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AN EXPLORATORY STUDY OF EXPERIENCES THAT INFLUENCE NORTH
CAROLINA INITIALLY LICENSED TEACHERS' CULTURALLY RESPONSIVE
TEACHING SELF -EFFICACY

By
Estella Reed Williams

A Dissertation Submitted to the
Gardner-Webb University School of Education
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

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Approval Page

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Abstract

AN EXPLORATORY STUDY OF EXPERIENCES THAT INFLUENCE NORTH CAROLINA INITIALLY LICENSED TEACHERS' CULTURALLY RESPONSIVE TEACHING SELF-EFFICACY. Williams, Estella Reed, 2021: Dissertation, Gardner-Webb University.

This mixed methods study examined initially licensed teachers' culturally responsive teaching self-efficacy (CRTSE) using the CRTSE survey and conducting interviews with initially licensed teachers scoring above the mean on one or more CRTSE constructs. It extended upon previous work conducted by Siwatu (2011) that explored the CRTSE experiences of preservice teachers. Siwatu's (2011) study focused on subjects' teacher education programs before they entered the teaching profession. Participants in this replication study were initially licensed teachers who shared opportunities from teacher preparation to in-service development as an influence on their CRTSE. The study explored these influences as an impact on behavior based on Bandura's (1997) social cognitive theory. The findings show initially licensed teachers are most confident in practices associated with building a classroom community and adapting instruction to student needs and development. Less confidence was associated with instructional practices and skills pertaining to culturally and linguistically diverse students. This is in part due to limited learning opportunities associated with teaching diverse populations. As a result, this study proposed local education agencies provide increased support opportunities including video recordings of teachers as a resource and reference. These recordings are designed for self-reflection to address implicit biases that impact teaching a culturally and linguistically diverse population, to foster collegial inquiry to increase

teacher capacity to recognize beliefs and assumptions, and to provide recorded models of instructional practices and techniques that are specifically designed for teaching diverse students.

Keywords: beginning teachers, culturally responsive pedagogy, culturally responsive teaching, culturally responsive teaching self-efficacy, education preparation programs, initially licensed teachers, in-service experiences, professional development, preservice experiences, teacher education programs, teacher preparation program, teacher self-efficacy, self-efficacy

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Chapter 1: Introduction

The new “norm” of the U.S. school system is one where students embody a wide spectrum of demographics that reflect varied cultural, racial/ethnic, linguistic, and diverse abilities of students across a diverse range of countries of origin (Commins & Miramontes, 2006; Gay, 2010b). Teachers, on the other hand, lack racial diversity at public elementary and secondary schools across the nation (U.S. Department of Education, 2016). According to the U.S. Bureau of Labor Statistics (2020), the U.S. labor force is 77% White, 13% Black, 18% Hispanic or Latino of any race, and 6% Asian. In contrast, the teacher workforce is only 18% teachers of color, while approximately half–49%– of the students are individuals of color (U.S. Department of Education, 2016). This student-teacher diversity gap, also referred to as a “demographic gap,” is difficult to disregard (Sleeter et al., 2014, p. 2) as it impacts school culture, performance outcomes, and even discipline decisions.

As the student population becomes less White and increasingly of non-White racial and ethnic groups (de Brey et al., 2019), this student demographic shift places more attention on how teachers approach the diverse student composition of the classroom and most importantly how they are being prepared for it. In pursuit of innovative approaches to teaching, field researchers started researching the activities of effective teachers of culturally and linguistically diverse students (Ladson-Billings, 1994; Milner, 2006; Vázquez-Montilla et al., 2014). A review of the study results showed that teachers have been able to infuse the culture of their students in the teaching and learning process to effectively impact student achievement. Gay (2000) referred to such activities as culturally responsive teaching (CRT). Along with others like Bonner et al. (2018), Jia and

Nasri (2019) and Gay (2002) called for culturally responsive teacher training and preparation.

Derived from a culturally responsive framework of how individuals' thinking and behaviors are shaped through the culture in which they live, implementing culturally responsive pedagogy asserts to "bring academic tasks from the realm of the alien and the abstract into experiential frames of reference" (Gay, 2000, p. 29) for all students. In other words, it makes schooling suitable with relevant experiences for students of varied backgrounds. In doing so, culturally responsive pedagogy contends educators from any racial and ethnic background can be successful with any racial group of students when they have or build up the learning, state of mind, disposition, beliefs, aptitudes, and practices necessary to meet student needs (Ladson-Billings, 2009). Its approach requires educators to understand that students have talents in the classroom, rather than deficits, that they can exploit to render learning activities more meaningful and successful.

Even with literature packed with demands that teachers embrace culturally responsive pedagogy (Brown, 2007; Cartledge & Kourea, 2008; Krasnof, 2016; Richards et al., 2007), teacher preparation programs find challenge in expanding teacher candidates' views of culturally responsive pedagogy beyond academic material to include classroom management and student discipline (Ingersoll, 2012; Sobel & Taylor, 2011). Brown (2007) contended teacher education programs should build on current knowledge in order to provide teachers with the specialized skills, processes, and experiences necessary for success in teaching students from diverse backgrounds.

Some teacher preparation programs recognize their success in preparing their preservice teachers for various classrooms. At the same rate, it seems that these measures

have not been adequate to maintain pace with the evolving public school student demographics. Some research suggested that many future teachers still lack trust in their capacity to teach in diverse learning environments in cultures and languages (Siwatu, 2007, 2011; Sobel & Taylor, 2011). Obstacles in building this potential among teachers included inadequate teacher preparation (i.e., material and implementation support; Au & Blake, 2003; Freeman et al., 2014; Gay, 2002; Tintiangco-Cubales et al., 2015), teacher opposition to ethnic and privilege investigation (Gay & Kirkland, 2003), and teacher loss of faith in their abilities to adopt CRT activities (Gallego, 2001; Siwatu, 2007).

Despite best efforts, teacher training programs continue to produce graduates who meet state qualifications, but many of them have not persisted for more than a few years in the profession (Carver-Thomas & Darling-Hammond, 2017). To preserve teachers in modern classrooms confronted specifically by factors of increased diversity between student populations and a lack of awareness of culture among educators, Sobel and Taylor (2011) charged agencies of teacher training and development to recognize their moral and ethical responsibilities to reconceive CRT.

However, CRT is a complex practice with multiple characteristics that guide its implementation; as Gay (2000) pointed out, it is more than recognition of diversity but also requires pedagogical responsiveness to that diversity (Scherff & Spector, 2011). Lafond (2019) explained that a culturally responsive teacher must portray several key features in a classroom setting: use student strengths as a starting point and build on their knowledge reserves; create a cooperative classroom environment that fosters social emotional learning while addressing bias or discriminatory behavior; engage students in active learning and set high academic standards and expectations for all students while

also encouraging them to persevere; share classroom control and include student input in decision-making., anchor curriculum in the everyday life of students and experiences of diverse groups; acknowledge differences and be sensitive to the differences in others before passing judgment on their actions; and understand your own cultural identity and cultural behavioral patterns, as well as the impact they have on your attitude and actions (Morrison et al., 2008). Essentially, in CRT, teachers build meaningful relationships with all stakeholders and facilitate rigorous instruction that acknowledges differences and incorporates the historical experiences of students in learning. It necessitates being a reflective practitioner and recognizing your own biases and inequitable behavior. Therefore, it is to be expected to find early career teachers less practiced than their seasoned peers in CRT strategies and techniques, yet this lack of experience does not alter the responsibility tasked to educators for student learning. This merely demands teacher preparation programs and local education agencies to strengthen their role in building culturally responsive pedagogy in curriculum, practices, and teacher development to improve competence and confidence in CRT.

Statement of the Problem

Preparing teachers to respond culturally with enthusiasm and ability to teach in diverse school settings remains one of teacher educators' most daunting challenges today. In studies of preservice teachers about their culturally responsive preparedness from their teacher education program, candidates recommended curricula teach how to explicitly interact with culturally diverse students and not simply teach why they should recognize differences (Lambeth & Smith, 2016).

Furthermore, amendments in 1997 and 2004 of the Individuals with Disabilities

Education Act along with the 2001 enactment of the No Child Left Behind Act (NCLB) have placed teacher accountability at the center stage of policy initiatives. The increasing need for high accountability in school-going children has prompted an examination of teacher support and quality. Education is among the few professions whereby “the novice assumes the job requirements of a 20-year veteran on the first day of employment and expects to deliver like veteran colleagues” (Bassey, 2016, p. 3). With this kind of introduction, many teachers may feel isolated and unsupported, especially in learning to deal with highly diverse American classrooms. Kitchen (2019) informed that by the fourth or fifth year, almost a third of beginner teachers exit the profession for reasons such as isolation, lack of support, and overall unpreparedness to handle challenging and diverse classroom environments.

Purpose of the Study

One way to address teaching students of diverse backgrounds points to teacher development and the importance to teach and model CRT (Delpit, 2006; Gay, 2010a; Ladson-Billings, 2014) along with addressing student linguistic needs (O’Neal et al., 2008) among preservice and in-service teachers (Jett, 2012; Kea & Utley, 1998). Prior knowledge, experiences, and beliefs of preservice teachers are believed to act as filters, influencing what they learn in coursework or in schools (Bloomfield, 2010).

Given the influence these experiences have on the development of self-efficacy beliefs, consideration of how teachers are trained and developed is noteworthy. Some may say teaching is hard work; but most, if not all, would agree it is “heart” work. This belief is a notion that it takes care and consideration to work with our students, but it may also be used in our thinking of self-efficacy. Heart work causes teachers to inventory

their heart in doing the work because, well-intended as we may be, we may cause harm as opposed to good. Teachers must be honest enough with themselves by acknowledging and addressing the topics of race, ethnicity, and social issues and the self-deceptions regarding them. This is not an easy task since the work is uncomfortable as it requires vulnerability. Brown (2010) described vulnerability as an emotional “risk” (p. 53); but when educators are given space and opportunity to reflect, cross-examine their assumptions, and research the realities of their biases, they are more readily prepared to consider how to promote equitable and inclusive classrooms and better situated to be operators of progress (Samuels, 2018).

This study was an opportunity to create a space for teachers to reflect on their personal CRT, reflect on those chances to develop CRT skills, and share those experiences and influences to inform the work of preparing future culturally responsive educators. It recognized the role teacher education programs and local education agencies play in the confidence and competence of early-career teachers’ CRT self-efficacy (CRTSE); therefore, this research attempted to identify factors and experiences associated with teacher CRTSE formed from their preparation and initial license experiences. Findings were expected to inform and guide education programs and professional development in the integration of CRT competencies to promote CRT and CRTSE.

Significance of the Study

Research surrounding culturally responsive pedagogy and teaching has often traced back to those within the preservice phase of teaching. Beyond preparation in formal education, teachers find competencies and skills within in-service practices from

schools, districts, and classroom experiences. There was a limited amount of research that addressed in-service teachers' CRTSE and the influences of their CRT development. Researchers have studied preservice teachers' cultural competence and the influence of their preparation on their CRTSE. The challenge in concentrating solely on the cultural capacity of preservice teachers is a difference found in "clinical" experiences to in-service. While there is a true advantage found in field teaching, we would be remiss to deem it equivalent to the full responsibilities of an in-service teacher. For this reason, preservice teaching practice(s) typically fall short of opportunities that give a full range of teacher responsibilities and experiences. This gap gave credence to why the thoughts and beliefs of in-service teachers' CRTSE were relevant to deepen curriculum and design of courses, activities, and experiences tasked with preparing culturally responsive teachers.

Theoretical Framework

To begin the design of this study, past research was a launching pad (Laerd Statistics, 2012). This study was guided by the previous work of Siwatu (2011) surrounding teacher preparation. In building on previous research, Laerd Statistics (2012) explained an extension helps one to replicate past research when attempting to strengthen elements of the original study, as well as test fresh yet similar information that could bring more understanding to the original study. This replication study inquired of in-service teachers' CRTSE using the same instrument developed by Siwatu (2007) and inquired of those influential experiences perceived to have grown their CRTSE. The mixed method limitations noted within Siwatu's (2011) study were used as a guide in data collection and analysis in this study. These are discussed in further detail in Chapter

3.

To better understand how self-efficacy is developed, this study's theoretical framework was based on the social cognitive theory by Bandura (1997). Teacher belief(s) in their ability to execute culturally responsive competencies is framed by this theory. Self-efficacy is considered by Bandura (1997) to be the foundation of human motivation and accomplishment. The choice to translate knowledge into action is affected by an individual's impression of their abilities (Bandura, 1994). This study recognized the benefit of self-efficacy in executing CRT. Through identifying the ways teachers developed high self-efficacy in CRT, we stand to detect and characterize those influences as mastery, social modeling, social persuasion, and/or physical and emotional states. These methods of developing self-efficacy are further explained in Chapter 2.

Siwatu (2011) focused attention on preservice teacher preparation of CRT. Centered on Bandura's (1997) social cognitive theory, Siwatu (2007) suggested that teacher educators could foster prospective teachers' CRTSE. The explanatory mixed method design aimed to deepen CRTSE awareness. It classified the kinds of CRT encounters preservice teachers faced through their teacher education program distinguishing teachers from either "high" or "low" in their CRTSE. Siwatu (2011) used skills and competencies outlined from the CRTSE scale to discover if preservice teachers were given opportunities in their teacher preparation to gain CRT knowledge/skills. While many participants recognized the inclusion of culturally responsive pedagogy in their course work, they noted it was limited to merely a discussion of facts about CRT "without emphasis on procedural and conditional knowledge" (Siwatu, 2011, p. 364). On the other hand, chances to learn skills were identified during field experience and in after-

school events like mentoring programs. Observation of in-service teachers in practice was considered the most valuable. In addition, the study investigated the views of preservice teachers regarding the effect of those experiences on the formation of their CRTSE beliefs. No matter where preservice teachers exercised these culturally sensitive instructional skills, most claimed these interactions were valuable to the growth of their CRTSE. To reexamine the findings, the replication study focused on in-service teachers located in four varied regions of North Carolina.

Definition of Terms

The definitions below are provided to ensure consistency and understanding of these terms throughout the study.

Beginning Teacher Support Program

A required 3-year program for initially licensed teachers that provides mentoring, coaching, and evaluation services (North Carolina Division of Child Development and Early Education (2015).

CRT

Interchangeable with culturally relevant pedagogy and culturally responsive pedagogy. CRT is “using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them” (Gay, 2010a, p. 31).

CRTSE

“A teacher’s belief in his or her capabilities to execute the practices associated with culturally responsive teaching” (Siwatu, 2007, p. 1090).

Diversity

A group of people that includes individuals from different ethnic and cultural groups who have distinct characteristics and qualities. According to Diversity Initiatives (n.d.), there are three dimensions of diversity: primary, secondary, and functional. Primary is based on physical characteristics and personal orientations. Secondary is based on individual beliefs, values, and cultural traditions. Functional is based on work experience (Diversity Initiatives, n.d.)

Implicit Bias

“Discriminatory biases based on implicit attitudes or implicit stereotypes. Implicit biases are especially intriguing, and also especially problematic because they can produce behavior that diverges from a person's avowed or endorsed beliefs or principles” (Greenwald & Krieger, 2006, p. 951).

In-Service Experiences

“Relevant courses and/or activities in which a serving teacher may participate to upgrade his [her] professional knowledge, skills, and competence in the teaching profession” (Osamwonyi, 2016, p. 83). These courses and/or activities include, but are not limited to, professional development, mentoring, class observations, peer feedback, professional learning communities, community partnership/relationships, and lesson planning.

Induction

Intended for individuals who have already completed some form of pre-employment education and/or preparation. Teacher induction is a program designed for teacher development to guide new hires “from student of teachers to teacher of students”

(Ingersoll, 2011, p. 5). Teacher induction can refer to a variety of different types of activities for new teachers: orientation sessions, faculty collaborative periods, meetings with supervisors, developmental workshops, extra classroom assistance, reduced workloads, and especially mentoring (Ingersoll, 2011).

Initially Licensed Teacher

Interchangeable with novice, beginning teacher, or early career. An initially licensed teacher is a teacher with 0 to 3 years of teaching experience who completed an approved teacher education program at a regionally accredited college or university (Professional Educators of North Carolina, 2019).

Lateral Entry

Referred to as nontraditional. Lateral entry is an alternate pathway to teaching that was replaced by the Residency pathway and, effective June 30, 2019, is no longer being issued by the North Carolina Department of Public Instruction (NCDPI). It allowed qualified individuals to obtain a teaching position and begin teaching in a classroom while obtaining a professional educator license as they teach. NCDPI authorized lateral entry professional educator licenses in areas that corresponded to the individual's academic study (Alternative Preparation Pathways, n.d.).

Mentoring

The personal guidance given to beginning teachers, typically by experienced veterans (Ingersoll, 2011).

Preservice Experiences

The education and preparation candidates receive before employment (including clinical training, such as student teaching; Ingersoll, 2011).

Residency License

Interchangeable with residency; also referred to as nontraditional. Residency License is the current alternative pathway to be issued a teaching license in North Carolina. It is a 1-year license that is renewable twice and has replaced the Lateral Entry License (Alternative Preparation Pathways, n.d.).

Self-Efficacy

“People’s belief about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives” (Bandura, 1994, p. 72).

Students of Color

Students who may identify as Black, African American, Asian, South Asian, Middle Eastern, Pacific Islander, Latinx, Chicana, Native American, and multiracial (Race and Pedagogy, n.d.)

Teacher Preparation Program

Interchangeable with teacher education program or education preparation program. Teacher preparation programs consist of a set curriculum with classes on the theories of teaching and learning, methodology of teaching, and educational technology along with fieldwork. The fieldwork aspect varies from college to college but usually involves classroom observations and student teaching (How to Become A Teacher in North Carolina, 2021).

Research Questions

1. How do North Carolina initially licensed teachers perceive their CRTSE as measured by the CRTSE survey?
2. What preservice experiences do North Carolina initially licensed teachers identify as influencing their CRTSE?
3. What in-service experiences do North Carolina initially licensed teachers identify as influencing their CRTSE?

Assumptions

In this study, it is important to highlight the assumptions made by educators involving CRT or culturally responsive pedagogy to help promote the use of a transformative view of social change. The term can be perceived solely as a reference to individuals' race or ethnicity with neglect to other aspects of culture like economic, sexuality, language, and/or social class. To address this assumption, the interviews conducted involved an initial inquiry to define CRT. This is relevant to the study because the interpretation and understanding of the term are relative to the practices and experiences perceived as influential. Further consideration should be given to the assumption that a culturally and linguistically diverse student population is represented across each class setting. Certainly, teachers will encounter student diversity but at variation. Some questions within the CRTSE survey inquired of skills specific to linguistic students and their home culture. As part of the survey design, participants were able to skip any question, including those not relevant to them. Therefore, it is indistinguishable if confidence skill ratings of linguistically diverse students are representative of this population in their classroom.

Limitations

Although all studies have inherent limitations, it is important to address those that could affect the results or the interpretation of the results of the study. Because the available sample was so small-scaled, the results may not be generalizable to other initially licensed teachers in the public school system. An indication of another limitation was the drawback of preservice experiences from the interview participants. Their alternate route into teaching meant they were absent of education college coursework. This limitation of traditional preservice experiences weakened the study's ability to translate authentic preservice experiences to schools of education about ways to build future teachers' CRTSE.

Delimitations

The research involved parameters that controlled the impact of the study. One of these was the selection of initially licensed teachers within the North Carolina public school system. This management of the study confined data to this geographical region and had an impact on the ability to generalize the findings to other regions of the United States. In addition, teacher selection was framed around educators at the onset of their career (1-3 years). Both interview participants were in their first year of teaching. The limitation of practice may have affected the scope of the study as participants may have elected to focus on skills of survival and coping as opposed to CRTSE. As a result, awareness and attention to experiences influencing CRTSE may have been overlooked or neglected.

Organization of the Study

This chapter provided an introduction, a statement of the problem, research questions, the study's significance, definition of terms, and a discussion of the study's limitations. Chapter 2 reviews relevant research and literature on the problem. In Chapter 3, the methodology and procedures used to collect data for the study are described. Chapter 4 contains the analysis results and findings from the study. Chapter 5 summarizes the study's findings, draws conclusions from the findings, and offers suggestions for future research.

Chapter 2: Literature Review

Overview

The purpose of this chapter is to provide background on the role of CRTSE in teaching diverse students; therefore, the chapter begins with the development of CRT. In the next section, it shares the significance of CRT and the function of teacher self-efficacy in diverse classes. Then, the theoretical framework that served as the guidepost of this replication study is explained. Thereafter, a tool for measuring CRT is addressed with emphasis on Siwatu's (2007) CRTSE instrument. Four CRT competencies specific to the CRTSE instrument are described. In the final section, the preparedness of teachers in CRT at the preservice and in-service levels is addressed.

CRT

CRT is founded on multicultural education and through which teachers use cultural knowledge, experiences, and frames of reference to improve student learning (Gay, 2010a). During the Civil Rights Movement of the 1960s, critique of education arose and solutions to equality in U.S. education became central (Sleeter & Grant, 1999). The term multicultural education emerged and aimed at delivering equitable and equal education for all children. Banks (1993) defined the educational reform as an idea or process to change the structure of educational facilities in order to give the same opportunity for academic achievement to diverse students, namely male and female students; exceptional students; and students from different racial, ethnic, language, and cultural groups. It has further been defined as an educational reform that promotes acceptance, respect, and appreciation of human diversity (Abacioglu et al., 2020). Yoo (2016) explained multiculturalism teaching considers histories, values, beliefs, texts, and

perspectives of people from different cultures. It aims to create a safe, accepting, and successful learning environment for all learners and to strengthen intercultural consciousness.

Despite efforts to provoke power and deplore inequity through the educational reform, implementation of multicultural practices frequently led to a few minority personalities or simplistic elements of different cultures in the curriculum (Jett, 2012). This surface work pointed to a lack of understanding of multicultural education and limited the reform. It also contributed to what some called heroes and holidays, an attitude that neglected the significant impact of cultural disparities and encouraged superficial perceptions of societies and communities (Lee et al., 2011). Hammond (2015) referenced this as “surface level” (p. 22) cultural awareness and a “low emotional charge” (p. 22) toward change.

Due to the increase in cultural and ethnic diversity, educators recognized the need to broaden their understanding of multicultural education (Nieto, 2004). This sense of awareness also gave attention to the need to expand educator teaching capacity and student learning ability. The actions taken to address the issues were predicated on how the problems were defined. As a result, theories emerged around inequity and education reform that pointed to the social relationships of teachers to students. CRT along with terms such as culturally congruent, culturally appropriate, and culturally compatible were coined to name actions of student success represented through the consciousness of social structures (Cazden & Leggett, 1981; Mohatt & Erickson, 1981; Vogt et al., 1987).

The groundwork for this focus of culture within teaching and learning can be traced to the work of scholars in two primary areas. One that concentrated on teacher

practices expressed as CRT is the work of Gay (1975, 2002, 2010a, 2010b, 2013). Gay (2002) described CRT as incorporating the perceptions, viewpoints, and histories of students from different cultural contexts into teaching practices. The belief that academic success may be enhanced by the presentation of information and skills in a way that fits the cultural frame of student reference is CRT (Gay, 2000). The other centers around teacher pedagogy—culturally relevant pedagogy—credited to Ladson-Billings (1994, 1995, 2006, 2014). The two strands firmly grasped social equity and the classroom as a site for social change while describing a contrast among teaching and pedagogy. A culturally relevant pedagogy, as defined by Ladson-Billings (1995), is committed to collective, rather than individual, empowerment as a means of combating oppression. The principles that underlie culturally relevant pedagogy are (a) students must have academic success; (b) students must become knowledgeable about and able to work within a given culture; and (c) students must develop a self-consciousness that helps them challenge the current order of society. This combination of culturally relevant teaching and acceptable teaching practices has evolved over the years to what is now formally known as CRT.

As far back as the 1970s, aspects of cultural awareness have been the fiber to address educational inequalities (Cuban, 1972; Gary, 1975). A decade later, Cazden and Leggett (1981) and Erickson and Mohatt (1982) used the term culturally responsive to describe comparable language interactions of teachers with linguistically diverse and Native American students. During their work with students from Native American tribes, Mohatt and Erickson (1981) observed teacher-to-student interactions and participation structures. They discovered that teachers who used language interaction patterns that resembled their students' native cultural patterns were more successful at improving

academic performance. Additionally, teachers who used "mixed forms" (Mohatt & Erickson, 1981, p. 117), a combination of Native American and Anglo-language patterns of interaction named "culturally congruent" (Mohatt & Erickson, 1981, p. 110), demonstrated improved student performance.

Later, Jordan (1985) and Vogt et al. (1987) started using the term culturally compatible to explain the achievement of classroom teachers with Hawaiian children. Au and Jordan (1981) referred to the pedagogy of teachers in a Hawaiian school that incorporated aspects of students' cultural backgrounds into their reading instruction as "culturally appropriate" (p. 47). By allowing students to use a speech story, a language style common to native Hawaiian children, teachers were able to help students achieve higher than expected levels in standardized reading tests.

Significant progress came in 1995 when researchers such as Ladson-Billings (1995) expressed a dire need to have a curriculum that connected all culturally relevant pedagogy with student knowledge. Ladson-Billings (1995) distinguished CRT beyond terms of cultural recognition, stating it pertains more to the interrelations between home/community to school culture. This measure was central to improve learning among students from high-risk cultures and societies. Ideally, the notion was that any culturally relevant teacher ought to build on the strengths of students by helping them acquire cultural capital and new knowledge while connecting them to the political nature of their schools, community, and the world as a whole (Bassey, 2016). This affirmation of teacher capacity is important to note given the diversity gap within many teachers to their student population.

Significance of CRT

To better understand the significance of CRT, one can focus on the ethnic diversity of America's teaching force in comparison to its student population. In the most recent update on the condition of education, the National Center for Education Statistics (Hussar et al., 2020) reported White female teachers represent more than three fourths of the workforce, yet students are much more ethnically diverse with 48% White; 27% Hispanic; 15% Black; 7% Asian/Pacific Islander; 6% Two or More Races; and 1% American Indian (Hussar et al., 2020). Its projection shows a decrease in White students (4%), while Hispanic (1%), Asian/Pacific Islander (1%), and Two or More Races (2%) will rise in the upcoming years. This ethnic gap of teachers to students cannot be disregarded. It requires a redress of how its rather homogenous (ethnic) population of teachers are to prepare for a heterogenous student population. At the same time, ethnicity is merely one side of the coin in attending to student diversity. There are English Language Learners (ELLs), students with disabilities, and students of low income who factor into the composition of learners. These students are more than likely to be taught by a middle class, White teacher who speaks one language, English. With an increase in enrollment over 2 decades from ELLs, students with disabilities, and students of color—Hispanic, Asian/Pacific Islander, and Two or More Races (Hussar et al., 2020), teachers should anticipate and prepare for a range of differences in home/school culture, language, and/or socioeconomics that contrast from their own. A way to resolve this lost opportunity is by cultural pedagogy, also recognized as CRT. CRT is a learning pedagogy that echoes the importance of including student cultural differences in all learning aspects. As such, culturally responsive teachers address the diverse needs of

students while resolving potential conflicts that may arise due to cultural differences in the classroom.

The significance and role of cultural pedagogy extend beyond schools and class settings. Employing and witnessing CRT aid students in how to interact and embrace a diverse workforce. To succeed in a more diverse America, all people will need to interact across racial and cultural lines. Supreme Court Justice Sandra Day O'Connor, writing for the majority in *Grutter v. Bollinger* (2003), acknowledged “diversity has benefits for all students, and today’s students must be prepared to succeed in a diverse society and an increasingly global workforce” (p. 330). In this sense, how schools/teachers manage and supervise diverse student populations impacts their experiences and perceptions of education and employability skills.

Data reports on school expulsions, suspensions, special education placement, and standardized testing show Black students, especially Black males and students with disabilities, were disproportionately represented compared to their White peers (U.S. Government Accountability Office, 2018). While not every child of these subgroups will personally experience those factors mentioned above, it does tend to create a negative perception of schools and education for students of color and/or exceptionalities. One school leader (Antoszyk & Ruth, 2020) discussed these implications of such inequity surrounding new talks of retention and recruitment of teachers of color: “How do we recruit from the same demographic that we suspended and demoted” (para. 8) and “How do we encourage students to strive for careers in education when we restricted their access to rigorous courses, discouraging them academically” (para. 8)? The implementation of CRT has the potential to change how marginalized students

experience school and education. In turn, these experiences offer promise to a system seeking to engage more teachers of color.

Another benefit of CRT relates to how it connects to the learner. Hammond (2015) explained CRT makes learning interesting by enhancing children's cognitive development. This sort of connection helps students to better understand, retain, and transfer such knowledge. Students learn by combining new information with knowledge they already have. The capacity to move one's information from one sense to another is a central principle in cognitive activity. The theory of learning means that different learning techniques can allow students to achieve academic competence in order to transfer their learning. According to Yen (2020), CRT connects student prior experiences, cultural knowledge, and performances to academic knowledge in a way that legitimizes what children already know. For example, Civil and Khan (2001) partnered with a teacher to connect the awareness and experience of students and families. They engaged learners in a 5-month planting project based on measurement requirements in the elementary classroom. The concept of the classroom garden started at the Curriculum Night and Open House, where the teacher expressed a vision of a joint family project. Interviews and observations were performed with the students during the project's execution to assess their understandings. Civil and Khan discovered that students were able to participate in "math talk" (p. 401) and "establish" (p. 401) personal and substantive "interactions" (p. 401). Civil and Khan's study showed that academic success and engagement can be improved by legitimizing student culture and their daily lives.

Hammond (2015) perceived CRT as the driving force towards helping students create an environment where they can grow their brainpower and build activity in their

own learning. Accordingly, Latino students utilized actual data from traffic stops, such as the number of Blacks and Whites stopped, to better understand math concepts and gain insight into racial profiling in their community (Gutstein, 2003). These students got a better understanding of math and a higher value for mathematics. According to Reintjes (2019), teachers easily transform low achievers into high achievers when teachers focus on student capabilities, primarily through a cultural lens. In doing so, it attends to their needs, not just to make them feel good or accepted. One urban high school in Arizona implemented a Mexican American Studies program (Ginwright & Cammarota, 2011). They found students outperformed their peers in reading (45%) and writing (59%) and math (33%) and enrolled in postsecondary institutions at a rate of 67%, well above the national average (Ginwright & Cammarota, 2011). Lessons in these classes were also credited to the active support of students in their communities. In a study to explore how culturally relevant teaching and school racial socialization were associated with the academic and attitudinal outcomes, Byrd (2016) found culturally relevant teaching was linked to academic success and ethnic identity development. Unexpectedly, critical consciousness socialization was linked to lower feelings of belonging. Byrd explained the racism of their own school environment can be emphasized by students being taught about racism in society. Findings like these add to an already complex undertaking of CRT while also substantiating its significance.

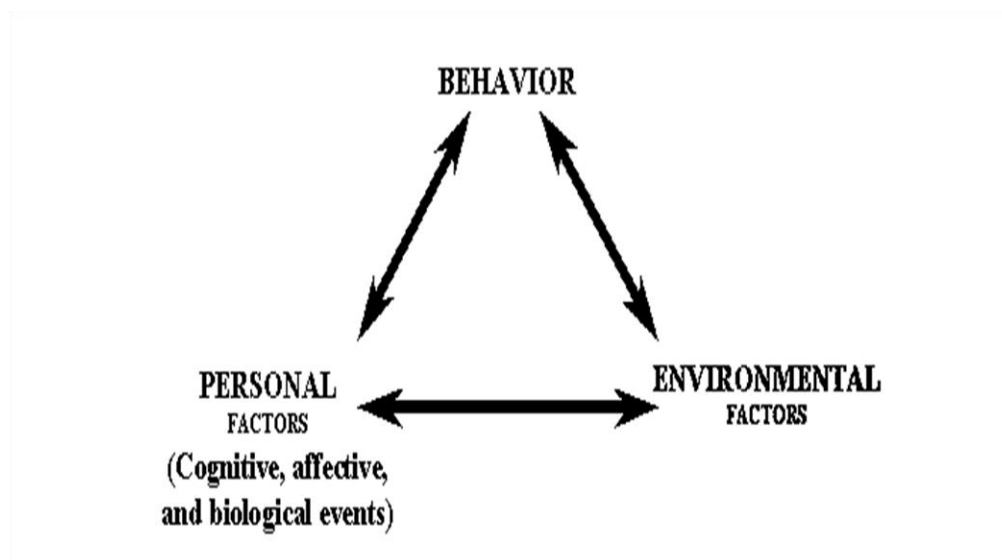
Despite its value and the many broad explanations for inequitable results, some suggest that educators are not successfully drawing on student cultural resources in ways that enable them to use prior experience to bolster their academic abilities (Garcia & Guerra, 2004).

Social Cognitive Theory

Self-Efficacy

Central to Bandura's (1997) social cognitive theory is the concept of self-efficacy. Bandura (1997) defined self-efficacy as one's view of a situation and then their ability to carry out appropriate tasks to succeed in a given course of action. According to Bandura (1997), the assumption of one's self-efficacy will rely on how they describe the causes of an occurrence or result. Bandura (1997) characterized self-efficacy beliefs as mediators of our human behaviors and human behavioral change. This described self-efficacy as a reflection of one's confidence. This is confidence in the ability to exert control over one's motivation, social environment, and behavior.

Bandura (1997) believed that knowledge and skills are related to one's confidence in their ability to perform behaviors. According to Bandura's (1997) social cognitive theory, people can actively follow behavior through a process of reciprocal causation. This multi-directional model suggests our future behavior as a function of three integrated forces: behavior, environmental factors, and internal personal factors such as biological and cognitive processes (Bandura, 1997). Figure 1 offers a diagram of the continuous interplay of influences creating the reciprocal determinism.

Figure 1*Bandura's Social Cognitive Theory*

On this basis, these forces impact us and determine what we come to believe about ourselves and affect our day-to-day choices and actions. It declares we are the product of an interaction between the internal (our thoughts), the external (our environment), and current and past behavior.

Bandura (1997) understood the importance of individuals' actions and environment as bi-directional. For starters, say a child is misbehaving because they do not like school. This misconduct leads the teacher to reprimand the child, which may make the child much more active. The action of the child is shaped by cognitive processes (dislike of school) and external influences (teacher reprimands). In this same example, the teacher raising their voice at the student for talking not only affects the student but impacts the learning environment for all the classmates and the teacher. In the physical and social setting of a classroom, this type of environment pressures both students and the teacher. Now consider if the student receives a reward for ideal behavior

at the end of the school day. The student may adjust their behavior near the end of the day. Behavior may or may not be reinforced. Depending upon the personal interest of the student, the reward may or may not alter behavior. See how all the variables in this distressed student scenario affect each other? The child does not like school; they misbehave; the teacher and peers respond to inappropriate conduct, reinforce the student's displeasure at school, and build a hostile atmosphere. While this situation indicates individuals are influenced by the things they encounter in their world, they also have the ability to alter their situations through their own decisions and behaviors. Using social cognitive theory as a guide, teachers may work to strengthen their students' emotional states and to correct their flawed self-beliefs and habits of thought (personal factors), improve their learning skills and self-regulatory behaviors (behavior), and change the school and classroom frameworks that might work to undermine student achievement (environmental factors).

Bandura's (1997) work on self-efficacy defends the idea that our beliefs in our abilities affect our motivation and behavior. This is a belief(s) that ultimately propels us to success or failure (Bandura, 1997). Bandura (1997) claimed individual self-efficacy is formed through four sources of influences used to interpret or shape information. These four key sources of influences are specifically generated from (a) mastery experiences, (b) vicarious experiences, (c) social persuasion, and (d) emotional states. It is important to note that the impact of these sources on self-efficacy beliefs is dependent primarily on how individuals process the information (Siwatu et al., 2011).

In a review of the four sources, Bandura (1997) stated that mastery experience is an influential source of self-efficacy because it offers an actual sign of whether one can

master whatever it takes to succeed. It includes experiences that provide an individual real evidence of their ability to complete a specified task. Specifically, mastery experience helps the person to distinguish that they can perform a task. This premise of exposure to mastery experiences, or rather lack thereof, brings to mind a cliché, “you don’t know, what you don’t know,” captured from a statement by former Secretary of Defense Donald Rumsfeld (as cited by Zak, 2021):

There are known knowns. These are things we know that we know. There are the known unknowns. That is to say, there are things we know we don’t know. But there are also unknown unknowns. There are things we don’t know we don’t know. (para. 2)

While the comment was in response to the war in Iraq, it has taken on meaning related to the acquisition of knowledge and the extent of its awareness. Figure 2 provides an association matrix for clarity of the cluster of “know(s)” and “known(s).”

Figure 2*Knowledge Matrix*

Known	Things we are aware of and understand	Things we are aware of but don't understand
Unknown	Things we understand but are not aware of	Things we are neither aware of nor understand
	Knowns	Unknowns

Knowledge Matrix. (Source)

As a tool to help individuals better understand themselves and their relationships with others, the matrix was initially named the Johari Window. It was first created in the 1950s by two psychologists (Lowes, 2020). Since its publication, it has been interpreted in a variety of ways and adapted to a variety of applications. As a tool for knowledge and self-awareness, it can be concluded that people can be positioned in any aspect of the matrix depending upon their understanding, skill, or experience of a subject matter or information. As this understanding relates to the work of this study, a major focus is on *how we are aware of and understand* those *known knowns* of CRT from those in an early

stage of teaching. Bandura (2006) explained one approach to this collectedness is to speak/involve someone with experience. The attributes of someone else include having useful knowledge that may not have been considered. It may also provide insight on a new way of thinking; therefore, this replication study expects to unravel the known knowns through identifying those skills and experiences of initially licensed teachers that influenced their high self-efficacy of CRT. Based on Bandura's (2006) social cognitive theory, the connection to someone within known knowns builds confidence.

Bandura (2006) labeled such encounters with more informed individuals as vicarious experiences. Vicarious experience is witnessing people similar to oneself succeed which raises one's effort to succeed as well (Bandura, 1997). Vicarious experiences entail observing other people complete tasks successfully and positioning them as a role model. This model of specific tasks is ideal as it offers reassurance especially for an individual who lacks experience or has limited experience such as initially licensed teachers. These encounters are most likely gained through preservice field experience or beginning teacher mentorship. What mastery and/or vicarious experiences do teachers associate with their high self-efficacy of CRT? This type of information can yield shared experiences to promote others' CRTSE as well as integrate into further teacher development and preparation.

Bandura (1994) also noted that individuals make assessments of self-efficacy based on information they receive from others. Bandura (1994) referred to this source of information about self-efficacy as social persuasion. Either positive or negative, messages from others may have an impact on self-efficacy beliefs. Social persuasion concludes that positive role models and positive feedback in life integrate positive beliefs. These

positive accounts persuade one to believe they have the skills to succeed (Richmond, 2015).

Despite its brief history, a growing body of evidence supports Bandura's (1994) theory of self-efficacy and demonstrates the construct's ability to predict future behavior. Research has linked self-efficacy to several issues such as addiction (Forcehimes & Tonigan, 2008), smoking behavior (Perkins et al., 2012), and depression (Devarajoo & Chinna, 2017). In the education realm, self-efficacy beliefs are highly connected to self-regulated learning (the ability to understand one's learning environment and control it for optimum benefits) and academic performance.

Teacher Self-Efficacy. Studies have examined the construct of self-efficacy within the teaching context, the precursors that lead up to an individual's sense of efficacy by a teacher, and the relationship between that sense of efficacy and a teacher's daily experiences in a classroom (Ross, 2013). Teacher self-efficacy is conceptualized as a belief that teachers hold about their skills, experiences, and abilities to bring about desirable outcomes among students (Hammond, 2015). Teachers teaching in today's culturally diverse classrooms cannot ignore teacher self-efficacy to teach today's culturally diverse classrooms and execute teacher-specific practices (mastery experiences) when teaching students from culturally diverse backgrounds. Christian (2017) stated that teacher self-efficacy influenced greatly how teachers think, act, feel, and motivate themselves. The basic idea is that providing teachers with experience should involve encouraging their confidence and ability. Research reveals that teacher self-efficacy beliefs affect the ability of teachers to adopt new instructional methods (Ross, 2013). Teachers with a strong degree of teaching self-efficacy are often more

inclined to use successful and creative teaching strategies. For this reason, opportunities to observe such modeled strategies (vicarious experiences) are extremely effective, especially if an individual has limited to no prior experience of making self-efficacy judgments. Essentially, we should expose teachers to models of CRT. To become an effective teacher, one must have the skills and the belief that one can be an effective teacher. It is important to note that beliefs about self-efficacy reflect the perception of a person's competence rather than the actual level of competence (Tschannen-Moran Hoy, 2007).

Ross and Bruce (2007) said those scoring higher on teacher efficacy measures are more likely to pursue new teaching ideas, particularly challenging techniques. Less optimistic teachers are more inclined to focus on teaching strategies that are easy to adopt such as whole group learning and direct instruction. High-efficacy teachers are more efficient than low-efficacy teachers because they adapt more closely to the needs of lower-ability students. According to Tschannen-Moran and Woolfolk Hoy (2001), teacher efficacious is often linked to how much work they bring forward, how long they persist in the face of difficulties, and student achievement. Given these social interactions, understanding how CRTSE beliefs are shaped is valuable in creating successful teacher training, strategies, and career development intended to maximize teacher CRT practices and student success.

CRTSE

Siwatu (2011) noted that for one to become an effective culturally responsive teacher, they must acquire skills and knowledge and positive self-efficacy beliefs to put those skills into an appropriate use. Siwatu et al. (2016) examined preservice teacher

CRTSE doubts and identified variables that characterized teacher self-efficacy. Research findings noted that teachers with high self-efficacy are more likely to assume greater teaching responsibilities for teaching culturally diverse children. Teachers with high self-efficacy were more likely to implement effective instructional methods, stay focused at maintaining student engagement, improve teaching methods by engaging alternative ways when first options fail, and persist even during difficult teaching situations (Anyichie & Butler, 2017). At the other end of the spectrum, Yen (2020) reported that teachers with low self-efficacy will portray a lack of interest, non-differentiation of class instruction, and negative perceptions about diversity and inclusion.

Another study by Siwatu et al. (2016) concluded that teachers' overall ability and their self-driven attention to help students overcome learning challenges were essential traits in assisting children with succeeding in their academics. These traits were only portrayed by teachers who had higher levels of self-efficacy. It found preservice teachers to be less effective in their ability to carry out the more challenging elements of CRT that required them to incorporate the community of students into the program (e.g., use models that are common to students of diverse cultural backgrounds) and to communicate with ELLs and their parents (e.g., the classroom model). According to preservice teachers, concerns about their self-efficacy were triggered by a lack of awareness of student diversity and culturally responsive pedagogy. Preservice teachers related their lack of procedural and conditional awareness to (a) insufficient exposure to cultural responsive topics and models (vicarious experiences and/or social persuasion); (b) the preference of teacher educators to concentrate on Hispanic students (emotional states) and disregard other ethnic groups (lack of mastery or vicarious experiences); and (c) their

tendency to ignore culturally appropriate teaching issues that seemed to be of little use and significance (Siwatu et al., 2016).

Siwatu et al. (2016) further stated that teacher self-efficacy beliefs were more likely to change in the preservice stages of their careers than in advanced teacher careers. Accordingly, much attention has been directed to teacher preparation programs, policies, and teacher effectiveness.

Measuring CRTSE

The CRTSE was developed based on existing literature and tested by a pilot study to evaluate factor structure and both internal and external reliability (Siwatu, 2007). Before the CRSTE instrument, Guyton and Wesche (2005) developed the 35-item Multicultural Efficacy Scale. It applied Bennett et al.'s (1990) four dimensions of multicultural teacher education (Guyton & Wesche, 2005). According to Bennett et al., four dimensions of multicultural education are understanding, knowledge, attitude, and skill. Through these dimensions, an instrument containing three subscales—experience with diversity, attitudes about diversity, and efficacy with diversity—was developed by Guyton and Wesche.

In the three constructs, experience with diversity measured how a respondent interacted with people different from them. Attitudes about diversity rated agreement on class issues such as whether teachers should teach children from the same cultural background. The last construct, efficacy with diversity, consisted of 20 items that were designed to assess one's self-efficacy to execute a variety of multicultural teaching practices (Guyton & Wesche, 2005). Each teacher was expected to rate their perceived ability to execute each task by using a 4-point Likert scale. The results of the study

revealed that multicultural efficacy had a concurrent validity, was a reliable instrument, and offered substantive support to Bandura's (1997) theory of self-efficacy. Through the study, teachers were expected to reflect on their perceived self-efficacy levels in order to address cultural problems in a classroom setting (Guyton & Wesche, 2005).

Bassey (2016) stated that CRT, unlike multicultural teaching, is a multifaceted approach that creates a fair ground for underserved children to accelerate their individual learning in an already diverse classroom. CRT requires teachers to look beyond their cultural biases to develop better teaching methods and in return build relationships and improve self-esteem (Espinoza-Herold & González-Carriedo, 2017). With the increased effort to prepare and produce culturally responsive teachers, Siwatu (2007) firmly believed that existing teacher self-efficacy measures, including the multicultural efficacy scale, insufficiently assessed preservice and in-service teachers' CRTSE beliefs.

According to Guyton and Wesche (2005), a multicultural efficacy scale used a 4-point Likert scale that distinguishes individuals who responded in the same way. Siwatu (2007) designed a 40-item scale known as the CRTSE scale to assess teacher cultural responsiveness. Siwatu's (2007) scale was an advancement of the Multicultural Efficacy Scale. Also guided by Bandura's (1997) guidelines for constructing a self-efficacy scale, it included vicarious experiences, verbal persuasion, and emotional and psychological states. Siwatu (2007) created the scale with items that varied in task difficulty. Bandura (2006) expected that self-efficacy tests hold different degrees of difficulty to prevent ceiling effects and direct functions individuals can confidently execute. As such, the CRTSE instrument contained an easy-difficult continuum with the easy side reflecting general teaching practices and the difficult side reflecting culturally sensitive and

responsive practices.

Bandura (1997) stated that self-efficacy is concerned with the skills one has and what one believes one can do with the skills possessed in different situations. As such, the CRTSE instrument integrated wide and varied techniques compared to the Multicultural Efficacy Scale. More so, CRTSE directs respondents to rate their level of confidence on a scale of 0 (zero confidence) to 100 (complete confidence).

Bandura's (1997) mastery and vicarious learning opportunities are instrumental in developing conditional knowledge among teachers and assisting information on appropriate self-efficacy beliefs. Ideally, mastery and vicarious experiences are fundamental to the development of CRTSE beliefs (Rhodes, 2017). There is an overall expansion in research on the nature of self-efficacy beliefs; as such, teacher educators must focus on producing teachers who are confident in executing CRT practices.

According to Zhu and Peng (2019), teacher support in the first year of teaching is critical in the development of teacher efficacy. In light of Bandura's (1997) proposition, the first thing in examining factors influencing teacher CRTSE ought to be an examination of their opportunities to cultivate prior knowledge on CRT before they teach culturally diverse students. This position gives further pretext to this study's exploration of beginning teacher experiences in becoming culturally responsive.

Tenets of CRT

CRT means that both students and teachers negotiate norms that factor in their similarities and differences (Rhodes, 2017). As children begin to construct an understanding of human differences and similarities, teachers are challenged to be culturally responsive to the diversity of both the child and family. Teachers must acquire

multicultural capabilities in addition to their general teaching competencies (Gay, 2002; Ladson-Billings, 1995). The three key principles of CRT include (a) ensuring that all students achieve high expectations while providing adequate support and guidance; (b) building on their background knowledge and competence through a curriculum that integrates their cultural knowledge and a home-school connection; and (c) developing critical consciousness among students about social and power relations (Ladson-Billings, 1995). While there are numerous accounts of what characteristics develop cultural competence (D'Andrea et al., 2003; Gay, 2000; Ivey et al., 1998; Morrison et al., 2008; Siwatu, 2005; Walker, 2019), common ground is found surrounding areas of curriculum and instruction, classroom environment, student achievement, and sociopolitical consciousness. This extension study utilized the CRTSE instrument developed by Siwatu (2011) which encompasses four domains: (a) curriculum and instruction, (b) classroom management, (c) student assessment, and (d) cultural enrichment and competence. Each tenet is explored as a significant practice in developing and sustaining consciousness of culture in the teaching and learning process, albeit not exclusive.

Curriculum and Instruction

This first tenet of CRT is curriculum and instruction. Curriculum is a designed plan of study that shapes learning experiences as well as ensures educational institutions' intended outcomes. In design, an educational program should be made to accomplish specific aims so it can continually improve. These academic goals become the criterion that directs the collection, arrangement, and production of its materials, instruction, and assessments (Apple, 2009). In the basic principles of curriculum and instruction, Tyler (1996) offered four areas as central for curriculum and instructional programs: its

educational purpose(s), educational experiences to reach its purpose, the organization of the experiences, and a method of determining fulfillment of the experiences. Another factor Marsh and Willis (2003) suggested in curriculum preparation and development is historical perception. Marsh and Willis contended people involved in curriculum decision-making are frequently captives of tradition and unexamined beliefs and sometimes struggle to anticipate the various uses for which a curriculum can be used. Consideration of three focal points was suggested in approaching curriculum. These included the following inquiries: (a) Does the material being learned actually represent the truth of the external world; (b) Can the program represent the particular aspects of the culture it is meant for so the student may be able to comfortably survive in the present as well as adapt and form a future society; and (c3) Can the program satisfy the interests and desires of each student, and does it enable each student to achieve their optimum potential? Many of the responses to these questions rest in an understanding of the learners: the “who.” This is not exclusive to their racial identity but requires a deeper understanding of their culture and its impact on political, economic, and social aspects within society. It is therefore important to adopt a curriculum that reacts culturally and inclusively to the needs of children (Gay, 2002; Lin et al., 2008). Due to the broad range of student cultures, a standardized curriculum can never equally be suitable for every student. This knowledge points to the necessity of teachers to shape and reshape curriculum and instruction to meet the diversity of its learners.

Classroom Management

Skaalvik and Skaalvik (2016) stated that CRT creates a conducive classroom climate that is inclusive and respectful of differences and, through these same differences, creates value for each student. CRT teaching fosters a cooperative and experiential type of learning where students leverage their strengths. In terms of student cultural competence, teachers must first develop desired cultural competence by first understanding their students' lives and community before interacting with them in the classroom setting. More so, Skaalvik and Skaalvik argued that cultural competence is represented further by including the day-to-day lives of students in classroom materials. Culturally conscious teachers will often use student experiences and knowledge from their wider community as assets in their classrooms. Understanding student culture affirms student values and identities in classroom content, making it easier to excel in classwork and culture-wise.

Further findings by Hajovsky et al. (2020) concluded that teachers who are confident in their abilities to assess, teach, and manage classroom behavior are more likely to engage in activities that lead to a supportive teacher-student relationship. With a sample size of 885 students from second grade, Hajovsky et al. explored how teacher self-efficacy beliefs determined teacher-student relationships. Study results indicated that teachers who scored high in self-efficacy beliefs reported a high closeness rating and low conflict rating with second graders. Prior to, Rhodes (2017) reported that teachers who participated in early classroom management training course/s developed a higher degree of self-efficacy when entering the teaching service.

Student Assessment

Byrd (2016) reported that culturally relevant teaching is a powerful tool for increasing student academic success and reducing achievement gaps. In his study of 315 sixth-grade students (62% female and 38% male; 25% White, 25% African American, 25% Latino, and 25% Asian), students experienced culturally relevant teaching, cultural opportunities, and cultural socialization and later responded to surveys on their experiences. The study results indicated that culturally relevant education was significantly associated with improved academic performance and positive ethnic-racial identity development. Byrd's study offered support for CRT in the everyday classroom.

Cultural Enrichment

According to Hoffman (2018a), culturally relevant teaching bridges the outside world with a student's ideal class environment, making it easy to excel in all aspects of life. Culturally relevant teachers also connect the outside world of students with the classroom environment, making it easier for students to excel in all areas. CRT further raises students' critical consciousness by addressing essential issues in society, such as racial inequality and social justice in the classroom setting. It allows students to explore these sensitive topics and collectively seek answers. Jugert et al. (2016) argued that CRT acknowledges societal oppression and inequality and will enable students to study the dynamics of these issues while learning to participate in decision-making in the future.

Preservice Teacher Preparation in CRT

As part of the requirement for highly qualified teachers, the NCLB legislation requires preparation of teachers that is effective in teaching all different learners (U.S. Department of Education, 2004). This qualification is consistent with the National

Council for Accreditation of Teacher Education's (NCATE, 2008; Gallavan et al., 2001) call to produce culturally competent teachers in a multicultural society.

Due to the implementation of NCLB, teacher education programs have adapted their programs to facilitate higher levels of teacher preparation. It is required that a college degree is obtained in order to obtain a teaching license. Prospective teachers are also required to complete a degree in a specific subject, to observe hours in a certified teacher's classroom, and to complete a student teaching practicum. To teach in North Carolina, teachers must pass exams in both pedagogy and their specific subject matter or grade level (Teacher Certification Degrees, 2021).

NCATE created guidelines to address multi-cultural concerns within the teacher education programs in the mid-to-late 1970s. Around the same time, the Association of Teacher Educators established diversity standards. Both of these organizations noted the difference in the academic success of the P-12 grade culturally and linguistically diverse students and the need to train teacher candidates to exhibit skills in planning and teaching these students. As a result, NCATE and the Association of Teacher Educators expected higher education institutions in P-12 schools to provide teaching candidates with diverse cross-cultural experiences (Trent et al., 2008). These criteria led to the introduction of multicultural content in teacher education programs across the country in both general and special education (Banks, 2001).

The integration of the standard developed at a slow pace. An analysis of multicultural education from 1996 to 2006 (Trent et al., 2008) within the teacher education program suggested relatively few improvements had arisen. Of the various studies, three main categories emerged from the analysis of articles: (a) teacher

attitudes/beliefs, (b) curriculum/instruction, and (c) impact on teacher candidates. Given the influence social cognitive theory has on the development of self-efficacy beliefs, consideration of how teachers perceive themselves and their ability to teach content to culturally diverse students is of interest, specifically behaviors and actions associated with CRT. More than 61% of the studies centered on teacher candidate perceptions about themselves, thoughts about curriculum effectiveness, and opinions about the difficulty of teaching in a culturally diverse setting.

One particular study used grounded data analysis to examine teacher candidate attitudes and beliefs surrounding interactive discussions about racial inequities (Case & Hemmings, 2005). The study revealed several distancing strategies used by many of the teacher candidates to prevent discussion. This entailed strategies of avoidance such as silence among family, friends, and in the class; neglecting race by embracing the idea of color blindness (the notion of interacting and responding to and with people without “seeing” their skin’s hue/color) when talking with friends, colleagues, and students; and social disassociation where teachers avoided classes addressing social and educational inequity and tried to dispel racism among their peers.

Denying responsibility was another way of distancing. This belief of many teacher candidates supported the claim that racism is an inherent part of the past, and affirmative action programs had reversed discrimination (Trent et al., 2008). In speaking of race as a general context of culture, teacher candidates argued that race and color no longer affect outcomes for culturally and linguistically diverse learners. Even though this study dates over a decade and a half ago, the thinking and beliefs of such educators reign present within the educational system of today. In its review, Chen (2019) noted that for

many years, preservice stage teachers have had little awareness of cultural or ethical complexities. Chen stated that some preservice teachers can show signs of cultural awareness but have prejudiced ideas or are discriminatory in nature. These studies substantiate the need for cultural experiences, critical reflection, and culturally relevant pedagogy.

In response to its findings, Case and Hemmings (2005) recommended teacher candidates be taught to engage in open and honest discourse to analyze discourse and minimize the influence of distancing strategies. The findings from the body of research also proposed future studies to analyze factors in teacher education programs that determine behavioral patterns. More recommendations from the research aimed at reform for teacher education programs. Reintjes (2019) proposed that teachers have to monitor their teaching methods. For instance, if a group of diverse students is not successful, teachers should first assess their cultural responsiveness before anything else. To do this, teacher training programs must develop programs that are suitable and compatible with the needs of these teacher candidates. Such programs not only have to challenge teacher candidates to abandon their comfort zones, but they need to learn and increase their awareness and knowledge of the various cultures of these teacher candidates (Ball, 2000; Garcia & Willis, 2001; Gay, 2002).

O'Neal et al. (2008) interviewed 24 rural teachers in the eastern part of North Carolina, with the majority of Limited English Proficient students. In the study, teachers were queried on their readiness to teach ELLs. Findings found that 75% of participants did not feel prepared to teach ELLs. It is key to mention that only 14% of teachers had a language learning course, while 46% of the teachers studied had been certified in the last

10 years. The rise of the ELL student population is not a recent development and has been seen for years. Within the focus group, teachers shared their perceptions that teaching ELLs was not a significant problem while they obtained preparation. In some instances, teachers failed to note the attitudes or stereotypes that unconsciously affected their understanding or decisions (Mabrouk, 2020). This discovery grounds us back to Bandura's (1997) social cognitive theory where the teachers' personal thoughts (factors) about teaching the ELL population directed their inattentiveness (behavior) and how the neglect of self-efficacy perpetuates continued disregard, albeit unintentional.

An important part of preservice teacher development is positioning experiences along a range of cultural settings. In a study aimed to expose teacher candidates to cross-cultural experiences to deepen their knowledge and skill of CRT, participants from America traveled to Italy for a short-term study abroad experience (Gresham et al., 2014). Some researchers warn that studying abroad has negative benefits such as being perceived more as a vacation than an educational endeavor (Donnelly-Smith, 2009); not having enough time in the experience to translate to transformative learning (Ritz, 2011); and attention to student outcomes being overshadowed by exploring and touring (Nguyen & Coryell, 2011). Absent from these factors is the idea that teachers who study abroad are often immersed in a collective culture that finds common traditions and heritage. Needless to say, an appreciation and/or interest in the specific foreign culture is presumed. Typically, an appreciation enhances a teacher's interest in cultural competence to apply CRT practices. In comparison to the preparation for an American diverse class setting, future teachers are met with students who arrive from various ethnic backgrounds with varied traditions and languages.

As for the participants of the study abroad research, social interaction and “knowing your students” (Gresham et al., 2014, p. 34) were identified as important factors in teaching the content. Participants also gained confidence in educating language learners, connecting and valuing what was learned in their teacher training curriculum. Techniques on how to create an inviting classroom culture were even recognized. These types of interactions helped participants to expand their knowledge of pedagogy to address different learner needs. When teacher candidates see how teachers in a different culture perform in another community accepting of cultural distinctions, they see how to incorporate CRT and techniques to improve their practice and their learners’ practice. The assurance gained can be best explained through Bandura’s (1994) self-efficacy theory where involvement and witness of such mastery and vicarious experiences along with social persuasion strengthen one’s confidence.

Although preparation programs are unable to expose candidates to each and every ethnic culture or fund or expect candidates to expense a study abroad experience, programs can shape and tailor teacher candidates’ field experience and student teaching. This introduction would include cultural immersion through diverse local education agencies and community programs and outreach. McIntyre and Byrd (1996) confirmed that the positioning of teachers for early field experience and student teaching is a key step in training. Graham (2006) also recognized that the two elements that are vital to the effectiveness of the intern's experience are the cooperating instructors who direct and assist students and the places where the experience takes place. This assertion gives value to identifying these specific experiences that teachers feel most influenced their high level of CRT. It is within these shared experiences that higher education programs can

use or replicate to enrich preservice teachers' culturally responsive awareness and application, but readiness for CRT does not rest in teacher preparation alone and is not an event that once taught or exposed sustains a teacher for the duration of their career. Although studies have shown that teacher education programs positively influence teacher self-efficacy to teach diverse learners, this could change over time, either increasing or decreasing, depending on how the diverse setting affects the teacher (Clark & Andreasen, 2021; Gao & Mager, 2011). Therefore, it is necessary to share the progress of in-service teacher development in CRT. In a study that examined CRTSE, Fitchett et al. (2012) stated that teacher self-efficacy needs to be connected to professional development opportunities and that teacher self-efficacy can be improved as teachers progress career-wise. Therefore, teachers must be in a role to access instruction and obtain useful practice with this form of pedagogy to utilize CRT effectively.

In-Service Teacher Preparation in CRT

Professional development opportunities exist so teachers stay current with their teaching techniques. Perkins et al. (2012) reported that the purpose of faculty development is three-fold: (a) to assist teachers in realizing that CRT should be part and parcel of student curriculum; (b) to find ways to endorse teacher education with culturally responsive lessons; and (c) to find different activities that help in the development of initial licensure teachers' CRTSE beliefs. As part of a broad professional development review, Aguirre and del Rosario Zavala (2013) concentrated on a case of six beginning teachers who recently graduated from a course on mathematical methods. Aguirre and del Rosario Zavala created a culturally responsive mathematics teaching method built to provide teachers with guidebooks to prepare a multi-dimensional study of their

mathematical classes, including mathematical reasoning, vocabulary, history, and social justice. The analysis suggested that when teachers are provided with integrated tools, they can engage in purposeful pedagogical discussions about mathematical thinking, language, culture, and social justice. Furthermore, Cross et al. (2021) maintained quality professional learning experiences can help develop, maintain, and retain high-quality teachers.

While teacher education and professional development services are progressively providing CRT training (Sleeter, 2012; Villegas & Lucas, 2002; Voltz et al., 2003), inconsistent access to learning in this field has left teachers feeling unprepared to incorporate this form of instruction (Fiedler et al., 2008; Griner & Stewart, 2012; Phuntsog, 2001).

Summary

Based on the present face of the classroom with cultural and linguistically diverse students but less diverse teachers, educational agencies, scholars, activist groups, and politicians have advocated for reform in educational systems. To strengthen the path of our teacher development and preparation in CRT, Trent et al. (2008) offered guidelines to address the challenge: (a) include diverse ethnicity of teaching personnel in teacher education programs, (b) hire more culturally and language-based students in teacher education programs, and (c) prepare preservice and in-service teachers' culturally responsive practices for all students. To truly understand how best to prepare teachers to be culturally responsive, we must examine what educational reform like culturally responsive pedagogy is transferred into procedures and how these procedures are practiced. This study aimed to describe influential CRT experiences that teachers

perceived were impactful in their CRTSE. In focusing on teachers who are within an early stage of teaching and not far removed from their teacher education experiences, the study positioned itself to ascertain the behaviors or trends that nourish cultural competence and sensitivity.

Hoffman (2018b) noted that a teacher who fully embodies CRT transforms and empowers their students to be what they would love to be regardless of their differences. This study took an inverse approach by searching for those practices and procedures that teachers credit to their CRTSE. This research study used the theory of self-efficacy as a measure of ascertaining initial licensure teachers' abilities to initiate and drive CRT among their culturally diverse students. Teacher preparation in this era where everyone must learn should never ignore teacher preservice or in-service self-efficacy to teach in a culturally diverse learning environment; therefore, the following questions were outlined to position this study:

1. How do North Carolina initially licensed teachers perceive their CRTSE as measured by the CRTSE survey?
2. What preservice experiences do North Carolina initially licensed teachers identify as influencing their CRTSE?
3. What in-service experiences do North Carolina initially licensed teachers identify as influencing their CRTSE?

The next chapter provides the method used to respond to the mixed-methods exploratory questions.

Chapter 3: Methodology

This study was an extension of previous research conducted by Siwatu (2011) involving preservice teachers' CRTSE formed by experiences from their teacher preparation program. The original study was designed to respond to the following inquiries: (a) What is the nature of preservice teachers' CRTSE beliefs; (b) What types of CRTSE-forming experiences have preservice teachers encountered during their teacher education program; and (3) How do preservice teachers describe the influence these self-efficacy-forming experiences had on the development of their CRTSE beliefs?

To better explain CRTSE, this study extended the initial exploratory questions to a different population, region, and experience level of educators and included culturally responsive influences beyond the teacher preparation program. These are the exploratory questions:

1. How do North Carolina initially licensed teachers perceive their CRTSE as measured by the CRTSE survey?
2. What preservice experiences do North Carolina initially licensed teachers identify as influencing their CRTSE?
3. What in-service experiences do North Carolina initially licensed teachers identify as influencing their CRTSE?

This chapter explains the research procedure used to guide this replication study. It outlines the research procedure and explains the use of that method in relation to the original study. This description includes information about the research approach such as participant selection, data collection, and data analysis. The chapter concludes with a discussion of reliability and validity as well as my position as a researcher in the study.

Research Design

The overall plan for data collecting, measurement, and analysis is known as a study design (Gray, 2014). The research design of a study is critical because it provides information about the study's major aspects. This is a value to future studies and researchers as such elements offer replication, extension, and/or generalization. This study design was guided by Siwatu's (2011) past work involving teacher preparation experiences that influence CRTSE. In employing the design of a new study, Laerd Statistics (2012) suggested previous research can serve as a starting point. The statistical reference further explains how an extension allows you to test earlier studies while also seeking to enhance features of the original study. This may lead to new discoveries (Laerd Statistics, 2012). This extension study was an effort to present and expand on practical, concrete opportunities that increase CRT teacher abilities, aptitude, and confidence.

This mixed methods approach involved collection of both qualitative and quantitative research in two phases. While these two phases were distinctive, they were sequential to each other as the survey-based findings helped to establish the necessary respondents for the qualitative phase. By incorporating the qualitative phase, Creswell (2014) described the procedure of explaining quantitative results with a qualitative follow-up data collection and analysis as a benefit of mixed methods research.

This mixed methods approach gives the research design freedom and flexibility to address complicated educational issues like CRTSE that may be unclear until explored thoroughly (Butin, 2010). Hanson et al. (2005) noted that adopting mixed techniques allows researchers to apply their findings to a larger population while at the same time

gaining a more comprehensive understanding of the issue.

Phase 1: Quantitative

In quantitative research, survey research designs are methods in which investigators give a survey to a sample or the entire population to ascertain the population's views, beliefs, behaviors, or attributes (Creswell, 2014). To examine initially licensed teachers' confidence in employing CRT practices, the CRTSE survey was used. The survey developer provided permission to apply the CRTSE to this study (see Appendix A).

The survey applied a Likert scale which used a measured order for analysis of responses. A scale of this type is a numerical response scale used to show the level of agreement or opinion between the participant and statements (Privitera, 2018). This design is ideal for participants to rate how competent they felt in their ability to practice specific culturally responsive practices with a degree of confidence ranging from 0 (no confidence at all) to 100 (completely confident). The CRTSE survey instrument was determined to be "psychometrically stronger and more empirically grounded" (Siwatu, 2007, p. 1090) than traditional Likert scale tools to measure self-efficacy beliefs.

The use of a structured questionnaire allows a researcher to investigate associations between respondent perspectives and the type of respondent (Gray, 2014). The survey began with general demographic information to collect such data (i.e., age, race-ethnicity, years of teaching, subject taught, grade level taught, teaching district/region, and type of teacher education program) of its participants.

An important instrument for acquiring research data, either online via questionnaires or online discussion, is the Internet. This tool expands access to

individuals, resources, and techniques in data collection. For this study, the CRTSE questionnaire was formatted to a web-based survey. Qualtrics, an online survey software, provides users with features in building surveys or polls, generating data reports to include charts or graphs of a variety of distribution means, along with statistical data analysis, to name a few. Further details involving instrumentation are shared in the Instrumentation section.

Phase 2: Qualitative

In this study, interviews were designed to establish key indicators and concepts that initially licensed teachers perceive to influence their CRTSE. Selecting respondents and data that are likely to yield deep, rich, and robust understandings is the chief aim in qualitative research (Thompson, 1999, as cited in Gray, 2014). Interviews were conducted to allow more in-depth inquiry about the statistical findings of Phase 1.

An interview is a dialogue in which the interviewer attempts to acquire information and insight from another person, the interviewee. To conduct an interview, the interviewer must ask questions, listen to and record responses (either through audio or video recording), and then ask new questions. Gray (2014) recognized a well-conducted interview as a powerful instrument for extracting detailed information about people's perspectives and attitudes and the meanings that drive their lives and behaviors. In initial plans for the study, a focus group protocol along with semi-structured questions were generated. A semi-structured method offers less risk of the dataset appearing chaotic (Kleiber, 2004) and gives opportunity for additional "probing questions" (Gray, 2014, p. 177). Due to the limitation of participants, interviews were conducted instead of focus groups.

The interviews were conducted online via a video platform called Zoom. This software allows users either free, limited meetings and teleconferencing or a paid subscription with extended meet time. Both options provide recording features. In addition, this aspect of the program allowed for ease of transcription. The online meeting platform delivered a means of communication for participants and me, as we were located in different states.

To bring order and understanding, a systematic approach to analyzing the qualitative data was conducted. This is referred to as content analysis.

Overview of Methodology

A logical starting point for meaningful research is to design studies that identify the various ways in which people in a given situation perceive their worlds (Bean, 2011). This study sought to explore initially licensed teachers' perceptions supporting positive self-efficacy in CRT using a mixed methods, sequential explanatory design. The rationale for taking this approach is that it allows for a more in-depth exploration of a topic before deciding which variables should be measured. In the initial phase, a survey instrument allowed participants to rate their confidence in CRT. These data helped in determining teachers with a high self-efficacy in comparison to the mean. High self-efficacy in CRT leads teachers to assume greater teaching responsibilities in teaching diverse students.

In Phase 2, interviews were conducted for in-depth experiences. The qualitative analysis allowed identification of the various ways people may experience CRT. Overall, the study hoped to aid in creating and delivering teacher preparation experiences and professional development opportunities that enhance educators' CRT competence and skills to teach diverse students.

Target Population

A study's population is defined as the entire number of possible elements that could be included in the investigation. If we are unable to analyze the complete population (due to its size or a lack of research resources), we study a sample of the population (Gray, 2014). Based on the North Carolina 2018-2019 State of the Teaching Profession Report, there were an estimated 15,700 beginning teachers employed across eight regions of the state between March 2018 and March 2019 (NCDPI, 2020). This study focused its attention on North Carolina initially licensed teachers who completed their education preparation through one of 54 approved programs. The state offers teaching licensure through traditional institutions of higher education, both private (32) and public (15), along with authorized alternatives (seven). A geographic map of North Carolina structures school districts into eight different regions. According to NCDPI (n.d.), this geographically based model allows for ease in understanding and implementation of regional support and services to schools. The geographic map aided in the recruitment of school districts.

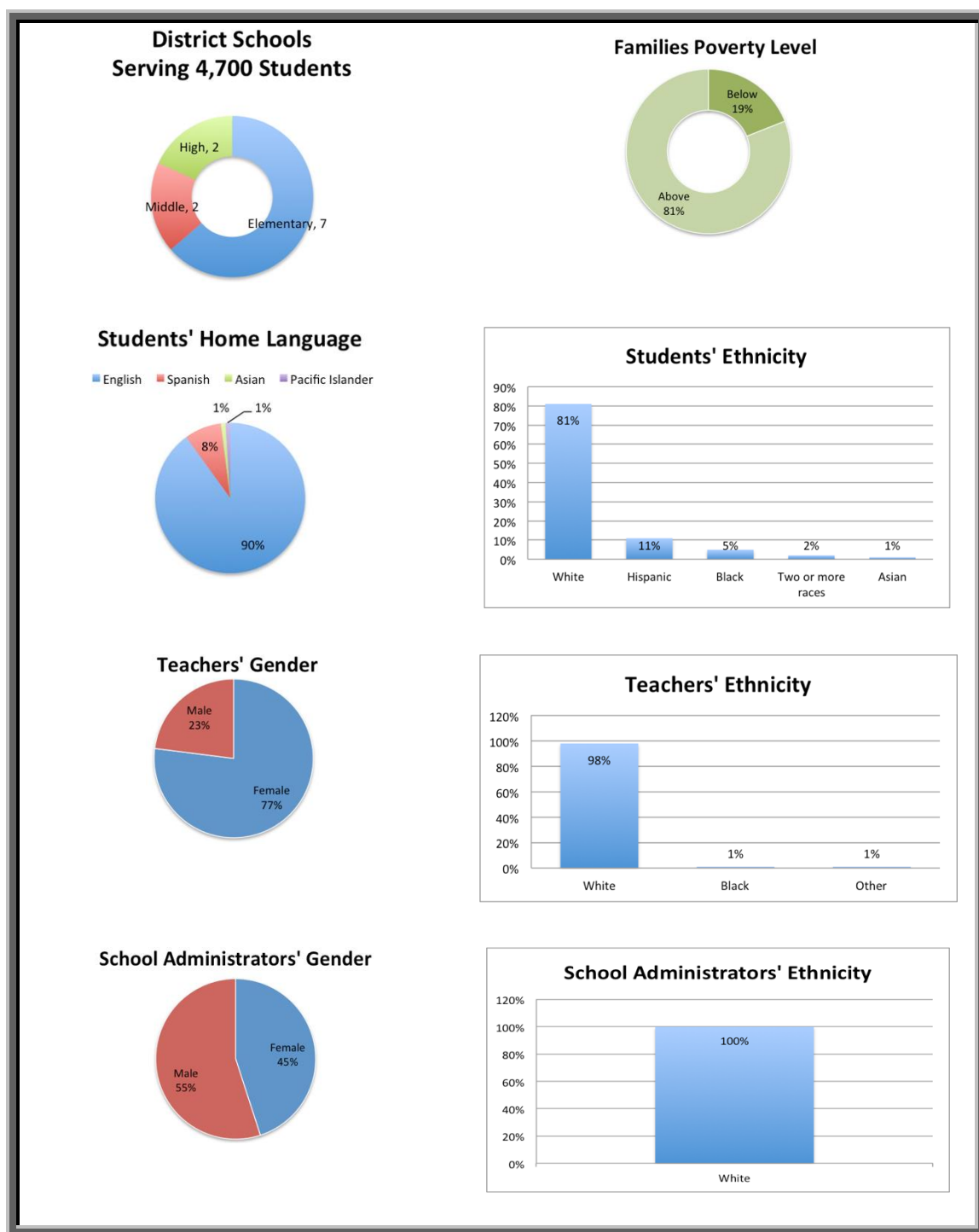
Settings

This study invited all initially licensed teachers within four North Carolina school districts located in different regions. Initially, licensed teachers are those with 0 to 3 years of teaching experience. Based on data collected from the 2019-2020 NCES website and the North Carolina School Report Card On Demand website, the four selected districts had an estimated total of 580 initially licensed teachers. With the total teacher count of the four counties at 5,810, the sample size computed a total number of 119 participants. Representation was expressed with a 95% confidence level and an 8% margin of error

(Creswell, 2014). To achieve a representation of this population, a nonprobability sample was employed based on participant availability, or convenience (Creswell, 2014). This method is an example of convenience sampling.

The four selected districts consented to participation in this study. A pseudonym is given for each school district along with some characteristics of the organization. A basic model for anonymity is to create pseudonyms for the individuals interviewed or the schools studied (Butin, 2010).

Alpha is a smaller-scale school district in the foothills of the mountains. It serves an estimate of 4,700 students within 11 schools (seven elementary, two middle, and two high schools). Figure 3 offers an overview of its composition.

Figure 3*Alpha School District Representations*

The composition points to racial, gender, language, and economic findings related to the district, its personnel, and families. It shows representation of an all-White administrative staff with a mix of genders. Students comprise different ethnic groups represented as White (80%), Hispanic (11%), Black (5%), Two or More Races (2%), and Asian (1%). A vast majority of students' home language is English, while almost 10% of students speak a language other than English: Spanish (8%) along with Asian and Pacific Islander (1%). Most classroom teachers are females and largely represent the White ethnic group. Economic characteristics of the school district indicate 19% of its families were living below the poverty line in the past year. The school system and manufacturing services rank as the top employer within the county.

Beta is a school district located in the western part of North Carolina. It serves over 13,000 students within 23 schools (13 elementary, four middle, and six high schools). Figure 4 offers an overview of its composition.

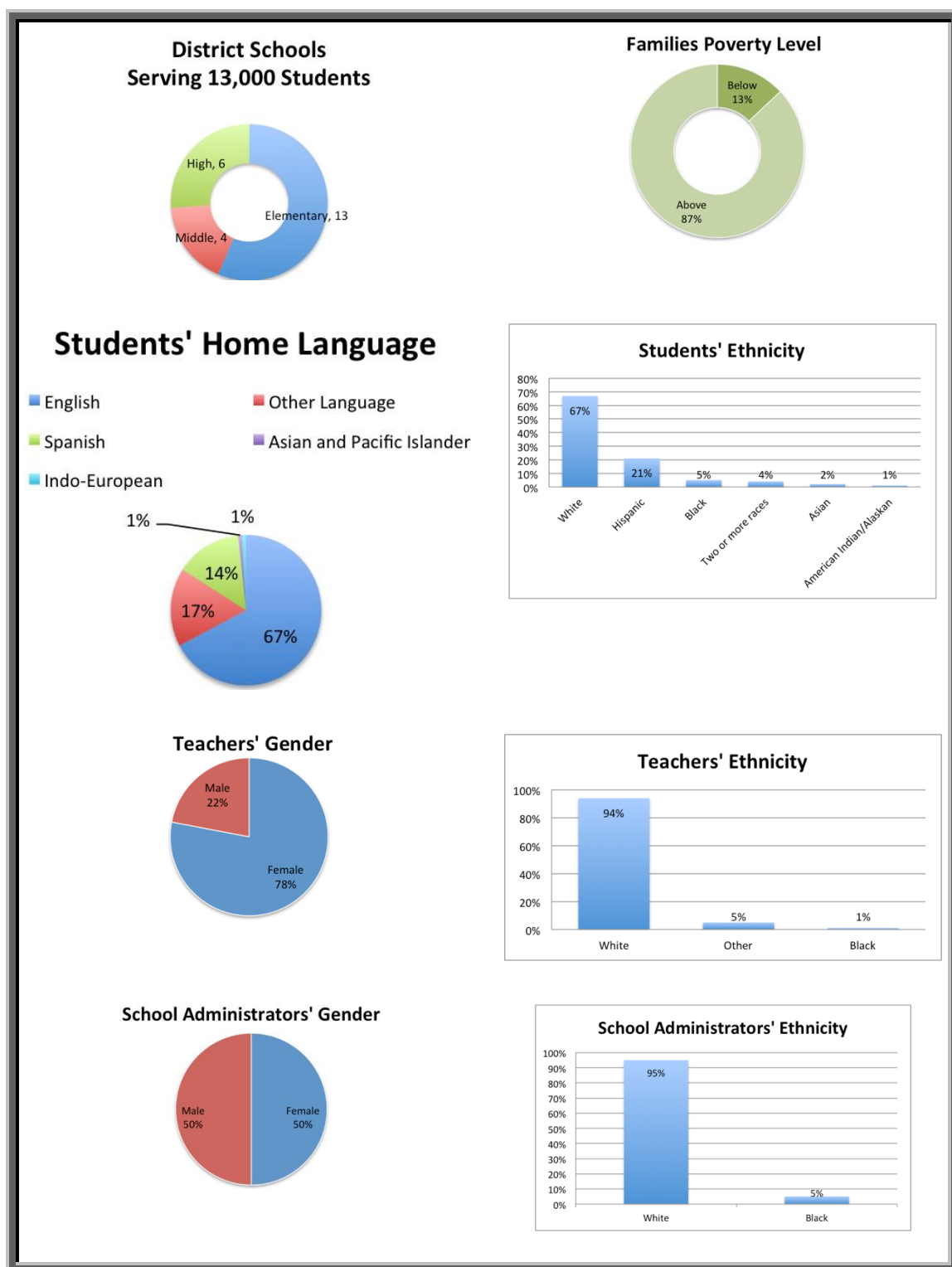
Figure 4*Beta School District Representation*

Figure 4 includes district administration, teacher, and student demographic data. Student demographic shows most students classified as White with representation of several other ethnicities like Hispanic, Black, Two or More Races, Asian, and American Indian. A vast majority of students' home language is English (81%), while almost 20% of students speak a language other than English: Spanish (17%), Asian and Pacific Islander (1%), and Indo-European (1%). State personnel data show an even divide in school leader genders. Of these, 95% are identified as White and 5% as Black. Teacher demographics weigh heavier to female educators with the majority ethnicity representation as White. Economic characteristics of the school district indicate 13% of its families were living below the poverty line in the past year. The county is also identified as the largest employer in Beta County, staffing over 900 educators.

Delta is the largest school district of the four. It is located in the north central region of North Carolina. It serves an estimated 37,000 students across 45 schools (22 elementary, 12 middle, nine high, and two combined level schools). Figure 5 offers an overview of its composition.

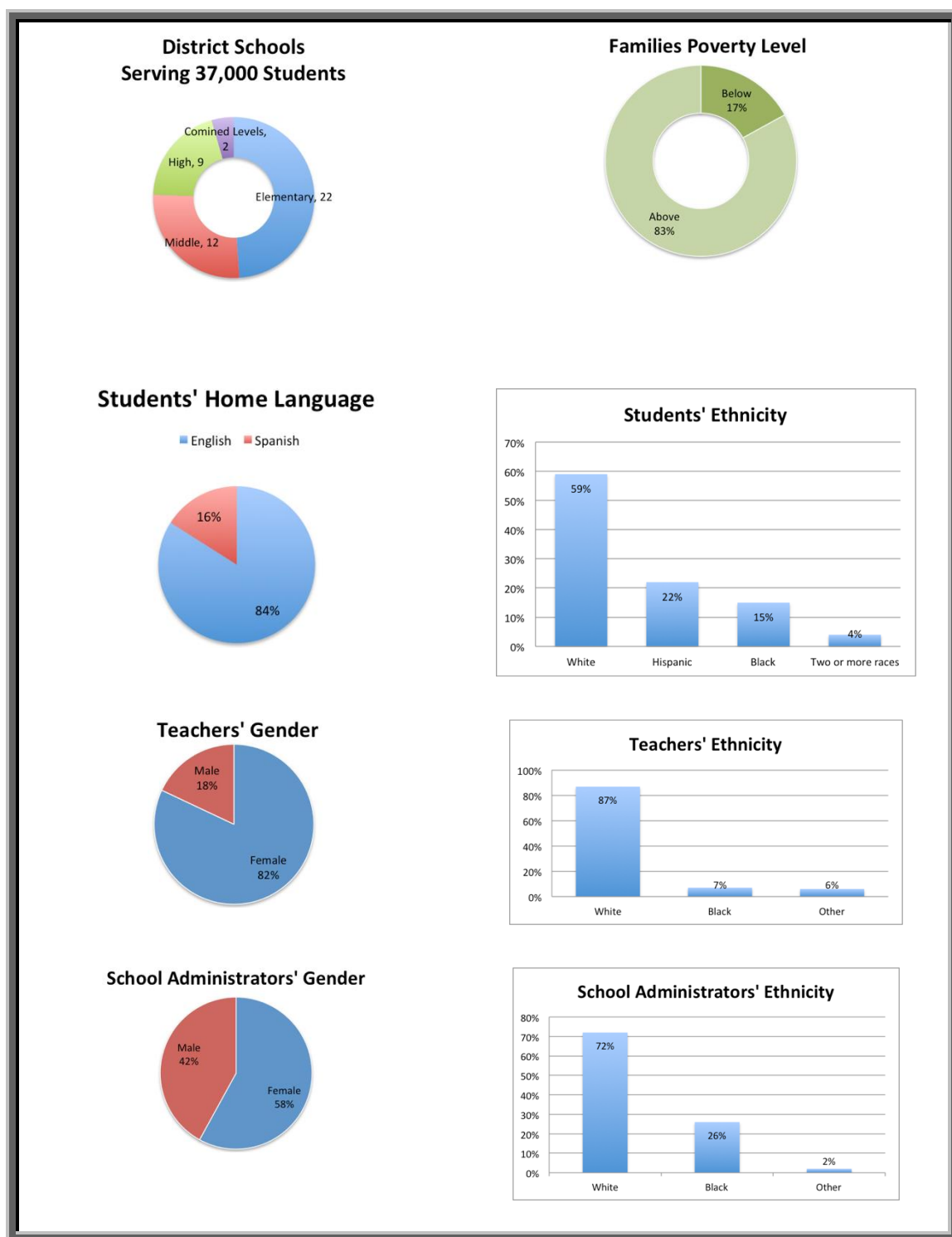
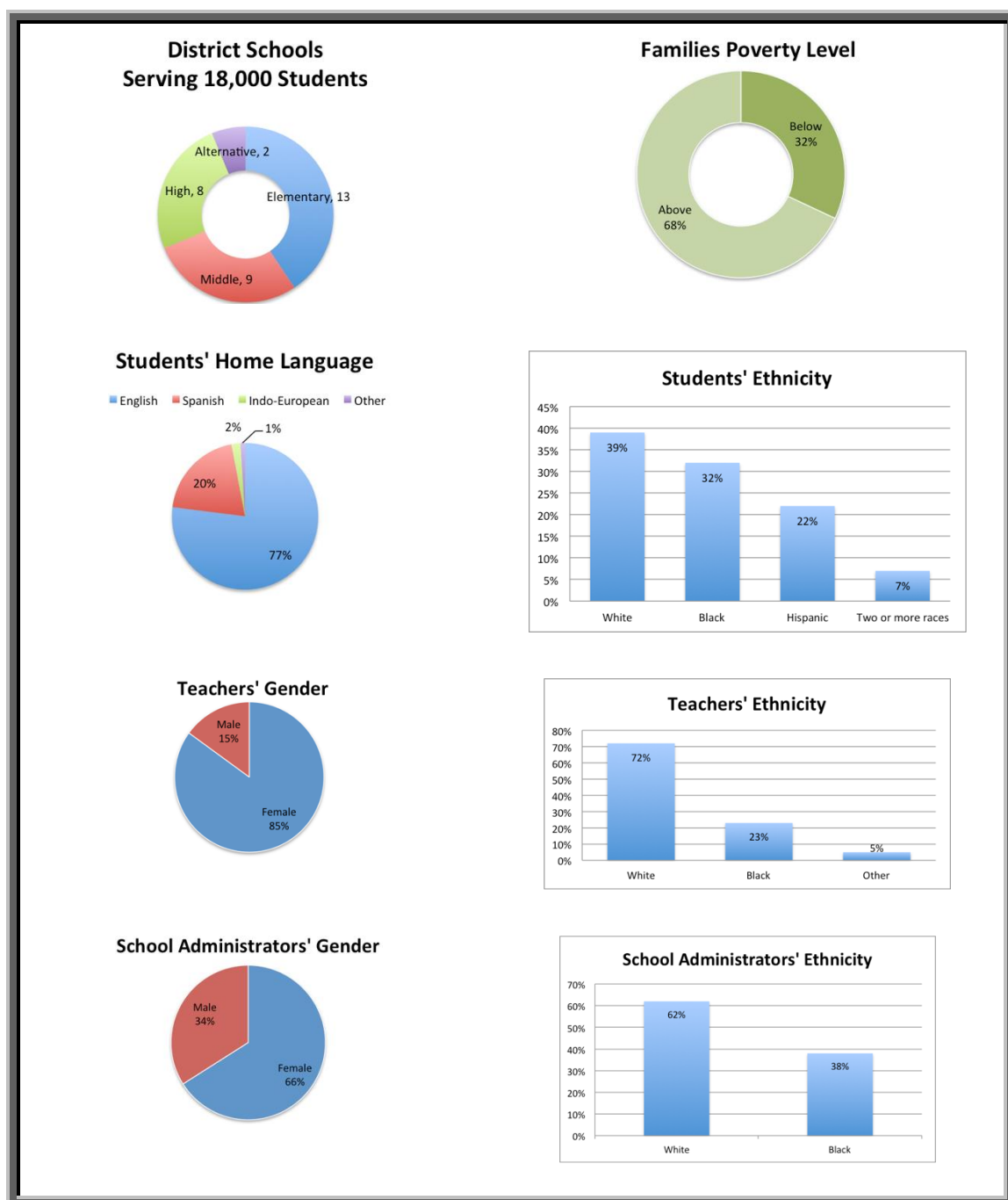
Figure 5*Delta School District Representations*

Figure 5 provides an illustration of the district's administrative, student, and teacher demographics. Within it, student population draws racial distinction with 59% reported as White, 22% as Hispanic, 15% Black, and 4% noted as Two or More Races. A vast majority of students' home language is English, while 16% of students speak Spanish. Personnel data indicate school leaders are represented more by females than males. The ethnic make-up of these leaders shows 72% as White, 26% Black, and 2% noted as Other. Teacher representation characterizes the majority of teachers as females as opposed to males. Teacher demographics also classify the majority as White, with 7% Black and 6% classified as Other. In 2020, the North Carolina Department of Commerce showed the district's public school system, healthcare, manufacturing, and social assistance as the top employer sectors. Further characteristics of the school district indicate 17% of its families were living below the poverty line in the past year.

Sigma is a school district located in the southeastern region of North Carolina. It serves the most racially diverse student population of the four districts. Figure 6 offers an overview of its composition.

Figure 6*Sigma School District Representation*

The composition details racial, gender, language, and economic data related to the district, its personnel, and families. White students comprise 39%, with Black students numbered at 34% of the estimated 18,000 student population. This includes 22% of students as Hispanic and 7% Two or More Races. Most students' home language is English, while almost 22% of students speak a language other than English: Spanish (19%) and Indo-European (2%). Of the 32 schools (13 elementary; nine middle; eight high; two alternative schools), there is a stronger representation in school leadership by females than males. Racially, the majority identify as White (63%), with 34% being Black. Personnel data show the majority of teachers are also females. Their racial structure indicates 72% are White, 23% Black, and 5% are classified as Other. The school system is identified as one of the largest employers in Sigma County along with healthcare, retail, and manufacturing. Other characteristics of the school district indicate 32% of its families were living below the poverty line in the past year. This is recognized as the highest of the four districts.

Instrumentation

This study utilized one predeveloped survey instrument. The CRTSE survey was used to engage beginning teacher reflections about the incorporation of culturally responsive practices within the class setting. The survey instrument is a product of research in the area of culturally responsive pedagogy to identify and describe practices used by educators who found success in teaching students from culturally and linguistically diverse backgrounds. Siwatu (2007) developed the CRTSE instrument as a measure of teacher self-efficacy beliefs with respect to CRT practices. By identifying CRT competencies, Siwatu's (2007) research explored the idea of how teacher education

can use the skills to educate teachers.

Many measures have been created to review instructor capabilities and care of multicultural impact, social perspectives, and inclinations in accordance with working with students of various societies (Henry, 1986; Larke, 1990; Rhodes, 2016; Wayson, 1993). Scholars of development and change explain the engagement of reflective practice is to understand thinking, behaviors, and events from a variety of perspectives. They suggest that in the wake of recognizing an issue or a presumption, we examine information about it from various sources (Drago-Severson, 2009; Kegan & Lahey, 2009).

The CRTSE survey employs a Likert scale with a measured order for response analysis. Participants assess how skillful they feel in practicing specific culturally responsive practices that range from 0 (without any confidence) to 100 (completely confident). The sum of all the responses is provided for each of the 39 items, ranging from 0 to 3,900. Higher scores are considered more confident in the skill set. Each principle is explored, but not exclusively, as an important practice to develop and sustain cultural awareness in the teaching and learning process.

In order to align statements to the CRT tenet, a request for the item-specific strand alignment was submitted to the survey developer. Unfortunately, the developer was unable to recover it (see Appendix B). Nevertheless, the developer did provide the manuscript that formed the CRT competencies. Each statement of the skills was connected with one of the four tenets. This task allowed a grouping of related competencies together based on the strand and to configure scores accordingly. These competencies and their related strand are noted in Table 1 for review.

Table 1*CRTSE Strands to CRT Competencies*

CRTSE strands	Competencies
Curriculum and instruction	<p>CRT teachers:</p> <ul style="list-style-type: none"> ▪ Connect classroom activities to students' cultural and home experiences ▪ Modify instruction to maximize student learning ▪ Design culturally relevant curricula and instructional activities ▪ Design instruction that is developmentally appropriate and meets students affective, cognitive, and educational needs
Classroom management	<ul style="list-style-type: none"> ▪ Create a culturally compatible learning environment that is inviting and supportive ▪ Minimize the effects of the cultural mismatch ▪ Effectively communicate with students ▪ Develop a community of learners
Student assessment	<ul style="list-style-type: none"> ▪ Provide students with many ways to evaluate what they have learned, both formative and summative evaluations ▪ Understand how differences influence standardized testing and may not represent student skills or accurately measure student development and achievement ▪ Understand how intricately linked instruction and assessment are
Cultural enrichment	<ul style="list-style-type: none"> ▪ Support and help students preserve their cultural identity and gain an understanding of their cultures and traditions by teaching and reinforcing important cultural knowledge ▪ Assist students in developing knowledge and skills to function in modern society while not neglecting their cultural identity and native language

Siwatu's (2007) original study provided a global score (no groupings) for preservice CRTSE, yet it warned of the limitation of this type of analysis to "mask" (p. 97) teachers from less efficacious aspects of their CRT. Emphasis was given to item-specific responses as a more informative means to identify competencies that can better enlighten teacher training. This study did not concentrate on the global score but rather

presented participant scores on two bases: (a) item-specific and (b) by CRTSE strand.

In addition, the competencies were associated with the state's teaching standards. These standards guide teachers on what they need to know and be able to do as educators. The survey statements proved to align with many of the North Carolina Professional Teaching Standards. This step also sought to further help teacher preparation programs and district leaders understand the significance of these competencies. To address all the changes made within the survey, a revised survey instrument is provided (see Appendix C).

The modified questionnaire rearranged and clustered statements based on the CRT tenets—curriculum and instruction, classroom management, student assessment, and cultural enrichment—to help respondents concentrate on specific aspects of the learning experience at a time. As a basic principle, researchers note questions relating to the same topic should be kept together (Gray, 2014). The modified questionnaire was approved by the survey developer (see Appendix D).

In Phase 2 of this study, an interview protocol with nine questions was used to address Research Questions 2 and 3. Initial plans involved focus groups. Based on Krueger and Casey's (2015) guide to conducting successful focus groups, questions should be sequenced from general to specific. Despite the change from focus groups to interviews, the focus group questions remained and were useful with individual participants in an interview.

This semi-structured plan allowed space for probing while maintaining the focus of the interview. The same method described as a funneling approach (Halcomb et al., 2007) structured questions from rather broad to specific in focus as the interview

progressed. This approach appeared in this study as an introductory question that asked participants to share their grade level taught and a favorite pastime. Thereafter, general questions (two) allowed interviewees to communicate their understanding of diversity and CRT. The next four questions related to the topic of CRT competencies. This was specific to the individual self-efficacy scores from the CRTSE survey. At closing, a scenario was offered to elicit constructive suggestions for improvement specifically to build future teachers' CRTSE. The last question posed as a safety net to capture anything related to CRT that was overlooked in dialogue but the participant wanted to share. Overall, the questions were reflective in nature, and responses were rather personable. Butin (2010) advised the social nature of interviews helps the environment to "feel more personable" (p. 97) and aids in interpreting nonverbal communication to ask follow-up questions.

Data Collection

The beginning phase of the study involved identification and access to initially licensed teachers through district permission. All beginning teachers identified had an equal probability of being selected. This method of contacting participants through the district as opposed to directly allowed anonymity. A nonprobability sample was used to achieve a representation of this population based on participant availability or convenience (Creswell, 2014).

In early April 2020, contact about the proposed study was made to district leaders in different North Carolina regions. The goal was to generate interest in the study and solidify contact with beginning teachers in different regions. In considering data, Foss and Waters (2007) explained the first consideration is accessibility. To meet these

standards, in March 2021, four districts were contacted with a request to conduct this study. This request included data points from the district's strategic plan to relate and/or connect specific targets to the nature of the study, when applicable. To collect the required data for analysis, the following steps were employed.

1. *Participant Email.* A recruitment email was sent to personnel designated by individuals granting permission for the research in each of the four districts. In return, the email was sent to initially licensed teachers on my behalf. Under the direction of each district, all initially licensed teachers received an email invitation to participate. A hyperlink within the email allowed those interested individuals to learn more about the study through the online consent form. A link to the survey provided for quicker access and time management.
2. *Informed Consent Form (Quantitative).* The online informed consent described participant rights along with the purpose of the study; benefits and risks of participation; assurance of withdrawal at any time; and my contact information. Instructions obliged teachers to give survey acknowledgment whether they chose to opt in or out of the study. If their response was "no," they were exited out of the survey. If yes, they proceeded to the actual survey.
3. *Demographic.* The survey began with general demographic information (i.e., age, race-ethnicity, years of teaching, subject taught, grade level taught, teaching district/region, and type of teacher education program). There was a total of nine questions. Response time estimated at 3-4 minutes. Questions surrounding participant household socioeconomic status were not posed. An item asking participant gender was omitted in error.

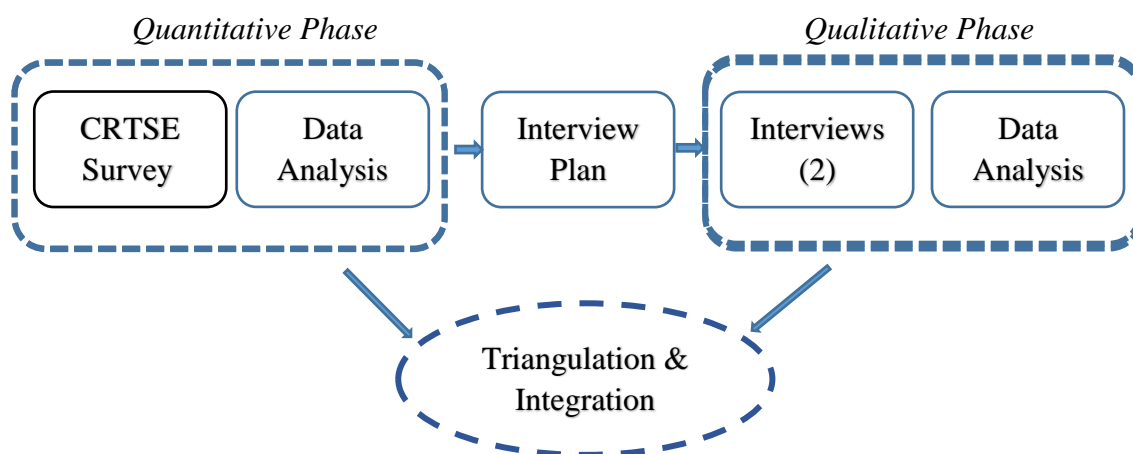
4. *Administration of CRTSE.* The survey was managed electronically for ease of data collection and confidentiality. The 39-item survey allowed participants to rate their confidence in skills associated with CRT. The scale was designed with a glider to rate their confidence levels from 0 to 100 for each statement. On average, it took approximately 10 minutes to complete the survey. Teachers could access the survey via a computer, laptop, tablet, and/or their personal cellphone. Participants were given the option to skip any questions they chose not to give a response to. At the end, an inquiry of participant willingness to participate in the focus group phase (initial plans) was posed.
5. *Informed Consent (Qualitative).* Participants who expressed interest in further conversation about their CRTSE were contacted. The contact was to determine if interest remained and to advise of the change from focus group to interviews. The email contact also included an interview informed consent. Again, the online informed consent included benefits and risks of participation, assurance of withdrawal at any time, and contact information.
6. *Online Interviews.* Interviews were conducted with participants who received high self-efficacy scores in CRT. The interview conversation centered on preservice and in-service experiences in developing CRT efficacy. A pdf copy of the survey was emailed prior to the interview to use as a reference. Preestablished interview questions were visually posted in a presentation format and shared to allow participants adequate thinking, processing, and response time. My role was to function as the moderator and notetaker. In addition, the interview was recorded for transcription. Interview sessions

endured for 45-60 minutes.

The data collection framework shows the role the quantitative phase played in planning the qualitative phase of the study. Figure 7 provides an illustration of the multi-phase data collection.

Figure 7

Sequential Mixed Method Design



This sequential design helped to identify participants for interviews and served to guide the open-ended questions posed.

Data Analysis

Data analysis involved a review of data for both quantitative and qualitative review. Initially, the extension study analyzed initially licensed teachers' CRTSE using descriptive statistics. The data analyzed comparative means—mean scores for each construct based on participant responses. This method corresponds to Siwatu's (2011) study which sought to explore preservice teachers' CRTSE using the CRTSE survey. The former study reported a total score with a mean and item-specific means. This study included item-specific scores along with comparative means from the four constructs:

curriculum and instruction, classroom management, student assessment, and cultural enrichment. In previous work, researchers found teaching materials in relation to CRT constructs (Gay, 2010b) increased preservice teacher confidence in CRT and their willingness to work with students of various communities (Fitchett et al., 2012). Table 2 provides an overview of the quantitative data collection using the research question as a guide to data analysis.

Table 2

Quantitative Data Collection

Research question	Instrument	Data collection	Data analysis
1. How do North Carolina initially licensed teachers perceive their CRTSE as measured by the CRTSE survey?	Web-based CRTSE Survey (39 items)	Numerical rating/responses (0-100) (item-specific means and strand means) <ul style="list-style-type: none"> • Curriculum and instruction (10) • Classroom management (19) • Student assessment (6) • Cultural enrichment (4) 	Descriptive statistical analysis using comparative means via Qualtrics (item-specific means and strand means)

Participants

It is undetermined the exact number of initially licensed teachers who received the recruitment email. This is unknown because each district provided a contact person who was responsible for distributing the communication. Preliminary numbers estimated nearly 600 beginning teachers among the four school districts. A total of 31 individuals consented through the online informed consent. Represented within this sample size were 17 respondents who completed the demographic questionnaire. Of this count, 12 proceeded to fully complete the survey.

In the survey software, a test called “metadata” allows a review of data to uncover preview or test scores. It was determined one entry was a preview result. This was deleted along with two incomplete surveys. These partial surveys were 50% incomplete. This included one deleted survey with a response time of an hour. This was five times greater than the average. Another deleted survey showed gaps in responses with whole sections missed and items at the end of the survey not viewed. It was deemed incomplete. Table 3 shows a representation of the information.

Table 3

Survey (Non)Respondents Data

Opted not to participate	Consented to participate	Completed demographics	Initiated the survey	Deleted surveys	Total usable surveys
1	31	18	14	2	12

Descriptive analysis. The software Qualtrics provided basic statistics functions within the program as a feature. It was used in the quantitative analysis of the CRT data. A statistical visualization in display provided the minimum value, the maximum value, the sum, the mean, the standard deviation, and the total number of responses. Since a value is coded for each response option in every question, Qualtrics finds these statistics whether the data are quantitative or categorical. Proposed plans involved inferential analysis when the initial sample size was 120, but Creswell (2014) suggested stopping at descriptive analysis when the number of participants is too small for more advanced, inferential analysis. This study included 12 usable surveys.

The data analysis from the quantitative data collection guided participant selection for the second phase of this study. Participants with scores above the mean were

classified as high. The goal of this purposeful sampling technique was to identify rich cases of information that can then be thoroughly studied (Patton, 2014). Table 4 offers a structure of the qualitative phase with the research questions, instrument, data collection, and analysis.

Table 4

Qualitative Data Collection

Research questions	Instrument	Data collection	Data analysis
2. What preservice experiences do North Carolina initially licensed teachers identify as influencing their CRTSE?	Interviews Participants with high CRTSE in <ul style="list-style-type: none"> • Curriculum and instruction • Classroom management • Student assessment • Cultural enrichment 	Recorded session (video and audio) Fieldnotes (Notes and Quotes) Transcription	Transcription (participants reviewed) Open coding method Inductive and deductive (associate to research questions and literature)
3. What in-service experiences do North Carolina initially licensed teachers identify as influencing their CRTSE?	Interviews Participants with high CRTSE in <ul style="list-style-type: none"> • Curriculum and instruction • Classroom management • Student assessment • Cultural enrichment 	Recorded session (video and audio) Fieldnotes (Notes and Quotes) Transcription (Participants reviewed)	Transcription (participants reviewed) Open coding method Inductive and deductive (associate to research questions and literature)

Coding. In preparation for the qualitative analysis, the transcript of the interview was reviewed by each interviewee. The information provided was reconciled to initiate coding. Coding is the process of organizing the qualitative data by disaggregating text and categorizing it into meaningful clusters (Rossman & Rallis, 2012, as cited in

Creswell, 2014). An online software, Delve, was used to assist in the organization of the coding process. For the quantitative phase to be closely aligned with participant perspectives and not merely a predetermined list of codes, a data-driven approach was used. Creswell and Plano Clark (2017) used the term exploratory to describe the qualitative phase because it is data-driven rather than concept-based. The analysis functioned like a hybrid coding by generating emerging information with predetermined codes (Fereday & Muir-Cochrane, 2006). This is also termed deductive and inductive coding. An estimated 20 codes emerged through the inductive method. To condense the codes, they were defined. These descriptions allowed an analysis in association with predetermined codes from the theoretical framework: mastery experiences, vicarious experience, and personal and social persuasion. The predetermined codes were defined. Defining deductive codes is critical because it documents the point of departure and which codes were part of the understanding before data review (Mihas, 2019). Additionally, a third party was selected to perform an audit of the codes, definitions, and appointed statements. Their previous 10 years of experience in data-driven decisions along with facilitating others in data analysis offered knowledge and skill to this process. Also, this individual's disassociation from the study aided in establishing an objective truth. Gray (2014) explained researchers should make a concerted effort to avoid including their own feelings and values in this process, yet objectivism does not preclude subjectivity. Bunge (1993) stipulated we can study people's subjective perspectives, but we must do so objectively. For this reason, incorporating the additional reviewer offered mindfulness to the task of objectivity. General findings developed from this approach to support a qualitative narrative.

Field Test of CRTSE Instrument

To test the precision of the revised questions employed in the quantitative phase of the study, a field test was performed. The revised survey was field-tested using four North Carolina initially licensed teachers not within the proposed regions. Results of the field test all addressed feedback in the classroom management strand. For Question 13, clarity surrounding home-school relations was recommended because home-school relations could be between parents and students or between families and school personnel. I found this change unnecessary since the survey design solely focused on oneself. All questions were designed for the teacher participants to evaluate their ability to perform skills for others. This is demonstrated through the title of the instrument CRTSE. In addition, the directions preceding the survey provided the following guidelines:

This is the Culturally Responsive Teaching Self-Efficacy (CRTSE) survey. The following items describe statements about your confidence to implement culturally responsive teaching in your classes. Rate your confidence level from 0 (no confidence at all) to 100 (completely confident) for each item. Drag the slider to the number on the scale (0-100) that best represents your level of confidence.

Another suggestion proposed a revision to Item 12 which initially read “I am able to build a mutual trust between my students and myself.” The recommendation suggested deleting the article “a” and rephrase to either “build mutual trust” or “an environment of mutual trust.” I opted to maintain the question as it was written because including the article “a” suggests mutual trust is not concrete or specific; it can look different. It was also noted that Item 29 was entered twice and therefore was redundant. Item 29 read, “I

am able to communicate with the parents of English Language Learners (ELL) about their child's achievement." The extra question was deleted. Those accepted revisions were incorporated into the final instrument revisions. This system of piloting is designed to strengthen the instrument (Gorard, 2001).

Threats to Validity

The extent to which a study accurately reflects or evaluates the concept or ideas under investigation is referred to as validity (Creswell, 2014). To check for qualitative validity, a verification of the transcript was conducted by interviewees. In addition, the sequential design of the study helped to balance one of the potential flaws in each data-gathering method with the use of data triangulation (Gray, 2014). The greatest threat to online questionnaire validity is sample error (Ray & Tabor, 2003), which occurs whenever particular demographic groups are underrepresented or missing altogether. The sample demographic, while small, allowed participants to self-identify their ethnicity. Demographic characteristics bore resemblance to the average class setting.

Ethics

To address potential ethical issues and protect the rights of participants, the study underwent safeguards. After proposal approval, submission of the research plan was provided to the Gardner-Webb University Institutional Review Board (IRB). IRB committees exist on campuses because of the federal regulations that "provide protection against human rights violations" (Creswell, 2014, p. 95). All teachers interested in participating in the study received the Gardner-Webb informed consent for an online survey and/or interview. It described their rights along with the purpose of the study, benefits and risks of participation, assurance of withdrawal at any time, and my contact

information for any inquiry. Most districts required a research plan outlining the specifics such as targeted participants, the extent of time, the impact, and benefits. Despite being a former educator of North Carolina, I was not employed in or by any of the districts. This offered a level of objectivity in conducting the study. Last, participation was solely based on volunteers, and no gifts or incentives were provided for participation.

Role of Researcher

Throughout the research process, interaction with participants or subjects occurs and there is always the likelihood that you may impact the methodology or findings of the study. This gives reason to conduct a self-examination of the role played during the study. Bourke (2014) suggested a self-analysis in order to examine the researcher's relationship with an "other" (p. 2).

In this analysis, I have considered my previous experiences as an educator. For the past 15 years, I have served in many capacities that have allowed me to experience adult learners and students alike within and across diverse settings. Those most relevant to my position in this study include a lateral entry path to education, a teacher assistant in a special needs class setting, an instructional coach within schools deemed as low performing, a restorative justice liaison, a special education/resource teacher, the site-based beginning teacher support, an English language arts teacher to a population of ELL students, and a mother of a child with exceptionality. The experiential learning garnered from these moments has helped to shape my cultural competence and appreciation for diversity. This level of understanding and willingness to support others have guided my aspirations in this study.

In conducting my interviews, the initial engagement involved a general

introduction. This gave space for me to connect with both interviewees. Based on my array of educational appointments, I was able to connect with each teacher in some fashion. This type of connection fostered an environment that allowed participants to be free and open to share about CRTSE experiences that were both personal and public.

Another factor to consider in my role as a researcher was my own cultural composition: educated Black middle class, English speaking female who grew up in a southern, small town, within a highly spiritual and moral driven family unit of meager means. By considering this reflective stance, I acknowledged the subtle ways in which bias may creep into the research practice. As a result, during the interview conversations, I would follow participant responses with clarifying responses such as, “Do I understand you to say...”; “In other words...”; and “What I hear you saying....” This approach was useful for active listening in my dual roles as the moderator and notetaker during both interviews. In addition, the use of a third party to review the codes, definitions, and appointed statements was included. This person’s disassociation to the “other” of the study offered objectivity and helped to address any potential biases inherent in my role as a researcher.

Aside from my personal experiences in education and connections relative to culturally responsive pedagogy, it is necessary to emphasize the absence of professional connections to the districts or participants involved in this research before this study. In addition, none of my services rendered as an educator in North Carolina were to or in the districts involved. As of now, I reside in a different state and offer no ties to the North Carolina educational system outside of this study and the institution bearing its requirement.

Summary

This exploratory study was designed to extend research on initially licensed teachers' CRTSE and the experiences that influence their high competency level. It employed a mixed methods approach with quantitative data guiding the selection of qualitative participants. This chapter outlined the approach used to gather data and respond to the three research questions. Findings from this study sought to support teacher preparation programs and local education agencies in developing and/or enhancing opportunities that promote teacher self-efficacy in CRT. Chapter 4 describes the study findings.

Chapter 4: Results

Introduction

CRT is a learning pedagogy that emphasizes the importance of including the cultural differences of students in all aspects of learning. High self-efficacy in CRT leads teachers to assume greater teaching responsibilities in teaching diverse students (Anyichie & Butler, 2017). The purpose of this mixed methods study was to explore early career teachers' CRTSE and inquire of those experiences perceived as influential to their CRTSE. It is hoped that recommendations from this study would inform both educator preparation programs and school district professional development opportunities to enhance CRTSE for our diverse classrooms.

This chapter offers the results and findings from the quantitative and qualitative analysis. Creswell (2014) described the combined approach as a means to minimize limitations while drawing upon its collective strength. Therefore, this chapter first presents the results from the quantitative phase to address Research Question 1. Thereafter, the chapter reports the findings of the qualitative data collection to address Research Questions 2 and 3. The chapter concludes with a summary of findings.

Results for the Quantitative Phase of the Study

In this sequential design, the first phase involved examining in-service teachers' CRTSE through an online survey. Participants evaluated their confidence in CRT using a 39-item, revised CRTSE survey initially developed by Siwatu (2007). The data collected from this study involved initially licensed teachers located in the southeastern United States. This survey included nine demographic questions to characterize its population. Thirty-one teachers indicated consent to participate. From this count, 18 completed the

demographic portion. The remaining 12 completed the full survey. Table 5 provides a summary of participant (n=12) demographics. Demographic variables are critical because they allow disaggregation of findings (Butin, 2010).

Table 5

Summary of Participant Demographics

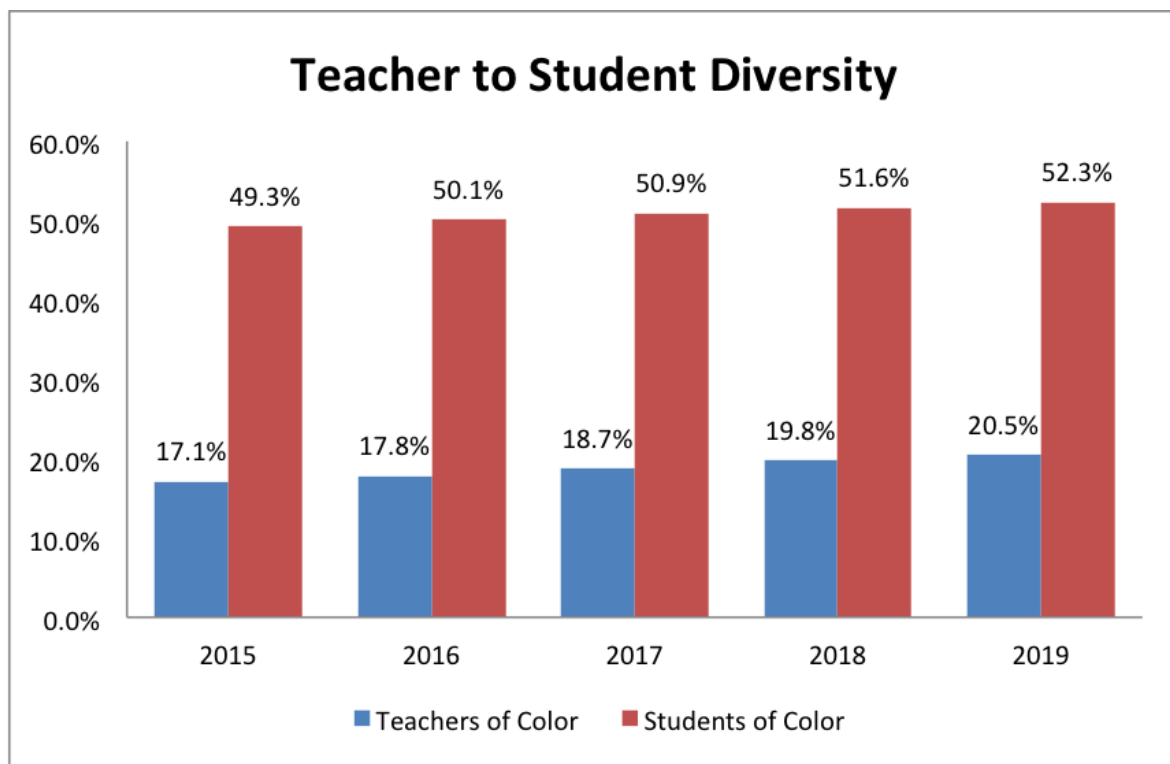
Variables	N %	
Race-Ethnicity		
White, non-Hispanic	10	83.3%
Black, non-Hispanic	2	16.6%
Age		
21-30	4	33.3%
31-40	3	25.0%
41-50	2	16.6%
50+	3	25.0%
Years of experience		
1	5	41.6%
2	4	33.3%
3	3	25.0%
Grade level taught		
Elementary (K-6)	6	50.0%
Middle school (7-9)	2	16.6%
High school (10-12)	4	41.6%
Teacher education program		
Traditional	2	16.6%
Lateral entry	6	50.0%
Other (Residency, Teach for Tomorrow)	4	33.3%
Program delivery		
Face-to-face	2	16.6%
Hybrid	5	41.6%
Online	4	33.3%
Other (self-paced)	1	8.3%

Only 13% (n=2) of participants were beginning teachers of color. The demographic characteristic resembles class settings where a lack of teacher diversity is

apparent. For comparison, Figure 8 shows North Carolina teachers of color to their students.

Figure 8

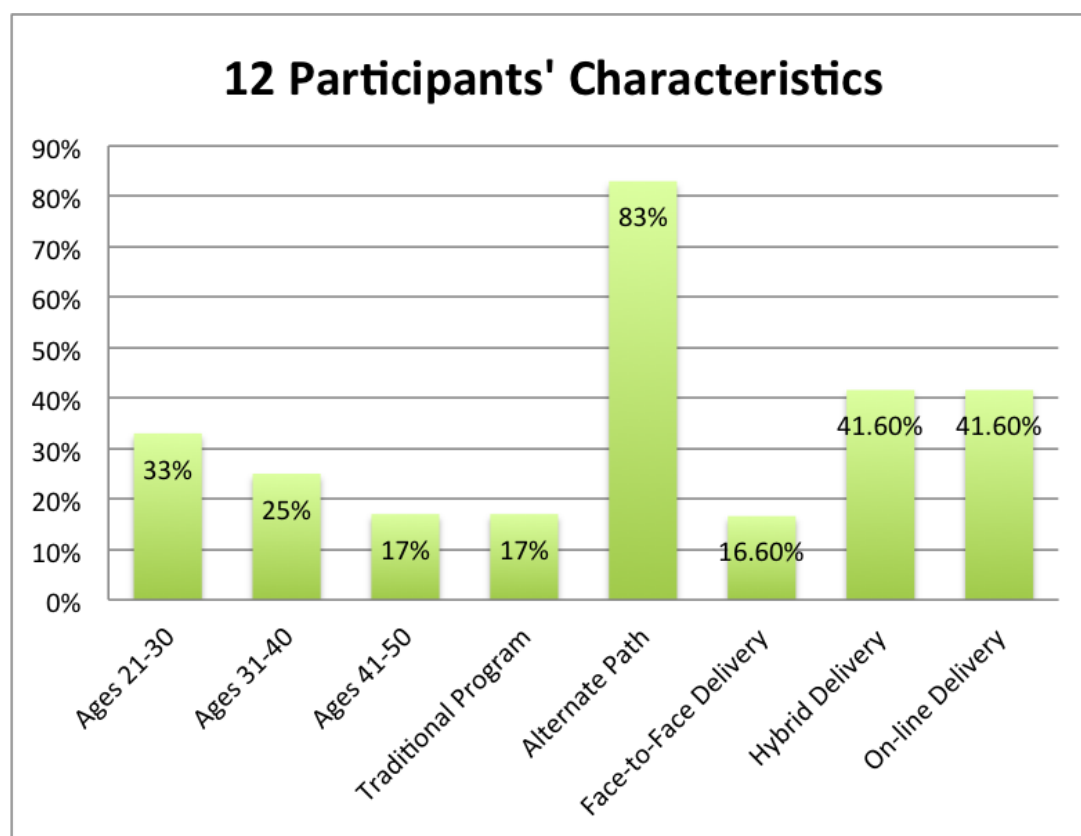
North Carolina Teacher Diversity to Students



Source: Program Evaluation Division (2020) based on data from NCDPI.

There is a gradual increase of teachers of color across the 5-year span. While this is comparable to the rate of growth in students of color, it is unmatched and disproportioned to the overall population of students.

Demographics showed a rather even distribution of participants at each level of experience with slightly more respondents in their first year (n=4). Figure 9 provides descriptions of the participants. These include age, type of teacher preparation program, and delivery format.

Figure 9*Participant Characteristics*

When asked about their teacher preparation programs, a vast majority of participants ($n=10$) entered the profession through an alternate route (83%). The demographic questions also revealed the frequency of online coursework in comparison to face-to-face delivery. Of all the respondents, 83% ($n=10$) received some aspect of their preparation online, if not fully.

Quantitative Results: CRTSE

To determine teacher self-efficacy in CRT, each participant took the CRTSE survey. A theoretical literature review of qualitative and quantitative studies led to four components of CRT: (a) curriculum and instruction, (b) classroom management, (c)

student assessment, and (d) cultural enrichment (Siwatu, 2007). The survey asked respondents to rate their level of confidence (0-100) employing skills associated with those components of CRT. The response time averaged 10-11 minutes. The survey sought to respond to Research Question 1: “How do North Carolina initially licensed teachers perceive their CRTSE as measured by the CRTSE survey?”

A descriptive analysis report provided the minimum, maximum, mean, median, and standard deviation of each survey item. Each item was rated on a scale from 0 to 100. By incorporating the median in the data set, it offered another comparative measure for analyzing the perceptual data. Since some responses can be rated extremely higher or lower than the average, this inclusion helped to recognize misleading data. Table 6 shows a reference for each tenet’s mean, median, and standard deviation.

Table 6

CRTSE Tenets’ Mean, Median, and Standard Deviation Scores

CRTSE tenets	Mean average	Median	Standard deviation
Curriculum and instruction	77.198	80.2	14.71
Classroom management	78.754	86.15	19.18
Student assessment	74.702	76.5	18.38
Cultural enrichment	66.808	67.58	19.906

The standard deviation shows how far scores were from the mean. In addition to determining the mean of each tenet, items specific to CRT were analyzed to identify those skills teachers found most confidence in performing. Table 7 reports the confidence rating of the curriculum and instruction practices in descending order. Statements that received higher than average confidence ratings are listed first and in bold print. Those below the mean average are separated and located below the mid-point line.

Table 7*Items Specific to Curriculum and Instruction Mean/Median Score*

Curriculum and instruction statements	Mean average	Median
I am able to use the interests of my student to make learning meaningful for them.	84.67	90
I am able to critically examine content to determine whether it reinforces negative, cultural stereotypes.	84.27	90
I am able to design instruction that addresses my students' developmental needs.	84.0	83
I am able to adapt instruction to meet the needs of my students.	79.17	80
I am able to implement cooperative learning opportunities and activities.	79.17	84
I am able to use a variety of instructional techniques.	77.33	77.50
I am able to incorporate instructional material to include representation of diverse cultural groups.	77.17	80
I am able to use examples familiar to diverse students to connect to their cultural background.	72.17	80
I am able to design a lesson that shows how various cultural groups have made use of the content I teach.	70.45	70
I am able to model classroom tasks to enhance English Language Learners' (ELL) understanding.	67.58	67.50

From the 10 statements, participants indicated the strongest ability in slightly more than half of them (six). These involved shaping curriculum and instruction towards student interests and their developmental needs as well as examining content for negative cultural references. The self-efficacy strength of skills associated with the curriculum and instruction tenet ranged from 67.58 to 84.67, with an average mean of 77.19 (SD=14.71).

Participants showed the most confidence in skills associated with classroom management, with upper percentile ratings from 11 of the 19 statements. Table 8 structures these statements in descending order with the highest rated statements in bold print. Those statements below the mean are located below the mid-point line.

Table 8*Items Specific to Classroom Management Mean/Median Scores*

Classroom management statements	Average mean	Median
I am able to build a mutual trust between my students and myself.	92.92	97.5
I am able to develop a personal relationship with my students.	92.5	97.5
I am able to help students feel like important members of the classroom.	91.0	95
I am able to obtain information regarding my students' academic interests.	90.09	95
I am able to help students to develop positive relationships with/among their peers.	87.0	90
I am able to structures teacher conferences/meetings so that the session is not intimidating for parent(s)/guardian(s).	84.45	95
I am able to use a resource (i.e., learning preference inventory, multiple intelligence assessment, student interest survey, etc.) to gather data about how my students like to learn	82.45	95
I am able to determine whether my students feel comfortable competing with other students.	81.82	90
I am able to establish a positive home-school relation.	80.83	90
I am able to determine how my students like to learn.	80.55	90
I am able to communicate with parents regarding their child's educational progress.	77.75	92.50
I am able to design a classroom environment that visually reflects (i.e., pictures, presentation with images, drawings, cultural symbols/flags, drawings, etc.) a variety of cultures.	77.0	82.50

(cont.)

Classroom management statements	Average mean	Median
I am able to obtain information about my students' home life.	76.0	81
I am able to identify differences between students' home and school language/communication.	74.58	85
I am able to identify ways that the school culture (e.g., values, norms, practices, etc.) is different from my students' home culture.	73.67	82
I am able to implement strategies to minimize the effects of the mismatch between my students' home culture and the school culture.	70.17	73.50
I am able to communicate with parents of English Language Learners (ELL) about their child's achievement.	54.10	62
I am able to communicate (i.e., greeting, praise, dismissal, etc.) to English Language Learners (ELL) in their native language.	49.20	58.50

The classroom management mean scores ranged from 49.20 to 92.92, with an average of 78.75 (SD=19.18). The statements in this tenet displayed the most self-efficacy strength. The strongest scores were found in teacher abilities to “build a mutual trust between my students and myself,” “develop a personal relationship with my students,” “help students feel like important members of the classroom,” and “obtain information regarding my students’ academic interests.” This section of the survey mostly addressed building the climate of the class through inclusivity. This includes getting to know who students are and how they learn. On the other hand, the analysis also noted a pattern in skills below the mean. These statements were all related to aspects of student home culture. These included the ability “to obtain information about student’s home life,” “identify differences between students’ home and school language/communication,” “implement strategies to minimize the effects of the mismatch between

students' home culture and school culture," and "communicate (i.e., greeting, praise, dismissal, etc.) to ELLs" or communicate to their parents about their achievement.

The student assessment portion of the survey included four statements. Responses showed the highest ratings in two of the four skills. These are distinguished in bold print, while those below the average are below the mid-point line. Table 9 provides those statements with the average mean and the item-specific median.

Table 9

Items Specific to Student Assessment Mean/Median Scores

Student assessment statements	Average mean	Median
Able to assess student learning using various types of assessments.	82.18	85
Obtain information about my students' academic area(s) for development or growth.	80.73	86
I am able to identify ways standardized tests may be biased towards culturally diverse students.	68.20	65
I am able to identify ways that standardized tests may be biased towards linguistically diverse students.	67.70	70

The average confidence rating ranged from 67.70 to 82.18, with a mean of 74.70 (SD=18.38) for skills associated with student assessment. These skills were found to be in the lower percentile of the CRTSE survey along with cultural enrichment. Most confidence was found in statements that focused on the ability to use various types of ways to examine student progress and comprehension.

Respondents displayed the least level of confidence in skills associated with cultural enrichment. It was also the section of the survey that received the most decline in responses. Table 10 shows those cultural enrichment statements respondents felt most

confident in fulfilling at the beginning of the table in bold print and least confident at the end of the table below the mid-point line. It also includes the corresponding mean and median.

Table 10

Items Specific to Cultural Enrichment Mean/Median Scores

Cultural enrichment statements	Average mean	Median
Use my student's prior knowledge to help them make sense of new information.	76.60	82.5
Explain new concepts using examples that are taken from my students' everyday lives.	75.45	85
Obtain information about my students' cultural background.	73.30	70
I am able to use my students' cultural background to help make learning relevant.	62.50	55
I am able to teach students about their cultures' contribution to society.	57	53
I am able to teach students about their cultures' contributions through the subject(s) I teach.	56	60

The average confidence rating in cultural enrichment ranged from 56 to 76.6, with a mean of 74.70 (SD=19.90). Overall, these statements surrounded teacher abilities to incorporate student cultural background into the dynamics of teaching and learning.

The descriptive analysis of the quantitative data led to participants who received a high CRTSE score in one of the four components. High levels were considered scores above the mean. The original study focused on preservice teachers on both ends (high and low) of the self-efficacy scale for its focus group (Phase 2). This study focused its lens on those beginning teachers whose experiences and influences were considered on

the high end of the self-efficacy scale. The second phase of this study was the qualitative phase.

Results for the Qualitative Phase of the Study

To address Research Questions 2 and 3, interviews were conducted. These interviews allowed for further examination of the experiences that built confidence in specific CRT skills. These questions were constructed to delineate influential experiences from in-service to preservice:

- What preservice experiences do North Carolina initially licensed teachers identify as influencing their CRTSE?
- What in-service experiences do North Carolina initially licensed teachers identify as influencing their CRTSE?

This exploratory study gathered data from two female beginning teachers in two distinct regions of North Carolina. Both were in their first year of teaching and utilized an alternate path to teacher licensure; therefore, traditional field experience and coursework did not occur at a preservice level.

Approach and motivation to become a teacher were common, but influences varied greatly. As a result, certain themes emerged for each person in their own way. Common concepts that were chosen from the participants' words generated themes. These three themes are outlined; thereafter, predetermined themes from the theoretical frameworks are shared. Last, the outcome of this study is presented along with the individual responses of participants summarized.

Interviews

Two initially licensed teachers agreed to share their experiences surrounding CRTSE. I will refer to them as Ashley and Rachel. A basic model for anonymity is to create pseudonyms for the individuals interviewed (Butin, 2010). Both participants scored higher than average in either one or all constructs of the CRTSE survey.

Meet Ashley

Ashley is a first-year teacher who entered the profession through an alternate pathway called residency. “This route allows qualified individuals to obtain a teaching position right away as a resident while obtaining a clear professional educator’s license” (NCDPI, n.d., para. 1). This year she also completed a research project to achieve her master’s degree. Similarly, the project centered on cultural diversity with a focus on parent satisfaction. It aimed to better serve ELL parents.

Ashley self-identifies as White, non-Hispanic and teaches at a high school located in the western region of North Carolina. She was adopted by her grandparents and grew up in North Carolina. Before her teacher role, Ashley worked as a paraprofessional in a special education setting. Even earlier on, she worked in home therapy with children with autism. She is classified as a special education teacher and teaches a variety of courses. One is described as a study group for a self-contained class. The course, Students Learning Strategies, offers support with missing assignments, job exploration, and social and emotional learning when time permits. Another entails teaching Math 2 and English 2 in the general setting. She scored higher than average in the classroom management construct of the CRTSE survey.

Meet Rachel

Rachel is also a first-year teacher whose entry into the profession involved a nontraditional path. For Rachel, it was lateral entry. In 2019, the program was replaced by the residency path. Candidates like Rachel will have 3 years (June 2022) to conclude their courses of study that lead to a lateral entrance license. Both paths permit qualified individuals to begin teaching before securing a professional license. Rachel found an opportunity to enter the field when the district reestablished the Family and Consumer Sciences course. Her former education in dietetics and 10 years with school nutrition as a cafeteria manager helped to meet lateral entry guidelines. Currently, only two middle schools in the district offer the elective course. Formerly known as home economics, Family and Consumer Science aims to build interpersonal relationships, nutrition and wellness, and personal finance, along with skillsets in babysitting and hospitality.

Rachel self-identifies as White, non-Hispanic and teaches middle grades (6, 7, 8) in the north-central region of North Carolina. She grew up in a small town in North Carolina but recalls moving away to Cleveland, Ohio at the age of 18. It was in Cleveland where she met her spouse. She is the mother of two boys; and for a total of 8 years, she has coached youth sports from recreational flag football to middle grades basketball. Rachel scored above average on all four constructs of the CRTSE survey.

Interview Findings

In determining the influences of CRTSE, the most dominant concept made by participants involved their encounters with different cultures, their self-awareness through reflection, and their guiding (personal) beliefs. The final themes created for these topics are generated in a rather diverse form: a song, a Ted Talk, and a job reference tool.

This metaphorical technique was devised to support the retention of the themes along with its practicality.

Theme 1: The Danger of a Single Story

The Danger of a Single Story is a Ted Talk speech viewed as many as 131 million times. It emphasizes the notion that every life and every culture are a collection of intertwined stories. The Nigerian novelist and activist, Chimamanda Adichie (2009) shared the story of how she discovered her “authentic cultural voice” (TedGlobal, 2009, para. 1) while cautioning listeners and viewers about the harm in hearing only one story about another person or country. Adichie explained the creation of a single story originates from showing a people as one thing and only one thing, over and over again until that is what they become (9:17). This could lead to a critical misunderstanding of that person or country. It makes “recognition of our equal humanity difficult and emphasizes how we are different rather how we are similar” (Adichie, 2009, 13:36). Adichie proposed a balance of stories to address the stereotypes not just as untruths but to make them complete (12:49). The exposure to various “stories” is the first influence noted to the teachers’ high CRTSE.

It was evident after speaking with Rachel that she was exposed to different “stories.” “UNICEF” was the nickname given to her family based on the diverse ethnic representation within it. She described her husband who was adopted and of Vietnamese descent, her sister-in-law who was from Bangladesh and married to a White man, her Black nephew, her children as half-Asian, and in-laws who were social workers in Cleveland, Ohio. Rachel’s collection of intertwined stories began in Cincinnati, Ohio at the age of 18. This is where she recalled meeting people of different countries,

ethnicities, and socioeconomic statuses. Before this, she grew up in a small town that shared the same beliefs with a lack of ethnic diversity. Rachel marveled at how great it was to encounter people who were different: “It was amazing to hear all of these stories from people and to just learn, like, their life was nothing like my life, and they’re still great, fantastic people.”

In her course, teaching about families and their dynamics is Rachel’s favorite topic. She explained it allows her to teach about different types of families and cultures and invites students to embrace the Hispanic population in their class/school. These expectations of students are shaped by Rachel’s own value of culture. This also cultivates an environment for students to learn of each other’s stories and foster an appreciation for diversity as Rachel has.

Ashley’s story of her formative years began with many challenges. She lived in poverty, experienced homelessness, witnessed family substance abuse, went into foster care, struggled academically in math, and was adopted by parents (biological grandparents) who were victims of the “single story.” Ashley remembered hearing her parents make negative comments about cultural differences, specifically a “mixed couple” (one Black person and the other White) seen in a restaurant. She too grew up in a small town that lacked diversity. Her father figure was a corrections officer and a “racist.” But she recalled living on a Cherokee reservation and making friends for a period of time before her adoption. While she was unclear of the length of time, the friendships that developed forged a sense of appreciation that could not be explained until her later years. Ashley had been shown a different story. She expressed an impact of those involvements that were more valuable to her CRTSE than coursework:

Rather than just like reading about that [CRT] in this, like, abstract way, experiencing these things firsthand, like actually seeing what it's like experiencing the discomfort, especially if you are just a White person, which is like a lot of what teachers are unfortunately, and they have alike, it makes you confront your biases more readily.

Irvine (2003) concluded cultural immersion experiences are widely regarded as contributing to changes or transformations in culturally responsive teachers.

Both teachers acknowledged the significance of cultural integration within a school setting but felt an absence of the impact of it in their own. One shared missed opportunities to celebrate student diversity through recognition of Black History and Hispanic Heritage Month. The other criticized and shared their disappointment in how ELL parents were perceived as disinterested in their child's education by peer teachers. These false perceptions of parents dictated the neglect in involving them. Certainly, these perceptions cast an undesirable light, but it is this type of constructive examination of school settings that fosters change. If schools are overlooking the opportunities to expose their student and staff population to cultural ethnic diversity, how are they to address the influx of students of color and their academic achievement? How are they to address *the danger of the single story*?

Theme 2: Man in the Mirror

“Man in the Mirror” is a pop song written by Siedah Garrett and composed by Glen Ballard. It was released in early 1988 by the legendary artist Michael Jackson and reached Number 1 on the Billboard charts. The chorus included a gospel choir and ironically was one of few songs on the album not written by Jackson. Some of the lyrics

state:

I see the kids in the streets
 With not enough to eat
 Who am I to be blind?
 Pretending not to see their needs
 A summer disregard, a broken bottle top
 And a one man soul
 They follow each other on the wind ya' know
 'Cause they got nowhere to go
 That's why I want you to know
 I'm starting with the man in the mirror
 I'm asking him to change his ways
 And no message could have been any clearer
 If you want to make the world a better place
 Take a look at yourself, and then make a change
 If you want to make the world a better place
 Take a look at yourself and then make the change
 You gotta get it right, while you got the time
 You can't close your, your mind! (Jackson et al., 1998)

The message the song carries in its lyrics provides a social consciousness and awareness. It speaks about some of the conditions within our world (i.e., homelessness, loneliness, despair, and poverty) but, most importantly, the role we can play in making change. It asks us to look at ourselves. The role of being aware of self through reflection is the next

outlined influence noted to teachers' high CRTSE.

“Engaging in reflection helps culturally responsive teachers recognize the beliefs, behaviors, and practices that get in the way of their ability to respond constructively and positively to students” (Hammond, 2015, p. 53). Ashley shared an experience when a group of Black people walked by her and she felt nervous. “Why did I feel like they were a threat” is the question she later asked herself, but she came to the realization that “oh crap, like that’s being racist.” Hammond (2015) explained that the most difficult culture to examine is frequently our own because it shapes our actions in subtle and seemingly normal ways. This rang true as one interviewee found challenge with explaining her competency to specific CRT items. “I guess a lot of, some of the questions are really hard for me to answer because this is just who I am” explained Rachel, who scored above average in all four tenets. Meanwhile, Ashley found this introspection as a merit to developing CRTSE,

because I feel like one of the foundational things to become more culturally responsive is you have to be able to reflect on yourself and you have to be able to recognize and you have to be okay with being like oh crap that was, I have some biases that I don’t want to look at, but I need to.

Ashley also used the reference as a means of defining CRT: “culturally responsive is a matter of like being aware.” This mindfulness also emerged when Rachel shared instructional strategies surrounding the CRT cultural enrichment tenet. She explained her approach as “being aware of my own vocabulary to make sure that I’m speaking in the same terms that they’re understanding” to address linguistically diverse students. Drago-Severson (2009) proposed teachers engage in reflective practice to become “aware of

their own and others' thinking and assumptions" (p. 155) which guides behavior. This proved to be rather evident when Ashley shared an encounter she had with her department teachers. It was a generalization made about the parents of ELLs in the school. "Hearing people make unintentionally racist comments also made me think I gotta make sure I'm not like, it's made me more self-reflective to, at least to like, you know, be respectful and also to serve as a model." Giving serious thought and consideration to ourselves is an essential way to shift and/or sustain a climate focused on cultural diversity.

Theme 3: The Résumé

A résumé is defined by Merriam-Webster (n.d.) as a short account of one's career and qualifications. A more descriptive meaning says it is a short document describing your education, work history, etc. that you give an employer when you are applying for a job. The operation of this noun is used to describe the third influence noted to contribute to the CRTSE of initially licensed teachers. This influence is the experiences and time spent attending to, working, and developing learners before teacher appointment.

Although these beginning teachers bypassed a structured method of performing teaching principles before their designated teacher title, they both served in previous roles where they applied techniques and skills in developing another person's skill set or understanding. For Rachel, she trained many adults across schools and age groups in the operation of the school cafeteria. This also included managers who supervised the day-to-day operations, inventory, and other personnel. Rachel explained the relevance of this experience and how the knowledge from a previous course transferred to teaching diverse students:

My teacher training was the training of adults that I have done. On my own, I was taking courses for like adult education on how to teach. I have kids, I have 18-, 19-, 20-year-old cashiers, and I have people who are 50-60 years old. So, like, the first diversity training was for how to teach adults of different ages. So, like even that is really applicable to kids because we're all learners, and we're all different.

In the case of building the “résumé,” Rachel also referenced her previous work coaching flag football and basketball as a volunteer for a middle school and an organization for children. The interactions with children through a volunteer and competitive sport offered Rachel an opportunity to teach players at a range of skill and development. When queried about the source of her confidence in using a variety of instructional techniques to diverse students, she acknowledged,

Some of it is experiences with my own kids that they're both two different learners. The one I can just put a book in front of him, he'll have it memorized.

The other one, not so much. And then coaching and being in the cafeteria, getting to know the kids like the relationships, knowing middle schoolers, I think helped.

These encounters with learners, albeit external to a class setting, still oriented Rachel to varied learners and behaviors that imparted a higher sense of CRTSE.

Ashley's CRTSE was shown to be higher than average in classroom management. In dialogue about the influences of her confidence in classroom management practices, Ashley pointed to a combination of previous experiences in working with behaviors:

The fact that I came into teaching, and even as like an assistant, I was always like, I can do classroom management. And that is something I was confident in because I had training in Applied Behavior Analysis, which is how to shape

behavior, how to communicate how to work with kids, you know, and kids who are very difficult [emphasis added] to work with, and still get them to learn and be successful. And connect with them. Like my ABA therapy, the first thing that you have to do with a kid before you do any teaching whatsoever is this thing called pairing. So, we would go through like a week or two weeks, depending on how long it took, just “pairing” with the child. So, I think that that is actually truly the crux of like, my belief that I have to build relationships with students first. And like, I was like, Oh, I just felt that way for like back then I was saying that, but no, it's actually I think it really comes from that ABA therapy training that I had, and the degree in psychology and my classes that centered around behavior and learning.

In the role of Applied Behavior Analysis (ABA) therapist, Rachel was charged with applying techniques and skills to cultivate relationships and a climate of trust. This is the core of the skills of the CRTSE classroom management tenet. While it was not the only influence, it was a factor both Ashley and Rachel referenced commonly in building their CRTSE.

Qualitative Results: Social Cognitive Theory and CRTSE Tenets

This replication study employed the theoretical underpinning of Bandura's (1997) social cognitive theory regarding self-efficacy. Self-efficacy is an individual's belief in their own abilities to accomplish certain goals in specific situations (Edwards et al., 2007). Bandura (1994) accredited personal accomplishment and personal well-being to an enhanced sense of efficacy. Through four major processes (mastery experiences, vicarious experiences, social persuasion, and emotional state), such experiences are

expected to produce positive effects. Miles and Huberman (1984, as cited in Creswell, 2014) recognized the importance of data visualization and noted it as the most frequently used format for displaying qualitative data. As a result, Table 11 uses the four processes of developing self-efficacy to show alignment to participant interview responses and the CRTSE instrument used in the quantitative phase.

Table 11*Qualitative Data Results*

Self-efficacy tenets	Tenet description	Interviewee comments	CRTSE (item-specific)	CRTSE tenet
Mastery experiences	Interpreted result of one's previous performance. Experiences that provide an individual real evidence of his or her ability to complete a specified task. Helps the person to distinguish that they have the ability to perform a task.	“When I stepped into the role, and I noticed my own hesitations and reaching out to them, I pushed through that. And every single one of my EL parents, have come to the meetings and they have had input, they have cared, they've been there.”	Q29. I am able to communicate with parents of English Language Learners (ELL) about their child's achievement	Classroom management
		“So, it was a little muddy for at first, but um, like, the fact that I came into teaching, and even as like an assistant, like, I was always like, I can do classroom management. And that is something I was confident in because I had training in Applied Behavior Analysis, which is how to shape behavior, how to communicate how to work with kids, you know, and kids who are very difficult to work with, and still get them to learn and be successful.”	No specific item but classroom management in general	Classroom management
		So, I meet with, I have like, a mentor at the school and then I have like a coach that also through my licensure program, ...he was a lateral entry also. The idea of student choices and letting and just kind of thinking a little bit outside the box of the students really came from a lot of the conversations that him and I have had, like, being a new teacher, you feel like, okay, this is how I supposed to do it. This is the way and here's somebody who like actually walked through my	Q2. I am able to use a variety of instructional techniques.	Curriculum and instruction

(continued)

Self-efficacy tenets	Tenet description	Interviewee comments	CRTSE (item-specific)	CRTSE tenet
		shoes. And he's like, well, this is how I do it. And I got good responses from the students with this. So, his experience has actually really helped me and then I was able to implement some of those in my lessons, and then they turned out really good. And so, then you'd like to learn from that."		
		"I think that my ability to actually utilize those things that I learned in the moment was helpful. I didn't know, like, ideally, like, these things seemed great. Like when I was learning about them before I was able to put them into practice. And, you know, I didn't feel confident doing it all at first. But it was like a gradual building of confidence and seeing the results, that came from me, just trying to do anything to connect with the students. And I think that just like, since part of my philosophy is that, if you connect with the students that's like, part of the foundation of helping them learn."	Q12. I am able to build a mutual trust between my students and myself	Classroom management
		"I spent a lot of time with this other student X, who has low self-efficacy and everything for like, across the board for himself. And now he was recommended by myself and another teacher for this achievement award because of how well he's done this semester. And I think that the big turning point for him was like, when he realized that someone was invested in him."	Q31. I am able to obtain information about my students' academic area(s) for development or growth.	Student assessment
		"And I think that the big turning point for him was like when he realized that someone was invested in him. And I feel like I was at that point. I don't know, it's like, I feel like, it's not so much that I had confidence, it was just that I just cared a lot. And I just really, felt there was need, and I	Q2. I am able to use a variety of instructional techniques. Q12. I am able to build a mutual trust between my students and	Curriculum and instruction Classroom management (continued)

Self-efficacy tenets	Tenet description	Interviewee comments	CRTSE (item-specific)	CRTSE tenet
		was like, I'm just gonna try everything that I can, like, you know, I have this toolbox.”	myself.	
		“I'm on the right path. And then the results that came after that kind of reinforced the fact that I was on that right path, if that makes sense.”	No specific item but classroom management in general	
Vicarious experiences	Witnessing people similar to oneself succeed which raises one's effort to succeed. Entail observing other people complete tasks successfully and positioning them as a role model. It offers reassurance.	“Building relationships with students also comes a lot from working with Mrs. Sims in the self-contained room, because that was like her whole thing was building relationships. She was such a good mentor for me. And she was just all about inclusivity, as well. And she made, she pushed my awareness of inclusivity. But more so about, students with disabilities. There were gaps in my awareness. I was like, ‘Oh, I never really thought about that.’”	Q11. I am able to develop a personal relationship with my students	Classroom management
			Q20. I am able to make students feel like important members of the class	
		“I would say when I was in the self-contained classroom as an assistant, how there was regular communication with parents and even when I was in OCS, there was regular communication with parents. And that was one of the biggest things that I took away from that is to like build relationships with the parents, because I saw that happening.”	Q13. I am able to establish positive home-school relations. Q26. I am able to communicate with parents regarding their child's educational progress Q27. I am able to structure teacher conferences/meetings so that the session is not intimidating for parent(s)/guardian(s)	Classroom management
Social persuasion	Receiving positive verbal feedback while undertaking a complex task	“I had a lot of good feedback while I was in college, on the papers that I was writing, a lot of times, my papers will be used for, like examples and stuff for the	No specific item was referenced but rather the classroom management	(continued)

Self-efficacy tenets	Tenet description	Interviewee comments	CRTSE (item-specific)	CRTSE tenet
	persuades a person to believe that they have the skills and capabilities to succeed.	next class. So I think that that like, also helped boost my confidence, like trust myself, that like, yeah, like I can, I have the right idea or I'm on the right path."	tenet	
Emotional	The emotional, physical, and psychological well-being of a person can influence how they feel about their personal abilities in a particular situation.	None identified		

According to Bandura (1997), mastery experiences are the most effective way to create a strong sense of effectiveness. The experience revealed itself at least seven times from the interview dialogue. This experience is meant to foster resilience and demonstrate an ability to overcome despite obstacles. It can be translated to the emerging theme of "I think I can." Vicarious experiences appeared twice in context to CRTSE. It may be partly reasoned that the presence of observable social models was limited. Even less noticeable were verbal acknowledgements referred to as social persuasion. These processes of building self-efficacy were attached to most instructional practices related to classroom management (seven). A few experiences were related to the curriculum and instruction (two) and student assessment (one) tenets.

Summary of Research Question 1

Research Question 1 asked, “How do North Carolina initially licensed teachers perceive their CRTSE as measured by the CRTSE survey?” The answer to this question was determined by descriptive analysis of the 39 statements aligned to CRTSE. Above-average ratings on most item-specific statements in classroom management showed teachers were most confident in skillsets associated with creating a positive environment for diverse learners. In addition, self-assurance was also present in curriculum and instruction practices. These generally surrounded adapting instruction based on student interests or developmental needs, identifying negative stereotypes in content, and implementing cooperative learning activities. Overall and regardless of the tenet, teachers reported less confidence in skills related to student home culture and cultural background, especially ELLs.

Summary of Research Question 2

Research Question 2 asked, “What preservice experiences do North Carolina initially licensed teachers identify as influencing their CRTSE?” The study did not yield ample data to address this question and substantiate its findings among North Carolina initially licensed teachers. It did consider, however, the experiences of the two early career teachers who engaged in the study. Both participants entered teaching through an alternate pathway. This route lacked traditional preservice teacher preparation. Nevertheless, it was determined that experiences involving working with diverse students or adult learners external to the classroom setting were influential to initially licensed teachers’ CRTSE. This also included relationships with culturally diverse people such as family or friends.

Summary of Research Question 3

Research Question 3 asked, “What in-service experiences do North Carolina initially licensed teachers identify as influencing their CRTSE?” The study did not yield ample data to address this question and substantiate its findings among North Carolina initially licensed teachers, yet it did consider experiences shared by two early career teachers. Both teachers were in their first year of teaching. As a result, their in-service experiences were rather limited. Despite the term, positive student outcomes and relations from adopted instructional practices and techniques fostered a level of confidence that Bandura (1997) described as mastery experiences. These are best expressed in Table 11 of the study.

Rachel

Rachel received high self-efficacy scores in all four tenets of the CRTSE survey. Overall, she attributed her confidence in CRT to a combination of experiences, many that occurred prior to or beyond her teaching role. Being a mother of two boys with different learning styles, adapting instruction to meet diverse learners began in Rachel’s home. Also evident through her children’s acceptance of others and social consciousness, she finds confirmation and competence in her ability to address diversity and cultural awareness. Previous work experiences working with adult learners at different age levels equipped her with the mindset and flexibility to work with different learners. As a trainer for school nutrition, Rachel elected to take a course in adult education. This was the first diversity training she experienced, but she contributes the strategies gained as a source to her high self-efficacy in the CRT cultural enrichment tenet.

Rachel has a type of initiative that propels her to seek out information and

resources to work better with her diverse group of students. She has a belief, “not everyone has the same starting point in life” and “being different is not equal to being bad.” Her beliefs were evident but the influences on her high CRTSE were not so much. She struggled with identifying influencers to her CRTSE. Rachel described her high self-efficacy in CRT as just who she is and what she is purposed to do.

Ashley

Ashley’s self-efficacy was high in the classroom management tenet of the CRTSE survey. She credits her undergraduate psychology coursework that centered around behavior and learning along with previous experience as an ABA therapist. She explained the ABA training focused on how to shape behavior; how to communicate; and how to work with children, specifically those of challenge, in a manner to generate connection prior to learning. In ABA therapy, she was taught a technique called “pairing.” This method was a prerequisite that charged therapists with building trust and establishing a rapport with a child beforehand.

Ashley shows special interest in the school’s linguistically diverse students and parent population. Many of her success stories centered around her students who are ELLs and their parents. A recent research project she conducted addressed parent engagement and their perceptions of the services rendered by the local education agency. The goal was to help teachers build a better rapport with parents of ELL students. Some interactions and observations made within her department initiated the idea of the study. Ashley, much like Rachel, is an initiator who seeks out resources and techniques to strengthen her ability to work with her diverse student population. Where I find contrast in the two is in their awareness and interpretation of how their self-efficacy was

developed.

Summary

This chapter detailed the quantitative and qualitative findings of the study. It provided a table structured for ease of data analysis. Chapter 5 contains the interpretation of these findings, implications for practice, limitations, and recommendations for future studies.

Chapter 5: Discussion

Introduction

Chapter 5 expands upon the findings that were detailed in Chapter 4. This entails the conclusions drawn from the replication study. These findings are shaped to form meaning for policymakers and practitioners. Last, a discussion of the limitations of the study and recommendations for future research are shared.

Purpose of the Study

Just as students need rich background to understand and solve problems, teachers need appropriate background and useful information to learn to use culturally responsive tools and strategies. Hammond (2015) suggested we can become knowledgeable about the dimensions of culture and the larger social, political, and economic conditions that create inequitable education outcomes if we have the relevant background knowledge (Hammond, 2015). This exploratory, replication study was designed to ascertain those influential experiences initially licensed teachers credited to their high self-efficacy in CRT. In other words, what background or underpinnings did these teachers have that guided their confidence in CRT skills. The goal was to add to the understanding of CRTSE in order to provide teacher preparation experiences and professional development opportunities that will enhance other educators' CRT competence and skills to teach diverse students.

Research Question 1: Interpretation of Findings

Research Question 1 asked, "How do North Carolina initially licensed teachers perceive their CRTSE as measured by the CRTSE survey?" Initially licensed teachers found higher self-efficacy in classroom management behaviors. These instructional

practices were largely associated with building relationships and rapport with students in the classroom. Classroom management is often an area of focus and attention for teachers, especially early career ones, as it is foundational to teaching and learning. Siwatu (2011) referred to these skills as “general teaching practices” (p. 365), as they do not require specific skills connected to teaching a cultural or linguistic population. Lower confidence ratings associated with more culturally specific practices were shared by both preservice teachers (Siwatu, 2011) and in-service ones within this study. These included statements inclusive of cultural background, cultural contributions, and a linguistic population. It is important to note these statements were unstructured within the initial study; whereas in this study, these statements connected and aligned to the four CRT competencies. Total scores weaken the disclosure of insecurities associated with CRTSE. A total score could be deemed as high but disregard the low ratings of specific items. A restructure of the skills within this replication study assisted in revealing initially licensed teachers’ self-efficacy in instructional practices aligned to the cultural enrichment tenet was lower than all others. Essentially, all CRTSE items related to student cultural background, contribution, or language showed a decrease in self-efficacy. These results were found to be present in Siwatu’s (2011) initial study of preservice teachers’ CRTSE experiences.

The study found other similarities. For instance, all nine CRTSE tasks deemed as most efficacious by preservice teachers were also regarded with strong confidence with in-service respondents. In reference to the sampling size, the representation of teachers of color in the original study was just as low (5%) as the ethnicity (16%) within this replication study. Since the original study limited the reporting of preservice CRTSE

skills to the most (nine) and least efficacious (eight), item-specific ratings could not be compared; overall, in-service teachers were most efficacious in practices dissociated to culturally specific tasks. Regardless of the tenet, teachers reported less confidence in skills related to student home culture and cultural background, especially ELLs.

Research Question 2: Interpretation of Findings

Research Question 2 asked, “What preservice experiences do North Carolina initially licensed teachers identify as influencing their CRTSE?” Based on the participants interviewed, both entered teaching through an alternate path. Licensure programs that make use of alternative educational methods allow those with a bachelor's degree to get a teaching credential while being a classroom teacher. This method does not entail an organizational field experience such as student teaching or teacher preparation coursework prior to the teacher role. These teacher preparation experiences are designed to provide background knowledge and experiential learning that aid in the readiness of a beginning teacher. In the absence of these traditional preservice experiences, findings from this study may not translate as manageable or adaptable practices to organizations or practitioners of teacher preparation programs. Nevertheless, discussion with these nontraditional teachers highlighted (a) the degree of exposure to diverse cultures or ethnicities prior to teaching and (b) experiences spent working with learners prior to teaching as contributors to CRTSE. These characteristics allowed initially licensed teachers to feel assured in their ability to execute some CRT tasks. Bandura (1994) theorized individuals who are confident in their abilities are likely to persevere amid obstacles and challenges. On the other hand, individuals who believe they lack capabilities are much less likely to participate in activities that challenge them, thus

giving up when faced with difficulties. In consideration of this notion of self-efficacy promoting perseverance, I propose research pertaining to assessing teacher self-efficacy of early career teachers (0 to 5 years) upon exiting the field. Further details involving recommendations are shared in the Recommendations for Further Studies section.

Research Question 3: Interpretation of Findings

Research Question 3 asked, “What in-service experiences do North Carolina initially licensed teachers identify as influencing their CRTSE?” The response to this question was obtained through two interviews. Interviewees were both initially licensed teachers serving in their first year of teaching. This limitation factored into identifying specific in-service influences on CRTSE. Neither completed a teacher preparation program before their hire but were enrolled in coursework during practice. A nod to licensure coursework was mentioned as an influence; however, the reference was general and specific aspects of the course such as discussion, strategies, or even theory could not be drawn. Based on findings from Siwatu’s (2011) original study, preservice teachers with higher self-efficacy expressed more opportunities to discuss, observe, and practice skills aligned with CRTSE than those with lower self-efficacy. This substantiates the study’s cause to assess the amount and depth of opportunities to develop knowledge of CRT. A glaring distinction in this study was the limited references to opportunities for in-service observations and feedback. This gap in procedural knowledge is likely to require early career teachers to evoke more trial-and-error methods. Bandura (1997) offered a more sophisticated term for this technique called mastery experiences. Mastery experiences provide a tangible indication of one's ability to master whatever it takes to succeed. In other words, mastering something will enable the individual to determine that

they have the capability to perform a task.

Through stories of student success and development, participants demonstrated their ability to adapt instructional strategies for linguistically diverse students. Feeling this sense of achievement is translated as a mastery experience. As a result, in-service experiences that influenced higher CRTSE were mastery experiences. Bandura (1997) contended the most effective way of creating a strong sense of efficacy is through this process of mastery experiences.

I caution teacher perceptions of mastery experiences in working with diverse student populations. Strategies and techniques suitable to one subgroup, class, or student are not always indicative of success with other students of the same classification. In a study of deliberate practice, acquisition, and maintenance of performance, Ericsson (2004) outlined three conditions to maintain and improve upon initial competency. Of those, one addressed continued practice and detailed, immediate feedback. This framework is predicated on the assumption that acquiring expert performance necessitates deliberate practice and that continued deliberate practice is required for the maintenance of many types of professional performance (Ericsson, 2004). For this reason, beginning teachers must have additional experiences to expand upon their mastery ones. This is best achieved through an additional support system that provides feedback, instructional resources, strategies, and mentoring, as these are instrumental in teacher development and retention. Wagner and Imanel-Noy (2014) warned teachers working alone with little or no feedback on their instruction will not be able to improve significantly, no matter how much professional development they receive. Furthermore, Bandura (1997) reported a combination of experiences strengthens self-efficacy.

Triangulation of Quantitative to Qualitative Findings

Using results from both the qualitative and quantitative analysis, it was discovered that initially licensed teachers are most confident in general instructional practices and less confident in culturally sensitive tasks related to students' linguistically and culturally diverse backgrounds. This could be in part because more in-service contacts and experiences encountered were related to classroom management and curriculum and instruction skills and fewer were around student assessment and cultural enrichment skills. Scores in these latter tenets show the least amount of self-efficacy.

Implications for Practice

With over 1,200 institutions offering teacher preparation programs and countless alternative certification pathways, the manner in which future educators are prepared to educate the next generation can play a critical role in systemic change. In a comparison of U.S. alternate programs to North Carolina, only 15% of new teachers in the U.S. enter the profession through alternative teacher training programs. While in North Carolina, one quarter of all new teachers enter through this route. In this study, the majority of respondents were teachers from an alternate path program. This pathway into the classroom strives to address the teacher shortage. Nontraditional teachers may lack aspects of preparation such as coursework in methods for teaching, child development, and education/introduction of exceptional children, as well as the field experience of teaching in a class. This awakens a rethinking of teacher preparation that it is not solely reliant upon preservice for teacher preparation. It shifts accountability towards districts and local education agencies to provide a stronger beginning teacher support system. It makes in-service teacher preparation even more critical, but research maintains a

teacher's initial performance is a far better predictor of future performance than academic credentials or career paths. When teachers begin their careers strongly, they are much more likely to continue to succeed as educators in the long term (Mulhern et al., 2013).

Initial thoughts for recommendations focused on teacher induction programs as they encompass an array of assistance. Based on Ingersoll's (2012) widespread investigation of teacher induction programs, teacher retention increased the more comprehensive the induction program. It specified the strongest impact to reducing teacher turnover was mentorship (same subject area) along with common planning or collaboration with other teachers (same subject area), yet North Carolina is not without a plan to support its beginning teachers. Upon review, beginning teacher support standards for traditional and lateral entry teachers are outlined in a state board of policy. Each public school is required to maintain an approved beginning teacher support program. The beginning teacher support program includes a 3-year induction period as well as evaluation requirements. This plan specifies its role to beginning teachers such as formal orientation, assignment of mentors, professional development, formal observations, and an overview of the North Carolina Professional Teaching Standards. One recent addition to the requirements of school plans is the completion of a survey in Year 1 by the beginning teacher and the school principal. This is used to assess the performance of the educator preparation programs in the first year of teaching along with the beginning teacher support program. In addition, a 65-page handbook for beginning teachers defined each component of their support from orientation to mentor roles, but plans and/or theory do not necessarily translate to practice.

Based on the findings from this study, initially licensed teachers require

procedural knowledge and strategies connected to teaching culturally and linguistically diverse students; first and foremost, they must recognize, examine, and work to eliminate the implicit bias and cultural stereotypes that exist within themselves. Nieto (1999) acknowledged that teachers can lay the groundwork for students to reclaim their histories and voices by “reconnecting with their own backgrounds, and with the sufferings as well as the triumphs of their own families” (p. 3). In recent recommendations to policymakers on racial inequity in North Carolina schools, training of teachers and administrators in implicit racial bias was one proposed measure to improve culturally responsive pedagogy. The “hallmark of an independent learner is his ability to direct his attention toward his own learning” (Hammond, 2015, p. 48). To be culturally attuned to their students' identities, teachers must be aware of their own identities, as well as how those identities may differ from those of their students. To this point, the use of video recordings to meet measures of CRT through (a) self-reflection, (b) colloquial inquiry, and (c) instructional practices and strategies related to culturally diverse and linguistic student populations should be adopted.

Video recordings in teacher education are readily utilized as a resource for teacher professional growth and development (Deneme, 2020; Eksi & Gungor, 2018; Hollingsworth & Clarke, 2017). According to Hamel and Viau-Guay's (2019) literature review conducted on the use of video in teacher professional development focusing on their capacity to reflect on their own teaching practices, video analysis provided a better foundation and support for reflection than recollections alone. The participants frequently showed a greater capacity to elaborate on their teaching reflections after using video analysis. Shanahan et al. (2015) also conducted a synthesis of video-facilitated reflections

specific to literacy and in-service teachers. The review concluded teachers valued conversation when given the opportunity to discuss their or their colleagues' videos, increasing their explicit knowledge and enabling them to better implement responsive teaching. In application of video analysis for teacher reflection, consideration should be given to the structure of the video analysis process (Ayra et al, 2014; Shanahan et al., 2015) along with the role of the facilitator (Shanahan et al., 2015); the interaction among learners (Marsh & Mitchell, 2014); and developing a positive culture (Hamel & Viau-Guay, 2019; Shanahan et al., 2015). These are factors that are common to any professional learning community.

With the growing use of technology, even online tools have become available using class video recordings such as The Teaching Channel website and a teacher video self-reflection module devised by Harvard University. It is said that those with a stronger capacity for reflection are more likely to make substantive improvements to their teaching once they enter the workforce (Etscheidt et al., 2012). For a deeper analysis, videos offer recording features such as pause and rewind. Also, aspects of a lesson are captured in recordings that may not be apparent during instruction like interactions or responses to or with diverse cultural and linguistic learners. According to Drago-Severson (2009), one promising way to encourage risk-taking, foster shared leadership, learn together, and thus increase individual and organizational capacity is to develop collaborative work cultures wherein teachers reflect together. This belief guides the next proposed source of video recordings as a change mechanism towards CRTSE.

Unless inexperienced teachers are guided to reflect on their experiences, their lack of field experience may lead them to develop survival strategies to deal with classroom

difficulties (Keppens et al. 2019). In turn, using video recordings for collegial inquiry helps to address the lack of knowledge and assumptions about acceptable, competent teaching practices. Collegial inquiry is merely inserting others into the reflection process in order to generate dialogue. This is an ideal role for mentors and school or district instructional coaches. To engage in this practice and process over time generates an increased capacity to recognize beliefs, convictions, values, and assumptions; to engage in introspection with others that may lead to the discovery of assumptions about practice; and to entertain thoughts and behaviors that are different from the way we normally think or act (Drago-Severson, 2009, p 161). Headden (2014) substantiated this process and explained that “learning to teach is best accomplished through collaborative efforts and participation in regular, reflective, data-driven conversations about one's work with colleagues in the field of education” (p. 7).

In asking practitioners to reflect on specific professional instances that can be captured through video, discussions are based firmly on a shared familiarity with a specific incident that occurs in a specific educational environment (Hollingsworth & Clarke, 2017). Video clips connect teachers to their work. Headden (2014) propositioned school leaders to consider the lack of opportunity when the accumulation of practical wisdom is not present in any gathering of professionals for the teachers to benefit. In other words, make use of the knowledge and practices of experienced teachers. Using videos of those experienced and acquainted with CRT instructional strategies and practices offers a frame of reference that can be revisited and recalled, especially for early-career teachers. Due to the fact that the video excerpts are shared rather than held by a single individual, discussion is uninhibited by any identification with a particular

group member; therefore, video clips can expand to site and district level as a professional development database.

Limitations

A study's power is defined by its capacity to detect an effect when one exists. The effectiveness of a study depends on the size of the effect. Large effects are easier to see and have a greater impact on the results. In short, when researchers are constrained to a small sample size, they may have to settle for less-conclusive results. A limitation of this study was its sample size. A sample size of 120 participants would have offered an adequate representation of the population. However, a sample size of 12 participants with two interviews was obtained. Also, the demographic information provided showed most participants identified as White, non-Hispanic (80%). Some demographic groups were underrepresented or missing altogether. This was not a sufficient representation of the population and cannot be generalized. The results of all studies may be compromised by a lack of proper sample sizes or the inability to locate essential respondents. It is not the fact that these weaknesses exist that is most important, but that they are recognized (Gray, 2014, p. 61).

Another limitation to the study was its access to participants. Designated personnel from each district acted as a gatekeeper to the participants and the administration of the survey. Communication to teachers was based solely on this partnership that was formed based on the study. Some personnel offered more support than others. Most favorable responses were generated from those districts. An established rapport or familiarity with the district may have boosted participation. One district declined to send the second correspondence, the reminder email. This was due

to the time of year the survey was administered. It was the end-of-school term when testing, final exams, and graduation occur. As a result, time of the year can be factored as another limitation.

The study was designed as mixed methods with emphasis on the qualitative phase to inform the statistical findings. Four focus groups aligned to the CRTSE tenets were initially planned; however, a limited number of respondents consented, and two interviews were conducted. Interviewees were limited in their frame of reference when speaking to in-service experiences. Both were in their first year of teaching. Additionally, neither teacher had a traditional preservice experience. One had taken a Praxis exam to obtain her entry, and the other had entered through the residency route. As a result, the findings are limited in scope.

In addition, the study involved the requirement of teachers' rapid identity number in the survey design. This individualized number is assigned to each North Carolina teacher and accesses personal information such as teacher performance and self-assessment, among other personalized data. Due to the confidentiality of the number, some initially licensed teachers elected not to provide the number. The survey design required the number before respondents could progress to the survey questions. This approach was taken as a means to locate those respondents who were willing to participate in the qualitative phase. Consequently, several "yes" respondents entered the survey but did not complete it. This was a limitation in design.

Recommendations for Further Studies

A statistical review of the North Carolina student population over the last decade shows a gain of 140,000 students to the classroom. These learners were solely students of color: 68% Hispanic, 13% Asian, 11% Two or More Races, and 8% Black. It has been demonstrated that having a teacher of the same race is beneficial for students of color. States, including North Carolina, are taking measures to diversify their teacher pool. In North Carolina, a review was conducted to determine the effectiveness of the state's current efforts to enhance teacher diversity. Of the eight components analyzed, determinations were consistent but disparaging: "There is no program addressing the recruitment or retention of teachers of color at the state level" (Program Evaluation Division, 2020, p. 1). Since recruitment and retention of teachers of color affect the teacher workforce's diversity, one suggestion is to consider the CRTSE experiences of teachers of color. A weak representation of this population was evident in this study (13%) and the original study (5%); therefore, further recommendations are made to repeat this study with a focus on teachers of color in the early start of their career and those exiting. Based on the Program Evaluation Division (2020) report, people of color enter the teaching profession at a lower rate than their White counterparts. How confident are teachers of color in CRTSE? Is there a significant difference to peers who are not of color? The report also shared that at various points along the teacher pipeline, the pool of potential teachers of color for Black and Hispanic/Latino student candidates narrows dramatically in comparison to the pool of potential White teachers. Do teachers of color who leave the profession have low confidence in their CRT abilities? Insight into the CRTSE of teachers of color at the onset and exit of teaching expects to provide feedback

to inform district/site level professional development opportunities surrounding CRT.

Conclusion

The approach in this replication mixed methods study was to explore CRTSE influences beyond preservice teacher preparation as an extension of the original study conducted by Siwatu (2011) a decade ago. The purpose of this chapter was to provide an interpretation of the study's findings and recommendations for future studies along with its limitations and implications to the practice.

In the words of Dr. Martin Luther King, Jr. (1965), "Whatever affects one directly, affects all indirectly.... I can never be what I ought to be until you are what you ought to be" (para. 1). The message sheds light on an interrelated structure recognized within our society regardless of its differences (i.e., cultural, political, ethnic, or social). It is in this same spirit that CRT invites educators to recognize the cultural and linguistic diversity of its students as an interrelated connection of themselves. The acquisition of cultural competence and consciousness does not merely benefit students but also educators and all humanity. The fact that educators are White, middle-class females from different cultural backgrounds from their students is not the issue; electing not to understand and learn of their students' cultural and diverse backgrounds is. Therefore, CRT is framed in such a way that educators and students alike can strengthen their cultural identities as a means to better serve each other in a society filled with diversity.

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Appendix A

Permission Letter to Use CRTSE Survey



TEXAS TECH UNIVERSITY
College of Education™

Permission To Use Instrument(s)

Dear Researcher:

You have my permission to use the Culturally Responsive Teaching Self-Efficacy Scale, the Culturally Responsive Teaching Outcome Expectations Scale, and/or the Culturally Responsive Classroom Management Self-Efficacy Scale in your research. A copy of the instruments are attached. Request for any changes or alterations to the instrument should be sent via email to kamau.siwatu@ttu.edu. When using the instrument(s) please cite accordingly.

☐ **Culturally Responsive Teaching Self-Efficacy Scale**

Siwatu, K. O. (2007). Preservice teachers' culturally responsive teaching self-efficacy and outcome expectancy beliefs. *Teaching and Teacher Education*, 23, 1086-1101.

☐ **Culturally Responsive Teaching Outcome Expectations Scale**

Siwatu, K. O. (2007). Preservice teachers' culturally responsive teaching self-efficacy and outcome expectancy beliefs. *Teaching and Teacher Education*, 23, 1086-1101.

☐ **Culturally Responsive Classroom Management Self-Efficacy Scale**

Siwatu, K. O., Putnam, M., Starker, T. V., & Lewis, C. (2015). The development of the culturally responsive classroom management self-efficacy scale: Development and initial validation. *Urban Education*. Prepublished September 9, 2015.

Best wishes with your research.

Sincerely,

Kamau Oginga Siwatu, PhD
Professor of Educational Psychology

Box 41071 | Lubbock, Texas | 79409-1071 | T 806-834-5850 | F 806-742-2179

An EEO/Affirmative Action Institute

Appendix B

Response From Survey Developer for CRTSE Statement-Strand Alignment

RE: Request for Associated CRT Tenets/Strands

Siwatu, Kamau <Kamau.Siwatu@ttu.edu>

Wed 6/24/2020 8:58 PM

To: Estella Williams <ewilliams8@gardner-webb.edu>

Cc: Sydney Brown <skbrown@Gardner-Webb.edu>

1 attachments (91 KB)

CRTC Manuscript.pdf;

CAUTION: This email originated from outside of the Gardner-Webb.edu domain. Do not click links or open attachments unless you verify that the links and/or attachments are safe.

Hello –

I understand what you are looking for. Unfortunately, that particular file has gotten away from me. When I did my dissertation in 2005 I did it using a zip drive. And of course there aren't many computers that have zip drives anymore. I am not sure if you have the culturally responsive teaching standards document that I used to create the items. But it can be used to establish a link between each standard and the domain (e.g., cultural enrichment, etc).

Please see attached.

Kamau Oginga Siwatu, Ph.D.

Department Chair

Professor of Educational Psychology

College of Education, Box 41071

Texas Tech University

Lubbock, TX 79409-1071

Office telephone: 806-834-5850

Email: kamau.siwatu@ttu.edu[Virtual Office Hours](#)**From:** Estella Williams <ewilliams8@gardner-webb.edu>**Sent:** Monday, June 22, 2020 9:10 AM**To:** Siwatu, Kamau <Kamau.Siwatu@ttu.edu>**Cc:** Sydney Brown <skbrown@Gardner-Webb.edu>**Subject:** Re: Request for Associated CRT Tenets/Strands

Mr Siwatu,

Please allow me to clarify my grammatical oversight in my previous question.

I am requesting the associated CRT tenet/strand for each statement of the survey.

Respectfully,

From: Estella Williams <ewilliams8@gardner-webb.edu>**Sent:** Saturday, June 20, 2020 2:19 PM**To:** Siwatu, Kamau <Kamau.Siwatu@ttu.edu>**Cc:** Sydney Brown <skbrown@Gardner-Webb.edu>**Subject:** Request for Associated CRT Tenets/Strands

Appendix C

Culturally Responsive Teaching Self Efficacy (CRTSE) Survey (revised)

0	10	20	30	40	50	60	70	80	90	100
No Confidence At All					Moderately Confident					Completely Confident

Confidence Level	I am able to:
	<ol style="list-style-type: none"> 1. adapt instruction to meet the needs of my students. 2. use a variety of instructional techniques. 3. incorporate instructional material to include representation of diverse cultural groups. 4. critically examine content to determine whether it reinforces negative, cultural stereotypes. 5. design a lesson that shows how various cultural groups have made use of the content I teach. 6. use examples familiar to diverse students to connect to their cultural background. 7. use the interests of my students to make learning meaningful for them. 8. design instruction that addresses my students' developmental needs. 9. implement cooperative learning opportunities and activities. 10. model classroom tasks to enhance English Language Learners' (ELL) understanding.
Confidence Level	I am able to:
	<ol style="list-style-type: none"> 1. develop a personal relationship with my students. 2. build a mutual trust between my students and myself. 3. establish positive home-school relations. 4. obtain information about my students' home life. 5. identify differences between students' home and school language/communication. 6. identify ways that the school culture (e.g. values, norms, practices, etc.) is different from my students' home culture. 7. implement strategies to minimize the effects of the mismatch between my students' home culture and the school culture. 8. develop a community of diverse learners. 9. design a classroom environment that visually reflects (i.e. pictures, presentation with images, drawings, cultural symbols/flags, drawings, etc.) a variety of cultures. 10. help students feel like important members of the classroom. 11. help students to develop positive relationships with/among their peers. 12. obtain information regarding my students' academic interests.

13. determine whether my students feel comfortable competing with other students.
14. determine how my students like to learn (i.e. alone, partner, group, etc.).
15. use a resource (i.e. learning preference inventory, multiple intelligence assessment, student interest survey, etc.) to gather data about how my students like to learn.
16. communicate with parents regarding their child's educational progress.
17. structure teacher conferences/meetings so that the session is not intimidating for parent(s)/guardian(s).
18. communicate (i.e. greeting, praise, dismissal, etc.) to English Language Learners (ELL) in their native language.
19. communicate with the parents of English Language Learners (ELL) about their child's achievement.

Confidence
Level

I am able to:

1. assess students' learning using various types of assessments.
2. obtain information about my students' academic area(s) for development or growth.
3. identify ways standardized tests may be biased towards culturally diverse students.
4. identify ways that standardized tests may be biased towards linguistically diverse students.

Confidence
Level

I am able to:

1. obtain information about my students' cultural background.
2. use my students' cultural background to help make learning relevant.
3. use my students' prior knowledge to help them make sense of new information.
4. teach students about their cultures' contributions through the subject(s) I teach.
5. teach students about their cultures' contribution to society.
6. explain new concepts using examples that are taken from my students' everyday lives.

Appendix D

Response From Survey Developer for Survey Modifications

RE: Request for Associated CRT Tenets/Strands

Siwatu, Kamau <Kamau.Siwatu@ttu.edu>

Tue 2/16/2021 11:02 AM

To: Estella Williams <ewilliams8@gardner-webb.edu>

CAUTION: This email originated from outside of the Gardner-Webb.edu domain. Do not click links or open attachments unless you verify that the links and/or attachments are safe.

Estella,

These modifications look reasonable. Thanks for sharing.

From: Estella Williams <ewilliams8@gardner-webb.edu>

Sent: Tuesday, February 9, 2021 7:49 PM

To: Siwatu, Kamau <Kamau.Siwatu@ttu.edu>

Cc: Sydney Brown <skbrown@Gardner-Webb.edu>

Subject: Re: Request for Associated CRT Tenets/Strands

Attn: Kamau Siwatu, College of Education,
Department of Educational Psychology

In accordance with the agreement to use the Culturally Responsive Teaching Self-Efficacy (CRTSE) instrument, I am in contact regarding modifications to the survey.

My proposed study will concentrate on participants' scores on two bases: 1) item- specific and 2) by CRTSE strand. I expect to identify teachers' self-efficacy scores for each strand. Competencies specific to a strand expects to strengthen teachers' discussion around one aspect of CRT. Therefore, four different focus groups will be conducted (one for each tenet).

Given this, I have modified the instrument to rearrange and cluster statements based upon the CRT tenets. The revised instrument is included to review for permission release.

Should there be additional questions or requirements, please feel free to inquire.

Respectfully,

Estella R. Williams, GWU Doctoral Candidate