledward, 2013; Ladson-Billings, 1995), and culture-based (Demmert, 2011; Kana'iaupuni, Ledward & Jensen, 2010; Ledward, Takayama & Elia, 2009). As an equity pedagogy, its goal is to challenge the inequalities that schools or institutions may perpetuate by affirming that all students have an equitable right to achieve, learn, and develop to their optimum potential. Culturally responsive pedagogy is theoretically framed in sociocultural, social cognitive, and constructivist theories (Hamza, & Hernandez de Hahn, 2012), as pedagogy in which “the cultural characteristics, experiences, and perspectives of ethnically diverse students are used as conduits for teaching them more effectively” (Gay, 2002, p. 107). For example, an aspect of social cognitive theory that influenced the project design is that learning involves observing and interacting with others (especially masterful others) in social contexts via modeling

(Bandura, 1986, 1999, 2006; Rosenthal & Zimmerman, 1978). According to social cognitive theory, observational learning through modeling, including symbolic modeling through verbal or pictorial means, has been greatly influenced by improvements in technology and can foster the acquisition of “new competencies, cognitive skills, and behavior patterns” (Bandura, 1989, p. 23). Culturally responsive pedagogy includes the development of CRTSE among teachers. Self-efficacy beliefs are a determinant of how one perceives their own capacity to create or modify their environment (outcome expectancy beliefs) and how they can change themselves, overcome challenges, and control their own destiny (Bandura, 1999). Self-efficacy is important in the learning and development process. A teacher candidate’s self-efficacy beliefs mediate between knowledge (e.g. knowledge of culturally responsive pedagogy) and action (e.g. implementation of culturally responsive teaching practices and skills). Vicarious experiences, especially those that are modeled by masterful faculty, can increase self-efficacy (Bandura, 1994). In Siwatu’s (2011) study of pre-service teachers, teacher candidates reported missed opportunities for self-efficacy forming experiences (e.g. observe and practice culturally responsive teaching). The reason, they explained, was that their teacher education coursework was limited to discussions about culturally responsive teaching instead of actual practice of the skills needed to enact that knowledge (Siwatu, 2011). By designing professional learning tasks that include modeling and the opportunity to observe masterful faculty execute CRT strategies and skills, teacher candidates are more likely to increase their CRTSE beliefs (Bandura, 1986, 2006; Rosenthal & Zimmerman, 1978). Thus, this project design includes several opportunities

for teacher candidates to observe a skilled facilitator modeling culturally responsive skills and instructional strategies.

### **Culturally and Linguistically Responsive Professional Development for Teacher Preparation**

Training projects that are culturally and linguistically responsive are ones that establish inclusion, enhance meaning, engender competence, and are clear about their purpose. They utilize the principles of adult learning to effect change in the participants that translates into their ability to transfer that learning to their real world situations (Caffarella, 2002; Closson, 2013; Ginsberg & Wlodkowski, 2015; Harris, Lowery-Moore & Farrow, 2008; Mandell, 2014). According to Trotter (2006), teachers want learning experiences that they can immediately use in their classrooms, and they want to discuss practices and problem solving with others in interactive situations in order to reflect and grow in their learning and teaching capacities. Elements which I found to be key in designing successful adult learning of pre-service teachers, and which I incorporated in this project design include: (a) concrete experiences; (b) continuous available supervision; (c) encouragement to take on more complex rules; and (d) the use of support and feedback when implementing new strategies (Oja, 1990). Effective professional development occurs overtime, involving learning with others and utilizing the prior knowledge of the learners (Guskey & Yoon, 2009). My project design, was also informed by The Center for Effective Education Development Accountability and Reform Center's Innovation Configuration (IC) Matrix, can be used to guide teacher preparation professionals in the creation of culturally responsive teaching content (Aceves & Orosco,

2014). The CEEDAR ICs are extensions of the original seven ICs developed by the National Comprehensive Center for Teacher Quality (NCCTQ) for professional development. Table 21 outlines some of the CRT practices as described by Aceves and Orosco (2014, p. 9).

Table 21

*Culturally Responsive Teaching Themes and Practices*

Relevant Themes of CRT	CRT emerging evidence-based CRT practices	Recommended CRT approaches and considerations
Instructional engagement	Collaborative teaching	Problem solving approach
Culture, language, racial identity	Responsive feedback	Child-centered instruction
Multicultural awareness	Modeling	Assessment
High expectations	Instructional scaffolding	Materials
Critical thinking		
Social Justice		

I used these themes of culturally responsive teaching and emerging evidence-based practices in the development of several learning tasks for this project. I also took into consideration the recommendations of several scholars who have supported the inclusion of second language acquisition as important for teacher preparation training in culturally and linguistically responsive pedagogy (Friere, 1970; Li, 2013; Lucas & Villegas, 2013).

The components of second language learning and academic literacy development for second language learners are utilized in the development of learning tasks for this project. These tasks align with the pedagogical knowledge and skills included by both TESOL (Teaching English as a Second Language) and National Council for the Accreditation of Teacher Education (NCATE) standards. The evidence-based practices are based on central learning tasks that are designed to create developmentally

appropriate curriculum for all learners, including English language learners (Feim-Nemser, 2001; Li, 2013; Lucas & Villegas, 2013).

Several other studies I found in the literature review impacted the design and inclusion of effective learning experiences in this project. One professional learning approach, for pre-service and in-service teacher candidates, known as the “cultural worker continuum” demonstrated a direct impact on students’ success. It proposed that teacher candidates would move through three stages on the way to becoming effective cultural workers. These stages included: cultural reconciliation (knowing self and others); cultural translation (developing competencies and skills to bridge differences in instruction needed); and cultural transformation (becoming change agents and skilled cultural workers (Li, 2013). A need to develop cross-cultural and diversity training for Montessori teachers was also a finding in a study conducted by Stanisbury (2012).

The results from a qualitative multiple case study, conducted by Pelayo (2012), of early childhood teachers’ beliefs, knowledge, and practices and how these changed over time were also considered in the project development. The results indicated that with culturally and linguistically responsive professional development, that included modeling of coaching and teacher support by skilled models, there was a direct impact on improving student outcomes (Pelayo, 2012). Other findings in this study were that the race and ethnicity of the teacher did not impact the teacher being more culturally and linguistically responsive even when the race and ethnicity of the teacher and the student population was the same (Pelayo, 2012).

In order to assure that this project would be aligned with culturally responsive and linguistic pedagogical standards of evidence based practices, I sought several resources for standards, competencies and pedagogical guidelines. Of particular interest were the comprehensive culturally responsive teaching competencies, researched by Siwatu (2005, 2007). I used these competencies because they were utilized to guide the development of the CRTSE (2005, 2007). I also used the Center for Research of Education Diversity and Excellence (CREDE) standards, competencies and rubrics, and the edTPA assessment rubrics and lesson-planning template (Stanford Center for Assessment, Learning and Equity, 2015). In a summary of the edTPA teacher performance assessments and culturally responsive pedagogy, it was found that the edTPA handbook provides an “embedded” way that teacher candidates can be guided to include culturally responsive pedagogy elements in all learning task dimensions. Furthermore, the edTPA can be utilized as a tool for teacher education programs to “translate culturally appropriate pedagogy into classroom practice” (Hyler, Yee, Carey, Barnes, 2015, p. 2). Therefore, I incorporated the edTPA task dimensions and rubric constructs for performance-based assessment of pre-service teacher readiness to teach in a culturally responsive manner in the third session of this project. Teacher candidate participants in the project will have had an opportunity to review these various guidelines and culturally and linguistically responsive competencies to gain knowledge about the why, the what, and the how of culturally and linguistically responsive teaching. For example, some of these competencies that I included in the creation of the project’s learning tasks and learner outcomes were: (a) students’ cultural knowledge experiences and prior knowledge of

individual learning preferences as a conduit to facilitate the teaching-learning process (curriculum and instruction); (b) incorporating students' cultural orientations to design culturally compatible classroom environments (classroom management); (c) providing students with multiple opportunities to demonstrate what they have learned using a variety of assessment techniques (student assessment); and (d) providing students with the knowledge and skills needed to function in mainstream culture while simultaneously helping students maintain their cultural identity, native language, and connection to their culture (cultural enrichment and competence) (Siwatu, 2005, p. 11). A full description of these competencies and standards are in Appendix A. These standards align with the CRTSE scale and are, therefore, utilized in this project as the CRTSE scale has demonstrated a high internal reliability to represent the theoretical components of self-efficacy. Moreover, the scale is highly reflective of culturally responsive teaching skills and practices (Cantrell, Correll, Malo-Juvera, & Ivanyuk, 2013; Chu & Garcia, 2014; Frye, Button, Kelly, & Button, 2010; Sarker, 2012; Siwatu, 2005, 2007, 2011; Siwatu & Starker, 2010) Culturally responsive standards created by the Native Hawaiian Education Alliance in partnership with the College of Hawaiian Language at the University of Hawaii-Hilo were also included because they align with what several scholars have researched as the many of the important components and learning tasks for redesigning teacher preparation to be more culturally and linguistically responsive (Aceves & Orosco, 2014; DeMonte, 2013; Deveraux, Prater, Jackson, Heath & Carter, 2010; Doran, 2014; Edwards & Edick, 2013; Epstein & Willhite, 2015; ; Feimen-Nemser, 2001; Lucas & Villegas 2013; Native Hawaiian Educational Council, 2002; , 2013; Reynolds, Cain, &



Manarion-Leggett, 2014; Rychly & Graves, 2012). I also used the above for designing the desired learning outcomes and learning task assessments for the project.

In addition, I utilized several other evidence-based resources to design and modify the specific learning tasks for each of the workshop modules. The resources included other culturally responsive standards, evidence based instructional strategies, and practices, rubrics, skills, and culturally and linguistically responsive content for the project learning tasks (Aceves & Orosco, 2014; CREDE, 2011; Hollie, 2015; Muhammad & Hollie, 2012; NHEC, 2002; National Indian Education Association (NIEA), 2011; Sarker, 2012; Siwatu, 2007; United Nations Permanent Forum on Indigenous Issues (UNPFII), 2010). I also sought to find other research of culturally responsive professional development that had been conducted with classroom teachers and that resulted in positive student outcomes for diverse students. For example, findings from a meta-study by Smyth (2013) of 8 professional development research projects to improve the cultural responsiveness of primary teachers in New Zealand, was considered. This study suggested that project evaluations of culturally responsive professional development programs should include a formative assessment of how the participants changed in terms of their perceptions of their competence to meet diverse student needs, teacher satisfaction with the training, learning transfer (how the teachers implemented the training), and how the teachers perceived themselves in gaining cultural competence reflected in greater increases in self-awareness and self-reflection. Findings also suggested that effective professional development should be conducted over time, included learning with others, and tapping the prior knowledge of the trainees (Smyth,

2013). The search of literature revealed a large body of research described above that also supports the results of this related mixed method study and, more importantly, highlighted the need for this professional development workshop.

Thus, from the comprehensive literature review, I designed this project, as an initial experience in skills training and modeling of culturally and linguistically responsive instructional strategies. The aim was to increase the CRTSE of teachers and their ability to translate their knowledge and skills into better student outcomes for diverse populations.

### **Implementation**

The professional development genre that has been demonstrated to be especially effective in changing teacher practices and impact on student outcomes is workshops and summer institutes (Guskey & Yoon, 2009). Over the past few years, many universities developed summer institutes directed toward cultural responsiveness (e.g. Ball State University, 2015; Center for Culturally Responsive Practices; Eastern Oregon University, 2015; Georgetown College, 2013-2014; Maryland University, 2013, 2014; New York University, Steinhardt School of Culture Education and Human Development, 2012; Teach for America, 2013; University of Wisconsin, Whitewater, 2014).

The timetable and proposal for implementing this pilot project was scheduled to be conducted during the summer of 2017 over three Saturdays. Each session would be 8 hours long. The number of participants would be held at 30. Only first year candidates in teacher programs would be selected for this initial implementation. This researcher will be the facilitator. The project would be implemented and sponsored by the institution,

where I work in Honolulu, Hawaii and faculty from each department will be invited to participate with the express intention of encouraging their feedback, collaboration, and facilitation in future workshops. I created a detailed schedule that has been outlined in Addendum A.3 and that provides links to the topics, learning tasks, each session's learning objectives and their requisite learning outcome assessment instruments as well as standards and competencies that would be met for each learning task.

The professional learning project will be conducted as a face-to-face summer institute with a concurrent web-based learning management system (Canvas) that will serve as a repository for the learning module content, discussion prompts, resources and resource links, assignment guidelines, rubrics, formative and summative assessments and multimedia including the participants' videotapes. This course management system will provide a selective release option for completion of formative assessments, for example, once the participant has successfully passed a quiz, the next module's content will be accessible. The project will provide participants with 3.0 continuing education credits at the completion of the professional learning project. The project is expected to serve as a beginning for on-going learning experiences that examine what is truly needed to prepare teacher candidates to facilitate optimal culturally and linguistically responsive learning environments and improve outcomes for all students. Evaluation of the project to meet the expected goals will determine if the number of sessions, time for each session, and university session changes are necessary.

### **Project Evaluation Plan**

The overall learner outcomes expected as a result of participation in this project are that teacher candidates will not only acknowledge the need for increased culturally responsive teacher training, but also perceive themselves as having increased their culturally responsive teaching self-efficacy (CRTSE), as measured by a pre-test and post-test survey using the CRTSE scale. Moreover, since each day of the three-day institute will build on training from the previous day, there will be a formative assessment at the end of each session, assessing the learner's movement toward achieving the workshop goals. For example, there are several formative assessments of the learning tasks completed during the first day's session providing evidence of the participants' achievement of the day's outcomes. The participants will take a pre-test quiz at the beginning of each session. At the conclusion of each session, participants will also complete a post-test quiz that will indicate their level of conceptual understanding of the first day's session. For example, at the end of session 1, participants will be expected to identify reasons why they felt it was important to implement a more culturally responsive curriculum citing specific examples from the session content. From the students' written examples, the facilitator will be able to determine if the participants are prepared to proceed to the second session without clarifying or revisiting the content.

Participants will also be asked to reflect on their perception of the most and least helpful activities. For each session, the learning tasks implemented including the learning task objective, expected learner outcomes, and the assessments for that learning task, are described in Table 1. The pre-test and post-test summative data will be analyzed via

descriptive statistics indicating overall effectiveness of the project to meet the expected learning outcomes. The participants will also have an opportunity to anonymously rate the facilitator's performance and modeling of the activities to potentially inform future training modules.

Finally, several colleagues and professional educators will be sought to review the evaluations of the effectiveness of this pilot project. The data will be analyzed and used to make evidence-based changes to the project design, activities, and outcomes for future implementation. All of the assessment instruments discussed can be found in the Appendix.

## Section 4: Reflections and Conclusions

### **Introduction**

In this section, I offer reflections regarding the strengths and limitations of the project and the potential for social change it offers, and reflections and conclusions regarding myself as a scholar, practitioner, educational leader, and change agent.

### **Project Strengths and Limitations**

#### **Project Strengths**

Recent reforms that serve to eliminate the achievement gaps of diverse students are centered on evaluations of teacher effectiveness (Irvine & Hawley, 2011). However, focusing on teacher effectiveness without focusing on how to specifically prepare teacher candidates to be more culturally and linguistically effective is limiting the potential successes of teacher candidates. A strength of the project is in its recognition of the present lack of explicit training in culturally and linguistically responsive knowledge, instructional strategies and skills, and teacher candidates' lack of awareness of and inability to meet the needs of ethnically, culturally, and linguistically diverse students. Hence, its design is specifically aimed at providing experiences of culturally and linguistically responsive skills and knowledge that will increase prospective teachers' CRTSE. This project has the potential to influence the creation and inclusion of more culturally responsive experiences in comprehensive curricula provided early on and throughout a teacher candidates' preparation. The expectation is that these educational experiences will translate into better professional practices with diverse students in their respective classrooms. My hope is that this project will result in culturally and

linguistically responsive pedagogy becoming a significant part of teacher candidates' repertoire and part and parcel of the teacher evaluation for licensure. Moreover, as the pedagogy is aligned with the edTPA performance evaluation, it can be used to provide evidence that demonstrates teacher candidates' increasing effectiveness and readiness in utilizing culturally and linguistically responsive teaching skills and strategies.

### **Project Limitations and Potential Barriers**

Scholars have identified numerous challenges related to integrating diversity training into teacher education programs. Some researchers have claimed that there is a general resistance to changing teaching styles and having to prepare and assess new teaching techniques. They have claimed that these changes not only require collaboration, but also are time consuming and labor intensive (Feimen-Nemser, 2001; Kea, Campbell-Whatley & Richards, 2006; Lynn, 2014; Sleeter, 2011; Sobel, Gutierrez, Zion, & Blanchett, 2011). Another challenge researchers have reported is the resistance to change by teacher educators and administrators in higher education institutions, to move away from the commonly required standalone multicultural education course. The one multicultural course approach provides a one-time diversity training that is much easier to institutionalize, than it is to develop and implement more interdisciplinary or experientially-based projects that are integrated throughout the entire teacher education program (Feimen-Nemser, 2001; Sleeter, 2011). Over the past two decades culturally responsive, multicultural, and bilingual approaches to teaching have been slowly replaced by standards-driven curricula. The change has been identified as a result of (a) persistent resistance by faculty emerging from their simplistic conceptions of what culturally

responsive pedagogy is; (b) too little research on the effectiveness of standards-driven curricula and student achievement; and (c) an elite and Caucasian fear of losing national and global hegemony (Sleeter, 2011).

Sleeter (2011) further posited that the following barriers are frequently encountered: (a) teachers have only a rudimentary understanding of CRT (defining persons according to belonging to a socio-cultural group then applying cultural practices associated with that group); (b) misplaced expectations of teachers who think CRT is teaching the students about their culture instead of using what the students know as a resource for teaching; (c) the tendency for educators to search for the one-size-fits-all way to improve academic achievement; and (d) “the problem of viewing culturally responsive pedagogy as something to do when students of color are present, rather than examining oneself and one’s teaching as culturally constructed” (p. 3). According to Sleeter, challenging Western conceptualizations of knowledge learning and hegemony by encouraging a social justice initiative and a truly culturally responsive pedagogy may instigate a backlash of resistance based upon a clash of worldviews. This is especially pertinent in Hawaii where there is a history of more than 500 years of colonization and marginalization of Native Hawaiians (Kanaka Maoli) and the Native Hawaiian culture (Teves, 2012). Thus another barrier to be considered is whether or not the facilitator of the project is perceived as an “insider” or a culturally and linguistically master teacher. Another potential barrier to be considered is that implanting change initiatives, like this pilot project, often produces resistance from teacher educators who do not wish to address self-issues of race and racism. These may include color-blind racial attitudes and



dispositions, and personal resistance to embracing the training required to become more culturally responsive (Cochran-Smith et al., 2015; Kea, Campbell-Whatley, & Richards, 2006; King, Artiles, & Kozleski, 2009; Peery, 2011). This is what Gay (2010) referred to as one of five barriers to “confronting the conventions of longstanding pedagogical assumptions, beliefs, and practices” (p. 238). Gay (2010) proposed that tradition, volunteerism, professional racism, individualism, compartmentalization, and cultural hegemony continue to be obstacles to alternative paradigms of culturally responsive practice.

A major limitation of this type of project is the recognition that no 3-day summer institute can be expected to fully provide the complex and dynamic, culturally and linguistically responsive professional development a teacher candidate requires. It is more likely that this type of training requires an evolutionary and transformational process that needs to continue over the course of a teacher’s entire career. Thus, this project alone cannot provide the overall reform that may be required to create a more integrated, interdisciplinary, and coherent curriculum for teacher education. In recognition of these considerations, this project should be considered a beginning point of an evolutionary and transformational process, and an initial experience in a continuum of training.

### **Recommendations for Alternative Approaches**

The literature on integrating culturally and linguistically responsive teaching and learning that emphasizes a change in the way each state approaches education has begun to outline different approaches that address the problem of improving the achievement

gaps of diverse, marginalized, and underserved students, and increasing equity in education in America as inseparable imperatives (DeBaun, 2012). For example, both the Los Angeles and the San Francisco Unified School Districts have implemented district-wide culturally responsive professional development programs and guidelines to ensure every child's right to be well educated (Garcia, 2012; Patton, 2013). In addition, many states now provide statewide culturally responsive guidelines that inform policy for educational practices at the higher education (teacher education) and school levels (Howe, 2012).

A rigorous alternative approach to addressing this problem is the one taken by the Maryland Teaching Consortium in conjunction with the Maryland Department of Education. This approach combines all the other approaches into a reform movement at the teacher education, local school system, and school levels in a collaborative effort to infuse culturally and linguistically responsive strategies utilizing professional development schools and approaches to prepare educators for high poverty, culturally and linguistically diverse schools (Beaty-O'Ferrall et al., 2014). This is by far the most comprehensive and recommended approach to address this problem.

### **Scholarship, Project Development and Evaluation, and Leadership and Change**

#### **Analysis of Self as a Scholar**

Prior to embarking on this doctoral journey, I found myself in positions of college program administrator and teacher educator. These positions required constant inquiry into the academic research necessary to stay relevant and current. My intent as a lifelong learner is to extend my scholarly inquiry and research contributions while furthering my

ability to serve the prospective teacher candidates whom I have been fortunate enough to instruct, mentor, and supervise.

I chose Walden University specifically because the course offerings and program administration in education and leadership was supportive of my vision of the importance of a social change agenda while affording me the time to continue to meet my professional and personal responsibilities. I felt this learning environment would support my belief that with greater knowledge and scholarship, my character would be improved and my responsibility as a change agent for equity and social justice in teacher education would also be enhanced (Walden University, 2012). Moreover, I was encouraged by my Walden faculty supervisors to pursue the topic of this study in terms of its importance for social change. In choosing to conduct a mixed methods study, I was challenged to grow in my capacity to collect and analyze both quantitative and qualitative data. Furthermore, being able to critically synthesize and analyze others' scholarly research, to recognize true generalizations of the study results, and to be able to apply this knowledge to a real world research problem has been an invaluable part of my development as a scholar. The high standards demanded by the Walden faculty, including the frequently required revisions, have motivated me to challenge, question, and commit to future scholarly research that could further inform the existing knowledge base associated with CRTSE in teacher preparation.

### **Analysis of Self as a Practitioner**

As a teacher educator and administrator, I have also worn many leadership hats including course developer, instructor, field supervisor, mentor, and mentor supervisor.

This academic journey toward my doctorate has also allowed me to better facilitate mentorship interactions, and to encourage teacher-faculty and student teachers to become more scholarly practitioners. Throughout my dissertation preparation, my own personal growth as a more culturally and linguistically responsive educator has been what I would consider my greatest accomplishment. It has enhanced my ability to facilitate the growth and development of more culturally and linguistically responsive teacher candidates. Among the more satisfying aspects of this process has been observing how my modeling of culturally and linguistically responsive skills and knowledge have affected my teacher candidates' culturally responsive awareness and teaching practices.

### **Analysis of Self as a Project Developer**

It is in the area of project development that I feel I have grown the most as a result of this doctoral study project. In essence, my growth as a scholar and practitioner have both contributed to my capacity to craft this project that I feel is so necessary to my students' and mentees' ability to meet diverse students' needs. The attention to the study results drove my particular area of interest in professional development. It is my personal belief that "re-inventing the wheel" is not always the most efficient means of developing any project. Hence, the extensive search of the professional literature required of this research experience and project development allowed me to identify workshops and activities that had already been effectively implemented and evaluated. These studies, coupled with my own mixed methods study results, created a rather clear set of learner outcomes. These learner outcomes drove the selection, modification, and development of the project activities. Recognizing that teacher candidates are considerably overwhelmed

with study, work, and other academic and personal responsibilities, the project needed to be streamlined to fit within a relatively short time commitment for participants.

### **Implications, Applications, and Directions for Future Research**

Every change effort begins with that first step which must be sustained by the subsequent and most important next steps. As social change is evidenced in our changing societal demographics, a socially responsible and equitable change initiative needs to be created to adapt to this change in our system of education. Many teacher education programs have begun to recognize that influencing the way teachers teach ideally begins in their pre-service teacher education program. Yet, it is obvious in the professional literature that to keep teachers' current and effective in the field, there must be professional development opportunities provided not only in pre-service programs, but also for in-service teachers and throughout their teaching careers.

This research project was intended to be among the initial academic opportunities that could potentially inform an integrated and continuous culturally and linguistically responsive curriculum that embraces the social changes being experienced. With ongoing reinforcement, the impact for culturally responsive social change in education could be dynamic locally, nationally, and globally. I hold that implications from this study's findings and the implementation of this project may inform future research that examines how culturally and linguistically responsive professional development that provides skills training for teacher candidates is sustained from the beginning of their pre-service coursework until they are in-service teachers.

## **Conclusion**

In conclusion, my extensive literature review described in previous chapters, coupled with the results of a mixed method study, revealed the need for this pilot professional development project geared toward encouraging an increase in the implementation of culturally responsive skills training in teacher education curriculum, and ultimately in in-service programs. The project design that emerged from the research highlighted the need for this initial experience and for ongoing professional development that would continually increase the CRTSE among pre-service and in-service teachers. The intended results are that teachers would be able to apply the modeled experiences in cultural and linguistic teaching strategies in their classrooms, increasing the educational opportunities and outcomes among their culturally diverse students. Moreover, I hope that the success of such undertakings will grow, develop, and spread to teaching institutions everywhere and have social change implications far beyond Hawaii. The result will be the ability for all teachers to meet the diverse needs of all of their students.

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Appendix A: Becoming Culturally and Linguistically Responsive Educators:

Summer Institute Professional Development Workshop

A1 Promotional Flyer

Appendix A: Becoming Culturally and Linguistically Responsive Educators: Summer Institute Flyer

**Education is the most POWERFUL WEAPON which you can use to change the WORLD.**  
- Nelson Mandela

The Education Division of the U.S. Embassy presents  
with FORDA SUPPORT

**Becoming Culturally & Linguistically Responsive Educators**

Learn the professional practices, pedagogies, and instructional strategies that will help you to become a more effective teacher of students from diverse backgrounds. This workshop will provide you with the knowledge and skills you need to become a more effective teacher of students from diverse backgrounds. This workshop will provide you with the knowledge and skills you need to become a more effective teacher of students from diverse backgrounds.

**LEARNING OBJECTIVES**

• Identify the cultural and linguistic backgrounds of students from diverse backgrounds.

• Apply pedagogical practices and instructional strategies that are effective for students from diverse backgrounds.

• Develop a plan to become a more effective teacher of students from diverse backgrounds.

**Professional Development**

**Workshop Objectives**

• Identify the cultural and linguistic backgrounds of students from diverse backgrounds.

• Apply pedagogical practices and instructional strategies that are effective for students from diverse backgrounds.

• Develop a plan to become a more effective teacher of students from diverse backgrounds.

**Workshop Dates**

• August 14-15, 2014

• August 16-17, 2014

• August 18-19, 2014

• August 20-21, 2014

• August 22-23, 2014

• August 24-25, 2014

• August 26-27, 2014

• August 28-29, 2014

• August 30-31, 2014

## A2 Pre-Workshop Survey

**Becoming Culturally and Linguistically Responsive Educators  
Pre-Workshop Survey**

This pre-workshop assessment will provide invaluable information for the design of the workshop activities. Please select your agreement with the following statements based upon a scale of Strongly Agree (5) to Strongly Disagree (1). Please circle the selection that best describes your needs at this time.

I need additional training in order to integrate culturally and linguistically responsive strategies and practices into my teaching:

1   2   3   4   5

I believe that I will learn new, valuable, strategies and practices to meet diverse students' needs through this workshop:

1   2   3   4   5

I am participating in this workshop because of my own desire to improve

1   2   3   4   5

I am participating in this workshop because this workshop has been deemed mandatory by my supervisor.

1   2   3   4   5

This workshop seems to be focused on strategies I already know.

1   2   3   4   5

I already have experience in (Check all that apply)

- Developing culturally responsive curricula
- Developing linguistically responsive curricula
- Integrating culturally responsive curriculum into subject areas
- Integrating linguistically responsive curriculum into subject areas
- Classroom management that is culturally and linguistically responsive
- Practicing culturally responsive skills and strategies
- Practicing linguistically responsive skills and strategies
- Observing culturally responsive evidence-based practices by masterful models

-Observing linguistically responsive evidence-based practices by masterful models

To learn new teaching strategies I prefer to:

(Check all that apply in order of importance (1 being most important to 9 least important)

- Listen to a lecture
- Watch a sample video
- Observe a demonstration of the teaching strategies in real time
- Discuss with an expert
- Discuss the topic with another person
- Discuss in a small group
- Discuss in a large group
- Other- please identify-

To practice new teaching strategies I prefer to:

(Check all that apply) in order of importance (1 being most preferred and 9 being least preferred)

- Listen to a lecture
- Watch a sample video
- Observe a demonstration of the teaching strategies in real time
- Discuss with an expert
- Discuss the topic with another person
- Discuss in a small group
- Discuss in a large group
- Other- please identify-

What benefits, if any, do you feel integrating culturally and linguistically responsive teaching strategies and skills in your daily instructional practices will have on your students?

What barriers do you anticipate to participation in this workshop? (e.g. time, background knowledge, other priorities, mandatory or voluntary)

What barriers do you anticipate in integrating what you learn in this workshop in your classroom?

How would you describe your current level of integrating culturally and linguistically responsive strategies into your daily teaching practices?

What would be some of your desired learning outcomes from this professional development workshop?

### A3 CRTSE Pre-Post Test Survey

Culturally Responsive Teaching Self Efficacy Scale (CRTSE)-Extended  
(adapted from Siwatu, 2007)

#### Appraisal Inventory

How confident are you that you can do each of the following tasks described below?  
Rate how confident you are that you can achieve each of the following by indicating a probability of success from 0 (no chance) to 100 (completely certain). The scale below is for reference only: you do not need to use only the given values. You may assign ANY number between 0 and 100 as your probability.

0 10 20 30 40 50 60 70 80 90 100

0=No Chance, Very Little Chance, Little Chance, 50/50 Chance, Good Chance, Very Good Chance, Completely Certain = 100

I am able to:

- (1) Adapt instruction to meet the needs of my students
- (2) Obtain information about my students' academic strengths
- (3) Determine whether my students like to work alone or in a group
- (4) Determine whether my students feel comfortable competing with other students
- (5) Identify ways that the school culture (e.g., values, norms, and practices) is different from my students' home culture
- (6) Implement strategies to minimize the effects of the mismatch between my students' home culture and the school culture
- (7) Assess student learning using various types of assessment
- (8) Obtain information about my students' home life
- (9) Build a sense of trust in my students
- (10) Establish positive home-school relations
- (11) Use a variety of teaching methods
- (12) Develop a community of learners when my class consists of students from diverse backgrounds
- (13) Use my students' cultural backgrounds to help make learning meaningful
- (14) Use my students' prior knowledge to help them make sense of new information
- (15) Identify ways how students communicate at
- (16) Obtain information about my students' cultural backgrounds
- (17) Teach students about their cultures' contributions to science
- (18) Greet English Language Learners with a phrase in their native language
- (19) Design a classroom environment using displays that reflect a variety of cultures
- (20) Develop a personal relationship with my students
- (21) Obtain information about my students' academic weaknesses
- (22) Praise English Language Learners for their accomplishments using a phrase in their native language
- (23) Identify ways that standardized tests may be biased towards linguistically diverse students
- (24) Communicate with parents regarding their child's educational progress
- (25) Structure parent-teacher conferences so that the meeting is not intimidating for parents
- (26) Help students to develop positive relationships with their classmates
- (27) Revise instructional material to include a better representation of cultural groups
- (28) Critically examine the curriculum to determine whether it reinforces negative cultural stereotypes
- (29) Design a lesson that shows how other cultural groups have made use of mathematics
- (30) Model classroom tasks to enhance English Language Learners' understanding
- (31) Communicate with the parents of English Language Learners regarding their child's achievement
- (32) Help students feel like important members of the classroom

- (33) Identify ways that standardized tests may be biased towards culturally diverse students
- (34) Use a learning preference inventory to gather data about how my students like to learn
- (35) Use examples that are familiar to students from diverse cultural backgrounds
- (36) Explain new concepts using examples that are taken from my students' everyday lives
- (37) Obtain information regarding my students' academic interests
- (38) Use the interests of my students to make learning meaningful for them
- (39) Implement cooperative learning activities for those students who like to work in groups
- (40) Design instruction that matches my students' developmental needs
- (41) Select literature and literacy activities that reflect the experiences of diverse students in my classroom
- (42) Analyze whether a text used in my classroom is culturally authentic or biased
- (43) Identify societal issues and perceptions of diverse people that influence opportunities and affect the learning environments of students from diverse backgrounds
- (44) Engage family and community members in playing a more influential role in school decisions and policies
- (45) Analyze students' writing samples to determine individual strengths that involve (positive) cross-linguistic transfer
- (46) Analyze students' writing samples to determine individual weaknesses that involve (negative) cross-linguistic transfer (or interference)
- (47) Observe and analyze students' reading and writing (literacy events) to understand how diverse students might have different uses for and forms of literacy practices that may impact their literacy development in English
- (48) Analyze and accommodate students' verbal and non-verbal interaction patterns that may be different from my own cultural norms (e.g., eye contact, discourse patterns)
- (49) Support the academic learning and social development of students negotiating a new culture \_\_\_\_\_
- (50) Advocate for culturally and linguistically diverse students and their families who may experience unjust treatment because of their diverse background

## A4 Summer Institute Schedule

## Summer Institute Schedule: Day 1

8:00-8:30	<b>Registration</b>
8:30-10:00	<b>Overview of Project Goals</b> <b>Review of Pre-assessment Data</b> <b>Overview of Day 1: Learner Outcomes: Participants will recognize the importance of becoming more culturally and linguistically responsive educators. Participants will be able to identify how culturally responsive education will improve teaching and learning.</b> <b>Pre-Test Day 1</b> <b>Why: Culturally and Linguistically Responsive Teaching and Learning and Addressing the Achievement and Educational Gaps of the Indigenous and Marginalized</b> <b>Activity 1.1.1: Historical Perspective Education Fact Sheet</b>
	<b>Quick Read- UN Human Right to Education</b> <b>Whip Around: Definitions: (culture, (Nieto &amp; Bode, 2011; Kana'iaupuni &amp; Ledward, 2013) indigenous, culturally responsive education, racism, bias, oppression, discrimination, assimilation, accommodation, cultural dominance, marginalization; underserved, social justice)</b>
	<b>Activity 1.1.2: Buzz Groups: Using the readings, historical fact sheet, definitions, and your own personal reasons, write a brief statement describing why culturally responsive education is important. Share your responses within your small group and make a list of the different reasons your group has discussed. If you used any of the vocabulary shared from "sharing definitions" please circle those words.</b> <b>Activity 1.1.3: What are some core tasks that can be created out of the reasons you have listed? (Wiggins &amp; McTighe, 2005)</b>
10:00-10:20	<b>Break</b>
10:20-11:50	<b>Activity 1.2.1: Introduction to CRT Trends</b> <b>Activity 1.2.2: Introduction to CRT Terms</b> <b>Activity 1.2.3: Introduction to Three Stages of the Cultural Approach to Professional Learning</b> <b>Buzz Group: Where Am I Now?</b>
11:50-1:00	<b>Lunch</b>
1:00-2:30	<b>Activity 1.3.1: CRT Success Stories and Statistics</b>
2:30-2:45	<b>Break</b>
2:45-3:30	<b>Activity 1.4.1: Introduction to Canvas Learning Management System- Culturally and Linguistically Responsive Professional Learning Project-2016</b>
3:30-4:00	<b>Daily Evaluation Exit Ticket-Measuring Learner Outcomes Day 1-Post Test Quiz-Canvas Summer Institute Project</b> <b>Personal Reflection: Post to Canvas Summer Institute Project</b> <b>What worked, What needed an Upgrade, What Questions Remain, Additional Comments-Homework: Review, Day 1 Session in Canvas; Retake Quiz until</b>

## Summer Institute Schedule Day 2

- 8:00-8:30 **Overview of Day 2: Learner Outcomes: Participants will be able to identify several CRT theoretical frameworks, CRT Standards and Competencies and CRT Skills. Participants will be able to “match” CRT standards with CRT skills, develop a sample lesson utilizing one set of CRT standards in a content area, and provide National Core Curriculum Standards for a grade level.**
- 8:30-10:00 **What: Culturally and Linguistically Responsive Teachers**
- Activity 2.1.1: Introduction to CRT Theoretical Frameworks (PPT) (Handout)**
- Activity 2.1.2: Introduction to CRT Standards (CREDE) and CRT Competencies (Siwatu, 2007; Sarker, 2012) (Handouts)**
- Activity 2.1.3: Aligning Standards with the CRTSE Skills and 10 additional Linguistic Skills (Siwatu, 2007; Sarker, 2012)**
- Matching Game**
- 10:00-10:20 **Break-**
- 10:20-11:50 **Activity 2.2.1: Converting Goals and Standards into Questions: Big Ideas: (e.g. What is the value of the CRTSE skill (what does the skill help you do more effectively?) (What are the underlying concepts in gaining a repertoire of cultural practices/skills relevant to your CLD students?)**
- 11:50-1:00 **Lunch**
- 1:00-2:30 **Activity 2.3.1: CRT Teacher Characteristics**
- Activity 2.3.2: CRT Classroom Characteristics**
- Activity 2.3.3: CRT Case: Greenlandic Lesson**
- 2:30-2:50 **Break**
- 2:50-3:30 **Activity 2.4.1: CREDE ECE Rubric**
- Activity 2.4.2: edTPA Lesson Template**
- 3:30-4:00 **Daily Evaluation Exit Ticket-Measuring Day 2 Learning Outcomes- Day 2- Quiz- Canvas Summer Institute Professional Learning Project**
- Personal Reflection: Post to Canvas, What worked, What needed an Upgrade, What, Questions Remain, Additional Comments-**
- Homework: Review, Day 2 Session in Canvas; Retake Quiz until Session 3 Release; Review Session 3 Overview**

### Summer Institute Schedule Day 3

- 8:00-8:15** *Overview of Day 2: Learner Outcomes: Teacher candidates will be able to create, implement, and assess a culturally and linguistically responsive lesson plan utilizing the edTPA lesson template for a content area aligned with NCCS and CRT Standards or Competencies and 7 edTPA Rubrics .*
- 8:15-10:30** *How: Practicing CRT Skills and Meeting the Competencies and edTPA Rubrics for Teacher Assessment Requirements*
- Activity 3.1.1: Facilitator Introduces 7 edTPA Rubrics, 1 Exemplary Pre-and Post Formal Assessment Exemplar; 1 Exemplary Lesson Commentary*
- Activity 3.1.2: Facilitator Models Three CRT Lessons (Videotaped)( ECE, Elementary, Secondary grade levels)*
- Activity 3.1.3: Facilitator Reviews How Three CRT Lessons Meet 7 EdTPA Rubric Criteria*
- 10:30-10:50** *Break*
- 10:50-11:50** *Activity 3.2.1: Facilitator Models How to Plan a CRT Lesson utilizing*
- 11:50-1:00** *Lunch*
- 1:00-2:30** *Activity 3.3.1: Plan a CRT Lesson Plan utilizing the edTPA lesson plan template for content understanding and utilizing the 7 edTPA Rubrics*
- 2:30-2:50** *Break*
- 2:50-3:30** *Activity 3.3.1: Present your CRT Lesson Plan to Your Small Group (Videotaped)*  
*Activity 3.3.2: Assess your group's Lesson Plan's Based Upon edTPA Rubric (Videotaped)*
- 3:30-4:00** *Daily Evaluation Exit Ticket-Measuring Day 3 Learner Outcomes-Day 3 Quiz-Canvas*  
*Overall Evaluation Ticket-Overall Project Learner Outcome Evaluation-Complete CRTSE*  
*Personal Reflection Essay: Post to Canvas-What worked, What needed an Upgrade, What Questions Remain, What Further Training Needed, Additional Questions*  
*Homework-Post Lesson Plan*  
*Post Video of Implementation of Lesson*  
*Post Peer Assessment Video*  
*Post Workshop Evaluation Survey*



A5 Power Point Presentation (Screenshot)



## A6 InTASC Standards

## InTASC Standard 1. Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

- The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.
- The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.
- The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

## InTASC Standard 2. Learner Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

- The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.
- The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.
- The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.
- The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms, including Native Hawaiian history and culture.
- The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.
- The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

## InTASC Standard 3. Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

- The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
- The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.
- The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.
- The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.
- The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.
- The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.
- The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.
- The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

InTASC Standard 4. Content Knowledge teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

<ul style="list-style-type: none"> <li>• The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.</li> <li>• The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.</li> <li>• The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.</li> <li>• The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.</li> <li>• The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.</li> <li>• The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.</li> <li>• The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.</li> </ul>
<ul style="list-style-type: none"> <li>• The teacher creates opportunities for students to learn, practice, and master academic language in their content.</li> <li>• The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.</li> </ul>
<p>InTASC Standard 5. Application of Content</p> <p>The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p> <ul style="list-style-type: none"> <li>• The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).</li> <li>• The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).</li> <li>• The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.</li> <li>• The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.</li> <li>• The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.</li> <li>• The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.</li> <li>• The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.</li> <li>• The teacher develops and implements supports for learner literacy development across content areas.</li> </ul>
<p>InTASC Standard 6. Assessment</p> <p>The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p> <ul style="list-style-type: none"> <li>• The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.</li> <li>• The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</li> <li>• The teacher works independently and collaboratively to examine test and other performance data to</li> </ul>

understand each learner's progress and to guide planning.

- The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.
- The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.
- The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.
- The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.
- The teacher prepares all learners for the demands of particular assessment formats and makes appropriate modifications in assessments or testing conditions especially for learners with disabilities and language learning needs.
- The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

#### InTASC Standard 7. Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

- The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
- The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.
- The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
- The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.
- The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate effective learning experiences to meet unique learning needs.
- The teacher evaluates plans in relation to short-and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

#### InTASC Standard 8. Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

- The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and

learners.

- The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.
- The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.
- The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.
- The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.
- The teacher engages all learners in developing higher order questioning skills and metacognitive processes.

- The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.
- The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.
- The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

## A7 eDTPA Task Dimensions

1. Planning Instruction and Assessment establishes the instructional and social context for student learning and includes lesson plans, instructional materials and student assignments/ assessments. Candidates demonstrate how their plans align with content standards, build upon students' prior academic learning and life experiences and how instruction is differentiated to address strengths and student needs.
2. Instructing and Engaging Students in Learning includes one or two unedited video clips of 15-20 minutes from the learning segment and a commentary analyzing how the candidate engages students in learning tasks. Candidates also demonstrate subject-specific pedagogical strategies and how they elicit and monitor student responses to develop deep subject matter understandings.
3. Assessing Student Learning includes classroom based assessment (evaluation criteria), student work samples, quality of teacher feedback and a commentary analyzing patterns of student learning. Candidates summarize the performance of the whole class, analyze the specific strengths and needs of three focus students and explain how their feedback guides student learning.
4. Analysis of Teaching Effectiveness is addressed in commentaries within Planning, Instruction and Assessment tasks. In planning, candidates justify their plans based on the candidate's knowledge of diverse students' learning strengths and needs, and principles of research and theory. In Instruction, candidates explain and justify which aspects of the learning segment were effective, and what the candidate would change. Lastly, candidates use their analysis of assessment results to inform next steps for individuals and groups with varied learning needs.
5. Academic Language Development is evaluated based on the candidate's ability to support students' oral and written use of academic language to deepen subject-matter understandings. Candidates explain how students demonstrate academic language using student work samples and/or video recordings of student engagement. The five dimensions of teaching are evaluated using 15 analytic rubrics on a five point-score scale focused on student learning.

## A8 eDTPA Lesson Planning Template

(This template may be modified as needed to fit district or school lesson plan formats.)

Grade Level:

Subject / Content area:

Unit of Study:

Lesson Title:

**Central Focus for the learning segment:**

**Content Standard(s):** NYS CCLS or Content Standards (List the number and text of the standard. If only a portion of a standard is being addressed, then only list the relevant part[s].)

**Learning Objectives** associated with the content standards:

**Instructional Resources and Materials** to engage students in learning:

**Instructional Strategies and Learning Tasks** that support diverse student needs. (Include what you and students will be doing.):

**Differentiation and planned universal supports:**

**Language Function students will develop. Additional language demands and language supports:**

**Type of Student Assessments and what is being assessed:**

**Informal Assessment:**

**Formal Assessment:**

**Modifications to the Assessments:**

**Evaluation Criteria:**

Relevant theories and/or research best practices:

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**Lesson Timeline:**

## A9 Culturally Responsive Competencies (Siwatu, 2005)

**The Culturally Responsive Teaching Competencies (Siwatu, 2005)*****Curriculum and Instruction***

The first component of the culturally responsive teaching competencies is *curriculum and instruction*. This component describes the processes in which teachers (1) connect classroom activities to students' cultural and home experiences, (2) modify instruction to maximize student learning, (3) design culturally relevant curricula and instructional activities, and (4) design instruction that is developmentally appropriate and meets students' affective, cognitive, and educational needs. Culturally Responsive Teachers:

1. modify instruction and instructional activities, providing students with unbiased access to learning resources in an attempt to present students with sufficient opportunities to master subject matter and reach their academic potential (e.g., Banks & Banks, 1995; Gay, 2002a; Ladson-Billings, 1994; Le Roux, 2001; Darling-Hammond, 2001).
2. understand the importance of using students' cultural knowledge (e.g., culturally familiar scenarios, examples, and vignettes), experiences, and prior knowledge to serve as a scaffold to assist them in learning new concepts, principles, facts and ideas. Stemming from this understanding, the teacher develops a repertoire of instructional examples that are culturally familiar to students (e.g., Delpit, 2006; Escalante & Dirmann, 1990; Floden, 1991; Gutstein, Lipman, Hernandez, & Reyes, 1997; Villegas & Lucas, 2002).
3. infuse the curriculum and thematic units with the culture of the students represented in the classroom (e.g., Ensign, 2003; Gay, 2002a; Irvine & Armento, 2001; King, 1994; McCabe, 1997; Nobles, 1990; Schuhmann, 1992; Tate, 1995; Shrosphire, 1999).
4. understand the cultural contributions of the cultures represented in the classroom. These contributions include those made to civilization, history, science, math, literature, arts, and technology. Culturally responsive teachers use this knowledge to design culturally relevant curricula and instructional activities (e.g., Akbar, 1998; Ladson-Billings, 1994; Madhubuti & Madhubuti, 1994; Muhammad, 2003; Nobles, 1990; Smith, 1998).
5. utilize a variety of instructional methods to assist students in learning the subject matter and maintaining their attention and interest in learning and relevant instructional activities. These methods may include the use of hands-on activities, projects, group work, field trips, etcetera (e.g., Hale, 2001; Hollins, 1993; Irvine & Armento, 2001; Shade, 1994; Shade et al., 1997; Villegas & Lucas, 2002).
6. understand that students approach learning tasks differently and have various learning preferences (e.g., ways of perceiving, organizing, and evaluating information, noise preferences, social settings, structural arrangements, interpersonal interactional style). Coupled with this understanding culturally responsive teachers strive to match instruction, presentations, and instructional tasks to students' learning preferences (e.g., Guild, 2002; Hale, 2001; Irvine & York, 2001; Shade et al., 1997; Smith, 1998).



7. design instruction that is developmentally appropriate and meets students' affective, cognitive, and educational needs (e.g., Boykin, 2002; Escalante & Dirmann, 1990; Shade, 1994; Ware, 2006).
8. review and assess curricula, textbooks, and instructional materials to determine its multicultural strengths and weaknesses, and relevance to students' interests and instructional needs. Stemming from this analysis, culturally responsive teachers make revisions where they are deemed necessary (e.g., Gay, 2002a; Grant, 1991; Leavell et al., 1999; Villegas & Lucas, 2002).
9. find ways to support language acquisition and enhance English Language Learners' comprehension of classroom tasks (e.g., Au & Kawakami, 1994; Curran, 2003; Jolly et al., 1999; Moll, 1999; Schuhmann, 1992; Lucas, Villegas, & Freedson-Gonzalez, 2008).
10. design curricula, thematic units and instructional activities in which the subject matter is perceived by students to be meaningful, useful, important, interesting, and relevant to their lives outside of school (e.g., Boykin, 2002; Hollins, 1993; Ladson-Billings, 1992; Muhammad, 2003; Perkins, 1999; Shropshire, 1999; Villegas & Lucas, 2002).
11. identify the academic and development needs of students and assess their students' readiness, intellectual and academic strengths and weaknesses, and interests (e.g., Cooper, 2002; Ford & Trotman, 2001; Hollins, 1993; Ladson-Billings, 1995b; Pang, 2001).

### ***Classroom Management***

The second component of the culturally responsive teaching competencies, entitled *classroom management*, describes the processes by which teachers develop a rich knowledge base of their students' cultural background and home life. Using this knowledge, teachers apply this understanding of their students to (1) create a culturally compatible learning environment that is warm and supportive, (2) minimize the effects of the cultural mismatch, (3) effectively communicate with students, and (4) develop a community of learners. In addition, these teachers understand the role parents and family members play in the success of their students. Therefore, teachers consciously attempt to foster meaningful relationships with parents and families. Culturally Responsive Teachers:

1. develop a rich knowledge base of their students' cultural background and use this knowledge to create a culturally compatible learning environment (e.g., Allen & Boykin, 1992; Brown, 2004, 2005; Gay, 2000; Weinstein, Tomlinson-Clarke, & Curran, 2004).
2. develop an understanding of students' home life. This includes information pertaining to the students' family background, parents' expectations for discipline and behavior, language use, child-rearing philosophy, religious and spiritual practices, and gender role socialization (e.g., Bondy, Ross, Galligane, & Hambacher, 2007; Curran, 2003; Schuhmann, 1992; Shade et al., 1997; Villegas & Lucas, 2002).
3. create a community of learners by encouraging students to focus on collective work and responsibility, cooperation, rather than competition and individualism (e.g., Gay, 2002a; Howard, 2001; Irvine & Armento, 2001; Weinstein, Curran, & Tomlinson-Clarke, 2003).

4. give priority to developing and maintaining positive, meaningful, caring, and trusting relationships with students (e.g., Bondy et al., 2007; Brown, 2004; Delpit, 2006; McAllister & Irvine, 2002; Madhubuti & Madhubuti, 1994; Milner, 2008; Ware, 2002, 2006).
5. understand the importance of creating a warm, inviting, supporting, safe, and secure classroom environment for all students and design a culturally compatible environment that conveys genuine respect of the cultures that are present in the classroom (e.g., Curran, 2003; Gay, 2002a; Lucas et al., 2008; Ware, 2002; Weinstein et al., 2003).
6. know how to communicate with students - English Language Learners - who are developing a mastery of the English language (e.g., Brown, 2003; Curran, 2003; Hollins, 1993; Jolly et al., 1999; Moll, 1999; Schuhmann, 1992; Shade et al., 1997).
7. understand that students' behavior in the classroom may be a reflection of cultural norms and may differ from the behavioral norms in traditional classrooms. Therefore, culturally responsive teachers view students' behavior through a cultural lens and establish expectations for appropriate classroom behavior that helps to maintain an environment that is conducive to learning (e.g., Allen & Boykin, 1992; Brown, 2003; Gay, 2002b; Hilliard, 1992; Irvine & Armento, 2001; Ladson-Billings, 1992; Monroe & Obidah, 2004).
8. acknowledge the possible discontinuity between students' home culture and school culture and understand the consequences of the cultural mismatch (e.g., miscommunication, school failure, confrontations between the student and teacher, and diminished self-esteem, self-identity and cultural identity). In addition, culturally responsive teachers design and implement interventions that minimize the consequences of the cultural mismatch (e.g., Bondy et al., 2007; Delpit, 1995; Gay, 1981, 2000; Irvine & Armento, 2001; Irvine, 1990)
9. foster meaningful and supportive relationships with parents and families and actively involve them in their students learning (Brown, 2003; Escalante & Dirmann, 1990; Ford & Trotman, 2001; Jolly et al., 1999; Ware, 2006; Weinstein et al., 2003).
10. know how to communicate with students' parents/guardians whose language is similar or different from themselves, regularly regarding the student's academic achievement and progress. In addition, culturally responsive teachers can structure classroom-based meetings that are comfortable for parents (e.g., Garibaldi, 1992; Irvine & Armento, 2001; Jolly et al., 1999; Weinstein et al., 2003).
11. communicate expectations of success (e.g., "I believe in you" or "I know you can do it," Bondy et al. 2007) despite students' ability levels. In addition, culturally responsive teachers structure learning that shows the child that he or she can be academically successful (Howard, 2001; Osborne, 1996; Ware, 2006).
12. understand the role that language plays in the teaching-learning process. Stemming from this understanding culturally responsive teachers use "non-traditional" discourse styles in an attempt to communicate in culturally responsive ways (Bondy et al. 2007; Howard, 2001; Sheets & Gay, 1996; Weinstein et al., 2003).

### ***Student Assessment***

The third component of the culturally responsive teaching competencies is *student assessment*. This component describes teachers' understanding of individual differences and how these differences influence the assessment of student learning and the interpretation of their students' performance on standardized tests. Culturally Responsive Teachers:

1. provide students with multiple opportunities to demonstrate what they have learned using a variety of formative and summative assessment techniques such as, self-assessment, portfolios, assignments, projects and problem-based assessments (e.g., Ford & Trotman, 2001; Gay & Howard, 2000; Hale, 2001; Qualls, 1998; Villegas & Lucas, 2002).
2. design assessments that are aligned with teaching and learning experiences. Therefore, assessments are designed to complement the culturally responsive pedagogical strategies that were employed during instruction. The pedagogical strategies are grounded in the cultural experiences of students and draws upon students' cultural funds of knowledge (e.g., Gordon, 1995; Hood, 1998; Lee, 1998; Qualls, 1998).
3. understand how instruction and assessment are intricately connected. Stemming from this understanding, culturally responsive teachers modify, adapt, and/or improve instruction in response to students' performance (e.g., Lee, 1998; Qualls, 1998; Sheets, 2005).
4. interpret standardized test scores cautiously with the understanding that the results may be biased towards culturally and linguistically diverse students and therefore may not reflect students' actual abilities, nor accurately gauge students' educational progress and achievement (e.g., Ford & Trotman, 2001; Ladson-Billings, 1994; Pewewardy, 1999; Smith, 1998).

### ***Curriculum Enrichment***

The fourth component of the culturally responsive teaching competencies, entitled *cultural enrichment*, describes the processes in which teachers assist their students to be successful while simultaneously helping them to maintain their cultural identity. Culturally Responsive Teachers:

1. assist their students to maintain their cultural integrity and develop an appreciation for their culture and cultural origins by teaching and reinforcing important information relative to their culture (e.g., Akbar, 1998; Eller-Powell, 1994; Foluke, 2002; Hale, 2001; Ladson-Billings, 1995b; 2000; Pewewardy, 1999; Tedla, 1996; Traore, 2007).
2. provide students with the knowledge and skills needed to function in mainstream culture while simultaneously helping students to maintain their cultural identity, native language, and connection to their culture (e.g., Cooper, 2002; Kunjufu, 2002; Osborne, 1996; Perkins, 1999; Pewewardy, 1994; Villegas & Lucas, 2002).

## A10 Post-Workshop Evaluation Survey

**Becoming Culturally and Linguistically Responsive Educators  
Post-Workshop Evaluation Survey**

This post-workshop assessment will provide invaluable information for the evaluation of this workshop and the design of future workshop activities. Please select your agreement with the following statements based upon a scale of Strongly Agree (5) to Strongly Disagree (1). Please circle the selection that best describes your needs at this time.

1. The goals and objectives of the workshop were clear, aligned with my expectations, and met.

1 2 3 4 5

2. Workshop activities (PowerPoints, Modeling, Peer Interactions, Practice Lessons w/ feedback) were appropriately designed to engage the learner.

1 2 3 4 5

3. The workshop presenter was knowledgeable and responded to the needs of the participants.

1 2 3 4 5

4. The workshop materials were accessible, appropriate, and effective.

1 2 3 4 5

5. The workshop learning tasks were helpful.

1 2 3 4 5

6. Based on this workshop experience and the support I will receive at my school, my instruction will change to include culturally and linguistically responsive teaching strategies and skills.

1 2 3 4 5

7. I believe that integrating a culturally and linguistically responsive instructional approach is important to improving student outcomes.

1 2 3 4 5

8. Based upon this workshop experience I will implement and integrate a more culturally and linguistically responsive instructional approach in my classroom.

1 2 3 4 5

9. My overall experience of this workshop was positive and I do not have many recommendations for improvement.

1 2 3 4 5

10. The timing and pacing of the workshop was: (Circle one)

Just right      Too long      Too short      Not convenient      Other

If you chose other please explain: \_\_\_\_\_

11. Additional comments:

## Appendix B: Permissions

## B1 Permissions

Permissions from Dr. Siwatu and Dr. Neville via email correspondences:

From Dr. Helen Neville  
August 27, 2012

Dear Kathleen,

Thank you for your interest in the CoBRAS. Your dissertation project sounds interesting and important. Of course, you can use the CoBRAS. Please find attached the scoring and utilization forms.

Please keep me posted.

--Helen

Helen A. Neville, Ph.D.  
Chair, Counseling Psychology Program  
Professor, Educational Psychology and African American Studies

From Dr. Siwatu:  
On Tue, Feb 7, 2012 at 1:26 PM, Siwatu, Kamau  
Dear Kathleen,

Sorry for the delayed response. You most certainly use the instruments. A quick word about the CRTOE instrument. I no longer use it, because of its limitation. It is unable to truly capture all of the possible outcomes for a particular activity. Therefore, just because a teacher scores low on the instrument does not necessarily mean, they do not believe in the outcomes of CRT. It could be that they do not believe in the outcomes as listed on the instrument. It is my belief that qual methods are more appropriate here. Please see the attached document....

Kamau Oginga Siwatu, PhD  
Associate Professor of Educational Psychology

## B2 Interview Protocol (Modified) (see Siwatu, 2005)

Date:

Location:

Time of Interview:

Start Time:

End Time:

Total time:

Thank you for your willingness to participate in this interview. The purpose of this interview is to further explore your beliefs and preparation to teach in culturally and linguistically diverse environments. I have prepared several questions regarding your major, coursework, practicum experiences, teacher education professors, and your sense of self-efficacy to teach.

At the end of the interview I will provide you with an opportunity to make any closing remarks that you may have regarding the issues discussed in this interview.

R: What is your major at XYZUniversity?

R: What influenced your decision to pursue a career in education?

R: You stated you wanted to teach in a \_\_\_\_\_ and \_\_\_\_\_ do you anticipate that you will be asked to teach culturally diverse students/linguistically diverse students?

R: Do you think you possess the skills needed to be effective in teaching culturally diverse students? Linguistically diverse students?

R: Using a scale from 1 (not very successful) to 10 (very successful) how successful do you think you will be in teaching culturally diverse students? Why? How about linguistically diverse students? Why?

R: Using a scale of 1 (entirely uncertain) to 10 (absolutely certain) how confident are you that you can help students from diverse cultural backgrounds be successful in school? Why?

- a. What factors do you think will decrease your effectiveness in helping students from culturally diverse backgrounds be successful?  
To what extent do you feel these factors will influence your confidence to impact students learning?
1. Which of the following statements best reflects your beliefs about teaching culturally diverse students? Why? Is this a belief that is advocated by your professors here in the teacher education program?
  - A. Statement 1: When teaching in a culturally diverse setting, it is important for teachers to not notice the color and cultural of their students?
  - B. Statement 2: When teaching in a culturally diverse setting it is important for teachers to beware of their students' differences.

2. Which of the following statements best reflects your beliefs about teaching?  
Why?
- Children should adapt to the classroom.
  - The classroom/teachers should be adapted to meet the needs of children.
3. Let's talk briefly about your teacher education:  
What experiences do you have working or studying abroad in multicultural environments?
- In your survey, you stated that you have completed \_\_\_\_\_practicum requirements.
  1. What was the site of your practicum?
  - What responsibilities did you have?
  - During your practicum you did/did not interact with culturally and linguistically diverse students? Did you experience any anxiety when you first interacted with culturally diverse students? Linguistically diverse students? Why?  
Did anything in your practicum experience increase or decrease your confidence to teach in a culturally diverse learning environment?  
What kinds of things did you observe during your practicum that facilitated the success of culturally and linguistically diverse students.
  - You stated that you had taken \_\_\_\_\_courses that addressed issues of diversity in the classroom.
  - What topics were covered in these courses?
  - Please highlight the items that are included in these two scales that were discussed in your courses:
  - On a scale ranging from 0 (not effective at all) to 10 (extremely effective) You were asked to rate the effectiveness of these courses to prepare you to teach culturally diverse students. Your rating was \_\_\_\_\_ why?  
On a scale ranging from 0 (not effective at all) to 10 (extremely effective) you were asked to rate the effectiveness of these courses to teach linguistically diverse students. Your rating was\_\_\_\_\_Why?

Have your methods courses shown you how to teach academic subjects to diverse learners? What strategies and methods were discussed?

c. How qualified do you think your college professors are in preparing you to teach in diverse learning environments?

1. Do they have relevant experiences in teaching in diverse learning environments?  
Is it important that a professor publicly state their qualifications and experiences in teaching in diverse learning environments? Why?

How does their experience and qualifications influence your confidence to teach in a culturally diverse learning environment?

This CRTSE scale described several teaching practices

Read the items on the scale and mark them accordingly:

D- Skills discussed in class

P Skills I have practiced as a class exercise or during a field experience

M Skills I have observed a model execute (ie professor, teacher, video, documentary)



If you marked any items with D in what classes were these discussed?

If you marked any items with P where did you receive practice? Were you successful?

Did you receive any performance feedback?

If you marked any items with M, who was the model?

Do you believe that the items included on this scale represent some of the actions you yourself will engage in?

How did you form your beliefs about the outcomes associated with these practices?

Do you have any concluding thoughts regarding these issues discussed in this interview or your teacher education?

## B3 Margaret Mize-Curriculum Vitae

**Margaret L. Mize**

Curriculum Vitae

## Highlights

My career as an educator includes teaching in North Carolina, Kenya, Ethiopia, and Canada; directing an ESL program for adults; and assisting the Superintendent of Catholic Schools, Raleigh Diocese. Currently I am a full-time faculty member of the education division of XXXX. Since August 2003, I have served the university in several capacities: coordinating the XXXX Program for Early Childhood Education and the first Teach for America cohort; advising graduate and undergraduate students. The majority of my work has been developing and teaching a wide range of courses from the freshman to the graduate level in traditional, on-line and blended formats. Woven throughout has been my focus on literacy and multicultural education.

## Education

Ed.D. in Curriculum and Instruction with a Specialization in Reading and a Minor in Counseling, 1983, North Carolina State University (NCSU), Raleigh, North Carolina

M.Ed. in Reading and Language Arts, K-12, 1974, University of North Carolina at Chapel Hill

B.A. in English, 1969, Lock Haven State College in Lock Haven, Pennsylvania

## Work Experience

Classroom teacher and reading specialist in North Carolina, Africa and Canada, grade 2 through post-secondary. 1970-1996 and 2000-2003

Assistant to the Superintendent of Catholic Schools, Raleigh Diocese. Coordinated the two-year process of initial state accreditation of the school system. 1978-1980

Member of academic support team for at-risk college students at XXXX. Developed and taught a developmental reading course, supervised a summer bridge program for new freshmen, and served as academic advisor to at-risk undergraduates. 1983-1989

ESL supervisor and teacher, Wake Technical Community College, Raleigh, North Carolina, 1997-2000

Accreditation team leader for the Association of Independent Schools and Colleges at approximately 8 institutions throughout the country, with responsibility for coordinating site visits and submitting the teams' written reports to AICS, 1986-1988

Developed and taught a summer course for African teachers of English at Abi Adi College in northern Ethiopia. Served as English language specialist for distance learning, Educational Media Agency in Adis Ababa, Ethiopia. 2000

Part-time literacy work between 1980 and 2000:

- Adjunct professor, NCSU: Teaching Reading in the Middle School
- Reading teacher, Upward Bound (supports pre-college minority students)
- Newspapers in Education Coordinator, Raleigh News and Observer
- ESL teacher, NCSU

#### Publications and Research

Gransee, M. Mize (1983). *The effects of affective-oriented pre-reading instruction on comprehension*. Doctoral dissertation, NCSU, Raleigh, NC.

Gransee, M. Mize (1998). Using the language experience approach with English language learners. In K. Whitehead & L. McGrail (Eds.), *Building together: A TESOL curriculum framework*. Snow Camp, NC: Peppercorn Books and Press, Inc.

Current research interests include literacy instruction for at-risk elementary students, connections between inquiry science and literacy, and the role of service learning in teacher education.

#### Scholarship and Service

Volunteer English teacher at in Ranchi, India, 2012, and with XXXX school, XXXX, in Nairobi, Kenya, 2013

Co-presenter with XXXX, “Engaging ESL students in literacy through place-based inquiry.” International Reading Association Convention in Toronto, May 2007

Co-presenter with XXXX at the Pacific Educational Conference, “Emergent literacy,” July 2007

Workshop for Teach for America, “Teaching writing in science and social studies,” April, 2008

Responsible for hundreds of hours of student service-learning at XXXX Elementary School through various projects:

- Worked with XXXX to transport and supervise students for after-school tutoring, 2004
- Created a “reading lab” during the Fall 2008 semester. Undergraduates enrolled in ED415 taught reading in small groups under my supervision, Monday, Wednesday and Friday for one hour over a 10-week period.
- Provided after-school reading enrichment program for 21 children, 8 weeks, 2011
- Organized “Spring Break Tutoring Program”, 2009
- Summer program nearly every June since 2003. In partnership with the school’s principal and the Service-Learning Office of XXXX, I have organized a successful summer educational experience involving approximately 50 children, staff from Palolo Elementary School and XXXX Graduate Services. This is in conjunction with two literacy courses which I develop and teach, Strategies for Reading Instruction, and Developing Fluent Readers and Writers.

Professional development experiences while at XXXX University:

Other professional experiences:

- Began training for edTPA portfolio scoring, February, 2014
- International Reading Association Annual Conventions, intensive learning experiences with leaders in the field of literacy. 2004-2014
- Two online courses to develop understanding of XXXX education, 2004
- Collegium on “Faith and the Intellectual Life” at Portland University, June 2006

- “Marianist Universities’ Mission - MUM” at St. Mary’s University, June 2007
- Faculty Resource Network at NYU, “Technology for Educators,” June 2004 and “Learning through Collaborative Technologies,” June 2010
- Hawaiian Culture, year-long seminar for the XXXX Division, 2010-2011
- Classes for teaching on-line courses on two platforms, WebCT and eCollege, and assessing student work on LiveText
- Self-directed learning while teaching Historical and Psychological Foundations of Education, multiple times from 2004 to 2006
- Developed and taught Math and Literacy Strategies for Teachers, a Praxis I preparation one-credit course , with Dr. XXXX, 2004
- Research for developing a course for Teaching English as Second Language (conceptual framework, textbook review, syllabus) July, 2011.
- Castle Outreach Program included work on videoconferencing classes in 2004
- Faculty observer at Spring 2006 Awakening Retreat sponsored by Campus Ministries
- Louisa Moats, Learning Disabilities Association of Hawaii Conference, “Unveiling the Logic of English Spelling.” April, 2007
- Ka Hui Heluhelu State Council of English Teachers Conference, February 2012
- Hawaii Science Teachers Association Fall Conferences, September 2011 and 2012
- Canisius Filibert, PREL Program Director. “Micronesian Students in Hawaii,” Oct. 30, 2008; “Teaching Micronesian Students and Working with their Families”, June 15, 2007; and “Knowing About Micronesia and Micronesians”, Nov. 10, 2010

Previous professional development experiences which have had a strong influence on my development as an educator:

- National Board of Professional Teaching Standards (NBPTS) Evaluator of candidates for certification in Reading/Language Arts, Early/Middle Childhood in Princeton, New Jersey and in North Carolina (mid 1990’s)

- “Cross-Cultural Understanding” week-long seminar at the North Carolina Center for the Advancement of Teaching, Western Carolina University, 1993
- “Alternative Assessments” week-long seminar at the Phi Delta Kappa Summer Institute, University of Illinois, 1994
- “Supplemental Instruction” week-long training at the University of Missouri, Kansas City, 1985
- Great Books Foundation, training for leaders of Jr. Great Books Shared Inquiry seminars for grades 6-8, followed by a year of implementation in Raleigh, NC, 1991
- “Content Reading Including Study Systems (CRISS)” training, 1992
- Adult Education seminar lead by Malcolm Knowles’ student Jane Vella, 1982
- Participation in professional learning community for middle school language arts teachers implementing the new reading/writing workshop model of teaching, 1995-1997
- Participated in many annual conventions of the International Reading Association beginning in 1975.



11. \_\_\_\_\_ **It is important for political leaders to talk about racism to help work through or solve society's problems.**
12. \_\_\_\_\_ **White people in the U.S. have certain advantages because of the color of their skin.**
13. \_\_\_\_\_ Immigrants should try to fit into the culture and adopt the values of the U.S.
14. \_\_\_\_\_ English should be the only official language in the U.S.
15. \_\_\_\_\_ **White people are more to blame for racial discrimination in the U.S. than racial and ethnic minorities.**
16. \_\_\_\_\_ Social policies, such as affirmative action, discriminate unfairly against White people.
17. \_\_\_\_\_ **It is important for public schools to teach about the history and contributions of racial and ethnic minorities.**
18. \_\_\_\_\_ Racial and ethnic minorities in the U.S. have certain advantages because of the color of their skin.
19. \_\_\_\_\_ Racial problems in the U.S. are rare, isolated situations.
20. \_\_\_\_\_ **Race plays an important role in who gets sent to prison.**



**The following items (which are bolded above) are reversed score (such that 6 = 1, 5 = 2, 4 = 3, 3 = 4, 2 = 5, 1 = 6): item #2, 4, 5, 6, 8, 11, 12, 15, 17, 20.** Higher scores should greater levels of “blindness”, denial, or unawareness.

Factor 1: Unawareness of Racial Privilege consists of the following 7 items: 1, **2, 6, 8, 12, 15, 20**

Factor 2: Unawareness of Institutional Discrimination consists of the following 7 items: 3, **4, 9, 13, 14, 16, 18**

Factor 3: Unawareness to Blatant Racial Issues consists of the following 6 items: **5, 7, 10, 11, 17, 19**

Results from Neville et al. (2000) suggest that higher scores on each of the CoBRAS factors and the total score are related to greater: (a) global belief in a just world; (b) sociopolitical dimensions of a belief in a just world, (c) racial and gender intolerance, and (d) racial prejudice. For information on the scale, please contact Helen Neville ([hneville@uiuc.edu](mailto:hneville@uiuc.edu)).