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Examining the Culturally Responsive Practices of Elementary Educators

Rebekah Lawing Duncan

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Examining the Culturally Responsive Practices of Elementary Educators

By
Rebekah Lawing Duncan

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

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Approval Page

This dissertation was submitted by Rebekah Lawing Duncan under the direction of the persons listed below. It was submitted to the Gardner-Webb University School of Education and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Gardner-Webb University.

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Abstract

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This dissertation was designed to study teacher perceptions about working with students from diverse cultural backgrounds. Twelve elementary schools were studied. Teachers completed the Culturally Responsive Classroom Management Self-Efficacy (CRCMSE) Scale. Data collected during this dissertation will be of use to school and district leaders as they plan professional opportunities for elementary teachers. The purpose of this dissertation was to determine if an association exists between teacher ratings on the CRCMSE Scale and the years of experience of the teacher. A focus group discussion of 15 teachers was utilized to answer the following questions: How prepared do you feel to teach students from diverse cultural backgrounds? What experience, if any, was the most meaningful to prepare you to teach students from diverse cultural backgrounds? What experiences have made you culturally responsive? What professional development, if any, has been most helpful to you when working with culturally diverse students? These research questions were examined: Do teachers feel prepared to teach students from culturally diverse backgrounds? What professional development opportunities prepare school staff to work with students with cultural differences? Is there an association between the experience level of the teacher and the level of culturally responsive teaching practices? The CRCMSE data indicated a mean score of 81.55. This score indicated teachers feel confident in their abilities to work with students from culturally diverse backgrounds. The results of this study did not determine an association between teacher scores on the CRCMSE rating scale and years of teaching experience.

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Chapter 1: Introduction

Statement of the Problem

“Racial disparities in school discipline have been well documented for over thirty years, at every level of schooling (i.e. elementary, middle, and high) and every level of severity (i.e. referral, suspension, expulsion)” (Middelberg, 2014, p. 11). In addition, according to Garibaldi (1992), “one of the most actively discussed, and sometimes vigorously debated issues, since the late 1980’s has been the declining social, economic, and educational status of young African American males in our society” (p. 4). Data from 1972-1973 indicated that nationally approximately 12% of African-American students in high school were suspended. “School suspension is not a new issue” (Wu, Pink, Crain, & Moles, 1982, p. 245).

In 2009, the percentage of suspensions nationally for African-American students with a minimum of one suspension reached 24% (Ferriss, 2013). According to Skiba, Horner et al. (2011), African-American students are two to three times more likely to be suspended than other students (p. 86). The U.S. Department of Education Office for Civil Rights (2014) data indicated that African-American students are suspended at three and a half times the rate of their White counterparts. Wu et al. (1982) stated that “the Children’s Defense Fund in two well-known reports asserts that minority pupils, especially black pupils, have been suspended at a rate highly disproportionate to their total enrollment” (p. 246). Approximately 5% of White students are suspended compared to 16% of African-American students based on data from the U.S. Department of Education Office for Civil Rights data collection. Education Week (2010) reported that more than 70% of school related arrests or referrals to law enforcement involved African-American or Hispanic students (Rudd, 2014, p. 1). “The disproportionately high

suspension rate for Blacks and other minorities, in comparison to that for Whites, is considered evidence of racial discrimination in disciplinary actions” (Wu et al., 1982, p. 246).

According to Wu et al. (1982), students’ low socioeconomic status, underachievement, low achievement, and residence in urban areas place students at high risk for school suspension. Additionally, there is a connection between African-American ethnicity, male gender, and low family income; and these factors increase a student’s risk of being suspended from school (Wu et al., 1982, p. 251). Suspensions for students during the past 30-40 years have increased with no evidence that the use of school suspension has benefitted student behavior or school climate (Skiba, Shure, Middelberg, & Baker, 2011, p. 515).

Tobin, Sugai, and Colvin (1996) stated, “There was a tendency for students who were suspended the first term of Grade 6 to have persistent referral patterns of long duration” (Tobin et al., 1996, p. 86). School administrators are looking for effective alternatives to suspension (Skiba & Sprague, 2008, p. 41).

In an era characterized by a focus on educational accountability, it is noteworthy that the disciplinary strategies that are most commonly used in schools today-- suspension and expulsion--have not been found to be in any way effective in ensuring the safety of schools or improving the learning culture. (Skiba, Eckes, & Brown, 2010, p. 1079)

Tobin et al. (1996) suggested that students who are referred to the office more than once or twice are at greater risk. Students who display aggressive or antisocial behavior have a higher risk for out-of-home placement, contact with law enforcement, and failure in the school environment (Tobin et al., 1996, p. 91). Similarly, Morrison and Skiba (2001)

shared, “Office discipline referrals represent an initial level of discipline designed to manage disruptive behavior at school. Even with this apparently simple event, however, there are numerous sources of variance” (p. 175). With this in mind, it is necessary to discover interventions which will reduce suspensions of minority students.

The use of suspension for any student regardless of ethnicity is a problem. Suspension alone will not change student behavior (Anfinson, Autumn, Lehr, Riestenburg, & Scullin, 2010, p. 1). “Study after study has found that African-American students experience suspension and expulsion at disproportionately high rates; that socioeconomic factors increase children’s likelihood of experiencing suspension and expulsion; and that boys are disciplined more frequently than girls” (Fabelo et al., 2011, pp. 6-7). The American Psychological Association Zero Tolerance Task Force (2008) and the American Academy of Pediatrics (2013) reported on the ineffectiveness and associated risks of school suspension and have urged school suspension only to be utilized as a last resort. The American Academy of Pediatrics issued a policy statement asking that student suspension be considered on a case-by-case basis and warning that students who experience out-of-school suspension and expulsion are ten times more likely to drop out of high school than those who do not. Also, suspension and expulsion can often place the student back into the environment that led to the behavior problems. If the student’s parents work, there may be no one home to provide supervision, making it more likely the student will engage in inappropriate behavior or associate with individuals who may increase violent or illegal activities. (pp. 1001-1002)

The American Psychological Association Zero Tolerance Task Force (2008) provided recommendations based on an extensive 20-year history of the implementation of zero

tolerance policies. Zero tolerance policies have not been shown to improve school climate or school safety. Zero tolerance policies as applied appear to run counter to our best knowledge of child development (American Psychological Association Zero Tolerance Task Force, 2008, pp. 852, 860).

Discipline practices which exclude students from school are used for students from all ethnic backgrounds. The use of these practices continues to disproportionately affect African-American students in terms of suspension and expulsion and in the use of corporal punishment; and in many cases, students are suspended from school with no additional intervention such as instruction on prosocial behavior to change their behavior (Townsend, 2000, pp. 381-382). Two additional factors which contribute to African-American students being suspended from school are the lack of meaningful relationships with school staff and lack of academic engagement in school (Townsend, 2000, pp. 383, 387). Skiba and Rausch (2006) stated the purpose of school discipline is to ensure the safety of students and teachers, to create a climate conducive to learning, to teach students skills needed for successful interaction in school and society, and to reduce the rate of future misbehavior. Additionally, Skinner (1953) stated that effective interventions for student discipline would reduce the rate of future inappropriate behavior at school. Losen and Skiba (2010) estimated that the number of suspensions from school have doubled at the national level since the 1970s (p. 2). There are no data which indicate the use of out-of-school suspension reduces the likelihood of future disruptions by the student. This causes some researchers to conclude that instead of suspension serving as a punishment, suspension is instead serving as a reinforcer (Skiba et al., 2010, p. 1077). According to Skiba and Rausch (2006), the use of suspension as an intervention poses risks to the educational opportunity for the students who are

suspended. School suspension is a moderate to strong predictor of long-term effects for the student in the areas of retention, dropout, and late graduation from high school (Skiba & Rausch, 2006, p. 92). Additionally, Skiba, Horner et al. (2011) suggested the disproportionate representation in school discipline can occur at the point of the initial office referral or at the point of administrative decision for the consequence (p. 92).

Lack of Meaningful Relationships with Teachers or School Staff

Garibaldi (1992) suggested “results clearly demonstrate that the academic failure of African-American males begins early and eventually leads to these youths becoming disinterested in school and some even dropping out before they reach senior high school” (p. 6). African-American students may have difficulty engaging in educational activities if they have not developed positive relationships with their teachers; and in the same sense, African-American students will be more likely to comply with school expectations when they feel they have a positive relationship with the teacher (Townsend, 2000, p. 386). School staff can cultivate positive and caring relationships with all students and provide special attention to those students who have a history of school suspensions (Townsend, 2000, pp. 387-388). It is important to restore relationships between schools, families, and communities (Townsend, 2000, p. 389). According to Garibaldi,

Teachers have a pivotal role to play in reversing the negative academic and social behaviors of African American males; but they, too, are susceptible to internalizing and projecting the negative stereotypes and myths that are unfairly used to describe African-American males as a monolithic group with little hope of surviving and being successful. African-American male students should be strongly encouraged to participate in more extracurricular activities that are related to academics and leadership (such as academic clubs, yearbook staffs,

debate teams, student councils, safety patrols, and so forth) and not just athletics. African American male students who perform well in school should also receive recognition and tangible rewards (e.g. letter jackets, sweaters, etc.) comparable to that given to athletes, band, and chorus members. (pp. 8-9)

According to information on the California TK Transitional Kindergarten (n.d.) website, teachers should “integrate cultural capital of children carefully, thoughtfully into the curriculum and value home languages to support positive learning experiences” (Creating a Culturally Relevant & Responsive Learning Environment, n.d., para. 2).

Changing Demographics

According to the Center for Public Education (2012), “The face of our nation is changing, and nowhere is the change more evident than in public school classrooms” (para. 1). The population of the United States is simultaneously becoming older and more diverse. The youngest members of the United States population are the most diverse. Forty-seven percent of children under five are members of an ethnic minority group. These trends suggest the population which schools educate is becoming increasingly more diverse; and those who provide financial support for schools are now older, White, and no longer have school-age children. A workforce of “multi-hued” employees will support the social programs upon which an ever-growing population of elderly Whites will depend. Achievement gaps between student groups will have ever-more-serious economic implications (Center for Public Education, 2012). Rich (2015) stated in the *New York Times* that government estimates indicated,

minority students have become a majority in public schools. Yet the proportion of teachers who are racial minorities has not kept up: More than eighty percent of teachers are white. Fewer African-Americans, particularly black men, graduate

from college than whites, shrinking the pool of prospective black teachers. In college, minority students are often the first in their families to attend, and may carry significant debt and have high expectations for future salaries. (p. 1)

Marvin Lynn, dean of the School of Education at Indiana University in South Bend, shared, “the majority of those who successfully attend college choose careers other than education, mainly because of the pay” (Rich, 2015, p. 2).

The disproportionate representation of African-American students in terms of school suspension rates begins with racial disparities which result in office referrals made by classroom teachers (Skiba et al., 2010, p. 1089). Skiba et al. (2010) found that African-American students were referred more for behaviors which required the use of subjective judgment by the school staff. The referrals for the African-American students included disrespect, excessive noise, threat, and loitering (Skiba et al., 2010, p. 1089). According to Fink (2014), a school-based intervention program which focuses on managing behavior, building relationships and teaching social skills is necessary to change school culture and student behavior (para. 3). “Cultural Competence is the ability to successfully communicate and empathize with people from diverse cultures, incomes, skills needed to close the achievement gap” according to the National Education Association (NEA, n.d.b, para. 1). Teachers need to engage in ongoing examinations of their attitudes about identity and cultures and strive to minimize racial disparities (Finley, 2014, p. 2).

Lack of Academic Engagement in School

“Teachers must take deliberate steps to engage African American students, especially males, in instruction that goes beyond discipline and management” (Townsend, 2000, p. 385). Teachers should strongly encourage their African-American

male students in the earliest grades to pursue college or postsecondary training. Teachers must help show their African-American male students the relevance and applicability of coursework to one's adult years (Garibaldi, 1992, pp. 9-10). It is important for educators to understand African-American students' cultural styles and preferences. This knowledge is helpful when educators are planning instruction to meet student academic and social needs (Townsend, 2000, p. 386). "To alleviate this expanding problem, systematic solutions are needed and more must be done to motivate, encourage, and reinforce more young Black men to perform well in the classroom" (Garibaldi, 1992, p. 7).

Low Socioeconomic Status/Poverty

Wu et al. (1982) stated that students from economically disadvantaged families are at greater risk for school suspension (p. 251). According to Skiba, Michael, Nardo, and Peterson (2002), students from low socioeconomic backgrounds and students who receive free meals at school have a higher risk for school suspension (Skiba et al., 2002, pp. 318-319). Wu et al. stated,

some consider higher rates of suspension among minority students to be simply a product of more misbehavior at school. Others suggest that disproportionate suspension rates for minorities could be better explained by the fact that schools are middle-class institutions with middle-class people teaching and administering them. It is the different cultural orientation of the largely low socioeconomic status minority students, in conflict with the middle-class orientation of the school, that explains their higher suspension rate, not racial bias. (p. 246)

The Research Problem

There is a significant need for effective interventions or strategies to reduce the

number of suspensions for African-American students. Suspension of African-American students affects the students not only during their school career but also in their lives outside of school. Johnson (2013) predicted that by 2050, the ethnicity of the United States will be 47% White, 13% African-American, and 29% Hispanic. He referred to this phenomenon as the Browning of America. There is a tremendous need in the area of training school staff to be culturally responsive to all students (Johnson, 2013).

“Students in the United States are steadily growing more diverse,” as evidenced in the Global Teacher Education article (Liebtag, 2013, para. 2). For example, the U.S. Census Bureau (2010) estimated that by 2050, minorities are projected to make up 55% of the population. The number of schools comprised of students who are from minority populations or speak a different language other than English is growing in large, urban cities (Ladson-Billings, 2009, p. 3), yet the demographics of the teaching workforce are consistently homogeneous and monocultural (Gay, Dingus, & Jackson, 2003). According to the National Center for Education Statistics (NCES, 2011-2012, Table 1) school teacher staffing survey for the 2011-2012 school year, 81.9% of U.S. public school teachers were White. “The demographics of our students reflect those of the national profile of teacher candidates. They are overwhelmingly European-American, middle class, and monolingual. White females who have had little sustained interactions with people of color” (Gay & Kirkland, 2003, p. 2). The projected teacher workforce is similarly homogenous. The Secretary of Education’s 2012 Title II report, *Preparing and Credentialing the Nation’s Teachers*, reported, “68.1% of teacher candidates are Caucasian, and 74.3% are women” (U.S. Department of Education Office of Postsecondary Education, 2012, p. 7).

The challenge for teachers is to identify the African-American male student’s

knowledge and skills, and to use those assets to build a bridge to the kinds of knowledge and skills needs for school success. The majority of public elementary school teachers in the U.S. are women and predominantly white women. (Harry & Anderson, 1994, pp. 12-13)

“Many experiences with white teachers, both preservice and veteran, indicate that many are uncomfortable acknowledging any student differences and particularly racial differences” (Ladson-Billings, 2009, p. 34). The most prominent practice in preparing White teachers to teach diverse students is the concept of cultural relevance or culturally relevant teacher (Ladson-Billings, 2009, pp. 19-20).

Most teacher preparation programs do not address implications of the differential experience based upon race and gender. Further teachers are driven by the structure of schools, which calls for control, homogeneity, and the inculcation of socially sanctioned behaviors and language (Harry & Anderson, 1994, pp. 13-14). In a speech at Howard University, Education Secretary John B. King, Jr., stated,

without question, when the majority of students in public schools are minority students and only 18 percent of our teachers are minority, we have an urgent need to act. We have to understand that all students benefit from teacher diversity. We have strong evidence that minority students benefit from having teachers and leaders who look like them as role models and also benefit from the classroom dynamics that diversity creates. But it is also important for our white students to see teachers of color in leadership roles in their classrooms and communities. The question for the nation is how do we address this quickly and thoughtfully? (King, 2016, p. 1).

Definition of Terms

Engagement. Schlechty Center (n.d.) defined engagement as when students are attentive, persistent, and committed. Students value and find meaning in the work and learn what they are expected to learn (Schlechty Center, n.d., para. 2).

African-American. “An American who has African and especially black African ancestors” (Merriam-Webster, 2017a).

Behavior.

Behavior is something that a person does that can be observed, measured, and repeated. When we clearly define behavior, we specifically describe actions (e.g., Sam talks during class instruction). We do not refer to personal motivation, internal processes, or feelings (e.g., Sam talks during class instruction to get attention). (Bicard & Bicard, n.d., p. 2)

Culturally responsive teaching. Ladson-Billings (1994) suggested that Culture is central to learning. It plays a role not only in communicating and receiving information, but also in shaping the thinking process of groups and individuals. A pedagogy that acknowledges, responds to, and celebrates fundamental cultures offers full, equitable access to education for students from all cultures. Culturally Responsive Teaching is a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning. (pp. 17-18)

Ladson-Billings (1994) provided the following characteristics of culturally responsive teaching: positive perspectives on parents and families, communication of high expectations, learning within the context of culture, student-centered instruction, culturally mediated instruction, reshaping the curriculum, and teacher as facilitator

Disproportionate. “Having or showing a difference that is not fair, reasonable, or expected or is too large or too small in relation to something” (Merriam-Webster, 2017b).

Elementary school. A period of formal education following preschool but before high school. It usually encompasses Grades 1-8, and students learn basic skills in areas such as reading, writing, and math. An example of elementary school is a local public educational institute where you can sign your child up for kindergarten (YourDictionary, 2017).

Exclusionary discipline. The National Clearinghouse on Supportive School Discipline (2014) provides the following definition:

Exclusionary discipline describes any type of school disciplinary action that removes or excludes a student from his or her usual educational setting. Two of the most common exclusionary discipline practices at schools include suspension and expulsion. Typically used to punish undesired behaviors, deter similar behavior by other students, and promote more appropriate behavior, studies have shown that such practices may result in adverse outcomes for the student and community including increasing student risk for involvement in the justice system. (para. 1)

Student achievement. “The ultimate goal of any instructional strategy, curriculum, or education reform initiative is to raise student achievement—to boost individuals’ knowledge and increase children’s preparedness for future endeavors” (Georgia Partnership for Excellence in Education: The Education Policy Toolbox, n.d., para. 1).

Poverty. “Poverty is the significant lack of money, or poorness. Precise

definitions of poverty are controversial; according to one definition, poverty is having so little money that one cannot pay for basic necessities, such as food and shelter” (Chegg Study, 2013-2017, para. 1).

Relationships. “Teachers must provide safe spaces where students are seen, valued, cared for and respected” (Teaching Tolerance, n.d.a, para. 1).

School climate.

School climate refers to the quality and character of school life. School climate is based on patterns of students', parents' and school personnel's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures. (National School Climate Center, 2017, para. 3)

Socioeconomic status. “Socioeconomic status is commonly conceptualized as the social standing or class of an individual or group. It is often measured as a combination of education, income and occupation” (American Psychological Association, 2017, para. 1).

Student engagement. “Students who are engaged in their work are energized by four goals—success, curiosity, originality, and satisfying relationships” (Strong, Silver, & Robinson, 1995, para. 1).

Suspension. “A student is temporarily prohibited from going to regular classes and/or school” (Kids Legal, 2004, para. 1).

Title I. The U.S. Department of Education (2015) provides the following definition:

Title I, Part A (Title I) of the Elementary and Secondary Education Act, as amended (ESEA) provides financial assistance to local educational agencies

(LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. Federal funds are currently allocated through four statutory formulas that are based primarily on census poverty estimates and the cost of education in each state. (para. 1)

Urban areas.

The Census Bureau's urban-rural classification is fundamentally a delineation of geographical areas, identifying both individual urban areas and the rural areas of the nation. The Census Bureau's urban areas represent densely developed territory, and encompass residential, commercial, and other non-residential urban land uses. (U.S. Census Bureau, 2016, Urban & Rural, para. 1)

Underachievement. "The discrepancy between a child's school performance and his or her actual ability" (Colorado Department of Education, 2017, Underachievement para. 1).

White. "Of or belonging to a racial group of people having light-colored skin, especially when of European origin, and in some classifications also when of Middle Eastern or North African origin" (FreeDictionary, 2017).

Research Questions

1. Do teachers feel prepared to teach students from culturally diverse backgrounds?
2. What professional development opportunities prepare teachers to work with students with cultural differences?
3. Is there an association between the experience level of the teacher and the level of culturally responsive teaching practices?

Chapter 2: Literature Review

Overview

This literature review includes research in the areas of culturally responsive teaching, student engagement, cultural differences, non-examples of culturally responsive teaching, teachers as agents of change, and culturally responsive classroom management. An overview of the changing ethnic diversity of the world, the United States, and North Carolina was provided, along with predictions about the future teaching cohorts. Existing literature was searched using the following terms: culturally responsive teaching, culturally relevant pedagogy, intercultural competence, and cultural competence. The definitions of these terms yield similar principles. Of the three terms, culturally responsive teaching, culturally relevant pedagogy, and cultural competence, culturally responsive teaching is the most comprehensive in defining the construct of culturally and linguistically diverse pedagogy (Martin, 2016, p. 36).

According to Ladson-Billings (2009), “cultural relevance” moves beyond language to include other aspects of student and school culture. The idea of culturally responsive teaching requires teachers to actively respond to student needs daily.

Due to its strength, culturally responsive teaching was the primary term selected for this study. Culturally responsive teaching embodies a pluralistic frame, is wide in scope, and captures an asset-based frame of reference for culturally and linguistically diverse teaching practices. (Martin, 2016, p. 37)

NEA President Dennis Van Roekel noted, “Educators with the skills, knowledge, and attitudes to value the diversity among students will contribute to an educational system designed to serve all students well” (NEA, n.d.c, para. 1). NEA (n.d.c) suggested an important factor in teacher effectiveness with students from other cultures is the notion

of cultural competence (para. 2). The NEA (n.d.c) also suggested cultural competence is an awareness of one's own cultural identity and views about difference, the ability to learn and build on varying cultural and community norms of students and their families. This understanding informs and expands teaching practices for the culturally competent educator. (para. 1)

Diversity in the United States

The United Nations Educational, Scientific, and Cultural Organization (UNESCO, n.d.) explained that cross-border population flows, such as migration, lead to increased diversity within societies. This diversity often refers to the coexistence of a difference in behavior, traditions, and customs – in short, a diversity of cultures (UNESCO, n.d., p. 1). According to Sparapani, Seo, and Smith (2011), the United States is the most culturally diverse country ever. The responsibility of teachers is to help students learn and be successful. To be able to do this well, teachers must understand not only their students' culture but also their culture (Sparapani et al., p. 65). Brown (2007) stated the dramatic demographic shift in the United States is more apparent in public schools than anywhere else (p. 57). The U.S. Census Bureau (2010) estimated that by 2050, minorities will make up 55% of the population.

Teacher Demographics

According to NCES (2016), during 2011-2012, 76% of public school teachers were female, 44% were under the age of 40, and 56% held a master's degree or higher. An estimated 3.5 million elementary and secondary school teachers were engaged in classroom instruction in the fall of 2014, which was not substantially different from the number in 2004 (NCES, 2016, para. 2).

Enrollment in Teacher Education Programs

Westervelt (2015) suggested through the NPR Ed website and radio program that “several big states have seen alarming drops in enrollment in teacher training programs. For example, in North Carolina enrollment is down nearly 20 percent over three years” (para. 3). Westervelt featured McDiarmid, the dean of the University of North Carolina School of Education on the radio program, *All Things Considered*. “The erosion is steady. That's a steady downward line on a graph. And there's no sign that it's being turned around,” said McDiarmid (Westervelt, 2015, para. 3). Table 1 contains data from NCES (2011-2012) for the total number of teachers in the United States.

Table 1

Percent of Teachers by Race/Ethnicity in United States, 2011-12

	Total Number of Teachers	Hispanic	White	Black	Asian	Native Hawaiian/ Pacific Islander	American Indian/ Alaska Native	Two or more races
All Schools	3,385,200	7.8	81.9	6.8	1.8	0.1	0.5	1.0
Traditional Public	3,332,090	7.0	83.3	6.9	1.2	0.2	0.5	0.9

According to the Center for Public Education (2012), “The face of our nation is changing, and nowhere is the change more evident than in public school classrooms” (para. 1). Table 2 illustrates that teacher demographics are not changing as the student population has changed. Table 2 from NCES (2011-2012) indicates the ethnic distribution of school staff in North Carolina during the fall of 2011.

Table 2

Ethnic Distribution of School Staff in North Carolina, Fall 2011

	American Indian/Alaska Native	Asian	Hawaiian/ Other Pacific Islander	Black/ African- American	Hispanic/ Latino of Any Race	Two or More Races	White
NC 104,300	1.4%	#	#	10.4%	#	#	84.1%

Note. # rounds to zero.

Demographics of Students

Table 3 from the North Carolina Department of Public Instruction (2016)

illustrates the changing student ethnic distribution in North Carolina during the fall of 2015.

Table 3

Percent of Ethnic Distribution of Students in North Carolina, Fall 2015

	American Indian/Alaska Native	Asian	Hawaiian/ Other Pacific Islander	Black/ African- American	Hispanic/ Latino of Any Race	Other	White
NC	1.3	3	0.1	25.7	16.5	3.8	49.5

King (2016) stated, “without question, when the majority of students in public schools are minority students and only 18 percent of our teachers are minority, we have an urgent need to act” (para. 1).

Student Discipline

Data from the U.S. Department of Education Office for Civil Rights (2014) indicated that Black students are suspended and expelled at a rate three times greater than White students. Sixteen percent of Black students are suspended compared to 5% of White students. A disproportionality in suspensions and expulsions also exists for American Indian and Native-Alaskan students. These groups represent less than 1% of the student population but account for 2% of out-of-school suspensions and 3% of expulsions. Table 4 illustrates the suspension data by ethnicity for male students in North

Carolina for 2011-2012 from the Civil Rights Data Snapshot (U.S. Department of Education Office for Civil Rights, 2014).

Table 4

Suspension Data by Ethnicity for Males in North Carolina

	American Indian/Alaska Native	Asian	Hawaiian/ Other Pacific Islander	Black/ African- American	Hispanic/ Latino of Any Race	Two or More Races	White
NC	19%	4%	9%	23%	11%	17%	8%

Population Projections

The Center for Public Education (2012) asserted that

We are growing more diverse. Trends in immigration and birth rates indicate there will be no majority racial or ethnic group in the United States and almost one in ten U.S. counties has a population that is more than fifty percent minority. (para. 8)

The U.S. Census Bureau (2010) produced the United States Population Projections: 2000 to 2050 report by Ortman and Guarneri (2009). Table 5 illustrates the projections about an increasingly diverse nation through 2050 from Ortman and Guarneri.

Table 5

Ethnic Population and Predictions for 2050

Ethnic Group	2010	2050 Prediction	Share of Population in 2010	Share of Population in 2050	Predicted Percent of Change
Hispanic	49.7 million	132.8 million	16%	30%	+167%
Asian	14.4 million	34.4 million	4.7%	7.8%	+213%
Black	39.9 million	56.9 million	13%	13%	+46%
White	200.9 million	203.3 million	64.7%	46.3%	+1%

(Ortman & Guarneri, 2009, pp. 16-17)

Culturally Responsive Teaching

Ladson-Billings (2009) explained that culturally relevant teaching uses students' culture in order to maintain it and to transcend the negative effects of the dominant

culture (p. 19). In the original study, Ladson-Billings wanted to prove there were teachers capable of teaching African-American students to high levels of proficiency (Ladson Billings, 2009, p. vii).

The pedagogical skill set needed by teachers is culturally responsive teaching. This set of pedagogical knowledge and skills helps to promote successful outcomes for every student. Culturally responsive teaching has emerged as a subcategory of multicultural education. Culturally responsive teaching is a tool adopted by educators to accomplish the goals of multicultural education (Martin, 2016, p. 9). Gay (2000) suggested there are five R's in culturally responsive practice. Five essential characteristics further define culturally responsive instruction: respect, responsiveness, relevance, rigor, and research-based. Gay (2000) stated a very different pedagogical paradigm is needed to improve the performance of underachieving students from various ethnic groups – one that teaches to and through their personal and cultural strengths, their intellectual capabilities, and their prior accomplishments. According to Gay (2010), culturally responsive teaching is that kind of paradigm (p. 26); and culturally responsive teaching is “using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them” (p. 31). Hammond (2015) suggested, culturally responsive teaching leverages the brain's memory systems and information processing structures. Many diverse students come from oral cultural traditions. They use memory strategies to make learning sticky, like connecting what needs to be remembered to a rhythm or music. (para. 6)

Student Engagement

Students who are engaged in their work are energized by four goals: success,

curiosity, originality, and satisfying relationships. According to the Schlechty Center (n.d.),

Engagement occurs when the student sees the activity as personally meaningful.

The student's level of interest is sufficiently high that he persists in the face of difficulty. The student finds the task sufficiently challenging that she believes she will accomplish something of worth by doing it. The student's emphasis is on optimum performance and on "getting it right." (p. 8)

Fuglei (2014) noted, "the most important quality of culturally responsive teaching is emphasizing student engagement and experience over a teacher's ability to lecture on content" (para. 9). Teachers must be willing to embrace the role of facilitator versus specialist. Fuglei also suggested students will invest in the overall learning process when their lives and cultures are valued. The students will become empowered and ready to learn. The students desire to have a role in their education in the classroom and may go out as change agents outside the classroom (Fuglei, 2014, para. 10-11). Kidwell (2010) suggested if students are not engaged in learning, testing, data analysis, meetings, or instructional minutes will not motivate them. The only instructional program to make a difference involves students in their learning, demonstrates social connectedness, and secures their investment in the future (Kidwell, 2010, p. 4).

Recognizing Cultural Differences

Presently a disparity exists between the monoculture/lingual teacher workforce and the diverse student populations. Teachers encounter challenges of learning about their students, developing pedagogic skills needed to teach students of another culture, and overcoming existing gaps in opportunity and achievement (Martin, 2016, p. 19).

Traditionally, schools in the United States aligned with the majority; and the goals of the

educational system were controlled by the majority. Students with a middle-class lifestyle do better at school due to the familiar culture (Delpit, 2006, pp. 24-26). Romo (2016) suggested, “minority children account for more than half of all students in public schools while 80 percent of teachers are white” (para. 7).

Thompson’s (2010) quantitative study of fourth- and fifth-grade students in classrooms with teachers identified as culturally competent examined whether these students were more inclusive in their friendships than students in classrooms with non-trained teachers. Findings from the questionnaire suggested that students with culturally competent teachers, also referred to as culturally responsive teachers in the literature, have broader and more diverse social networks than students in classrooms with non-trained teachers. This study took place in a large school district in Utah. Principals at four schools in this district were contacted and were asked to nominate fourth- or fifth-grade teachers who were highly effective and culturally competent in working with students. A control group of six teachers who were not nominated was established (Thompson, 2010, pp. 35-36). Observations of students in the cafeteria were used along with sociometric charts of the observations and background questionnaires for the teachers to examine the impact that culturally competent teachers have on the social inclusiveness of their students (Thompson, 2010, p. 51). This study had the potential for a total population of 310 students in the 12 selected teachers’ classrooms. Two hundred forty-two students took part in the study (Thompson, 2010, p. 54). There were 24 observations in the cafeteria (Thompson, 2010, p. 58). This study provided data that culturally competent teachers may help develop their students to become more inclusive in their friendships, which is a positive indicator that they are becoming more culturally competent individuals themselves (Thompson, 2010, p. 73). “Over time, as more

teachers develop skills of cultural competence, it is exciting to consider that students may increasingly come to act as transformative agents in creating a more just and tolerant society” (Thompson, 2010, p. 77).

Non-Examples of Culturally Responsive Teaching

Kozleski (2010) suggested that Colorblind Motivational Models are approaches to establish and maintain order in classrooms. These assume children had similar experiences and cultural modeling and can be color and culture blind. Another model which lacks cultural responsiveness is catching students being good (Kozleski, 2010, p. 5). Culturally responsive teaching is not rappin’ the periodic table or videos with a call-and-response chant about exponents. Culturally responsive teaching is not just an engagement strategy for at-risk students, and it is more than trying to make a race-based connection to the content so it will be relevant to the students (Hammond, 2015, para. 2).

Many teachers try to bridge the difference between their culture and that of their students with an embrace of color-blindness or the Golden Rule. But culture matters. Culture is not just a list of holidays or shared recipes, religious traditions, or language. Culture is a lived experience unique to each individual (Teaching Tolerance, n.d.b, para. 3)

“As educators, it's our job to stimulate the intellectual development of children, and, in this era, it's simply not enough to operate on the axis of color-blindness” (Teaching Tolerance, n.d.b, para. 3).

Relationships with Teachers

“Cultural Competence begins with relationship-building. To build rapport, talk directly to children outside of the class and call them by name” (Finley, 2014, p. 2).

According to Dunleavy and Milton (2009), students indicated the relationships they had

with adults in their schools were the most helpful to overcome challenges. When students connect with adults who approach these relationships with the following attributes, “a spirit of caring, empathy, generosity, respect, reciprocity and a genuine desire to know students personally, they can make a unique contribution to young peoples’ emerging adaptive capacity, self-sufficiency, resiliency, confidence, and knowledge of themselves as learners” (Dunleavy & Milton, 2009, p. 15).

Gregory and Weinstein (2008) studied the relationship between student behavior referrals and the student ratings of teachers on a teacher caring scale. The study was conducted at an urban high school in a mid-size city in the United States (Gregory & Weinstein, 2008, p. 460). This study reviewed a high school's annual discipline data and a total of 442 students who were referred for defiance. African-Americans were overrepresented in referrals for defiance and most students received referrals from one or more teachers. This suggested that defiance referrals are specific to the classroom situation (Gregory & Weinstein, 2008, p. 459). The study found that students are more defiant and act out more often in classrooms in which the teachers are perceived by the target student (and other students) as being uncaring and having low achievement expectations; but these same students cooperate with other teachers whom they perceived as caring and as having high expectations (Gregory & Weinstein, 2008, pp. 458-464). These findings also acknowledged that perceptions of teachers as caring and holding high expectations predicted student trust in and obligation to teacher authority. These teacher qualities, in combination, are suggestive of an authoritative teaching style through which both warmth and demandingness are communicated (Gregory & Weinstein, 2008, p. 470).

Milner (2011) studied two teachers at Bridge Middle School. One teacher was

White and one was African-American. Milner used the conceptual framework, culturally relevant pedagogy, as an analytic tool to examine the tensions, opportunities, and successes inherent in a White science teacher's classroom practices in a diverse urban school (Milner, 2011, p. 67). Milner observed in the classrooms and conducted interviews. "Paying careful attention to the needs of each student seemed paramount to Mr. Hall's philosophy, thinking, and practices related to relationship building" (Milner, 2011, p. 77). "Mr. Hall embraced the idea that his students were like his family. He explained that family members care about each other and are not willing to let each other fail" (Milner, 2011, p. 85). Another experience that assisted Mr. Hall in building cultural competence was his decision to recognize his own and his students' multiple and varied identities (Milner, 2011, pp. 85-86). Milner suggested,

One outcome of students who experience culturally relevant pedagogy is empowerment. Students are empowered to examine more intently what they are learning, to create and to construct meaning, to contribute to the multiple conversations in a classroom with agency, to succeed academically and socially, and to gauge contradictions and inequities both in school and outside of school. In addition, culturally relevant pedagogy allows students to see their culture in the curriculum and instruction, and students are encouraged to maintain it. This idea of seeing oneself in the curriculum and through instruction helps students understand the important ways in which their culture been contributed to various genres of curriculum content and also to the fabric of US society. (p. 69)

Mr. Hall "rejected a 'one-size-fits-all approach' to teaching and learning because he had developed some deep knowledge about the students themselves and their specific needs" (Milner, 2011, pp. 77-78). "The ability of Mr. Hall to develop culturally relevant

pedagogy in his science classroom seemed to be intimately tied to his ability to build cultural competence” (Milner, 2011, p. 87).

Another approach towards teachers building relationships with students is Detroit Future Schools (DFS, 2017), founded in 2011. DFS is a digital media arts program committed to humanizing schooling in Detroit. DFS works in a small number of anchor schools in addition to coordinating an afterschool program called the Out-of-School Project (DFS, 2017). During year one, DFS discovered “for our program to be effective in transforming classrooms, we had to transform not only students but also the adults” (p. 5). After year one, DFS saw increases in the 12 classrooms in the areas of attendance, engagement, and test scores (DFS, 2017). A mother whose son was involved in the DFS project shared that a culturally responsive school environment provided a space for her son to feel significant in society, powerful, and somebody. “This testimony reflects the common critique that many Black families have of public schools. Too often the messages that black males receive in public schools are they are not significant and they do not matter” (Pink & Noblit, 2017, p. 870).

Spader (2015) conducted a qualitative study of eight White novice teachers and examined their perceptions of how higher education classroom experiences prepared them to teach a culturally diverse population of students (p. 78). “The eight participants of this study implemented culturally responsive pedagogy in their classrooms. These participants learned how to address culturally diverse students either through their education program or through professional development offered by their school district” (Spader, 2015, p. 56). Spader’s study suggested,

Effective professional development involves highly qualified facilitators, peer coaching, reflective practice, and the support of principals. Targeted professional

development of multicultural education includes mentor support, community and service learning for preservice teachers, and encourages teachers to join activist professional groups. (p. 77)

The results of this study contributed to the growing research on how to equip White preservice teachers for cultural diversity in their classrooms (Spader, 2015, p. 83).

A study by Price-Dennis and Souto-Manning (2011) during the 2006-2007 school year, focused on Price-Dennis's work with Jill, the focal preservice teacher in the study. The study sought to document the pedagogical choices Jill made to create an engaging learning environment for a diverse group of students who were mostly African-American (Price-Dennis & Souto-Manning, 2011, p. 226). The study found that a preservice teacher used dialogue during the lesson to address diversity with a focus on building relationships with students. Dialogue was integrated into whole group, small group, and partner activities. The use of dialogue was student centered and allowed the students to make meaningful connections to the content. In addition to using dialogue, the preservice teacher established personal relationships with the students by sharing her own stories (Price-Dennis & Souto-Manning, 2011, p. 230). One of Jill's overarching goals was to personalize the role of teacher for her students. Jill would share extraneous information about her life, which she would later articulate to be a deliberate attempt at connecting with her students (Price-Dennis & Souto-Manning, p. 230).

Teacher Preparation and Professional Development

“Too many new teachers are unprepared for the classroom and especially lack experience working with diverse, low-income students and the trauma that can impact students from those backgrounds” (Mader, 2015, para. 1). The diversity of students presents both “extraordinary promise and daunting challenges” for teachers (NEA, n.d.b,

para. 2). “Educators and students have more opportunities than ever before to learn about different experiences, languages, and cultures. These learning opportunities can enrich us and prepare us for life in our twenty-first century, global society” (NEA, n.d.b, para. 2).

Future teachers need to be prepared to teach any type of learner, regardless of their background or culture. According Liebtag (2013),

Due to the rather monocultural nature of the teaching workforce, it is vitally important to determine the ideal preparation and training methods to prepare our future teachers to be culturally responsive. Student diversity requires that teachers be interculturally competent and that their teacher preparation programs provide them opportunities to acquire intercultural and/or global competency skills as well as the ability to apply those skills to their classrooms. (para. 1)

“Urban education, while deeply historically embedded, is always shifting” (Pink & Noblit, p. 1iii). Current teacher candidates find themselves unfamiliar and unprepared for the populations of their classrooms (Gross & Maloney, 2012, p. 195). NEA (n.d.b) suggested,

cultural competence is the ability to successfully teach students who come from a culture or cultures other than our own. Cultural competence does not occur as a result of a single day of training or reading a book, or taking a course. Educators become culturally competent over time. (para. 1-2)

Cultural competence is essential for creating thriving culturally diverse classrooms and schools. According to Vilson (2015),

We've known for decades that building relationships is a central part of our work, but this has even larger implications when we work with disadvantaged students. The teacher-student relationship has so many subtle nuances across race, gender,

and class lines that opening our eyes to these nuances would make us better educators. Time and again, we see a growing number of educators willing to forgo the need to jump directly into teaching, educators who are more into getting to know the students. (p. 1)

“Cultural competence can be learned, practiced, and institutionalized to better serve diverse students, their families, and their communities” (NEA, n.d.b, para. 1). NEA (n.d.a) identified five basic cultural competence skill areas adapted from the work of Diller and Moule (2005): valuing diversity, being culturally self-aware, dynamics of difference, knowledge of students’ culture, and institutionalizing cultural knowledge and adapting to diversity. According to Martin (2016),

Culturally responsive teaching programmatic research falls into two categories: development in pre-service and professional development and identification of teacher variables/character traits that contribute to development. Within this body of literature there is an explicit attempt to examine the state of culturally responsive teaching development and its necessary components to prepare teachers for and students’ diversity within their classrooms. (p. 47)

Futterman (2015) stated,

Teachers cannot escape the fact that their communication “styles” reflect their cultural background. Much of what they say, the way they say it, and their relationship with students, parents and colleagues are deeply influenced by the way they have been socialized. Race and ethnicity often play integral roles in children’s identities, and contribute to their behavior and their beliefs.

Recognizing this can help students succeed in a school culture where expectations and communication are unfamiliar. (para. 4)

Sparapani et al. (2011) identified five essential principles for teacher preparation which incorporate various levels of cultural knowledge: culture is communication, culture is personal, culture has boundaries, culture is perceived by those who stand outside the culture, and culture is defined by the people in that culture (p. 64).

The purpose of Keengwe's (2010) study was to examine experiences in partnerships between preservice teachers and English Language Learners of 28 preservice teachers (p.199). This study focused on "cross cultural partnerships between preservice teachers and English Language Learners over the course of a semester at a medium size public university. This study aimed at sensitizing preservice students to cross cultural diversity issues and awareness for future classrooms" (Keengwe, 2010, p. 198).

Keengwe suggested teachers must self-reflect about their own biases, build respect for differences, and gain abilities to teach from a multicultural perspective (pp. 202-203). Teachers must actively engage in discussions, self-reflections, and group reflection to build culturally responsive teaching capacity and understanding (Akiba, 2011; Colombo, 2007; Keengwe, 2010).

Colombo (2007) studied professional development experiences necessary for practicing teachers. Colombo studied Parent Partnership for Achieving Literacy (PAL), a program to build cultural bridges between home and school. PAL offered after-school courses to all 105 Riverdale teachers in Grades PK-3 (p. 10). Teacher participation was on a volunteer basis (Colombo, 2007, p. 13). Twenty-seven teachers and four parent coordinators participated in the professional development over 4 and a half months (Colombo, 2007, p. 13). Colombo noted experienced teachers need these components as part of their professional development experience: a sense of being lost, interaction with someone from another culture, a connection between the field experience and

coursework, an opportunity to regroup with discussions, an opportunity to make connections between the professional development and their culturally and linguistically diverse students, and experiencing the luxury of ignorance (pp. 13-16). Professional development has potential for improving educational opportunities for culturally and linguistically diverse students (Colombo, 2007, p. 16). Howard (1999) defined the luxury of ignorance as,

the ability Whites have to ignore their own dominance and the cultural perspectives of others...most White Americans do not have to engage in any meaningful personal connection with people who are different. This is not a luxury available to people who live outside of dominance and must, for their survival, understand the essential societal nuances of those in power. (p. 12)

Shestok (2012) investigated teacher perceptions of the influence of professional development on teaching practice that has prepared them to teach students who have cultural backgrounds that differ from their own (p. 59). Shestok used a qualitative study with in-depth interviews of eight vetted participants. The identified culturally proficient participants consisting of one male and seven females. Their years of teaching experience varied from 1-26 years. Two participants taught in suburban schools, and six taught in urban schools. Their educational degree levels ranged from bachelor's to master's (Shestok, 2012, p. 65). Shestok sought to determine, "What professional development experiences do teachers perceive as positively impacting their practice with students whose cultural backgrounds are different from their own" (p. iii)? Shestok concluded professional development for practicing teachers should include

past and present life experiences, teachers learning from teachers, parents, and students, learning through community involvement, and learning through the

media. Another finding was that a common core of elements helped contribute to a positive professional development experience. The participants self-reported two elements that positively influenced their experience: differentiating learning in a respectful professional environment and making the topic relevant to their practice. Finally, all participants self-reported that participating in this research study was a learning experience in and of itself because of the reflection component that naturally encompasses the interview process. (p. 135)

Taylor (2015) conducted a mixed-methods study to determine “if training in the use of multiculturally responsive teaching strategies will impact teachers’ perception of their ability to close the culture gap between them and their students” (p. 6). Taylor’s study utilized 18 volunteer participants from the 28 third-, fourth-, and fifth-grade teachers at Reliable Elementary School. These teachers voluntarily participated in this research study (Taylor, 2015, p. 60). Taylor found teachers who received professional development on cultural awareness and culturally responsive pedagogy had a perceived improvement in engaging culturally and linguistically diverse students and a perceived improvement overall effectiveness with culturally and linguistically diverse students (p. 77). Experience was included as a need for diverse encounters with cultures other than the individual’s base culture.

Groulx and Silva’s (2010) study included undergraduate students seeking teacher certification in elementary curriculum; middle- and high-school education; or in all-level deaf education, art, music, or physical education. Twenty-six participants were White females. Two Latinas and one African-American also participated. The age of the participants ranged from ages 20-21, along with one older student. The 28 participants from the first cohort took the Multicultural Efficacy Scale (MES) survey twice to provide

pre and postprogram comparisons (Groulx & Silva, 2010, p. 2). The researchers found that “programmatically, we must not only teach students to understand CRT, but to bring their beliefs to life in classrooms by directly scaffolding CRT practices during field experiences and student teaching, and also find ways to support students’ professional development after they begin to teach” (Groulx & Silva, 2010, p. 6).

Martin (2016) suggested, “structured reflections help individuals’ process racial development, develop a critical perspective and understand cross-cultural experience. Reflection on these concepts was key to individuals gaining capacity to practice culturally responsive teaching” (p. 49). Sparapani et al. (2011) suggested, “by walking around culture,” teachers need to put their feet to pavement and purposefully “walk around” the neighborhoods of their students (p. 55).

Huber, Li, Murphy, Nelson, and Young (2014) identified a curriculum of narrative inquiry identity explorations in teacher education programs which honors the identities of the teacher education students in the programs and therefore encourages them to honor the identities of the students in their future classrooms (p. 8). Similarly, Keengwe (2010) examined experiences in partnerships between preservice teachers and English Language Learners of 28 preservice teachers (p. 199). Keengwe found that teachers should acknowledge different cultures exist in modern diverse classrooms and provide the necessary accommodations for those differences (p. 202). The preservice teachers understood the importance of the cross-cultural experiences, and they noted these benefits provided more insight into how they can help students who are English Language Learners. Keengwe used the findings to suggest that preservice teachers need more cultural experiences, diversity training, and self-reflective opportunities (p. 203).

Gross and Maloney (2012) studied secondary education teacher candidates who

worked with diverse populations and participated in community-based service learning activities during their first year of college (p. 192). “This study considered the increasing diversity of public school classrooms and the unfamiliarity of many teacher candidates with diverse populations” (Gross & Maloney, 2012, p. 193). Gross and Maloney suggested that community-based service learning programs provided important experiences and needed insight for teacher candidates concerning their own culture and about other cultures. These cross-cultural experiences promoted an aspiration among the teacher candidates to become well-rounded, highly qualified teachers with the capacity to provide instruction in a diverse classroom environment (Gross & Maloney, 2012, p. 192). Specific gains toward personal development attributed to the program by students included greater responsibility, patience, and respect for others, all of which are necessary in becoming an effective teacher (Gross & Maloney, 2012, p. 195).

Thomas and Kearney (2008) studied 304 teachers who responded to a survey to identify the level of cultural understanding and confidence of teachers working in culturally diverse classrooms in Australia (p. 105). The study participants represented 11 schools located in the central and southwestern districts of the city. Ten of the schools were government schools. Seven of these schools were primary schools, and three were secondary schools. Teachers from one non-government school were also involved (Thomas & Kearney, 2008, p. 105). The findings suggested the teachers studied were more comfortable with students from their own culture (Thomas & Kearney, 2008, p. 114). Teachers need to be familiar with other cultures, have linguistic diversity, and receive specific training for culturally responsive teaching development. Thomas and Kearney also concluded there is a need for the development of professional standards for culturally responsive teaching pedagogy (pp. 115-117).

Colombo (2007) studied 27 mainstream teachers and four parent coordinators who participated in an ongoing professional development course for 4 and a half months. Colombo's study found,

The majority of teacher participants had between five and fifteen years of teaching experience and had completed an average of one course in the area of cultural diversity. Teachers reported having an average of four culturally diverse students in their classrooms during this study. (p. 13)

In Colombo's study, the researcher wanted to understand how teacher knowledge and understanding evolved. The researcher conducted observations of 16 workshops and 24 field experiences, collected evaluation forms for each workshop, conducted brief interviews with all 27 teacher participants immediately following each family literacy night, and conducted in-depth interviews with nine randomly selected participants at the completion of the professional development (Colombo, 2007, p. 13). This study focused on the development of culturally responsive teaching with practicing teachers. The teachers participated in a parent partnership program and in structured professional development. During this program, practicing teachers provided specific support to parents to help them understand how to help their children and communicate with schools. This study focused on the "elements of professional development which are essential for increasing cultural competence in mainstream teachers" (Colombo, 2007, p. 10). Colombo found the combination of experience and professional development increased teacher capacity for utilizing culturally responsive teaching skills (pp. 15-16).

The purpose of Taylor's (2015) study was to "determine teachers' perceptions of the effectiveness of using culturally responsive teaching strategies to facilitate the engagement of the culturally and linguistically diverse students in their classrooms" (p.

79). Taylor utilized a mixed-methods approach to assess the 18 participants' perceptions. The study found teachers had a perceived improvement in both critical and normative pedagogical practices after explicit training in both areas (Taylor, 2015, pp. 77-78). Research has supported that providing different types of explicit experiences for preservice and practicing teachers can build teacher capacity for culturally responsive teaching (Colombo, 2007, Gross & Maloney, 2012; Keengwe 2010; Nelson, 2008). "In addition to experience, structured reflection through professional development, coursework, or individual processes increased culturally responsive teaching skills in pre-service and current teachers. Experiences have been validated as a critical component to guide the development of culturally responsive teaching" (Martin, 2016, p. 40). Additionally, Gay (2013) suggested that culturally responsive teaching is "a developmental process that involves learning over time, and there is nothing inherently discriminatory about acknowledging the existence of human difference in various forms. Furthermore, diversity in teaching techniques and resources is necessary to achieve educational equity and excellence" (p. 57).

Teachers as Agents of Change

According to Nieto (2010),

It is obvious that no one becomes a teacher because of salary, respect, or prestige. No, people come into teaching for good and noble reasons. Most of us probably had teachers who opened our eyes, our hearts, and our minds, and we know the enormous difference that teachers, when given the chance, can make in the lives of their students. (p. ix)

Brown (2007) suggested that culturally responsive teachers utilize the best of what we know about good teaching (p. 59). "One of the most important aspects of culturally

responsive teaching is the teachers' belief that all students from culturally and linguistically diverse backgrounds want to learn" (Brown, 2007, p. 60). DFS (2017) discovered "for our program to be effective in transforming classrooms, we had to transform not only students but also the adults" (p. 5). A mother whose son participated in the DFS project explained that servant leaders/teachers engaged him and assisted him in improving his literacy skills with culturally responsive curriculum. As a result, this scholar became motivated, and that motivation extended into the school year with improved grades and an interest in a new career path (Pink & Noblit, 2017, p. 862).

According to Nussbaum-Beach (2010), schools are often accused of not having the guts to change. In fact, the problem with many schools is that the only constant is change. Schools move from one unfounded idea to the next and from the newest instructional fad to the next technology craze. "If, as a change agent, a leader, you want to make deep-seated change, then your priorities and practices must stay consistent in good times and bad" (Nussbaum-Beach, 2010, para. 9).

In an interview with Salcito (2012), Fullan explained, "The main role of the leader is to inspire others to work together to get results. The teacher is the change agent. The student is the knowledge worker" (para. 4). Also, according to Fullan (1993), "moral purpose needs to be more explicit and educators need the tools to engage in change productively. Moral purpose keeps teachers close to the needs of children. Change agency helps to develop better strategies for accomplishing their moral goals" (p. 2). Additionally, in the Salcito interview, Fullan suggested teachers have an ever-changing role. "The developmental role now is helping students to become self-learners. The teacher is not playing a passive role, but a very active change-agent role" (para. 5). The ideas of teachers as change agents and teacher self-efficacy are connected. According to

Bandura (2006), “to be an agent is to influence intentionally one’s functioning and life circumstances” (p. 164). Bandura (2006) suggested there are four core properties of human agency: intentionality, forethought, self-reactiveness, and self-reflectiveness (pp. 164-165). Bandura’s (1994) Self-Efficacy Theory defined self-efficacy as,

people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. Such beliefs produce these diverse effects through four major processes. They include cognitive, motivational, affective and selection processes. A strong sense of efficacy enhances human accomplishment and personal well-being in many ways. (para. 1)

“Teachers have to be active agents in emancipation for students who experience marginalization in schools and society” (Martin, 2016, p. 42). “Culturally responsive teaching requires teachers put their critical beliefs and racial knowledge into pedagogical action” (Martin, 2016, p. 41). Martin (2016) suggested,

To have and maintain agency within culturally responsive teaching a teacher must believe in the success and value of their pedagogical initiatives. To apply a critical perspective in cultural responsive practice teachers must possess individual agency and efficacy with their pedagogical beliefs and actions. (p. 41)

Additional Strategies to Promote Culturally Responsive Teaching

Lin and Bates (2010) explored how home visits with six Head Start teachers could build culturally responsive teaching. Each participant conducted two home visits during this study. During the first home visit, the participants were not given any guidance. For the second visit, participants were provided a handout with questions intended to guide

their visit (Lin & Bates, 2010, p. 181). The participants used a reflective journal to document their feelings and attitudes toward the children's families on two visits. Additionally, participants commented on their teaching beliefs and practice as impacted by their home visits (Lin & Bates, 2010, pp. 181-182). Results of the study indicated the home visits allowed the teachers to see the students and families in a more positive manner and to see the families from an historical and cultural perspective (Lin & Bates, 2010, p. 179). Lin and Bates found teachers increased their ability to create multicultural learning environments and lesson plans after conducting home visits (p. 179). The home visits provided an opportunity for parents and teachers to hear each other's voices and allowed both to feel valued and respected. These visits allowed teachers to become aware of other cultures (Lin & Bates, 2010, p. 183).

Aceves and Orosco (2014) shared in a document produced for the Center with the University of Florida (CEEDAR),

Teachers who utilize culturally responsive teaching (CRT) practices value students' cultural and linguistic resources and view this knowledge as capital to build upon rather than as a barrier to learning. These teachers use this capital (i.e., personal experiences and interests) as the basis for instructional connections to facilitate student learning and development. (p. 7)

Aceves and Orosco also identified the following six relevant themes of culturally responsive teaching: instructional engagement; culture, language, and racial identity; multicultural awareness; high expectations; critical thinking; and social justice (pp. 9-12). Additionally, Aceves and Orosco provided the following examples of evidence-based culturally responsive teaching practices: collaborative teaching, responsive feedback, modeling, instructional scaffolding, and problem-solving approaches (pp. 13-16).

Howard (1999) described the process teachers must go through to develop a new racial identity. First, the teacher needs to know who he or she is racially and culturally. Second, the teacher needs to learn about and value cultures different from their own. Third, the teacher needs to view social reality through the lens of multiple perspectives. Fourth, the teacher needs to understand the history and dynamics of dominance. Last, the teacher needs to nurture in himself or herself and their students a passion for justice and the skills for social action (Howard, 1999, p. 85). Culturally responsive teaching requires teachers to be aware of racial/cultural differences, understand the impact of these differences, and actively implement pedagogy that ameliorates inequities in the classroom (Martin, 2016, p. 40). Culturally responsive teaching is about mimicking students' cultural learning styles and tools. Teachers can use strategies the families use to teach students basic life skills and concepts (Hammond, 2015, p. 2). Hammond (2015) also provided three examples of how teachers can create lessons to be culturally responsive for diverse students.

1. Gamify it. Games get the brain's attention and require active learning.

Attention is the first step in learning. Most games employ a lot of the cultural tools you would find in oral traditions-repetition, solving a puzzle, making connections between things that don't seem to be relate.

2. Make it social. Organizing learning so students rely on each other will build on diverse students' communal orientation.
3. Storify it. The brain is wired to remember stories and to use the story structure to make sense of the world. Diverse students learn content more effectively if they can create a coherent narrative about the topic or process presented. The real trick is to use these strategies regularly as part of your

instructional routine rather than doing them randomly. Consistency is the key (Hammond, 2015, pp. 3-4).

“Culturally responsive teaching acknowledges individual thoughts and behaviors are the result of the co-construction of reality among individuals and society. Culturally responsive teaching requires an individual’s perceptions of culturally and linguistically diverse students be addressed before practicing the skill” (Martin, 2016, pp. 9-10).

Martin (2016) used a case study approach

of nine elementary and middle school teachers to identify specific pedagogical/mental elements of culturally responsive teaching and develop understanding of how teachers are developing their abilities to respond pedagogically to culturally and linguistically diverse students. My purpose in this research is to examine (1) the thought processes, perspectives, and mental strategies of culturally responsive teachers, (2) identify the specific pedagogical practices and strategies of culturally responsive teachers, and (3) explore culturally responsive teachers’ perceptions of their personal/professional experiences to understand the processes that lead to the development of culturally responsive teaching. (p. 24)

“Culturally responsive classroom management (CRCM) is a pedagogical approach which guides the management decisions that teachers make” (Metropolitan Center for Urban Education, 2008, p. 2). CRCM is

a natural extension of culturally responsive teaching...and allows teachers, as culturally responsive classroom managers, to recognize their biases and values and to reflect upon how these influence their expectations for behavior and their interactions with students, as well as what learning looks like. (Metropolitan

Center for Urban Education, 2008, p. 2)

“Even the literature on culturally responsive or culturally sensitive pedagogy, which was fairly extensive, focused primarily on curriculum content and teaching strategies, but did not really focus on the issue of management” (Metropolitan Center for Urban Education, 2008, p. 3).

Need for Research

Research is needed to understand how the presence or lack of certain attributes affects the success of culturally responsive teaching pedagogy. If attributes are critical to culturally responsive teaching, standards and teacher accountability structures must be present within schools (Martin, 2016, p. 58). “There is an explicit need to examine practices of culturally responsive teaching used consistently within instruction. The naturalistic setting of classrooms and practicing teachers can provide clarity on explicit culturally and linguistically diverse teaching practices” (Martin, 2016, p. 59).

This literature review provided research which has shown that teachers enter classrooms with a lack of multicultural competence and have difficulties forming relationships with students, cultivating a safe and respectful classroom community, and managing behavior and communication patterns of culturally and linguistically diverse students (Patish, 2016, p. 42). Based on the ongoing issues of disproportionality and exclusionary disciplinary practices, teachers need support to utilize classroom management practices which focus on culturally responsive teaching to address these racial and cultural differences. There is a need for further research on how to best prepare novice teachers and experienced teachers in the use of culturally responsive practices (Patish, 2016, p. 42).

Chapter 3: Methodology

Introduction

The purpose of this mixed-methods study was to examine how schools can support elementary teachers to become more culturally responsive when working with minority students. This study also examined the personal perceptions of practicing elementary school teachers in terms of culturally responsive teaching practices. Additionally, this study sought to identify professional development practices which are beneficial for creating culturally responsive teachers.

A description of the process the researcher followed is included in this chapter. Specific details are provided about the research questions, the study participants, the survey instrument, the process for collecting data, and the formal data analysis. This study focused on three research questions.

1. Do teachers feel prepared to teach students from culturally diverse backgrounds?
2. What professional development opportunities prepare school staff to work with students with cultural differences?
3. Is there an association between the experience level of the teacher and the level of culturally responsive teaching practices?

Setting of the Study

The study location has a small-town feel with all the benefits of being part of one of the South's largest metropolitan areas. The study location has a great deal to offer businesses and residents. Most of the county is within a thirty-minute drive of a large, international airport, which provides a portal for business and leisure to the world. An interstate highway system in close proximity to the study area

provides residents with the ability to be in the mountains quickly or to ship a product efficiently. The study location offers a long heritage as a hard-working, manufacturing center which has been enhanced in recent years with a steady growth in high-tech manufacturing, service-related firms and the rapid expansion of retail stores and shopping centers.

The study location has a population of approximately 206,086 and covers 354.58 square miles. The study school district is a large school district in the Southeast United States. The study school district was the ninth largest school district in the state. Approximately 32,000 students attended school in this public school district. The district contained a total of 30 primary, elementary, or intermediate school sites. The study school district received full accreditation from AdvancED and the Southern Association of Colleges and Schools as a quality school system. All schools within this district were also fully accredited. With more than 3,700 employees, the study school district was the second largest employer within the county.

The identified school district served approximately 14,451 kindergarten through fifth-grade students in 30 elementary, primary, or intermediate schools. This school district employed approximately 888 elementary teachers. Table 6 indicates the ethnic distribution for the 2016-2017 school year for the targeted school district.

This study focused on 12 elementary schools located in the western region of the district. This study had the possibility of receiving approximately 380 completed surveys from elementary teachers from the identified schools in the targeted school district and 24 elementary teachers for the focus group discussion. Table 6 provides student ethnicity information for the targeted school district.

Table 6

Ethnic Distribution of Students in Study School District

Ethnicity	Percentage
African-American	21.9
American Indian	0.2
Asian	1.4
Caucasian	59.6
Hispanic	12.3
Multiracial	4.5
Hawaiian or Pacific Islander	0.1

The 2016 graduation rate for the targeted district is 88.0 and exceeded the state graduation rate. The dropout rate is at 2.59% and is the same as the state rate. The targeted district has the lowest school crime rate when compared with the top 10 largest districts in the state. Twenty schools in the targeted district participate in the Community Eligibility Program through the USDA to provide free breakfast and lunch to all students attending the identified schools.

The study district serves linguistically diverse students and their families. Currently, 1,440 students are identified as Limited English Proficient (LEP). Two hundred three students are identified as Immigrant Students and were born in another country and have lived in the United States 3 years or less. A total of 3,765 students are identified as National Origin Minority Students and have a native language other than English. In the study school district, there are 38 different languages spoken by students who attended school in the identified school district. The school district employs 31 English as a Second Language (ESL) teachers.

Specific Demographic Information for Feeder Areas

This study focused on 12 elementary schools located in the western region of the targeted school district. These 12 elementary schools merge into four feeder area high schools. Feeder High School A encompassed a predominantly rural community in the geographic center of the targeted school district. This small town was the original county seat and the school population encompasses a great number of alumni children and grandchildren from the original high school. Fifty-four percent of the student body for Feeder High School A qualify for the federal school lunch program; however, the primary feeder middle school has approximately 70% of students who qualify for free meals at school. One feeder elementary school had 100% of students who qualify for free meals at school. Therefore, Feeder High School A operated with the understanding that more of the student population live in economic crisis than are officially recorded but choose not to seek public assistance.

Approximately 16% of residents in this area live in poverty (U.S. Census Bureau, 2016). Feeder High School A serves students with the following ethnicities.

Table 7

Percent of Students in Feeder High School A by Ethnicity

White	African-American	Hispanic	Multi-Racial	Other
71.32%	18.74%	6.41%	2.58%	0.95%

Feeder High School B was located in the far western section of the targeted school district. The high school housed a diverse student, teacher, and staff population. Approximately 68% of students in Feeder High School B were identified as economically disadvantaged. The primary small town in Feeder High School B's district is a place which celebrated its family-oriented, small town character especially through its heart, a

thriving central business district. The U.S. Census Bureau (2016) estimated this area has 23.4% of residents who live in poverty. This was above the state average of 16.4%.

Feeder High School B served students with the following ethnicities.

Table 8

Percent of Students in Feeder High School B by Ethnicity

White	African-American	Hispanic	Multi-Racial	Other
69.6%	20.1%	8%	2.2%	0%

Feeder High School District C had an approximate population of 5,785 citizens. This small town was located in the northwestern region of the targeted school district. Most of the students attended school together from the time they entered kindergarten until they graduated from high school. Fifty percent of the staff graduated from Feeder High School C. The community is committed to the success of the school. This area had 10.6% of residents living in poverty (U.S. Census Bureau, 2016). Feeder High School C served students with the following ethnicities.

Table 9

Percent of Students in Feeder High School C by Ethnicity

White	African-American	Hispanic	Multi-Racial	Other
82%	10%	5%	0%	0%

Feeder High School D was located in a suburban, historic neighborhood of the targeted district. The school served a diverse student, teacher, and staff population. Feeder High School D was comprised of approximately 72% of students being classified as economically disadvantaged students. Feeder High School D served students with the following ethnicities. Approximately 77% of residents in this area live in poverty.

Table 10

Percent of Students in Feeder High School D by Ethnicity

White	African-American	Hispanic	Multi-Racial	Other
47.5%	36.7%	12%	3%	.6%

Participants

This study was conducted in a large school district in North Carolina. The researcher received approval to conduct the research from the superintendent of the study school district. The participants for this study were elementary school teachers. All elementary teachers were fully licensed. The state average was 99%. Twenty-nine percent of elementary teachers held advanced degrees compared to the state average of 30%. The district had 259 National Board certified teachers with an average of five per school in the district compared to six per school for the state. The Human Resources Review indicated a 13% teacher turnover rate district wide for 2013 and an average teacher turnover rate for the district during the past 5 years of 10.70%. The district identified school principals with the following years of experience. Table 11 illustrates principal experience for the study school district.

Table 11

Principal Experience in Targeted District

Years of Experience	Percentage of Principals
0-3 Years	36%
4-10 Years	46%
11 or more Years	18%

Table 12 indicates the percentage of teacher experience for elementary school teachers during the 2015-2016 school year.

Table 12

Percent of Teaching Experience for Targeted School District

0-3 Years	4-10 Years	10 or More Years
23	27	50

The Role of the Researcher

The researcher for this study was an elementary school principal employed by the study school district. The researcher possessed an extensive history in this school district. The researcher was a student and graduate of the identified school district, completing all K-12 education in the identified district. The researcher served as an elementary school teacher for 9 years in this district and as an elementary assistant principal in the district for 3 years. During the study, the researcher served as an elementary school principal and had served in this capacity at two elementary schools in this district during the past 9 years. The researcher had also been a parent of three students in the targeted school district for 10 years. The researcher served as the principal of one of the 30 elementary schools in the identified district. All study participants were elementary teacher volunteers in the identified school district.

Instrument

The Culturally Responsive Teaching Self-Efficacy (CRTSE) Scale was developed by Siwatu in 2011. Siwatu, Putman, Starker-Glass, and Lewis (2015) developed a new measure of teacher self-efficacy by building on the CRTSE Scale (p. 6).

There is a need to assess teachers' culturally responsive classroom management self-efficacy (CRCMSE) beliefs to identify the tasks that they feel most and least efficacious. Knowledge about these beliefs will be beneficial to teacher educators who can in turn use the data to design appropriate interventions to help teachers

develop resilient self-efficacy beliefs. Before the CRCMSE Scale, Appendix A, an instrument to assess these beliefs did not exist. (Siwatu et al., 2015, p. 3)

Participants for this study were preservice and in-service teachers ($N = 380$) in North Carolina and Texas (Siwatu et al., 2015, p. 4). This instrument has been found to be highly reliable. “Data from 380 preservice and in-service teachers were used to examine the psychometric properties of the instrument. The results of the correlational analysis lend credence that the instrument developed by the research team was indeed measuring self-efficacy beliefs” (Siwatu et al., 2015, p. 14). This scale utilizes a series of 35 questions. Respondents use a scale of 0-100 for each question (Siwatu et al., 2015, p. 20).

The researcher also incorporated the use of demographic and background questions with the completion of the Culturally Responsive Classroom Management Self-Efficacy (CRCMSE) Scale. These questions examined the teacher background, grade level teaching, demographics of the school setting, and teacher preexisting beliefs about cultural backgrounds.

The CRCMSE Scale, along with the teacher background questions, was given to elementary school teachers in the identified 12 schools in the study school district. The anonymous survey window was open for 3 weeks. At the midpoint, the researcher sent a reminder email about the scale completion.

The researcher asked the identified elementary principals to select two teachers to participate in focus group discussions. This allowed the researcher to identify common themes and needs from the CRCMSE Scales, teacher background questions, and the focus group discussion.

Data Collection Process

The CRCMSE Scale and teacher background questions were administered using a paper rating scale. The teachers were asked to respond to the CRCMSE Scale and the teacher background questions within a 3-week window. The researcher sent a reminder email at the midpoint of the 3-week window. The teacher background questions were combined with the CRCMSE Scale (Appendix A); and responses were examined based upon the following topics: teacher background, teacher experience, teacher age, teacher gender, teacher ethnicity, Title I school or non-Title I school, and a complete school-by-school analysis. The focus group discussion examined the following questions.

1. How prepared do you feel to teach students from diverse cultural backgrounds?
2. What experience, if any, was the most meaningful to prepare you to teach students from diverse cultural backgrounds?
3. What experiences have made you culturally responsive?
4. What professional development, if any, has been most helpful to you when working with culturally diverse students?

Additional questions were asked based on responses from the CRCMSE Scales or from the focus group discussion.

The researcher asked each of the targeted elementary school principals to identify two elementary teachers from their school who exhibit culturally responsive teaching practices. This selection allowed 24 elementary school teachers, two from each of the identified elementary schools, to participate in the focus group discussion. The focus group discussion was recorded and transcribed into print. The researcher identified common themes and needs from the CRCMSE Scales and from the focus group

discussion. To analyze the themes from the focus group discussion, the researcher coded themes which emerged one to two times as a low frequency. Themes which emerged between three and five times were considered to have a moderate frequency. Themes which emerged more than six times were considered to have a high frequency.

Data Analysis

The 35 question CRCMSE Scale (Appendix A) and 10 question teacher background survey (Appendix B) were combined and distributed as a paper form. The CRCMSE survey consisted of

35 items in which participants will rate how confident they are in their ability to execute specific culturally responsive classroom management by indicating a degree of confidence ranging from 0 (no confidence at all) to 100 (completely confident). Responses to each item are summed to generate a total score.

(Putnam, n.d., p. 3)

Every CRCMSE Scale received an index score which may range from 0-100. The index score was obtained by totaling the responses on the CRCMSE Scale and then dividing by the total number of items on the scale. This score was a quantitative indicator of the strength of each practicing teacher's CRCMSE beliefs (Siwatu et al., 2015, p. 9). Index scores were categorized into the following groups: 0-25, 26-50, 51-75, and 76-100. Each CRCMSE Scale also collected the respondent's demographic information including ethnicity, gender, age, teaching experience, degree completion, National Board certification, and if they taught at a Title I School. These data were analyzed by calculating the mean value for each demographic subgroup and *t* tests were utilized to determine if the differences in the mean were statistically significant. The researcher utilized cross-tabulation output and examined central tendency through determining a

mean score for each question on the CRCMSE Scale. The researcher also used a *t* test for the following comparisons.

1. Teachers in Title I schools with teachers in non-Title I schools.
2. Teachers with advanced degrees with those without advanced degrees.
3. Teachers with National Board certification with those without National Board certification.
4. White teachers with minority teachers.

The researcher examined the CRCMSE Scale responses to determine if there were substantial differences in the responses of these groups. The researcher performed a chi-square analysis between teaching experience and the CRCMSE index score to determine if there was an association between the two variables. The researcher looked for trends from this data analysis to answer the research questions. The researcher identified common themes and needs from the CRCMSE Scales and from the focus group discussion. Themes which emerged from the focus group discussion were identified as low frequency, moderate frequency, or high frequency.

Summary

The methodology for this study was a mixed-methods study. Study participants were invited to complete the CRCMSE Scale combined with the teacher background questions to assess their CRCMSE. These data examined the perceptions of elementary teachers from 12 schools in the targeted district in terms of cultural responsiveness. The data also identified meaningful professional development experiences for practicing teachers. This study explored whether the experience level of the teacher impacted his or her cultural responsiveness ratings. This study sought to examine how schools can support elementary teachers to become more culturally responsive when working with

minority students.

Chapter 4: Results

Introduction

This study analyzed the relationship between ratings on the CRCMSE Scale and teacher experience among elementary teachers in 12 elementary schools in a large school district in a southeastern state. Through this research study, the researcher aimed to identify the current state of teacher self-efficacy for teaching students from diverse cultural backgrounds as reported by teachers who completed the CRCMSE Scale. In this chapter, the research questions and findings for each are discussed.

Research Questions

1. Do teachers feel prepared to teach students from culturally diverse backgrounds?
2. What professional development opportunities prepare school staff to work with students with cultural differences?
3. Is there an association between the experience level of the teacher and the level of culturally responsive teaching practices?

Data Collection Process

The CRCMSE Scale (Appendix A) and Teacher Background Questions (Appendix B) were administered using a paper rating scale and were combined into one packet for distribution to teachers in the 12 targeted elementary schools in the western region of the school district. The researcher obtained permission from the author, Dr. Kamau Siwatu (Appendix C), to use the CRCMSE Scale. The CRCMSE Scale was selected

to elicit information from in-service teachers regarding their self-efficacy to perform various classroom management tasks which are often associated with

culturally responsive teachers. The CRCMSE Scale consisted of 35 items in which participants were asked to rate how confident they were in their ability to perform specific Culturally Responsive Classroom Management (CRCM) tasks by indicating their degree of confidence for each item ranging from 0 (no confidence at all) to 100 (completely confident). Study participants with higher scores were more confident in his or her ability to successfully perform various CRCM tasks. In addition, the total score was divided by the total number of items to generate a CRCMSE strength index. This index, which may range from 0 to 100, is a quantitative indicator of the strength of the in-service teacher's CRCMSE beliefs. (Siwatu et al., 2015, p. 9)

The researcher also obtained permission from the superintendent of the study district to conduct research (Appendix D). The CRCMSE Scales, teacher background questions, informed consent form (Appendix E) and teacher letter (Appendix F) were compiled into packets and were distributed to the principals of the 12 targeted elementary schools with a principal letter (Appendix G). The packet also contained the researcher's CITI Certification (Appendix H). The school principals were asked to distribute these voluntary surveys to their teachers. The teachers were asked to respond to the 35 questions on the CRCMSE Scale and 10 questions on the teacher background questionnaire within a 3-week window and to return the completed surveys to their principal by May 24, 2017. The researcher sent a reminder email to the principals of the study schools at the midpoint of the 3-week window and again at the end of the survey window.

The researcher examined responses based upon the following topics: teacher background, teacher experience, teacher age, teacher gender, teacher ethnicity, master's

degree, National Board certification, Title I school or non-Title I school, and a complete school-by-school analysis.

Additionally, the principals of the 12 study schools were asked to select two teachers who exhibited culturally responsive teaching practices to participate in the focus group discussion. The focus group discussion examined the following questions.

1. How prepared do you feel to teach students from diverse cultural backgrounds?
2. What experience, if any, was the most meaningful to prepare you to teach students from diverse cultural backgrounds?
3. What experiences have made you culturally responsive?
4. What professional development, if any, has been most helpful to you when working with culturally diverse students?

An additional question was identified upon analysis and reflection on the focus group discussion data. This question was asked through an email sent to the teacher focus group participants. The researcher identified the following additional question after analysis of the focus group discussion data.

5. In your opinion, what do we need to do in education to better prepare teachers to become culturally responsive with their students?

The focus group discussion had the possibility of 24 total elementary school teacher participants, which would be two teachers from each of the study elementary schools. The teacher focus group had a total of 15 participants from eight of the targeted schools. Due to the timing of the school year, four schools were unable to participate due to scheduling conflicts. These schools had previously scheduled meetings or trainings and were unable to send participants. Of the four schools that were unable to send

participants for the focus group discussion, one school was from Feeder Area B, one school was from Feeder Area C, and two schools were from Feeder Area D.

The focus group discussion was recorded using a digital recorder. The researcher transcribed the focus group discussion into print. The researcher identified common themes and needs from the focus group discussion. To analyze the themes from the focus group discussion, the researcher coded themes which emerged one to two times as low frequency. Themes which emerged between three and five times were considered as moderate frequency. Themes which emerged more than six times were considered high frequency.

Sample Demographics

The CRCMSE Scale and teacher background question packets were distributed to the principals of the 12 targeted elementary schools. A total of 380 elementary teachers from the 12 schools in the study school district were identified as possible participants in this study. One hundred and sixty-seven surveys were returned by the close of the 3-week window; this was a 43.95% response rate. In the study district, there were 888 elementary teachers and a total of 1,950 teachers. The study participants were identified because they are teachers at an elementary school in one of four targeted high school feeder areas. Table 13 illustrates the response rate by feeder area. The study targeted 12 elementary schools in four feeder areas.

Table 13

Survey Response by Feeder Area

Feeder Area	Surveys Returned	Percent of Response
Feeder Area A	61	54.78%
Feeder Area B	68	59.13%
Feeder Area C	19	40.42%
Feeder Area D	21	17%

Table 14 illustrates the response rate by school for each of the 12 schools studied.

Table 14

Survey Response Rate by School

School	Surveys Returned	Percent of Response
School 1	8	47.05%
School 2	18	94.74%
School 3	17	54.83%
School 4	13	33.33%
School 5	39	90.70%
School 6	4	11.76%
School 7	11	36.67%
School 8	9	27.27%
School 9	7	21.21%
School 10	6	16.22%
School 11	21	75.00%
School 12	12	33.33%

The study sample was somewhat representative of the overall population of the

district, with the majority of teachers being White females. Table 15 illustrates the teacher ethnicity for the study school district.

Table 15

Percent of Teachers in the Study School District by Ethnicity

White	African-American	Hispanic	Asian	Other
71%	23%	2%	3%	3%

The study identified 161 of 167 survey participants as Female and 153 of 167 survey participants as White. Table 16 illustrates the percent of teacher participants by ethnicity.

Table 16

Percent of Teacher Participants by Ethnicity

White	African-American	Hispanic	Not Listed	Other
91.6%	5.99%	1.12%	1.12%	0%

Of the 167 teachers who participated in the study, 58.68% were teachers who have 10 or more years of teaching experience, 20.96% have between 4-9 years of experience, and 20.36% are beginning teachers with 3 or fewer years of experience. Table 17 shows the teaching experience distribution of the 167 teachers from the 12 targeted schools who participated in this study.

Table 17

Teaching Experience of Survey Respondents

0-3 Years	4-9 Years	10 or More Years
34	35	98

Table 18 represents the distribution of the survey respondents by grade level or position. The majority of the respondents, 136 of 167, or 81.43%, were kindergarten

through fifth-grade classroom teachers.

Table 18

Number of Survey Respondents by Grade Level or Position

Grade Level or Position	Number of Respondents
PreK Teacher	1
Kindergarten Teacher	24
First-Grade Teacher	23
Second-Grade Teacher	22
Third-Grade Teacher	22
Fourth-Grade Teacher	22
Fifth-Grade Teacher	23
Exceptional Children's Teacher	8
English as a Second Language Teacher	3
Academically/Intellectually Gifted Teacher	1
School Counselor	1
Instructional Facilitator	3

The researcher used the CRCMSE Scale. This scale contained 35 questions to which the teacher would assign a rating of 0-100. Each respondent received a CRCMSE total score and a CRCMSE index score. The total score was the sum of the numerical responses for the 35 items on the scale. The CRCMSE index score was the total sum divided by 35. Each respondent received an index score between 0-100. The higher index score corresponds to a higher sense of self-efficacy when working with students from diverse cultural backgrounds.

The researcher organized all the CRCMSE Scale responses and teacher background responses into a spreadsheet. The researcher categorized the CRCMSE

index scores into four quarters. Of the 167 CRCMSE index scores, only one CRCMSE index score fell in either of the lower two quarters. See Table 19 for the distribution of the CRCMSE index scores.

Table 19

Index Score Distribution by Quarters for the CRCMSE Responses

Quarters	Number of Index Scores in the Given Range
0-25	0
26-50	1
51-75	31
76-100	135

Due to the uneven distribution of the CRCMSE index scores, the researcher identified a more specific range for the CRCMSE index scores. The researcher adjusted the ranges of the CRCMSE index scores from the intended quarters to examine a more specific set of categories. Table 20 illustrates the CRCMSE index score distribution with the more specific categories of 40-49, 50-59, 60-69, 70-79, 80-89, and 90-99. When the data were analyzed, there were no index scores in the 0-39 range. These categories were also utilized for the chi-square analysis between beginning teachers and experienced teachers.

Table 20

Adjusted Range for CRCMSE Index Scores

CRCMSE Index Score Range	Number of Index Scores in the Given Range
0-39	0
40-49	1
50-59	7
60-69	11
70-79	50
80-89	62
90-99	36

Research Question 1

Do teachers feel prepared to teach students from culturally diverse backgrounds?

To answer Research Question 1, the researcher held a focus group discussion on May 9, 2017. The researcher identified the following themes from the focus group discussion. Eight focus group participants indicated they did feel prepared when they started. This would be coded as high frequency. Five focus group participants indicated they felt somewhat prepared. This would be coded as moderate frequency. One focus group participant indicated they felt very prepared, and one person did not specifically answer this question. These would be coded as low frequency.

In addition, the researcher distributed 380 CRCMSE Scales to principals in the targeted 12 schools in the western section of the school district. One hundred and sixty-seven surveys were returned by the close of the 3-week window with a 43.95% response rate. The study participants completed a teacher background questionnaire and responded with a numeric response of 0-100 to 35 questions about culturally responsive

practices. The responses from the CRCMSE Scale and teacher background questions were entered in a spreadsheet. Each participant received a total CRCMSE score and a CRCMSE index score. The CRCMSE total score was the sum of all the participant's responses. The CRCMSE index score was the total score divided by 35 for the total number of questions. The CRCMSE index scores were analyzed. Comparisons were made between the following groups: male with female, White with minority, beginning teachers with experienced teachers, master's degree with no master's degree, National Board certification with no National Board certification, Title I school with non-Title I school, age 20-29 with age 30-39, age 20-29 with age 40-49, and age 20-29 with age 50 or higher. See Table 21 for the CRCMSE mean index score comparisons.

Table 21

Comparison of CRCMSE Mean Index Scores

Group 1	Mean Index Score	Group 2	Mean Index Score
Male	77.71	Female	81.69
White	81.62	Minority	81.74
Beginning Teachers	77.83	Experienced Teachers	82.5
Master's Degree	82.42	Without Master's Degree	80.97
National Board Certification	81.03	Without National Certification	81.60
Title I School	81.76	Not Title I School	77.72
Age 20-29	77.51	Age 30-39	81.66
Age 20-29	77.51	Age 40-49	83.79
Age 20-29	77.51	Age 50+	82.79

Research Question 2

What professional development opportunities prepare school staff to work with students with cultural differences? To answer Research Question 2, the researcher held a focus group discussion on May 9, 2017. The 12 study elementary school principals were asked to select two teachers from their schools who exhibit culturally responsive teaching practices. There was the possibility of 24 total focus group participants. Fifteen teachers from eight of the targeted elementary schools participated in the focus group discussion. Due to the timing of the school year and scheduling conflicts, four schools were unable to send participants for the focus group discussion.

The focus group discussion was held on May 9, 2017 at 3:00 p.m. at an elementary school in the study district. Each study elementary school principal was asked to identify two teachers who exhibit culturally responsive teaching practices. A total of 15 teachers from eight of the targeted schools participated in the focus group discussion. Several principals asked for volunteers to participate in the focus group discussion instead of identifying teachers based on observed cultural responsiveness. To analyze the themes from the focus group discussion, the researcher coded themes that emerged one to two times as low frequency. Themes that emerged between three and five times were considered to have moderate frequency. Themes that emerged more than six times were considered to have a high frequency. Four questions were asked during the focus group discussion.

1. How prepared do you feel to teach students from diverse cultural backgrounds? The researcher identified the following themes from the focus group discussion. Eight focus group participants indicated they felt prepared when they started teaching. This response was coded as high frequency. Five focus group participants

indicated they felt somewhat prepared. This response was coded as moderate frequency. One focus group participant indicated she felt very prepared, and one participant did not specifically answer this question. These responses were coded as low frequency. All responses by the focus group participants were transcribed by the researcher (Appendix I).

2. What experience, if any, was the most meaningful to prepare you to teach students from diverse cultural backgrounds? The researcher identified the following themes from the focus group discussion (Appendix J). Nine focus group participants indicated their student teaching experience or classroom/on-the-job experience has been the most meaningful for them when working with students from diverse cultural backgrounds. These were coded as high frequency. Two focus group participants responded that Ruby Payne training was most meaningful to them and two focus group participants also responded that a bus tour of the school neighborhood was most meaningful. These were coded as low frequency. The following were mentioned once: grad school, getting to know the parents, life experiences with foster children, life experiences with ELL husband, participation in the SIOP cohort, Interpersonal Communication Class, finding professional development on diversity using YouTube, and participation in the Teaching Fellows Program. These responses were coded as low frequency.

3. What experiences have made you culturally responsive? Four focus group participants indicated classroom experience and life experiences have made them culturally responsive. These were coded as moderate frequency. The following responses were mentioned three times: confusing diversity with poverty and college experience. These responses were coded as moderate frequency. The following

responses were mentioned twice: church mission trips, getting to know students, getting to know parents, work experiences prior to teaching, life experience with ELL people, and diversity activities with school staff. These responses were coded as low frequency. The following responses were mentioned once during the focus group discussion for question 3: church van ministry, home visits to homes of students, parent conferences, student teaching, bus tour of school neighborhoods, Ruby Payne training, and travel experiences. These responses were also coded as low frequency.

4. What professional development, if any, has been most helpful to you when working with culturally diverse students? Three focus group participants indicated that Ruby Payne training and visiting the Ron Clark Academy was most helpful to them. These were coded as moderate frequency. Two focus group participants indicated that they had no professional development on working with culturally diverse students, while two others responded that poverty training and Sheltered Instruction Observation Protocol (SIOP) training were most helpful to them. These were coded as low frequency. These responses were mentioned once: diversity activity or game and YouTube. These responses were also coded as low frequency.

After analysis and reflection on the focus group data, an additional question was asked through an email sent to the teacher focus group participants. The additional question was,

5. In your opinion, what do we need to do in education to better prepare teachers to become culturally responsive with their students? Although the additional question was asked through a follow-up email, the responses were important. The responses to the additional question indicated the need for professional development on cultural responsiveness; this was mentioned three times. These responses were coded as

moderate frequency. Inviting people into the classroom to help with diversity issues was mentioned twice. These responses were coded as low frequency. The following items were mentioned once: college programs need to immerse future teachers in diverse classroom settings, bus tour of school neighborhoods, more translators to help with ELL students and families, teachers need to realize that each student is different, interactive professional development with field trips to culturally diverse locations, having a diversity committee, and working with a culturally diverse staff. These responses were coded as low frequency.

Overall, the following themes were identified from the focus group discussion. Classroom experience/on-the-job experience or student teaching experience emerged 12 times. Ruby Payne training emerged eight times. These responses were coded as high frequency. Eight focus group participants indicated they did feel prepared to work with students from diverse cultural backgrounds when they started teaching. This response was coded as high frequency. Five focus group participants indicated they felt somewhat prepared. This response was coded as moderate frequency. One focus group participant indicated she felt very prepared, and one participant did not specifically answer this question. These responses were coded as low frequency. Visiting the Ron Clark Academy emerged four times. SIOP training emerged four times. A bus tour of the school district emerged four times. Poverty training emerged three times. Professional development on culturally responsive practices emerged three times. Diversity games or activities with school staff were mentioned three times. These responses were coded as moderate frequency. Inviting people into the classroom to help with diversity issues, church mission trips, getting to know students, getting to know parents, work experience prior to teaching, and life or work experience with ELL people emerged two times. The

following responses were mentioned once during the focus group discussion: diversity committee, grad school, life experiences with foster children, life experience with ELL husband, Interpersonal Communication class, finding professional development on diversity on YouTube, Teaching Fellow Program, church van ministry, parent conferences, student teaching, home visits, and travel experiences. These responses were coded as low frequency.

Research Question 3

Is there an association between the experience level of the teacher and the level of culturally responsive teaching practices? To answer Research Question 3, the researcher distributed 380 CRCMSE Scales to principals in the 12 study schools in the western section of the school district. One hundred and sixty-seven surveys were returned by the close of the 3-week window with a 43.95% response rate. The study participants completed a teacher background questionnaire and responded with a numeric response of 0-100 to 35 questions about culturally responsive teaching practices using the CRCMSE Scale. The responses from the CRCMSE Scale and teacher background questions were entered into a spreadsheet. Each participant received a total CRCMSE score and a CRCMSE index score. The CRCMSE total score was the sum of all participant responses. The CRCMSE index score was the total score divided by 35 for the total number of questions. The CRCMSE index scores were analyzed. Comparisons were made between beginning teachers and experienced teachers. According to the results of the *t* tests, there was no relationship between teaching ratings on the CRCMSE Scale and teaching experience.

The Pearson chi-square analysis was conducted between index scores on the CRCMSE Scale and teaching experience. Career teachers were identified as teachers

with 4 or more years of teaching experience. Beginning teachers were identified as teachers with 0-3 years of teaching experience. The first chi-square analysis was conducted using the CRCMSE index scores for the four quarters. Table 22 uses the following labels: H indicates High with values greater than or equal to 76; M indicates Medium with values less than 76 and greater than or equal to 51; and L indicates Low with values less than 51 on the CRCMSE Scale. See the chi-square results in Table 22.

Table 22

Chi Square for CRCMSE Index Scores by Quarters

Row Labels	H	L	M	Grand Total
Beginning teachers	22	0	12	34
Career	105	1	27	133
Grand Total	127	1	39	167
Beginning teachers	25.85629	0.203593	7.94012	34
Career	101.1437	0.796407	31.05988	133
Grand Total	127	1	39	167
P	0.166598			

The chi-square analysis returned a result of 0.166598 which is greater than .05 for the association of the CRCMSE index score and teaching experience. Therefore, the researcher cannot reject the null hypothesis that there is no association between the CRCMSE index score and teaching experience. Due to the lack of distribution of the CRCMSE index scores into the four quarters of 0-25, 26-50, 51-75, and 76-100, the researcher created more specific categories.

Career teachers were identified as teachers with 4 or more years of teaching experience. Beginning teachers were identified as teachers with 0-3 years of teaching experience. The additional chi-square analysis was conducted using the CRCMSE index

scores with more specific data ranges. Table 23 uses the following labels: VH indicates Very High with values greater than or equal to 90; H indicates High with values less than 90 but greater than or equal to 80; M indicates Medium with values less than 70 and greater than or equal to 60; L indicates Low with values less than 70 but greater than or equal to 60; and VL indicates Very Low with values less than 60 on the CRCMSE Scale. Table 23 represents the chi square for the index scores for the more specific data ranges.

Table 23

Chi Square for CRCMSE Index Scores by Specific Categories

Row Labels	H	L	M	VH	VL	Grand Total
Beginning teachers	11	3	12	4	4	34
Career	51	8	38	32	4	133
Grand Total	62	11	50	36	8	167
Beginning teachers	12.62275	2.239521	10.17964	7.329341	1.628743	34
Career	49.37725	8.760479	39.82036	28.67066	6.371257	133
Grand Total	62	11	50	36	8	167
p	0.124284					

The second chi-square analysis returned a result of 0.124282 which is greater than .05 for the association between the CRCMSE index scores and teaching experience. Therefore, the researcher cannot reject the null hypothesis that there is no association between the CRCMSE index score and teaching experience.

The researcher used the chi-square analysis to determine if there was an association between the CRCMSE index score and teaching experience. The result of the chi-square analysis returned a p value greater than .05. According to this result, the researcher cannot reject the null hypothesis that there is no association between the two

groups. The researcher also examined the mean index score for each question. Table 24 illustrates the mean index score per question for the CRCMSE Scale.

Table 24

Mean Index Score per Question on the CRCMSE Scale

Question	Mean Score
1. Assess students' behaviors with the knowledge that acceptable school behaviors may not match those that are acceptable within a student's home culture.	84.04
2. Use culturally responsive discipline practices to alter the behavior of a student who is being defiant.	74.91
3. Create a learning environment that conveys respect for the cultures of all students in my classroom.	88.78
4. Use my knowledge of students' cultural backgrounds to create a culturally compatible learning environment.	80.45
5. Establish high behavioral expectations that encourage students to produce high quality work.	91.15
6. Clearly communicate classroom policies	94.90
7. Structure the learning environment so that all students feel like a valued member of the learning community.	91.78
8. Use what I know about my students' cultural background to develop an effective learning environment.	83.09
9. Encourage students to work together on classroom tasks, when appropriate	91.29
10. Design the classroom in a way that communicates respect for diversity	86.66
11. Use strategies that will hold students accountable for producing high quality work.	87.23
12. Address inappropriate behavior without relying on traditional methods of discipline such as office referrals.	85.35
13. Critically analyze students' classroom behavior from a cross-cultural perspective.	74.96
14. Modify lesson plans so that students remain actively engaged throughout the entire class period or lesson	85.35
15. Redirect students' behavior without the use of coercive means (i.e., consequences or verbal reprimand).	79.43
16. Restructure the curriculum so that every child can succeed, regardless of their academic history	79.80
17. Communicate with students using expressions that are familiar to them	84.93
18. Personalize the classroom so that it is reflective of the cultural background of my students	75.20

(continued)

Question	Mean Score
19. Establish routines for carrying out specific classroom tasks.	92.71
20. Design activities that require students to work together toward a common academic goal.	87.23
21. Modify the curriculum to allow students to work in groups	86.20
22. Teach students how to work together.	88.07
23. Critically assess whether a particular behavior constitutes misbehavior.	83.11
24. Teach children self-management strategies that will assist them in regulating their classroom behavior	80.11
25. Develop a partnership with parents from diverse cultural and linguistic backgrounds.	74.96
26. Communicate with students' parents whose primary language is not English	65.45
27. Establish two-way communication with non-English speaking parents	66.03
28. Use culturally appropriate methods to relate to parents from culturally and linguistically diverse backgrounds.	66.48
29. Model classroom routines for English Language Learners.	79.09
30. Explain classroom rules so that they are easily understood by English Language Learners	80.18
31. Modify aspects of the classroom so that it matches aspects of students' home culture	69.63
32. Implement an intervention that minimizes a conflict that occurs when a students' culturally based behavior is not consistent with school norms.	73.87
33. Develop an effective classroom management plan based on my understanding of students' family background.	78.65
34. Manage situations in which students are defiant.	80.35
35. Prevent disruptions by recognizing potential causes for misbehavior.	82.31

The researcher analyzed the mean scores for each question and determined the mean for items involving English Language Learners were much lower with scores in the 60-69 range for the following: communicate with students' parents whose primary language is not English with a mean of 65.45, establish two-way communication with non-English speaking parents with a mean of 66.03, use culturally appropriate methods to relate to parents from culturally and linguistically diverse backgrounds with a mean of

66.48, and modify aspects of the classroom so it matches aspects of students' home culture with a mean of 69.63.

The following items also received mean scores in the 70-79 range: use culturally responsive discipline practices to alter the behavior of a student who is being defiant with a mean of 74.91; critically analyze students' classroom behavior from a cross-cultural perspective with a mean of 74.96; redirect students' behavior without the use of coercive means (i.e., consequences or verbal reprimand) with a mean of 79.43; restructure the curriculum so every child can succeed, regardless of their academic history with a mean of 79.80; personalize the classroom so that it is reflective of the cultural background of my students with a mean of 75.20; develop a partnership with parents from diverse cultural and linguistic backgrounds with a mean of 74.96; model classroom routines for English Language Learners with a mean of 79.09; implement an intervention that minimizes a conflict that occurs when a students' culturally based behavior is not consistent with school norms with a mean of 73.87; and develop an effective classroom management plan based on my understanding of students' family background with a mean of 78.65.

The study participants felt most confident with the following items: establish high behavioral expectations that encourage students to produce high quality work with a score of 91.15; clearly communicate classroom policies with a mean of 94.90; structure the learning environment so that all students feel like a valued member of the learning community with a mean of 91.78; encourage students to work together on classroom tasks, when appropriate, with a mean of 91.29; and establish routines for carrying out specific classroom tasks with a mean of 92.71.

This study examined the mean for each of the following categories: total, White,

minority, beginning teacher, experienced teacher, female, male, with master's degree, without master's degree, National Board certification, without National Board certification, Title I school, non-Title I school, age 20-29, age 30-39, age 40-49, and age 50 or higher. See Table 25 for the mean scores. See Appendix K for the complete table of means for each category based upon CRCMSE Scale responses.

Table 25

CRCMSE Mean by Category

Group	Mean for Responses on CRCMSE Scale
Total	81.55
Beginning Teacher (0-3 years)	77.83
Experienced Teacher (4 or more years)	82.50
Master's Degree	82.42
Without Master's Degree	80.97
National Board Certification	81.03
Without National Board Certification	81.60

The mean index scores for all respondents for the CRCMSE Scale was 81.55. The mean for the index scores for each identified group fell within a 6.28 range with the lowest mean for teachers between the ages of 20-29 at 77.51 and the highest mean for teachers between the ages of 40-49 with 83.79. Several groups fell below the mean index score for the CRCMSE Scale. These groups included beginning teachers with 0-3 years of experience, males, teachers serving at non-Title I schools, teachers who hold National Board certification, teachers without master's degrees, and teachers between the ages of 20-29. There were only six males, 3.6%, of the 167 total survey respondents to participate.

School-by-School Comparisons

The researcher examined the mean index score for the following categories for the 12 study elementary schools: the school total mean, White, minority, beginning teacher, experienced teacher, master's degree, without master's degree, National Board certification, without National Board certification, Title I school, non-Title I school, age 20-29, age 30-39, age 40-49, and 50 or older. See these comparisons in Appendix L.

The original study by Siwatu et al. (2015) for the CRCMSE Scale examined 380 preservice and in-service teachers in North Carolina and Texas. The range of index scores on the original study were 32.00 to 99.71. The mean was 80.73. Table 26 compares the original study and the current study.

Table 26

Comparison of Results between Original Study and Current Study

Group	Original 2015 Study	2017 Study
Total	380	167
White	317 (83%)	153 (91.7%)
Minority	47 (12.36%)	10 (5.99%)
Female	236 (60%)	161 (96.4%)
Male	139 (37%)	6 (3.6%)
Mean	80.73	81.55

The current study using the CRCMSE Scale returned similar responses in terms of the overall mean for the study participants. The current study examined only in-service elementary school teachers and had much lower minority and male participation. The survey responses from the current study answer Research Question 1, “Do teachers feel prepared to teach students from culturally diverse backgrounds?” The survey results

indicated that elementary teachers in the study district felt confident in their ability to work with students from diverse backgrounds with a total CRCMSE mean score of 81.55.

The current study also compared the following categories using a t test: teachers serving at Title I schools and teachers serving at non-Title I schools, teachers holding master's degree and teachers without master's degree, teachers with National Board certification and teachers without National Board certification, White teachers, and minority teachers. These categories were not examined in the previous study. Before a t test could be conducted, an F test was required to determine which t test to use. An "F-test is a statistical test which is used to determine whether two populations having normal distribution have the same variances or standard deviation" (MBASkool, 2017, para. 1). The results of the F test dictate which t test to utilize.

Each t test returned results greater than .05 for Title I schools and non-Title I schools, for master's degree and without master's degree, for National Board certification and without National Board certification, for White teachers and minority teachers, and for Title I schools and non-Title I Schools. The results of the t tests indicated that the researcher could not reject the null hypothesis that the two groups are independent of each other. See Appendix M for specific F -test and t -test results.

Summary

This study analyzed the relationship between ratings on the CRCMSE Scale and teacher experience among elementary teachers in 12 targeted schools in a large school district in a southeastern state. Through this research study, the researcher aimed to identify the current state of teacher self-efficacy for teaching students from diverse cultural backgrounds as reported by teachers who completed the CRCMSE Scale. The researcher also used a teacher focus group to determine what, if any, meaningful

professional development experiences the teachers have had to help them be culturally responsive when working with students from diverse cultures.

The results of the t tests suggested there is no relationship between teaching experience and the teacher's self-efficacy rating on the CRCMSE Scale. The null hypothesis suggested there would be no difference in the means between the groups.

Of the 167 CRCMSE index scores, only one CRCMSE index score fell in either of the lower two quarters. All other survey respondents rated themselves in the 51-75 or the 76-100 quarter. The mean index scores for all respondents for the CRCMSE Scale was 81.55. The mean for the index scores for each identified group fell within a 6.28 span with the lowest mean for teachers between the ages of 20-29 at 77.51 and the highest mean for teachers between the ages of 40-49 at 83.71. Several categories fell below the mean index score for the CRCMSE Scale. These categories included beginning teachers with 0-3 years of experience, males, teachers serving at non-Title I schools, teachers who hold National Board certification, teachers without master's degrees, and teachers between the ages of 20-29.

Overall, the following themes were identified most frequently from the focus group discussion: classroom experience/on-the-job experience or student teaching experience emerged 12 times. Ruby Payne training emerged eight times. These responses were coded as high frequency. Visiting the Ron Clark Academy emerged four times. SIOP Training emerged four times. A bus tour of the school district emerged four times. Poverty Training emerged three times. Professional development on culturally responsive practices emerged three times. Diversity games or activities with school staff were mentioned three times. These responses were coded as moderate frequency.

Chapter 5: Discussion

Introduction

The literature review provided research which has shown teachers enter classrooms with a lack of multicultural competence and have difficulties forming relationships with students, cultivating a safe and respectful classroom community, and managing behavior and communication patterns of culturally and linguistically diverse students (Patish, 2016, p. 42). Based on the ongoing issues of disproportionality and exclusionary disciplinary practices, teachers need support to utilize classroom management practices that focus on culturally responsive teaching to address these racial and cultural differences. There is a need for further research on how to best prepare novice teachers and experienced teachers in the use of culturally responsive practices (Patish, 2016, p. 42).

The purpose of this mixed-methods study was to examine how schools can support elementary teachers to become more culturally responsive when working with minority students. This study also examined the personal perceptions of practicing elementary school teachers in terms of culturally responsive teaching practices. Additionally, this study sought to identify professional development opportunities which are beneficial for creating culturally responsive teachers.

This mixed-methods study was conducted to determine if an association exists between teacher self-efficacy ratings and teaching experience of the elementary teachers from a sample in a large school district in a southeastern state in the United States. Due to the changing demographics of our society, teachers need to be equipped to work with students from various cultural backgrounds.

Research Question 1

Do teachers feel prepared to teach students from culturally diverse backgrounds?

To answer Research Question 1, the researcher held a focus group discussion on May 9, 2017. The researcher identified the following themes from the focus group discussion. Eight focus group participants, 53.33%, indicated they felt prepared when they started teaching. Five focus group participants, 33.33%, indicated they felt somewhat prepared when they started teaching. One focus group participant, 6.6%, indicated they felt very prepared; and one focus group participant, 6.6%, did not specifically answer this question.

In addition, the researcher distributed 380 CRCMSE Scales to principals in the targeted 12 schools in the western section of the school district. One hundred and sixty-seven surveys were returned by the close of the 3-week window with a 43.95% response rate. The researcher's interpretation of the data for Research Question 1 concludes that 53.33% of focus group participants felt prepared to teach students from culturally diverse backgrounds when they started.

The researcher also examined the mean index scores for the CRCMSE Scale. The mean index scores for all respondents for the CRCMSE Scale was 81.55. This score indicated that teachers who completed the CRCMSE Scale felt confident in their ability to work with students from diverse cultures. The CRCMSE index scores could range between 0-100. A score of 0 indicated no confidence; a score of 50 indicated moderate confidence; and a score of 100 indicated complete confidence. The mean for the index scores for each identified category fell within a 6.28-point span with the lowest mean for teachers between the ages of 20-29 at 77.51 and the highest mean for teachers between the ages of 40-49 at 83.79. Several categories fell below the mean index score for the

CRCMSE Scale. These categories included beginning teachers with 0-3 years of experience, males, teachers serving at non-Title I schools, teachers who hold National Board certification, teachers without master's degrees, and teachers between the ages of 20-29. There were only six males, 3.6%, of the total 167 survey respondents to participate in the study. With a total mean score of 81.55 for the CRCMSE Scale, survey respondents felt confident in their ability to work with students from diverse cultural backgrounds. The original 2015 study returned a total mean score of 80.73.

There is a significant difference between the total mean score of 81.55 for the CRCMSE scale and 53.33% of focus group participants who indicated they felt prepared to teach students from culturally diverse backgrounds when they started teaching. The focus group with 15 participants is a much smaller sample than the 167 participants who completed the CRCMSE Scale. The teacher responses on the CRCMSE Scale indicate that, overall, teachers in the study district do feel prepared to teach students from culturally diverse backgrounds. Responses on the CRCMSE Scale also indicate that teachers who participated in the study feel less confident working with students and families when there is a language barrier.

Research Question 2

What professional development opportunities prepare school staff to work with students with cultural differences? Focus Group Discussion responses indicated that five of the 15 participants, 33.33%, have not had professional development opportunities or college coursework in any area to address cultural differences. Zero focus group participants mentioned having specific professional development on culturally responsive teaching or culturally responsive classroom management. "Too many new teachers are unprepared for the classroom and especially lack experience working with diverse, low-

income students and the trauma that can impact students from those backgrounds”

(Mader, 2015, p. 1).

Overall, the following themes were identified from the focus group discussion: classroom experience/on-the-job experience or student teaching experience emerged 12 times. Ruby Payne training emerged eight times. These responses were coded as high frequency. Eight focus group participants indicated they did feel prepared when they started teaching to work with students from diverse cultural backgrounds. This response would be coded as high frequency. Visiting the Ron Clark Academy emerged four times. SIOP training emerged four times. A bus tour of the school district emerged four times. Poverty training emerged three times. Professional development on culturally responsive practices emerged three times. Diversity games or activities with school staff were mentioned three times. These responses were coded as moderate frequency. Inviting people into the classroom to help with diversity issues, church mission trips, getting to know students, getting to know parents, work experience prior to teaching, and life or work experience with ELL people emerged two times. The following responses were mentioned once during the focus group discussion: diversity committee, grad school, life experiences with foster children, life experience with ELL husband, Interpersonal Communication class, finding professional development on diversity on YouTube, Teaching Fellow Program, church van ministry, parent conferences, student teaching, home visits, and travel experiences. These responses were coded as low frequency. The focus group responses support Spader’s (2015) suggestion that effective professional development “involves highly qualified facilitators, peer coaching, reflective practice, and the support of principals. Targeted professional development of multicultural education includes mentor support, community and service learning for preservice

teachers, and encourages teachers to join activist professional groups” (p. 77). The results of Spader’s study contributed to the growing research on how to equip White preservice teachers for cultural diversity in their classrooms (p. 83). The focus group responses also support Shestok’s (2012) conclusions about professional development for practicing teachers which should include

past and present life experiences, teachers learning from teachers, parents, and students, learning through community involvement, and learning through the media. Another finding was that a common core of elements helped contribute to a positive professional development experience. The participants self-reported two elements that positively influenced their experience: differentiating learning in a respectful professional environment and making the topic relevant to their practice. (p. 135)

An analysis of the CRCMSE data answers Research Question 2, “What professional development opportunities prepare school staff to work with students with cultural differences?” The items on the CRCMSE Scale with low mean scores relate to specific professional development opportunities which could be provided for elementary school teachers. This analysis helps to inform the professional development opportunities which are necessary to help teachers work with students with cultural differences. Several of the identified areas of need relate to communicating with parents who do not speak English.

Teachers need additional support with communication with parents whose primary language is not English, how to develop a partnership with parents from diverse cultural and linguistic backgrounds, and how to establish two-way communication with non-English speaking parents. Teacher responses indicate areas of need in the use of

culturally appropriate methods to relate to parents from culturally and linguistically diverse backgrounds and how to modify aspects of the classroom so it matches aspects of the students' home culture. How to use culturally responsive discipline practices to alter the behavior of a student who is being defiant and how to critically analyze students' classroom behavior from a cross-cultural perspective were also rated lower on the CRCMSE Scale. Professional development is needed on how to redirect student behavior without the use of coercive means (i.e., consequences or verbal reprimand); how to personalize the classroom so it is reflective of the cultural background of students; and how to restructure the curriculum so every child can succeed, regardless of their academic background. Responses on the CRCMSE Scale also indicate a need for professional development on how to model classroom routines for English Language Learners, how to implement an intervention which minimizes the conflict which occurs when a student's culturally based behavior is not consistent with school norms, and how to develop an effective classroom management plan based on teacher understanding of students' family backgrounds.

These ideas support the assertion by NEA (n.d.c) that cultural competence is an awareness of one's own cultural identity and views about difference, the ability to learn and build on varying cultural and community norms of students and their families. This understanding informs and expands teaching practices for the culturally competent educator. (NEA, n.d.c, para. 3).

According to Gay (2010), culturally responsive teaching is that kind of paradigm (p. 26); and culturally responsive teaching is "using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them" (p. 31).

Many of the areas on the CRCMSE Scale in which the mean index scores were low involved building relationships with students and families, communication, and valuing the cultures of all students. According to Finley (2014), “cultural competence begins with relationship-building. To build rapport, talk directly to children outside of the class and call them by name” (p. 2). Dunleavy and Milton (2009) also stated that students indicated the relationships they had with adults in their schools were the most helpful to overcome challenges (p. 15). Vilson (2015) explained,

We've known for decades that building relationships is a central part of our work, but this has even larger implications when we work with disadvantaged students. The teacher-student relationship has so many subtle nuances across race, gender, and class lines that opening our eyes to these nuances would make us better educators. (p. 1)

Building relationships with students is critical for best teaching practices and for embracing culturally responsive teaching or culturally responsive classroom management. It is also necessary for teachers to actively engage in discussions, self-reflections, and group reflection to build culturally responsive teaching capacity and understanding (Akiba, 2011; Colombo, 2007; Keengwe, 2010). Change does not occur in a vacuum; it requires teachers to support one another, to collaborate with each other, and to believe in the needed change.

Research Question 3

Is there an association between the experience level of the teacher and the level of culturally responsive teaching practices? The researcher used the chi-square analysis to determine if there was an association between the CRCMSE index score and teaching experience. The result of the chi-square analysis returned a *p* value greater than

.05. According to this result, the researcher cannot reject the null hypothesis that there is no association between the two groups. The results of the *t* tests and the chi-square analysis suggest there is no relationship between teaching experience and the teacher's self-efficacy rating on the CRCMSE Scale. The CRCMSE mean index score for beginning teachers was 77.83; the CRCMSE mean index score for experienced teachers was 82.5; the CRCMSE mean index score for teachers with master's degrees was 82.42; and the CRCMSE mean index score for teachers with National Board certification was 81.03. There is a difference of 4.67 between the mean index score for beginning teachers and the mean index score for experienced teachers. Teaching experience does not seem to influence the CRCMSE ratings. Brown (2007) suggested that culturally responsive teachers utilize the best of what we know about good teaching (p. 59). "One of the most important aspects of culturally responsive teaching is the teachers' belief that all students from culturally and linguistically diverse backgrounds want to learn" (Brown, 2007, p. 60). Based on Brown's suggestion, all teachers could benefit from professional development on best teaching practices and all students can benefit when their teachers believe all students want to learn. "Cultural competence is not the result of a single day of training or reading a book, or taking a course. Educators become culturally competent over time" (NEA, n.d.a, para. 2). "Cultural competence can be learned, practiced, and institutionalized to better serve diverse students, their families, and their communities" (NEA, n.d.a, para. 1).

Culturally responsive teaching requires teachers to change their mindset.

Nussbaum-Beach (2010) suggested,

Schools are often accused of not having the guts to change. In fact, the problem with many schools is that the only constant is change. Schools move from one

unfounded idea to the next and from the newest instructional fad to the next technology craze. If, as a change agent, a leader, you want to make deep-seated change, then your priorities and practices must stay consistent in good times and bad. (para. 9)

The chi-square analysis was conducted between beginning teachers and experienced teachers using their CRCMSE index scores. Career teachers were identified as teachers with 4 or more years of teaching experience. Beginning teachers were identified as teachers with 0-3 years of teaching experience. The chi-square analysis returned a result of 0.166598 which is greater than .05 for the association of the CRCMSE index score and teaching experience. Therefore, the researcher cannot reject the null hypothesis that there is no association between the CRCMSE index score and teaching experience. Due to the lack of distribution of the CRCMSE index scores into the four quarters of 0-25, 26-50, 51-75, and 76-100, the researcher created more specific categories.

An additional chi-square analysis was conducted using the CRCMSE index scores with more specific data ranges. The second chi-square analysis returned a result of 0.124282 which is greater than .05 for the association between the CRCMSE index scores and teaching experience. Therefore, the researcher cannot reject the null hypothesis that there is no association between the CRCMSE index score and teaching experience.

The researcher used the chi-square analysis to determine if there was an association between the CRCMSE index score and teaching experience. The result of the chi-square analysis returned a *p* value greater than .05. According to this result, the researcher cannot reject the null hypothesis that there is no association between the two groups.

Since no significant difference was found between beginning teachers and experienced teachers, there are great opportunities for improvement of all teachers in the study district in the areas of culturally responsive teaching and culturally responsive classroom management. There seems to be so little understanding of these concepts, the researcher believes teachers do not know how to accurately rate themselves on the CRCMSE Scale. The focus group participants indicated they did not have specific college coursework in the area of culturally responsive teaching. Ladson-Billings's landmark work on culturally responsive teaching, *The Dreamkeepers*, was published in 1994. This work is now 2 decades old but still a new concept for practicing teachers. Two focus group participants shared that their first class on diversity was in a graduate program. Several focus group participants admitted to confusing cultural diversity with poverty. Also, the researcher believes teachers who have not had the opportunity to work with minority students feel over prepared and have inflated ratings on the CRCMSE scale due to their lack of experience working with students from diverse cultural backgrounds. Focus group participants also shared that the school where they serve does not have a diverse student population.

There is great potential to provide all teachers training in the areas of culturally responsive teaching and culturally responsive classroom management. Fullan (1993) suggested "moral purpose needs to be more explicit and educators need the tools to engage in change productively. Moral purpose keeps teachers close to the needs of children. Change agency helps to develop better strategies for accomplishing their moral goals" (p. 2). Additionally, in an interview with Salcito (2012), Fullan suggested teachers have an ever-changing role. "The developmental role now is helping students to become self-learners. The teacher is not playing a passive role, but a very active change-agent

role” (Salcito, 2012, para. 5). The ideas of teachers as change agents and teacher self-efficacy are connected. Teachers themselves hold the key for implementing meaningful change in the areas of culturally responsive teaching and meeting the needs of all students, but they will need support of school and district administrators to embark on this needed and intentional change. Bandura (2006) supported this idea: “to be an agent is to influence intentionally one’s functioning and life circumstances” (p. 164). The analysis of the chi-square results and of the CRCMSE data do not support an association between the experience level of the teacher and the level of culturally responsive teaching practices.

Limitations of the Study

The limitation which had the most potential impact on the findings was the selection process for the individuals in the study. Creswell (2014) recommended selecting “a random sample, in which each individual in the population has an equal probability of being selected” (p. 158). The sample used in this study was a nonprobability sample because the respondents were “chosen based on their convenience and availability” (Creswell, 2014, p. 158). With such a sample, there was no certainty that the probability selection was equal among the potential participants, as the study participants were all voluntary or were selected by the principal of one of the study schools. Three hundred eighty survey packets were distributed with only 167 being returned with a participation rate of 43.95%. Other limitations of this study include the low sample size of male and minority participants and the lack of non-Title I schools in the study.

Also, the school principals were asked to identify two teachers who exhibited culturally responsive teaching practices. Due to the timing in the school year and

scheduling conflicts, four schools were unable to send any teacher representatives for the focus group discussion; and several principals asked for volunteers to attend the focus group instead of selecting the teachers to attend. As a result, only 15 teachers participated in the focus group discussion. Due to the lack of a random sample for the focus group discussion and due to the voluntary nature for the completion of the CRCMSE Scale, a true probability sampling technique was not employed. This could significantly limit the ability of the researcher to make broader generalizations from the sample to the population being studied (Laerd Dissertation, 2012). Another limitation for this study was the 43.95% response rate for the CRCMSE rating scales. The use of paper and pencil rating scales instead of an electronic form may have been a limitation for this study.

An additional limitation of the focus group discussion was the lack of diversity in the ethnic background of the group and the lack of any male participants. There were 15 participants. All the participants were female. Thirteen of 15 participants, 86.67%, were White. The focus group participants' ethnic backgrounds were not very reflective of the district's overall ethnicity. In the study district, 71% of the teachers were White. Another limitation for this study was that 11 of the 12 schools in the study, 91.67%, were Title I schools.

The idea of an inherent bias for teachers to rate themselves more highly on this type of scale should be considered as well as do teachers at a less diverse school rate themselves more highly because they have not had the opportunity to work with students from diverse backgrounds. The notion of culturally responsive teaching is not new; however, it seems teachers and administrators do not have a strong understanding of this concept and have received little or no professional development on this topic. During the

focus group discussion, poverty and cultural diversity were used interchangeably. This indicates a lack of understanding of culturally responsive teaching.

Recommendations

It is important for the targeted school district to provide professional development for teachers in the area of culturally responsive teaching practices. It would be helpful for teachers to participate in poverty simulation training, visit Ron Clark Academy, have a refresher training for Ruby Payne, participate in SIOP training, and participate in a bus tour of their school district at the beginning of each school year. The study school district currently provides a teacher induction program for new teachers with 3 or less years of experience. One component of this program requires all first-year teachers to ride the school bus for a bus route. The study school district should also provide training in the area of culturally responsive teaching practices for all school administrators.

Empowerment of all teachers to focus on best teaching practices and in the belief that all students want to learn is also crucial. Teachers truly have the power to become agents of change and to make changes in their classrooms which will benefit all students. If teachers can truly be empowered in this manner, the opportunities for student success are great. This study adds to the existing literature on the importance of culturally responsive teaching and culturally responsive classroom management practices.

Implications for Future Study

Based upon the findings from this study, there are many implications for future research. Using the same research parameters, a study should be conducted to compare the individual ratings on the CRCMSE Scale with administrator ratings for the individual teacher. If the teacher and administrator ratings were similar, this would add to the validity and reliability of the instrument. A comparison of teacher effectiveness data for

minority students with teacher ratings on the CRCMSE Scale would be very beneficial for future study.

Another area for future study could be exploring whether teachers view culturally diverse students and poverty as the same. An additional study could also examine how student mental health issues could be misinterpreted as cultural diversity. Teacher education preparation programs could also be studied to determine if any programs focus on culturally responsive teaching practices. A larger study with more teacher diversity would also be helpful to determine if a relationship exists between teaching experience and the CRCMSE index scores. A larger study with more school diversity could also determine if there are significant differences between Title I schools and non-Title I schools on the CRCMSE ratings.

If a similar study is conducted in the future, a separate principal meeting should occur prior to the distribution of the CRCMSE Scales and the focus group discussion. School principals may not have a strong understanding of the ideas of culturally responsive teaching or culturally responsive classroom management. Future researchers should also consider the use of an electronic rating scale instead of a paper and pencil rating scale to determine if more participation would occur.

Analysis of teacher ratings on the CRCMSE Scale could also be studied to examine if there is an association between teacher ratings on the CRCMSE Scale and diversity of the individual school setting.

Summary

This study analyzed the relationship between ratings on the CRCMSE Scale and teacher experience among elementary teachers in 12 study schools in a large school district in a southeastern state. Through this research study, the researcher aimed to

identify the current state of teacher self-efficacy for teaching students from diverse cultural backgrounds as reported by teachers who completed the CRCMSE Scale. The researcher also used a teacher focus group to determine what, if any, meaningful professional development experiences the teachers have had to help them be culturally responsive when working with students from diverse cultures. The results of the *t* tests and the chi-square analysis suggest there is no relationship between teaching experience and the teacher's self-efficacy rating on the CRCMSE Scale.

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Appendix A

Culturally Responsive Classroom Management Self-Efficacy Scale

Culturally Responsive Classroom Management Self-Efficacy Scale

Directions: Rate how confident you are in your ability to successfully accomplish each of the tasks listed below. Each task is related to classroom management. Please rate your degree of confidence by recording a number from 0 (no confidence at all) to 100 (completely confident). Remember that you may use any number between 0 and 100.

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

I am able to:

- _____ 1. Assess students' behaviors with the knowledge that acceptable school behaviors may not match those that are acceptable within a student's home culture
- _____ 2. Use culturally responsive discipline practices to alter the behavior of a student who is being defiant
- _____ 3. Create a learning environment that conveys respect for the cultures of all students in my classroom
- _____ 4. Use my knowledge of students' cultural backgrounds to create a culturally compatible learning environment
- _____ 5. Establish high behavioral expectations that encourages students to produce high quality work
- _____ 6. Clearly communicate classroom policies
- _____ 7. Structure the learning environment so that all students feel like a valued member of the learning community
- _____ 8. Use what I know about my students cultural background to develop an effective learning environment
- _____ 9. Encourage students to work together on classroom tasks, when appropriate
- _____ 10. Design the classroom in a way that communicates respect for diversity
- _____ 11. Use strategies that will hold students accountable for producing high quality work
- _____ 12. Address inappropriate behavior without relying on traditional methods of discipline such as office referrals
- _____ 13. Critically analyze students' classroom behavior from a cross-cultural perspective
- _____ 14. Modify lesson plans so that students remain actively engaged throughout the entire class period or lesson
- _____ 15. Redirect students' behavior without the use of coercive means (i.e. consequences or verbal reprimand)

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

I am able to:

- _____ 16. Restructure the curriculum so that every child can succeed, regardless of their academic history
- _____ 17. Communicate with students using expressions that are familiar to them
- _____ 18. Personalize the classroom so that it is reflective of the cultural background of my students
- _____ 19. Establish routines for carrying out specific classroom tasks
- _____ 20. Design activities that require students to work together towards a common academic goal
- _____ 21. Modify the curriculum to allow students to work in groups
- _____ 22. Teach students how to work together
- _____ 23. Critically assess whether a particular behavior constitutes misbehavior
- _____ 24. Teach children self-management strategies that will assist them in regulating their classroom behavior
- _____ 25. Develop a partnership with parents from diverse cultural and linguistic backgrounds
- _____ 26. Communicate with students' parents whose primary language is not English
- _____ 27. Establish two-way communication with non-English speaking parents
- _____ 28. Use culturally appropriate methods to relate to parents from culturally and linguistically diverse backgrounds
- _____ 29. Model classroom routines for English Language Learners
- _____ 30. Explain classroom rules so that they are easily understood by English Language Learners
- _____ 31. Modify aspects of the classroom so that it matches aspects of students' home culture
- _____ 32. Implement an intervention that minimizes a conflict that occurs when a students' culturally-based behavior is not consistent with school norms
- _____ 33. Develop an effective classroom management plan based on my understanding of students' family background
- _____ 34. Manage situations in which students are defiant
- _____ 35. Prevent disruptions by recognizing potential causes for misbehavior

Appendix B

Teacher Background Questions

Please complete the following Teacher Background Questions:

1. Name of the school where you teach.
2. What grade do you teach?
3. What is your ethnicity?
4. What is your gender?
5. What is your age?
6. What is your first language?
7. Do you hold a Master's Degree?
8. Do you have National Board Certification?
9. How many years have you been teaching?
10. Do you serve in a Title I School?

Appendix C

Letter Granting Permission to use the CCRMSE Scale



TEXAS TECH UNIVERSITY

College of Education

Permission To Use Instrument(s)

Dear Researcher:

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

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

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

- **Culturally Responsive Teaching Outcome Expectations Scale**

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

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

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

Best wishes with your research.

Sincerely,

Kamau Oginga Swatu, PhD
Professor of Educational Psychology

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

An EEO/Affirmative Action Institute

Appendix D

Letter from School Superintendent Granting Permission to Research in the District

April 5, 2017

As the superintendent of [REDACTED] Schools, I grant Rebekah Lawing Duncan permission to conduct educational research using practicing elementary teachers.

The research will be conducted using the thirty-five item Culturally Responsive Classroom Management Self Efficacy Scale (CRCMSE) and nine Teacher Background Questions. These items will be combined into one form. The survey will be provided in hard copy form with the required IRB information.

Additionally, a Focus Group will be used to answer four questions. Permission is granted to distribute the survey to elementary school teachers in 12 schools and to have thirty elementary teachers participate in the Focus Group discussion. I understand participation is voluntary. All responses will be held confidential. No individuals nor the schools they serve will be identified in any report.

[REDACTED]

April 6, 2017
Date

Appendix E
Informed Consent Form

Gardner-Webb University IRB

Informed Consent Form

Title of Study: Examining Culturally Responsive Practices of Elementary Educators

Researcher:

Rebekah Lawing Duncan

Candidate, Doctor of Education

Purpose

The purpose of the research study is to examine the culturally responsive practices of practicing elementary educators. The study will also examine professional development opportunities

Procedure

Upon approval from the superintendent, the research will be conducted using volunteer participants in a large school district in North Carolina. Participants will be practicing elementary teachers who are employed by this district. Participants will be elementary teachers from the thirty elementary schools.

Eligible participants will receive an email with an invitation to complete the Culturally Responsive Classroom Management Self-Efficacy Scale and Teacher Background Questions. The teachers will receive the scale through the email as a Google Form. The thirty-five question CRCMSE scale and nine question teacher background questions will be combined and sent as a Google Form. This Google form will be distributed through an email to all elementary teachers in the targeted district. Participants will be informed they may skip any question which causes discomfort and they may stop the survey at any time.

The CRCMSE survey consists of 35 items in which participants will rate how confident they are in their ability to execute specific culturally responsive classroom management by indicating a degree of confidence ranging from 0 (no confidence at all) to 100 (completely confident). Responses to each item are summed to generate a total score. Every CRCMSE Scale will receive an index score which may range from 0 to 100. The index score will be obtained by totaling the responses on the CRCMSE Scale and then dividing by the total number of items on the scale. This score will be a quantitative indicator of the strength of each practicing teacher's CRCMSE beliefs. The index scores will be categorized into the following groups, 0-25, 26-50, 51-75 and 76-100.

Each CRCMSE Scale will also collect the respondent's demographic information including, ethnicity, gender, age, teaching experience, degree completion, National Board Certification and if they teach at a Title I School. This data will be analyzed by calculating the mean value for each demographic subgroup and T-tests will be utilized to determine if the differences in the mean are statistically significant.

In addition, each elementary school principal will be asked to identify two elementary

teachers from their school who exhibit culturally responsive teaching practices. This selection will allow thirty elementary school teachers, one from each elementary school, to participate in the focus group discussion. Each elementary school principal will identify two teachers for the focus group, so the researcher can guarantee participation from each school. Teacher A will be the first choice for the focus group and in the event Teacher A cannot attend, Teacher B will attend the focus group.

The focus group discussion will examine the following questions.

1. Do you feel prepared to teach students from diverse cultural backgrounds?
2. What were the most meaningful courses you have had to prepare you to teach students from diverse cultural backgrounds?
3. What experiences have made you culturally responsive?
4. What professional development has been most helpful to you when working with culturally diverse students?

The focus group discussion will be audiotaped. Focus group participants will be informed they may skip any question which causes discomfort and they may stop their participation in the focus group at any time.

Focus group data will be outsourced to a local transcriptionist to be transcribed into print form. The researcher will identify common themes and needs from the CRCMSE Scales and from the focus group discussions. Once in print form, the researcher will analyze the themes from the focus group discussion and the researcher will code themes which emerge one to two times as a low frequency. Themes which emerge between three and five times will be considered to have a moderate frequency. Themes which emerge more than six times will be considered to have a high frequency.

This analyzed qualitative and quantitative data will be used to answer the three research questions. The researcher will perform a chi-square analysis between teaching experience and the CRCMSE score to determine if there is an association between the two variables. The researcher will look for trends from this data analysis to answer the research questions. The researcher will determine if there are substantial differences in the responses of these groups. The researcher will identify common themes and needs from the CRCMSE Scales and from the focus group discussion. Themes which emerge from the focus group discussion will be identified as most occurring or least occurring.

Time Required

It is anticipated that the study will require about 15 minutes of your time to complete the Culturally Responsive Classroom Management Self Efficacy Scale (CRCMSE) and Teacher Background Questions. The CRCMSE Scale and Teacher Background questions will be sent as an electronic Google Form.

It is anticipated that the Focus Group will require no more than two hours of your time.

Voluntary Participation

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. If you choose to withdraw, you may request that any of your data which has been collected be destroyed unless it is in a de-identified state.

Confidentiality

The information which you provide during this study will be kept private and confidential at all times. Your CRCMSE Scale and Teacher Background Questions data will be collected confidentially through the Google Form. Your data will be anonymous which means that your name will not be collected or linked to the data. All study data will be maintained in a secure location. Due to the nature of the data for the Focus Group, it may be possible to deduce your identity. However, there will be no attempt to do so and your data will be reported in a way that will not identify you. Participants for the focus group will in no way be identified by their name. The audio file and the transcription of the audio file will also be kept in a secure location. When the study is complete and the data has been analyzed, all information in the secure location will be destroyed. Your name will not be used in any report.

Risks

There are no anticipated risks in this study.

Benefits

There are no direct benefits associated with participation in this study. This study may help us to understand the perceptions of cultural responsiveness of practicing elementary educators in the targeted district. The data may also help to identify meaningful professional development experiences for practicing teachers. The data may help us to determine whether the experience level of the teacher impacts his or her cultural responsiveness. This study may help us understand how schools can support elementary teachers to become more culturally responsive when working with minority students. The Institutional Review Board at Gardner-Webb University has determined that participation in this study poses minimal risk to participants.

Payment

You will receive no payment for participating in the study.

Right to Withdraw From the Study

You have the right to withdraw from the study at any time without penalty. If you choose to withdraw from the study, your portion of the Focus Group audio tape will be destroyed.

How to Withdraw From the Study

You have the right to withdraw from this study at any time without penalty. If you choose to withdraw from the study, please tell the researcher and leave the room where the Focus Group is meeting. There is no penalty for withdrawing from this study. If you would like to withdraw from this study after your materials have been submitted, please contact Rebekah Duncan.

If you have questions about the study, contact the following individuals.

Rebekah Lawing Duncan
Department of Education
Gardner-Webb University
Boiling Springs, NC 28017

Dr. Bruce Boyles
Department of Education
Gardner-Webb University
Boiling Springs, NC 28017
704-406-3047
bboyles@Gardner-Webb.edu

If the research design of the study necessitates that its full scope is not explained prior to participation, it will be explained to you after completion of the study. If you have concerns about your rights or how you are being treated, or if you have questions, want more information, or have suggestions, please contact the IRB Institutional Administrator listed below.

Dr. Jeffrey S. Rogers
IRB Institutional Administrator
Gardner-Webb University
Boiling Springs, NC 28017
704-406-4724
jrogers3@gardner-webb.edu

Voluntary Consent by Participant

I have read the information in this consent form and fully understand the contents of this document. I have had a chance to ask any questions concerning this study and they have been answered for me.

_____ I agree to participate in the confidential survey.

_____ I do not agree to participate in the confidential survey.

_____ I agree to participate in the focus group session(s). I understand that this focus group may be audio recorded for purposes of accuracy. The audio recording will be transcribed and destroyed.

_____ I do not agree to participate in the interview session(s).

Participant Printed Name

Date: _____

Participant Signature

Date: _____

You will receive a copy of this form for your records.

Appendix F

Principal Letter

April 24, 2017

Dear Principal,

Thank you for assisting me in my doctoral dissertation by distributing the Culturally Responsive Classroom Management Self Efficacy Scale (CRCMSE) and Teacher Background Questions to your elementary teachers. There are 10 basic Teacher Background Questions and 35 CRCMSE Questions. Teachers will provide an open-ended answer for the 10 Teacher Background Questions. Teacher will provide a self efficacy rating between 1 and 100 for each of the 35 CRCMSE Questions.

Included with the Teacher Background Questions and the CRCMSE Scale is a consent form which explains the research procedure and the teacher's role in the process. Each teacher who completes the Teacher Background Questions and the CRCMSE Scale will need to sign the consent form and return with the Teacher Background Questions and CRCMSE Scale.

I have included the following in the packet for each teacher:

- A letter to the elementary teachers about the research
- Teacher Background Questions and CRCMSE Scale (to be returned)
- Consent Form (to be returned)
- A letter from Dr. Kamau Siwatu which grants me permission to use the CRCMSE Scale
- A label for you to return the surveys to me through the courier

Please return the completed surveys to me by May 24, 2017. Thank you for your support and for the participation of your teachers.

Becky Duncan

Appendix G
Teacher Letter

May 3, 2017

Dear Elementary Teacher,

Thank you for assisting me in my doctoral dissertation by completing the Culturally Responsive Classroom Management Self Efficacy Scale (CRCMSE) and Teacher Background Questions. There are 10 basic Teacher Background Questions and 35 CRCMSE Questions. You will provide an open-ended answer for the 10 Teacher Background Questions. You will also provide a self efficacy rating between 1 and 100 for each of the 35 CRCMSE Questions.

Included with the Teacher Background Questions and the CRCMSE Scale is a consent form which explains the research procedure and your role in the process. You will sign the consent form and return with the Teacher Background Questions and CRCMSE Scale to your principal. All information will be returned to me through the courier.

I have included the following in the packet for your review:

- Teacher Background Questions and CRCMSE Scale (to be returned)
- Consent Form (to be returned)
- A letter from Dr. Kamau Siwatu which grants me permission to use the CRCMSE Scale

Please return the completed surveys to your principal by May 24, 2017. Thank you for your support and for your participation.

Becky Duncan

Appendix H
CITI Certification

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM) COURSEWORK REQUIREMENTS REPORT*

* NOTE: Scores on this Requirements Report reflect quiz completions at the time all requirements for the course were met. See list below for details. See separate Transcript Report for more recent quiz scores, including those on optional (supplemental) course elements.

• **Name:** Rebekah Duncan (ID: 4851790)
 • **Email:** rduncan5@gardner-webb.edu
 • **Institution Affiliation:** Gardner-Webb University (ID: 2257)
 • **Institution Unit:** EDLS
 • **Phone:** 704-718-6954

 • **Curriculum Group:** School of Education Research Investigators
 • **Course Learner Group:** Same as Curriculum Group
 • **Stage:** Stage 1 - Basic Course

 • **Report ID:** 16140625
 • **Completion Date:** 06/27/2015
 • **Expiration Date:** 08/28/2018
 • **Minimum Passing:** 85
 • **Reported Score*:** 100

REQUIRED AND ELECTIVE MODULES ONLY	DATE COMPLETED	SCORE
Belmont Report and CITI Course Introduction (ID:1127)	06/27/15	5/5 (100%)
Students in Research (ID:1321)	06/27/15	10/10 (100%)
History and Ethical Principles - SBE (ID:490)	06/27/15	5/5 (100%)
Defining Research with Human Subjects - SDC (ID:491)	06/27/15	5/5 (100%)
The Federal Regulations - SBE (ID:602)	06/27/15	5/5 (100%)
Assessing Risk - SBE (ID:503)	06/27/15	5/5 (100%)
Informed Consent - SBE (ID:504)	06/27/15	5/5 (100%)
Privacy and Confidentiality - SBE (ID:505)	06/27/15	5/5 (100%)
International Research - SBE (ID:509)	06/27/15	5/5 (100%)
Internet-Based Research - SDC (ID:510)	06/27/15	5/5 (100%)
Research with Prisoners - SBE (ID:505)	06/27/15	5/5 (100%)
Research with Children - SBE (ID:507)	06/27/15	5/5 (100%)
Research in Public Elementary and Secondary Schools - SBE (ID:508)	06/27/15	5/5 (100%)
Research and HIPAA Privacy Protections (ID:14)	06/27/15	5/5 (100%)
Vulnerable Subjects - Research Involving Workers/Employees (ID:485)	06/27/15	4/4 (100%)
Conflicts of Interest in Research Involving Human Subjects (ID:488)	06/27/15	5/5 (100%)
Gardner-Webb University (ID:14691)	06/27/15	No Quiz

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing Institution identified above or have been a paid Independent Learner.

CITI Program
 e-mail: citiprogram@mcman.edu
 Phone: 905-243-7870
 Web: <https://www.citiprogram.org>

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM) COURSEWORK TRANSCRIPT REPORT^{1,2}

**** NOTE:** Scores on this Transcript Report reflect the most current quiz completions, including quizzes on optional (supplemental) elements of the course. See list below for details. See separate Requirements Report for the reported scores at the time all requirements for the course were met.

Name: Rebekah Duncan (ID: 4851790)
Email: rduncan5@gardnerwebb.edu
Institution Affiliation: Gardner Webb University (ID: 2257)
Institution Unit: CDLS
Phone: 704-718-5851

Curriculum Group: School of Education Research Investigators
Course Learner Group: Same as Curriculum Group
Stage: Stage 1 - Basic Course

Report ID: 16140626
Report Date: 06/27/2015
Current Score^{3,4}: 100

REQUIRED, ELECTIVE, AND SUPPLEMENTAL MODULES	MOST RECENT	SCORE
Students in Research (ID:1321)	06/27/15	10/10 (100%)
Gardner-Webb University (ID:14081)	06/27/15	No Quiz
History and Ethical Principles - SRF (ID:490)	06/27/15	5/5 (100%)
Defining Research with Human Subjects - SRF (ID:481)	06/27/15	6/6 (100%)
Belmont Report and CITI Course Introduction (ID:1127)	06/27/15	3/3 (100%)
The Federal Regulations - SBE (ID:502)	06/27/15	5/5 (100%)
Assessing Risk - SBE (ID:503)	06/27/15	5/5 (100%)
Informed Consent - SDC (ID:504)	06/27/15	5/5 (100%)
Privacy and Confidentiality - SBE (ID:505)	06/27/15	5/5 (100%)
Research with Prisoners - SDC (ID:506)	06/27/15	5/5 (100%)
Research with Children - SBE (ID:507)	06/27/15	5/5 (100%)
Research in Public Elementary and Secondary Schools - SDC (ID:508)	06/27/15	5/5 (100%)
International Research - SDC (ID:509)	06/27/15	5/5 (100%)
Internet-Based Research - SDC (ID:510)	06/27/15	5/5 (100%)
Research and HIPAA Privacy Protections (ID:14)	06/27/15	5/5 (100%)
Vulnerable Subjects - (Research Involving Workers/Employees (ID:183)	06/27/15	4/4 (100%)
Conflicts of Interest in Research Involving Human Subjects (ID:488)	06/27/15	5/5 (100%)

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

CITI Program
 Email: citiproc@citi-traini.edu
 Phone: 305-243-7970
 Web: <https://www.citiprogram.org>

Appendix I

Focus Group Transcription

**Teacher Focus Group Discussion
May 9, 2017**

Held at Study Elementary School beginning at 3:00pm
15 Teachers attended from 8 selected schools

The focus group discussion will examine the following questions:

Question #1: How prepared do you feel to teach students from diverse cultural backgrounds?

Teacher 1: I'd say pretty ok prepared to teach students from diverse backgrounds. I have students in my room this year from very varied backgrounds. The school that I'm at is not very culturally diverse. But as far as students that are from different cultural backgrounds I'd say pretty well prepared. There's always the fear of the unknown that you might step on somebody's toes or say something that is inappropriate or say something that is wrong for the most part I'm pretty prepared.

Teacher 2: I'm also from the same school and so our population is not as culturally diverse, so how prepared do I feel? I feel like I'm 50 50 because in my... I've only been teaching for 6 years so I have not ran across many kids from different cultural backgrounds but I am currently working on my Masters where we have a Diversity class through Appalachian, so we have done a lot of reading about it and how you need to be aware. I feel like my kids in my class who don't look like me, I just treat them like a student. I don't pay attention to color or what language they come from or you know we try to talk about everything, holidays, I try to be open in my room.

Teacher 3: Honestly because I have been teaching a while I feel a lot more prepared than I did when I first went in and I think that every year having more children in my classroom from diverse backgrounds has helped me to learn more about their culture and helped me to better meet their needs and I have to piggyback off what you said about not looking at color. They are all my kids. They are all my children regardless. I do think that I don't think I was prepared for that when I first went into the classroom for that. I think it has just come with experience. Just kind of feeling it out. What works, what doesn't. What's the best way to respond to certain things. I think that it was actually in graduate class the class on diversity that I learned a lot more about my children more than in undergraduate or even in the classroom, too.

Teacher 4: I'm a first year teacher so I don't feel as prepared as I should be. I don't remember taking any classes in undergrad that prepared me for that situation. My class is not very diverse. I have a few...I have one this year that actually does not celebrate a few holidays. So that was neat to see. I guess it's cool to go

around and I'm learning with them. I guess. She was actually my student teacher so that's kind of where I had my preparation from just from watching my grade level and watching other people around me.

Teacher 5: I feel like I am pretty much prepared with students with diverse cultural backgrounds based on my years of experience in the classroom and we are on the West Side and we do have a variety of cultural backgrounds but like some of the teachers said before I still treat them as students I don't say you this, you that, they all a part of my classroom so I try to teach them as if we are all one. We come from the same cultural background.

Teacher 6: I feel that I am very prepared to teach diverse students of cultural background. I said we are actually team teachers and teach in the same classroom. And so our dynamics change constantly and the whole key to the thing is the family situation. You know. I'm not even talking about looking at color, we talking about have a family situation, where you treat the needs of the kids at home you know them you know you have to treat one different from the other, you know you have to know their attitude, so you take it from a mother standpoint. You know when you teaching those kids. And that's how I feel. How would I treat this kid? How do I need to how would I work with this child in the classroom.

Teacher 7: I feel when I started that I wasn't prepared now I am and I feel that it is just a learning experience from the kids. You just got to learn from them and they're all your own.

Teacher 8: I'm only 5 years into teaching so I will come across situations that I am not as prepared as others. I definitely feel like when you come across a situation when you have children and you are not sure how to approach their needs based upon their diversity. I have a really strong team at the school I work at you go and you seek out outside resources to try to meet the children, you practice inclusion, you try to bring their cultures in as much as you can, you practice all different types of things you know so no one feels excluded. Um so just kind of you know...With each year you get a little more comfortable with it.

Teacher 9: I feel like that I have grown um a lot since the beginning and it seems every year like you have a different situation that you learn more about and also its just like um they were mentioning with the trust. You have to build that trust with the students so no matter what their background is um you can talk to one another and share what you need to with that person.

Teacher 10: Um I think mostly what everyone else has said that I feel more prepared each year um I also learned a lot this year as far as diversity goes that varies as far as like at our school we teach at we have a

lot of anger issue children. I have a lot in my classroom so I've just learned that diversity has a lot you have to look at it as far like as like you said that individual needs and how you respond to them that's just the hugest thing. Sometimes you think of their culture and you think about culture and their background and things and I've learned it's so much bigger than that and how that you are actually communicating with your students.

Teacher 11: Um I feel like I am more prepared now than I once was going in um and a lot of it has come from different experience being at different schools. This is my first year in GCS. Um I'm actually doing an interim. I've actually taught in Lincoln County and in Hickory City Schools so I have a lot of cultural diversity experience and I have learned a lot from that experience.

Teacher 12: Um so I'm looked back at my college transcripts to try to see if I could remember, I did look like I took a diversity class and I do remember them talking aspects of Hispanic culture. I kind of knew what this was about. But it looks like I remember a couple things. So going into teaching. This is only my 3 year and I kind of feel like some of the other people said it's almost like the individual student's personality almost outweighs the cultural, it's not just one Hispanic kid is gonna be different than another Hispanic kid. And it doesn't feel like I'm unprepared but in a way I kind of do feel like I could use more information and it might help me understand the individual students better.

Teacher 13: Um Um I mean we teach at the same school and all of my experience has been with teaching when i first came. This is my 11th year. I was in a culture shock. Um I had no idea. I learned a lot. It's individual students you have to learn the individuals it is far more than the just the different cultural backgrounds when we think of countries and a lot of times asking them to teach you things and the way you kind of feel and its constantly changing. You might be able to have one situation this year, or this week, or this day and tomorrow something completely different happens. And you have to continue to learn ways and strategies to continue to work with them. I like what she said over there about they are all your babies. It is not about this person being this or this person being that. They are all your babies.

Teacher 14: It's my third year teaching and I don't think that I came into my first year very prepared to teach um and like reach all the diverse cultural needs of my students but it is definitely something I have learned. I did take a generic diversity class in my undergraduate program but honestly I think it has just been learning um just the experience has taught me more than anything that I came to teaching with. If that

makes sense.

Teacher 15: I think that I was somewhat prepared. This is my 7th year teaching. And I have taught in this school district all this time and I have been to different schools and I feel that being around different schools has helped me become more diverse experiences. I've been at this school for 4 years and I feel like I have gotten to know the students more and I feel like they have helped me um in my experiences in in just learning from them as a whole and they are all individuals. Just piggybacking on what the other people have said.

Question #2: What experience, if any, were the most meaningful to prepare you to teach students from diverse cultural backgrounds?

Teacher 1: Um it kind of goes with question 4 but I think like the Ruby Payne's study a long time ago but it was more about children in poverty than diverse students that kind of sticks in my mind but I think I really don't recall any coursework or anything like that that helped me prepare. A lot of it just kind of came with time and we talked about your team work with other people and knowing your students and their families and kind of understanding more about why they feel that way or why they believe that way and getting to know them more so. More on the job experience I guess than professional experience.

Teacher 2: I agree with you. I feel like any class I ever had in undergrad I took it with me when I went for my first year teaching. There was nothing necessarily that fully prepared me for what to expect for my first day in the classroom for my first year teaching. And I feel like going to grad school I have learned so much more about the teaching profession and what I will be going into the classroom with that I wish why did they not teach that to us in undergrad. They may have and I may have taken a diversity class I may have and just don't remember but it wouldn't have stuck it's just on the job experience um definitely has increased my knowledge of or my ability to work diverse people.

Teacher 3: One of things that I think that when I think about is it is hard for me not to think about my ESL kids. My very first year teaching I had a little girl who spoke no English and one day after lunch I did not see her in the classroom anymore and I did not know where she was. We were looking everywhere. She was in the bathroom asleep on the floor and at that point I was a first year teacher and what it is was was she was totally lost in the first grade classroom, she should have been in the kindergarten room and this really opened my eyes and I was at the point where I sat down and spoke to my ESL teacher and asked for strategies about how can I help this child and that's one of the reasons in my graduate work I did a project

on how to reach parents and how do I make it so the parents feel welcome at our school to help the kids. A lot of the issues is that our teachers don't feel as though the ESL kids get help at home. Um we don't they never attend family functions at our school, they are never present, they are not involved, and the research they really want to be involved but they do not have the means to get there or it is a language barrier. Those children just really have a special place in my heart from that experience that I had so that's why every time I get the opportunity to read about um ESL kids and dig deeper in that background and figure out how I can help those kids. That's what I do.

Teacher 4: Um for me the most meaningful thing for me would be just being in the classroom and interacting with my kids and I haven't taken any professional developments on it and just being able to go around and watch other teachers do that and interact with students you know what I mean.

Teacher 5: Um with my experience I feel like it is on the job training. It is hard to say what did I do to learn to work with diverse kids from cultural backgrounds. Also, I feel like parent conferences. Getting to know the parent. When you get to know the parent you can better understand the child. And the parent can give you a little bit more information about their child and what they do at home and then you kind of adjust with that experience in the classroom.

Teacher 6: Um to answer question #2 I have a thing about my grandparents, they took in foster kids with that being the case with me being their grandchild and taking in foster kids they had some that were blind, different colors, race backgrounds, just being around them knowing how they interacted, what set them off. That was actually a life experience that I can't articulate something I can't put into words but it's something I ever since a little girl. They took in kids till the time they died. They always had foster kids coming in and out. So just life experiences has made me culturally responsive with diverse kids with all different backgrounds. We all had to sit at the table and ate together, it didn't matter the situation. We were just together.

Teacher 7: Definitely classroom experience. I moved 800 miles away from home and came down here and just I did not know that kids I guess I know but didn't see it firsthand that kids did not have food at home or clothes or running water and you just learn all of that real quickly from the kids.

Teacher 8: Um I was going to say probably um the most meaningful experience um the school I work at has a lot of kids from low income families um and situational poverty and um. At the school I'm out now,

one of my kids walked to school. His family was asleep and he wanted to be there. And I think a lot of times it is very very easy to assume that kids don't want to participate and don't want to learn. It is easy to assume that. That child got up and walked. So that made me think a little bit more about my kids and what they have going on at home and don't just take it at face value. That made me a little more responsive about their needs. And how I need to meet other needs just besides in the classroom.

Teacher 9: I'm new to GCS and this is my 7th year teaching. The county that I was at we had some issues on the bus and um so the teachers were required to ride the bus so just seeing where the kids were getting off the bus was really eye opening to me as well. Um you know just looking at where they come from. Also, this year I was given the opportunity to do the SIOP cohort and I feel I have learned a lot from that that I can apply in the classroom as well.

Teacher 10: I took Interpersonal Communication in my undergrad and it was a very frustrating class to take it was very hard to understand. Once I took that class I understand that no other human thinks like you do or sees what you see. That is a huge battle that I see with my kids. The biggest thing I want them to take away is that it's ok to be different and its ok to have different views and it's ok to understand that we are different and we don't think the same. That is hard for me to grasp but once I understood that it was easier for me to respond to my kids. Um and try to influence them. They come from all these backgrounds and have all these reasons and react certain ways but we have to keep in mind when do we still say but it is still our place to show them the right thing to do which is being respectful to other people and understanding that they don't think the same way that's a huge can of worms but um but year that's just one of the things that has helped me and my husband he came here in middle school and he didn't know any English. He is from South America. He has helped me tremendously with ESL. Just things just getting his perspective of coming here as a child and not learning anything and just his learning process amazes me. He graduated high school on time, is fluent in both languages, read write, and so he helps me tremendously just hearing his thoughts on things when I have children like that and how best to help them and those experiences have helped me.

Teacher 11: Um I do remember taking some diversity classes in college and having to do reports and place ourselves in a diverse setting and do a report on it and I don't think it really prepared me as far as teaching students but more as a person who you are and just being able to open your heart and just being open

minded to everyone's different just experiences.

Teacher 12: Well um I don't feel like my college training really prepared me for much at all. I was lucky though because I student taught at the school where I was hired and still am and had a really good cooperating teacher who taught me a lot about the kids and the culture there but I think if I had come into the school where I am at, without student teaching there, I would have been in for a real shock.

Teacher 13: I don't feel like my college prepared me at all. I'm from a one stoplight town in West Virginia and everybody. we had no differences. It seemed like growing up. Coming down here as I said was completely different. We did do the Ruby Payne that she said and she was talking about over there. That helped a lot. It helped see from their perspective a little bit and the biggest thing is seeing it every day in the classroom and like I said before it's like you are constantly learning too and having to change with them and learn with them and know that they are all different within themselves, too so

Teacher 14: Definitely the most meaningful experiences have been in the classroom too. Two actually happened this year, um semi-recently we were making human bodies, huge human bodies, it was eye opening for me and it was eye opening for the students and I was looking for like the white paper. Then I was like brown that's a color, too. And I was like alright, I had two boys helping me, one Hispanic, I guess Latin American and another African American and they both got super excited and said yeah brown paper and they were tearing off big shirts and I was like this was eye opening for me. It was one of those light bulb moments. It's not one way or the highway. There is so much here and it kind of like cleared by eyes a little bit to kind of like think more more open minded. It sounds like a silly example, but it was powerful in the moment for me. Another one similar to that I think it was actually more eye opening for the kids but reflected back on me I did not realize my kids some of them are so a little more closed minded about culture. We were doing a passage about the Civil War and white soldiers being paid more than black soldiers so instead of doing the written response this was something I had seen on YouTube. The student got paper and could throw it if it went it they got money. If they didn't make it they didn't get money. They were livid. The ones in the back were like what the heck why did I not get paid. I said just because. Like literally you were sitting in the back and to see them get so angry and to see the kids in the front be like wow that's not really fair. They were so happy and they felt guilty that they were happy because of their friends. Things like that experiences in the classroom and those are things One last thing with that

social studies lesson it was something I had seen on YouTube finding my own professional development on diver ways to explore diversity in the classroom and then seeing it firsthand been the most powerful. There are times that I have to remove myself. I am a very emotional person. I have to remove myself. Just learning experiences almost every day. Good experiences.

Teacher 15: Um during my college experience I was a part of the Teaching Fellows Program in NC and during the um after during the summer but it was before our students got out. We got on a bus and traveled from the mountains all the way to the coast and we stopped at different county schools and visited and got to sit in on classrooms and that was the most awesome experience because you could just see I mean the different cultures and diversity between the mountains and the coast and that was just that was just really amazing. I wish that I could do that every year.

Question #3: What experiences have made you culturally responsive?

Teacher 1: I think I keep blending culturally experiences with like poverty, church mission trips, church van ministries, I think is more poverty as far as experiences through a more cultural background have been obtained through the classroom. Just having the students and getting to know their parents and parent conferences. That is such a huge aspect of that. When you it is kind of interesting and you think that they don't know what they are talking about but they do. I had that experience last year and I was like I felt like I was talking down to the parent and they were very well educated so it was kind of nice to take myself out of that for a second and see the error of my ways. I guess that would be about it.

Teacher 2: Before going to teach coming to the school I am at now I worked at CPCC the central location in financial aid and Veteran's Affairs. I mainly worked in the Direct Loan Program. I guess that was the most diverse situation I had ever been placed in and I worked with refugees and G845 to help them get financial aid and all these people who hardly spoke any English. I remember thinking I have lived here my entire life and this is the elementary school I went to, middle school, high school, and college down the road and you know I just haven't ever left here to work in downtown Charlotte and work with students who were so culturally diverse and the central campus was the most diverse of all of the campuses they have and just working with different cultures and you just assume ok they don't speak English so Ok I will really have to explain this, no they knew exactly what they were coming to do and it opened my eyes. These are adults coming back to school. They probably have children in the elementary schools, middle schools, and

high schools, so whenever I come to school it makes me think what do their parents have going on in addition to what the kids have going on. It makes me a little more reflective now that I have had that experience.

Teacher 3: I think most of my experiences pretty much have revolved around school and in the classroom and I know one that really stood out when you brought up taking the bus ride from the mountains to the coast um a couple years ago my principal did that at our very first staff meeting. We all boarded the bus and drove through the town and went through all the neighborhoods where our kids come from and that really hit hard because just like you have said earlier about not knowing where your kids come from and not knowing that is the most eye opening experience I have had and as a school that is something every school should do every staff should do that every year. Just go out and see where your kids come from what their house looks like, what environment they're in, and you just get a different picture of your children. That was really eye opening for me.

Teacher 4: I'm kind of like her I always mix it with poverty sometimes, I went on a mission trip to Baltimore and we worked with some um ELL students and parents and it was we got to give them like help with how they can work with their student with their kids and stuff. It was really eye opening cause generally at school sometimes or my school anyways a lot of parents don't come in or they don't care to come in for that kind of help so I almost automatically think ok they don't care. It is really nice to see them come in wanting that kind of help. It was nice.

Teacher 5: Uhh my experiences, uhh that make me culturally responsive, I think that before I came here I worked for a community college so I working for the college being with the students, interacting with the students working sometime with registration working in the umm in the student development office. I feel like that helped me become that experience was very enlightening to me, that umm made me uhh more aware of cultural responsive, diversity and cultural backgrounds.

Teacher 6: Alright, uhh I'm looking at number 3, And I was pondering on the number 3, and when I look at question number 3, cuz I'm just gonna tell you the truth. When I look at question number 3 and I look in this room, is 16 people in this room. Two of us is black, so that's 12.5% right now in this room that's black. Ok. So when you think about that, when we go to meetings we that 12.5%. Which this rooms not really culturally diverse. So you're not getting a true aspect of what diverse is like. I mean I'm just being honest,

throwing that out there. So this room is not culturally diverse. On the other hand, when I look at it another perspective, I'm a black woman, and I'm black. Next part, we are taught, my parents taught me, that in order to succeed you have to speak a certain way, you have to act a certain way when you in a white population. And so therefore we are taught at a young age, that this is how you speak, this how you act, this is what you need to do to get the job. Alright, so we are taught to be culturally responsive to the white population just calling it like it is if you want an honest view. So we are taught that because, but then when we get in the classroom, the kids we know how to quote unquote speak to the white parent, quote unquote we know how to speak to the black parent cuz we black we know how to break that language down to them what they really need to know. Hispanic kids almost 'bout the same. So therefore as a black woman you learn how to do everybody. Because like I say it's a struggle you know just being a black woman I'm just being honest. And being in this school system, if you go to any workshop, you can count us on one hand. Because I'm one of the Pinnacle people and my Pinnacle thing, I'm one you know out of that group, Pinnacle group, so I'm just 1% out of that population. So, as a, as a, as a district we're not culturally diverse as a district because you not hiring culturally diverse people. And so that is the problem here in our district. We're not hiring enough culturally diverse so you gonna have problems cuz you don't have somebody from the other, other, other culture to actually explain to you exactly what's going on. You trying to figure out what they already know how to figure it out, so you got a culturally diverse staff you can come together and work it out, and say hey, help me with this child right here. While the rest of y'all trying to figure this thing out, if you have enough people that is diverse, it can be worked out. So that is the problem here, that's why it's not culturally diverse. I mean, you can say, yeah you work with parents, you do this, you do that, but you actually have like you talking about Ruby Payne, Ruby Payne talking wait a minute.. I've been a poor black girl, you know struggling. You know my parents, my mother didn't get to go to college because she was the first born child, she had, she was out of seven, so she was the oldest so she couldn't go to college because she had to work in the cotton fields to pay for the rest to go to school. So when I was growing up she told me all these things so she had to miss her college education to pay for the other ones. And so, you know, and my grandfather he had, he was umm 95 years old when he died, but he only could get a 6th grade education because he was a black male. And so but he was, like I say, couldn't nobody out read him because he self taught himself, you know he got that sixth grade education and so, you

know my background is totally different, you know, to say diverse, cuz I don't have to look at diverse, I'm the culture you talking about. You know so it's different from when I listen to you all talk based on my true experience.

Teacher 7: I think for me umm college is where I got most of my cultural experience just because I kinda grew up sheltered little Catholic girl and went a couple hours away to college and learned about life.

Teacher 8: Ummm I would say my classroom, umm I've traveled some didn't know the language. I ya know, umm, (INAUDIBLE) didn't realize I had no clue what they were saying to me. So as far as kids coming in that don't know the language, umm, that, that would be something that I would think of. we had a class when I went back to school to be teacher, where they started everybody out at the same table and uhh you had a game. And that the rule was they would move one person from each table. And by the end of it, none of us had learned the same game. We had to play the game, but you couldn't explain the rules to each other so everybody, by the end of it was at a different table and you were trying to figure out how to communicate in different ways. Umm that helped with kids as far as language and things like that, But that's pretty much it.

Teacher 9: Umm, I would say my student teaching experience umm cuz I got to work in a diverse culture and then also the beginning of this school year, umm our social worker did like an activity with us as a staff. Umm, it was basically, you know like, she would say, you know if you went to college take two steps for, two steps forward and then like at the end you would see ummm, based on the questions who was like further up and then who was behind. And we all realized that as umm as the people in the room that we were all on different levels ourselves.

Teacher 10: Umm I think that you can't ever fully be culturally responsive so I struggle with that so I think that we try our best but like she's saying if you don't have that experience you can't, I mean you just can't be perfect at it. You know like even if we're talking colored, not colored just from person to person every experience that you saying the activity we do with our school is different so you don't think like the other other person regardless and then you add culture on top of it and then background and then we talk about poverty and uhh just an area that they come from is different. You know like we teach in another city and well two years ago, we had a merge with Rhyne. So that was two different cultures within ten minutes driving distance so I feel like you just, you can't ever fully be prepared, you can't fully ever understand. So

I feel like I'm constantly always trying to do that, but I've accepted that I'm not ever gonna, you know be fully, umm I just do the best that I can. Ummm but definitely just being I've been married to my husband for 7 years. Umm having merged with his family, we have completely different, you know values, and things that we do. And we merged, with you know them, that's taught me a lot. Ummm. An eye opening experience for me within the school would be actually my niece. She is uhh, Chilean, and her hus, uhh her dad is Mexican, she has really dark skin and umm she's in third grade in one of the schools in our county. And umm she came up to me one day and she said, what color am I? I said what? And she said, you what, like what color am I? And umm, so me and my sister in law were trying to tell her you know, umm well your Chilean, you're South American, and you have Mexican and you know you're just brown, you know whatever. And she's like, I mean she was completely awe struck. She said, I'm not white? Like what do you mean? I mean had no idea. And and that's going on within our schools right now. You know my niece, that you know we never thought that conversation even come up, so just having that in my family, and umm and having her experiences is you know that's helped me a lot too.

Teacher 11: Umm, A couple of years ago I was Pre-k Teacher Assistant in Lincoln County. And one of the requirements was that we actually went to every child in our classroom's house for home visits and that was really eye opening. We did orientation at their house, so that they would be in their comfortable environment and just seeing, you could really get to know the par, the families a lot more, that way, and that was an eye opener for me.

Teacher 12: Umm, well kind of in contrast to what she was saying about growing up in a one stoplight town, I grew up around here, so I did go to very culturally diverse schools, which was good growing up. Umm but, I don't know how culturally responsive I really am as a teacher, I, I don't know.

Teacher 13: Mmm I'd. I'd like to think, like, yeah that's kind of, like you said you can't fully be that. Just continue to get the experience in your classroom, and being open minded.

Teacher 14: Uhhh I'm still like, still trying to like get this whole question so (mumbles) I mean I think just what more, maybe more life experiences, umm just friending people, and like becoming part of their lives, and become and you know like being invited into their culture and experiencing it that way. Uhh my boyfriend lived in Africa for 3 years and taught English. And he said like, even there, he felt discrimination, like kids would discriminate based on the shade of their color, and umm our best friends are

from Brazil, and he's like, well on my license it says white because, and, and just like kind of just like, learning that, like it's such a terrible thing but like, a lot of people associate white with privilege and it's just it's hard, it's hard to grapple that in the classroom. And like get your kids to have open minds and like get your kids to realize like, you have a sense of privilege, like that, a sense of privilege that maybe you shouldn't have. Like why do you, you know, why do you feel privileged just cuz the color of your skin. Why do you feel, And li, It's just hard, it's definitely a learning experience. And it definitely need a lot more experience, need a ton more experience to be truly, if ever, if we ever can be, 100% culturally responsive respectfully responsive, if that makes sense. I have a long way to go, that's for sure.

Teacher 15: I definitely think going away to college and leaving my, the town where I grew up definitely helped me become more culturally responsive. Umm, and when my first year teaching and just teaching in general, getting to know my students, getting to know their parents, their families umm has definitely helped. I'm, I'm, I'm not there fully, but I definitely think it has helped me become more responsive.

Question #4: What professional development, if any, has been most helpful to you when working with culturally diverse students?

Teacher 1: Uhh, mentioned the Ruby Payne before, that's really the only thing I remember.

Teacher 2: I've not had any professional development.

Teacher 3: I haven't either

Teacher 4: (INAUDIBLE)

Teacher 5: I would say Ruby Payne and also umm, Ron Clark Academy in Atlanta.

Teacher 6: Ima say the same thing Ron Clark, Yeah

Teacher 7: Ruby Payne Poverty Training

Teacher 8: Umm the SIOP you know that's just one aspect but that's my only one

Teacher 9: Umm, we had a poverty training. Umm for, I've been to a poverty, poverty training twice already. Sorry. Umm, and then like she said doing the exercise that our counselor let us do about seeing each other's levels, cuz I think sometimes as teachers too, we generalize, so like you know if you think you have a certain set of students, you kinda, you don't want to treat them all the same. Like cuz, like our school, you know, we're predominantly white staff but we fall along all these different lines because of our culture, like we're part of the same culture but we're not. So I think that it is important to see those things in our students. I've worked with people who have their Master's degrees, and, who you know their parents

were able to pay for all that. And like my, my dad got a 6th grade, umm he didn't go past 6th grade, his family was very poor, they can't pay for my college. You know like, I have that experience, that's okay, but like somebody who works beside me, we're from the same culture, didn't. So that opened my mind to okay, well, just because we are the same, the experience is different. Like you have to think about each kid and their own personal experience. That's the hardest thing to wrap your mind around I think, and that acti, and that helped me a lot to see, we're from the same, but we're not.

Teacher 10: I've also been to the poverty training, uhh that's the only thing I can remember

Teacher 11: (INAUDIBLE)

Teacher 12: Ron Clark and then we had some umm SIOP training for ELL

Teacher 13: Ron Clark of course, and umm, Ruby Payne, and the SIOP training

Teacher 14: I don't think I've really had any. Like, YouTube is my best friend, if I ever need help or professional development I go to YouTube. And look it up. But I'm also a new teacher, so I haven't had a lot of time to have a lot of professional development.

Teacher 15: Ruby Payne

Questions #5 Email Response: In your opinion, what do we need to do in education to better prepare teachers to become culturally responsive with their students?

Response 1: I think it would be beneficial to offer professional development on cultural responsiveness through the TIPS program during a teacher's first three years. This way, the teacher is in the classroom and can relate to and apply the knowledge. As we discovered during the discussion group, many teachers were offered this type of training during college but were unable to apply the training due to the fact that they were not actually in the classroom full time.

Response 2: I feel that all college/university education programs need to immerse their future teachers in diverse classrooms from the time they enter the program. As teachers, most of our learning comes from experience and many teachers do not get that experience until student teaching during their last year before graduation. Most of the time, that is just one school setting. If future teachers began their observations at different schools around the area, from their freshman year and continued until their student teaching experience, they would have more experience before taking on their own classroom.

Response 3: I feel that looking at the specific make-up of our school would be beneficial. I would like to take a 30-45 minute bus ride to some of the communities our students come from. I feel that more

translators would help us better reach the ELL population. Also, them being readily available to communicate to teachers if parents need to get a message to us. I hope this helps!

Response 4: Realize that each and every student is different. They all have different needs. Every teacher needs to come to the class with an open mind and take the time to learn about every student's situation. Teachers need to know that their way is not always the best way!!

Response 5: In my opinion, I think that teachers might benefit from interactive professional development, such as, taking small field trips to culturally diverse locations. I think the best way for teachers to become more culturally responsive is if they work with a culturally, diverse staff.

Response 6: Thank you for this opportunity for me to grow and learn! I enjoyed participating and hearing experienced teachers feedback. Being a first year teacher and having had no professional developments, I didn't feel as equipped as I should have going into this year. I think it would be great if attending a professional development is required for first year teachers, or include a new teachers session all about being culturally responsive teachers.

Appendix J

Focus Group Response Chart

Focus Group Discussion Response Chart
May 9, 2017
3:00 p.m.

Question 1
<p>I'd say pretty ok prepared to teach students from diverse backgrounds</p> <p>I feel like I'm 50/50</p> <p>Honestly because I have been teaching a while I feel a lot more prepared than I did when I first went in... I do think that I don't think I was prepared for that when I first went into the classroom for that. I think it has just come with experience. Just kind of feeling it out. What works, what doesn't. What's the best way to respond to certain things. I think that it was actually in graduate class the class on diversity that I learned a lot more about my children more than in undergraduate or even in the classroom, too.</p> <p>I'm a first year teacher so I don't feel as prepared as I should be. I don't remember taking any classes in undergrad that prepared me for that situation.</p> <p>I feel like I am pretty much prepared with students with diverse cultural backgrounds based on my years of experience in the classroom</p> <p>I feel that I am very prepared to teach diverse students of cultural background.</p> <p>I feel when I started that I wasn't prepared now I am and I feel that it is just a learning experience from the kids.</p> <p>I'm only 5 years into teaching so I will come across situations that I am not as prepared as others.</p> <p>I feel like that I have grown um a lot since the beginning and it seems every year like you have a different situation that you learn more about and also its just like um they were mentioning with the trust. You have to build that trust with the students so no matter what their background</p> <p>Um I think mostly what everyone else has said that I feel more prepared each year um I also learned a lot this year as far as diversity goes that varies as far as like at our school we teach at we have a lot of anger issue children.</p> <p>Um I feel like I am more prepared now than I once was going in um and a lot of it has come from different experience being at different schools.</p> <p>Um so I'm looked back at my college transcripts to try to see if I could remember, I did look like I took a diversity class and I do remember them talking aspects of Hispanic culture. I kind of knew what this was about. But it looks like I remember a couple things. So going into teaching This is only my 3 year and I kind of feel like some of the other people said it's almost like the individual student's personality almost outweighs the cultural, it's not just one Hispanic kid is gonna be different than another Hispanic kid. And it doesn't feel like I'm unprepared but in a way I kind of do feel like I could use more information and it might help me understand the individual students better.</p> <p>Um Um I mean we teach at the same school and all of my experience has been with teaching when I first came. This is my 11th year. I was in a culture shock. Um I had no idea. I learned a lot. It's individual students you have to learn.</p> <p>It's my third year teaching and I don't think that I came into my first year very prepared to teach um and like reach all the diverse cultural needs of my students but it is definitely something I have learned.</p> <p>I think that I was somewhat prepared. This is my 7th year teaching. And I have taught here all this time</p>

and I have been to different schools and I feel that being around different schools has helped me become more diverse experiences

Question 2

Ruby Payne's study a long time ago.. I really don't recall any coursework or anything like that that helped me prepare. A lot of it just kind of came with time and we talked about your team work with other people and knowing your students and their families and kind of understanding more about why they feel that way or why they believe that way and getting to know them more so. **More on the job experience I guess than professional experience.**

I feel like any class I ever had in undergrad I took it with me when I went for my first year teaching. There was nothing necessarily that fully prepared me for what to expect for my first day in the classroom for my first year teaching. And I feel like going to grad school I have learned so much more about the teaching professional and what I will be going into the classroom with that I wish why did they not teach that to us in undergrad. I may have taken a diversity class I may have and just don't remember but it wouldn't have stuck it's just on the job experience um definitely has increased my knowledge of or my ability to work diverse people.

One of things that I think that when I think about is it is hard for me not to think about my ESL kids.

Um for me the most meaningful thing for me would be just being in the classroom and interacting with my kids and I haven't taken any professional developments on it and just being able to go around and watch other teachers do that and interact with students you know what I mean.

Um with my experience I feel like it is on the job training. Also, I feel like parent conferences. Getting to know the parent. When you get to know the parent you can better understand the child. And the parent can give you a little bit more information about their child and what they do at home and then you kind of adjust with that experience in the classroom.

I have a thing about my grandparents, they took in foster kids with that being the case with me being their grandchild and taking in foster kids they had some that were blind, different colors, race backgrounds, just being around them knowing how they interacted, what set them off. That was actually a life experience that I can't articulate something I can't put into words but it's something I ever since a little girl. They took in kids till the time they died. They always had foster kids coming in and out. So just life experiences has made me culturally responsive with diverse kids with all different backgrounds. We all had to sit at the table and ate together, it didn't matter the situation. We were just together.

Definitely classroom experience. I moved 800 miles away from home and came down here and just I did not know that kids I guess I know but didn't see it firsthand that kids did not have food at home or clothes or running water and you just learn all of that real quickly from the kids.

Um I was going to say probably um the most meaningful experience um the school I work at has a lot of kids from low income families um and situational poverty and um. At the school I'm out now, one of my kids walked to school. His family was asleep and he wanted to be there. And I think a lot of times it is very very easy to assume that kids don't want to participate and don't want to learn. It is easy to assume that. That child got up and walked. So that made me think a little bit more about my kids and what they have going on at home and don't just take it at face value. That made me a little more responsive about their needs. And how I need to meet other needs just besides in the classroom.

I'm new to GCS and this is my 7th year teaching. **The county that I was at we had some issues on the bus and um so the teachers were required to ride the bus so just seeing where the kids were getting off the bus was really eye opening to me as well. Um you know just looking at where they come from.**

Also, this year I was given the opportunity to do the SIOP cohort and I feel I have learned a lot from that that I can apply in the classroom as well.

I took Interpersonal Communication in my undergrad and it was a very frustrating class to take it was very hard to understand. Once I took that class I understand that no other human thinks like you do or sees what you see. That is a huge battle that I see with my kids. The biggest thing I want them to take away is that it's ok to be different and it's ok to have different views and it's ok to understand that we are different and we don't think the same. That is hard for me to grasp but once I understood that it was easier for me to respond to my kids. Um and try to influence them. They come from all these backgrounds and have all these reasons and react certain ways but we have to keep in mind when do we still say but it is still our place to show them the right thing to do which is being respectful to other people and understanding that they don't think the same way that's a huge can of worms but um but year that's just one of the things that has helped me and my husband he came here in middle school and he didn't know any English. He is from South America. He has helped me tremendously with ESL. Just things just getting his perspective of coming here as a child and not learning anything and just his learning process amazes me. He graduated high school on time, is fluent in both languages, read write, and so he helps me tremendously just hearing his thoughts on things when I have children like that and how best to help them and those experiences have helped me.

Well um I don't feel like my college training really prepared me for much at all. I was lucky though because I student taught at the school where I was hired and still am and had a really good cooperating teacher who taught me a lot about the kids and the culture there but I think if I had come into the school where I am at, without student teaching there, I would have been in for a real shock.

I don't feel like my college prepared me at all. I'm from a one stoplight town in West Virginia and everybody.. we had no differences. It seemed like growing up. Coming down here as I said was completely different. We did do the Ruby Payne that she said and she was talking about over there. That helped a lot. It helped see from their perspective a little bit and the biggest thing is seeing it everyday in the classroom and like I said before it's like you are constantly learning too and having to change with them and learn with them and know that they are all different within themselves, too so

Definitely the most meaningful experiences have been in the classroom too. YouTube finding my own professional development on diver ways to explore diversity in the classroom and then seeing it firsthand been the most powerful. There are times that I have to remove myself. I am a very emotional person. I have to remove myself. Just learning experiences almost everyday. Good experiences.

Um during my college experience I was a part of the Teaching Fellows Program in NC and during the um after during the summer but it was before our students got out. We got on a bus and traveled from the mountains all the way to the coast and we stopped at different county schools and visited and got to sit in on classrooms and that was the most awesome experience because you could just see I mean the different cultures and diversity between the mountains and the coast and that was just that was just really amazing. I wish that I could do that every year.

Question 3

I think I keep blending culturally experiences with like poverty, church mission trips, church van ministries, I think is more poverty as far as experiences through a more cultural background have been obtained through the classroom. Just having the students and getting to know their parents and parent conferences.

Before going to teach coming to the school I am at now I worked at CPCC the central location in financial aid and Veteran's Affairs. I mainly worked in the Direct Loan Program. I guess that was the most diverse situation I had ever been placed in and I worked with refugees and G845 to help them get financial aid and all these people who hardly spoke any English. I remember thinking I have lived in Dallas my entire life and this is the elementary school I went to, middle school, high school, and college down the road and you know I just haven't ever left here to work in downtown Charlotte and work with students who were so culturally diverse and the central campus was the most diverse of all of the campuses they have and just working with different cultures and you just assume ok they don't speak English so Ok I will really have to explain this, no they knew exactly what they were coming to do and it opened my eyes. These are adults coming back to school. They probably have children in the elementary schools, middle schools, and high schools, so whenever I come to school it makes me think what do their parents have going on in addition to what the kids have going on. It makes me a little more reflective now that I have had that experience.

I think most of my experiences pretty much have revolved around school and in the classroom and I know one that really stood out when you brought up taking the bus ride from the mountains to the coast um a couple years ago my principal did that at our very first staff meeting. We all boarded the bus and drove through the town and went through all the neighborhoods where our kids come from and that really hit hard because just like you have said earlier about not knowing where your kids come from and not knowing that is the most eye opening experience I have had and as a school that is something every school should do every staff should do that every year. Just go out and see where you kids come from what their house looks like, what environment they're in, and you just get a different picture of your children. That was really eye opening for me.

I'm kind of like her I always mix it with poverty sometimes, I went on a mission trip to Baltimore and we worked with some um ELL students and parents and it was we got to give them like help with how they can work with their student with their kids and stuff. It was really eye opening cause generally at school sometimes or my school anyways a lot of parents don't come in or they don't care to come in for that kind of help so I almost automatically think ok they don't care. It is really nice to see them come in wanting that kind of help. It was nice.

Uhh my experiences, uhh that make me culturally responsive, I think that before I came here. I worked for Gaston College so I working for Gaston College being with the students, interacting with the students working sometime with registration working in the umm in the student development office. I feel like that helped me become that experience was very enlightening to me, that umm made me uhh more aware of cultural responsive, diversity and cultural backgrounds.

When I look at question number 3, cuz I'm just gonna tell you the truth. When I look at question number 3 and I look in this room, is 16 people in this room. Two of us is black, so that's 12.5% right now in this room that's black. Ok. So when you think about that, when we go to meetings we that 12.5%. Which this rooms not really culturally diverse. So you're not getting a true aspect of what diverse is like. I mean I'm just being honest, throwing that out there. So this room is not culturally diverse. On the other hand, when I look at it another perspective, I'm a black woman, and I'm black. Next part, we are taught, my parents taught me, that in order to succeed you have to speak a certain way, you have to act a certain way when you in a white population. And so therefore we are taught at a young age, that this is how you speak, this how you act, this is what you need to do to get the job. Alright, so we are taught to be culturally responsive to the white population just calling it like it is if you want an honest view. So we are taught that because, but then when we get in the classroom, the kids we know how to quote unquote speak to

the white parent, quote un quote we know how to speak to the black parent cuz we black we know how to break that language down to them what they really need to know. Hispanic kids almost 'bout the same. So therefore as a black woman you learn how to do everybody. Because like I say it's a struggle you know just being a black woman I'm just being honest. And being here, if you go to any workshop, you can count us on one hand. Because I'm one of the Pinnacle people and my Pinnacle thing, I'm one you know out of that group, Pinnacle group, so I'm just 1% out of that population. So, as a, as a, as a district we're not culturally diverse as a district because you not hiring culturally diverse people. And so that is the problem here in our district. We're not hiring enough culturally diverse so you gonna have problems cuz you don't have somebody from the other, other, other culture to actually explain to you exactly what's going on. You trying to figure out what they already know how to figure it out, so you got a culturally diverse staff you can come together and work it out, and say hey, help me with this child right here. While the rest of ya'll trying to figure this thing out, if you have enough people that is diverse, it can be worked out. So that is the problem here, that's why it's not culturally diverse. I mean, you can say, yeah you work with parents, you do this, you do that, but you actually have like you talking about Ruby Payne, Ruby Payne talking wait a minute. I've been a poor black girl, you know struggling. You know my parents, my mother didn't get to go to college because she was the first born child, she had, she was out of seven, so she was the oldest so she couldn't go to college because she had to work in the cotton fields to pay for the rest to go to school. So when I was growing up she told me all these things so she had to miss her college education to pay for the other ones. And so, you know, and my grandfather he had, he was umm 95 years old when he died, but he only could get a 6th grade education because he was a black male. And so but he was, like I say, couldn't nobody out read him because he self taught himself, you know he got that sixth grade education and so, you know my background is totally different, you know, to say diverse, cuz I don't have to look at diverse, I'm the culture you talking about. You know so it's different from when I listen to you all talk based on my true experience.

I think for me umm college is where I got most of my cultural experience just because I kinda grew up sheltered little Catholic girl and went a couple hours away to college and learned about life.

Ummm I would say my classroom, umm I've traveled some didn't know the language. I ya know, umm, (INAUDIBLE) didn't realize I had no clue what they were saying to me. So as far as kids coming in that don't know the language, umm, that, that would be something that I would think of. we had a class when I went back to school to be teacher, where they started everybody out at the same table and uhh you had a game. And that the rule was they would move one person from each table. And by the end of it, none of us had learned the same game. We had to play the game, but you couldn't explain the rules to each other so everybody, by the end of it was at a different table and you were trying to figure out how to communicate in different ways. Umm that helped with kids as far as language and things like that, But that's pretty much it.

Umm, I would say my student teaching experience umm cuz I got to work in a diverse culture and then also the beginning of this school year, umm our social worker did like an activity with us as a staff. Umm, it was basically, you know like, she would say, you know if you went to college take two steps for, two steps forward and then like at the end you would see ummm, based on the questions who was like further up and then who was behind. And we all realized that as umm as the people in the room that we were all on different levels ourselves.

Umm I think that you can't ever fully be culturally responsive so I struggle with that so I think that we try our best but like she's saying if you don't have that experience you can't, I mean you just can't be perfect at it. You know like even if we're talking colored, not colored just from person to person every experience that you saying the activity we do with our school is different so you don't think like the other other person regardless and then you add culture on top of it and then background and then we talk about poverty and uhh just an area that they come from is different. You know like we teach in another city, well two years ago, we had a merge with Rhyne. So that was two different cultures within ten minutes driving distance so I feel like you just, you can't ever fully be prepared, you can't fully ever understand. So I feel like I'm constantly always trying to do that, but I've accepted that I'm not ever gonna, you know be fully, umm I just do the best that I can. Ummm but definitely just being I've been

married to my husband for 7 years. Umm having merged with his family, we have completely different, you know values, and things that we do. And we merged, with you know them, that's taught me a lot. Ummm. An eye opening experience for me within the school would be actually my niece. She is uhh, Chilean, and her, uhh her dad is Mexican, she has really dark skin and umm she's in third grade in one of the schools in our county. And umm she came up to me one day and she said, what color am I? I said what? And she said, you what, like what color am I? And umm, so me and my sister in law were trying to tell her you know, umm well your Chilean, you're South American, and you have Mexican and you know you're just brown, you know whatever. And she's like, I mean she was completely awe struck. She said, I'm not white? Like what do you mean? I mean had no idea. And and that's going on within our schools right now. You know my niece, that you know we never thought that conversation even come up, so just having that in my family, and umm and having her experiences is you know that's helped me a lot too.

Umm, A couple of years ago I was Pre-k Teacher Assistant in Lincoln County. And one of the requirements was that we actually went to every child in our classroom's house for home visits and that was really eye opening. We did orientation at their house, so that they would be in their comfortable environment and just seeing, you could really get to know the par, the families a lot more, that way, and that was an eye opener for me.

Umm, well kind of in contrast to what she was saying about growing up in a one stoplight town, I grew up around here, so I did go to very culturally diverse schools, which was good growing up. Umm but, I don't know how culturally responsive I really am as a teacher, I, I don't know. Teacher 13: Mmm I'd. I'd like to think, like , yeah that's kind of, like you said you can't fully be that. Just continue to get the experience in your classroom, and being open minded.

Uhhh I'm still like, still trying to like get this whole question so (mumbles) I mean I think just what more, maybe more life experiences, umm just friending people, and like becoming part of their lives, and become and you know like being invited into their culture and experiencing it that way. Uhh my boyfriend lived in Africa for 3 years and taught English. And he said like, even there, he felt discrimination, like kids would discriminate based on the shade of their color, and umm our best friends are from Brazil, and he's like, well on my license it says white because, and, and just like kind of just like, learning that, like it's such a terrible thing but like, a lot of people associate white with privilege and it's just it's hard, it's hard to grapple that in the classroom. And like get your kids to have open minds and like get your kids to realize like, you have a sense of priv, like that, a sense of privilege that maybe you shouldn't have. Like why do you, you know, why do you feel privileged just cuz the color of your skin. Why do you feel, And li, It's just hard, it's definitely a learning experience. And it definitely need a lot more experience, need a ton more experience to be truly, if ever, if we ever can be, 100% culturally responsive respectfully responsive, if that makes sense. I have a long way to go, that's for sure.

I definitely think going away to college and leaving my, the town where I grew up definitely helped me become more culturally responsive. Umm, and when my first year teaching and just teaching in general, getting to know my students, getting to know their parents, their families umm has definitely helped. I'm, I'm, I'm not there fully, but I definitely think its has helped me become more responsive.

Question 4

Uhh, mentioned the Ruby Payne before, that's really the only thing I remember.

I've not had any professional development.

I haven't either

I would say Ruby Payne and also umm, Ron Clark Academy in Atlanta.

Ima say the same thing Ron Clark, Yeah

Ruby Payne Poverty Training

Umm the SIOP you know that's just one aspect but that's my only one

Umm, we had a poverty training.

Umm for, I've been to a poverty, poverty training twice already. Sorry.

Umm, and then like she said doing the exercise that our counselor let us do about seeing each other's levels, cuz I think sometimes as teachers too, we generalize, so like you know if you think you have a certain set of students, you kinda, you don't want to treat them all the same. Like cuz, like our school, you know, we're predominantly white staff but we fall along all these different lines because of our culture, like we're part of the same culture but we're not. So I think that it is important to see those things in our students. I've worked with people who have their Master's degrees, and, who you know their parents were able to pay for all that. And like my, my dad got a 6th grade, umm he didn't go past 6th grade, his family was very poor, they can't pay for my college. You know like, I have that experience, that's okay, but like somebody who works beside me, we're from the same culture, didn't. So that opened my mind to okay, well, just because we are the same, the experience is different. Like you have to think about each kid and their own personal experience. That's the hardest thing to wrap your mind around I think, and that acti, and that helped me a lot to see, we're from the same, but we're not.

I've also been to the poverty training, uhh that's the only thing I can remember

Ron Clark and then we had some umm SIOP training for ELL

Ron Clark of course, and umm, Ruby Payne and the SIOP training

I don't think I've really had any. Like, Youtube is my best friend, if I ever need help or professional development I go to Youtube. And look it up. But I'm also a new teacher, so I haven't had a lot of time to have a lot of professional development.

Ruby Payne

Question 5

I think it would be beneficial to offer professional development on cultural responsiveness through the TIPS program during a teacher's first three years. This way, the teacher is in the classroom and can relate to and apply the knowledge. As we discovered during the discussion group, many teachers were offered this type of training during college but were unable to apply the training due to the fact that they were not actually in the classroom full time.

I feel that all college/university education programs need to immerse their future teachers in diverse classrooms from the time they enter the program. As teachers, most of our learning comes from experience and many teachers do not get that experience until student teaching during their last year before graduation. Most of the time, that is just one school setting. If future teachers began their observations at different schools around the area, from their freshman year and continued until their student teaching experience, they would have more experience before taking on their own classroom.

I feel that looking at the specific make-up of our school would be beneficial. I would like to take a 30-45 minute bus ride to some of the communities our students come from. I feel that more translators would help us better reach the ELL population. Also, them being readily available to communicate to teachers if parents need to get a message to us. I hope this helps!

Realize that each and every student is different. They all have different needs. Every teacher needs to come to the class with an open mind and take the time to learn about every student's situation. Teachers need to know that their way is not always the best way!!

In my opinion, I think that teachers might benefit from interactive professional development, such as, taking small field trips to culturally diverse locations. I think the best way for teachers to become more culturally responsive is if they work with a culturally, diverse staff.

Thank you for this opportunity for me to grow and learn! I enjoyed participating and hearing experienced teachers feedback. Being a first year teacher and having had no professional developments, I didn't feel as equipped as I should have going into this year. I think it would be great if attending a professional development is required for first year teachers, or include a TIPS session all about being culturally responsive teachers.

I think something that would be helpful would be to invite or have available people that could come into classrooms and help hands on in situations. Not every strategy we learn works with every student but that would be helpful to have hands on advice/help.

In order for teachers to be more culturally responsive with our students we need to have some type of professional development on this. I recall in my undergraduate program not having any type of training in this area. I am currently in a graduate program at Appalachian and one of the women in my cohort has a diversity committee at their school. They bring in people from the community and other key speakers to come in and help them with their diverse population. All teachers are participating and trying to learn more about how they could help out the students in their community. I think this is a great idea!

Appendix K

Means for Each Category Based upon Responses for the CRCMSE Scale

Means for Each Category Based upon CRCMSE Scale Responses

Group	Mean for Responses on CRCMSE Scale
Total	81.55
White	81.62
Minority	81.74
Beginning Teacher (0-3 years)	77.83
Experienced Teacher (4 or more years)	82.50
Female	81.69
Male	77.71
Master's Degree	82.42
Without Master's Degree	80.97
National Board Certification	81.03
Without National Board Certification	81.60
Title I School	81.76
Non-Title I	77.72
Age 20-29	77.51
Age 30-39	81.66
Age 40-49	83.79
Age 50 or higher	82.79

Appendix L

School by School Comparisons

School 1

Group	Mean for Responses on CRCMSE Scale
Total	82.68
White	82.68
Minority	N/A
Beginning Teacher (0-3 years)	74.21
Experienced Teacher (4 or more years)	85.51
Female	82.68
Male	N/A
Master's Degree	82.10
Without Master's Degree	83.04
National Board Certification	82.10
Without National Board Certification	82.68
Age 20-29	74.21
Age 30-39	87.73
Age 40-49	82.10
Age 50 or higher	91.29

School 2

Group	Mean for Responses on CRCMSE Scale
Total	80.97
White	80.97
Minority	N/A
Beginning Teacher (0-3 years)	79.86
Experienced Teacher (4 or more years)	82.35
Female	80.55
Male	88.00
Master's Degree	80.43
Without Master's Degree	81.07
National Board Certification	N/A
Without National Board Certification	80.97
Age 20-29	78.76
Age 30-39	82.33
Age 40-49	83.38
Age 50 or higher	84.00

School 3

Group	Mean for Responses on CRCMSE Scale
Total	79.57
White	85.19
Minority	78.57
Beginning Teacher (0-3 years)	N/A
Experienced Teacher (4 or more years)	79.57
Female	79.57
Male	N/A
Master's Degree	76.51
Without Master's Degree	80.85
National Board Certification	79.54
Without National Board Certification	79.58
Age 20-29	84.14
Age 30-39	75.95
Age 40-49	84.95
Age 50 or higher	78.98

School 4

Group	Mean for Responses on CRCMSE Scale
Total	84.21
White	85.23
Minority	78.57
Beginning Teacher (0-3 years)	87.90
Experienced Teacher (4 or more years)	83.10
Female	84.29
Male	N/A
Master's Degree	83.45
Without Master's Degree	84.86
National Board Certification	83.39
Without National Board Certification	84.57
Age 20-29	92.57
Age 30-39	81.12
Age 40-49	85.43
Age 50 or higher	N/A

School 5

Group	Mean for Responses on CRCMSE Scale
Total	80.71
White	80.38
Minority	82.97
Beginning Teacher (0-3 years)	76.75
Experienced Teacher (4 or more years)	82.27
Female	81.03
Male	74.86
Master's Degree	85.24
Without Master's Degree	78.45
National Board Certification	80.14
Without National Board Certification	80.74
Age 20-29	76.23
Age 30-39	81.70
Age 40-49	85.26
Age 50 or higher	82.17

School 6

Group	Mean for Responses on CRCMSE Scale
Total	79.57
White	79.57
Minority	N/A
Beginning Teacher (0-3 years)	66.00
Experienced Teacher (4 or more years)	84.10
Female	79.57
Male	N/A
Master's Degree	90.71
Without Master's Degree	68.43
National Board Certification	70.86
Without National Board Certification	82.48
Age 20-29	68.43
Age 30-39	88.57
Age 40-49	N/A
Age 50 or higher	92.86

School 7

Group	Mean for Responses on CCRMSE Scale
Total	88.03
White	88.03
Minority	N/A
Beginning Teacher (0-3 years)	N/A
Experienced Teacher (4 or more years)	88.03
Female	88.03
Male	N/A
Master's Degree	87.69
Without Master's Degree	89.57
National Board Certification	83.91
Without National Board Certification	89.57
Age 20-29	85.14
Age 30-39	92.29
Age 40-49	84.81
Age 50 or higher	91.14

School 8

Group	Mean for Responses on CRCMSE Scale
Total	77.72
White	76.65
Minority	N/A
Beginning Teacher (0-3 years)	57.14
Experienced Teacher (4 or more years)	80.29
Female	77.72
Male	N/A
Master's Degree	75.45
Without Master's Degree	79.54
National Board Certification	N/A
Without National Board Certification	77.72
Age 20-29	57.14
Age 30-39	74.02
Age 40-49	83.43
Age 50 or higher	84.21

School 9

Group	Mean for Responses on CRCMSE Scale
Total	76.45
White	76.45
Minority	N/A
Beginning Teacher (0-3 years)	67.43
Experienced Teacher (4 or more years)	80.06
Female	76.45
Male	N/A
Master's Degree	83.19
Without Master's Degree	71.40
National Board Certification	N/A
Without National Board Certification	76.45
Age 20-29	70.57
Age 30-39	N/A
Age 40-49	79.864
Age 50 or higher	74.57

School 10

Group	Mean for Responses on CRCMSE Scale
Total	76.86
White	65.16
Minority	82.71
Beginning Teacher (0-3 years)	N/A
Experienced Teacher (4 or more years)	76.86
Female	76.86
Male	N/A
Master's Degree	82.68
Without Master's Degree	71.05
National Board Certification	N/A
Without National Board Certification	76.86
Age 20-29	N/A
Age 30-39	N/A
Age 40-49	85.05
Age 50 or higher	68.68

School 11

Group	Mean for Responses on CCRMSE Scale
Total	86.73
White	86.73
Minority	N/A
Beginning Teacher (0-3 years)	92.71
Experienced Teacher (4 or more years)	86.10
Female	86.73
Male	86.69
Master's Degree	84.75
Without Master's Degree	87.52
National Board Certification	80.86
Without National Board Certification	87.02
Age 20-29	91.71
Age 30-39	83.21
Age 40-49	90.52
Age 50 or higher	87.80

School 12

Group	Mean for Responses on CCRMSE Scale
Total	77.78
White	77.76
Minority	78.00
Beginning Teacher (0-3 years)	73.90
Experienced Teacher (4 or more years)	78.55
Female	79.15
Male	70.93
Master's Degree	76.06
Without Master's Degree	81.20
National Board Certification	N/A
Without National Board Certification	77.78
Age 20-29	78.00
Age 30-39	81.26
Age 40-49	70.33
Age 50 or higher	79.82

Appendix M

F-Test and *t*-Test Results

Title I and Non-Title I Schools

	Title I	Non-Title I
Count	158	9
Mean	81.76374	77.72176
Variance	102.7749	118.8841

F-Test Two-Sample for Variances, Title I and Non-Title I Schools

	Variable 1	Variable 2
Mean	77.72176	81.76374
Variance	118.8841	102.7749
Observations	9	158
Df	8	157
F	1.156742	
P(F<=f) one-tail	0.32885	
F Critical one-tail	1.997817	

t-Test: Two-Sample Assuming Equal Variances, Title I and Non-Title I Schools

	Variable 1	Variable 2
Mean	81.76374	77.72176
Variance	102.7749	118.8841
Observations	158	9
Pooled Variance	103.5559	
Hypothesized Mean Difference	0	
Df	165	
t Stat	1.159042	
P(T<=t) one-tail	0.124057	
t Critical one-tail	1.654141	
P(T<=t) two-tail	0.248114	
t Critical two-tail	1.974446	

Master's Degree and Without a Master's Degree

	Master's	No Master's
Count	66	101
Mean	82.4244	80.97186
Variance	70.26558	125.7437

F-Test Two-Sample for Variances, Master's Degree and Without a Master's Degree

	Variable 1	Variable 2
Mean	80.97186	82.4244
Variance	125.7437	70.26558
Observations	101	66
Df	100	65
F	1.789548	
P(F<=f) one-tail	0.006363	
F Critical one-tail	1.464455	

t-Test: Two-Sample Assuming Unequal Variances, Master's Degree and Without a Master's Degree

	Variable 1	Variable 2
Mean	80.97186	82.4244
Variance	125.7437	70.26558
Observations	101	66
Hypothesized Mean Difference	0	
Df	162	
t Stat	-0.95578	
P(T<=t) one-tail	0.170304	
t Critical one-tail	1.654314	
P(T<=t) two-tail	0.340607	
t Critical two-tail	1.974716	

National Board Certification and without National Board Certification

	No National Board Certification	National Board Certification
Count	152	15
Mean	81.59678	81.03048
Variance	107.5316	70.29965

F-Test Two-Sample for Variances, National Board Certification and without National Board Certification

	Variable 1	Variable 2
Mean	81.59678	81.03048
Variance	107.5316	70.29965
Observations	152	15
Df	151	14
F	1.529618	
P(F<=f) one-tail	0.184245	
F Critical one-tail	2.168308	

t-Test: Two-Sample Assuming Equal Variances, National Board Certification and without National Board Certification

	Variable 1	Variable 2
Mean	81.59678	81.03048
Variance	107.5316	70.29965
Observations	152	15
Pooled Variance	104.3725	
Hypothesized Mean Difference	0	
Df	165	
t Stat	0.204816	
P(T<=t) one-tail	0.418984	
t Critical one-tail	1.654141	
P(T<=t) two-tail	0.837968	
t Critical two-tail	1.974446	

White Teachers and Minority Teachers

	White	Minority
Count	153	12
Mean	81.61828	81.7381
Variance	107.9411	42.44094

F-Test Two-Sample for Variances, White Teachers and Minority Teachers

	Variable 1	Variable 2
Mean	81.61828	81.7381
Variance	107.9411	42.44094
Observations	153	12
df	152	11
F	2.543325	
P(F<=f) one-tail	0.0429	
F Critical one-tail	2.438981	

t-Test: Two-Sample Assuming Unequal Variances, White Teachers and Minority Teachers

	Variable 1	Variable 2
Mean	81.61828	81.7381
Variance	107.9411	42.44094
Observations	153	12
Hypothesized Mean Difference	0	
Df	16	
t Stat	-0.05817	
P(T<=t) one-tail	0.477165	
t Critical one-tail	1.745884	
P(T<=t) two-tail	0.95433	
t Critical two-tail	2.119905	