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A CORRELATIONAL STUDY OF TEACHER SELF-EFFICACY AND
CULTURALLY RESPONSIVE TEACHING

By
LaShaunda Plain-Mamon

A Dissertation Submitted to the
Gardner-Webb University College 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

A CORRELATIONAL STUDY OF TEACHER SELF-EFFICACY AND CULTURALLY RESPONSIVE TEACHING. Plain-Mamon, LaShaunda, 2021: Dissertation, Gardner-Webb University.

The Every Student Succeeds Act (2015) focuses on equity and mandates high academic standards for all students. The achievement of diverse students is significantly below their counterparts. The purpose of this study was to investigate the correlation between culturally responsive teaching (CRT) and teacher self-efficacy (TSE). Additional research focused on teacher perspectives regarding their self-efficacy around CRT practices and how their experiences with CRT can be described. Quantitative data were analyzed independently and then merged to test the theory of a correlation between culturally responsive teaching techniques (CRTT) and TSE. Qualitative data were analyzed, coded, and then collapsed into themes. The analysis identified statically significant positive relationships between TSE and professional growth, student engagement and instructional strategies, student engagement and classroom management, and instructional strategies and classroom management. When identifying the importance of TSE, primary themes included confidence, modifying and individualizing lessons, and having high expectations and a growth mindset. Participants described education, their cultural background, experience, and knowledge prepared them for CRT. Participants also acknowledged they were not prepared for CRT. Participants described their experience with CRT as having respect and awareness of cultures. In addition, respondents had no experience with CRT. Participants described awareness and understanding of different cultures, intentional lesson planning, and instruction as

essential components of CRT. Last, when explaining their use of CRT, respondents described intentional lesson planning using diverse materials and having respect and an awareness of different cultures.

Keywords: culturally responsive teaching, teacher self-efficacy, culturally responsive pedagogy, culturally responsive school leaders

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Chapter 1: Introduction

The cultural diversity in this country requires educators and educational leaders to examine the disparities in the educational system as it relates to African American and Hispanic students. Students of color are often held to lower standards of learning and provided instruction that discredits the cultural and linguistic aspects of the student (Muniz, 2020). Disparities in the achievement of minority students have an unexplainable and lengthy history in the United States. Changes in the racial, cultural, and linguistic diversity of students within the United States require educators to examine how instruction is provided to meet the diverse learning needs of students. The result of disproportionate levels of achievement from students of color is long term, wide reaching, and collective (Gay, 2018). The response students receive from educators, negative or positive, could have lasting effects on the self-esteem and academic success of students from varied racial, cultural, and linguistic backgrounds (Brown, 2007). Being able to reach a diverse student population and incorporating strategies to reach all students indicate steps in a positive direction. One way teachers can reach diverse students is by identifying and intentionally implementing the personal abilities of students into their teaching strategies to promote academic achievement (Gay, 2018). As educators, we must examine how we are interacting with diverse students and meeting the learning needs of diverse students. Gay (2015) insisted culturally responsive teaching (CRT) also involves helping culturally and linguistically diverse students who have been marginalized build their skills and capacity to engage in rigorous work.

CRT and teacher self-efficacy (TSE) lend themselves to examine the beliefs of the teacher's ability to provide instruction to diverse students. Gay (2018) contended it is reasonable to examine teacher beliefs before instructional actions in regards to CRT.

Beliefs about different cultures as well as TSE should be examined when engaging students from diverse backgrounds. TSE beliefs correspond to their behaviors in the classroom and directly impact the efforts they invest in teaching (Tschannen-Moran & Woolfolk Hoy, 2001). Providing instruction to students can be challenging for teachers; however, teachers must believe in their ability to meet the learning needs of students. Students from culturally and linguistically diverse backgrounds should have teachers whose attitudes reflect an appreciation of the social characteristics of the student (Brown, 2007). This appreciation for different cultures is a major component of CRT. Teachers who acknowledge culture deeply influences the way students learn are culturally responsive (Brown, 2007).

With CRT in mind, educators should determine how to provide instruction that addresses the academic needs of marginalized students. Hammond (2015) indicated the importance of a learning partnership between the teacher and the students. Learners need to feel safe and be supported in developing the language needed to discuss their learning and develop a positive mindset about their learning. According to Brown (2007), developing a cultural knowledge base, designing and delivering culturally relevant instruction, building a cultural caring and learning community, and effectively demonstrating cross-cultural communication are important aspects of CRT. As educators, we should identify how to implement instruction that is responsive to the needs of diverse students.

Rotter's (1966) social learning theory can be identified as an expectancy value model, meaning the likelihood of the occurrence of behavior is a function of the value of the reinforcer associated with and the probability of the reinforcement occurring.

In 1976, the Rand Corporation examined the success of multiple reading

programs and interventions Armor et al. (1976). Utilizing Rotter (1966) as a theoretical base, Armor et al. utilized a questionnaire containing two items to measure TSE. The questions were rooted in Rotter's theory, generalized expectancies for internal versus external control of reinforcement. The first item stated, "When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his or her environment" (Tschannen-Moran & Woolfolk Hoy, 2001, p. 784). The second item stated, "If I really try hard, I can get through to even the most difficult or unmotivated students" (Tschannen-Moran & Woolfolk Hoy, 2001, p. 785). Teacher perceptions of their competence to provide instruction to students can be linked to student achievement. The Rand research indicated a strong correlation in the achievement of minority students in reading (Tschannen-Moran et al., 1998). Tucker et al. (2005) noted, "although recent research has confirmed that teacher involvement is critical for promoting academic engagement of low income and ethnically diverse students, other literature suggests that teachers have lower expectations and fewer interactions with these children" (p. 1). This research contributes to the value of examining CRT and TSE.

Statement of the Problem

Historically, achievement for African American and Hispanic students is lower than that of Caucasian students. The No Child Left behind Act (NCLB, 2002) focused on closing the achievement gap between more advantaged peers and poor students and minority students. For almost 2 decades, meeting the learning needs of minority students continue to be an area of concern for our educational system. The National Assessment of Education Process provides information on a national, state, and district level. The data collected indicate the academic performance of students. As indicated in 2019 by The National Assessment of Education Process, African American and Hispanic students

continue to demonstrate below average scale scores on a national and state level when compared to their counterparts (National Center for Educational Statistics, 2019). Figure 1 provides national and state level performance data.

Figure 1

National and State Level Performance Data

| Year | Jurisdiction | Race/ethnicity using 2011 guidelines, school-reported | Average scale score |
|------|----------------|---|---------------------|
| 2019 | National | White | 230 |
| | | Black | 204 |
| | | Hispanic | 209 |
| | | Asian | 239 |
| | | American Indian/Alaska Native | 204 |
| | | Native Hawaiian/Other Pacific Islander | 212 |
| | | Two or more races | 226 |
| | North Carolina | White | 232 |
| | | Black | 208 |
| | | Hispanic | 211 |
| | | Asian | 242 |
| | | American Indian/Alaska Native | 200 |
| | | Native Hawaiian/Other Pacific Islander | † |
| | | Two or more races | 227 |

Figure 1 shows that the average scale score for Black students is five points below Hispanic students, 21 points below White students, and 35 points below Asian students on a national level. At the state level, the average scale score for Black students is three points below Hispanic students, 24 points below White students, and 34 points below Asian students. Hispanic students follow this same trend. These data indicate a discrepancy in the academic performance of minority students.

Students should be provided an education whereupon the teacher believes the students want to learn. TSE is the belief of the teachers in their abilities to have an impact on the desired outcomes of students. TSE is important to discuss as we examine how

CRT can be utilized to meet the needs of diverse students. TSE also relates to racial attitudes and teacher predetermined beliefs about their abilities to work with diverse students (Callaway, 2016).

In addition, instructional strategies and teaching behaviors should promote student engagement in a manner that leads to the academic growth of students. Diverse students have not attained a comparable level of achievement in relation to their counterparts; therefore, teachers should be adamant about developing curriculum and instruction that increases the probability of success in all their students (Brown, 2007).

Research Questions

This study focused on examining TSE and determining if there is a correlation between TSE and culturally responsive teaching techniques (CRTTs). This study examined individual relationships between CRTTs and TSE. Specific areas of TSE examined were instructional strategies, student engagement, and classroom management. This study also examined the relationship between years of experience, CRTTs, and TSE. In addition, this study examined teacher descriptions of CRT.

1. What is the relationship between overall TSE and CRTTs?
2. What are the individual relationships between instructional strategies, student engagement, classroom management, and CRTTs?
3. What is the relationship between teacher years of experience, TSE, and CRT?
4. How can teacher experiences with CRT be described?

Theoretical Framework

The Excellent Public Schools Act of 2021 placed additional accountability on ensuring students are progressing academically (North Carolina General Assembly, 2021a). The Excellent Public Schools Act monitors the implementation of Read to

Achieve to attain statewide reading proficiency by the end of third grade. Accountability measures are put in place to monitor progress and promote proficiency in reading. As we focus on this literacy initiative, examining the achievement gaps should be a natural occurrence. This convergent mixed method study examined the relationship between the implementation of CRT as it relates to TSE and teacher descriptions of CRT. The term CRT is rooted in culturally responsive pedagogy, which was first introduced by Gloria Ladson-Billings over 20 years ago. Ladson-Billings (1994, as cited in Muniz, 2020) focused on including a description of teaching that acknowledges the experiences and cultures of learners who were historically excluded. Building on the work of Ladson-Billings, Geneva Gay coined CRT by developing a framework focused on the “doing of teaching,” with an emphasis on teacher strategies and practices (Muniz, 2020). CRT illustrates a need to examine the pedagogy and address the impact of cultural discontinuity in the educational system. The challenge the American educational system is facing is ensuring all students, regardless of race and ethnicity, are achieving at high levels (Brown-Jeffy & Copper, 2011). Examining teaching processes as it relates to cultural responsiveness provides insight to ameliorate the achievement gap among minority students and their peers.

Examining TSE as it relates to teaching students from various diverse backgrounds is rooted in the belief of the influence of diversity on education. Diversity influences how students engage in learning and a classroom culture that facilitates learning for diverse students should be created (Callaway, 2016).

The integration of CRTTs requires an in-depth analysis of classroom practices and instruction. Coordinating learning style with instruction indicates teachers are knowledgeable and have awareness of the role cultural diversity has in education and are

willing to acknowledge the variety of values and variable ways of expression among diverse groups (Krasnoff, 2016). Teachers must become knowledgeable of how to leverage this knowledge to build on the academic success of students.

Bandura's 1977 (as cited in Tschannen-Moran et al., 1998) social cognitive theory provides a theoretical lens to examine self-efficacy. Self-efficacy is the belief in one's ability to attain desired results. In relation to teaching, TSE can be defined as a teacher's belief in their ability to implement processes and procedures through a variety of strategies to produce the desired outcome that would be considered successful in the context of learning (Tschannen-Moran et al., 1998).

Oyerinde (2008) introduced a theoretical framework to determine the relationship between multiple variables. The framework specifically contains components of CRTTs and TSE. CRTTs are comprised of techniques and methods utilized by teachers to be culturally responsive. TSE is comprised of general and personal efficacy with specific areas of efficacy being instructional strategies, student engagement, and classroom management. Figure 2 displays the theoretical framework utilized in this study.

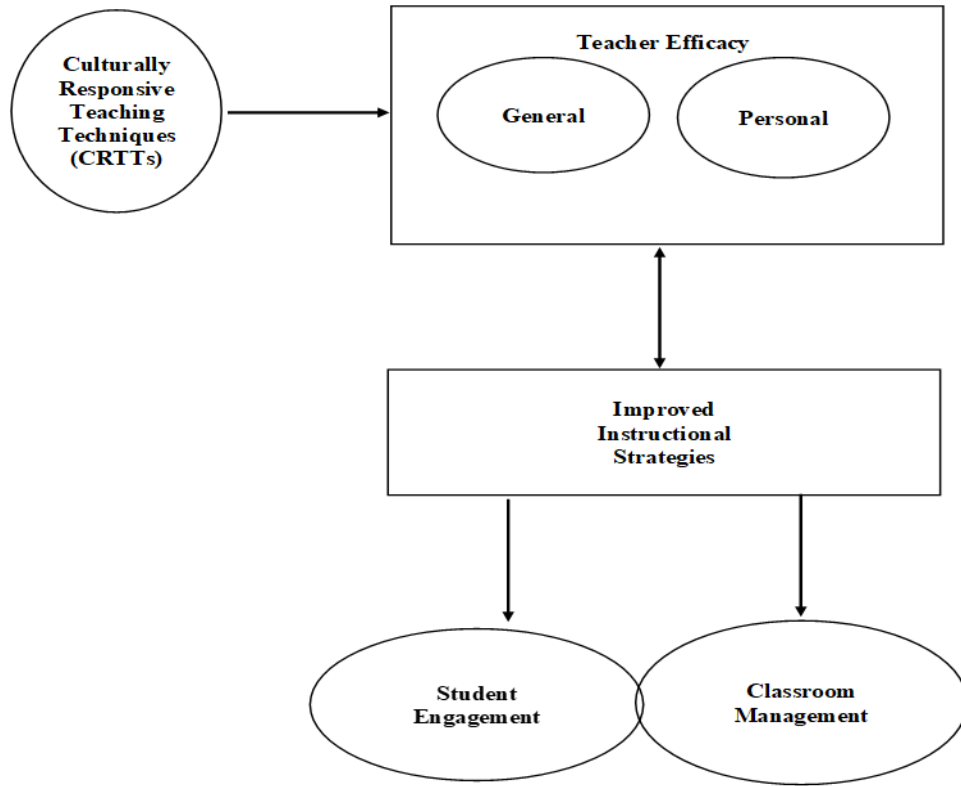
Figure 2*Theoretical Framework*

Figure 2 outlines the relationship between the constructs of TSE and CRTTs.

Teachers who integrate CRT identify the individual strengths of students and promote the growth of students. Teachers should not be apprehensive regarding implementing CRT. Innovative teachers focus on implementing practices that make cultural matches between content and student learning (Krasnoff, 2016).

The efficacious teacher demonstrates a high self-efficacy and thus believes in their ability to provide instruction effectively. TSE should not be an elusive practice. “Identifying and evaluating teachers” (Cruz et al., 2020 p. 199) self-efficacy with regard to implementing CRT practices is critical, in that it may illuminate factors that influence teacher ability and motivation to incorporate central CRT components in their classroom.

This research is similar to the methodology used in Oyerinde (2008) and Callaway (2016) to research the correlation between TSE and CRTTs. I utilized the Teachers' Sense of Efficacy Scale (TSES) and CRTT Scale (CRTTS) as instruments to collect data in this correlational design. Correlational design uses correlational statistics to describe and measure the relationship between two or more variables (Creswell & Creswell, 2018). Callaway focused on examining how TSE impacts CRTTs, instructional strategies, student engagement, and classroom management. In addition, Callaway focused on TSE and student engagement at the high school level as well as personal and general TSE at the high school level. Callaway found a significant relationship between TSE and CRT, instructional strategies, student engagement, and classroom management. Teachers with high levels of efficacy are more likely to employ high levels of culturally responsive pedagogy, which has a positive impact on student engagement and achievement (Callaway, 2016). Qualitative data were collected to examine how teachers describe their experience with CRT.

Purpose of the Study

The purpose of this study was to examine the relationship between TSE (instructional strategies, student engagement, and classroom management) and CRT. This study also examined how teacher experience with CRT can be described. In addition, this study added to the research on CRT and TSE.

Definition of Terms

Definitions of important terms are included to aid in the clarification of the research and the essence of the study. The following terms are used in this study.

Culturally Relevant Pedagogy

Teaching practices that involve students experiencing academic success and developing cultural competence and critical consciousness (Ladson-Billings, 1995).

CRT

The behavioral expressions of knowledge, beliefs, and values that recognize the importance of racial and cultural diversity in learning (Gay, 2018).

General TSE

Teacher judgment of their capabilities to organize and execute courses of action required to attain designated types of performance (Bandura, 1997, as cited in Callaway, 2016).

Multicultural Education

Multicultural education is a process that permeates all aspects of school practices, policies, and organization as a means to ensure the highest levels of academic achievement for all students. It helps students develop a positive self-concept by providing knowledge about the histories, cultures, and contributions of diverse groups. (National Association for Multicultural Education, 2021, p. 1)

Personal TSE

The teacher's belief that they possess the necessary teaching abilities to bring about student learning, or belief in one's ability to effectively teach and guide students toward understanding (Callaway, 2016).

Self-Efficacy

People's judgment of their ability to organize and execute courses of action needed to attain designated types of performances (Bandura, 1986; Schunk, 1995).

Significance of the Study

The presumption of closing the achievement gap for minority students has been a topic of discussion in public schools for several years. The Every Student Succeeds Act (ESSA) is a national education law requesting an equal learning opportunity for all students. A component of ESSA includes advancing equity by sustaining imperative support for disadvantaged and high-needs students to close the achievement gap. Historically, minority students have performed below their counterparts according to National Assessment of Education Process data (National Center for Educational Statistics, 2019). As an educational system, we must identify effective practices geared toward equal learning for all students. Organizing schools to provide CRT may be a mechanism to advance the goals of ESSA by creating an inclusive learning environment that promotes and values cultural pluralism. Meeting the needs of this study will contribute to the conversation concerning TSE around CRT practices.

Assumptions

This study is built upon the assumption that teachers have the knowledge and ability to engage in a variety of instructional practices and methods to meet the learning needs of all students. This study assumes teachers are cognizant of their perspectives in regard to teaching culturally diverse students. An additional assumption was a reliance on teachers to answer survey questions truthfully. The study also assumed teachers would respond to qualitative data candidly.

Limitations

This study had limitations that may have impacted the findings. The area in which the study was conducted was a limitation. This study was conducted in a small rural area in North Carolina. Teacher perspectives regarding their own self-efficacy around CRT

practices was an additional limitation. Dependence on respondents to answer the questions honestly could have impacted the results. COVID-19 was an additional limitation in the study. Educators were thrust into a new way of teaching as schools closed for in-person instruction. Convenience sampling was utilized in this study. According to Creswell and Creswell (2018), convenience sampling is a nonprobability sample. The sample includes respondents chosen according to their convenience and availability. To address this limitation, respondents were requested from elementary, middle, and high school teachers within the district. An additional limitation is a conflict within several school districts across the country and the unwillingness to implement CRT. North Carolina adopted new social studies standards. These standards proved to be controversial for a small segment of the population. Those who opposed the standards were vocal with their displeasure with CRT. Because of the sensitive nature of this topic, it is possible participants were not honest in their responses related to the questions.

Summary

Research has supported the need to address the performance gap of minority students. Historically, minority students have performed below their counterparts. The discussions and research conducted to examine how to address the achievement gap have existed for many years. Acts have been enacted and reauthorized by the federal government to provide resources and guidelines for achievement. Identifying how to address the achievement gap between mainstream and minority students continues to be a concern (Brown-Jeffy & Cooper, 2011). The theory of CRT guides educators who aim to effectively remedy the lack of achievement of diverse students (Gay, 2018). Examining TSE in meeting the needs of diverse students contributes to research about the implementation of CRTTs. Research supports the notion of teachers who are prepared to

incorporate CRTTs in classroom practices produce higher student academic outcomes (Cruz et al., 2020).

This study examined the relationship between TSE and the incorporation of CRTTs. Specific areas of TSE examined in the study are instructional strategies, student engagement, and classroom management. In relation to CRTTs, this study determined the correlation between professional growth, teaching methods, and TSE. In addition, this study examined teacher descriptions of CRT and the relationship between teacher years of experience, CRT, and TSE.

Chapter 2: Literature Review

Overview

This literature review discusses culture and its role in education. Previous and present research on TSE and CRT are included. Student achievement and behavior management as it relates to general and personal TSE are examined as part of this literature review. The literature examines the relationship between culturally responsive pedagogy and minority students, addressing the need to reevaluate practices that are currently in place. Research on culture and educational practices and culturally responsive pedagogy are included to provide research-based strategies to support the implementation of CRTTs. Research on implicit bias and equity in education are included to highlight the inequities in the educational system and provide insight on how to address these factors to provide an inclusive learning environment. Literature focused on culturally responsive leadership is included to guide school leaders as they implement initiatives and guide teachers to examine culturally responsive practices. The last section of this chapter focuses on professional development and teacher preparedness to meet the needs of all students in the classroom.

Culture

Individuals have a variety of interpretations of culture and how culture impacts attitudes, beliefs, and ways of thinking. Culture makes up who you are based on your experiences, beliefs, values, and worldviews (Gay, 2018). Culture can impact the educational setting in a variety of manners, including the ways in which parents view schooling. In addition, parents' positive or negative experiences can influence how they respond to educational professionals when addressing the needs of students. Culture can also impact the way students view and experience learning in the classroom. In addition,

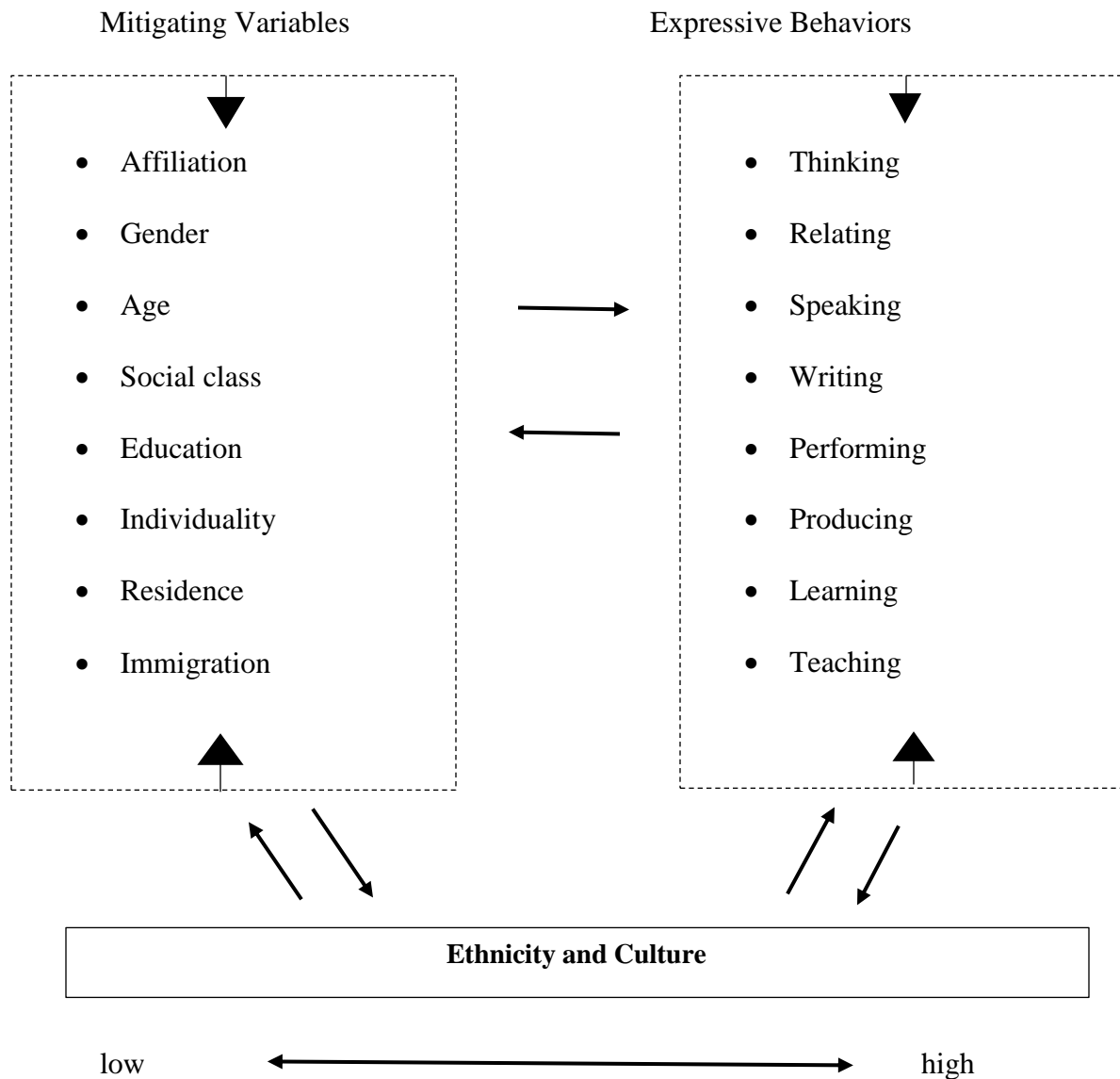
culture may influence the way the teacher interacts with parents and provide instruction to meet the learning needs of students. Individuals may not be consciously aware of the impact of culture on schooling. The influence of culture impacts our perceptions and how we think, which directly affects how instruction is provided and how students learn (Gay, 2018).

Examining the role of culture in education is necessary due to the cultural influences in schools. Spindler (1994, as cited in Gay, 2018) explained,

Teachers carry into the classroom their personal cultural background. They perceive students, all of whom are cultural agents, with inevitable prejudice and preconception. Students likewise come to school with personal cultural backgrounds that influence their perceptions of teachers, other students, and the school itself. (p. xii)

Teachers and students must be aware of their individual cultures and how that may affect teaching and learning. Examining the role culture plays in the educational system is inevitable, especially if we continue to see the disparities between various cultures. Gay (2018) concluded culture should be at the forefront when analyzing practices or strategies that can be incorporated to enhance the opportunities for success for underachieving students.

Culture is multifaceted and can take a variety of forms and experience change based on a variety of factors. Culture is complex and can be influenced by multiple factors including economics and social circumstances (Gay, 2018). Figure 3 displays the cultural dynamics.

Figure 3*Cultural Dynamics*

Note. Gay (2018, p. 11).

Ethnicity and culture are located at the bottom to demonstrate the foundational aspects associated with behaviors. Core characteristics are manifested in expressive behaviors and influenced by mitigating behaviors (Gay, 2018). The two directional arrows in the figure represent the relationship between ethnicity and culture, mitigating variables, and expressive behaviors. The relationship between the mitigating variables

and expressive behaviors is represented by the block arrows. The degree of intensity may vary even though there may not be a relationship between the variables. Understanding how culture is influenced and expressed assists in identifying how to approach instruction.

Culturally Responsive Pedagogy and Minority Students

A paradigm shift is needed to address the educational disparity in the country. Culturally responsive pedagogy offers a different lens to view concerns associated with the achievement of diverse students. It is imperative to have instructional ideologies that resolve the academic performance issues encountered by students from various cultures and backgrounds (Gay, 2018). The definition of culturally responsive pedagogy has taken on various forms and expanded throughout the year. Culturally responsive pedagogy can be defined as teaching that incorporates the personal and cultural strengths, intellectual abilities, and previous successes of students (Sleeter, 2012). Recognizing and valuing students are imperative aspects of cultural responsiveness. Culturally responsive pedagogy involves filtering curriculum content and incorporating teaching strategies aligned with student frames of reference (Gay, 2018). Researchers have proposed culturally responsive pedagogy includes offering appropriate support and holding students to high expectations academically, demonstrating cultural competence by altering the curriculum to connect with student knowledge based on cultural experiences, establishing relationships, and fostering student critical consciousness (Sleeter, 2012).

Sleeter (2012) analyzed data from the National Assessment of Education Process and indicated that achievement for African American and Latino students did not resile after standard-based reforms in the 1990s. The author indicated the gains during the 1970s and 1980s can be attributed to a focus on approaches to work with diverse students

during desegregation and the development of curriculum and pedagogy for teaching diverse learners. There is an apparent correlation between cultural background and student achievement (Gay, 2018).

Culturally responsive pedagogy should not be viewed as only cultural celebrations during specific times of the year; this indicates a disconnection between academic learning. Culturally responsive pedagogy must be connected to academic learning that takes place continuously (Sleeter, 2012). The need for teachers to examine what learning should entail for diverse students who historically have performed below their peers is evident. Sleeter (2012) supported teachers having the ability to bring awareness of diverse cultures related to students as well as individual relationships with students and shape their teaching practices around the relationship with the student. Educators should be mindful of the culture and values and their influence on the performance of students. Educators should intentionally avoid practices that foster academic underachievement. Simplistic and altered concepts of culturally responsive pedagogy may not be connected to student learning and promote the dismissal of culturally responsive pedagogy (Sleeter, 2012). Therefore, educators must be diligent in their response to meeting the learning needs of students.

Case studies with culturally responsive pedagogy included a variation of the following terms: multicultural teaching, equity pedagogy, culturally relevant pedagogy, and social justice teaching (Sleeter, 2012). Culturally responsive teachers are students of their pupils' communities and they recognize Black student experiences with racism as well as their cultural assets (Sleeter, 2012). The widespread implementation of CRT has the ability to accept the validity of diverse students' cultural socialization and prior experiences to aid in reversing achievement trends (Gay, 2018).

According to Sleeter (2012), several small-scale studies determined culturally responsive pedagogy can be connected with student engagement. Research does support a connection between CRT, student engagement, and relationships. Research examining the impact of culturally responsive pedagogy on African American students provided insight into how these students perceived school and learning. According to the research, students described their teacher as caring, indicated learning was fun, and described a family-like environment in the classroom (Sleeter, 2012). Findings in these studies align with practices of CRT.

Culturally responsive pedagogy is a political endeavor and the role it will have within the educational system is contingent on multiple factors. Teachers have less time to attempt to work with culturally responsive pedagogy. Accountability measures are in place for students, teachers, schools, and districts. As a result of the emphasis on performance based on high-stakes testing, teachers are not inclined to research and implement a curriculum that is non-tested. Teachers need to focus on the required curriculum and are required to raise test scores (Sleeter, 2012). Educators must see the value in implementing culturally responsive pedagogy.

TSE

Rotter (1966), embedded in the theory of internal locus of control, and Bandura (1977), embedded in the outcome of cognitive process, laid out the foundational constructs of TSE. In Rotter's approach, outcomes have a particular reinforcement value associated with each potential behavior as well as an expectancy of the reinforcer following the behavior. Rotter suggested situations can be assessed in terms of control (i.e., expectancy and value reinforcers) associated with specific behavior. Rotter concluded reinforcement strengthens the expectancy of the behavior occurring. A

generalized belief or expectancy regarding beliefs affects behavioral choices (Rotter, 1966).

Rotter (1966) contended individuals differ in their perceptions if outcomes are fate (external factor) or based on their own actions (internal factors). Those who believe their environments are responsive to their actions develop an internal locus of control (Zee & Koomen, 2016). Utilizing Rotter's theory as a foundation, Bandura (1977) contended that individual behaviors are influenced by generalized expectancies for control as well as the individual's perception of their ability. Self-efficacy is the perceived capabilities of an individual. Bandura (1977) argued if the belief to produce desired outcomes is absent, the ability to produce desired results is hampered. Bandura (1977) argued the greatest influence of human behavior is self-efficacy beliefs. "As the predictor of outcome experiences, they help persons decide which course of action they ought to pursue and whether to persist in the face of environmental adversities" (Zee & Koomen, 2016, p. 984).

According to Zee and Koomen (2016), TSE may have an indirect effect on student-level and teacher-level outcomes. Recognizing the possible impact TSE can have on the performance of students empowers educators to provide instruction that can meet the learning needs of students. Self-efficacious teachers focus on providing higher quality instruction (Zee & Koomen, 2016). Synthesizing research on TSE lends itself to the theory that teacher beliefs and behaviors can affect the learning environment. There is a correlative influence associated with teacher feelings of personal accomplishment that may raise the quality of instruction provided (Zee & Koomen, 2016).

Instructional practices implemented by teachers can impact the quality of instruction received. Efficacious teachers influence the type of and effectiveness of

instruction students receive. The instructional strategies and practices utilized by teachers to build cognitive development are partially determined by TSE (Tschannen-Moran & Woolfolk Hoy, 2001; Zee & Koomen, 2016). The incorporation of intentional instruction designed to address student learning promotes effective instruction. The ability to include instructional strategies such as differentiation is aligned with TSE. The implementation of new strategies congruent with current practices is perceived to be more important for teachers with high general self-efficacy (Zee & Koomen, 2016).

Behavior Management

Conducive learning environments are in part impacted by the classroom processes and the management of student behaviors. Behavioral and instructional management, inclusive practices, and referral decisions display a link between TSE and classroom processes (Zee & Koomen, 2016). Efficacious teachers can resolve the academic, behavioral, and emotional needs of students. Removing barriers that can influence the learning process can manifest into positive academic outcomes. Self-efficacious teachers have higher levels of control over externalizing behaviors and can manage problems such as low achievement (Almog & Schechtman, 2007, as cited in Zee & Koomen, 2016). As teachers utilize strategies to manage behaviors in the classroom, the identification of the most effective strategies materializes. Teachers with high self-efficacy and classroom management efficacy increase the probability of the desired student behaviors being displayed by the use of positive strategies; however, the effectiveness of the strategies depends on the self-efficacy of the teacher (Zee & Koomen, 2016). Teachers with high self-efficacy are likely to be proactive in their approach to managing behaviors in the classroom. Managing classroom behaviors proactively lends itself to increasing the focus on anticipating areas of concern and problem-solving. This management philosophy also

aids in prohibiting an authoritative approach to classroom management. A less directive approach to managing instruction is taken by teachers with high self-efficacy in classroom management, instructional practices, and engagement (Zee & Koomen, 2016).

Student Achievement

Ways to improve the academic performance of students have been debatable through the years. Shifts in education require an ongoing analysis of ideologies associated with impacting student achievement. The association between academic optimism, a variable consisting of TSE, and student achievement indicated a considerable positive relationship in elementary schools (Zee & Koomen, 2016). The academic climate for students is beneficial when the teachers demonstrate high TSE in comparison to teachers with low TSE. Previous studies imply overall performance in primary and secondary institutions can be predicted by TSE (Zee & Koomen, 2016).

CRT

Culturally relevant, culturally congruent, and culturally responsive all have the same undergirding premise as far as their influence on curriculum and pedagogy. An emphasis is placed on recognizing the cultures of diverse students. Identifying how to address the learning needs of diverse students has historically been an area of concern for the public education system in the United States (Gay, 2018). As early as the 1970s, multicultural education originated due to concerns about the inequities in the learning and achievement of diverse students. Determining how to provide effective instruction that addresses the academic deficits of diverse students has been a challenge. Efforts to effectively provide instruction to minority students should consist of teachers identifying the cultural differences of students and capitalizing on those differences (Abraham & Troike, 1972, as cited in Gay, 2018). For effective teaching to occur, teachers must

include cultural backgrounds and prior experiences of students and the ethical identities of themselves and the student (Gay, 2018). Engaging in CRT typically begins with a broad knowledge of culture and then transitions to understanding your own culture and then the culture of others. After an examination of their cultures and the cultures of their students, teachers should identify how to make connections and understand their students. (Byrd, 2016). CRT is a multifaceted concept that embraces curriculum and pedagogy.

Researchers are typically in agreement that the fundamental components of CRT include having the disposition, understanding, and skills needed to provide instruction to students from various backgrounds (Byrd, 2016). CRT is multidimensional because it is composed of curriculum, learning context, classroom climate, student-teacher relationships, instructional strategies, classroom management, and student learning outcomes. Teachers focus on cooperative and experimental learning as instructional methods (Byrd, 2016).

Culturally responsive teachers create respectful and inclusive classroom environments for students. CRT can also be considered transformative because it explicitly respects the cultures and experiences of students to connect learning. In addition, CRT is humanistic as indicated by the concern for human welfare and respect for others. In addition, students can gain an accurate understanding of themselves and others as well as identify the values of diverse people (Gay, 2018).

Mainstream curriculum has been deemed as curriculum focused on the experiences of conventional Americans and typically excludes the history, culture, and experiences of diverse groups (Bank 2010, as cited in Callaway, 2016). Gay (2018) further elucidated diverse students are provided instruction from the middle class, which is focused on Eurocentric frameworks that shape policies and practices in the educational

system. These policies and practices lead to conversations pertaining to the importance of CRT. The interconnectedness between culture and education validates the ideology of incorporating cultural diversity into the educational process for diverse students (Gay, 2018). The potential of CRT must be a part of the larger conversation regarding transposing the educational practices. This includes a move from a Eurocentric environment to an inclusive environment where all learners are affirmed and held to high educational standards. Gay (2018) elucidated the need for dramatic instructional reform and substantial changes in professional development, accountability, and assessment of teachers. What is currently needed is a major investment in intentionally developing culturally responsive educators utilizing a systematic approach (Muniz, 2020).

CRT acknowledges the imperative role of cultural diversity in learning. Key responsibilities include being a cultural organizer, cultural mediator, and orchestrator of social contexts for learning (Diamond & Moore 1995, as cited in Gay, 2018). As cultural organizers, teachers should understand how culture operates in classroom dynamics and create learning atmospheres that diverge diversity and facilitate a learning environment that has high academic achievement for all students (Gay, 2018). Teachers should provide opportunities for their students' experiences and ways of knowing to be incorporated into the learning process. Byrd (2016) contended teachers should use previous experiences of families and communities as assets to bridge student knowledge of content and affirm student identities.

As cultural mediators, teachers should present pathways for students to participate in discourse about conflicts among cultures and evaluate inconsistencies between mainstream cultural realities and those of various cultural systems (Gay, 2018). The desired outcome is to have students develop positive cross-ethnic and cross-cultural

relationships to evade perpetuating prejudices, stereotypes, and racism (Gay, 2018).

Teachers should provide a learning environment where diverse learners are affirmed and embraced to focus on their successes collectively. As orchestrators of social context for learning, teachers acknowledge the impact culture has on learning and ensure instructional practices are compatible with sociocultural contexts and frames of reference for diverse students (Gay, 2018). To demonstrate cultural competence, teachers must first develop an understanding of the home lives and communities of the students. This provides awareness and insight into the culture of students in the classroom. With this knowledge, teachers can encourage student awareness of their own cultures by including materials that represent people of a variety of backgrounds (Byrd, 2016).

The implementation of CRT has been categorized as being a practice of teaching that can be beneficial. Research proposed authentic CRT is an imperative method to resolve the performance gap and aggrandize positive ethnical-racial identities for students of color (Byrd, 2016).

Teachers can facilitate and encourage environments where diversity is acknowledged, celebrated, and valued. Gay (2018) stated teachers need to (a) have knowledge of cultural values, learning styles, and achievement of different ethnic groups; (b) refrain from blaming students, parents, and communities and recognize the need to revamp the educational system; (c) reevaluate universal traditional assumptions of specific cultures; (d) attain the skills and knowledge needed to implement culturally diverse pedagogical practice; and (e) have the tenacity to pursue a high level of performance for all students.

Taking cultural knowledge and the memorization of concepts is not enough to meet the academic needs of students. Opportunities to engage in scaffolding activities

that connect prior knowledge, experiences, and an understanding of how students attain knowledge should be a common practice. Utilizing information gained regarding CRT, principles of learning were summarized by researchers (Gay, 2018). Table 1 displays the principles of learning.

Table 1

Principles of Learning

| Principle | Meaning |
|--------------------------------------|---|
| Principle of similarity | Student existing knowledge is the best starting part to introduce new knowledge |
| Principle of ethnicity | Prior successes build confidence and encourage effort |
| Principle of congruity | Connection to prior experiences imports knowledge |
| Principle of familiarity | Connect familiarities of new learning and review tasks that have been mastered |
| Principle of transnationalism | Organizational and instructional factors influence how learning is approached |
| Principle of cognitive mapping | Understanding the interconnectedness and organization of student learning |
| Principle of confidence and efficacy | Expectation and mediations affect performance |
| Principle of holistic education | Understanding the influence of a caring school climate on student learning |
| Principle of scaffolding | Out-of-school experiences matter and are resources and filters for in-school learning |

Note. This table is adapted from Gay (2018).

These principles indicate the importance of moving beyond the regurgitation of facts into identifying how students learn. The principles provide a common language for teachers as they engage students in the learning process. Some argue that valuing a

student's interest in good teaching, yet this form of teaching is not evident for diverse students and academic gaps continue to expand (Byrd, 2016). Teachers being able to connect quality teaching strategies for diverse students is essential.

Improved Instructional Practice

Teachers are considered the facilitators of CRT practices, but without proper training and support, well-meaning teachers can unintentionally provide instruction that is irrelevant and ineffective (Muniz, 2020). As teachers develop the practices desired to promote CRT, additional professional development is needed. The practice of CRT requires teachers to set rigorous learning objectives for students and to help students make connections between learning and life and what concerns them. CRT is having the ability to intertwine relevance and rigor in instruction (Muniz, 2020).

Implementing practices of CRT is multifaceted and requires teachers to examine their own beliefs surrounding teaching practices and student learning. Educators must be transparent about the ethics and ideologies that support their culturally responsive practice Gay (2018). Taking into consideration diverse cultures as a foundation for instruction is something that requires an in-depth analysis of self as well as teaching practices. Methods utilized should demonstrate accurate cultural knowledge as well as mutual respect for learning. Research was synthesized to create a list of best practices for supporting CRT. Table 2 displays CRT best practices.

Table 2*CRT Best Practices*

| Practice |
|---|
| Modeling and scaffolding |
| Capitalize on student's strengths |
| Having accountability for student success |
| Creating a cooperative and safe learning environment |
| Having high expectations for behavior academics |
| Modifying curriculum to address student learning |
| Establishing relationships |
| Engaging students in social justice work |
| Making explicit the influence and power of mainstream society |

Note. This table is adapted from Gay (2018).

The categories identified in Table 2 do not represent an extensive list; however, they begin a much-needed discussion about how CRTTs can be incorporated into the classroom. Gay (2018) identified collaboration, cooperation, and community as prominent themes and goals in educating marginalized students. Teachers can also engage students in specific activities and practices that validate students as well. CRT is an approach that highlights the strengths students bring into the classroom to make learning relevant and effective (Muniz, 2020). Table 3 displays eight competencies for CRT.

Table 3*Eight Competencies for CRT*

| Practice |
|---|
| Reflection through a cultural lens |
| Acknowledge and address biases |
| Use student's culture in curriculum |
| Real world application |
| High expectations |
| Respect differences |
| Collaboration |
| Communicate in ways that are linguistically and culturally responsive |

Note: Adapted from Muniz (2020)

Engagement

African American students are disproportionately identified as students who receive disciplinary actions in school. Disciplinary actions including suspensions and expulsions lead to time away from instruction (Larson et al., 2018). African American students are three times more likely to be suspended than White students (Larson et al., 2018). Discipline data indicate a significant variance between White students and African American students, elucidating the need to build teacher capacity in behavior management and CRT (Larson et al., 2018).

Examining a correlation between CRT, engagement, and student behaviors highlights how schools can address how all students can engage in positive learning environments. Instructional experiences that are actively engaging students in learning can create a positive learning environment for students. The utilization of curricula that reflect the backgrounds and experiences is critical for engagement and meaningful learning (Muniz, 2020). Relevant and collaborative experiences promote student engagement which can lead to increased academic performance (Callaway, 2016). Student learning styles and the utilization of multiple modalities should be utilized by the teacher to create an engaging classroom. Gay (2018) believed variability and active participation are imperative components of the learning styles of some ethnic groups. When students can move from compliance to engagement, they are active participants with the ability to employ curiosity and passion about what is happening in the classroom. Teacher perceptions regarding their influence directly impact their ability to engage students in learning (Callaway, 2016).

Engagement can be defined as a broadly positive and proactive term that ensures a student's quality of participation, identification, investment, and commitment to school-

related activities that improve the academic achievement of students (Alrashidi et al., 2016). Gay (2018) concluded active effective engagement for diverse students involves teaching and learning that is active and emotional instead of a technical task. To be emotionally engaged, students must feel valued and included in the learning environment.

Five specific observable behaviors were identified to exist in an engaging classroom. The first observable behavior is the teacher's belief in the student's ability to attain knowledge (Callaway, 2016). Students should be held to high expectations for learning by educators. Krasnoff (2016) contended educators should challenge students to excel academically according to their potential and engage students in learning activities that affirm their ability to learn with the appropriate support. The second behavior identifies a need for teachers to scaffold instruction as needed (Callaway, 2016). While scaffolding instruction, teachers provide the support needed to help students build on their knowledge to assess academic standards. The third behavior focuses on the importance of an emphasis being placed on instructional practices in the classroom (Callaway, 2016). Practices teachers use to provide and engage students in instruction have a direct impact on effectiveness and learning outcomes. Research indicates a student's academic performance is improved based on the more engagement they experience (Alrashidi et al., 2016). As educators are challenged to engage students, planning of instruction should be intentional and the learning environment should foster learning. The fourth behavior indicates the need to extend student thinking and abilities (Callaway, 2016).

Students demonstrate active engagement in their learning by asking questions. Educators should promote classroom environments conducive to inquiry-based learning that encourages students to inquire and respond to intriguing questions about the

curriculum (Krasnoff, 2016). Students should also be encouraged to think critically. Teachers should encourage students to become independent thinkers and engage in critical thinking, which involves analyzing, synthesizing, and summarizing information (Krasnoff, 2016). The fifth behavior is teachers developing an in-depth knowledge of their students and content area (Callaway, 2016). Teachers being knowledgeable of a student's past experiences, home, community, and culture helps to build relationships and increase the inclusion of those experiences in the context of teaching (Krasnoff, 2016).

Classroom Management

Classroom management is an essential component of student learning. Developing an understanding of the role classroom management and the development of behaviors play in education is critical. Individualistic and collectivistic are identified as two types of cultural orientations with individualistic emphasizing the growth and development of individuals as independent entities to meet their own needs and collectivistic as individuals who remain connected and make well-being a priority (Callaway, 2016). This is important due to the dominant culture of schools being rooted in European values that focused on an individualistic culture that teaches students to be independent and strive for individual success (Callaway, 2016). Teachers must be knowledgeable of the role cultural orientation assumes in the classroom. Students of immigrant families, including African Americans, Pacific Islanders, American Indians, and Alaska natives, socialize their children to be more collectivistic (Banks, 2010, as cited in Callaway, 2016). As a function of classroom management, teachers should be able to identify ways to organize the classroom environment to maximize learning. Teachers can proactively manage behaviors by establishing classroom processes and procedures, having clear behavior expectations, anticipating when students may

experience difficulty, and reminding students of expectations. To be proactive, educators should identify the behaviors they want the students to display before they are transitioning to a new activity (Larson et al., 2018).

Learning is an integral part of schooling that is influenced by classroom management. Effective classroom management consists of clear communication of behavioral and academic expectations as well as the creation of a classroom environment conducive to learning (Sieberer-Nagler, 2016). In addition to being aware of the impact classroom management has on instruction, it is imperative that educators address curriculum knowledge and how to support students as they assess the curriculum. Sieberer-Nagler (2016) contended knowledge of subject matter alone is not enough to help teachers be effective; teachers should also understand their students' interests and styles of learning. Motivating students to be engaged in tasks can be seen as an aspect of classroom management due to the behaviors demonstrated by the students. Behavioral engagement can be directly observed, and the salient indicators include participation in curricular and extracurricular tasks and discipline referrals (Alrashidi et al., 2016). Being able to establish a positive and nurturing classroom culture and developing ways to effectively manage behaviors in the classroom are important goals for teachers (Sieberer-Nagler, 2016). Classroom culture and classroom management are foundational aspects that establish the tone for teaching and learning. Compliance or control is not the primary function of classroom management. The goal is to provide an equitable learning experience for students (Weinstein et al., 2003, as cited in Callaway, 2016).

CRT and Self-Efficacy

The academic gap displayed between minority students and their counterparts continues to exist despite efforts by the federal government to address the deficits. For

minority students, studies continue to show inequities in academic performance and underrepresentation in advance placement and honors courses (Cruz et al., 2020). CRT has been an identified mean for educators to deliver instruction that builds on the student's ability and prior knowledge. Classrooms focused on CRT support cultures in a learner-centered context utilizing the strengths of the student and promoting student achievement.

Identifying TSE has the power to illuminate factors that influence a teacher's perception of and how to implement CRT. This is critical when evaluating the practices of teachers (Cruz et al., 2020). Being able to identify factors that influence the incorporation of CRT can aid in research designed to resolve the achievement gap of minority students in the educational system. Teachers may demonstrate efficacy in a variety of contexts but not have the self-efficacy required to address the learning needs of diverse students (Cruz et al., 2020; Tschannen-Moran et al., 1998). Identifying areas in which teachers demonstrate lower self-efficacy allows educational systems to provide intentional professional development that has the potential to expand teacher knowledge and positively impact learning outcomes (Cruz et al., 2020; Zee & Koomen, 2016). Establishing avenues to increase student performance and build teacher capacity lends itself to creating highly effective educational systems.

Previous research indicated that building trust and personal relationships with students displayed a positive relationship between TSE and CRT, while cultural knowledge produced a lower mean score (Cruz et al., 2020). Teaching students about their cultural contributions is a valuable tenet of CRT. Building on background knowledge to include student cultural experiences supports the concept of incorporating CRT to support the accumulation of knowledge of students. Offering opportunities to

build on student cultural backgrounds may reduce the achievement gap (Cruz et al., 2020). When these opportunities are missed by educators, CRT and self-efficacy can be examined to address the learning needs of diverse students. To increase teacher knowledge of CRT, professional development opportunities can be offered; however, there continues to be a disconnect between knowledge of CRT and CRT being implemented into teacher practices (Cruz et al., 2020).

Diversity and Student Achievement

Addressing the disparity in the academic performance of students has a lengthy history. Historically, impoverished-born ethnic groups struggle to realize the academic success of their peers (Banks & McGee, 2010, as cited in Wilson, 2018). This legacy of segregation and discrimination that perpetuated the educational system cannot be overlooked when identifying the struggles of diverse students. Theorists believe slavery, Jim Crow laws, and discrimination uniquely influenced the education of people of color by sustaining self-perpetuating social divisions that continue to mediate the academic achievement gap between school, communities, and diversities (Wilson, 2018). *Plessy v. Ferguson* (1896) mandated separate schools with a notion of separate but equal. The equal aspect did not come to fruition, as schools were left with inadequate resources. *Brown v. Board of Education* (1954) ruled separate but equal was inherently unequal. In an attempt to address the disproportion of academic achievement in schools, the Elementary and Secondary Education Act (ESEA; Paul, 2016) was passed. ESEA was intended to increase funding to support schools, assuming students will perform academically. ESEA was replaced by NCLB. NCLB focused on teacher academic capacities and outcomes of student testing (Wilson, 2018). Monies have been allocated to address the achievement gap, but money does not change mindsets or practices that can

negatively impact the achievement of students. Measures to build teacher capacities and student data are important; however, they do not consider how teacher cultural competencies might influence the academic achievement of a diverse population (Wilson, 2018).

The ability to fully grasp the disparities in academic achievement is elusive due to a variety of factors that influence academic achievement. Comprehending the underlying reasons for the achievement gap, historically envisioned as being mainly a result of disparities in resources and ethnic and economic class division, is more complex in the age of globalization (Wilson, 2018). This complexity underlines the necessity to focus on understanding diversity and its connection to academic achievement. In addition, we must examine how this influences teaching practices and student learning. Educators should apply cultural competencies that are contextually transcendent to serve and equip diverse students to excel academically and become mutually supportive and engaged with the global community (Wilson, 2018).

Implicit Bias and Education

Implicit bias refers to the attitudes that affect our actions, understanding, and decisions (The Ohio State University Kirwan Institute for the Study of Race and Ethnicity, 2017). Implicit bias is unintentional and resides in the subconscious. Implicit biases are pervasive, malleable, and may not align with your belief system (The Ohio State University Kirwan Institute for the Study of Race and Ethnicity, 2017). The educational system is a critical aspect of an individual's life. The understanding of all students and the awareness of biases towards students cannot be decontextualized from the educational system or practices within an educational system.

Previous research indicated that as a result of teacher biases, lower performance scores were expected for African American students but not other students. In addition, lesson quality was diminished to align with the predication of lower test scores for African American students (Jacoby-Senghor et al., 2016). Because race is seen and has often been viewed as an indication of lower intelligence and academic achievement, teachers should be aware of their own biases in their classrooms. If the biases predicate a lower achievement for marginalized groups, the performance of those groups is in jeopardy. To mitigate implicit bias in education, it would behoove educators to examine biases and gain knowledge about diversity. Implicit bias may impact teacher effectiveness and contribute to the underachievement of minority students (Jacoby-Senghor et al., 2016). Culturally responsive pedagogy supports the ideology that teachers need to be inclusive of diverse backgrounds and nonjudgmental in order to be effective (Brown-Jeffy & Cooper, 2011).

Instructional Equity

The conversation needed to transform education to be equitable includes a focus on implicit bias; however, Hammond (2020) warned us to avoid reducing equity to courageous conversations about implicit bias due to the lack of pivot to instruction and the need to move beyond conversation to improve the outcomes of diverse students. The premise of educational equity remains elusive even 60 plus years after the initial focus in education (Muniz, 2020). Hammond (2020) contended we must be mindful of our preconceived negative assumptions regarding the abilities and motivations of diverse students and families. Focusing on equity includes not only focusing on diverse students but all underperforming students. After school systems agree to focus on equity, they must address how to approach instruction. The approach must make distinctions between

the responsive practices that are implemented and outline how the approach will produce the desired outcome of instructional equity and close the performance gap (Hammond, 2020).

Multicultural education and social justice education are important factors in conversations about equity, but they alone are not sufficient. Educators should ensure students have the literacy skills and help students to be equipped with deep background knowledge to comprehend text with critical literacy and critical consciousness (Hammond, 2020). CRT is an additional component of educational equity. Hammond (2020) argued CRT is the nucleus of instructional equity because it leverages the science of learning by exploring cultural schema in a way that makes learning retainable. When instructional practices include ways for students to gain knowledge and carry cognitive loads, students can engage in work with increased rigor. Hammond (2020) identified distinctions of equity as it related to multicultural education, social justice education, and culturally responsive education. Table 4 displays the distinctions of equity.

Table 4*Distinctions of Equity*

| Multicultural education | Social justice education | Culturally responsive education |
|--|---|---|
| Celebrate diversity | Exposing the source of political context the students experience | Improving the learning of diverse students who have been marginalized |
| Establish respectful social interaction | Raises student consciousness about inequity in everyday social, environmental, economic, and political situations | Affective and cognitive aspects of teaching and learning |
| Diversity and inclusion efforts | Anti-racist efforts | Efforts to accelerate learning |
| Exposes privileged students to other's cultures and multiple perspectives. For students of color, focus on seeing themselves reflected in the curriculum | Creates a lens to acknowledge inequitable practices in society | Build academic mindset contrary to dominant narratives about people of color. |
| Social harmony | Critical consciousness | Independent learning agency |

Note. This table is adapted from Hammond (2020).

Instructional equity in the classroom can be viewed through lenses aligned with the identification of strategies that impact student achievement. Instructional equity happens when teachers scaffold learning, providing students with the skills to become independent learners (Hammond, 2020). This involves being able to help students gain the cognitive skills needed and then allowing them to learn how to learn and become independent learners. Students should be able to internalize learning and engage in productive struggle. Diverse students often have been seen as not being able to engage in complex tasks. This theory goes against zones of development which encourage teachers

to coach students in order to strengthen learning. When tasks are offered at a lower level, students are not able to engage in rigorous activities that stretch them as learners. Equity promotes equal educational opportunities where all students reach their fullest potential (Jurado de Los Santos et al., 2020).

To address education equity, school leaders and teachers must evaluate teaching and learning in the classroom. Systems must be in place to evaluate the practices of inequity that are occurring in schools (Hammond, 2020). When what are considered as best practices are not yielding desired results, we must examine those practices to ensure they are effective. It is important to distinguish between equality and equity. Equality refers to the same resources and opportunities. Equity refers to having common goods redistributed to create a more equal system (Jurado de Los Santos et al., 2020). Equity is a term that has been used in educational settings that insinuates a focus on equal opportunities for success for all students. The National Equity Project (2020) defined educational equity as each child receiving what they need to develop to their full academic and social potential. In an equitable system, the differences between individuals would not be a risk for discrimination, exclusion, or educational disadvantage (Jurado de Los Santos et al., 2020).

The concept of educational equity is multifaceted and requires a holistic and individualized approach to unravel the complexity of the topic. Hammond (2020) argued leaders, teachers, and stakeholders must understand the different aspects of equity and how to combine those aspects to create equitable outcomes for students. Research suggested strategies teachers can implement to create an equitable learning environment: acknowledge their own bias and inequitable actions, gain knowledge about student cultural backgrounds, build relationships with families and the community, review

curriculum and instructional materials for bias, and create caring and cooperative learning environments (Krasnoff, 2016). Teachers are encouraged to participate in professional development and treat other students with respect as well as identify appropriate communication. Creating a strong connection with students, parents, and the community fosters positive relationships. Teachers should plan activities that reflect student cultures and perspectives of minority groups in learning materials. Building a safe and caring learning environment is an essential component of an equitable learning environment.

Culturally Responsive Leadership

In the wake of Black Lives Matter, the discussion of race in schools is almost inevitable. Marshall and Khalifa (2018) explained, “In culturally responsive leadership discussions, the key questions have always been: how can you talk about race and advocate for minoritized students” (p. 533). School leaders can advocate for the inclusiveness of CRT practices. Critical self-reflection, community advocacy and engagement, school culture and climate, and instructional and transformational leadership are the areas of focus in relation to culturally responsive leadership (Khalifa et al., 2016; Marshall & Khalifa, 2018). Each element is relevant to leaders due to the extent of influence educational leaders have in organizations. School leaders should focus on building teacher capacity and engaging in opportunities aligned with supporting students.

Instructional Coaches

The goal of instructional leaders is to build teacher capacity and improve the academic achievement of students. Instructional coaches are critical to the development of teachers. The main roles of instructional coaches include strengthening capacity, reforming to accommodate practice, and being cognitive to develop the practice of teachers. Galey (2016) and Marshall and Khalifa (2018) examined the roles of

instructional leaders as culturally responsive leaders who can impact curriculum and instruction in organizations. Culturally responsive school leadership (CRSL) can be noted as a component of distributive leadership beyond school and district administrators; however, administrators must be able to create a vision that supports the implementation of CRT, and instructional coaches have a significant role in implementation (Marshall & Khalifa, 2018).

Instructional coaches perceived their ability to impact CRT was greater when policies and support were provided from high-level district administrators. Creating a district-level priority centered around cultural responsiveness creates empowerment to address culturally responsive pedagogy in schools. The level of trust between the teacher and instructional coach can impact their ability to engage in dialogue regarding their practices that were not culturally responsive. Instructional coaches must unlearn traditional behaviors in school that are not culturally responsive and reflect on their own practices. They must also be aware of some teachers' pushback to reflecting and unlearning culturally exclusionary behaviors.

Marshall and Khalifa's (2018) findings indicated that instructional coaches found learning and engaging with cultural liaisons who advocate for students and families of color was beneficial. This indicates a need to focus on district-wide professional development on CRT and creating opportunities for instructional leaders to reflect the commitment of culturally responsive education. The approach to developing culturally responsive leaders must be systematic and inclusive.

School Leaders

School Leaders are critical personnel when addressing cultural responsiveness. CRT in solitary cannot address the challenges of marginalized groups in education.

Reforming and transforming policies, funding, and administration to be culturally responsive is needed (Khalifa et al., 2016). School-based leaders such as principals and assistant principals are critical aspects of reforming education. The effectiveness of school leaders is a determinate factor in recruiting and retaining efficacious teachers who are prepared to work with minoritized students. Research suggested school principals are very influential in determining curriculum and instructional practices (Khalifa et al., 2016). Principals have the authority to hold teachers accountable for the work within their organization. The implementation of CRT has to be a priority in order to be effective. CRT can be disjointed and short-lived if not promoted by the principal (Khalifa et al., 2016). Being responsive to the needs of all students is an important aspect of CRT, and school leaders have to create a curriculum that addresses the learning needs of all students. Culturally responsive school leaders are transformative leaders who will challenge the learning environments of marginalized students of color (Khalifa et al., 2016).

A focus on CRSL is required to address the needs of diverse students. Research indicated principals are unprepared to lead diverse schools and implement policies surrounding issues with diversity (Khalifa et al., 2016). Addressing the social culture in schools to combat the academic achievement and discipline disparities among minority students can be beneficial. Khalifa et al. (2016) identified four major strands of CRSL. Table 5 identifies each strand and the meaning. Each strand represents the behaviors of CRSL based on a synthesis of research.

Table 5*CRSL Strands*

| Critical self-awareness and community | Culturally responsive curricula and teacher preparation | Culturally responsive and inclusive environment | Engaging student parents in context |
|---|---|---|--|
| Awareness of one's own beliefs, families, and/or dispositions | School leaders should be culturally responsive by the development and sustaining of CRT | Foster a culturally affirming school environment, challenge marginalized behavior (i.e., disproportionately referring minorities to special education and disparities in student discipline and measures) | Ability to engage families and the community in culturally appropriate ways. |
| An awareness of self and an understanding of how to create a learning environment for marginalized groups | by securing resources and curricula, modeling CRT, or offering professional development | | Understand, address, and advocate for community-based issues |

Note. This table is adapted from Khalifa et al. (2016).

The strands identified by Khalifa et al (2016) are interconnected and serve as a foundation to display how the behaviors of CRSL can lend themselves to effectively implementing CRT. The behaviors of CRSL can have an impact on CRT in schools, and school leaders must be aware of the roles they play in CRT

Critical self-reflection and the examination of leadership styles and practices is a critical component of CRSL and undergirds the work needed to develop as a CRSL. Researchers indicated engaging in critical reflection and antiracist reflection supports growth and identifies personal biases, assumptions, and values that stem from their cultural backgrounds (Khalifa et al. 2016). Being able to identify your own biases and how they influence your leadership practices promotes the level of awareness needed to create a vision centered around cultural responsiveness.

School leaders are influential in developing culturally responsive teachers. Establishing a curriculum and context that are culturally responsive is a component of CRSL. The emphasis on CRT and pedagogy is vital. Researchers have identified establishing leadership teams and research-oriented reform dialogue among school staff as transformational and instructional leadership practices school leaders can employ (Khalifa et al., 2016). These practices focus on implementing and sustaining CRT.

Creating a culturally responsive and inclusive school environment requires school leaders to create a welcoming environment for students and parents. School leaders must identify the impact of racism in school as it relates to marginalized groups due to a history of oppression in educational environments. This awareness can help leaders repair the disconnect between families and the community and not let history repeat itself. The school leader's ability to model CRT practices can alter beliefs surrounding CRT and encourage teachers to engage in inclusive practices that empower all students, especially students of color (Khalifa et al., 2016). Culturally responsive school leaders promote an inclusive environment by mentoring, modeling, and expecting teachers to engage in CRT practices.

CRSL creates an engaging environment that feels like a welcoming community and a learning organization that is conducive to learning. Discovering ways to authentically engage students, parents, and the community builds positive relationships. Identifying causes that are important and directly impact the community can build the capital school leaders need to be effective. Advocacy and community organizing for community-based causes are centered on CRSL (Khalifa et al., 2016). CRSL must create structures and allocate resources to promote an inclusive school environment.

Teacher Expectations, Student Achievement, and CRT

Teacher expectations can have an impact on the performance outcomes of students. Diverse students are often more vulnerable to lower expectations due to biases. Educators may not intend to communicate lower expectations; however, research indicates societal beliefs have a tangible, negative effect on the performance and achievement of diverse students (Krasnoff, 2016). Research conducted by Teacher Expectations Student Achievement (as cited in Krasnoff, 2016) identified observable behaviors that communicate high expectations for all students. Table 6 displays behaviors that communicate high expectations.

Table 6

Behaviors That Communicate High Expectations

| | | |
|---|---|---|
| Gestures and displays to acknowledge the accommodate discussion | Arranging the classroom to materials reflect students' racial and cultural backgrounds. | Displays instructional values of students |
| Use multiple methods including visuals to support student learning. | Learning, using, and displaying some words in students' heritage language. | Modeling the use of graphic organizers. |
| Promote a classroom culture that embodies support and the academic achievement of all students. | Using random response strategies. | Using cooperative learning structures. |
| Structure cooperative groups with heterogeneous groupings. | Using problem and clarifying techniques to assist students learning. | Acknowledging all students' comments to answer. |
| Seeking multiple perspectives. | Use a variety of approaches to check for understanding. | Assess prior knowledge current before instruction. |
| Make learning relevant for students by connecting it to their lives. | Use "wait time" for student responses | Ask students for feedback. |
| Providing a rubric or criteria to promoter success. | Provide effective, specific, and timely feedback. | Offer support and opportunities for students to resubmit work to demonstrate mastery. |

Note. Adapted from Krasnoff (2016).

The communication of high expectations has been linked to having an impact on student achievement. The level of instruction provided by the teacher sets the tone for the response from students as well as the expectations for learning. The behaviors identified provide a mechanism for teachers to exhibit behaviors that promote high expectations. Hammond (2015) expressed the importance of teachers being able to understand how to engage students in deeper, more complex learning by expanding their intellectual capacity.

Teacher Preparation and Professional Development

The teacher's ability to influence the academic achievement of diverse students can be impacted by the teacher's ability to be responsive to the learning styles and needs of the students. Culture influences the behaviors and attitudes teachers and students bring to the instructional processes. Knowledge of CRT prepares teachers to meet the learning needs of students and address the underachievement of diverse students (Krasnoff, 2016). Previous research indicated the need for teaching practice to be culturally congruent to align with the diverse learning styles of students. Through proper training, teachers can identify techniques to bridge the gap between delivery of instruction and varying learning styles and establish consistency between how diverse students acquire knowledge and the instructional approaches (Krasnoff, 2016).

An analysis of research identified the following characteristics of teachers to prepare them to be culturally responsive: socio-cultural consciousness, attitudes, commitment and skills, constructivist views, knowledge of student life, and CRT (Equity Assistance Center, 2016). Social-cultural consciousness involves the ability to recognize your own biases as well as discrimination based on ethnicity, social class, and skin color. Hammond (2015) encouraged teachers to develop the right mindset to meet the learning

needs of diverse students. This involves understanding what culture means and exploring their cultural biases and beliefs. Teachers should demonstrate an affirming attitude toward diverse students and utilize instructional practices and curriculum related to the cultures of their students. Commitment and skills involve confronting barriers and obstacles to be a collaborative change agent to assist in schools becoming more equitable.

Constructivist views include the teacher's belief that all students can learn with the incorporation of scaffolding to promote critical thinking, collaboration, and problem-solving. Awareness of a student's home life helps to build relationships and incorporate this knowledge to influence teaching and learning. CRT involves the creation of an inclusive learning environment where the teacher uses strategies that support constructivist views of teaching and learning that examine curriculum from multiple perspectives and build on student personal and cultural strengths (Krasnoff, 2016).

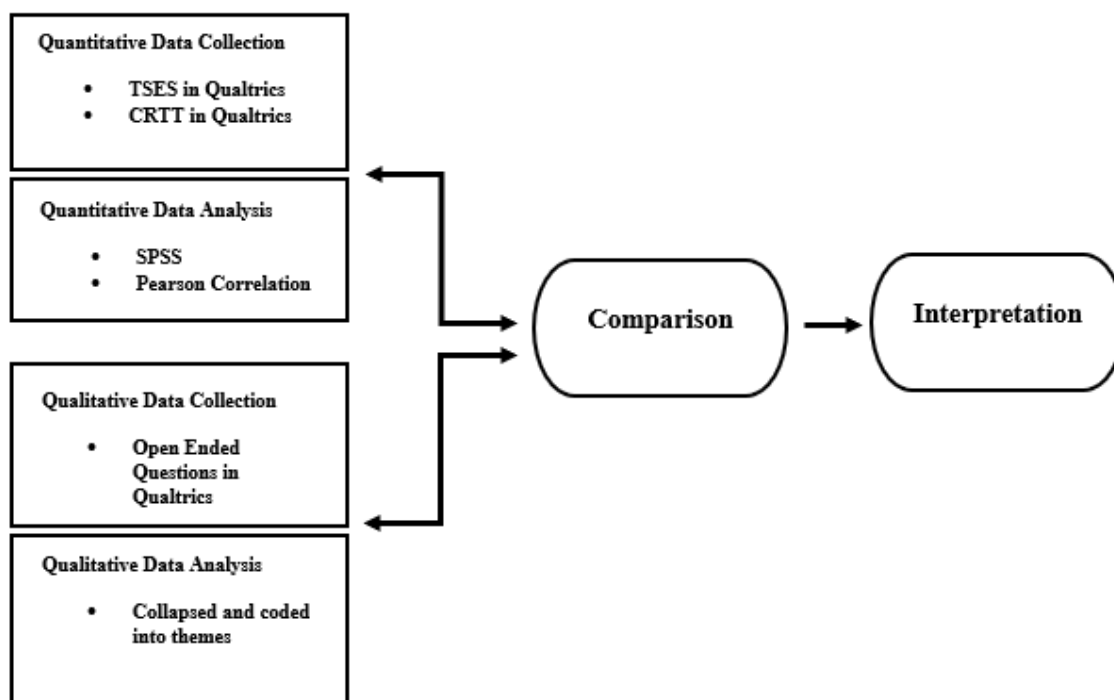
Teachers must be aware of the importance of providing effective instruction. Components of effective teaching strategies align with strategies that promote CRT. The responsiveness to instruction is a critical aspect of CRT that should not be discounted. Being an effective teacher involves more than providing instruction and measuring the academic growth of students. Having high expectations, promoting learning, supporting positive social outcomes, using diverse materials, developing schools and classrooms that value diversity, and collaborating with parents and educational professions to ensure student success are ways effective teaching is CRT (Krasnoff, 2016).

Chapter 3: Methodology

This study is similar to research conducted by Oyerinde (2008) and Callaway (2016) and focused on examining TSE and the relationship between TSE and CRTTs. Participants in the research responded to two surveys and open-ended questioning. The study focused on identifying teacher perspectives of their own efficacy and the correlation between TSE and CRTTs. The study examined the correlation between instructional strategies, student engagement, classroom management, and CRTTs. This study also examined the correlation between years of experience, TSE, and CRTTs. In addition, this study examined how teachers described their experiences with CRT. In this section, the type of research conducted, the research design and rationale, and the methodology for the study are discussed.

Convergent Mixed Methods

Convergent mixed methods is an approach that combines qualitative and quantitative data to produce a comprehensive analysis of the research problem (Creswell & Creswell, 2018). In this mixed methods approach, quantitative and qualitative data were collected and analyzed separately. The quantitative aspect of the research focused on involving participants who responded to survey scales. Survey research can be cross-sectional or longitudinal studies utilized to describe trends, attitudes, or opinions of a sample of the population. Survey research utilizes questionnaires or structured interviews to collect data (Creswell & Creswell, 2018). Figure 4 displays the convergent mixed methods process.

Figure 4*Convergent Mixed Methods Process*

Analysis of the quantitative data followed a correlational design. Correlational design uses correlational statistics to describe and measure the degree, or association (or relationship), between two or more variables (Creswell & Creswell, 2018). Quantitative approaches focus on clearly measuring a set of variables to answer theory-guided research questions and hypotheses (Creswell & Creswell, 2018).

The qualitative aspect of the research focused on involving participants who responded to open-ended questions. Responses were collected and analyzed to determine the themes and interpret the data. Qualitative research is a mechanism for understanding the meaning individuals ascribe to a social or human problem (Creswell & Creswell, 2018). Analysis of qualitative data included coding the data and identifying and providing a description of the themes.

Setting

This study was conducted in a rural county in North Carolina. The county employs approximately 693 full-time staff members, 418 licensed teachers, and 29 teacher assistants. Table 7 displays the teacher categories. There were approximately 2,721 students in Grades K-5; 1,464 students in Grades 6-8; and 1,933 students in Grades 9-12. The ethnic distribution of students included 6.1% Other, 6.8% Black, 14.1% Hispanic, and 73% White.

Table 7

Teacher Categories

| Categories | Population |
|-----------------|------------|
| Prekindergarten | 3.35% |
| Kindergarten | 6.13% |
| Elementary | 62.64% |
| Secondary | 27.88% |

Research Design and Rationale

This study examined TSE, the correlation between TSE and CRTTs, and the correlation between years of experience, TSE, and CRT. This study examined the following research questions:

1. What is the relationship between overall TSE and CRTTs?
2. What are the individual relationships between instructional strategies, student engagement, classroom management, and CRTTs?
3. What is the relationship between teacher years of experience, TSE, and CRT?
4. How can teacher experiences with CRT be described?

The methods utilized to examine the research questions are displayed in Table 8.

Table 8*Research Alignment Table*

| Research questions | Tools/instruments | Data collected | Methods of analysis |
|--|---|---|------------------------------|
| What is the relationship between TSE and CRT? | Teachers' Sense of Efficacy Scale | Individual scores | Pearson correlation analysis |
| | Culturally Responsive Teaching Techniques Scale | Demographic information from participants and individual scores | |
| What are the relationships between instructional strategies, student engagement, classroom management, and CRT techniques? | Teachers' Sense of Efficacy Scale | Demographic information from participants and individual scores | Pearson correlation analysis |
| | Culturally Responsive Teaching Techniques Scale | | |
| What is the relationship between teaching experience, TSE, and CRT? | Teachers' Sense of Efficacy Scale | Demographic information from participants and individual scores | Pearson correlation analysis |
| | Culturally Responsive Teaching Techniques Scale | | |
| How can teacher experience with CRT be described? | Open-ended questions | Individual responses to open-ended questions | Coding process |

The research was conducted through the distribution of two surveys. According to Creswell and Creswell (2018), survey method advantages include the rapid turnaround in data collection. A survey design provides a quantitative description of trends, attitudes, or opinions of the population or tests for association among variables of the population (Creswell & Creswell, 2018). This research focused on studying a sample of the population, and the survey was cross-sectional, with data collection at one point in time. The TSES and CRTTS were utilized in this study. In addition, participants responded to open-ended questions.

Role of the Researcher

As the researcher, I took ownership of multiple roles throughout this study. These roles included ensuring ethical practices were followed, maintaining the autonomy of

respondents, responding to questions, and remaining neutral during the study. To follow ethical procedures, I followed Instructional Review Board procedures. I gathered data in a quantifiable manner and safeguarded data collected from the participants to be used for the purpose of the research conducted. I maintained the autonomy of respondents by utilizing the anonymous link feature to ensure respondents could openly answer questions regarding their beliefs and practices. To fulfill my responsibility for responding to questions from the participants, I provided contact information to all participants of the study. In addition, I remained neutral during the completion of this study and removed any preconceived notions and biases.

Methods

This study examined TSE and CRTTs in kindergarten through 12th grade. Selection of participants, instruments, data collection, and analysis procedures are methods that were utilized to conduct this research. The study adhered to a correlational design to measure and describe the relationship between the variables. Correlational statistics was utilized to measure and describe the relationship between the variables. The qualitative data were analyzed, coded, and then collapsed into themes.

Participant Selection

I utilized convenience sampling to randomly select participants in this study by sending an email to each administrator to forward to licensed staff. There were 418 licensed staff members within this population who could be included in this study. Licensed staff were chosen due to their education and licensing requirements to provide instruction. The respondents were chosen based on their convenience and availability (Creswell & Creswell, 2018). I collected data from 27 respondents, which was 6% of the population. According to Creswell and Creswell (2018), in survey research, investigators

can choose a sample size by selecting a fraction of the population (10%).

Licensed staff in the school district were sent an email (Appendix A) requesting their participation in the study. The email included information pertaining to the study and provided an overview of the research and the surveys that would be used. The email also included a link acknowledging informed consent as well as a link to begin the surveys. Appendix B displays the Informed Consent Form for Online Survey. The anonymous link feature was used to ensure names and emails were not associated with participant responses.

Instruments

This study required participants to respond to five open-ended questions. In addition, this study utilized surveys to determine teacher perspectives regarding their efficacy and the correlation between TSE and CRT. Research conducted utilizing surveys provides a quantitative and numeric description of trends, attitudes, or opinions of a population (Creswell & Creswell, 2018). The first instrument used was the TSES (short form) that was developed by Tschannen-Moran and Woolfolk Hoy (2001), located in Appendix C. The second instrument was the CRTTS developed by Oyerinde (2008), Part I (Appendix D) and Part II (Appendix E). The instruments are described in detail in the following sections.

TSES

The TSES was created by Tschannen-Moran and Woolfolk Hoy (2001). The purpose of this instrument was to gain a greater understanding of potential challenges for teachers. TSES measures teacher capabilities in three dimensions of efficacy: instructional strategies, engagement, and classroom management. TSES validity is examined by assessing the correlation of the measure with existing measures of TSE. The

survey includes a 12-item scale that includes directions and information about the content. The items are assessed along a 9-point continuum with five anchors. The anchors include nothing, very little, some influence, quite a bit, and a great deal (Tschannen-Moran & Woolfolk Hoy, 2001). The TSES has three components of efficacy with eight item subscales. The subscales focus on the three dimensions of efficacy: instructional strategies, engagement, and classroom management. The three dimensions represent the abilities of teachers and the components of quality teaching (Callaway, 2016; Tschannen-Moran & Woolfolk Hoy, 2001). The instrument has a stabilizing factor that assesses a range of teacher capabilities without being specific enough to provide it useless for comparison across a variety of components (Callaway, 2016; Tschannen-Moran & Woolfolk Hoy, 2001).

TSES Validity

A factor analysis was utilized to determine the validity of the TSES. Determining the validity of scores in a survey provides information regarding if the instrument is beneficial to utilize in survey research (Creswell & Creswell, 2018). A comparison to other instruments was also utilized to determine the validity. Scores for the 24-item survey (long form) and the 12-item survey (short form) proved similar results. The results of the TSES were positively related to Rand item ($r = 0.18$ and $0.53, p < .101$) and personal TSE factor of Gibson and Dembo (1984) measure ($r = 0.64, p < .001$) and general TSE factor ($r = 0.16, p < 0.01$; Tschannen-Moran & Woolfolk Hoy, 2001).

TSES Reliability

A principal-axis factor analysis identifying one factor was conducted using a range from 0.49 to 0.75 to determine reliability (Tschannen-Moran & Woolfolk Hoy, 2001). The reliability of the TSES (short form) was .90, indicating it can be used to

assess efficacy. Reliability for TSE subscales was instruction .86, management .86, and engagement .81. The results of the analysis indicated the TSES short form is considered valid and reliable to research the construct of TSE (Tschannen-Moran & Woolfolk Hoy, 2001).

CRTTS

The CRTTS was created by Oyerinde (2008) and was utilized in this study. The instrument was designed to consider the characteristics of TSE in CRTTs. The CRTTS is used to measure the extent teachers are incorporating CRTTs in instruction. The instrument has three parts. Part I includes directions and a 5-item scale assessed along a 5-point continuum with five anchors. The anchors include nothing, very little, some, quite a bit, and a great deal. Part II includes a 2-item scale assessed on a 5-point continuum with five anchors consistent with Part I.

The CRTTS was created to address the deficit in research focusing on TSE and CRTTs. CRTT refers to a theoretical framework that utilizes a variety of pedagogy to meet the learning needs of students (Oyerinde, 2008). The CRTTS expands TSE to include teacher ability to incorporate CRTTs in their teaching practices (Oyerinde, 2008). The CRTTS assesses efficacy in the following constructs: student engagement, CRTTs, and instructional strategies.

CRTTS Validity

Factor analysis was utilized to assess the construct validity of the CRTT. Construct validity identifies if items measure hypothetical constructs. Establishing validity in quantitative research aids in being able to compile valuable and useful inferences from scores and instruments (Creswell & Creswell, 2018). Oyerinde's (2008) study utilized factor analysis, including confirmatory factor analysis, exploratory factor

analysis, and prior factor analysis. Statistical Package for Social Science (SPSS) indicated a value of 0.006, which is greater than the required value of 0.0001 (Callaway, 2016).

CRTTS Reliability

Oyerinde (2008) utilized confirmatory factor analysis to confirm the inclusion of CRTTs with TSE and exploratory factor analysis to investigate the possibility of discovering an additional factor absent in the TSES (Callaway, 2016). Cronbach's alpha for the CRTTS is .754, which indicates a reasonable measure of reliability for the instrument (Callaway, 2016).

Data Collection Procedures

Surveys were utilized to collect quantitative data, and responses to open-ended questions were utilized to collect qualitative data for this study. An email including an invitation to participate in research and a request to forward to all licensed staff was sent to all K-12 building administrators. The TSES consists of 12 items. The CRTTS consists of three sections with 15 items. There are five open-ended questions for participants to answer. The surveys and open-ended questions were sent using a link to complete in the initial request. The surveys were not divided for completion. Each survey took participants approximately 10 minutes to complete. In addition, it took 10 minutes to respond to the open-ended questions. Participants were asked to complete the surveys within 2 weeks. A reminder email was sent to participants 1 week after the initial email. Survey data were collected over a 2-week period.

Data Analysis Plan

Qualtrics software was utilized to collect survey results and responses to open-ended questions. Qualitative data were coded and collapsed to identify the themes.

Quantitative data were exported to SPSS to analyze statistical data. A Pearson correlation analysis was conducted to identify the direction of the correlation coefficient to determine if there was a positive correlation or negative correlation between the variables. The Pearson correlation analysis determined the strength and magnitude of the relationship between the variables. This relationship is indicated by the numerical value r regardless if it is positive or negative. The Pearson correlation can be completed mathematically by dividing the covariance of two variables by the product of the standard deviation. Figure 5 displays Pearson's correlation.

Figure 5

Pearson Correlation

$$r = \frac{\sum (z_x z_y)}{N}$$

A positive correlation indicates the values of the variable being analyzed move in the same direction and are associated in a predictable manner. A perfect positive correlation of +1.00 indicates for every member of the population, a higher score on one variable is related to a higher score on the other variable. A negative correlation indicates the variables being analyzed move in opposite directions. A perfect negative correlation of -1.00 indicates for every member of the population, a higher score on one variable is related to a lower score on the other variable. The scores of the two variables must be paired in a correlational analysis. For example, the score on the X variable (hours spent studying) must match with the Y variable (exam score) to determine if there is a relationship between hours studying and exam scores (Urdan, 2017). Qualitative and quantitative data were analyzed separately. I also checked internal consistency by

completing a Cronbach's alpha.

Delimitations

The cross-sectional survey design was conducted within a 2-week time frame, which may have limited the number of respondents who participated in the study. COVID-19 limited the ability to hold in-person meetings allowing participants to engage in dialogue regarding the surveys and open-ended questions. This also impacted the ability to participate in the study in person. Instead, the surveys and open-ended questions were sent electronically with the request of completion. COVID-19 is a virus that has impacted the educational system due to the nature of the virus. Schools were closed in March 2020, and educators were thrust into virtual learning. During the 2020-2021 school year, educators would address learning loss, hybrid learning, and health and wellness. I considered utilizing a focus group to triangulate the data; however, this was excluded due to the current climate of the district. CRT has received negative attention in the media, and groups have been formed to relegate CRT.

Limitations

Limitations in this study include the geographical area where the research was conducted. Limiting participants to a small rural school district utilizing convenience sampling may have had an impact on the results of this study. Participants needed to be reflective to answer questions. Dependence on respondents to answer the questions honestly posed a threat to the results of this study. COVID-19 has added to the stress of some licensed staff, and participation in this study may have been considered additional work. An additional limitation is a conflict within several school districts across the country and the unwillingness to implement CRT. North Carolina adopted new social studies standards. These standards proved to be controversial for a small segment of the

population. Those who opposed the standards were vocal with their displeasure with CRT. Because of the sensitive nature of this topic, it is possible participants were not honest in their responses related to the questions.

Ethical Procedures

Informed consent was acknowledged by each participant of the study. Additional features in Qualtrics were utilized to maintain anonymity. No risk was associated with the completion of the study, and identifiable information was not collected. The anonymous link feature was utilized to ensure participant names and emails were not collected. Qualtrics was utilized to collect data for this study. Qualtrics data were stored electronically and will be deleted 3 years after the completion of this study. Results of the study are available to participants upon request. Participation in the study was not required by school or district-level administrators. Participation was voluntary and participants reserved the right to exit the survey at any time. Participants were also informed that participating in this study was voluntary and was not associated with any performance evaluations.

Summary

Chapter 3 focused on identifying the research questions in this study and explaining the methodology utilized to engage in this research. This study examined the correlation between TSE and CRT. This study examined the relationship between TSE, CRT, and years of experience. This study also identified how teacher experience with CRT can be described. A convergent mixed methods design was utilized in this study. Survey scales were utilized to collect quantitative data. Qualtrics was utilized to collect data. Pearson correlation analysis was utilized to identify the relationships between the variables. Open-ended questions were utilized to collect qualitative data. Qualitative data

were coded and collapsed into themes. Utilizing these methods generated current data to aid in conversations regarding our educational system with a specific focus on TSE and CRT.

Chapter 4: Results

Introduction

Meeting the academic needs of diverse students continues to be an obstacle for the United States educational system and closing the academic gap for diverse students has been elusive. This study examined the relationship between TSE and CRTTs. The relationship was measured by the CRTTS and the TSES short form. The CRTTS was categorized into three sections based on the question type. These categories include CRTTs, teaching methods, and professional development. The TSES measured efficacy in instructional strategies, student engagement, and classroom management. This study examined the relationship among years of teaching experience, TSE, and CRT. In addition, this study examined ways teacher experiences with CRT can be described.

The research is considered a convergent mixed methods design involving participants responding to survey scales and open-ended questions. Qualtrics was utilized to collect data from respondents. Quantitative data were exported to SPSS, and a correlational analysis was conducted to determine the relationship between the variables. According to Urdan (2017), a fundamental characteristic of correlation coefficients is to determine the strength or magnitude of the relationship between variables. The qualitative data were coded and collapsed into themes.

This study examined TSE, the correlation between TSE, and CRTTs, as well as the correlation between years of experience, TSE, and CRT. In addition, the study examined teacher descriptions of CRT. This study focused on the following research questions:

1. What is the relationship between overall TSE and CRTTs?
2. What are the individual relationships between instructional strategies, student

engagement, classroom management, and CRTTs?

3. What is the relationship between teacher years of experience, TSE, and CRT?
4. How can teacher experiences with CRT be described?

Survey Distribution and Response Rate

Approval to conduct research was approved by the superintendent. Elementary, middle, and high school administrators were emailed a request to forward a research participation invitation to all licensed staff members. The research participation invitation included the dissertation title, purpose of study, and methodology. The participation invitation also included information regarding the anonymity of the survey and the inability to collect identifiable information. The research participation invitation included a link to the informed consent, and access to the survey link to Qualtrics was provided.

Initial correspondence was emailed to elementary, middle, and high school administrators on May 10, 2021. Follow-up reminder emails were sent weekly for the next 2 weeks. Due to the low response rate, the survey was extended for another week in an effort to collect additional responses. Additional contact was made with building administrators to encourage participation in the survey. The goal for this study was to collect responses from at least 42 respondents, which equates to 10% of the population of licensed staff members in the district. Fifty total participants engaged in the survey. Twenty-three participants did not complete the survey. Survey data were collected from 27 participants producing a response rate of 6%.

A non-probability sample was utilized in this study. Respondents for this survey were chosen based on their convenience. In convenience sampling, participants are selected based on proximity and ease of access (Urdan, 2017). Access to email addresses of administrators was available and convenient for data collection. Respondents in this

survey were employed in the same district. If the population of interest and the convenience sample does not differ in aspects that will influence the outcome of the study, it is an acceptable method of selecting a sample (Urdan, 2017).

The findings from the data collected in this study were used to extend research on the practices and themes of educators. Due to the rural area of the district, identifiable information, such as grade level taught, gender, or race, was not collected as part of this study. Data collected for this study included the highest degree attained and years of teaching experience. The highest degree attained by respondents was a master's degree, with 56% of respondents having a master's degree.

Survey Reliability

Before data analysis, Cronbach's alpha was utilized to examine the internal consistency of the surveys in this study. Cronbach's alpha utilizes the association between a set of items to specify how well items as a group hold together (Urdan, 2017). Cronbach's alpha specifies the average correlation between a set of items. Urdan (2017) stated, "Conceptually, the idea is that all of the survey items that are supposed to measure a single underlying construct should be answered in a similar way by respondents" (p. 222). The similarity between responses indicates the construct being measured is reliable.

The results showed that the surveys had adequate reliability and thus functioned as intended. The reliability analysis indicated that the TSES formed a reliable scale (Cronbach's $\alpha = .81$). The reliability analysis indicated that the CRTTS formed a reliable scale (Cronbach's $\alpha = .73$). When a set of items have an alpha level above .70, it can be considered reliable (Urdan, 2017).

Research Question 1

To determine the relationship between TSE and CRTTs, respondent data were

collected utilizing Qualtrics. The TSES short form was utilized to determine teacher sense of efficacy. In this study, the CRTTS was categorized into three sections. Section 1 identifies the CRTTs and aligns with Part I of the CRTTS. Section 2 identifies professional growth and aligns with Part II, Question 7. Section 3 identifies teaching methods and aligns with Part II, Question 6. The data were exported, and SPSS was utilized to determine the relationship between variables. Table 9 displays the descriptive statistics for TSE, CRT, professional growth, and teaching methods.

Table 9

Descriptive Statistics for TSE, CRTT, Professional Growth, and Teaching Methods

| | Mean | Standard deviation | N = 27 |
|---------------------|--------|--------------------|--------|
| TSE total average | 7.2567 | .96193 | |
| CRTT | 3.7556 | .56659 | |
| Professional growth | 3.3462 | .80906 | |
| Teaching methods | 3.0321 | .35907 | |

The total number of respondents was 27. The mean and standard deviation are included in the descriptive statistics for Research Question 1 in order to describe the characteristics of the data collected. Data were collected to determine the relationship of the variables in the sample population.

According to Urdan (2017), the first fundamental characteristic of correlation coefficients is to determine if there is a positive or negative relationship, and the second fundamental characteristic of correlation coefficients is the strength of the relationship. In general, there are positive correlations between all variables excluding CRT and professional growth (-0.33) and teaching methods and professional growth (-0.99) Table 10 displays correlations of TSE and CRTT.

Table 10*Correlation of TSE and CRTT*

| | | TSE total average | CRT | Professional growth | Teaching methods |
|---------------------|------------------------|----------------------|------|------------------------|---------------------|
| TSE total average | Pearson correlation | 1 | .213 | .426 | .165 |
| CRT | Pearson correlation | .213 | 1 | -.033 | .125 |
| Professional growth | Pearson correlation | .426 | .033 | 1 | -.099 |
| Teaching methods | Pearson correlation | .165 | .125 | -.099 | 1 |

This study found a positive correlation between overall TSE and CRTTs (.213); however, the relationship was not statistically significant. The relationship between TSE and teaching methods was positive (.165) but was not statistically significant. There was a positive relationship between professional growth and TSE (.426) that was statistically significant. The relationship between professional growth and TSE was considered to have a moderate association. As teachers engage in professional growth, their efficacy increases. There was a negative relationship between CRT and professional growth (-0.33), meaning as one variable goes up, the other variable goes down: the more time spent on professional development, the less time spent on CRT. There was a positive relationship between CRT and teaching methods (.125), but the relationship was not statistically significant. There was a negative relationship between professional growth and teaching methods (-.099), but the relationship was not statistically significant, indicating that as teaching professional growth increases, teaching methods decrease.

Research Question 2

To determine the individual relationships between instructional strategies, student engagement, classroom management, and CRTTs, respondent data were collected utilizing Qualtrics. The data were exported to SPSS, which were then utilized to determine the relationship between variables. The TSES short form was utilized to determine teacher sense of efficacy. The 12-item scale includes four sets of questions aligned with instructional strategies, student engagement, and classroom management to measure TSE. The CRTTS Part I was utilized to measure CRTTs. Table 11 displays the descriptive statistics for CRT, student engagement, instructional strategies, and classroom management.

Table 11

Descriptive Statistics for CRTT, Student Engagement, Instructional Strategies, and Classroom Management

| | Mean | Standard deviation | N = 27 |
|--------------------------------------|--------|--------------------|--------|
| CRT | 3.7556 | .56659 | |
| Efficacy in student engagement | 6.6346 | 1.15159 | |
| Efficacy in instructional strategies | 7.6635 | 1.01475 | |
| Efficacy in class management | 7.5649 | 1.01572 | |

When variables that are being analyzed move in the same direction in a predictable manner, there is a positive correlation. All the variables in this section indicated a positive relationship between the variables. The magnitude or strength of the relationship varies. Table 12 displays the correlation for CRT, student engagement, instructional strategies, and classroom management.

Table 12

Correlation for CRT, Student Engagement, Instructional Strategies, and Classroom Management

| | | CRT | Engagement | Instructional strategies | Classroom management |
|------------------------------------|---------------------|------|------------|--------------------------|----------------------|
| CRT | Pearson correlation | 1 | .192 | .272 | .139 |
| Efficacy in student engagement | Pearson correlation | .192 | 1 | .639 | .783 |
| Efficacy in instructional strategy | Pearson correlation | .272 | .639 | 1 | .714 |
| Efficacy in classroom management | Pearson correlation | .139 | .783 | .714 | 1 |

There was a positive relationship between CRT and student engagement (.192), but the relationship was not statistically significant. There was a positive relationship between CRT and instructional strategies (.272); however, it was not statistically significant. CRT and instructional strategies had a moderate association between the variables, indicating that as TSE in instructional strategies increases, the implementation of CRT increases. There was a positive relationship between CRT and classroom management (.139), but the relationship was not statistically significant. There was a positive, statically significant relationship between student engagement and instructional strategies (.639). There was a strong association between the variables, indicating that as TSE in student engagement increases, TSE in instructional strategies increases.

There was a positive, statistically significant relationship between student engagement and classroom management (.783). There is a strong association between the

variables, indicating that as TSE in student engagement increases, TSE in classroom management increases. There is a positive, statistically significant relationship between instructional strategies and classroom management (.714). There is a strong association between variables, indicating that as TSE in instructional strategies increases, TSE in classroom management increases.

Research Question 3

To determine the relationship between teacher years of experience, TSE, and CRT, respondent data were collected utilizing Qualtrics. The data were exported to SPSS and utilized to determine the relationship between variables. The TSES short form was utilized to determine teacher sense of efficacy. An open-ended question included in the survey was utilized to capture respondent years of teaching experience. The CRTTS was utilized to measure CRTTs. Table 13 displays the descriptive statistics for teacher years of experience, TSE, and CRT.

Table 13

Descriptive Statistics for Teacher Years of Experience, TSE, and CRT

| | Mean | Standard deviation | N = 27 |
|---------------------------------------|-------|--------------------|--------|
| How many years have you been teaching | 17.88 | 9.18 | |
| TSE total average | 7.25 | .96 | |
| CRT | 3.75 | .56 | |

According to the descriptive statistics in Table 13, the mean for teacher years of experience was 17.88. The mean for TSE was 7.2567, and the mean for CRT was 3.7556. CRT had the lowest mean.

This section focused on identifying the impact years of experience have on TSE and CRT. In this section, the variables primarily indicated negative relationships, excluding the relationship between TSE and CRT (.213). According to Urdan (2017), the

values of those variables being analyzed move in opposite directions. The data suggest there were no strong associations between the variables. Table 14 displays the correlation of teacher years of experience, TSE, and CRT.

Table 14

Correlation of Teacher Years of Experience, TSE, and CRT

| | | Number of years taught | TSE total average | CRT |
|--|---------------------|---------------------------|----------------------|-------|
| How many years have you been teaching | Pearson correlation | 1 | -.156 | -.270 |
| TSE total average | Pearson correlation | -.156 | 1 | .213 |
| CRT | Pearson correlation | -.270 | .213 | 1 |

There was a negative relationship between teaching experience and TSE (-.156), but the relationship was not statistically significant. Teaching experience and CRT had a moderate association between the variables, indicating that as teacher years of experience increase, CRT decreases. However, the negative relationship between teaching experience and CRT (-.270) is not statistically significant. TSE and CRT had a moderate association between the variables. This indicates as TSE increases, CRT increases; however, the positive relationship between TSE and CRT (.213) was not statistically significant.

Research Question 4

To identify how teaching experience with CRT can be described, participants responded to five open-ended questions. Survey items were designed around identifying connectedness of CRT and TSE, educational or professional development opportunities incorporating CRT, descriptions of CRT, and practices aligned with CRT. The qualitative data were analyzed, coded, and then collapsed into themes for each response. The themes

identified throughout the coding process are shown in Table 15.

Table 15

Identified Themes

| Open-ended questions | Themes |
|---|--|
| Please explain the importance of TSE in your classroom. | Confidence, modifying and individualizing lessons, having high expectations and growth mindset. |
| What has prepared you to implement CRT? | Education, own cultural background, experience and knowledge, not prepared. |
| How can your experience with CRT be described? | Having respect and awareness of cultures, and none. |
| How would you describe essential components of CRT? | Awareness and understanding of different cultures, intentional lesson planning, and instruction. |
| Explain your use of culturally responsive teaching. | Planning instruction using diverse materials, and relationships. |

Participants responded to open-ended questions to explain how teacher experiences with CRT can be described. The themes identified in this study in Table 15 were mentioned throughout responses to the open-ended questions. Further explanations of responses and identified themes are found in the subsequent sections.

TSE

When identifying the importance of TSE in the classroom, confidence, meeting the learning needs of students, having high expectations, and a growth mindset were identified as themes. Seven participants had answers that fell into the confidence theme. Six participants had answers that fell into the modifying and individualizing lessons theme. Last, three participants had answers that fell into the having high expectations and growth mindset theme.

Confidence

The definition of TSE includes teachers having confidence in their ability to achieve desired results when teaching students. Confidence was identified in 27% of the responses. One respondent expressed, “I believe it is very important that I believe in myself and my abilities as a teacher to meet the various learning needs of students.” A second respondent stated, “If you are not confident in your own practice, how do you expect to inspire and educate others?” Another respondent disclosed, “Teacher self-efficacy is very important, if I do not have confidence that I can meet the learning needs of students, then I am useless.”

Modifying and Individualizing Lessons

Modifying and individualizing lessons was identified in 22% of the responses. A respondent stated, “An effective teacher can modify and individualize lessons so that all students can learn.” Another respondent indicated, “I try to meet the needs of all students, using differentiation in lessons and guided reading groups to meet the students where they are.” Last, a respondent stated, “Teachers need to feel comfortable with subject matter in order to teach it. They need to be able to teach it inside and out in order to provide differentiation.”

Having High Expectations and Growth Mindset

Having high expectations and a growth mindset was identified as a theme in 11% of responses. One respondent divulged, “I create an environment where they (students) can make mistakes and grow without the fear of failure.” An additional respondent mentioned, “The degree of learner agency employed in a classroom is completely based on a teacher’s mindset for his/her students.”

Preparation to Implement Practices

When identifying what had prepared respondents to implement CRT, themes such as education, own cultural background, experience, and knowledge emerged. Another theme included teachers not being prepared to implement CRT. Eight participants had responses that aligned with the education theme. Four participants had responses that aligned with the own cultural background theme. Six participants had responses aligned with the experience and knowledge of different cultures theme. Finally, six participants had responses that aligned with the not being prepared theme.

Education

Education was identified in 33% of the responses when disclosing what prepared respondents for CRT. Respondents referred to college course(s) and independently researching CRT preparing them for CRT. One respondent explained that they had taken “courses that directly taught about cultures, understanding and experiencing different cultures” that prepared them for CRT. Another respondent disclosed that they had “attended workshops but still would like support.” Last, a respondent mentioned, “Several classes in cultural responsive teaching at the master’s level” and “a desire to include multiple perspectives for students” prepared them for CRT.

Own Cultural Background

Respondents being prepared to implement CRT based on their own cultural background was identified as a theme in 15% of responses. One respondent disclosed, “As a minority, I value my heritage and see the importance of teaching about different cultures.” A second respondent explained that they were ready to implement CRT due to, “My own personal experience and my constant self-educating process on this topic.” A third respondent stated that they were ready to implement CRT based on, “My own life

experience with very little professional development.”

Experience and Knowledge

Teacher experience working with different cultures and knowledge of different cultures was identified in 22% of the responses. One respondent communicated they were prepared to implement CRT based on, “My experience working with diverse groups in a different school provided opportunities to gain respect and an understanding for cultural difference and the effect on education.” Another respondent voiced, “Life experiences, compassion, and empathy.” Last, a respondent expressed, “My own personal experiences and my constant self-educating on the topic” prepared them for CRT.

Not Prepared

Not being prepared to implement CRT was identified as a theme in 19% of the responses. In response to what has prepared them for CRT, one respondent bluntly disclosed, “Nothing.” A second respondent disclosed, “Not much, only research I have done on my own.” A third respondent declared, “I was not prepared for CRT.”

Experiences With CRT

In response to describing experiences with CRT, respondents identified having respect and awareness of cultures as a primary theme. No experience was also identified as a theme. Nine participants provided answers aligned with respect and awareness of cultures as a theme. In addition, three participants provided answers that aligned with no experience with CRT.

Having Respect and Awareness of Cultures

In the study, 33% of respondents described their experience with CRT as having respect and awareness of cultures. To describe experiences with CRT, one respondent stated, “I try to incorporate different viewpoints in my lesson.” One respondent described

their experience with CRT as, “I have taught a diverse population of students and worked alongside a diverse group of individuals. I have learned a great deal from these students and coworkers about what is important to them.” Last, a respondent disclosed, “Providing a safe, respected community in my classroom and allowing students to see positive images of themselves,” describes their experience with CRT.

None

To describe experiences with CRT, having limited to no experience was identified in 11% of the responses. A respondent voiced, “I do not have any formal experience. I just try to be kind, listen to students, and respect their backgrounds.” Another respondent explained their experience with CRT as, “I was ‘thrown to the wolves’ in my first experience with teaching a different culture.” Additionally, a respondent disclosed, “I would say it is limited.”

Essential Components of CRT

When describing essential components of CRT, respondents identified awareness and understanding of different cultures and intentional lesson planning and instruction as primary themes. Ten participant responses aligned with the awareness and understanding of different cultures theme. Four participant responses aligned with the intentional lesson planning and instruction theme.

Having an Awareness and Understanding of Different Cultures

Having an awareness and understanding of different cultures was identified in 37% of the responses. Respondents indicated the importance of viewing aspects through various lenses. One respondent explained, “An acceptance of beliefs other than their own” as an essential component of CRT. Furthermore, respondents declared, “awareness, lifelong learning, and diverse collaboration” helped bring awareness and understanding

of different cultures. Last, a respondent declared, “Including perspectives of thought and understanding different from the majority of the class” are essential components of CRT.

Intentional Lesson Planning and Instruction

Intentional lesson planning and instruction was identified in 15% of respondents. Respondents indicated the importance of being inclusive. To describe an essential component of CRT, one respondent stated, “Intentional planning and being inclusive.” Another respondent stated, “Using a variety of viewpoints in lessons.” Finally, a respondent stated, “Not only is CRT a planned and purposeful part of teaching, it would also be a naturally occurring part of learning” when describing essential components of CRT.

Use of CRTTs

In response to explaining their use of CRTTs, planning instruction using diverse materials and relationships were identified as themes. Nine participants provided answers aligned with the planning instruction using diverse materials as a theme. Last, three participants provided answers aligned with relationships as a theme.

Planning Instruction Using Diverse Materials

Planning instruction using diverse materials was identified in 33% of the respondents. Respondents indicated the importance of including a variety of cultures and texts. When explaining their use of CRTTs, one respondent disclosed, “I use a variety of books in my lessons and exposure to different cultures.” Another respondent stated, “I use a variety of materials that represent people from all walks of life, different cultures, different countries, religions, skin tones, etc.,” when explaining their use of CRTTs. Last, a respondent explained their use of CRTTs as, I use literature, videos, and images that are inclusive, ensuring all students voices are heard and that my classroom is a safe space for

ALL students. Including culturally relevant content and having frank and open discussions about current events in the classroom.

Building Relationships

Building relationships was identified in 11% of the respondents. Respondents indicated the importance of getting to know students and building relationships. When explaining their use of CRTTs, a respondent stated, “I build relationships with my students, that is really my only technique.” Another respondent stated, “Getting to know kids and respecting their culture.” Last, a respondent voiced, “Learning about my students and their backgrounds, connecting with my students and connecting my students to the lessons” when explaining their use of CRTTs.

Summary

Chapter 4 examined the relationship between TSE and CRT as well as examined how teacher experiences with CRT can be described. Chapter 4 examined the relationship of the subsets of TSE to include instructional strategies, student engagement, and classroom management. Chapter 4 reviewed the survey distribution and response rate and outlined the assemblage and analysis of data gathered to answer the research questions in this study. Cronbach’s alpha was utilized to determine survey reliability. The TSES and the CRTTS both formed reliable scales.

There was a statically significant positive relationship between TSE and professional growth, student engagement and instructional strategies, student engagement and classroom management, and instructional strategies and classroom management. There was also a positive relationship between CRT and student engagement. However, a negative relationship between teaching experience and TSE exists, meaning that as teaching experience increases, teacher sense of self-efficacy decreases. Chapter 5

provides an exhaustive explanation of the findings of this research and its relationship to other research and theory. In addition, Chapter 5 details limitations and implications for future studies.

Chapter 5: Discussion

Introduction

The purpose of this study was to examine the relationship between TSE and CRT. Specific areas of TSE include instructional strategies, student engagement, and classroom management. This study also examined teacher experiences with CRT.

Addressing the learning gaps of minority students is especially critical as the educational system is floundering to identify how to address the learning loss of students as a result of COVID-19. Intellectual ability and other kinds of intelligence are often untapped in ethnically diverse students. Gay (2018) contended that if these abilities are acknowledged and used in the learning process, school achievement will vastly improve. TSE has been proven to be related to meaningful educational outcomes and student achievement outcomes (Tschannen-Moran & Woolfolk Hoy, 2001). As such, engaging in dialogue about TSE and CRT is of paramount importance. The data analysis in Chapter 4 answered the research questions examined in this study:

1. What is the relationship between overall TSE and CRTTs?
2. What are the individual relationships between instructional strategies, student engagement, classroom management, and CRTTs?
3. What is the relationship between teacher years of experience, TSE, and CRT?
4. How can teacher experiences with CRT be described?

Research Question 1

Findings

This study found a positive relationship between TSE and CRT (.213). As TSE increases, implementation of CRT increases. TSE and CRT have a moderate association. The study found a statistically significant positive relationship between TSE and

professional growth (.426). There is a moderate association between the variables. As professional growth increases, TSE increases. Teachers who demonstrate a high level of efficacy are more open and willing to apply new teaching methods due to increased levels of effort and persistence (Choi & Kang, 2019).

Relationship to Research

Professional development aids in teacher ability to attain pedagogy and grow professionally. Professional development for teachers is acknowledged as a critical factor to enhance the quality of teaching and learning (Choi & Kang, 2019). The educational system must recognize the strength of professional development to support the implementation of teaching techniques, including CRT, to meet the educational needs of students. The belief that one has in their ability to perform their job with mastery is based on previous experiences, training, and environment (Page et al., 2014). Educators must engage in ongoing professional development to apply new strategies and methods. A teacher's efficacy is a predictor of their acceptability to implement various instructional strategies (Choi & Kang, 2019).

Teacher learning is a critical component in education as pendulums shift and while problems in meeting diverse learning needs continue to be areas of contention. Mastery in teacher learning addresses two principles of effective professional learning by requiring the integration of theory and practice as well as promoting a sense of efficacy for teachers when they witness students mastering concepts (Outlaw & Grifenhagen, 2021). As teachers grow in the capacity as teachers, the more efficacious they will become. In fact, TSE plays an imperative role in providing viable learning outcomes for students. TSE influences the choice of activities chosen for students, the effort teachers exhibit in teaching, and teacher persistence when faced with obstacles or challenges

(Gay, 2018). TSE has been associated with positive gains in elementary student academic achievement (Outlaw & Grifenhagen, 2021).

Relationship to Theory

Bandura's (1977) social cognitive theory defines self-efficacy as a person's belief in their ability to judge how they will react and/or have influence over situations or outcomes (Page et al., 2014). Mastery experiences, vicarious experiences, social persuasion, and psychological factors are the primary sources of self-efficacy (Page et al., 2014). TSE is defined as teacher beliefs in their ability to produce desired outcomes in relation to student learning. Beliefs about self-efficacy derive from individual achievement in a domain, observation of the accomplishments of others, and attempts of others to create feelings of self-efficacy through persuasion and consideration of one's own reflection of personal capabilities and limitations (Grusec, 1992). The findings in this study align with the social cognitive theory. As teacher professional growth increases, so does their self-efficacy.

Implications

The positive relationship between TSE and CRT indicates the need to evaluate classroom practices. TSE and CRT are credited with improving the achievement of students. If you are without the skill and training needed to be efficacious, the implementation of CRT is threatened. Opportunities to develop knowledge and skills related to CRT should be provided to teachers. Without this knowledge, teachers may not have the self-efficacy needed to implement CRT. As Gay (2018) noted, "Teachers who have low performance expectations for students do not feel very efficacious about their own competencies with those students" (p. 78).

Due to the relationship between TSE and professional growth, organizations

should implement system-wide approaches to identify and strengthen the efficacy of teachers. The focus should be on ensuring teachers are efficacious and ensuring all students can thrive in the learning environment. Districts should focus on specific methods to assist teachers in the professional goals and aid in the building of their capacity. An emphasis should be placed on teachers creating professional development goals with school leaders that are intentional and purposeful. This creation of the goals should not be a compliance with procedures but seen as an opportunity to help the teacher grow professionally. The goals should be measurable, monitored, and supported by school leaders to build pedagogy.

To support the efficacy of teachers, teachers should have opportunities to engage in professional growth opportunities, participate in instructional rounds, collaborate in professional learning communities, and have access to professional texts and resources. In addition, teachers should receive feedback from administrators that promotes building their capacity. Feedback should be specific, measurable, and timely. Administrators should avoid providing teachers general feedback that is not connected to their professional growth or the outcomes of student learning.

Research Question 2

Findings

There is a positive, statistically significant (.639) relationship between student engagement and instructional strategies. As student engagement increases, the use of instructional strategies increases. There is a positive, statistically significant (.783) relationship between student engagement and classroom management. As student engagement increases, classroom management increases. This study also indicated a positive relationship between instructional strategies and classroom management (.714)

that was statistically significant. As instructional strategies increase, classroom management increases.

Relationship to Research

Students must be present in the classroom to learn. Figuratively present in the classroom and also present in the learning environment is imperative. Educators are tasked with the responsibility of maintaining student engagement during instruction. Teachers who engage in practices that are culturally responsive develop caring relationships with students. These positive relationships can promote student engagement in the classroom (Bottiani et al., 2020).

Research indicates a strong positive relationship between student engagement and instructional practices. Student engagement is associated with a range of student outcomes, including academic, social, and behavioral (Bottiani et al., 2020). In addition, research indicates a strong relationship between student engagement and classroom management. Positive relationships between teachers and students in adolescence have been associated with student engagement and demonstrative protective effects on behavioral misconduct (Bottiani et al., 2020).

Essential components of schooling are increased as TSE in student engagement increases. Classroom management and instructional strategies are essential components due to a strong foundation in both must be present to provide instruction. If teachers are unable to manage the classroom, learning for all students cannot take place. Research supports a positive association between culturally responsive practices and observed student behaviors especially when combined with proactive behavior supports (Bottiani et al., 2020). If teachers are unable to provide strategies to help students assess the curriculum, learning cannot take place. As educators, we are responsible for creating

conducive learning environments.

Relationship to Theory

CRT has been a topic for discussion in education for over 30 years. The premise of CRT has been cultural diversity in education. Multicultural education originated in the 1970s when America was still to recover from educational practices that hindered the productiveness of diverse and poor students. Gay (2018) contended that practices that present inequities between various races and ethnicities continue. In 1972, Abrahams and Trioke argued that if racial minority students were to be taught effectively, teachers must learn cultural differences and capitalize on these differences as a resource rather than disregarding the differences and denigrating students (Gay, 2018). Chun-Hoon (1973) argued teaching cultural diversity in schools provided intellectual and psychological benefits for Asian Americans and mainstream society. Chun-Hoon further argued teaching cultural diversity helps to circumvent dangers to open, democratic communities by not homogenizing diverse people and helping Asian Americans in surpassing the psychological colonization encouraged by mainstream media, which makes them silent and invisible (Gay, 2018). According to Chun-Hoon, if these educational interventions are not in place, individuals of color are short-changed because intellectual freedom exists in the context of physic space, and physic space can only be created between the distinct and contrasting points of view. Intellectual freedom and psychic space are needed to facilitate school improvement, and teaching students of color their own cultural perspectives is one way to make this happen (Chun-Hoon, 1973; Gay, 2018).

The findings of this study align with the theory of CRT. The value of incorporating instructional strategies to meet a variety of needs of students in the classroom is emphasized. CRT illuminates the importance of student engagement by

identifying the learning styles of students. This research supports the strong association between instructional strategies, student engagement, and classroom management.

Implications

Acknowledging the strength of engagement, school leaders are challenged with identifying how to create an engaging learning environment for all students. Marginalized groups are often provided instruction that is disconnected and unrelatable. Often, teachers are not cognizant of the context surrounding their students' lives, and the values of minority students are often overlooked, unappreciated, and undervalued (Johnson et al., 2019). School leaders must evaluate the level relevance of curriculum and the engagement of students in the classroom. To shift learning environments, we must ensure essential components of schooling are evident. In addition to evaluating relevance and the level of engagement, leaders must identify how to build teacher capacity in that area.

Educators must acknowledge the impact of instructional strategies aligned with CRT. Teachers of diverse students should respect the cultural and linguistic characteristics of minority students and change the curriculum to reflect their cultural and learning styles to improve their achievement (Gay, 2018). The systematic change needed to address the instructional needs of marginalized students is considered daunting due to the 30 years of research and limited progress. Radical changes in the instructional process are needed. Ethnic content may stimulate intellectual curiosity and make meaningful contact with diverse students; however, instructional strategies that emphasize inquiry, critique, and analysis should be included (Gay, 2018).

Research Question 3

Findings

This research did not find any statically significant relationships between teacher

years of experience, TSE, and CRT.

Relationship to Research

The idea of being a veteran teacher is often regarded as prestigious in some school buildings. Veteran teachers are often called upon for their experience and knowledge in various areas of education. These areas may include classroom management and curriculum and instruction. Beginning teachers are often assigned a mentor, typically a veteran teacher. According to research, veteran teachers can also gain knowledge from teachers with less experience. Teachers with more experience are not necessarily as efficacious as less experienced teachers. In fact, teachers are often limited in their knowledge and ability to teach, connect, and collaborate in a culturally responsive manner (Johnson et al., 2019).

This study found as teaching experience increases, TSE decreases. In addition, teachers with more experience are least likely to implement CRT. Siwatu (2011) argued due to CRT efforts being fairly new, teachers could have possibly graduated without being exposed to CRT and this lack of exposure could influence the development of their self-efficacy. A shift in how we think about ourselves as well as a shift in how we think about students, schools, families, and society is needed to apply a culturally responsive lens in our work as educators (Fullam, 2017). To engage in effective CRT professional development, teachers must engage in a reflection process that may be difficult. Culturally responsive teachers must consistently examine how their own implicit biases and cultural assumptions shape their beliefs about learning and interacting with students. (Fullam, 2017).

Relationship to Theory

Researchers of CRT contend that teachers cannot adhere to traditional methods of

providing instruction to meet the diverse learning needs of students. Argon (1973, as cited in Gay, 2018) encouraged educational systems to focus on teacher preparation to address meeting the needs of minority students. Argon additionally argued for educational reform to provide teachers with the training and skills needed to change attitudes and implement cultural diversity in the classroom. He rationalized this effort would lead to improvements in student achievement (Gay, 2018). Gay (1975) contended conceptions of achievement encompass ethnic development and citizenship skills. For pluralistic societies, knowledge of ethnic and cultural diversity, cross-sectional interactional competence, and academic success are connected (Gay, 2018). Ladson-Billings (1994) identified conceptions of self and others and social relations as dimensions of CRT. Conceptions of self and others focus on TSE, and social relations focus on the way teachers structure relationships in the classroom and the community. As research surrounding CRT evolves, the premise remains the same.

Implications

Argon (1973 as cited in Gay, 2018) emphasized a focus on teacher preparation programs. An additional focus on college programs to include courses on diversity has reshaped how teachers are entering the profession. College education programs with a mission to prepare teachers to teach in diverse classrooms assist teachers in developing the skills needed to be culturally responsive teachers (Siwatu, 2011). This practice of CRT may not have been available as veteran teachers entered the school building. In addition, if your experience in education has been teaching in classrooms without diverse students or a small fragment of diverse students, identifying the value to engage in CRT practices may not be present.

The data from this study imply a disconnect between veteran teachers, TSE, and

CRT. This means that as educators, we need to invest in providing professional development to veteran teachers. Research conducted by Bonner et al. (2018) concluded new and veteran teachers conceded that effectively educating non-White students is the main challenge in today's educational system. As the diversity in the United States increase, inevitably teachers will have to provide instruction to diverse students.

Knowing the grade-level standards is one thing. Believing that you can impact a student's ability to master the standards is another. We cannot confuse teacher knowledge with student knowledge. CRT advocates for teachers to know their students well and leverage what is known to customize teaching practices to student strengths and needs (Fullan, 2017). As educators, impacting student learning is indispensable. Practicing teachers may limit their teaching styles and approaches; in addition, their beliefs about themselves, education, and cultural diversity must change (Moore, 2019). We must examine if we are allowing veteran teachers to close their doors and teach the same way with the same ideologies or if we are challenging the gaps we are seeing in student learning. The educational system must avoid being hyper-focused on beginning teachers and refrain from addressing the need for veteran teachers to expand as well.

Research Question 4

Findings

The last research question focused on examining how teachers describe their experiences with CRT. Twenty-seven percent of participants agreed that confidence in one's ability to produce desired outcomes or TSE is an important aspect of classroom instruction. According to the study, 19% of participants were not prepared to implement CRT. Thirty-three percent of participants indicated education, including college courses and attending workshops prepared them to implement CRT. Thirty-three percent of

teachers in this study agreed having respect and awareness of cultures were ways to describe their experience with CRT. Actions by teachers included ensuring students see positive images of themselves and incorporating different viewpoints in lessons. Participants described having an awareness and understanding of different cultures as essential components of CRT. In addition, planning instruction using diverse materials was found to be an essential component of CRT.

Relationship to Research

Identifying and understanding the tenets of CRT can provide insight on how to address the learning needs of diverse students. CRT is intended to ensure students from diverse backgrounds are provided the opportunities and support to make meaningful connections to the curriculum, provided effective learning strategies, and provided opportunities to develop a respect for their cultural background (Bonner et al., 2018).

As teachers gain knowledge of CRT practices, they can align practices that are considered best practices to meet the learning needs of students. Key tenets of CRT include having high expectations for student learning, relationships, student engagement, relevant instruction, and practices centered around students (Johnson et al., 2019). Constructing positive relationships with students and having high expectations can have a powerful impact on how the student engages in learning. The individual relationship between the student and the teacher as well as the relationship among students in the class often indicate the probability of success or failure for diverse students. Teacher attitudes and expectations (personal, social, academic, and ethical dimensions) along with teacher pedagogical skills determine the quality of instructions (Bonner et al., 2018).

Fulfilling the intention of CRT cannot be accomplished without providing adequate support to teachers. Research conducted by Bonner et al. (2018) indicated

teachers need additional information on how to provide instruction to diverse students. This aligns with the findings in this study. Teachers expressed having no experience with CRT as well as not being prepared for CRT. Teachers often hold preconceptions and misconceptions about student abilities, hold low academic expectations, and possess negative attitudes toward students and their families (Bonner et al., 2018). Boute (2012) contributed this mindset to educators not being adequately prepared to instruct culturally and linguistically diverse students.

The teacher must be efficacious to provide effective instruction to diverse students. The disposition or beliefs of educators in addition to their ability to use effective pedagogical practices can impact their teaching, particularly with diverse students (Bonner et al., 2018). Being in tune with the variety of needs can be beneficial in assisting students in reaching their fullest academic potential. Providing an equitable learning experience for all students can be attainable. Teachers who build culturally competent classrooms understand the culture and its role in education, take responsibility for learning about student culture and community, and take time to use student culture as a basis for learning (Bonner et al., 2018).

Relationship to Theory

CRT has taken on various forms throughout its inception over 20 years ago. In 2000, Gay identified five pillars of CRT. These pillars are culturally diverse knowledge, cultural communication in the classroom, teacher attitude and expectations, cultural congruency, and culturally diverse content in the curriculum (Johnson et al., 2019). Each pillar identifies essential components of CRT. Gay (2010) identified caring, communication, curriculum, and instruction as interwoven components of CRT. Banks (2000) contended culturally responsive pedagogy is based on two postulates: one being a

disconnection between school and low-income students and students of color, and the second being the academic achievement of these students will increase if schools and teaching change to reflect and draw on their cultural and language strengths (Johnson et al., 2019).

Implications

As minority students continue to fall below their counterparts academically, the educational system should not shy away from implementing practices that could have a positive impact on their lowest performers. Teachers should engage in reflective practices to evaluate their effectiveness in meeting the diverse learning needs of students. Teachers often carry unexplored beliefs that can hinder culturally responsive instruction. Teachers who come from different cultural values, socioeconomics, and ideologies than their students may lack the skills, cultural knowledge, and disposition needed to provide effective instruction to diverse students (Bonner et al., 2018).

Previous research indicates that greater academic success is achieved of those students who are culturally, linguistically, and socially economically diverse when the learning is relevant to the student's cultural background, learning styles, and home life (Moore, 2019). Districts should remove any preconceived notions regarding CRT and analyze alike practices that are considered best practices for all students. When educators can identify what works for all students, we can then see the change needed to address the achievement gap in the United States.

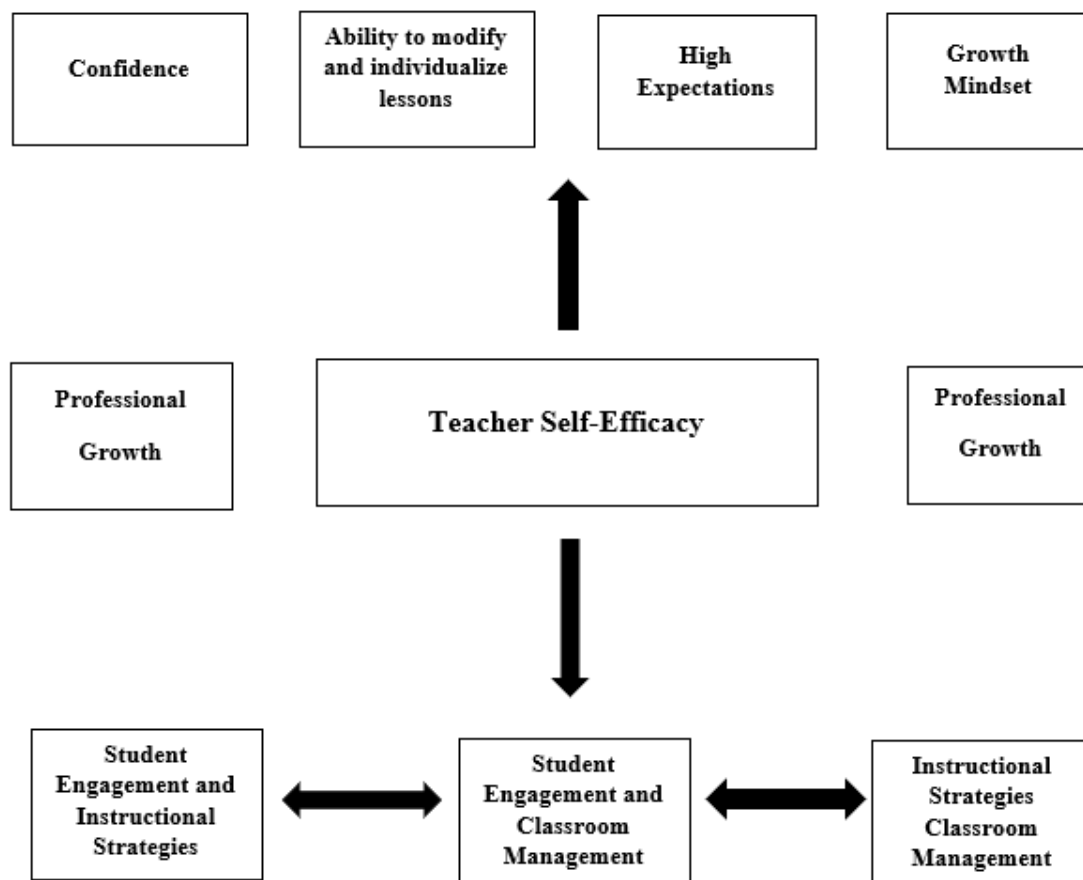
Summary of Overall Findings

The research conducted in this study identifies the need to engage in dialogue surrounding TSE and CRT. The research indicated teachers describe TSE as having confidence in your abilities as a teacher, having a growth mindset, having high

expectations for student learning, and being able to modify and individualize instruction; all of which are imperative when identifying how to improve the academic performance of students. Figure 6 displays TSE.

Figure 6

TSE

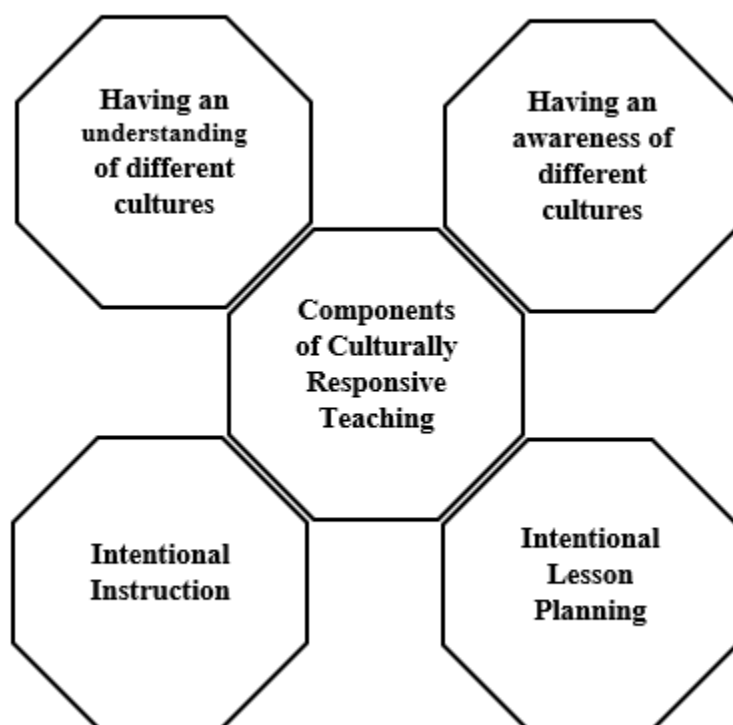


The data indicated a strong correlation between TSE and student engagement and instructional strategies, student engagement, and classroom management. The data also indicated a strong correlation between TSE and professional growth. Teachers who engage in professional growth demonstrate higher TSE which can directly impact instruction and student learning.

The research also identified components of CRT indicated by the participants in this study. Each CRT component is deemed essential, not just as content for meaning but a call to action. These components include understanding different cultures, having an awareness of different cultures, intentional lesson planning, and intentional instruction. All descriptions of CRT were noted in literature reviews before the completion of the study. Participants were able to indicate behaviors and practices associated with CRT. These data indicate participants have conceptual knowledge related to CRT. Cognitive, pedagogical, and political agency is needed collectively to avoid underestimating the challenges of making education better for students of color (Gay, 2018). Figure 7 displays the components of CRT.

Figure 7

Components of CRT



Applications of CRTT are essential to accomplish CRT in the classroom. Personal awareness and empathetic feelings without pedagogical actions do not lead to student improvement (Gay, 2018). The intentional instruction and lesson planning must extend over the school year and not be limited to specific times of the year. CRT has to be deliberate, explicit, systematic, and sustained (Gay, 2018).

Limitations of the Study

In this study, multiple limitations potentially had an impact on identifying the correlation between CRT and TSE and teacher perspectives regarding their own self-efficacy around CRT practices. The geographical area where the research was conducted may have impacted the findings. Participation in this study was limited to a small rural school district. Convenience sampling was utilized as well, possibly impacting the findings, which is a common downfall of using individuals who are easily accessible, since they are more likely to be part of the sample (Diez et al., 2015).

Dependence on respondents to answer questions honestly is also a limitation in this study. Responding to the survey scales and open-ended questions requires the respondent to be reflective on these ideologies, practices, and knowledge of TSE and CRT.

COVID-19 is an additional limitation in the study. Educators were thrust into a new way of teaching as schools closed for in-person instruction. Teachers had to learn a new method of providing instruction to students. Teachers had to adapt to teaching virtually which was uncharted territory for most of the teachers. In addition, teachers were concerned about the health of themselves, their families, and students. This additional level of stress may have impacted the number of participants in the study. Teachers possibly did not want more added to their plates.

Debate Surrounding CRT

An additional limitation is the conflict within several school districts across the country and the unwillingness to implement CRT. North Carolina adopted new social studies standards. Groups across the country showed their displeasure with this adoption by referring to CRT as woke indoctrination.

Even though CRT has been around in some capacity for 30 years, the negative publicity being received began debates regarding the meaning of CRT and its implementation in the school. Opposers of CRT have made connections between critical race theory and CRT and formulated groups to oppose the implementation of CRT in school. Critical race theory was formed as a critique of color blindness within critical legal studies (Cabrera, 2018). Critical race theory in true form was only taught in law schools to examine the judicial system's treatment of marginalized groups. Tenets of critical race theory for education and law differ with some overlap. Critical race theory in education leads to conversations regarding the perspectives of race and racism and its influence on education. Critical race theory in schools challenges the inequalities in the educational system. Critical race theory does lead to discussions about racism, how racism is a social contract, and the impact of racism on society; however, it is important to have the ability to differentiate between critical race theory and CRT.

In September 2020, President Donald Trump signed an executive order that banned diversity training and critical race theory. States quickly followed suit including North Carolina with House Bill 324 (North Carolina General Assembly, 2021b). House Bill 324 analysis indicates it outlines the methods that should be used in the classroom as well as prohibits certain concepts that can be related to the history of the United States. If prohibited concepts were to be discussed, school units must provide a 30-day notice to

the North Carolina Department of Instruction and the public. Diversity training sponsored by the North Carolina Department of Education was halted, and diversity trainers are included in the prohibited aspects of school units (North Carolina General Assembly, 2021b). Districts and communities with an invested interest in diversity and how this impacts education will be able to proactively move forward while others will be prohibited.

The adoption of new social standards added to the debate surrounding CRT. Some opposers of the social studies standards insist they are rooted in critical race theory. A taskforce continues to be formed to question the implementation of critical race theory in schools. The North Carolina superintendent wrote a preamble highlighting the importance of the standards reflecting the diversity. This includes recognizing the success, contributions, contributions, and struggles of multiple groups and individuals (North Carolina Department of Public Instruction, 2021).

A political debate has formed primarily based on affiliation being the factor to determine terminology in education deemed inappropriate. Teachers are refusing to utilize inclusive materials to avoid conflict even at the expense of students. CRT should not be partisan. CRT should be about how to meet the needs of students.

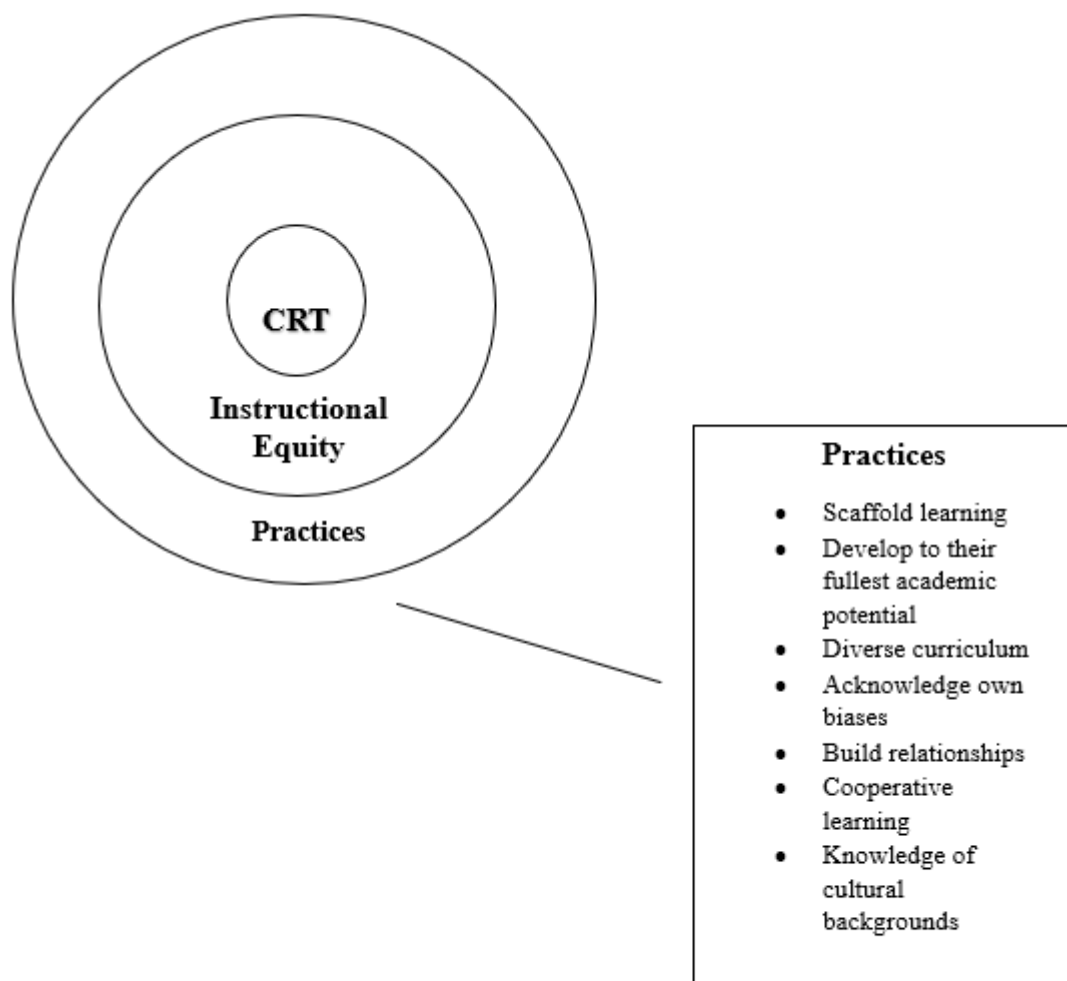
Instructional Equity and CRT

The premise of educational equity and CRT focused on addressing the performance gaps in today's educational system. Cultural competence instructional action is needed to garner a commitment to educational equity (Gay, 2018). As terms such as equity often force intense conversation regarding equality versus equity, it is important to note equality and equity differ in terms of education. Through a review of a body of literature, I was able to identify commonalities among educational equity and CRT. The

commonalities highlight why practices that support the learning of diverse students should not be disregarded. Figure 8 displays the characteristics of instructional equity and CRT.

Figure 8

Characteristics of Instructional Equity and CRT



The commonalities in CRT and instructional equity illuminate the benefits of CRT. Employing instructional strategies such as scaffolding and cooperative learning is often considered best practice for teachers. Through reflection on one's own culture, you

can identify biases that shape their instruction and interaction with students and families (Muniz, 2020). CRT is rooted in the belief of the importance of capitalizing on student culture to provide instruction. Teachers who are competent in CRT evaluate text and instructional resources that are inclusive and avoid perpetuating stereotypes (Muniz, 2020). Teacher expectations, whether positive or negative, can influence how students respond to instruction. Having high expectations for student learning is a variable that can positively impact students. Teacher expectations affect student performance (Gay 2018).

Recommendations for Practice

Districts should examine student performance data to identify academic achievement gaps among subgroups and be intentional with implementing a systematic approach to address the identified gaps. Addressing academic outcomes requires reflection and a commitment that goes beyond packaged curricula. Gaining an understanding of TSE and how the attitudes, behaviors, and beliefs of teachers impact instruction is critical. TSE has imperative implications due to its relationship with student outcomes (Tschannen-Moran & Woolfolk Hoy, 2001).

In addition, an examination of CRT would be beneficial. Misconceptions regarding the meaning of CRT may contribute to educational systems being resistant. The utilization of student prior knowledge, frame of reference, and home life goes beyond ethical and racial aspects when identifying how to be culturally responsive. Developing an understanding of student culture and how it connects to student learning will yield dividends for educators.

Last, an analysis of professional development should be employed to ensure teacher learning is transferred to classroom practices. Teacher professional development plan goals should align with opportunities for professional growth. This includes

receiving coaching, support, and feedback consistently throughout the school year. A disconnection between professional growth and practices and methods in the classroom should be nonexistent.

Recommendations for Future Research

In this study, findings indicated that veteran teachers' TSE decreased, and they were less likely to implement CRT. Due to the limited research on the ability of veteran teachers to implement CRT, further research is recommended. Researchers may consider focusing on measuring TSE and CRT among teachers with over 5 years of experience.

There was a relationship between student engagement and classroom management that yielded statically significant results. Extended research on student engagement, classroom management, and diverse students could be beneficial. According to Bottiani et al. (2020), the frequency of racial discrimination was associated with lower school engagement and increased disconnection between students and school. Researchers may consider examining teacher ability to engage diverse students in learning and identify if there is an association between engagement and behavioral referrals for diverse students.

Conclusion

As politics continue to run rampant within the educational system, meeting the basic function of schooling continues to fall short for marginalized groups. The study investigated the relationship between TSE and CRT. Specific areas of TSE included instructional strategies, student engagement, and classroom management. This study also examined teacher experiences with CRT and how those experiences can be described.

A convergent mixed methods design was utilized to collect quantitative and qualitative data. To collect quantitative data, participants responded to the CRTTS and TSES. A Pearson correlation analysis was conducted to identify the direction of the

correlation coefficient to determine if there was a positive correlation or negative correlation between the variables. An analysis of data identified statistically significant positive relationships between professional growth and TSE (.426), student engagement and instructional strategies (.639), student engagement and classroom management (.783), and instructional strategies and classroom management (.714). The analysis also identified positive relationships between TSE and CRT (.213), TSE and teaching methods (.165), and professional growth and TSE (.426), and CRT and teaching methods (.125). Positive relationships we also identified between CRT and student engagement (.192), CRT and instructional strategies (.272), CRT and classroom management (.139), and TSE and CRT (.213). Last, the analysis identified negative relationships between CRT and professional growth (-0.33), professional growth and teaching methods (-.099), teaching experience and TSE (-.156), and teaching experience and CRT (-.270).

Participants responded to five open-ended questions to collect qualitative data that were utilized in this study. The data were coded and collapsed into themes. When identifying the importance of TSE, primary themes included confidence, modifying and individualizing lessons, and having high expectations and a growth mindset. Participants described education, their own cultural background, experience, and knowledge prepared them for CRT. In this study, participants acknowledged they were not prepared for CRT. Participants described their experience with CRT as having respect and awareness of cultures. In addition, respondents had no experience with CRT. Participants described awareness and understanding of different cultures, intentional lesson planning, and instruction as essential components of CRT. Last, when explaining their use of CRT, respondents described planning instruction using diverse materials and relationships.

Overall, there is a positive relationship between TSE and CRT. This implies as one variable increases, the other increases. The more efficacious the teacher is, the more likely the teacher will implement CRT. Participants in this study indicated not being prepared to implement CRT. Engaging veteran teachers in professional development may improve their knowledge and ability to implement CRT practices. As classrooms become more racially and ethnically diverse, educators must address the academic gaps among those students. Previous research indicates the effective teachers of diverse students include culture in instructional practices. We can no longer turn a blind eye to disparities in our educational system.

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Appendix A

Research Participation Invitation

Dear Invitee,

My name is LaShaunda Plain-Mamon. I am a doctoral student at Gardner-Webb University. I am kindly requesting your participation in a doctoral study titled: A Correlational Study of Teacher self-efficacy and Culturally Responsive Teaching. The focus is to examine teacher's perspectives regarding their own self-efficacy around culturally responsive teaching practices.

The study involves completing three surveys: Teachers' Sense of Efficacy Scale, Teacher self-efficacy Scale, and Culturally Responsive Teaching Techniques Scale. Each survey follows a Likert-type scale to measure your level of agreement. As part of the Culturally Responsive Teaching Techniques Scale, basic demographic information will be asked.

Participation in this study is voluntary and you may withdraw from the study at any time. This study is completely anonymous and identifiable information will not be collected.

If you would like to participate in the study, please read the Informed Consent. To begin the survey, click the survey link.

Thank you for your time and participation.

Kind regards,

Appendix B**Informed Consent for Online Survey**

Gardner-Webb University IRB
Informed Consent Form for Online Survey
A Correlational Study of Teacher self-efficacy and Culturally Responsive Teaching

The purpose of this research is to investigate the correlation between teacher self-efficacy and culturally responsive teaching. The research will also identify teachers' perspectives regarding their own self-efficacy around culturally responsive teaching practices. As a participant in the study, you will be asked to complete three surveys. It is anticipated that the study will require about 30 minutes of your time. Participation in this study is voluntary. You have the right to withdraw from the research study at any time without penalty. You also have the right to refuse to answer any question(s) for any reason without penalty. The information that you give in the study will be handled confidentially. Your data will be anonymous which means that your name will not be collected or linked to the data. There are no anticipated risks in this study. You will receive no payment for participating in the study. You have the right to withdraw from the study at any time without penalty by exiting the survey. Data from this study may be used for a future conference presentation or a future journal article.

If you have questions about the study, contact:

LaShaunda Plain-Mamon

Researcher

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Clicking the link below to continue on to the survey indicates your consent to participate in the study:

If you are not 18 years of age or older or you do not consent to participate, please close this window.

Appendix C

Teachers' Sense of Efficacy Scale

| Teacher Beliefs | | How much can you do? | | | | | | | | |
|--|--|----------------------|-------------|----------------|-------------|--------------|-----|-----|-----|-----|
| Directions: This questionnaire is designed to help us gain a better understanding of the kinds of things that create difficulties for teachers in their school activities. Please indicate your opinion about each of the statements below. Your answers are confidential. | | Nothing | Very Little | Some Influence | Quite A Bit | A Great Deal | | | | |
| 1. | How much can you do to control disruptive behavior in the classroom? | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 2. | How much can you do to motivate students who show low interest in school work? | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 3. | How much can you do to get students to believe they can do well in school work? | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 4. | How much can you do to help your students value learning? | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 5. | To what extent can you craft good questions for your students? | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 6. | How much can you do to get children to follow classroom rules? | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 7. | How much can you do to calm a student who is disruptive or noisy? | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 8. | How well can you establish a classroom management system with each group of students? | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 9. | How much can you use a variety of assessment strategies? | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 10. | To what extent can you provide an alternative explanation or example when students are confused? | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 11. | How much can you assist families in helping their children do well in school? | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 12. | How well can you implement alternative strategies in your classroom? | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |

Appendix D**Culturally Responsive Teaching Techniques Scale Part I**

Part I

Culturally Responsive Teaching Techniques Scale (CRTTS)¹

Directions: Please answer the following questions as they relate to your teaching students in your present school.

Course You Teach: _____
(Example: Mathematics)

| | Nothing | Very Little | Some | Quite A Bit | A Great Deal |
|---|---------|-------------|------|-------------|--------------|
| 1. In this course, I provide students with examples and materials, which reflect different cultures other than their own. | 1 | 2 | 3 | 4 | 5 |
| 2. In this course, I employ a variety of teaching styles to meet the learning needs of all students. | 1 | 2 | 3 | 4 | 5 |
| 3. My teaching techniques help students to view concepts, issues, themes, and problems from diverse ethnic and cultural perspectives. | 1 | 2 | 3 | 4 | 5 |
| 4. I have a system in place to help students develop more positive racial attitudes and values. | 1 | 2 | 3 | 4 | 5 |
| 5. I support restructuring of the culture and organization of my school so that students from diverse racial, ethnic, and gender groups will experience equality. | 1 | 2 | 3 | 4 | 5 |

Appendix E**Culturally Responsive Teaching Techniques Scale Part II**

Part II: CRTTS: Instructional Methods & Factors Affecting Personal Teaching Efficacy

| | Nothing | Very Little | Some | Quite A Bit | A Great Deal |
|--|---------|-------------|------|-------------|--------------|
| 6. To what extent do you use the following teaching methods? (Check all that apply) | | | | | |
| Lecture | 1 | 2 | 3 | 4 | 5 |
| Group discussion | 1 | 2 | 3 | 4 | 5 |
| Cooperative learning or Small Group | 1 | 2 | 3 | 4 | 5 |
| Team Teaching with other teacher | 1 | 2 | 3 | 4 | 5 |
| Videos or DVDs | 1 | 2 | 3 | 4 | 5 |
| Textbook | 1 | 2 | 3 | 4 | 5 |
| Others: _____ | 1 | 2 | 3 | 4 | 5 |
| 7. To what degree do you think the following affect your teaching? (Check all that apply) | | | | | |
| Student teaching experience | 1 | 2 | 3 | 4 | 5 |
| Staff development workshops | 1 | 2 | 3 | 4 | 5 |
| New teaching technique while monitoring a class | 1 | 2 | 3 | 4 | 5 |
| Feedbacks from administrators | 1 | 2 | 3 | 4 | 5 |
| Access to instructional resources | 1 | 2 | 3 | 4 | 5 |
| Others: _____ | 1 | 2 | 3 | 4 | 5 |

¹The items above were developed from the works of various scholars cited in Table 1.