THE EFFECTS OF TEACHERS' ATTITUDES, BEHAVIORS, AND SKILLS ON
CULTURALLY RESPONSIVE TEACHING AND THE MULTICULTURAL
CURRICULUM: AN ACTION RESEARCH STUDY OF A CULTURALLY
RESPONSIVE TEACHING PROFESSIONAL DEVELOPMENT GUIDE IN AN
ELEMENTARY CLASSROOM

by

Pamela Ann Long

A dissertation submitted to the faculty of
The University of North Carolina at Charlotte
in partial fulfillment of the requirements
for the degree of Doctor of Philosophy in
Curriculum and Instruction

Charlotte

2014

Approved by:

_____
Dr. Stephen Hancock

_____
Dr. Tehia Glass

_____
Dr. Tracy Rock

_____
Dr. Christopher O'Brien

ABSTRACT

PAMELA ANN LONG. The effects of teachers' attitudes, behaviors, and skills on culturally responsive teaching and the multicultural curriculum: An action research study of a culturally responsive teaching professional development guide in an elementary classroom. (Under the direction of DR. STEPHEN HANCOCK)

Today's students are more ethnically diverse than ever, but are taught by teachers who are a majority white. In response to this cultural mismatch, teachers are adopting innovative practices such as culturally responsive teaching. This qualitative research study utilized participatory action research to examine the perceived culturally responsive attitudes, behaviors, and skills of teachers. Next, this research study examined how teachers operationalized culturally responsive teaching and how the culturally responsive teaching professional development guide informed teachers of their culturally responsive practice. Specifically, through three observations of each participant using the theoretical culturally responsive teaching professional development guide individual participant interviews, culturally responsive attitudes, behaviors, and skills were observed and discussed. The theoretical culturally responsive teaching professional development guide was developed from a synthesis of scholarly culturally responsive literature and research. During two focus group meetings the participants revised the theoretical culturally responsive teaching professional development guide into a teacher-friendly culturally responsive teaching tool. Then a semantic analysis was conducted to ensure the participants' revisions maintained the integrity of the theoretical culturally responsive teaching professional development guide. Resulting from this research study are findings that teachers' voices should be utilized to create culturally responsive teaching tools, and

there is a need for culturally responsive professional development for teachers and

administrators.

DEDICATION

I dedicate this dissertation to my family and friends, especially…

 to Kam for being my pillar of strength during this arduous journey, I could have never done this without you;

 to Mom, Dad, and Stephanie for your words of encouragement;

 to my students and their families for their continuous support;

 to my colleagues who were my cheerleaders.

ACKNOWLEDGMENTS

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1: INTRODUCTION

Background

As elementary students grow and encounter a world of diverse cultures and people, curriculum in schools must be responsive to the multicultural world of the 21st century (New London Group, 1996). Teachers will be forced more than ever to see beyond race, gender, and religion of students in response to United States' increasing diverse population (Center for Public Education, 2012). The Center for Public Education (2012) projects that by 2050 the Hispanic population will grow by 188 percent, the Asian/Pacific Islander population will grow by 213 percent, the Black population will grow by 71 percent, and the non-Latino White population will grow by 7 percent. The growing diverse population will call for teachers to take steps in closing the academic achievement gap for all ethnic groups in reaction to the currently existing achievement/opportunity gap between White and students of color (Center for Public Education, 2012). Therefore, elementary teachers will need the knowledge of how to bring out the strengths of their ethnically diverse students and to intentionally address the "two-ness" Blacks and ethnically diverse students face, or see themselves through the eyes of Whites (Du Bois, 1994; Wiggan, 2010). Intentionally placing the perspectives of ethnically diverse students at the heart of their pedagogy, has led many teachers to embrace culturally responsive teaching as it centers teaching on bestowing "multicultural frames of reference" and for students to explore knowledge in depth (Gay, 2000, p. xix;

Ladson-Billings, 2009). For the purpose of this paper, the terminology culturally

responsive is being utilized, as it is the most current terminology preferred by Gay (2000)

in Culturally Responsive Teaching. Often times culturally relevant and culturally

responsive are used interchangeably, and the terms are synonymous with no differences

existing between the terms as they are defined as teachers learning how to actually teach

all the students in their classroom (Howard, 2006). The term culturally responsive

represents a collection of ideas and descriptions from various scholars (Gay, 2000).

Gloria Ladson-Billings (2009) conceptualized culturally responsive pedagogy during the

1990s by conducting extensive ethnographies of eight successful classroom teachers of

African American students. From these studies, the common characteristics of these

teachers was noted and theorized to formulate the terminology culturally relevant

teaching (Ladson-Billings, 2009). Culturally responsive teaching "simultaneously

develops academic achievement, social consciousness and critique, cultural affirmation,

competence, and exchange; community building and personal connections; individual

self-worth and abilities; and an ethic of caring (Gay, 2000, p. 43).

Students can make rich connections to the curriculum when teachers utilize the

vast multicultural experiences of all the students sitting in the classroom. However, we

hear very little about these multicultural experiences in our standardized curriculum

(Delpit, 2006). With the implementation of Common Core, the standardization of

education has made it virtually impossible for culture of students of color to be heard and

respected as teacher-proof curriculums are being adopted in a response to low test scores

(Delpit, 2006). Even though the premise of the standard-based movement is that all

children can learn and to improve the achievement of marginalized students, this

homogenizes children aside from achievement levels (Sleeter, 2005). This study explored

how teachers can frame their standardized classroom instruction to being culturally

responsive using the culturally responsive teaching professional development guide

(CRTG) as a tool to developing culturally responsive teaching as a counter-response to

homogenizing student learning. The CRTG supported the research that demonstrates

standardization of testing and curriculum does not resolve the issues of closing the

achievement/opportunity gap and improving test scores (Sleeter, 2005). This research

study supported Hill Collins's (1998) idea of visionary pragmatism defined as a concept

where "creative tensions link visionary and pragmatic actions" and she explains "any

social theory that becomes too out of touch with everyday people and their lives, is of

little use to them….At the same time, being too practical can be debilitating" (p. 188).

     A teacher should embrace the very fabric of their classroom utilizing culturally

responsive teaching, which preserves students of color's culture by looking beyond what

the dominant culture defines it to be (Ladson-Billings, 2009). According to Gay (2000),

culturally responsive teaching provides multiethnic cultural frames of reference and

knowledge should be explored in depth (Ladson-Billings, 2009). Teachers who foster a

deep understanding of content understand that knowledge should be pulled or mined out of

students (Freire, 1970; Ladson-Billings, 2009). Culturally responsive teachers go against

the banking method of teaching found in teacher-proofed curriculums where knowledge is

deposited into students and this knowledge does not allow for deep exploration or

understanding (Freire, 1970; Ladson-Billings, 2009). Therefore culturally responsive

teaching has many benefits: it develops self esteem for all elementary students in the

classroom; forces students to work collaboratively as experts teach each other while

learning to respect each other; and develops a community of students who are willing to learn (Ladson-Billings, 2009). However, there are pressures for teachers to follow standards-based curriculum, which counteracts the attempts teachers made at infusing culturally responsive teaching (Sleeter, 2005).

This study is significant as it supported the research on culturally responsive teaching. Specifically, the culturally responsive attitudes, behaviors, and skills outlined on CRTG provided a research-based frame of reference for teachers to develop their culturally responsive teaching. The research-based frame came from the culturally responsive scholars Delpit (2006, 2012), Dowdy (2006), T. Howard (2003) G. Howard, (1999, 2006), Ladson-Billings (1995, 1998, 2003, 2008, 2009, 2011), Lee (1998), Hood (1998), Aborn (2006), Freire (1970, 1985, 1998), Gay (2000, 2002, 2003), Smitherman (2008), Baker (2008), Mahari (1998), and Sleeter (2005, 2008, 2011, 2012). In addition, the CRTG was utilized to observe the frequency of a teacher's attitude, behaviors, and skills of culturally responsive teaching to provide feedback about the teachers' culturally responsive pedagogy. Secondly, the frequency of observed behaviors provided data to assist the teachers when revising the CRTG as a usable tool. Teachers were empowered to revise the scholarly wording of the culturally responsive attitudes, behaviors, and skills listed on the CRTG. Lastly, this study placed a standard of teaching that respects all students sitting in their classrooms at the forefront of lesson planning just as teachers are concerned with standards.

This study has the potential to inform and guide culturally responsive teaching and professional development. The research study provided opportunities for teachers to be empowered and take ownership of the CRTG with the goal of developing a teacher-friendly culturally responsive tool aiding in the development of culturally responsive

classrooms and opening the door for culturally responsive professional development. The study contributed to the research on culturally responsive teaching and multicultural education at the elementary level but could be utilized at any level. The CRTG informed teachers in terms of how to implement culturally responsive teaching to support multicultural curriculum, and the CRTG provided the lens for teachers to view their cultural identity and sociocultural consciousness.

Theoretical Framework

A theoretical lens of critical race theory (CRT) will be used to frame this study. Critical race theory appeared in the 1980s as a response to the sluggish speed of racial reform in the United States, and it commenced with the idea that racism is normal because Whites benefited from civil rights legislation (Ladson-Billings, 1998). Specifically, CRT developed from the failure of Critical Legal Studies to sufficiently address the outcomes of race and racism in the study and theory of law and Bell is credited with coining the term critical race theory (DeCuir & Dixson, 2004; Ladson-Billings, 1998). CRT refutes the liberalist claims that the law is colorblind because as Gotanda (2000) states to attempt to exclude race from the law one has to consider race, which is contradictory. Furthermore, American society is structured upon racism so there is not objective place to sit outside of society to observe and analyze race and racism (Abrams & Moio, 2013). CRT is rooted in the work of Asante's (1998) Afrocentricity, which he defines as a theoretical framework, "which means, literally, placing African ideals at the center of any analysis that involves African culture and behavior" in place of accepting the Eurocentric viewpoint (p.2). Afrocentricity is a response to colonization, which hinged upon the creation of a false power of the people who were colonizing and it

is to counteract this European superiority taught in history (Traore, 2007). It is argued that Afrocentricity is crucial in schools as African culture is pictured as demeaning, a landscape full of jungles, the people depicted as savages (Traore, 2007). It is cultural centeredness of African people that becomes distorted when behavior, traditions, and actions are translated by the European viewpoint (p. 8). This is why history needs to be criticized and Eurocentric myths debunked as Afrocentricity would transform Africans from being viewed as an object to dominate but as a subject to discuss and embrace (Asante, 1998). When the transformation and re-structuralism of understanding one's culture occurs then one can see the validity of one's culture, and true understanding of that culture can begin. This would yield a release of Eurocentric ideology, as one culture cannot legitimately dominate another culture, and would reveal that the European perspective is not the dominate perspective, which the literature and media have played a large hand in keeping the European viewpoint as the dominant viewpoint.

Historically, critical race theory originated with Du Bois' development of Racial Analysis, a framework that emphasizes the racial and ethnic relations as its basis (Wiggan, 2010). Du Bois is the Father of Militant Journalism, where writing was aimed at the social justice of oppressive people (Wiggan, 2010). Du Bois was a rising intellect and a controversial household name as he used language to out lash against the racial injustices against Blacks and examined the Negro problem (Wiggan, 2010). In Du Bois' work *The Souls of Black Folks,* he address the "two-ness" that Blacks face or having to see themselves through the eyes of whites (Du Bois, 1994;Wiggan, 2010). Specifically this "two-ness" is referred to by Du Bois as double consciousness or to be American and to be Negro; where being one of those is a problem, your worth is based upon skin color,

and you do not truly feel at home where you were born (Wiggan, 2010). Additional works by Du Bois (1967) such as *Philadelphia Negro,* a study examining the Negro life, environment and social condition in Philadelphia, illustrated a valid point that the Negro problem is created from racism, discrimination, and prejudices because it is those who see the Negro as a problem create those conditions for the Negro. Across the four social classes in America, all face challenges to gain an education and employment; however, racial and employment prejudices dictate the lives of Americans (Du Bois, 1967). It is the denial of the Blacks vote that continues to perpetuate this climate for Blacks as "fairs, societies, clubs, and even churches have profited by this sort of political corruption (Du Bois, 1967). Therefore, Du Bois suggests that Blacks will only advance through his own means (p. 390). While Blacks seeks freedom, all that is asked of Whites is to step aside and allow these people the opportunities and freedom afforded to them for being human. The works of Du Bois are showing others to look through an Afrocentric lens in order to see the distorted truths of African Americans.

However, Derrick Bell coined the term critical race theory, and Bell believed in confronting individuals in authoritative positions authority that have wronged people who are not in power. Traditionally Bell posits that policies can have a positive effect of ethnically diverse students when the policies are united with the interests of Whites and agreed upon by Whites (Dixson, 2003). For Bell, Whites would support attempts for equity if it came at little cost for them (Dixson, 2003). It was through CRT that the effects of race and racism were directly focused upon, while concurrently tackling the hegemonic organization of White domination of meritocracy (DeCuir & Dixson, 2004).

Although Bell originated CRT in the legal field, its influence was felt in other disciplines such the field of education by individuals such as Ladson-Billings and Tate who are attributed with presenting education to CRT in the mid-1990s (DeCuir & Dixson, 2004). In the field of education, CRT emerged in educational research and those who utilize CRT also question Whiteness (DeCuir & Dixson, 2004; Marx & Pennington, 2003). Although CRT theorists have different approaches to the six tenets of CRT unite them (Abrams & Moio, 2013). The first tenet is endemic racism, which is CRT accepting that racism is ordinary and deeply rooted in American society (Abrams & Moio, 2013). The second tenet is race as a social construction because race is determined by observed physical characteristics, which are not supported by biological authenticity (Abrams & Moio, 2013). Differential racialization is the third tenet where people in power can adjust the racial worth of people depending on how that worth impacts the people of power (Abrams & Moio, 2013). The fourth tenet of CRT is interest convergence where the majority race has the physical and mental advantage and change regarding race only happens when the interests of the majority group who holds the power (i.e. Whites) unites with those who are racially oppressed (Abrams & Moio, 2013; Bell, 1995). The fifth tenet, the voices of color, is where CRT advocates the rewriting of history to fight back against the dominant's group historical perspective that does not take into account people of color's stories. The voices of color tenet brings the narratives of people of color into account (Abrams & Moio, 2013). Antiessentialism is the sixth tenet is where CRT recognizes the crossover of various forms of oppression and to primarily focus on race conceals other forms of oppression (Abrams & Moio, 2013).

Statement of the Problem

Today's elementary teachers face the "demographic imperative," or action they must take in order to reverse the "disparities of culture" that occur in our classrooms (Darling-Hammond & Bransford, 2005). The disparities ethnically diverse students face are documented sizeable differences in the allocation of resources and funding, lack of qualified teachers, and large class sizes (Darling-Hammond & Bransford, 2005; Kozol, 2005). For the purpose of this research study culturally/ethnically diverse refers to students or individuals whose cultural identity is not European or White. For example, it is documented that schools serving larger number of ethnically diverse students have a tendency to offer considerably less resources than schools not serving students of color (Darling-Hammond & Bransford, 2005). In a response to the growing diverse student population, teacher preparation programs will need to focus on educating future teachers on becoming culturally responsive (Darling-Hammond & Bransford, 2005). Specifically, future teachers will need opportunities to learn about themselves in regards to their cultural identity and sociocultural consciousness. Cultural identity is where individuals' behaviors are grounded in their attachment to their culture and ethnicity. The characteristics of their ethnic group are established in expressive behaviors such as "thinking, relating, speaking, writing, performing, producing, learning, and teaching, which affects individuals by being influenced by "mitigating variables of affiliation, gender, age, social class, education, individuality, residence, and immigration" (Gay, 2000, p. 11). Villegas and Lucas (2007) define sociocultural consciousness as "the awareness that a person's worldview is not universal but is profoundly influenced by life experiences, as mediated by factors including race, ethnicity, gender, and social class" (p.

31). By learning about their cultural biases and stereotypes, future teachers can understand how their cultural identity and sociocultural consciousness may negatively impact their ethnically diverse students' academic achievement (Darling-Hammond & Bransford, 205). It will be necessary for future teachers to learn how to integrate the diverse real-life experiences of their elementary students as part of the "real" curriculum, and they will need a broad understanding of working with various cultures in order to develop successful teaching strategies (Darling-Hammond & Bransford, 2005; Ladson-Billings, 2009). Teacher preparation programs will be responsible for educating future teachers with the knowledge of how to develop their culturally responsive pedagogy by using cultural traits, experiences, and points of view of ethnically diverse students as conduits for effectively teaching diverse students (Gay, 2002). In order to develop this pedagogy, teachers will need a vast understanding of the knowledge their diverse students possess, a strong understanding of the curriculum, and comprehend what it means to teach (Darling-Hammond & Bransford, 2005). Then culturally responsive teaching can occur because students and teachers will construct meaning from the content, and students will collaborate while learning in order to make deep curricular connections to their diverse lives (Ladson-Billings, 2005).

Teachers enter the classroom with their own cultural identity and teacher efficacy. Mirroring Gay's (2000) definition of cultural identity, Bartolome and Trueba (2000) advocated for teachers to develop their "ideological clarity" before working with a multicultural curriculum (p. 129). Specifically, multicultural education challenged schools to balance what democratic identity meant while keeping the culture and ethnicity of students respected and represented in the schools. This balance would allow

for students to maintain their relationships with their cultural communities while sharing in a national culture or else cultural subjugation and domination will occur (Banks, 2004; Banks, 2009). If students of color are to be effectively taught, teachers must study where their cultural variations rest, utilize these differences as a resource, and scrutinize their own cultural biases, assumptions, and rules that have hindered successfully educating children of color (Abrahams & Trike, 1972; Gay, 2000). Teachers who develop their cultural attitudes, behaviors, and skills create teaching procedures that are like-minded to the sociocultural context of their ethnically diverse students (Gay, 2000). In addition, teachers impact student achievement with their teacher efficacy, which empowers every student with the knowledge and skills that are necessary for future growth (Gutierrez & Rogoff, 2000; Tshamen-Moran, Woolfolk Hoy, Hoy, 1998; Whitfield, Klug, & Whitney, 20007;). Teacher efficacy is defined as a teacher believing that students can learn regardless of the influence society has on their students because effective instructional strategies are being utilized (Tucker, C. M., Porter T., Reinke, W.M., Herman, K.C., Ivery, P.D., Mack, C.E., & Jackson, E.S., 2005). Teacher efficacy impacts the way teachers "feel, think, motivate themselves, and behave" in the classroom (Bandura, 1993, p, 118). Specifically, Tschannen-Moran and Woolfolk Hoy (2007) state that a growing body of research shows teachers' efficacy would be associated with teacher effort put forth to teach, setting goals, and tenacity and resilience when teaching does not go smoothly or they face setbacks in the classroom.

One of the criteria Ladson-Billings (2009) posits as being essential for culturally responsive pedagogy is for students to develop a critical consciousness allowing them to evaluate the sociocultural norms that perpetuate inequality. Students are challenged to

view knowledge as emancipatory where they understand the meaning of their culture (Ladson-Billings, 2009; Gay, 2000). In order for students to develop this critical consciousness, teachers must develop their own sociocultural consciousness. Teachers who lack sociocultural consciousness will teach only relying on his or her own values and beliefs in order to make sense of the lives of his or her own students, which creates miscommunication and misinterpretation of students' lived experiences (Villegas & Lucas, 2007). Sociocultural consciousness is looking beyond the matrix of domination of race, gender, and class being part of the interlocking system of oppression (Lemert, 2010). Teachers who embrace sociocultural consciousness realize there are social inequities and how the role of culture is emphasized and used as power to control different social groups, which Gramsci (1929) referred to as cultural hegemony (in Lemert, 2010). In addition, sociocultural consciousness develops a critical understanding of the teacher and "critical understanding of self takes place through a struggle of political hegemonies and of opposing directions" (Lemert, 2010, p. 264). Sociocultural consciousness is where teachers advance their attitudes, behaviors, and skills towards being a culturally responsive teacher as they develop a strong cultural identity (Gay, 2000).

Throughout this study, I investigated an approach to teaching a multicultural curriculum, through culturally responsive teaching, that is developed from the attitudes, behaviors, and skills of an elementary teacher. In order to conduct my investigation, I developed the theoretical culturally responsive teaching professional development guide (CRTG-T) (see Appendix B) as a professional development tool that would be utilized to foster and develop teachers' culturally responsive pedagogy. During this research study, teachers had control for operationalizing culturally responsive teaching in the classroom

by making two revisions to the CRTG-T. Those two revisions created the CRTG-R1

(CRTG-R^1) (see Appendix Q) and the second revised culturally responsive teaching

professional development guide (CRTG-R^2) (see Appendix R). The two teacher-led

revisions and a semantic analysis of the CRTG-R^2 created the final revised culturally

responsive teaching professional development guide (CRTG-R^F) (see Appendix S)

teachers could utilize as a tool to aid in the development of culturally responsive teaching

and professional development. The CRTGs were not a teacher evaluation of standard-

based accountability, which prompts teachers to deliver teacher-proofed curriculum in

some ways disconnects the teachers from their own interests and standards (Liston, 1996;

Sleeter, 2005). Research has shown that standards-based evaluations were developed

from No Child Left Behind's standards-based curriculum as a method for administrators

to measuring teacher performance (Heneman, Milanowski, Kimball, Oden, 2006; O'Pry

& Schumacher, 2012). In addition, the CRTGs supported research, which indicates a lack

of teaching performance-based tools that account for culturally responsive teaching, as

teacher evaluations are standards-based driven (Clark, 2011; Kimball and Milanowski,

2009; O'Pry & Schumacher, 2012). Furthermore, research explains teacher observations

are spoiled with problems because observing teachers requires the evaluator to interpret

meaning behind the teachers' instruction (Elvira & Town, 2011).

For this research study, the CRTGs explored teachers' perceptions about their

culturally responsive attitudes, behaviors, and skills. Secondly, the research study

allowed teachers to revise the CRTG-T to develop a usable culturally responsive teaching

tool. In addition, the CRTGs provided feedback to the teachers in regards to what ways

they utilized culturally responsive teaching in their classrooms. The feedback assisted in

the development and refinement of the teachers' sociocultural consciousness, which

impacted their perceptions of culturally responsive teaching (Gay, 2000). The revisions to

the CRTGs also provided feedback of the teachers' efficacy with the attitudes, behaviors,

and skills listed on the CRTGs. Specifically, the teachers struggled with understanding

the terminology "code-switching" on the CRTG-T and felt they were not comfortable

with code switching or lacked the knowledge of how to code switch. Developing

culturally responsive teaching skills requires teachers to have an understanding of how

culture functions into the classroom undercurrents, and the creation of cultural and

ethnically diverse spaces where high academic achievement is expected (Gay, 2000).

Specifically, this research study focused on teachers' efficacy in developing culturally

responsive attitudes, behaviors, and skills because teachers' who are less effective

typically depend on teaching through whole group and direct instruction and culturally

responsive teachers employ alternative methods of teaching such as heterogeneous

collaborative grouping, scaffolding of lessons, and providing challenging rigorous

instruction (Delpit, 2006; Delpit, 2012; Gay, 2000; Howard, 2006; Ladson-Billings,

2009; Siwatu, Frazier, Osaghae, & Starker, 2011;Sleeter, 2005

Critical understanding of the effects of teachers' attitudes, behaviors, and skills

impacting the development of culturally responsive teaching was seen as valuable. For

this research study, I observed the three participants three times using the CRTG-T and

observed each participant once using the CRTG-R[1]. The CRTG-T was developed from

synthesizing culturally responsive research in regards to teachers' attitudes, behaviors,

and skills in order to support the Multicultural Curriculum Framework designed by

Sleeter (2005). Specifically, culturally responsive research was the driving force for the

development of clear concise critical attributes for each culturally responsive category found on the CRTG-T. The critical attributes defined specific observable culturally responsive attitudes, behaviors, and skills. The culturally responsive research was synthesized from the scholarly works of Delpit (2006, 2008, 2012), Dowdy (2008), T. Howard (2003), G. Howard (1999, 2006), Ladson-Billings (1995, 1998, 2003, 2008, 2009, 2011), Lee (1998), Hood (1998), Aborn (2006), Freire (1970, 1985, 1998), Gay (2000, 2002, 2003, 2009), Smitherman (2008), Baker (2008), Mahari (1998), Ambrosio (2003), and Sleeter (2005, 2008, 2011, 2012). One criterion for utilizing these scholarly articles and books was the authors have a legacy in the field of culturally responsive teaching. Another criterion is the scholars each have culturally responsive teaching as a focus of their body of research and have made an impact in the field of culturally responsive teaching.

In this research study, I used the CRTG-T and CRTG-R[1] to observe attitudes, behaviors, and skills of culturally responsive teaching (see Figure 1).
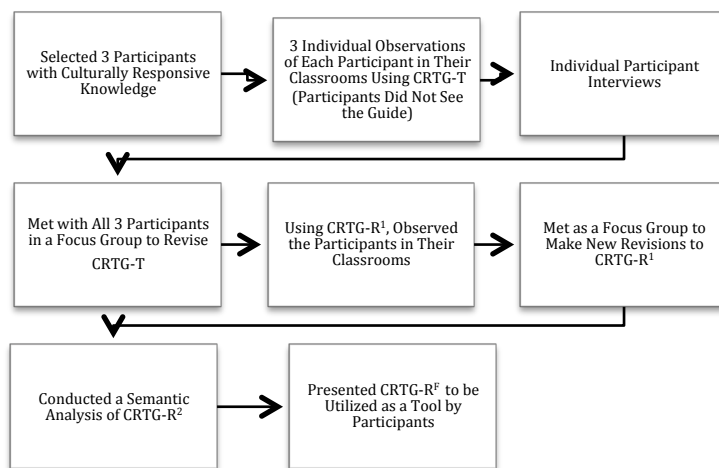
Figure 1: Process to develop the final revised culturally responsive teaching professional development guide. This table shows how the final revised culturally responsive teaching professional development guide was developed from observations, interviews, and focus group meetings.

First, I selected the three participant teachers from a pre-observation by using the culturally responsive teaching criteria guide (see Appendix A). The culturally responsive teaching criteria guide was developed from the culturally responsive teaching characteristics outlined by Gay, a well-renowned scholar of culturally responsive teaching. Then I conducted three observations of each of the three teachers using the CRTG-T. Next I interviewed the teachers to gain their perspective and understanding of their perception of culturally responsive teaching occurring in their classroom. I shared the CRTG-T at the conclusion of the interview, and allowed the teachers to maintain the copies of the theoretical guides to examine and reflect where revisions may be needed. During the first of three focus group meetings, the teachers shared their revision ideas. The premise of the focus group meetings was to have feedback and input from the teachers in making changes to the CRTG-T so it would work as a tool to guiding them to being successful with culturally responsive teaching. Then I observed the teachers using the CRTG-R[1]. We met for a second focus group meeting and discussed revisions to the CRTG-R[1] and discussed the need for culturally responsive professional development. I revised the CRTG-R[1] to reflect the revisions the teachers suggested and created the CRTG-R[2]. Next, I conducted a semantic analysis comparing the CRTG-T and CRTG-R[2] to ensure teacher-led revisions maintained the integrity of the scholars. The third focus group meeting I presented the CRTG-R[F] to the teachers.

Purposes of the Study

Banks (2004) argued that multicultural education was a reform movement where "all students should have equal opportunities to learn regardless of the racial, ethnic, social class or gender group they belong" (p. 391). The pedagogies of multicultural

education and culturally responsive teaching must support each other. In fact, Gay (2000)

advocates that culturally responsive teaching alone cannot remedy all the issues

surrounding improving the education for marginalized students. One purpose of this

study was to examine teachers' perceptions about their attitudes, behaviors, and skills as

it relates to culturally responsive pedagogy. Specifically, teachers' perceptions were

revealed when the teachers revised the CRTG-T and CRTG-R[1]. The CRTG-T and

CRTG-R[1] were framed upon teachers' culturally responsive attitudes, behaviors, and

skills working with the multicultural education framework. The teachers' attitudes,

behaviors, and skills along with their approach to teaching a multicultural curriculum

varied and had no definitive shape but the critical attributes of culturally responsive

teaching were defined and could be operationalized by the teachers. Culturally responsive

teaching is grounded at the center of teachers' pedagogy because it is defined (see Figure

2).

Figure 2: Culturally responsive teaching grounded at the center of teachers'
pedagogy. This figure illustrates teachers' attitudes, behaviors, and skills and
approach to teaching a multicultural curriculum may vary but culturally
responsive teaching sits at the center of teachers' pedagogy as it is defined with
critical attributes teachers can operationalize.

Sleeter's (2005) Framework for Multicultural Curriculum Design provided the

skeleton to developing the scholarly culturally responsive teaching categories for the

scholarly culturally responsive teaching professional development guide. Sleeter's (2005)

framework was structured around the themes: transformative/intellectual knowledge, classroom resources, student and community, academic challenge, teacher's ideology, and assessment where all the themes impact each other interconnect (Sleeter, 2005). The Framework for Multicultural Curriculum Design was supported by vignettes on the thinking, planning, and teaching of 39 diverse K-12 teachers participating in Sleeter's two sections of Multicultural Curriculum Design course (Sleeter, 2005). Sleeter (2005) also spent 2-8 hours in eight competent K-12 teachers classrooms where she conducted interviews and field notes to develop her vignettes (Sleeter, 2005).

Inside the skeletal frame of the multicultural themes, culturally responsive categories were developed from synthesizing the culturally responsive literature. The culturally responsive categories were laid out so teachers could critically self-reflect on their culturally responsive teaching. Teachers could reflect on the categories and determine why culturally responsive attitudes, behaviors, and skills were observed or not-observed. If teachers critically self-reflect they can investigate their thoughts and feelings about their philosophy of culturally responsive teaching (Maude, Hodgees, Brotherson, Hughes-Belding, Peck, Weigel, & Sharp, 2009). The culturally responsive teaching categories were: coach that creates relationships with caring (Delpit, 2012; Howard, 2003; Howard, 2006; Ladson-Billings, 2009); teacher respects diversity and differences (Aborn, 2006; Delpit, 2102; Freire, 1970; Gay, 2000; Howard, 2003; Howard, 2006; Ladson-Billings, 2009); teacher promotes students sociopolitical consciousness (Ladson-Billings, 2008); teacher teaches the truth of other cultures not just the Truth (Howard, 2006); teacher encourages a community of learners (Ladson-Billings, 2009); teacher supports cultural competence (Ladson-Billings, 2008); teacher uses culturally responsive

oral language (Smitherman, 2008); teacher used culturally responsive written language (Baker, 2008); teacher focuses on student achievement (Ladson-Billings, 2009); and teacher uses culturally responsive assessment (Mahari, 1998; Sleeter, 2005). Sleeter's vignettes assisted in placing the culturally responsive literature into the appropriate multicultural curriculum framework theme. Lastly, the critical attributes were added to each category to define the culturally responsive teaching categories and were developed from the culturally responsive literature. The CRTG-T was developed to support Banks' (1974) warning to teachers of ethnically diverse students to halt teaching with a status quo attitude using traditional teaching techniques. In addition, research has also turned to teacher behaviors as indicators of student achievement and effective teaching, and at the heart of the CRTGs are culturally responsive teacher behaviors (Kyriakides, 2005).

A second purpose for the research study was to utilize the CRTGs as tools to inform teachers how they are operationalizing culturally responsive teaching. Specifically, the research study empowered teachers to make revisions to the CRTG-T, which was developed from the synthesis of scholarly culturally responsive research. One goal of teachers revising the CRTG-T was it allowed teachers to work with their peers on developing their culturally responsive pedagogy. A second goal was teachers made the necessary revisions to the CRTG-T until it was a teacher friendly tool that could easily be utilized when developing culturally responsive lesson plans. (Armour-Garb, 2009). The purpose of utilizing the CRTGs was supported by Schellenburg and Grothaus's (2009) research, which affirms that "through the use of culturally responsive data-driven practices" educators can focus of the necessity to use data the to link accountability with issues of equity (Grothaus, Crum, & James, 2009). In addition, the CRTGs opened

discussion among the teachers about what professional development the teachers felt they needed to operationalize critical attributes of culturally responsive teaching. Research supports the purpose for this research study as educational systems struggle to develop a valid teacher method that examines teacher performance, which leads to professional development needs (Kyriakides, 2005).

Research Questions

To abet the synthesis of the plethora of current research on culturally responsive teaching, the CRTGs were designed for teachers to utilize as a scheme in developing teachers' culturally responsive pedagogy. The purpose of the CRTGs was to operationalize the teachers' attitudes, behaviors, and skills of culturally responsive teaching. The research questions for this study are: (1) What are perceived culturally responsive attitudes, behaviors, and skills of teachers? (2) How does the culturally responsive teaching professional development guide inform teachers of their culturally responsive practice? (3) How can the attitudes, behaviors, and skills of culturally responsive teaching be operationalized in practice?

Limitations

There were several limitations to this research study on utilizing a culturally responsive teaching professional development guide to discern culturally responsive teaching. The first limitation was the research was conducted at my place of employment with participants who are my colleagues. I used a sample of convenience in place of random sampling. A second limitation was my findings may be limited to my sample population, elementary teachers at a private school because I used sample of convenience. A third limitation was the time constraint of observing and meeting with three

participants. This was a limitation because finding time to observe the teachers and collectively meet was difficult.

There were several delimitations to this research study on utilizing a culturally responsive teaching professional development guide to discern culturally responsive teaching. The first delimitation was in order to assure manageability of the collected data, the CRTG-T and CRTG-R[1] used observable and unobservable as items to check off during the participants' observations. A second delimitation was I did not provide the CRTG-T to the participants until after the third observation. This was to ensure the participants would not prepare their lessons to be culturally responsive based upon the guide. A third delimitation was I did not interview the participants concluding each observation so they could not get a sense of what I was looking for when I observed and then alter their teaching when I returned for the next observation(s).

Definition of Terminology

The following section was developed to ensure readers understand the relevant terms, and the definitions reflect the way the word was utilized throughout this research study. Culturally Responsive Teaching. For the purpose of this paper, the terminology culturally responsive is being utilized, as it is the most current terminology preferred by Gay (2000) in Culturally Responsive Teaching. Oftentimes culturally relevant and culturally responsive are used interchangeably, and the terms are synonymous with no differences existing between the terms as they are defined as teachers learning how to actually teach all the students in their classroom (Howard, 2006). The term culturally responsive represents a collection of ideas and descriptions from various scholars (Gay, 2000). Ladson-Billings (2009) conceptualized culturally responsive pedagogy during the 1990s

by conducting extensive ethnographies of eight successful classroom teachers of African American students. From these studies, the common characteristics of these teachers was noted and theorized to formulate the terminology culturally relevant teaching (Ladson-Billings, 2009). Culturally responsive teaching "simultaneously develops academic achievement, social consciousness and critique, cultural affirmation, competence, and exchange; community building and personal connections; individual self-worth and abilities; and an ethic of caring (Gay, 2000, p. 43).

Multicultural Education. Multicultural education is where schools correlate equity and social justice issues as viewed from the standpoint of historically marginalized groups and educators address: "access to quality curriculum, textbook content, relevance of curriculum to students, and models of curriculum transformation" (Sleeter, 2005, p. 11) According to Rychly and Graves (2008), "Education that is multicultural can be delivered to a classroom containing students from the same culture; the content presented is representative of various cultural perspectives" (p. 45). Specifically, multicultural education challenged schools to balance what democratic identity meant while keeping the culture and ethnicity of students respected and represented in the schools. This balance would allow for students to maintain their relationships with their cultural communities while sharing in a national culture or else cultural subjugation and domination will occur (Banks, 2004; Banks, 2009).

Sociocultural Consciousness. Villegas and Lucas (2007) define sociocultural consciousness as "the awareness that a person's worldview is not universal but is profoundly influenced by life experiences, as mediated by factors including race, ethnicity, gender, and social class" (p. 31). Developing a sociocultural consciousness

allows teachers to combat the deficit model of teaching, or beliefs teachers have of what their students of color can and cannot do (Gay, 2000). If teachers continue to ignore their sociocultural consciousness and how it impacts their students of color's academic achievement then cultural hegemony, educational inequities, personal disparagement will continue to occur (Gay, 2000).

Cultural Identity. Cultural identity is where individuals' behaviors are grounded in their attachment to their culture and ethnicity. The characteristics of their ethnic group are established in expressive behaviors such as "thinking, relating, speaking, writing, performing, producing, learning, and teaching, which affects individuals by being influenced by "mitigating variables of affiliation, gender, age, social class, education, individuality, residence, and immigration" (Gay, 2000, p. 11).

Ideological Clarity. According to Bartolome and Trueba (2000) ideological clarity is when teachers' individual reasoning for dominant societal views of socioeconomic and political hierarchy are compared and contrasted to dominant society's views. The goal of ideological clarity is for teachers to better understand "if, when and how their belief systems uncritically reflect those of the dominant society and support unfair and unequitable conditions" (p. 279).

Teacher Efficacy. Teacher efficacy is defined as a teacher believing that students can learn regardless of the influence society has on their students because effective instructional strategies are being utilized (Bandura, 1997; Goddard, Hoy, Woolfolk Hoy, 2004; Tucker et al., 2005). However, teachers' beliefs about their capabilities can be inaccurate as teachers can either over or under-estimate their actual skills and these

estimations may impact their course of action they follow and the effort they place into that course of action (Goddard, Hoy, Woolfolk Hoy, 2004).

Critical Race Theory. Critical race theory also frames itself from Asante's (1998) Afrocentricity defined as a theoretical framework, "which means, literally, placing African ideals at the center of any analysis that involves African culture and behavior" in place of accepting the Eurocentric viewpoint (p.2). However, it was Derrick Bell who coined the term critical race theory, and Bell believed that racial conflict is the basis of modern society (Ladson-Billings, 1998, 2011; Marx, 1867). In his work Confronting Authority (1994), Bell writes of his history as a silent and singular protestor, and critical race theory developed from legal scholars such as Bell who challenged how race, class, and gender were being taught in law schools (Ladson-Billings, 1998; Ladson-Billings, 2011).

Culturally/Ethnically Diverse. For the purpose of this research study culturally diverse refers to students or individuals whose cultural identity is not European or White.

Urban Education. Kincheloe and Steinberg (1999) state that urban education refers to schools located in areas or cities with a high population density of 1,000 inhabitants per square mile. According to the U.S. Census Bureau in 2010 the site of this study had 2,457 inhabitants per square mile. Therefore, schools either public or private, which are located in this city, are considered providing urban education.

<div align="center">Summary</div>

Chapter one establishes the foundations for this research study. Many teachers believe that the purpose of education surpasses people, places, and time and that good teaching has nothing to do with race, culture, and gender (Gay, 2000). However, this

research study explained that at the heart of good teaching culture is found in the curriculum, instruction, administration, and assessments (Gay, 2000). James Banks (2004) argued that multicultural education was a reform movement where "all students should have equal opportunities to learn regardless of the racial, ethnic, social class or gender group they belong" (p. 391). This research study encouraged teachers to see the needs of ethnically diverse students, and self-reflect on their own cultural identity, teacher efficacy, and develop a sociocultural consciousness (Darling-Hammond, 2004; Gay, 2000; Ladson-Billings, 2009; Sleeter, 2005; Villegas & Lucas, 2007). Advocates of multicultural education posit that curriculum and pedagogy, which builds upon "cultural frames of reference and the linguistic strengths" of marginalized students, advances student learning (Sleeter, 2005, p. 14). This is important as the CRTG-T and CRTG-R[1] provided feedback to teachers about their culturally responsive attitudes, behaviors, and skills from which, dialogue among teachers fostered revisions of the CRTG-T in order to operationalize culturally responsive attitudes, behaviors, and skills.

CHAPTER 2: LITERATURE REVIEW

Introduction

The literature review for this study is exhaustive; pulled from quantitative and

qualitative research articles, theoretical papers, and books. More specifically, this

literature review explores the research and theories as it relates to multicultural education

and culturally responsive teaching. The goal of this literature review is to provide a

theoretical framework for this research study.

Multicultural Education

The call for multicultural education in our schools is deeply influenced by the fact

that schools were established to develop democratic education, or an allegiance to a

nation, which came at the cost of ethnic groups very rarely experiencing ethnic equality

or where it was illegal to be educated; they were almost non-existent in school curriculum

(Banks, 2009; Simpson, 2004). It is argued that all students should be seen as citizens

who will take an active role with democratic ideals, but teachers must also assist their

students in understanding their cultural knowledge and how their culture relates to the

mainstream popular thinking (Banks, 2009; Kim, 2011). Students, who do not have a

firm positive cultural identification and feel marginalized, will not see the importance or

value in helping other marginalized groups (Banks, 2009; Kim, 2011). It becomes the

responsibility of teachers to deliver the knowledge their students will need to survive and

participate in ethnic communities of other cultures, the mainstream culture, and of course

the global community without feeling marginalized (Banks, 2009; Kim, 2011). Schools are the vehicles to aiding students to developing an understanding of how cultural, community, state, national, and global identifications are interconnected and constantly changing (Banks, 2004). It can be reasoned through multicultural education students learn about human rights by first hand experiences and internalizing those rights and beliefs, and the classroom becomes a microcosm of society where the teaching of democratic principles occurs in respect to the human rights of all people (Banks, 2009).

Multicultural education developed from American elementary classrooms experiencing a shift in what it means to teach immigrants (Banks, 2009). Research shows that in 2006, U.S. schools are more diverse today as the ethnic minorities' population was comprised of 100 million compared to the total U.S. population of 300 million, which contrasts immigration patterns from the early 1900s of predominantly European immigrants (Banks, 2009; Kim, 2011). In a 30-year time period between 1973-2004, the population of non-European ethnic students in schools increased from 22 percent to 43 percent (Banks, 2004; Banks, 2009). The increase is attributed to The Immigration Reform Act of 1965, which increased the richness of ethnic diversity as more immigrants came from non-European countries (Banks, 2004; Banks, 2009). As a result of the increase of migration of international people, it has become increasingly difficult to create schools that support and teach democracy because over the past 40 years the United States has become more racially and linguistically diverse (Banks, 2009).

Students of color currently are now 40 percent of the students sitting in our American classroom who are being "asked" to assimilate to the concept of a Western-democratic state (Banks, 2004). The ideology of cultural assimilation provided through

schools' democratic education is to create a mainstream dominant culture that is shared by multiple groups of people in our country (Banks, 2004). In the 1960s and 70s this assimilation concept was greatly challenged, particularly during the Civil Rights Movement which is credited with advancing the reduction of prejudice, integration of cultures into the curriculum, and equity in educational practices (Banks, 2004; Banks, 2009; Schoorman & Bogotch, 2010; Sleeter, 2005). Prior to the Civil Rights Movement, Joy Lei and Carl Grant (2001) linked multicultural education to the progressive movement of education where John Dewey was a major influence (Sleeter, 2005). Dewey saw education as the place where students would prepare to cooperate in social life and assist in advancing the welfare of their communities (Fishman & McCarthy, 1998). Furthermore, students would be using education as a vehicle to prepare for their social responsibility, to get a job and be an active part of the community (Fishman & McCarthy, 1998). It was believed that teachers and schools were the agents to the transformation of individuals, and public schools are instrumental in developing power, courage, and personal ability in each student (Fishman & McCarthy, 1998).

The ethnic revitalization movement that took place during the Civil Rights Movement and after the Black-National Movement produced push back to the cultural assimilation ideology as ethnic groups freely spoke about their desire for equality and inclusion into society's structures such as schools (Banks, 2009; Ladson-Billings, 2003). During this time period, indigenous people and various ethnic groups in Western nations desired their history and culture be echoed in school curriculum (Banks, 2004). However, it was the main goal of the United States to create a nation of one culture, where the Anglo Saxon or Anglo-Celtic culture was to be the dominant group (Banks, 2009). The

challenge for schools became a balancing act of what democratic identity meant while keeping the culture and ethnicity of students respected and represented in the schools (Banks, 2004; Banks, 2009). This balance would allow for citizens to maintain their relationships with their cultural communities while sharing in a national culture or else cultural subjugation and domination is still occuring (Banks, 2004; Banks, 2009).

A shift occurred away from cultural assimilation to the implementation of multicultural education. It was the multiculturalists that believed in creating a pluralistic culture as a theoretical framework in education instead of victimizing minority group members (Kim, 2011). The multicultural education reform was about diversity and equality in education (Kim, 2011). The multiculturalists concurred that, "cultural pluralism includes the maintenance of diversity, a respect for differences, and the right to participate actively in all aspects of society without having to give up one's unique quality (Sleeter & Grant, 1999, p. 153). Multicultural education responded to the premise behind schooling children to include that the democratic ideals (justice, equality, and freedom) are the core norms being taught hand in hand with education equality and diversity (Kim, 2011). Research shows that curriculum which lacks multicultural diversity has resulted in students to lose part of their culture such as language and customs, which has ensued alienation with family members who maintain strong cultural values in the home (Banks, 2004). There becomes a mismatch between the culture of school, which identifies with European Anglo Saxon values, and the diverse cultural values at students' homes and communities (Banks, 2009).

As globalization occurs, no longer is multicultural education looking at marginalized groups in the United States but diversity of world cultures and people (Kim, 2011). It is common knowledge that globalization and current economic aspects are

challenging nation states, such as the United States, where students will be consumers in a global market and they are viewed as human capital in the global markets (Banks, 2004; Kim, 2011). Students are citizens who must comprehend how to function in communities of various cultures that go beyond their borders (Banks, 2004). Research shows that some politicians, who influence the educational arena, support multicultural education because understanding a foreign language and understanding another culture simply comes down to training a labor force that will be working in the global markets (Kim, 2011). Multicultural education establishes a curriculum where the voices of marginalized groups who have a calling to help eliminate the human suffering are heard loud and clear (Kim, 2011).

In 1954, *Brown v. Board of Education* forever altered the educational landscape by eliminating "separate but equal." With a shift towards desegregation, educational issues quickly arose, and although students were supposedly afforded equal educational access with the abolishment of school segregation, academic disparities existed among diverse student groups (Wiggan, 2006). As a result, students were then required to perform at high level of expectations when they had never been properly trained at school, which led to court cases such as *Lau vs Nicols* driven by the insistence that ethnically diverse communities have access to quality curriculum (Rebbell &Wolff, 2008; Sleeter, 2005). The Committee of Tens report in the 1950s called for more rigorous curricula, but the demand from blacks in the south was bettering the schools they already had as opposed to integration (Peterson, 1985). However, in 1966 the Coleman Report and Jenks study stated that equal education really would not help the IQ and deficit model of education as the report discussed how parents impact the success a child has at school (Chenoweth, 2007). In 1965, the Elementary and Secondary Education Act (ESEA) was passed as proposed by

Lyndon B. Johnson, and ESEA focused on granting poor children access to the same type of schooling as non-poor students and created Title I funding (Chenoweth, 2007). All leading up to standard-based reform, the catalyst can be traced to the dismantling of the attitude that education was progressing due to the *Nation at Risk* report in 1980s, which stated that test scores were declining and so was functional and cultural literacy, and touted the basics of hard work and competition (Sleeter, 2005; Tyack and Cuban, 1995). During the 1980s many reports were published asserting that United States students were failing to learn the skills necessary to support the country as a global economic competitor (Sleeter, 2005). As a result, in 1989 President G. H. W. Bush along with the state governors met at a summit to set goals for school improvement (Sleeter, 2005). The summit yielded the development of the National Education Goals Panel, whose job was to generate national goals for student learning (Sleeter, 2005).

In 1994, came the reauthorization of ESEA, and the federal government held states accountable for Title I funding by having to demonstrate how poor children benefited from the Tile I monies (Cohen & Moffitt, 2009). The reauthorization of ESEA also attempted to develop national curriculum standards in math, science, and history. Then President William Clinton's first educational initiative, Goals 2000, was passed in March of 1994, which committed the nation to standards-based reform (Cohen & Moffitt, 2009; Sleeter, 2005). Clinton's second initiative, Improvement of American School Act (IASA) passed later in 1994 where he reframed Title I which ensured high standards for all children, aligned efforts of the states, provided enriched and accelerated programs, and afforded access to effective instructional strategies for challenging academic content (Cohen and Moffitt, 2009). Framed from a standards-based reform model of education, in

2002 President George W. Bush passed the No Child Left Behind (NCLB) legislation, which placed the focus on the academic performance of students of color at the forefront but it is argued that for the legislation to strive for 100% of the nation's students to be proficient by 2014 is unrealistic (Rebbell & Wolff, 2008).

Multicultural reformers during the time of standard-based reform argue that curriculum's main function is about improving the underachievement of students of color because the cultural needs of these students at the placed at forefront of instruction (Sleeter, 2005). Standardizing curriculum situates all students into a standard cultural box as race and ethnically diverse groups are two categories used to oppress those that are physically or culturally different from the Eurocentric patriarchal norm by setting a standard of normality, ethnically diverse groups experience an increased sense of visibility, subjected to racism and discrimination. (DeMarrais & LeCompte, 1999). Within the educational hierarchical order, socioeconomically disadvantaged students, female students, and students of color are all subjected to a formal and hidden curriculum that reaffirms the existing social order, promoting one group's knowledge or truth over all others (DeMarrais & LeCompte, 1999; Gay, 2002). While the formal standardized curriculum identifies what qualifies as "real" knowledge, the hidden curriculum (the beliefs and values of the dominant group) implicitly informs students about how to behave and their position within the social hierarchy (DeMarrais & LeCompte, 1999). Students are inculcated with differing knowledge depending upon their position within the social stratification, and the social efficiency curriculum is used as a means to promote this social division (DeMarrais & LeCompte, 1999). As this curriculum method dominates the education system, standardized tests track and place students in ability

groups, ensuring the elimination of "waste." The curriculum, "the total school experience provided to students, whether planned or unplanned" assists students in accepting the established ideology and behavioral norms (DeMarrais & LeCompte, 1999, p. 230). The academic progress of students of color is stunted because students are inundated with the falsehood of one objective truth and essentially, what they are taught and how they are taught is dependent upon their social status within society (DeMarrais & LeCompte, 1999).

The main purpose of multicultural movements have been delineated as establishing curriculum that focuses on the social improvements for the lives of marginalized people who have been disregarded due to their race, ethnicity, language, disabilities, and social class (Sleeter, 2005). The underachievement of marginalized students positioned multicultural movements to argue for equitable circumstances for learning opportunities, which would close the achievement gaps (Sleeter, 2005). The achievement gap among White students and students of color highlights the evident racial boundaries of who is actually profiting from school, and the National Governors' Association refers to the achievement gap as " a matter of race and class" (Howard, 2003; Ladson-Billings, 2006). However, while individual racism is detrimental to the everyday lives of ethnic minority groups, engrained institutional racism hinders any possibility of racial equality and progression (DeMarrais & LeCompte, 1999). Fundamentally, children are restricted, unable to received equal access to educational opportunities. Although numerous legislative acts have been passed to "improve" the schooling experiences of ethnic minority groups (Brown v. Board of Education, affirmative action, Title IV of the Civil Rights Act, and The Elementary and Secondary Education Act), deficit thinking in

the form of Coleman and Jencks' reports undermined the goal of equal educational access and opportunity for all children (DeMarrais & LeCompte, 1999).

The achievement gap as it affects our ethnically diverse students is affirmed by Gramsci's (1929-1936) statement, "All human beings are intellectuals […] but not all men have in society the function of intellectuals" (in Lemert, 2010, p. 263). Such a statement illustrates the development of a social class structure, setting a ruling class and a subordinate class and can attest for the development of the achievement gap (in Lemert, 2010). Although Gramsci (1929-1936) argues that "each man…carries on some form of intellectual activity," an individual's intellect is still measured by the worth society places on his or her activity (in Lemert, 2010,p. 263). As the social order defines those engaging in in a certain type of professional activity as intellectuals, it gives power upon these individuals within the civil society and the State (political society), legitimizing their rule. The dominant group then imposes its own direction on social life upon the subordinate group, our ethnically diverse students (in Lemert, 2010, p. 264).

The achievement gap viewed through an examination of Black feminist thought, Hill Collins' (1990) explains how ethnic minority groups, female students, and especially African American women all exist within the matrix of domination (in Lemert, 2010). The cultural context in which knowledge is created is altered and used by dominating forces to propagate one truth and gain control over subordinate groups (Hill Collins, 1990). Black feminist thought opposes this distortion of knowledge by acknowledging that each group's partial truth and narrative are interconnected to compose new knowledge, a new truth. Collins (1990) uses Black feminist thought to dismantle the Eurocentric masculine worldview that keeps all ethnic minority groups in subordination

(in Lemert, 2010). As Black feminist thought re-conceptualizes African American women and all excluded groups by placing them at the center of analysis, it also reveals a system of interlocking oppression. For instance, gender, race, age, sexual orientation, and religion are all single parts within "one overarching structure of domination" (Lemert, 2010, p. 542), showing that one oppression does not justify another and that within this environment an individual can be both oppressor and oppressed. By transforming one's understanding of oppression, all standpoints are valued and needed in order to avoid the oppression and domination of all people and aid in decreasing the achievement gap (in Lemert, 2010; Sleeter, 2005).

Gramsci's social theory is most visible in our national statistics on the achievement gap among White students and students of color, which highlights the evident racial boundaries of who is actually profiting from school. According to the National Center for Education Statistics (2009), in 2007 public school students in the 4th and 8th grade scored higher in mathematics and reading assessments than in previous years. White students scored higher than Black students by 26 points in every assessment, and the consistent poor academic performance patterns of African American and Latino students indicates a need for change in our educational system and pedagogical practice (Gay, 2000; Howard, 2003; National Center for Education Statistics, 2009). Teachers need to critically reflect or make attempts to look deeply at the moral, political, and ethical contexts of their teaching, which is a crucial component to culturally responsive teaching (Howard, 2003). Critical reflection is vital for a teacher to understand how their position with race, social class, and culture can negatively or positively impact their students' school performance (Ladson-Billings, 2009).

Multicultural Curriculum

In a response to children being taught democratic ideals such as justice, equality, and freedom, teachers are expected to deliver a multicultural curriculum (Kim, 2011). However, there were limitations with integrating the cultural content to meet the needs of students and instill the democratic racial and ethnic beliefs of all students as various approaches to teaching a multicultural curriculum were being utilized (Kim, 2011). Kim, (2011) affirms one approach to multicultural education was the addition to the curriculum such as heroes and heroines, holidays and celebrates cultural fundamentals (Kim, 2011). A second approach to content integration is the additive approach where curriculum maintained its underlying structure, but cultural content was added (Banks, 2004; Kim, 2011). The transformative approach, which marked the third method towards content integration, is where school curriculum went through change to enable students to look at various cultural perspectives and issues (Kim, 2011). Social action became the fourth approach in which students to take a position on a social issue and take a social action to solving the problem (Kim, 2011).

It is argued that multicultural education has created a "touristic approach" to teaching about various cultures and does not allow for open discussion about racism and other complicated social issues (Kim, 2011, p. 205). If unity of a nation hinges on celebrating the diversity of that nation, then cultural oppression will occur (Banks, 2004). On the other hand, if all cultural perspectives are taught then students may accept these perspectives. Research indicates it is through the addition of critical perspectives and putting marginalized groups at the core of curriculum, that scholars argue as being necessary for multicultural education to be successful (Kim, 2011). However, the term

"culture" is what is argued to be the limitation when thinking about multicultural education because the "culture" is viewed as a particular way of life (Ladson-Billings, 2003). This limitation to the term "culture" is evident in the early effort of multicultural education, which focused on the ethnic groups of African Americans, Asian Americans, Latinos, Native Americans and European Americans by talking about these groups as an "ethnoracial pentagon" (Ladson-Billings, 2003, p. 51). However, the understanding that people accept multiple identities made talking about ethnoracial distinctions very limiting to multiculturalism (Ladson-Billings, 2003). Therefore, multicultural education is not the learning of other people but the multiple studies of ethnically diverse cultural beliefs and customs as part of every human's life (Ladson-Billings, 2003).

Culturally Responsive Pedagogy

Culturally responsive pedagogy is a response to the small input students of color have on their education and the culture of power lies with the dominant cultural group in this country (Delpit, 2006). According to the research conducted by The Center for Public Education (2012), the trends in immigration and birth rates indicate that in the near future there will be no majority racial or ethnic group. This research indicates that no one group will make up more than fifty percent of the total population in the United States (The Center for Public Education, 2012). The U.S. Census Bureau reported in 2008 that today's elementary and high school students are more diverse in regards to race and Hispanic origin than the Baby Boom generation of students, and between 2007 and 2008 public school teachers were 83 percent White, 7 percent Black, and one percent Latino (National Center for Education Statistics, 2011). The cultural mismatch between White teachers that are entering classrooms with ethnically diverse students will require a

pedagogy that allows teachers and students to learn from each other (Howard, 2003).

Research indicates that currently the culture of power in our schools is comprised of

students who are members of the culture in power, White and middle-middle/upper class,

and these students tend to do better in school because they possess the cultural capital, or

knowledge of the discourse patterns and values that are reflected in our educational

system (Delpit, 1988, 2006). Research shows that with 59 percent of students being

Latino and 15 percent Black in 2008, and the diverse student population rising, teachers

will need to learn to empower diverse populations so they are successful in school (Delpit,

2006; U.S. Census Bureau, 2008). Empowerment will occur as culturally responsive

teachers fight against cultural hegemony and the school systems by allowing ethnically

diverse students to articulate themselves in their own language (Delpit, 2006; Howard,

2003). Creating a space where diverse cultural frames become respected as schools, not

students, implement changes to embrace cultural capital as culturally diverse (Delpit,

2006).

Teacher Efficacy. Teacher efficacy is not an authentic measure of teacher

competence but of self- confidence in the competence one has in their ability to perform

with a given set of conditions (Hoy & Spero, 2005; Jamil, Downer & Pianta, 2012).

Bandura's (1993) research implies that people with low self-efficacy are more stressed

and depressed because they believe they have the inability to accomplishing a difficult

task (Jamil et al., 2012). For teachers to be successful, they need to model the socially

proficient attitudes, values, and temperaments by relying on the three positions of

culturally responsive teaching posited by Ladson-Billings (1995): students need to

experience academic success, develop cultural competence, and develop a critical

consciousness (Jamil et al., 2012). In order for these three positions to occur in the

classroom, a teacher would yield high efficacy and view these three positions as difficult

tasks to master and if failure occurs it is due to a lack of trying or they lacked the

necessary skills to being successful, both of which they have control over (Bandura,

1993; Jamil et al., 2012). Research shows that positive outcomes occur for beginning

teachers who yield high self-efficacy and there are reliable connections between teacher

self-efficacy and teacher persistence and resilience (Jamil, et al., 2012; Yost, 2006).

However, teachers' beliefs about their capabilities can be over or under-estimated which

can provide teachers a false truth about their teacher efficacy (Goddard, Hoy, Woolfolk

Hoy, 2004). There are several research studies that examined the influence of blending

the personal aspects of teachers and features of the classroom, on the efficacy beliefs of

teachers, which discovered there was a significant relationship (Guo, Justice, Sawyer, &

Tompkins, 2011; Jamil et al., 2012: Tschannen-Moran & Johnson, 2011). Specifically,

further research shows that the child-centered constructivist approach to teaching is

associated through high teacher self-efficacy (Jamil et al., 2012; Weber & Omotani,

1994), and these teachers are less likely to use authoritative discipline practices (Jamil et

al., 2012; Woolfolk, Rosoff, & Hoy, 1990). Research also links teachers with high self-

efficacy as more progressive child-centered teachers who share positive emotional

experiences with their students (Driscoll & Pianta, 2010). Students of high self-efficacy

teachers show more motivation, are less anxious, are extremely competent in language

and problem solving than students in a controlling classroom (Jamil et al., 2012: Stipek,

Feiler, Daniels, & Milburn, 1995).

Sociocultural Consciousness. Villegas and Lucas's (2007) sociocultural consciousness develops the critical consciousness needed for a culturally responsive pedagogy. It could be argued Villegas and Lucas (2007) are influenced by Derrida (1966) and Foucault (1975) (post-structuralist/post-modernist), two French theorists who, guided by their unique analysis, critiqued theories, which sought to confine and define human behavior. In *The Decentering Event in Social Thought*, Derrida (1966) explains how social structures and systems lack an immovable center, suggesting that societal structures are unstable and subjected to negotiation (in Lemert, 2010). He posited that through deconstruction, the center of structures was rethought. This event (rapture) essentially caused the emergence of discourse. Derrida begins his discussion with an "event" (rapture) that reconoceptualizes thought. He then speaks of structures and their ability to restrict thought. He explains that at the basis of structures exists a center, which provides balance and organization. Unfortunately, the center lacks structural meaning "the center is not the center" (in Lemert, 2010, p. 414). According to Derrida (1966), in order to deconstruct the truth and social institutions, teachers would need to gain broader insight about the true causes of low student performance and move towards ameliorating these apparent education disparities. A student-based inquiry approach is suggested because it encourages educators to listen to students and to use student input to direct curriculum and instruction (Wiggan, 2007, p. 324). This approach creates a power shift from the teacher to the student. As teachers become facilitators of knowledge, students transition from passive learners to active investigators. In addition to placing students at the center of the educational discussion, alternative curricula may also be utilized to combat the one-size-fits-all curriculum model. This pedagogy would challenge students

to deconstruct existing societal knowledge and to compose a new "truth" based on

differing perspectives and develop a critical consciousness (Ladson-Billings, 2009).

Foucault (1975) also addresses the subjectivity in which institutions are founded.

In *Biopolitics and the Carceral Society*, he examines how the continuity of institutions

disciplines members of society, forcing them to adhere to accepted forms of behavior.

According to Foucault, the carceral network ensures that human activity is regulated

through the threat of punishment (1975). Within this network, the delinquent becomes a

product of the institution, meaning that the system perpetuates delinquent behavior. The

carceral system is also given all authority, sanctioning "the power to punish natural and

legitimate" (in Lemert, 2010, p. 419). Foucault (1975) suggests that the power to punish

is not challenged because communication between the power of discipline and the power

of the law naturalizes this system. Society is rendered inactive, unable to oppose

institutions because discourse power has normalized discipline regulations. These

relationships (discourse, knowledge, power) reveal why certain behaviors and practices

are normalized while others are considered deviant (Lemert, 2010).

Schools are microcosms of society that mirror the institution that reproduce the

class consciousness while teaching students how to fit in with the norms of society

(Bowels & Gintis, 1976). While the formal curriculum identifies what qualifies as "real"

knowledge, the hidden curriculum (the beliefs and values of the dominant group)

implicitly informs students about how to behave while cementing their position within

the social hierarchy (DeMarrais & LeCompte, 1999; Gay, 2002). As this curriculum

method dominates the education system, standardized tests track and place students in

ability groups, ensuring the elimination of "waste" (DeMarrais & LeCompte, 1999, p.

230). The curriculum, "the total school experience provided to students, whether planned or unplanned" assists students in accepting the established ideology and behavioral norms (DeMarrais & LeCompte, 1999, p. 230). The academic progress of students of color is stunted because students are inundated with the falsehood of one objective truth. Essentially, what they are taught and how they are taught is dependent upon their social status within society (DeMarrais & LeCompte, 1999). Therefore, culturally responsive teachers utilizing sociocultural consciousness are able to "develop new regimes of truth" in order to shape their students' knowledge, belief systems, and behaviors creating critical consciousness (Foucault, 1969; Ladson-Billings, 2009). This translates to the hidden and formal curriculum as teachers use the voices of color to rewrite the curriculum to represent the stories and perspectives of their students of color (Abrams & Moio, 2013).

Cultural Identity. Research shows that many teachers view their students as coming from socially lower ranking groups from a deficit perspective (Nieto, 1996; Villegas & Lucas, 2007). The deficit perspective is when teachers indirectly and directly endorse a belief system that portrays students of color as being culturally underprivileged and destitute of being fixed (Bartolome, 1994). For example, research indicates teachers prefer White students and bilingual teachers prefer lighter skin Latino students (Bartolome, 1994; Oaks, 1991). In contrast, teachers who hold affirming views about diversity and culture understand that students from non-dominant groups are very capable learners who should be taught with academic rigor (Villegas & Lucas, 2007). However, many teachers do not mirror the ethnically diverse backgrounds of their students, but teachers need to be prepared to work in culturally diverse classrooms (Darling-Hammond

& Bransford, 2005). Preparation to work with ethnically diverse students requires

teachers to understand their own cultural perspectives, which influence their perceptions

and expectations of their diverse students (Darling-Hammond & Bransford, 2005). Donna

Gollnick and Philip Chinn (2002) offer this description of the importance of culture,

"Culture provides the blueprint that determines the way an individual thinks, feels, and

behaves in society. We are not born with culture, but rather learn it through enculturation

and socialization. It is manifested through societal institutions, lived experiences, and the

individual's fulfillment of psychological and basic needs," (p.31). Further explained,

culture refers to the many social contexts we reside with and cultural identity is our self-

perception of our position regarding different facets of life such as "family, history,

community, geographical location, where we came from ethnically, language, affiliations,

religion, gender, and sexual orientation" (Darling-Hammond & Bransford, 2005, p. 114;

Lee, Kozak, Nancoo, Chen, Middendorf, and Gale 2013; Tatum, 1997). Each one of the

social contexts of culture molds our behaviors, how we interact socially and what we

believe is possible of our self and of others, and teachers who differ from the social

contexts of their students must learn about the cultural contexts their students bring into

the classroom (Darling-Hammond & Bransford, 2005; McLaren, 1998; Rogoff, 2003). It

is our interaction with the world that we develop our cultural identities (McLaren, 1998)

and because non-dominant groups are depicted as inferior to the dominant culture, it

becomes a great challenge for individuals who do not reside in the dominant culture to

develop a positive cultural identity (Lee et al., 2013; Marshall, 2002). Kathleen Bennett

DeMarrais and Margaret LeCompte (1999) discuss in *The Ways Schools Work* the many

inequalities of educational opportunities for ethnic minorities and women within the

American education system. In order to counteract these inequalities, cultural identity of teachers and students should transverse and develop through conversations and relationships with others as our identity formation mirrors our individual interaction with the external world (Lee et al., 2013; Tatum, 1997).

   Creating a Space of Caring. Culturally responsive teachers embrace developing interpersonal relationships with their students that have the essence of "patience, persistence, facilitation, validation, and empowerment" (Gay, 2000, p. 47). Instead of developing individualistic relationships with students, a culturally responsive teacher puts the constant effort in to ensuring each student understands their individual importance (Ladson-Billings, 2009). "In caring classrooms where all children are represented" (Antón-Oldenburg, 2000, p. 46) students are more engaged in the learning process (Perez, 2000). Responsive caring for students is a vital "source of motivation, especially for culturally diverse students who may be at risk of failing or who may be disengaged from schooling" (Perez, p. 102). The research indicates when teachers show they genuinely care for their students, high levels of academic achievement occur because these caring teachers will not accept failure from their students (Gay, 2000). In order for culturally responsive caring to occur, teachers of ethnically diverse students need to be tough and develop firm, and consistent loving classroom environments (Gay, 2000; Howard, 2006). This is achieved as a teacher is personally inviting, welcoming, and has a positive attitude toward all students' cultural and linguistic needs (Delpit & Dowdy, 2006). Caring can positively impact student performance because it creates a bond between the teacher and students as it is argued to be the very foundation of effective education (Howard, 2003; Noddings, 1992). Caring occurs by teachers finding and respecting the various gifts their

students bring into the classroom and it is the job of teachers to preserve their students' ethnically diverse lives and nurture their growth (Noddings, 1992). Using Nell Noddings' (1984) framework for developing a climate of caring, teachers develop their sociocultural conscious in order to create caring that is in line with the beliefs of all of their students (Garcia, 2008). Nell Noddings (2005) posits "caring teachers listen and respond differentially to their students" (p. 19). In other words, caring is demonstrated in ways congruent with the individual's needs rather than "deciding what the best interests are without listening to the expressed needs of the cared for" (p. xv).

In a research study conducted by Betty Achinstein and Rodney Ogawa (2012), teachers of color were studied to determine tensions of navigating the space of diverse learners and standardized curriculum. One of the tensions the teachers of color faced was attempting to create caring relationships through collaborative learning, but they had to adhere to the district pacing guides and standardized testing. One teacher's testimony from the research study, Sonya a biracial history teacher, affirmed her dedication to creating a space of caring, ''I really try to create a community in my classroom and try to create a place where students feel like they can speak up and their opinions won't be bashed down by the teacher'' (Achinstein & Ogawa, 2012, p. 16). She later went on to report, ''Testing is a challenge in building a community of learners in class…it results in teaching to the test where we give them knowledge and do not have them think through it and work through it'' (Achinstein & Ogawa, 2012, p. 16). Sonya's dilemma reflects previous studies that verify how the pressures of accountability impacts teachers to reduce the curriculum by ignoring the effect of culture on academic performance (Achinstein & Ogawa, 2012; Darling-Hammond 2004; Ochoa 2007). Another research

study conducted by Margaret Crosco and Arthur Costigan's (2007) focused on 200 new teachers in New York City. From their study it was discovered that standardization and narrowed curriculums, which are a response to high stakes testing, limited teachers' independence to make curricular choices, created frustration with the teaching profession, and decreased the number of opportunities to create relationships with students (Achintein & Ogawa, 2012).

A second research student by Emily Graves (2008) focused on Latino and White high school students' perceptions of caring teachers. The major findings from the study developed five themes. "Caring teachers (a) provide scaffolding during a teaching episode, (b) reflect a kind disposition through actions, (c) are always available to the student, (d) show a personal interest in the student's well-being inside and outside the classroom, (e) and provide effective academic support in the classroom setting (Graves, 2008, p. 310). Both ethnic groups valued the five themes of caring but they ranked the themes differently according to priority. Latino students ranked scaffolding as first priority from their teachers compared to White students who ranked actions reflecting a kind disposition as first priority from their teacher (Graves, 2008).

Creating a Community of Learners. Culturally responsive teaching is beneficial as it develops self esteem for all elementary students in the classroom; forces students to work collaboratively as experts teach each other while learning to respect each other; and develops a community of students who are willing to learn (Ladson-Billings, 2009). Culturally responsive teaching that is comprehensive "teaches the whole child" and this is where students develop a sense of community where the teacher sees herself as part of the community (Ambrosio, 2003; Gay, 2000, p. 30; Ladson-Billings, 2009). Students are

held accountable for the learning of their peers as well as their own learning, which

develops a communal learning environment (Gay, 2000; Ladson-Billings, 2009).

Supported by the research that the non-dominant group's learning style is collaborative

and collective, which is unlike the independent learning respected by the dominant group

(Rychly & Graves, 2012; Shade, Kelly & Oberg, 2002). Using heterogeneous cooperative

learning in culturally responsive instruction is imperative for students to learn and engage

with the diverse ethnic groups sitting in the classroom (Delpit, 2012; Gay, 2000; Ladson-

Billings, 1995, 2009; Sleeter, 2005). It is through collaboration among the students,

where opportunity is created so students can learn from each other, teach each other, and

take responsibility for each other by suspending judgment and considering other people's

perceptions (Ambrosio, 2003; Delpit, 2012; Ladson-Billings, 1995; Ladson-Billings,

2009). This occurs as dialogue about differences is invited and part of instruction and

students can reflect on their own lives and why they feel the way they do (Delpit, 2012;

Sleeter, 2005). Cooperative learning provides collaboration and problem solving to occur

and creates a human connectedness where students realize they cannot be successful

without the support of others or reciprocating that support (Gay, 2000; Ladson-Billings,

2009). According to Geneva Gay (2002), the students in the cooperative learning group

resemble a "mutual aid society" or community of learners where all members of the

group ensure each student contributes to the group assignment and assist each other to

achieve (Gay, 2002, p. 110; Ladson-Billings, 2009). Secondly, cooperative learning plays

an important role in reaching the various learning styles of the students in order to

promote academic success (Gay, 2000). Ethnically diverse students who engage in

instructional practices consistently utilizing cultural learning, experiences, and learning

styles see academic achievement improve considerably as well as maintain cultural

integrity (Gay, 2000; Ladson-Billings, 1995).

Creating Respect for Diversity. Culturally responsive teachers transform students

by defying the current educational practices as they put into place teaching that engages

their students of color (Gay, 2000). According to Paulo Freire, (1998), the goal of

education is to create a critical consciousness for praxis, or reflection and action in the

world for transformation. A critical consciousness allows students to assess the cultural

norms, values, and institutions that construct social inequities (Ladson-Billings, 2005).

Reflection and transformation occur simultaneously to create a critical analysis of reality

and are actions that lead to change (Freire, 1985). Culturally responsive teachers create

this critical reality via a conscientization education, which creates knowledge regarding

the sources of oppression and searches for changing how diverse students are expected to

master academic content while operating in cultural settings abnormal to them as they are

seen as limitless human beings (Aborn, 2006; Freire, 1970; Gay, 2002; Ladson-Billings,

1995). The research affirms that developing a critical reality in students creates liberation

from an oppressive educational system by defying current educational practices, as the

teacher encourages cultural connections (Freire, 1970; Howard, 2006; Gay, 2000).

Students feel validated and skilled to learn the content, when their learning is coupled

with methods and a space that is culturally responsive when learning mirrors their

cultural frames of reference, (e.g., Gay, 2002; Risko & Walker–Dalhouse, 2007; Nieto,

2004). Transformation "does not pit academic success and cultural affiliation against

each other as students are "humanely equitable" (Gay, 2000, p. 34; Ladson Billings, 2009,

p. 66). Creating respect for diversity calls for multidimensional teaching (Gay, 2000)

which utilizes the learning technique of Howard Gardner's multiple intelligences, in that human beings maintain the capability of possessing eight, possibly nine, intelligences (Aborn, 2006). The framework of multiple intelligences provides the powerful notion that teachers' believe in the potential of each student as being unique, and becomes a tool to aid teachers in regarding all of their students as limitless human beings (Aborn, 2006). Gay (2002) refers to the multidimensional teaching of ethnically diverse students as being "multiculturalized," or matching multiple intelligences to teaching techniques (p. 112).

Sociopolitical Consciousness. Sociopolitical consciousness affirmed by Gloria Ladson-Billings (2008) is the process of students working towards the development of a communal and interchanged sense toward others with whom they have a cultural unity. Sociopolitical conscious is the process in which students inquire and examine inequities and social justice in school, and are taught to move away from blaming others for these inequities and taking on the role of victim (Ladson-Billings, 2008). Sociopolitical consciousness is emancipatory because culturally responsive pedagogy liberates the student from being the victim (Gay, 2000; Ladson-Billings, 2008). As students are accepted and validated for who they are, they no longer have to work within the constraining confounds of having to define themselves through the lens of others as they apply ideas of fairness and equity to their world (Delpit, 2012; Gay, 2000). The culturally responsive practice of emancipating students fosters a community of learners as each student abandons the notion of the competitive individual and accepts the cultural norms of their peers (Ladson-Billings, 2009). By recognizing students of color's strengths and weaknesses, a teacher can take these students beyond their instructional practices and create students who succeed academically, creating liberation from an oppressive

educational system (Freire, 1970). The liberation of ethnically diverse students from an

oppressive educational system provides a focus on the academic achievement of

themselves and their peers while developing critical consciousness as they question the

truths in narratives that are deemed societal norms of the curriculum (Freire, 1970; Gay,

2000; Lemert, 2010).

Culturally responsive teachers infuse culture into their lesson plans and

instructional materials by assisting their students to "make connections between their

community, national, and global identities" (Ladson-Billings, 2009, p. 38), with the

ultimate goal of culturally responsive teaching to "empower ethnically diverse students

through academic success, cultural affiliation, and personal efficacy (Gay, 2000, p. 111).

Therefore, knowledge is empowering and curriculum should be seen as a tool that assists

students into tapping into their academic potential in order to be successful (Gay, 2000;

Ladson-Billings, 2009). In order for empowerment through knowledge to happen,

culturally responsive teachers must take the time to thoughtfully develop lessons so

knowledge is meaningful and relevant and a teacher extracts knowledge from their

students (Gay, 2000; Ladson-Billings, 2009). The academic content would validate the

diverse students' cultural heritage and experiences, and would be easier for the students

to understand because they can relate to the information (Gay, 2000).

Teaching the Truth of Other Cultures. A teacher embracing the very fabric of their

classroom utilizing culturally responsive teaching uses students' culture to preserve the

minority culture by looking beyond what the dominant culture defines it to be (Ladson-

Billings, 2009). According to Geneva Gay (2000), culturally responsive teaching

provides multiethnic cultural frames of reference and knowledge should be explored in

depth (Ladson-Billings, 2009). Students are taught to talk back to the voices of social

authority and have the emotional strength of ego to challenge the racist view (Delpit,

2012; Gay, 2000). Culturally responsive teaching addresses social class and

socioeconomic poverty where the cultural capital of the dominant, white middle-class

impacts how students of color, who do not share this cultural capital, possess a cultural

deficit within the American education system (Delpit, 2006; Wiggan, 2007). To gain

broader insight about the true causes of low student performance and to move towards

ameliorating these apparent education disparities, students are taught to talk back to the

voices of social authority (Ambrosio, 2003). Gary Howard (2006) affirms teachers need

to examine White dominance but find difficulty doing so because teachers have not

examined their own White privilege and struggle with getting passed teaching the Truth,

which is the discourse of those in power. There is a luxury for Whites to be ignorant of

the Truth and their ignorance in other truths makes it hard to move away from teaching

the Truth (Howard, 2006). Therefore, the curriculum, which would make up the planned

and unplanned student school experience, assists students in accepting the established

ideology and behavioral norms (DeMarrais & LeCompte, 1999). Those with privileged

positions (White privilege) are taken as reality in educational institutions and for students

of color to define themselves involves a power that lies outside of them (Delpit, 1995).

The academic progress of students of color is stunted because students are inundated with

the falsehood of one objective truth because essentially, what they are taught and how

they are taught is dependent upon their social status within society (DeMarrais &

LeCompte, 1999). Instead, teaching students the truth about other cultures is where

students can talk about human differences and relates new ideas to the problems of life (Delpit, 2012).

Supporting Cultural Competence**.** Geneva Gay (2000) explains culturally responsive teaching aligns to classroom instruction with the cultural orientations of ethnically diverse students. This requires teachers to develop cultural competence of and in their students; the ability to develop respect and understanding of the origin of their culture, which dismantles the effects of alienating school based education on our ethnically diverse students, which contrasts the culture of home (Ladson-Billings, 2008). Teachers utilize the students' cultural knowledge and experiences, which creates cultural democracy by understanding the cultural traits and contributions of their ethnically diverse students (Gay, 2000, 2002; Howard, 206). An understanding of "explicit knowledge" of ethnically diverse students is a necessity of culturally responsive teachers, which requires an understanding of the multiple perspectives of ethnically diverse (Delpit, 2006; Gay, 2002). Specifically, an understanding of students of color "cultural values, traditions, communication, learning styles, contributions, and relational patterns (Gay, 2002, p. 168).

Culturally responsive teachers embrace their students' cultural experiences and perspectives, and use those elements as tools for publishing curriculum. Curriculum needs to reflect the different cultures sitting in the elementary classroom, and Lisa Delpit (2006) highlights that teachers need to understand cultural differences when teaching (e.g. teaching styles, approach to curriculum, language acquisition, and misrepresentation in curriculum in regards to Latinos, African Americans, Native Americans, and Native Alaskan students). Being aware of cultural differences negates Lisa Delpit's (2006)

reference of "culture of power," as teachers embrace and truly understand their students'

culture, they can connect the curriculum to their students. When teachers utilize culture at

the core of their teaching not only are they creating self-esteem but are empowering all

the students, regardless of culture (Ladson-Billings, 2009). Creating cultural competence

validates students because the teacher breaks down cultural hegemony by utilizing the

cultural knowledge and experiences of their students to make learning more relevant and

effective (Gay, 2000; Lemert, 2010). Breaking down cultural hegemony is a focus of

cultural responsive teachers as they develop cultural competence in their students of color

because textbooks, curriculum, and state reform programs support the culture of power

(Delpit, 2006). Specifically, students of color are told to read, write, speak, dress, and

communicate that mimics White students (Delpit, 2006). In a response to cultural

hegemony, developing cultural competence validates students of color by creating

relevant learning environments not in conflict with the students' cultural background

because school mimics the home as culturally sensitive teachers structure their

classrooms to mirror the values of the students' family and community (Howard, 2003).

Students are being taught to connect lessons to their own lives, school, community, state,

nation, and global issues from the use of metaphors and experiences from the students'

world (Delpit, 2012; Ladson-Billings, 2009; Sleeter, 2005). Validating the various

cultures in a classroom can happen by a teacher implementing various instructional

strategies, providing multicultural materials, and students learning to praise each other's

cultural backgrounds (Gay, 2000). From the research study Ladson-Billings (1998)

conducted, Ms. Lewis was featured as an example of demonstrating cultural competence.

Ms. Lewis embarked on a camping trip with her students of color and she prepared these

students with open discussions about coming in contact with white campers and counselors using the students' prior knowledge/experiences with white people (Ladson-Billings, 1998).

First teachers must have cultural competence then they can connect lessons to their students' home experiences. One method for validating students' cultural competence is to connect the lessons taught at school to their school, community, and global experiences is through the use of media. The mass media is a powerful source for our curriculum and often times what is portrayed by the media about ethnic groups needs to be corrected or challenged in a classroom setting (Gay, 2000). Cortes (1991, 1995; Gay, 2000) has referred to the knowledge, ideas, and imprints the mass media portrays of ethnic groups as societal curriculum, and for some students and teachers the mass media acts as the only resource for knowledge regarding ethnic diversity (Gay, 2002). Subtle and overt racial undertones are present in mass media, which can leave a deep psychological impact on our students as both members of minority and majority groups are affected negatively by the images and representations of ethnic groups (Gay, 2000; Gay, 2002). From the research, O'Connor's (1997, 1999) studies of high-achieving African American students found the students stressed the importance or hard work, individual effort, and education, but these students struggled with how race, class, and gender influenced their opportunities in life (Klingner et al., 2005). These students were working in Hill Collins' (1990) matrix of domination where gender, race, age, sexual orientation, and religion are all single parts within "one overarching structure of domination" (in Lemert, 2010, p. 542). The domination of the mass media portraying people of color negatively creates a need for an educational space where students can

transform their understanding of oppression; all standpoints are valued and needed in order to avoid the oppression and domination of all people (Lemert, 2010). Culturally responsive teachers use the mass media's oppression of ethnic groups as part of their curriculum to debunk the mass media's myths, which affects our ethnically diverse students' self esteem and academic performance (Gay, 2002). Ethnically diverse families also feel the negative impact of being stereotyped by the media as deficit beliefs discourage family participation in schools (Klingner et al., 2005). Culturally responsive teachers respond to the lack of family involvement by developing collaborative mutual relationships in order to increase interactions between the teachers and parents (Klingner et al., 2005).

Culturally Responsive Oral Language. Teachers respect the language and linguistic styles of students in the classroom by being able to code switch, thereby teaching students the appropriate oral language to fit the social context (Smitherman, 2008). Developing a culturally responsive oral language fosters cultural competence where a teacher supports students' home language while concurrently teaching Standard English (Ladson-Billings, 1998). Instead of reprimanding diverse students for using their dialect and language, effective teachers assist students when and where to code switch; the practice of alternating from Standard English and home language in formal and informal surroundings (Ladson-Billings, 1998). The teacher openly discusses the culture of power's language so students are allowed to code switch (Smitherman, 2008). Researchers Lucas and Villegas (2013) affirmed that through The Expertise of Linguistically Responsive Teachers, With Teachers of English to Speakers of Other Languages (TESOL), Council for the Accreditation of Educator Preparation (CAEP), and

National Council for the Accreditation of Teacher Education (NCATE) Standards

Alignment (Lucas & Villegas, 2013; Lucas & Villegas, 2011; Lucas, Villegas, &

Freedson-Gonzalez, 2008, p. 101) three criteria for culturally responsive linguistic

teachers are (1) teachers having a sociolinguistic consciousness or the understanding of

the interconnection among language, culture and identity (Villegas & Lucas, 2013), (2)

teachers value the diversity of language (Villegas & Lucas, 2013), (3) teachers

understand that language has a connection to the dominant sociopolitical context

(Villegas & Lucas, 2013). A culturally responsive linguistic teacher recognizes that the

dominant group is comprised of the wealthy and powerful whose language is viewed as

superior to the language of those who are poor and hold no power due to sociopolitical

power of the dominant group's speakers and not because the language itself has essential

characteristics (Fasold, 1990; Lucas &Villegas, 2013). The culturally responsive

linguistic teacher understands the strengths of the linguistic styles of the home language

of their students of color. These teachers learn to avoid negatively stereotyping their

students of color's language patterns because they are taught their students of color home

language from knowledgeable members of their students' community (Delpit, 2006).

From Lucas and Villegas' (2013) research, it is noted that the number of teacher

preparation programs where dedicated time to prepare teachers for the linguistic diverse

needs of the students who will be sitting in their classrooms is growing. However, their

research cites that all teacher preparation programs and policy makers need to assert it as

mandatory policy that teachers will be prepared to meet the linguistic needs of their

students (Lucas & Villegas, 2013).

Research shows non-dominant cultures engage in communicative behaviors that requires active participation, while in the dominant culture the communicative behaviors differ because speakers take turns talking (Gay, 2002; Irvine, 2003; Nieto, 2004; Rychly & Graves, 2012). In a non-culturally responsive classroom, teachers would ask questions as students quietly listen and then they are allowed time to answer the questions when prompted by the teacher (Rychly & Graves, 2012). This type of communication style fosters a powerful disconnect between the teacher and her ethnically diverse students, who require a more active role when communicating with the teacher (Rychly & Graves, 2012). Several research studies indicate that language is vital to the experiences and way of one's being, and the research calls for teachers to become proficient in the communication styles of their students (Gay, 2002; Irvien, 2003; Nieto, 2004; Rychly & Graves, 2012).

Culturally Responsive Written Language. Culturally responsive teachers engage students to read and write themselves, which validates their language and language and literacy skills and strategies are developed in all content areas across the curriculum (Baker, 2008). Student writing varies as they are taught various forms of writing by listening and observing a multitude of written language (Baker, 2008). Baker (2008) affirmed that teachers who tried "a model of a right/wrong Standard English model" led ethnically diverse students to thinking at school they are told they incorrectly use English so do I "stick up for my culture and use my ethnically diverse language?" or give in to my teachers and eventually my employers and speaker Standard English? (p. 52). Baker (2008) states her hypothesis that we, teachers, just may develop a master plan of teaching all of our students how to be motivated to learning formal English without sacrificing

their native language at school. It would require a shift in thinking of language as being a barrier that keeps ethnically diverse students uneducated and poor (Baker, 2008). Students of color can make connections to written language when a culturally responsive teacher understands "the linguistic form a student brings to school is intimately connected to loved ones, community, and personal identity" (Delpit, 2006, p. 53). Teachers respect the various written styles of their students of color as Kaplan (1966) suggested different languages have varying rhetorical norms, and the organization of ideas is done differently (Delpit, 2006).

Culturally responsive written language is taught through various multicultural materials such as ethnic literature (Gay, 2000; Ambrosio; Sleeter, 2005). One method that a culturally responsive teacher utilizes for empowering his or her students is by letting go of teacher-proofed and scripted curriculum and culturally insensitive textbooks. Culturally responsive teachers examine the multicultural weaknesses and strengths of the curriculum and instructional resources and make adjustments to improve their quality (Gay, 2000, 2002; Ladson-Billings, 2000). Teachers critique the educational system and see themselves as agents of changing the system, and culturally responsive teachers justify the real-life experiences of their elementary students as part of the "real" curriculum (Ladson-Billings, 2009). However, textbooks have become a dominant teaching tool in many content areas and the content in the textbooks is controlled by the dominant group in power and provide a Eurocentric education (Gay, 2000). Textbooks give very little validation and empowerment to people of color, so culturally responsive teachers include an accurate and wide range of appropriate contextualized content surrounding various ethnic groups' histories, experiences, and culture in their classroom

instruction on a daily basis (Gay, 2000). Moving away from the textbook means teachers

need to select multicultural literature and other various reading materials that builds upon

students' prior knowledge, motivation, interest, and language spoken at home with an

emphasis on being culturally responsive (Klingner et al., 2005). Specifically, students

make connections to various written language by studying their home language and

writing content in their home language in conjunction with being taught academic

English and professional English (Baker, 2006). In order to provide a wide range of

accurate content, culturally responsive teachers recognize they do not need to be an

insider of a particular culture, but they validate the students' cultural values by making an

attempt to learn about the various cultures embodied in the classroom (Klingner et al.,

2005).

Using students' culture to support the use of ethnic literature and materials in the

classroom is supported by the research of Christine Sleeter (2011). Included in her

research is the work of, Rochelle Gutiérrez (2002), who conducted case studies of

excellent math teachers of Latino and Black students. From Gutierrez's findings, the

math teachers did not project ethnic stereotypes onto those students instead they took

time getting to know their students in order to develop their instruction from those close

relationships with their students. These excellent math teachers' pedagogy revolved

around respect for all cultures, and promoted the students being themselves in the

classroom (Sleeter, 2011). In addition to not projecting ethnic stereotypes on to the

students, the teachers did not project stereotypes of math, or what math for Blacks and

Latinos is like. Rochelle Gutierrez (2002) posits that teaching students by supporting who

they are and not projecting stereotypes produces the type of teaching where students will

be successful (Sleeter, 2011). To support Gutierrez's research, the research of Carl Grant and Lewis Asimeng–Boahene (2006) makes a case for teaching through African proverbs, as a cultural resource where teachers can make connections with their students. Grant and Asimeng-Boahene (2006) define the proverbs as a "cultural prism that reflects beliefs and experiences that are close to students own families and communities" (p. 19).

Student Achievement. Culturally responsive teaching calls for high teacher expectations of all students. Research has found teachers' low expectations of certain students and the cultural dissonance that may exist between educators and students (Ladson-Billings, 2009; Wiggan, 2007, pp. 317-319). Holding all students to high academic expectations requires multidimensional teaching, which embraces culturally responsive teaching by a teacher examining the classroom environment, curriculum, relationship between the student and teacher, performance assessments, and learning techniques (Gay, 2000). A culturally responsive teacher uses Blooms taxonomy, dialogue over lectures, and provides scaffolding (Sleeter, 2005). There is a substantial body of research that supports the use of scaffolding instruction for ethnically diverse students working in their zone of proximal development (Cole, 1996; Gutierrez & Rogoff, 2003; Morelli, Rogoff, & Angelilo, 2003; Santamaria, Fletcher, & Bos, 2002).

Students are taught critical thinking skills as they gain access to basic skills because students are creators of knowledge (Delpit, 2012; Ambrosio, 2003; Ladson-Billings, 2009). One method for achieving critical thinking skills, students are taught to analyze historical and contemporary personal and collective stories from different ethnic groups (Kirkland, 2003). A teacher would be required to sustain a strong knowledge surrounding various cultures, experiences, and perspectives and the teacher would allow

students to embrace their culture while correcting any errors that students may have

learned about different cultures (Gay, 2000). It is important to note that understanding

particular characteristics that are common to the cultural group may not be exhibited by

all of those members of the group, and a teacher provides a space where each student's

own likes and preferences of teaching practices are respected and honored (Howard,

2003). In addition to teaching student critical thinking skills, students learn the "cultural

capital" (Delpit, 2006) of being successful in school by understanding how to maneuver

school in terms of test taking skills, various teaching styles, and study skills (Gay, 2000).

Assessment. Formative assessment is one of the strategies that schools have

adopted to monitor student achievement with the intent of making improvements to

instruction, identifying any gaps that occur in the curriculum, and increasing student

performance (Dunn & Mulvenon, 2009). Paul Black and Dylan William (1998) define

formative assessment as "all of those activities undertaken by teachers, and/or by their

students, which provide information to be used as feedback to modify the teaching and

learning activities in which they are engaged" (p.10). The research indicates that in

regards to classroom application, there is evidence that formative assessment evidence

improves student achievement (Brookhart, 1997; Black & William, 1998; McMillan,

2004). However, the research indicates that formative assessment ignores the

development of culturally responsive teaching and state standards rarely or inconsistently

disclose statements regarding culturally responsive teaching (Clark, 2011).

Culturally responsive assessment is "an alternative path that permits elbow room

for varied cultural and participatory styles as well as more mediums and strategies for

representing knowledge" (Sleeter, 2005, p. 72). Prior to assessing students, the teacher

examines the classroom environment, curriculum, relationship between the student and teacher, performance assessment, and technique (Gay, 2000). Differentiating the curricular outcomes and objectives to adapt to the individual learning needs is the foundation to culturally responsive assessment (Sleeter, 2010). From the research, John Hoover (2009, p. 9) distinguished the effective principles to develop culturally responsive assessment, 'assist[ing] in ensuring culturally responsive education, culturally proficient teaching and effective differentiated instruction." Culturally responsive assessment involves activities or test items and the criteria for the evaluation is developed from the experiences, perspective, and language of the student being assessed (Sleeter, 2005). Culturally responsive teachers recognize culturally responsive assessment through the use of both performance assessments and traditional tests (Hood, 1998; C.D. Lee, 1998; Sleeter, 2005). Teachers can develop culturally responsive assessments by questioning to what degree the assessment items relates to what the students know and avoids testing material that is unfamiliar to them (Sleeter, 2005). The second question teachers need to ask is to what degree does the assessment allow students to showcase their knowledge; if students write poorly a teacher may assess students using oral performances (Sleeter, 2005). In addition, teachers should plan assessments as they build the unit to keep familiar what it is they really want the students to gain in knowledge regarding the concept(s) (Sleeter, 2005). From research studies surrounding culturally responsive assessments, it is noted that when teachers utilize culturally responsive teaching innovation, such as assessments, they consistently state the sense of reward they feel because they are committed to the notion that they can impact the learning outcomes of their students (Clark, 2011; Looney & Poskitt, 2005).

Problem Statement

The cultural mismatch between White teachers and students of color is increasing as the immigration patterns have shifted in the United States as in 2006 the people of color population was comprised of 100 million compared to the total U.S. population of 300 million (Banks, 2009). Students of color currently are now 40 percent of the student population, and 83 percent of teachers are White (Banks, 2004; National Center for Education Statistics, 2009). As White teachers walk into their classrooms with an attachment to their cultural identity they need to understand how their cultural identity impacts the achievement of their students of color (Darling-Hammond & Bransford, 2005). Teacher efficacy is the called into account as these teachers believe they have the self- confidence in the competence of their their ability to perform in a classroom that does not reflect their cultural identity (Hoy & Spero, 2005; Jamil, Downer & Pianta, 2012). Therefore, teachers need to reflect on their sociocultural consciousness because to ignore their sociocultural consciousness and how it impacts their students of color's academic achievement fosters cultural hegemony, educational inequities, and personal disparagement (Gay, 2000). Once teachers develop their sociocultural consciousness they can work to become culturally responsive and embrace the very fabric of their classroom utilizing culturally responsive teaching, which uses student culture to preserve students of color by looking beyond what the dominant culture defines it to be (Ladson-Billings, 2009). Culturally responsive teaching "simultaneously develops academic achievement, social consciousness and critique, cultural affirmation, competence, and exchange; community building and personal connections; individual self-worth and abilities; and an ethic of caring" in students of color (Gay, 2000, p. 43).

Research Questions

To support the abundance of research on culturally responsive teaching the CRTGs were developed to understand teachers' perceptions of culturally responsive attitudes, behaviors, and skills. The CRTGs were developed from the scholarly works of culturally responsive researchers in order to create a culturally responsive teaching tool that informed teachers of their culturally responsive teaching and understand how teachers operationalize culturally responsive teaching. The research questions for this research study are: (1) What are perceived culturally responsive attitudes, behaviors, and skills of teachers? (2) How does the culturally responsive teaching professional development guide inform teachers of their culturally responsive practice? (3) How can the attitudes, behaviors, and skills of culturally responsive teaching be operationalized in practice?

Summary

In summary, elementary teachers need to develop their culturally responsive pedagogy in response to the ethnically diverse students sitting in their classrooms. Culturally responsive teaching supports multicultural education, which is defined by Graves (2008) as, "education that can be delivered to a classroom containing students from the same culture; the content presented is representative of various cultural perspectives" (p. 45). Culturally responsive teaching "simultaneously develops academic achievement, social consciousness and critique, cultural affirmation, competence, and exchange; community building and personal connections; individual self-worth and abilities; and an ethic of caring" (Gay, 2000, p. 43). Cultivating culturally responsive teaching asks teachers to self reflect on their cultural identity and ascertain a sociocultural

consciousness. From there, teachers develop their culturally responsive teaching from their attitudes, beliefs, and skills in regards to teacher ideology, transformative knowledge, students and community, classroom resources, academic challenge, and assessments (Sleeter, 2005).

CHAPTER 3: METHODOLOGY

Introduction

This chapter describes the approach of the methodology to frame this study and includes considerations pertaining to the following areas: rationale for the selected research approach, the research design, the methods of collecting data, the system for analyzing qualitative data, and issues of trustworthiness. The chapter concludes with a summary of this section.

The purpose of this study was to explore the effects of teachers' attitude, behaviors, and skills on culturally responsive teaching. Specifically, this research study utilized the CRTG-T as a vehicle to inform teachers of their culturally responsive teaching, understand teachers' perceptions of their culturally responsive teaching, and how they operationalize culturally responsive teaching.

Research Questions

To accomplish the goal of examining culturally responsive teaching, this study pursued answering three research questions, (see Table 1): (1) What are perceived culturally responsive attitudes, behaviors, and skills of teachers? (2) How does the culturally responsive teaching professional development guide inform teachers of their culturally responsive practice? (3) How can the attitudes, behaviors, and skills of culturally responsive teaching be operationalized in practice?

Table 1: Development of CRTG-R[F]

Research Question	Steps	Procedures	Rationale
What are perceived culturally responsive attitudes, behaviors, and skills of teachers?	1	a. Pre-Observation to search for 3 culturally responsive participants based upon criteria.	a. The participating teachers needed to demonstrate culturally responsive teaching in order to contribute ideas/revisions to the CRTG-T.
What are perceived culturally responsive attitudes, behaviors, and skills of teachers?	2	a. 3 observations of each participant using CRTG-T and field notes without allowing teachers to view the guide prior to observations. b. Individual participant interviews.	a. Allowed the researcher to use the guide to observe culturally responsive attitudes, behaviors, and skills of the participants b. Interviews provided insight into the culturally responsive attitudes, behaviors, and skills of the participants.
How can the attitudes, behaviors, and skills of culturally responsive teaching be operationalized in practice?	3	a. First focus group meeting to discuss all observations, information from interviews, and revise CRTG-T b. Made revisions to CRTG-T guide based upon participants' suggestions. c. Observe each participant once using CRTG-R[1]	a. Triangulated data from observations and interviews was shared with participants to aid in making teacher-friendly revisions to the CRTG-T. b. Participants wanted a teacher-friendly guide. c. Researcher was able to re-evaluate the usability and wording of the CRTG-R[1].
How does the culturally responsive teaching professional development guide inform teachers of their culturally responsive practice?	4	a. Second focus group meeting to discuss professional development needed with the CRTG-R[1] and how the participants could use the guide when lesson planning.	a. Participants had experience working with the CRTG-R[1] to provide insight of how to use the guide and what professional development teachers would need to be successful using the guide.

Table 1: (continued)

How can the attitudes, behaviors, and skills of culturally responsive teaching be operationalized in practice?	5	a. Second focus group meeting to discuss observations with CRTG-R^1 and new revisions the need to be made to the guide. b. Researcher created CRTG-R^2 Researcher conducted a semantic analysis to the CRTG-R^2.	a. Provided the opportunity to make second round of revisions after reflecting on the observation data using the CRTG-R^1 b. Made CRTG-R^1 more teacher-friendly. c. The researcher conducted a semantic analysis comparing the CRTG-T with the CRTG-R^2 to ensure participants' revisions did not alter the ideas of the scholars.
How can the attitudes, behaviors, and skills of culturally responsive teaching be operationalized in practice?	6	a. Third Focus group meeting	a. Shared with participants the CRTG-R^F.

Population and Sample

Site of Research

The site for this research project is The Smith School, one of the three large

independent schools in Charlotte, North Carolina. The Smith School sits in the heart of an

urban environment as defined by Kincheloe and Steinberg (1999) as schools located in

areas or cities with a high population density of 1,000 inhabitants per square mile. The

school is considered urban according to the U.S. Census Bureau in 2010 the city the

school is located had 2,457 inhabitants per square mile. The Smith School provides

education from transitional kindergarten up through 12th grade. The class of 2013 had 4

National Merit Finalists and 7 Commended Scholars. 335 students took 633 AP exams in

26 subjects during the 2013 school year, which 9o percent of the scores were a "3" or

higher, 69 percent were "4s" and "5s".

The socioeconomic status of a student attending The Smith School is from a

family who can afford the tuition of The Smith School, which ranges from $16,000-

23,000. Families can apply for financial aid but are expected to pay some portion of their child's tuition because the school expects that families should invest in their child's education. First consideration for financial aid is made to those families who apply by the set deadlines and then rolling decisions is made after the deadline depending on funds available. Families who are renewing financial aid are given first priority then aid to first time applicants is considered.

The site was chosen based upon convenient purposive sampling because the sample selection was simple as it was my place of employment and teachers are easily accessible to interview and observe. The study was based upon whoever volunteered to participate after I explained the research study to them and they fit the criteria of the research study (Gays, Mills, & Airasian, 2009). In addition, this site selection allowed me to easily align the teachers' schedule and my schedule for a common time for observations and interviews to occur. site was intentionally selected with the knowledge of the school being an independent school, where the ethnic diversity of our student population is growing (see Table 2). The rationale is even as the student population becomes more diverse, the number of veteran White teachers continues to be the majority if the teaching population (see Table 3). Specifically, there are approximately 1575 students enrolled, 22 percent are students of color. The faculty is comprised of 147 full time teachers of which 63 percent hold advanced degrees, and the student to faculty ratio is 9:1. The school is accredited by the Southern Association of Colleges and Schools and does not follow state-based reform programs such as Common Core Standards. This site and teachers were selected because the school enrollment of student of color increased by 25 students between the 2011 and 2012 school year and 21 faculty of color were

employed in 2012 compared to 132 European American teachers. Utilizing this site was important to determine how White teachers are teaching their students of color. Specifically, looking at how White teachers perceived their attitudes, behaviors, and skills to be culturally responsive and how they operationalized culturally responsive teaching in an independent urban school setting where the number of students of color is growing. In addition, the teachers are empowered to write their curriculum with a global/multicultural appreciation. This study examined how teachers' culturally responsive attitudes, behaviors, and skills were operationalized in their multicultural curriculum and teaching.

Table 2: Ethnicity of students at The Smith School.

Ethnicity 2011-2012		Ethnicity 2012-2013		Change
New and Returning Students:	1545	New and Returning Students:	1552	< 7
Students of Color	312	Students of Color	337	< 25
International Students	13	International Students	15	< 2
European American	1220	European American	1085	> 135
African American	116	African American	114	> 2
Multi-Racial	75	Multi-Racial	60	> 15
Asian-American	63	Asian-American	69	< 6
Latino/Hispanic-American	36	Latino/Hispanic-American	52	< 16
Middle-Easter-American	13	Middle-Easter-American	15	< 2
Pacific Islander	6	Pacific Islander	6	No change
Native American	3	Native American	21	< 18

Table 3: Ethnicity of faculty at The Smith School

Ethnicity 2011-2012		Ethnicity 2012-2013		Change
Faculty	145	Faculty	153	< 8
Faculty of Color	16	Faculty of Color	21	< 5
European American	126	European American	132	< 6

Consultation. I consulted my Head of Lower School, Head of School, and Assistant Head of School and asked for permission to conduct the research project at The Smith School. After gaining their permission, I asked the three teachers to be participants in the research project and informed them of their role in the research study.

Participants

The teachers who participated in this research study teach are White teachers who either teach 1st, 2nd, or 3rd grade. The teachers' ages are 46, 62, and 54 years old. One teacher has taught a total of 24 years solely at independent schools. Another teacher has taught for a total of 38 years with 26 years teaching at independent schools and 12 years teaching at a Title 1 public school. The third teacher has 15 ½ years total teaching experience with 5 ½ years teaching in public schools and 10 years teaching at independent schools. All three teachers hold Masters degrees and one teacher worked for staff development in the public schools developing curriculum for grades 1-5.

These primary teachers at an independent school were purposive sample selected based upon their years of classroom experience and pedagogy that reflected culturally responsive teaching. All three primary teachers have more than 15 years of teaching experience and have command on the content knowledge and their classroom management. In addition, teachers have an understanding of the developmental needs of the students in those three primary grades as the students' developmental progression overlaps and progresses. In first and second grade the focus is on students understanding facts and concepts and third grade begins the focus of how well students can achieve with those facts and concepts (Wood, 2007). In order for teachers to be culturally responsive, they needed to have a wide-range of knowledge in their subject areas, in order to develop

a curriculum that would include various depictions of the points of view from the diverse student sitting in her classroom (Darling-Hammond, 2005). If the teachers did not use a culturally responsive pedagogy, then my research questions would have went unanswered.

To conduct my purposive sampling, after I had approval from the International Review Board (IRB), I attended the grade level meetings of first, second, and third grade teachers in order to explain my study (including the criteria of needing five or more years of teaching experience) and, I emphasized during the research study I would conduct observations of the teachers and those observations were not to evaluate their teaching but to evaluate a tool I had created. Then I left letters of consent (see Appendix H) for teachers who were interested in participating in my study to sign. I obtained letters of consent from a first grade and a second grade teacher. I received letters of consent from three third grade teachers. Then I conducted an informal pre-observation of those interested primary teachers in order to select three culturally responsive participants to choose my sample of teachers based upon culturally responsive teaching criteria.

I conducted the observations using the Pre-Observation Culturally Responsive Teaching Criteria Guide (see Appendix A) as I looked for culturally responsive teaching. I observed the teachers' attitudes, skills, and behaviors when teaching because culturally responsive teachers develop a sociocultural consciousness (Darling-Hammond, 2005; Ladson-Billings, 2009). The Pre-Observation Culturally Responsive Teaching Criteria Guide looked at a teacher's attitude, language, curriculum, lesson plans, and teaching style to be culturally responsive. The observation guide was developed from Gay (2000) five descriptive characteristic of culturally responsive teaching: transformative, multidimensional, emancipatory, multidimensional, and empowering. In order for

teachers to demonstrate these characteristics they would have some knowledge of how to be successful at teaching students of color because the teachers are being reflective or responsive to the needs of their students (Gay, 2000). Even though teachers could not self-reflect on their culturally responsive teaching during the pre-observation, they would self-reflect on their perceptions of culturally responsive teaching during the interview and focus groups meetings. If a teacher demonstrated a bias towards culturally responsive teaching during the interviews and/or focus groups meetings she would no longer participate in this research study. This means the teachers showed respect for all their students, and showed confidence that all their students can succeed (Darling-Hammond, 2005; Ladson-Billings, 2009). In addition, I examined their classrooms for various cultural representations in the form of bulletin boards, textbooks, classroom library books, and teacher resources (Ladson-Billings, 2009). A culturally responsive attribute of a teacher is one who encourages students to complete their best work by verbally expressing high expectations for performance using an attitude of caring (Howard, 2003). I looked for the elements of teachers who would place the students at the center of the educational discussions, and alternative curricula from the adopted textbook would be utilized to combat the one-size-fits-all curriculum model (Wiggan, 2007). A culturally responsive teacher allows students to engage in authentic understanding of the fundamentals and a classroom community is established so I looked for the students to be collaborating (Ball, 1993; Lampert, 1990).

After I conducted the pre-observations, I looked for a teacher to have a checkmark in at least one of the culturally responsive categories on the Pre-Observation Culturally Responsive Teaching Criteria Guide. The first and second grade teachers each fit the

criteria so they were selected. Each third grade teacher had at least one checkmark in

each category so I selected the teacher with the most checkmarks in all. Next, I moved

forward with the three teachers who remained in the study. I thanked those who are not

eligible and delete any data about those teachers who will not continue in the study

following the pre-observations.

<div align="center">Research Design</div>

Rationale For Qualitative

Qualitative research allowed this study to develop a full and complex

understanding of the effects of a teacher's attitude, behaviors, and skills on culturally

responsive teaching and the multicultural curriculum (Gay, Mills, & Airasian, 2009). The

purpose of this research study was to examine a phenomenon in education and Gloria

Ladson-Billings (1995) suggested that the multicultural education is a field of study that

is complex in nature and it takes more than one measurement tool adequately encapsulate

its complexity. While the CRTG-T provided observable data regarding "observed, not

observed, and exemplars" of culturally responsive attitudes, behaviors, and skill, it failed

to provide the participants' points of view of what critical attributes were observable and

not observable. In addition, the CRTG-T was developed from synthesized scholarly

research, which needed the interpretations and perceptions of the participants in order to

develop a revised teacher friendly culturally responsive teaching professional

development guide.

Qualitative research is the best methodology for answering the three research

questions: (1) What are perceived culturally responsive attitudes, behaviors, and skills of

teachers? (2) How does the culturally responsive teaching professional development

guide inform teachers of their culturally responsive practice? (3) How can the attitudes,

behaviors, and skills of culturally responsive teaching be operationalized in practice?

This research method allowed me to "make generalizations about some social phenomena,

create predications concerning those phenomena, and provide causal explanations"

(Glesne, 2006, p. 4). As a qualitative researcher I sought out to understand and interpret

how members in a social environment construct the world around them (Glesne, 2006).

First, I observed and interviewed the participants and interpreted or tried to understand

the participants' perceptions about their attitudes, behaviors, and skills as being culturally

responsive (Glesne, 2006). Then as the participants made revisions I made interpretations

from the participants' perceptions of the CRTGs informing the participants of their

culturally responsive practice (Glesne, 2006). Last, during the focus group meetings I

gained an understanding of how the participants operationalized their attitudes, behaviors,

and skills into their culturally responsive teaching. By questioning how the participants

define culturally responsive teaching I learned how their attitudes, behaviors, and skills

support culturally responsive teaching. Specifically, I made predications regarding the

phenomena of culturally responsive teaching by gaining access to the multiple

perspectives the participants have in regards to culturally responsive teaching from the

observations, interviews, focus group meetings, and revisions to the CRTG-T (Crotty,

1998; Glesne, 2006).

Participatory Action Research

For the purpose of this research study, I utilized the methodology of participatory

action research, a technique of examining classroom instruction with the results of

enhancing classroom teaching to improve student learning (Stringer, 2008). Specifically,

participatory action research supported an organized investigation such as this study by: (1) being self-governing as the participants oversaw the revisions of the CRTG-T and CRTG-R[1] (2) relied on the collaboration from the participants during the first and second focus group meetings to develop the end product of the CRTG-R[F], (3) empowered the participants as researchers to utilize their knowledge of their students, school culture, and teaching experience throughout the process of making revisions to the CRTG-T and CRTG-R[1], (4) was life enhancing as the study provided the participants with the knowledge and an experience of culturally responsive teaching (Stringer, 2008). This research study embodied participatory action research as the teachers, the participants, conducted research for themselves in order create the teacher friendly CRTG-R[F] and operationalize culturally responsive teaching (Mertler, 2014).

The action research process of "look, think, and act" (Mertler, 2104; Stringer, 2007, p. 8) was utilized, and together with my participants, we acted as researchers during this action research study. First, I utilized my researcher lens and "looked" at the scholarly research on culturally responsive teaching and developed the CRTG-T. Then as a researcher I "thought" about the participants' perceptions of their attitudes, behaviors, and skills being culturally responsive by observing my participants with the CRTG-T. The participants acted as researchers by "thinking" about their perceptions of their attitudes, behaviors, and skills being culturally responsive during their interviews. Lastly, with a researcher lens the four of us "acted" by revising the CRTG-T, CRTG-R[1,], and CRTG-R[2] to develop the CRTG-R[F]. Becoming a participant researcher created a deeper sense of trust with the three participants because they saw me as a colleague and not just

as a researcher, which enabled them to be more comfortable to share their ideas and thoughts with me (Glesne, 2006; Mertler, 2014).

The CRTG-R[1], CRTG-R[2], and CRTG-R[F] were tools developed by the participants and myself with the goal of improving and enhancing the teachers' culturally responsive teaching. Creating these tools was fitting of action research because it was a "cyclical, dynamic, and collaborative process in which teachers addressed social issues facing their lives" that addresses issues of assimilation and discrimination (Stringer, 2008, p. 9). Specifically, the teachers worked to address the increase of diversity in their classrooms. During the focus group meetings, the participants reflected and shared their own teaching practice and classroom experiences with the other participants in order to revise the CRTG-T and CRTG-R[1], and developed clarity about the differing experiences or perspectives of the other participants (Stringer, 2008). In addition, the CRTG-R[1] provided data in regards to what type of professional development the participants felt would be beneficial in regards to culturally responsive teaching. Furthermore, teachers utilizing the CRTG-R[F] can enhance student learning as the guide fosters teachers' development of their culturally responsive pedagogy, and provided the participants a tool for taking action with culturally responsive teaching (Delpit, 2006; Gay, 2000; Ladson-Billings, 2009; Stringer, 2008).

Action research is described as a "systematic process of inquiry" (Stringer, 2008, p. 4) where a teachers gathers information, analyzes the information looking for meaningful elements, and uses that newly developed information to create a solution to the issue being question (Stringer, 2008). First, in this action research study I used convenience purposive sampling, which warranted diverse points of view of people who

influence the issues to be incorporated into the study (Mertler, 2014; Stringer, 2008). I selected primary teachers in grades one, two, and three to recruit as my participants because the developmental needs of the students in these primary grades overlap. This ensured that teachers could engage in the natural collaborative and reflective practice of action research because they had a deep understanding of the developmental needs of students in grades one, two, and three (Stringer, 2008). This supported the purpose of action research, which is to improve educational practices starting with examining the community, school, classroom, groups of student, and then the student (Stringer, 2008). During the focus group meetings, the participants relied on their understanding of developmental needs of their students and perceptions of culturally responsive teaching to operationalize the critical attributes on the CRTG-T, CRTG-R[1] into language that any teachers can utilize with any community, school, classroom, group of students, and student (Stringer, 2008).

Role of the Researcher

For the purpose of this research project, I remained objective to learn how my colleagues utilized and defined culturally responsive teaching. It was through an objective lens that I opened my mind to the understanding the teachers have in regards to culturally responsive teaching. It was not my role to act as a judge of their attitudes, behaviors, and skills affecting their ability to teach culturally responsively. I am hopeful that this research study benefits the audience by showcasing how culturally responsive teaching can promote high student achievement for all students and place ethnically diverse students at the heart of curriculum.

As a participant observer, it was my role to guide the revisions of the CRTG-T, CRTG-R^1, and CRTG-R^2 in order to develop the CRTG-R^F. I am passionate about culturally responsive teaching, as I have researched this topic for several doctoral papers. Specifically, it was a fall semester class on juvenile delinquency where I was researching the school to prison pipeline, when I had a casual conversation with my dissertation committee chair about being able to "evaluate" a teacher's cultural responsiveness. This was the moment when I realized I had stumbled upon my dissertation topic. My passion for this topic stems from teaching in Title I schools and from my own experiences in an inter-racial marriage. My cultural identity shifted when I married my husband and I saw the importance and need for culturally responsive teaching in our classrooms. As a white teacher, who at times was marginalized because of my association with my husband, I have only experienced a small amount of what our minority students experience on a daily basis. My experiences have influenced my sociocultural consciousness and my teacher efficacy.

The participants are my colleagues. Since this study is participatory action research I relied on the participation of my colleagues, which would not change our relationship. I empowered my participants to take ownership with the CRTG-T, and make the revisions they saw fit to making it a usable tool. I did not have an agenda of making the CRTG-T fit a certain criteria, which would have created tension if my colleagues and I did not see eye to eye. I relied on the expertise and opinions of my colleagues to participate in this study.

Trustworthiness

In several respects, validity was established in this qualitative method research study. The first being the research study utilized the technique of triangulation, which is an approach to research as the strengths of quantitative research offset the weaknesses of qualitative research and the strengths of qualitative research offset the weakness of quantitative research using triangulation (Gay et al., 2009). Triangulation is "a process of relating multiple sources of data in order to establish trustworthiness or verification of the consistency of facts while trying to account for their inherent biases (Bodgan & Biklen, 2007; Glesne, 2006; Mertler, 2014). Multiple sources of data were utilized, all the participants were included in the investigation, and they were observed during multiple times during the school day. In and all literature was reviewed surrounding culturally responsive teaching (Stringer, 2008). Specifically in this case, the data from the CRTG-T and CRTG-R[1] provided frequency counts worth analyzing if the critical attributes needed to be revised or deleted from the guide. This data was reviewed with the semi-structure interviews and field notes. Secondly, trustworthiness was established by participatory nature of the research study because the participants and myself worked together to analyze the data. Participatory process is a multiple means of establishing validity as each participant reads and analyzes the data. Specifically, the participants read and analyzed the CRTG-T, CRTG-R[1,], and CRTG-R[2] in order to clearly to represent their culturally responsive teaching perspectives and experiences (Stringer, 208).

Risks

The potential risks were minimal since the names of the teachers have been changed to maintain confidentiality. In addition, the name of the school has been changed to maintain confidentiality.

There were no psychosocial and economic harm, legal jeopardy, or any side effects from the study. There was no risk of any pain or physical injury. There was the risk that teachers who are not accustomed to having an observor in the classroom may have felt uneasy, which impacts their performance level. In addition, since three teachers were selected as particpants, other teachers may have felt disappointed they were not chosen to be a part of the research project.

I limited the possible impact of the stated potential risks when I informed the teachers at the grade level meetings that I was selecting three participants and there was the possibility that teachers interested in being in my study may not be chosen. I also reassured the participants that my observations are not evaluating the particpants' teaching. The observations allowed me to evaluate the effectiveneess and usability of the scholarly and revised culturally responsive teaching professional development guides.

Benefits

There were various benefits to conducting this study. First, the teachers being interviewed provided them the opportunity to critically reflect on their pedagogy, which is a critical component to teaching that teachers very rarely get the opportunity to do (Darling-Hammond & Bransford, 2005). This provided teachers a knowledge base of what type of professional development they may need in the area of culturally responsive teaching. Second, by exposing teachers to their perceptions and beliefs they have in

regards to best practices for teaching ethnically diverse students, teachers gained an understanding of how their teaching impacts their diverse students' achievement. This research study allowed for other teachers who will read the study to understand how teachers' attitudes, behaviors, and skills affect culturally responsive teaching. A third benefit to the research project is teachers gained a deep understanding as to the necessity of culturally responsive teaching, and felt an urgency to learn how to maximize culturally responsive teaching their classroom. This benefit would be passed along to their ethncially diverse students to the students.

Ethical and Political Considerations

One political consideration is the shifting ideology from students being homogenous learners to putting the multiethnic cultural understanding of students at the heart of instruction, assessment, and curriculum (Gay, 2000; Sleeter, 2005; Sleeter, 2012). However, it is noted by Sleeter (2012) that as teachers work in a standardized curriculum it becomes increasingly difficult for teachers to incorporate culturally responsive teaching into their instruction. Another ethical consideration is teachers are held to a standard to delivering best practices and are evaluated with how well they teach Common Core Standards. Teachers are not evaluated on their performance of being sensitive to the cultural needs of their students. This research study could help support the federal push for states to adopt a culturally responsive component as a part of teacher growth.

<div align="center">Data Collection</div>

First, I chose my three participants from the first, second, and third grade teachers interested in being a part of the research study by observing the teachers using the Pre-Observation Culturally Responsive Teaching Criteria Guide. I chose one participant from

grade one, one from grade two, and one from grade three. Next, I utilized the CRTG-T to observe three participants three times each over a course of three weeks (see Appendixes T, V, X, Z, BB, DD, FF, HH, and JJ). The observations lasted 30-45 minutes. When observing each participant, I check marked "observed" or "did not observe" for the culturally responsive critical attributes listed on the CRTG-T. In addition, I noted any exemplars of the critical attributes bulleted under the culturally responsive attitudes, behaviors, and skills. I included the category of "exemplars" to the CRTG-T in order to record notable culturally responsive attitudes, behaviors, and/or skills from the participants. The exemplars allowed me to communicate to the participants the specific culturally responsive attitudes, behaviors, and skills they were operationalizing in their classrooms. I used field notes during the observations (see Appendixes U, W, Y, AA, CC, EE, GG, II, and KK) to record specific observable attitudes, behaviors, and skills for the critical attributes on the CRTG-T. Next I tallied the number of checkmarks in each category of "observed" and "not observed." After the participants third observation I immediately scheduled individual interviews that lasted about 45 minutes. During the interviews, I asked the participants' perceptions about their attitudes, behaviors, and skills, of culturally responsive teaching (see Appendixes J, K, and L). After the interviews, I gave the participants with the CRTG-Ts I used during my observations to allow them time to reflect on what revisions to the guide they could suggest during the first focus group meeting. I emphasized to the participants that the CRTG-Ts were to be examined for revisions of the critical attributes, and the CRTG-Ts were not used to evaluate their culturally responsive teaching.

The three participants met with me for our first focus group meeting five days after my final observation of all three participants (see Appendix M). The goal was to make revisions to the CRTG-T to create a usable tool for each of the participants to develop their culturally responsive teaching. Specifically, we discussed the critical attributes I check marked as "observed and not observed" and made revisions to the CRTG-T. I made the revisions suggested at the first focus group meeting and created the CRTG-R[1] (see Appendix Q). Then a week later I observed each participant using the CRTG-R[1] (see Appendixes LL, MM, and NN).

A week after I observed each participant with the CRTG-R[1] we met for a second focus group meeting (see Appendix N and O) to make a second round of revisions mainly focusing on the critical attributes that were check marked as "unobserved" on the participants' CRTG-R[1]. I placed a star on the participants' CRTG-R[1] next to the critical attributes that were marked "unobserved." In addition, the participants also discussed professional development and usability with the CRTG-R[1]. I made the participants suggested revisions and created the CRTG-R[2] (see Appendix R).

Lastly, I conducted a semantic analysis comparing the CRTG-R[2] to the CRTG-T. From the semantic analysis, the CRTG-R[F] was created in order to maintain the integrity of the scholars' ideas and remain a teacher-friendly tool (see Appendix S). Then two and a half weeks later we met for a third focus group meeting where I provided each participant with the CRTG-R[F], and explained the revisions made from the semantic analysis (see Appendix P).

The qualitative data research was provided from audio-recorded semi-structured individual interviews of each participant and from three focus group meetings interviews

with the three participants. I used semi-structured interviews to allow for room to go off

script if a teacher replies in a way that prompted me to ask a new question as the

conversation flows (Reinharz, 1992). The semi-structure interview allowed me to probe

for more details from the participants' responses (Reinharz, 1992). The use of semi-

structured interviews was relevant to the study because the participants provided me with

the teachers' perceptions of their attitudes, behaviors, and skills as being culturally

responsive. In addition, I was able to look for patterns to the participants' responses and

make interpretations (Charmaz, 2006; Glesne, 2006). I also utilized field notes in order to

write down specific, descriptive, and analytical notes about the teachers' activities and

conversations that occurred during the observed lessons with the CRTG-T (Glesne, 2006).

The CRTG-T and CRTG-R[1] were utilized to observe the pedagogy of the teachers that

highlight the critical attributes developed from the synthesis of research on culturally

responsive teaching. The three research questions were addressed from the data produced

by the: CRTG-T, CRTG-R[1], CRTG-R[2], and CRTG-R[F]; the individual interview

questions; three focus group meetings; and field notes.

I utilized the iPad application 'Noteability' to record each interview and focus

group meeting, and I used these recordings for transcription. My iPad has a security code

so the data was locked and the iPad was secured in my locked cabinet in my locked

classroom. The interview questions did not need to start off with warm up questions as

the participants all know me as a colleague and they preferred just starting with the

interview questions. I relied on my research protocol (see Appendix C) to conduct the

semi-structured interviews. The focus group meetings were guided by my research

protocol (see Appendixes D, E., and F), and I made every effort to protect the privacy of

the participants. The Pre-Observation Culturally Responsive Teaching Criteria Guides

were stored in a locked cabinet in my locked classroom and were coded with a number

and not the interested teachers' names. After I selected my three participants, all of the

pre-observation culturally responsive teaching criteria guides were destroyed by being

shredded. All the responses to the interview questions were kept confidential, and the

transcribed interviews were typed into a word document on my password portected

computer that remained in my locked classroom or my house. After the audio recording

was transcribed, it was destroyed by being deleted off of 'Noteability.' The transcriptions,

CRTG-Ts and CRTG-R^{1}s, and field notes contained no identifying information as they

were coded by the number assigned to the participant. During the study, all transcription

material, CRTG-Ts, CRTG-R^{1}s, CRTG-R^{2}s, and CRTG-R^{F}s, and field notes were kept in

a locked filing cabinet in a locked classroom. Since the results of this study will be

published, participants were referred to by code numbers (T^1, T^2, and T^3) not their names.

The transcription data along with the CRTG-Ts and CRTG-R^{1}s used for observations,

and the field notes were destroyed by being shredded.

<center>Data Analysis</center>

Triangulation of Data

Guyton (2005) proclaims that, "triangulation of measures is the best way to

determine a person's multicultural perspective" (p. 26), and this implies that quantitative

measures when combined with qualitative data can deliver a degree of richness and

complexity that would be lacking in using each approach ion its own. For the purpose of

this action research study, triangulation was utilized so quantitative and qualitative data

were considered to both be significant (Gay, Mills, & Airasian, 2009). Triangulation

allowed the researcher to "get a better handle on what is happening in reality and to have

greater confidence in research findings (Glesne, 2006; Mertler, 2014, p. 11). Specifically,

the CRTG-T and CRTG-R[1] provided the frequency count of "observed and not observed"

attitudes, behaviors and skills while the participants' interviews, focus group meetings

and field notes, provided the qualitative data. The data from the qualitative and

quantitative methods provided the information needed for the participants to revise the

CRTG-T as a useful tool to inform their culturally responsive teaching.

Descriptive Statistics

Frequency Distribution. The research study utilized descriptive statistics to

develop frequency distributions for variables of the teacher's attitudes, behaviors, and

skills of culturally responsive teaching (Coladarci, Cobb, Minium, & Clarke, 2008). The

frequency distribution was quantitative data that was collected during the data gathering

stage of the action research as a method of simplifying the frequency count data (Mertler,

2014; Stringer, 2008). During each observation, the frequency was recorded on the

CRTG-T and CRTG-R[1] for the occurrences of "observable and not observed" attitudes,

behaviors, and skills of each critical attribute (Mertler, 2014; Stringer, 2008). Concluding

the third observation of each participant using the CRTG-T, the total number of

frequencies for each critical attribute was tallied. Then a percentage was derived from the

total number of tallies of "observed and not observed" attitudes, behaviors, and skills

divided by the total number of observations. The data was useful during the first focus

group meeting for the participants to revise to the CRTG-T into the CRTG-R[1]. Then I

utilized the CRTG-R[1]to observe each participant once. I tallied the frequency of

"observed and not-observed" attitudes, behaviors, and skills and calculated a percentage

from the three observations. This information was useful during the second focus group

meeting where participants used this data to make additional revisions, which created the

CRTG-R^2. If the frequency of a critical attribute was small or did not occur at all, the

participants either revised the wording of that attribute or deleted that attribute. In

addition, critical attributes with a high frequency counts were also discussed by the

participants and wording of those attributes was revised.

Frequency Count Analysis. Using the CRTG-T into the CRTG-R^1, when an

attitude, behavior, or skill was observed for a critical attribute category I placed a

checkmark in the "observed" box, and if the lesson concluded and I did not observe the

culturally responsive teaching category behavior I checked off "not observed." If a

participant exhibited an attitude, behavior, or skill that was worth noting, I wrote that as

an "exemplar" associated with the critical attribute. Assessment was the only category

with the option of being "not applicable" as it may not have been appropriate for a

teacher to conduct a summative or formative evaluation during my observations.

Concluding the observation of each participant when I utilized the CRTG-T, I tallied the

total number of observed and not observed checkmarks for each category. I recorded this

data on the CRTG-Ts, and provided it to the participants after the individual interviews

making sure to emphasize the CRTG-T was not used to evaluate their teaching.

Concluding the one observation of each participant using the CRTG-R^1, I provided the

CRTG-R^1 to the participants at our second focus group meeting to utlize for making

further revisions, which yielded the CRTG-R^2.

Semantic Analysis

Semantic analysis is a proven accurate technique to produce information regarding individuals' knowledge in their written work, and is suitable for looking at the unstructured data from interviews (Dam & Kaufmann, 2008; Foltz, Laham, & Landauer, 1999). Semantics by itself is the structure of and meaning of words (Goddard, 2011), and the end result of semantic analysis uses the produced language the individual created during the interview to retrace the theoretical process involved and identify change in the individual's theories over the course of time (Dam & Kaufmann, 2008). Specifically, The process of semantic analysis was conducted after the second focus group meeting with the participants. I compared each line of the CRTG-R^2 to the CRTG-T to analyze if wording that was revised from the participants' suggestions truly mimicked the integrity and language-meanings the scholars had written. For an example of the semantic analysis process used in this research study, see Table 4. "When conducting semantic analysis, the result yields a paraphrase that is free from 'fancy words', specialized words, or abbreviations so that the wording is placed into simplistic language that it is easily translated across languages (Goddard, 2011), which is mirrored in the teacher-friendly CRTG-R^F.

Table 4: Semantic Analysis Process

Original Wording	Semantic Analysis Process	Final Wording
Service	1. Examine each word for meaning	Social
Learning	2. Examine each word for context purpose 3. Compare original wording to synonymous wording 4. Change wording to teacher/school verbiage 5. Provide rationale of final wording	Justice

Summary

In this qualitative action research study, primary grade participants at an independent school were observed four times, individually interviewed once, and attended three focus group meetings. The focus of this study was to understand the perceptions the participants have of their attitudes, behaviors, and skills being culturally responsive, and how these participants operationalized culturally responsive teaching in their classrooms. The research study participants had over fifteen years teaching experience, and were made aware that their participation was voluntary and they could withdraw from the study at any time.

The participants were observed for knowledge surrounding culturally responsive teaching by using the CRTG-T and CRTG-R[1]. The observations provided the quantitative data for this study because frequency distributions were utilized. The qualitative data came from field notes, individual teacher interviews, and focus group meetings. For this research study: participatory action research was the qualitative research design, and semantic analysis was used to make the CRTG-R[F].

CHAPTER 4: ANALYSIS AND FINDINGS

Introduction

In this research study, I examined how teachers perceived their attitudes, behaviors, and skills to be culturally responsive and operationalized culturally responsive teaching when observed with a teacher-friendly culturally responsive teaching tool. Specifically, I researched how teachers revised the CRTG-T and CRTG-R[1] into teacher-friendly tools that reflect their culturally responsive attitudes, behaviors, and skills. The questions that guided my research are: (1) What are perceived culturally responsive attitudes, behaviors, and skills of teachers? (2) How does the culturally responsive teaching professional development guide inform teachers of their culturally responsive practice? (3) How can the attitudes, behaviors, and skills of culturally responsive teaching be operationalized in practice? Chapter one supplied the introduction, statement of the problem, purposes of the study, significance of the research, and theoretical framework. Chapter two presented a review of the literature for this research study. Chapter three consisted of the methodology utilized in this research study. This chapter expounds the findings of the study.

Organization of Data Analysis

Chapter four has three sections. Each section utilizes the data from the observations,

interviews, focus group meetings, and/or semantic analysis to answers the research

questions, see Table 5.

Table 5: Findings to research questions

Research Questions:	Findings:
What are perceived culturally responsive attitudes, behaviors, and skills of teachers?	Data confirmed teachers with years of experience who have not specifically been trained in culturally responsive teaching have perceptions about their attitudes, behaviors, and skills being culturally responsive. Supporting that White teachers can tackle cultural hegemony found in schools and curriculum even though racism is deeply rooted in American society (Abrams & Moio, 2014).
How does the culturally responsive teaching professional development guide inform teachers of their culturally responsive practice?	In order for teachers to tackle cultural hegemony they must be willing to seek an education surrounding the hegemonic organization of White domination of meritocracy (Bell, 1994). Data warranted the need for culturally responsive professional development with the culturally responsive teaching professional development guide, which is a tool for teacher growth and self-reflection as a culturally responsive teacher.
How can the attitudes, behaviors, and skills of culturally responsive teaching be operationalized in practice?	Data supported the operationalization of culturally responsive attitudes, behaviors, and skills through the use of constant reflection, relevant understanding of word meanings, teacher input/voice in the customization of culturally responsive teaching for their classrooms, and practice of researched culturally responsive teaching attitudes. The data demonstrated the participants using the voices of color to operationalize their teaching in order to fight against the dominant group's representation of their historical perspectives in school (Abrams & Moio, 2014).

The first section of chapter 4 answers the first research question: What are

perceived culturally responsive attitudes, behaviors, and skills of teachers? Section one is

comprised of the analysis of the three observations of each participant using the CRTG-

T; participants are referred to as T^1, T^2, and T^3. Descriptive statistics in the form of

frequency tables show the frequency of attitudes, behaviors, and skills that were observed for T^1, T^2, and T^3. The individual participant interviews assisted in answering the first research question by providing insight into why a behavior, attitude, and skill may or may not have been observed during my three observations of the participant. In addition, the interviews provided me with an understanding of the participants' perceptions of their attitudes, behaviors, and skills, being culturally responsive. The field notes supported the data from the interviews by supplying noted observable culturally responsive attitudes, behaviors, and skills of the participants.

The second section of this chapter answers the second research question: How does the culturally responsive teaching professional development guide inform teachers of their culturally responsive practice? The question was answered during the analysis of the second focus group meeting when the participants met to construct additional teacher-friendly revisions to the CRTG-R^1.

The third section of chapter four answers the third research question: How can the attitudes, behaviors, and skills of culturally responsive teaching be operationalized in practice? This section includes the examination of the first and second focus group meetings along with the semantic analysis. At the conclusion of the individual interviews, participants were given the three CRTG-Ts. The participants reflected on revisions needed to the CRTG-T prior to the first focus group meeting. During the first focus group meeting, the participants made teacher-friendly revisions to the CRTG-T using data from the observations, data I gained from the individual interviews, and their teacher expertise. I made the participants' suggested revisions to the CRTG-T and created the CRTG-R^1. Then I used the CRTG-R^1 to observe each participant once, totaling three observations.

The second focus group meeting additional revisions were made to the CRTG-R[1]using the data from the three observations. I made the suggested revisions creating the CRTG-R[2]. The third section of this chapter includes my semantic analysis where I compared the CRTG-R[2] to the CRTG-T. The semantic analysis was completed to crosscheck the revisions made by the participants did not alter the writing and integrity of the scholars. Then a third focus group meeting occurred where I presented the participants the CRTG-R[F].

Woven through ought the three sections of chapter four I conducted a literature synthesis to support the data from the observations, interviews, focus group meetings, and semantic analysis. The literature synthesis utilized scholarly research from the literature review and additional scholarly resources. Two gaps were found between the literature and the data. The first gap was a lack of research on effective culturally responsive professional development. The second gap was research focusing on the impact of teacher generated culturally responsive teaching instructional tools such as the final revised culturally responsive teaching professional development guide.

What are Perceived Culturally Responsive Attitudes, Behaviors, and Skills of Teachers?

I observed each participant three times using the CRTG-T then conducted a follow up individual interview. I did not provide a copy of the CRTG-T to the participants until after the interviews were completed. One purpose of the observations was to determine the usability of the CRTG-T. I marked when I observed and did not observe an attitude, behavior, or skill for each critical attribute. After the third observation, I generated descriptive statistics of the "observed and not observed" check marks for each participant. A second purpose for utilizing the CRTG-T was to observe

what attitudes, behaviors, and skills of culturally responsive teaching my participants operationalized in their classroom. The interviews provided me additional data to the perceptions my participants have about the culturally responsive attitudes, behaviors, and skills they utilize in the classroom. In addition, the noted observed attitudes, behaviors, and skills from the field notes supported the interviews in regards to the participants' perceptions of culturally responsive teaching. Data confirmed teachers with years of experience who have not specifically been trained in culturally responsive teaching have perceptions about their attitudes, behaviors, and skills being culturally responsive.

T^1. I observed T^1 three times at different times over the course of two weeks, observing two math lessons and one reading lesson. Concluding the third observation of T^1, I calculated the frequency of observed culturally responsive attitudes, behaviors, and skills (see Table 6). Interview and field notes provided additional data to support the three observations of T^1.

Table 6: Frequency counts of T^1

Critical Attributes of CRC:	Observed	Percent
• Teacher is personally inviting (Howard, 2006)	3	100%
• Manages the class with a firm consistent loving influence (Howard, 2006)	3	100%
• Creates a welcoming space (Howard, 2006)	3	100%
• Teacher has a positive attitude toward all students' cultural and linguistic needs (Gay, 2000)	3	100%
Critical Attributes of respecting diversity and differences (RDD):	Observed	Percent
• Uses diverse strategies such as multiple intelligences (Aborn 2006)	3	100%
• Believes all student are limitless humans (Aborn, 2006)	3	100%
• Students cultural and learning practices are respected and honored (Howard, 2006)	3	100%
• Teacher creates liberation from an oppressive educational system by defying current educational practices if needed (Freire, 1970; Gay, 2000)	0	0%
• Encourages cultural connections (Howard, 2006)	0	0%

Table 6: (continued)

Critical Attributes of SSPC:	Observed	Percent
• Students apply ideas of fairness, equity to their world (Delpit, 2012)	0	0%
• Students are involved in real life experiences that incorporates social justice (Delpit, 2012; Kirkland, 2003)	0	0%
Critical Attributes of TOC:	Observed	Percent
• Students are taught to "talk back" to the voices of social authority (Ambrosio, 2003)	0	0%
• Students have the emotional ego strength to challenge racist view (Delpit, 2012)	0	0%
• Students can talk about human differences and relate new ideas to the problems of life (Delpit, 2012)	0	0%
Critical Attributes of COL:	Observed	Percent
• Students are accountable for their learning and learning of their peers (Ladson-Billings, 2009)	2	67%
• Teacher sees herself as part of the community (Ambrosio, 2003; Ladson-Billings, 2009)	3	100%
• Teacher encourages students to work collaboratively together in heterogeneous groups (Delpit, 2012; Ladson-Billings, 2009; Sleeter, 2005)	2	67%
• Students taught to suspend judgment and consider other people's perceptions (Ambrosio, 2003; Delpit, 2012)	2	67%
• Dialogue about differences is invited and students can reflect on their own lives and why they feel the way they do (Delpit, 2012; Sleeter, 2005)	0	0%
Critical Attributes of CC:	Observed	Percent
• Validates students by utilizing students' cultural knowledge and experiences and creates a cultural democracy (Ambrosio, 2003; Gay, 2000; Howard, 2006)	0	0%
• Students are taught to connect lesson to their own lives of home, school, community, nation, and global issues from the use of metaphors and experiences from the students' world (Delpit, 2012; Ladson-Billings, 2009; Sleeter, 2005)	0	0%
Critical Attributes of CROL:	Observed	Percent
• Teacher's language code switches (Gay, 2000; Smitherman, 2008)	1	33%
• Understands that students will use appropriate oral language to fit the social context (Gay, 2000; Smitherman, 2008)	1	33%
• Teacher openly discusses the culture of power's language so students are allowed to code switch (Gay, 2000; Smitherman, 2008)	0	0%
Critical Attributes of CRWL:	Observed	Percent

Table 6: (continued)

• Teaches various types of written language (Baker, 2008)	2	67%
• Students writing is various (Baker, 2008)	2	67%
• Students listen to various types of written language and observe its formation (Baker, 2008)	3	100%
• Students read and write themselves which validates their language (Baker, 2008)	3	100%
• Language and literacy skills and strategies are developed in all content areas across the curriculum (Baker, 2008)	2	67%
• Uses various multicultural materials/ethnic literature (A. Gay, 2003; Gay, 2000; Sleeter, 2005)	0	0%
Critical Attributes of SA:	Observed	Percent
• Teacher uses Blooms taxonomy, dialogue over lectures, and provides scaffolding (Sleeter, 2005)	3	100%
• Teaches critical thinking skills as students gain access to basic skills (Delpit, 2012; Ladson-Billings, 2009)	3	100%
• Students critically analyze historical and contemporary personal and collective stories of different ethnic groups (Kirkland, 2003)	2	67%
• Students are creators of knowledge where the teacher pulls out the information (Ambrosio, 2003; Ladson-Billings, 2009)	3	100%
• Teaches students the "cultural capital" of being successful in school: Students understand how to maneuver school in test taking, various teaching styles, and study skills (Delpit, 2006; Gay, 2000)	3	100%
• Teacher reinforces students for academic development by using challenging rigorous instruction that maintain high standards (Delpit, 2012; Howard, 2006; Sleeter, 2005)	3	100%
Critical Attributes of CRA:	Observed	Percent
• Teachers use both performance assessments and traditional tests (Hood, 1998; C.D. Lee, 1998; Sleeter, 2005)	0/0	0%
• "Alternative paths that permit elbow room for varied cultural and participatory styles as well as more mediums and strategies for representing knowledge" (Mahari, 1998; Sleeter, 2005)	1/1	100%
• Culturally responsive assessment involves activities or test items and the criteria for the evaluation is developed from the experiences, perspective, and language of the student being assessed (Sleeter, 2005)	1/1	100%

Specifically in the category of caring, T[1] was observed showing four out of the

four critical attributes for 100% of the observations. According to Gay (2000) culturally

responsive teachers embrace developing interpersonal relationships with their students
that have a sense of "patience, persistence, facilitation, validation, and empowerment" (p.
47). When interviewed about developing caring (Howard, 2006; Ladson-Billings, 2009)
in her classroom, T[1] responded:

> "With responsive classroom I really feel like it's the key. Our morning messages
> um and you know those morning activities really promote a classroom
> environment that is really relationship built. After teaching, I think it was like 15
> years without responsive classroom um I always think I did those things and got
> to know my kids well but responsive classroom provides the structure for it."

T[1] felt that responsive classroom strategies helped her foster a sense of caring and
responsive caring for students is a fundamental method for creating motivation especially
in ethnically diverse students (Perez, 2000).

It was evident that students could approach T[1] to ask questions when students
asked T[1] where they could put a paper. T[1] responded in a firm yet warm voice, "I gave a
direction. I know I did. Look around." The classroom expectations were clearly set as
students easily moved into math group rotations. T[1] was observed respecting diversity
and differences of her students in three out of the five critical attributes for all three of her
observations. Specifically, using multiple intelligences (Aborn, 2006), believing students
are limitless humans (Aborn, 2006), and students' cultural and learning practices were
honored and respected (Howard, 2006). During the interview, T[1] commented that she
respects the cultural and learning differences in her classroom by "making sure that I am
meeting all the different learning modes. Am I being visual enough? Am I being uh
auditory? Did I give a visual? I think that I am always changing up my lessons." During

the observations of reading and math, visual lists of directions were on the board for the

students to use as a reference guide. T[1] responded to my questioning of her having the

directions on the board, "I always make a visual list. I made sure that I went over the list

with them." When T[1] worked in small math groups, she swiveled her chair around the

horseshoe table where the students sat and looked at how each student solved the problem

using real coins. T[1] replied during the interview that:

> "For the low learners and the high learners I um I always try and make sure that I
>
> am watching them. Like today we were doing a phonics activity and a couple of
>
> kids are struggling to hear the difference between the short and long vowels and I
>
> positioned myself near those kids when they were doing their work so I could
>
> watch them when they're doing it and I could be there catching them right when
>
> they do the work."

T[1] was observed taking into account multiple intelligences when students were

encouraged to use different problem solving strategies when working on Sunshine Math.

By focusing on the multiple intelligences of her students T[1] created respect for diversity

with multidimensional teaching (Gay, 2000) by believing that all of her students are

unique so she tried to match their multiple intelligences to her teaching techniques

(Aborn, 2006; Gay, 2002).

T[1] was not observed creating liberation from an oppressive educational system by

defying current educational practices (Freire, 1970; Gay, 2000) because T[1] was not

observed doing unconventional teaching and the interview did not provide any data in

regards to T[1] going against current educational practices. In addition, T[1] was not observed

encouraging cultural connections; however, when interviewed T[1] explained that she

teaches about other cultures and making connections by:

"Constantly looking for opportunities to bring up um you know it's part of our

seven habits and how to treat people. It spins into building that relationship with

teaching the seven habits. So um just an opportunity that comes up that you know

it's that teachable moment."

T[1] was not observed promoting a socio-political consciousness (Ladson-Billings,

2008) or teaching to the truth of other cultures (Howard, 2006). During the interview

when T[1] was asked about teaching about other cultures, she replied:

"We do American heroes, and our study of Martin Luther King and Black History

month, but um I'd more um things that come up. In books that we read and lots of

literature. Scholastic News, current events, and uh then that's again when you

listen to your kids and they talk about what's going on at church or talk about

something that is different about how they are celebrating the holidays. You just

stop and you know make sure that everybody heard what that person is saying so I

think the kids you know bring it up and you go with that moment."

When I observed T[1] encouraging a community of learners, she was observed 67%

of the time holding her students accountable for learning (Ladson-Billings, 2009), 100%

of the time being part of the class community (Ambrosio, 2003; Ladson-Billings, 2009),

67% of the time encouraging her students to work in groups (Delpit, 2012; Ladson-

Billings, 2009; Sleeter, 2005), and 67% of the time encouraging students to consider

other points of view (Ambrosio, 2003; Delpit, 2012). In T[1]'s classroom she engaged in

culturally responsive teaching because her students did not see themselves as competitive

individuals but accepted the cultural norms of their peers (Ladson-Billings, 2009).

Specifically, during reading and math, students were always in small groups where they

had to collaborate. For example, during math students played a math game with a partner

at the math station. When students did not see eye to eye on an answer, they worked it out

together by listening to the other student's point of view. I asked T[1] if this is typical

behavior of first graders and if they had to be taught to be able to work together. T[1]

responded, "Collaboration I really think I'm teaching them to respect each other's

opinions and what does that look like and what does that sound like." When T[1] was

observed the students were working in groups of 2-3 and T[1] explained,

> "Collaboration to me in first grade is two or three students. So um I promote that
>
> just by teaching them how to work with pairs and listen to what they are saying to
>
> each other and going and saying it's just sharing the iPads and how is that going
>
> to work."

 T[1] saw herself as part of the community (Ambrosio, 2003; Ladson-Billings,

2009), as she got to know her students. She explained to me, "Since I use humor we

always tie something in. Ya know. You just listen to what the kids are saying and talking

about in your lessons." However, dialogue about differences being invited (Ambrosio,

2003; Delpit, 2012) and students reflecting on their own lives and why they feel the way

they do was not observed. T[1] explained, "I think the kids bring it up and you go with that

moment," and when I observed those moments did not present themselves. When holding

students accountable for their learning (Ladson-Billings, 2009), T[1] was adamant with the

students she was working with in small math groups on problem solving to show their

work. T[1] said the following about holding her students accountable:

"Like if they have a wrong answer they have to go back and do the right thing

because that's the only way they make the connection. I think it's the constant one

on one checking and uh um guided reading and guided math groups. You are

watching them do their practice work it's not just that independent work but you

have to see them work and doing it so it's not just them you know. So you have to

be constantly circulating."

Creating an environment that supports cultural competence (Ladson-Billings,

2009) was not observed of T[1] during the three observations. The teaching of different

cultures and experiences (Ambrosio, 20003; Gay, 2000; Howard, 2006) that are in T[1]'s

classroom was not the specific focus of what was being taught in math and reading. In

addition, students were not being taught to make connections to their life, home, school,

or community when they were working in math and reading groups (Delpit, 2012;

Ladson-Billings, 2009; Sleeter, 2005). Using culturally responsive oral language where

T[1] code switched (Gay, 2000; Smitherman, 2008) was observed 0% and she

demonstrated understanding that students will use the language appropriate for the social

context (Gay, 2000; Smitherman, 2008) 33% of the times. When observed, T[1] used

informal and formal language with her students and allowed them to use formal and

informal English when talking about vowels. T[1] was making an attempt to code switch,

however, it is more than formal and informal language. Code switching involves the

practice of students alternating between their dialect and language used at home and

Standard English (Ladson0Billings, 2009). During the interview, T[1] responded that she

did not know what code switching was, and I informed her it was being able to switch

from one dialect or language into another. When asked if she would feel comfortable code switching she replied:

"Yeah because I think I try to do a lot of vocabulary development. I think it's I usually do... do that by saying it in my teacher language and I might say well you might say it this way but I say it their way but if you want to know the 'fancy word', so the fancy teacher way of saying it."

After T[1]'s response to my question about code switching I asked another question but during T[1]'s response to that questions she redirected us back to code switching. She stated:

"Hmm, code switching. I use different dialects a lot when I am reading to kids like if a book is has some dialogue or I will always use like the Little Red Hen where I'm acting out animal voices and things like that. I think it's important so that kids you know understand you can do that. I am not sure how much I would use any other dialogue or dialect with the kids. Maybe a southern one you know or but I do do the Little Red Hen I do talk about the Gullah language and I say to them this is kind of a blend of different languages and it may sound funny when we are listening to it but um it's important that we recognize that as we travel you may hear people talking like this. Then I go into my whole how do we handle that and all of that stuff. So I guess I do it but didn't realize it."

From her response, I could tell T[1] was analyzing the term code switching and was trying to figure out where in her teaching she does this.

Using culturally responsive written language (Baker, 2008) was apparent during reading groups and T[1] was observed using culturally responsive written language 67-

100% of the times observed except for using multiethnic literature. Culturally responsive teachers who engage students to read and write create validation for those students as their language and literacy skills are developed across the curriculum (Baker, 2008). Although, during the interview, T[1] explained:

"Um our writing unit we always start with a lot of different books. It can be personal it can be narrative it can be um uh it can be opinion based which is what we are doing now so persuasive writing. Um, let's see um we do poems we do all kinds I mean the gamut of all the different genres we cover in first grade but we do try to tie it in with our writing unit but every day at snack and pack time we read um either something to do with our social studies unit of American heroes or we um do just short stories only we deliberately spread it out."

T[1] felt that the first grade did a great job of tying in their social studies unit and other areas of the curriculum with books. T[1] said:

"You know (the books) are different not only American heroes but first grade does tie it in with our seven habits, responsive classroom, and um of course anywhere and I think we are pretty deliberate. We do uh circle stories and a Spanish book that goes along with it and all of the spin offs. We try to reach out to different language or different cultures so the kids don't just hear the English version."

T[1] focused on student achievement (Ladson-Billings, 2009) almost 100% of the time in every critical attribute. During the observation of small math groups, T[1] was teaching students various problem solving skills, which supported teaching various teaching styles (Delpit, 2012; Gay, 2000). In addition, T[1] was observed scaffolding large

vocabulary words and helping the students refer to a number sentence as an equation. T[1] was being culturally responsive because she was teaching her students to critically think as they gained access to the basic skills of addition and subtraction (Ambrosio, 2003; Delpit, 2012; Ladson-Billings, 2009). T[1] said she scaffolds her lessons to develop critical thinking (Delpit, 2012; Ladson-Billings, 2009) by:

"Once I introduce a concept that they should be comfortable with I try to turn it over to especially the ones who are ready for critical thinking and say well what do you think is next? Well, why do you think that one is it? And you know, I just try to pose the question. It's part of an inquiry-based lessons technique."

During the observation of reading, T[1] was getting the students to think about various ways that Abe Lincoln did good deeds as a lawyer. T[1] explained to me later when I was leaving her room from the observation, that the conversation about Abe was review. It was during the interview T[1] explained:

"You have to build those building blocks where you teach a few lessons on that concept and hopefully they are wanting to generalize it and out some prior knowledge to it to be able to come up with noticing what should happen next on their own."

Culturally responsive assessment (Mahari, 1998) was observed once during the three observations. Students were being assessed on their problem solving and T[1] respected the various methods students answered the problem. She positively reinforced students for using various problem-solving strategies. T[1] stated that for first grade assessment:

"We want to make sure they have the opportunity on the pre-test to identify the coins we expect them to and um being able to count to a dollar is what our expectation is as a whole grade level. Um and the pre-test and post-test look very similar."

During the observation of math I did not see the students take a pre-test or post-test but the students were using different problem-solving strategies to show their knowledge and students had to use their experience with the math concepts covered so far in the school year to solve the problems. In reading, T[1] stated they compare pre-test and post-test data by:

"With reading we use Fountas and Pinnell checklists and just the continuum and just know that at reading time it's taking notes and noticing what they still need to work on so um that more individual little testing points along the way that you are making sure alright are we good with fluency yet or do I need to continue working on that it's kind of like that for reading and writing. Like that group really does not have good expression so the next day when I plan for that group I pick a play for that group. So again that goes to constantly staying up with your grading and noticing a string of "oh" is it this group that needs this or the whole class, what do I need to do with that group? It's just the constant knowing the objectives for that individual group and then are they meeting them or do they need reteaching."

T[1] was describing how she uses culturally responsive assessment because she uses assessment as feedback to modify her teaching and the activities students are engaged with during the next school day (Black & William, 1998).

T^2. T^2 was observed using the CRTG-T once in the morning during reading, once in the early afternoon for writing, and once in the morning where the students were working on spelling sentences. The frequency counts for T^2's three observations were created prior to the interview (see Table 7). The interview and field notes provided additional data to support the three observations of T^2.

Table 7: Frequency counts of T^2

	Observed	Percent
Critical Attributes of CRC:		
• Teacher is personally inviting (Howard, 2006)	3	100%
• Manages the class with a firm consistent loving influence (Howard, 2006)	3	100%
• Creates a welcoming space (Howard, 2006)	3	100%
• Teacher has a positive attitude toward all students' cultural and linguistic needs (Gay, 2000)	3	100%
Critical Attributes of respecting diversity and differences (RDD):	Observed	Percent
• Uses diverse strategies such as multiple intelligences (Aborn 2006)	2	67%
• Believes all student are limitless humans (Aborn, 2006)	2	67%
• Students cultural and learning practices are respected and honored (Howard, 2006)	3	100%
• Teacher creates liberation from an oppressive educational system by defying current educational practices if needed (Freire, 1970; Gay, 2000)	0	0%
• Encourages cultural connections (Howard, 2006)	0	0%
Critical Attributes of SSPC:	Observed	Percent
• Students apply ideas of fairness, equity to their world (Delpit, 2012)	0	0%
• Students are involved in real life experiences that incorporates social justice (Delpit, 2012; Kirkland, 2003)	0	0%
Critical Attributes of TOC:	Observed	Percent
• Students are taught to "talk back" to the voices of social authority (Ambrosio, 2003)	0	0%
• Students have the emotional ego strength to challenge racist view (Delpit, 2012)	0	0%
• Students can talk about human differences and relate new ideas to the problems of life (Delpit, 2012)	0	0%

Table 7: (continued)

Critical Attributes of COL:	Observed	Percent
• Students are accountable for their learning and learning of their peers (Ladson-Billings, 2009)	3	100%
• Teacher sees herself as part of the community (Ambrosio, 2003; Ladson-Billings, 2009)	3	100%
• Teacher encourages students to work collaboratively together in heterogeneous groups (Delpit, 2012; Ladson-Billings, 2009; Sleeter, 2005)	1	33%
• Students taught to suspend judgment and consider other people's perceptions (Ambrosio, 2003; Delpit, 2012)	2	67%
• Dialogue about differences is invited and students can reflect on their own lives and why they feel the way they do (Delpit, 2012; Sleeter, 2005)	1	33%
Critical Attributes of CC:	Observed	Percent
• Validates students by utilizing students' cultural knowledge and experiences and creates a cultural democracy (Ambrosio, 2003; Gay, 2000; Howard, 2006)	1	33%
• Students are taught to connect lesson to their own lives of home, school, community, nation, and global issues from the use of metaphors and experiences from the students' world (Delpit, 2012; Ladson-Billings, 2009; Sleeter, 2005)	1	33%
Critical Attributes of CROL:	Observed	Percent
• Teacher's language code switches (Gay, 2000; Smitherman, 2008)	0	0%
• Understands that students will use appropriate oral language to fit the social context (Gay, 2000; Smitherman, 2008)	3	100%
• Teacher openly discusses the culture of power's language so students are allowed to code switch (Gay, 2000; Smitherman, 2008)	0	0%
Critical Attributes of CRWL:	Observed	Percent
• Teaches various types of written language (Baker, 2008)	2	67%
• Students writing is various (Baker, 2008)	3	100%
• Students listen to various types of written language and observe its formation (Baker, 2008)	0	0%
• Students read and write themselves which validates their language (Baker, 2008)	3	100%
• Language and literacy skills and strategies are developed in all content areas across the curriculum (Baker, 2008)	3	100%
• Uses various multicultural materials/ethnic literature (A. Gay, 2003; Gay, 2000; Sleeter, 2005)	2	67%
Critical Attributes of SA:	Observed	Percent

Table 7: (continued)

	Observed	Percent
• Teacher uses Blooms taxonomy, dialogue over lectures, and provides scaffolding (Sleeter, 2005)	2	67%
• Teaches critical thinking skills as students gain access to basic skills (Delpit, 2012; Ladson-Billings, 2009)	2	67%
• Students critically analyze historical and contemporary personal and collective stories of different ethnic groups (Kirkland, 2003)	1	33%
• Students are creators of knowledge where the teacher pulls out the information (Ambrosio, 2003; Ladson-Billings, 2009)	3	100%
• Teaches students the "cultural capital" of being successful in school: Students understand how to maneuver school in test taking, various teaching styles, and study skills (Delpit, 2006; Gay, 2000)	1	33%
• Teacher reinforces students for academic development by using challenging rigorous instruction that maintain high standards (Delpit, 2012; Howard, 2006; Sleeter, 2005)	3	100%
Critical Attributes of CRA: One Observation was applicable	Observed	Percent
• Teachers use both performance assessments and traditional tests (Hood, 1998; C.D. Lee, 1998; Sleeter, 2005)	0	0%
• "Alternative paths that permit elbow room for varied cultural and participatory styles as well as more mediums and strategies for representing knowledge" (Mahari, 1998; Sleeter, 2005)	0	0%
• Culturally responsive assessment involves activities or test items and the criteria for the evaluation is developed from the experiences, perspective, and language of the student being assessed (Sleeter, 2005)	1	100%

It was observed 100% of the time that T[2] created relationships with her students by developing a sense of caring towards her students (Howard, 2006; Ladson-Billings, 2009). T[2] was observed using a firm, yet respectful voice when getting a student back on task to writing his spelling sentences (Howard, 2006). Culturally responsive teaching was occurring because culturally responsive teachers understand they need to be tough and develop firm, yet a loving classroom environment (Gay, 2000; Howard, 2006). T[2] was observed having a positive attitude toward all students (Ladson-Billings, 2009), as she did not get frustrated with the varying questions the students had about the sentences they had written. Instead, T[2] was observed providing one on one attention with the students,

and she asked several students to add more details, which showed she has a positive attitude and holds her students to high expectations even though students have different cultural and linguistic needs (Ladson-Billings, 2009). This supported culturally responsive teaching because culturally responsive teachers do not accept failure from their students (Gay, 2000). I observed T^2 walking up to a student saying she was proud the student did all ten of her sentences in a timely manner. T^2 said to the student, "You should be proud of all of your hard work." During the interview, T^2 stated that she creates a sense of caring (Ladson-Billings, 2009), a culturally responsive skill, that creates a bond between the student and teacher which is argued to be the very foundation of effective teaching (Howard, 2003; Noddings, 1992), by:

> "Well I care about my kids so I show them what caring is and I think through our meetings and responsive classroom activities. We talk about one of our classroom expectations is being respectful, treating others they way you want to be treated. I think it is very much the teacher assistant and I model it all the time. We are always willing to stop and help someone do that kind of thing. We talk about using kind words and that kind of stuff."

T^2 was observed being personally inviting (Howard, 2006) and has created relationships (Ladson-Billings, 2009) when the students felt comfortable asking T^2 what she thought about their spelling sentences. T^2 informed me that she develops relationships by:

> "I just try to get to know them. I try to get to know what they like. Um I think the greetings help me get to know my kids. Uh I think responsive classroom is absolutely made for me the way I teach. So if they connect to me I connect to them."

T[2] was observed respecting diversity and differences (Aborn, 2006; Delpit, 2012; Freire, 1970; Gay, 2000; Howard, 2003; Howard, 2006, Ladson-Billings, 2009) by using multiple intelligences (Aborn, 2006), and believing students are limitless humans (Aborn, 2006) for 67% of the observations. T[2] respected students' cultural and learning practices (Howard, 2006) 100% of the observations, and T[2] sets high expectations for her students (Aborn, 2006), which was observed when she told a student that he has a strong science background so she expected that knowledge to come through in his answer to a question that had a science theme. T[2] explained during her interview that:

> "I try to make it so that everybody succeeds. That's really important to me. I always felt like a failure if I had a math test and no one did very well. I thought oh well I didn't do a good job teaching. But in second grade I feel very strongly that I want everybody to get it. How everybody gets it is gonna look differently. Um so when I plan my lesson I plan it so they will experience success."

T[2] was describing her philosophy of teaching, which supports culturally responsive teaching, because she demonstrated caring in such a way where she listens and responds differently to her students (Noddings, 2005). T[2]'s sense of caring was reiterated in the observations when I observed T[2] providing one-on-one guidance to the students on how to be successful with creating strong spelling sentences and answering comprehension questions. She made sure to reach every student in the room. T[2] explained to me, "I guess I plan my lessons so that everyone is gonna get it. My goal is for them to succeed no matter if their red, blue, or the green group." T[2]'s goal for all students succeed was also observed as she used multiple intelligences (Aborn 2006). Certain students were observed working on the floor, others were standing; other students were saying their

sentences out loud and then writing them down. However, defying educational practices and encouraging cultural connections (Freire, 1970; Gay, 2000; Howard, 2006) was not observed during the three observations. From the interview, T^2 explained that students are taught about different cultures and she explained to me:

"I do expose them to different people and the different way people think. I am of the opinion that we are all think a like even though we are different. I like to look at the commonalities culturally versus how they are different. They look different on the outside but inside we are all the same."

When I observed T^2 I did not observe her promoting students' socio-political consciousness (Ladson-Billings, 2008) and teaching the truth of other culture (Howard, 2006). I did not observe students applying ideas of fairness (Delpit, 2012), or being involved in real life experiences that led them to incorporate social justice into the lesson (Delpit, 2012; Kirkland, 2003). Students were not observed being taught to "talk back" to the voices of social authority (Ambrosio, 2003), challenging the racist view (Delpit, 2012), or talking about human differences (Delpit, 2012). However, T^2 did understand the strengths and weaknesses of her students and made every attempt for them to succeed academically (Freire, 1970).

T^2 was observed encouraging a community of learners (Ladson-Billings, 2009). For 100% of the observations, T^2 held students accountable for their learning (Ladson-Billings, 2009). During one of my observations, students had to answer the morning message and mark of their name that they completed that activity. The morning message required each student to look up a word in the dictionary. T^2 discussed how she holds students accountable (Ladson-Billings, 2009).

"Well I say I am really picky. I say to my kids you know you are going to have to

do this over because I am really picky. So I use that verbiage I am very picky. I

am picky for one kid differently than I am for another kid. I am particular about

my pickiness. Everybody does things differently but we all want to do it to the

best of our ability or what is asked of us."

The attitude and behavior of T^2 acting "picky" is a culturally responsive teaching

strategy because research shows that teachers who really care for their students yields

high academic performance from their students because the teacher does not accept

failure from them (Gay, 2000).

It was observed that T^2 saw herself as part of the community (Ambrosio, 2003;

Ladson-Billings, 2009) when I observed her talking to students about their spelling

sentences and making a personal connection with that student. T^2 was employing

culturally responsive teaching because she was developing individualistic relationships

with her students and made sure that every student understood their individual

importance (Ladson-Billings, 2009). T^2 knew that a student was writing about science

because it is an interest of his. In addition, during the interview I told T^2 it appeared that

she allowed her kids to see her as a person to which she said:

"I'm like their families in some way and I differ from their families in some ways.

I make those connections. And I tell them about myself like I share a picture

about my family. I talk about my kids, and I talk about my dog. You know I talk

about my husband and the time. I don't pretend like that's separate."

T^2 also allowed students to work collaboratively (Ladson-Billings, 2009; Sleeter,

2005) during one of the observed lessons when students were working on spelling

sentences together. Students were taught to suspend judgment (Ambrosio, 2003; Delpit, 2012) for 67% of the observations and talk about differences (Delpit, 2012; Sletter, 2005) for 33% of the observations. When students were observed working in groups, I did not observe students arguing but students did have different ideas and opinions about the phonetic spelling of words. The students had different opinions about the topics they were writing on and no one made a negative comment about the various topics being written about. Instead a communal learning environment was observed as the students helped each other learn the correct spelling of the words (Gay, 2000).

Cultural competence (Ladson-Billings, 2008) such as validating students cultural knowledge and experiences (Ambrosio, 2003; Gay, 2000; Howard, 2006) was observed one time when students were observed feeling comfortable and eager to present their spelling sentences with T^2. Specifically, I observed T^2 reading a student's sentence then she talked with the student about the topic of skateboarding, and helped him go deeper by adding more details to his sentence. T^2 was responding to this student by developing cultural democracy, a culturally responsive teaching strategy, where T^2 was utilizing the student's cultural experiences and knowledge of skateboarding (Gay, 2000; Howard, 2006). In addition, during one observation T^2 told her students to connect the lesson to their home and life experiences (Delpit, 2012; Ladson-Billings, 2009; Sleeter, 2005) when she told the students to write about what they know. I asked T^2 how she brings in students' life experiences or creates a cultural democracy (Gay, 2000; Howard, 2006) when teaching about other cultures (Delpit, 2012; Ladson-Billings, 200; Sleeter, 2005). She stated:

"Oh, yeah…if I can. Like (student's name) mom and dad are from Shanghai and we talk about it and she…. Yeah…yeah.. all the time. And that's part of getting to know my kids and what they bring."

Using culturally responsive oral language such as code switching and openly discussing the culture of power's language (Gay, 2000; Smitherman, 2008) was not observed during the three observations. Although it was observed 100% of the observations that T^2 understood students will use appropriate oral language to fit the social context when student used informal language to talk to T^2 about their spelling sentences but utilized Standard English when writing their sentences (Gay, 2000; Smitherman, 2008). T^2 explained how some of her kids code switch between formal and informal English:

"Yeah. You know the age of my kids they are not really aware of that stuff it depends on the kids some are more savvy then others. (Student's name) in my class is very savvy he came from New York City um some of my kids are very young. I have a very young developmental group so they are not as into that as other kids I have had. I mean we've even done our greetings in robot voices and other fun voices all that kind of stuff just to mix it up a bit."

T^2 described her attempt at utilizing culturally responsive oral language because she understood that she needed to be proficient in the communication styles of her students (Gay, 2002; Irvien, 2003; Nieto, 2004; Rychly & Graves, 2012). T^2 was observed talking informally with her students when she revised sentences and then she used formal language when talking with the class to settle down or reminded them to add punctuation to their sentences. T^2 explained how she was taught to code switch:

"In my class we were reading about Harriet Tubman and we came across wording

that Harriet spoke which would be considered broken, non-standard English and

we talked about the way Harriet talked. Yes Black dialect. See I'm so old that

when I was in college we had to learn Black dialect because at that point you were

supposed to teach kids Black dialect, which is so interesting the switch. And I

found it hard like when I read a book um <u>Their Eyes are Watching God</u>, did you

read that book? I had a really hard time reading that book it was a lot like

Shakespeare I had to read it out loud then I could hear what was going on."

Using culturally responsive written language (Baker, 2008) was observed almost

100% of the observations. I did observe T^2 teaching students to listen to various types of

written language and observe its formation (Baker, 2008). Students were reading various

biographies on individuals such as Martin Luther, King Jr. and Rosa Parks and the

students were also reading poetry, all examples of multiethnic literature that did not

incorporate textbooks (Gay, 2000). T^2 explained how she gets students exposed to

different types of written language:

"I don't know. Newspaper articles? If I find something in the newspaper I bring it

in…we do Scholastic News. And um I do have Time for Kids the different

countries and I use that in a lot in reading groups for factual reading. We do a lot

of reading and I'm trying to buy more non-fiction pretty much all the books I

bought are non-fiction and talking more about that."

T^2 also felt it was important to incorporate literature across the content areas (Baker,

2008). She explained to me that this happens, "Mostly in social studies with the

continents and then the reading and math. I do a lot and a lot of my morning messages are problem where they have to come in and read it which is incredibly hard for my kids."

T^2 focused on student achievement (Ladson-Billings, 2009) almost 100% of the observations in all critical attributes. She was observed 67% having students critically analyze historical and contemporary stories (A. Gay, 2003). One time I observed T^2 beginning a new writing unit on fantasy with the students. Together with T^2 the students created a Venn diagram to compare fantasy to fiction writing and during the process made connections to stories they have read that were both genres. Culturally responsive teaching was occurring because T^2 was providing scaffolding while the students worked in their zone of proximal development as they created their Venn diagrams (Cole, 1996; Gutierrez & Rogoff, 2003; Morelli, Rogoff, & Angelilo, 2003; Santamaria, Flethcer, & Bos, 2002). Specifically, T^2 was using scaffolding during this lesson to get students to think deeper about fantasy writing by making comparisons. She was prompting the students to think about the similarities and differences and did not readily give an answer. During the interview, T^2 said she scaffolds her lessons (Delpit, 2012; Ladson-Billings, 2009) by using,

> "Lots of problem solving, tons of why questions, not just….tell me what
> happened. I've always done that but to me if you know how to add well you have
> to show me how to us it. You know that 6 +7 is well show me how to use it. Um I
> guess that is scaffolding."

In addition, T^2 holds high expectations for her students (Delpit, 2012; Howard, 2006; Sleeter, 2005) especially when she was observed having students add more details to

their comprehension question for a biography book. T^2 explained, "I plan my lessons so that everybody is gonna get it."

T^2 also taught students test taking skills or how to maneuver school (Delpit, 2102; Gay, 2000) for 33% of the observations by teaching students how to use a sentence organizer to write strong sentences. T^2 was not observed testing her students using either tradition or through performance based assessments. During the interview I asked what type of tests T^2 's second graders take and she explained:

> "Just spelling tests and that's pretty much it. I am going to do a reading unit test today just for the first time mostly because we do a little check up on a story that we read with a little bubble in mostly for practice. Um because I want to teach them to reads through all the possibilities, maybe take out the two that are completely wrong. Then think about what you know about the story so I try to teach them a few of those skills."

I asked T^2 if she would go back over the test and talk about test taking strategies with her kids (Delpit, 2012; Gay, 2000), and T^2 replied:

> "I talk about it all the time, but I will before we start and say okay what do you know? Can we go back into passage and find the answer because they think that you can't. And so I will go through that if you don't know an answer take out to for sure you know are wrong."

T^2 was describing how she teaches her students to maneuver in school by learning test taking strategies, a culturally responsive teaching strategy (Delpit, 2006; Gay, 2000)

T^3. T^3 was observed twice in the morning during math and one time in the afternoon during reading (see Table 8). The interview and field notes provided additional data to support the observations of T^3.

Table 8: Frequency counts of T^3

Critical Attributes of CRC:	Observed	Percent
• Teacher is personally inviting (Howard, 2006)	3	100%
• Manages the class with a firm consistent loving influence (Howard, 2006)	3	100%
• Creates a welcoming space (Howard, 2006)	3	100%
• Teacher has a positive attitude toward all students' cultural and linguistic needs (Gay, 2000)	2	67%
Critical Attributes of respecting diversity and differences (RDD):	Observed	Percent
• Uses diverse strategies such as multiple intelligences (Aborn 2006)	2	67%
• Believes all student are limitless humans (Aborn, 2006)	1	33%
• Students cultural and learning practices are respected and honored (Howard, 2006)	3	100%
• Teacher creates liberation from an oppressive educational system by defying current educational practices if needed (Freire, 1970; Gay, 2000)	0	0%
• Encourages cultural connections (Howard, 2006)	0	0%
Critical Attributes of SSPC:	Observed	Percent
• Students apply ideas of fairness, equity to their world (Delpit, 2012)	0	0%
• Students are involved in real life experiences that incorporates social justice (Delpit, 2012; Kirkland, 2003)	0	0%
Critical Attributes of TOC:	Observed	Percent
• Students are taught to "talk back" to the voices of social authority (Ambrosio, 2003)	0	0%
• Students have the emotional ego strength to challenge racist view (Delpit, 2012)	0	0%
• Students can talk about human differences and relate new ideas to the problems of life (Delpit, 2012)	0	0%
Critical Attributes of COL:	Observed	Percent
• Students are accountable for their learning and learning of their peers (Ladson-Billings, 2009)	3	100%

Table 8: (continued)

	Observed	Percent
• Teacher sees herself as part of the community (Ambrosio, 2003; Ladson-Billings, 2009)	3	100%
• Teacher encourages students to work collaboratively together in heterogeneous groups (Delpit, 2012; Ladson-Billings, 2009; Sleeter, 2005)	1	33%
• Students taught to suspend judgment and consider other people's perceptions (Ambrosio, 2003; Delpit, 2012)	2	67%
• Dialogue about differences is invited and students can reflect on their own lives and why they feel the way they do (Delpit, 2012; Sleeter, 2005)	1	33%
Critical Attributes of CC:	Observed	Percent
• Validates students by utilizing students' cultural knowledge and experiences and creates a cultural democracy (Ambrosio, 2003; Gay, 2000; Howard, 2006)	0	0%
• Students are taught to connect lesson to their own lives of home, school, community, nation, and global issues from the use of metaphors and experiences from the students' world (Delpit, 2012; Ladson-Billings, 2009; Sleeter, 2005)	0	0%
Critical Attributes of CROL:	Observed	Percent
• Teacher's language code switches (Gay, 2000; Smitherman, 2008)	0	0%
• Understands that students will use appropriate oral language to fit the social context (Gay, 2000; Smitherman, 2008)	1	33%
• Teacher openly discusses the culture of power's language so students are allowed to code switch (Gay, 2000; Smitherman, 2008)	0	0%
Critical Attributes of CRWL:	Observed	Percent
• Teaches various types of written language (Baker, 2008)	0	0%
• Students writing is various (Baker, 2008)	1	33%
• Students listen to various types of written language and observe its formation (Baker, 2008)	0	0%
• Students read and write themselves which validates their language Baker, 2008)	1	33%
• Language and literacy skills and strategies are developed in all content areas across the curriculum (Baker, 2008)	1	33%
• Uses various multicultural materials/ethnic literature (A. Gay, 2003; Gay, 2000; Sleeter, 2005)	1	33%
Critical Attributes of SA:	Observed	Percent
• Teacher uses Blooms taxonomy, dialogue over lectures, and provides scaffolding (Sleeter, 2005)	3	100%

Table 8: (continued)

• Teaches critical thinking skills as students gain access to basic skills (Delpit, 2012; Ladson-Billings, 2009)	3	100%
Students critically analyze historical and contemporary personal and collective stories of different ethnic groups (Kirkland, 2003)	2	67%
• Students are creators of knowledge where the teacher pulls out the information (Ambrosio, 2003; Ladson-Billings, 2009)	3	100%
• Teaches students the "cultural capital" of being successful in school: Students understand how to maneuver school in test taking, various teaching styles, and study skills (Delpit, 2006; Gay, 2000)	3	100%
• Teacher reinforces students for academic development by using challenging rigorous instruction that maintain high standards (Delpit, 2012; Howard, 2006; Sleeter, 2005)	3	100%
Critical Attributes of CRA: Applicable 2 Observations	Observed	Percent
• Teachers use both performance assessments and traditional tests (Hood, 1998; C.D. Lee, 1998; Sleeter, 2005)	0	0%
• "Alternative paths that permit elbow room for varied cultural and participatory styles as well as more mediums and strategies for representing knowledge" (Mahari, 1998; Sleeter, 2005)	0	0%
• Culturally responsive assessment involves activities or test items and the criteria for the evaluation is developed from the experienes, perspective, and language of the student being assessed (Sleeter, 2005)	0	0%

T[3] was observed creating relationships by caring for her students 100% of the observations in that she was personally inviting (Howard, 2006), managed the class with a firm but loving influence (Howard, 2006), and created a welcoming space (Howard, 2006). T[3] was observed 2 out of the 3 the observations having a positive attitude towards all her students' cultural and linguistic needs (Ladson-Billings, 2009). In addition, T[3] used a friendly and pleasant voice with all of her students while teaching math, and she politely yet firmly redirected a student to get back on task to complete their graphic organizer. T[3] was encouraging students after a math facts test when she asked the students, "Did everyone try their personal best?" T[3] was demonstrating culturally responsive teaching because she respected that every student has different gifts and their

personal best is different for each child (Noddings, 1992). During the interview, T[3] stated

that she creates relationships with her students by:

> "Well, I love to interact with them and it's always great that you can find out
>
> some of their interests and you find times throughout the day but it's before
>
> school starts. Um sometimes there are other times, like recess you can interact
>
> with them. Sometimes they are playing but it's that small grouping and uh and
>
> then you might step off the academics and find their interests. It's talking about
>
> what their interests are on the weekend or even within stories we'll say gee this
>
> character seems to like to do, um winter sports is anyone interested in winter
>
> sports?"

Respecting diversity and differences (Aborn, 2006; Delpit, 2012; Freire, 1970;

Gay, 2000; Howard, 2003; Howard, 2006; Ladson-Billings, 2009) were observed

anywhere from 0% to 100% of the observations. For example, T[3] was observed using

diverse strategies such as multiple intelligences (Aborn 2006) for 67% of the

observations. This was observed when T[3] had students use their dry erase boards to

practice their times tables they were currently being tested on. T[3] was reaching out to the

kinesthetic and visual learners, which is culturally responsive teaching as it allows

students to tap into their potential using various tools (Aborn, 2006). When interviewed

about how T[3] lesson plans for students to respect their learning differences, she stated:

> "If more need hands on or manipulatives, if it's math we are going to use it. If it's
>
> practicing with oral reading we will pull the kids out into the hall. Sometimes it's
>
> modeling more for these kids so they get an idea."

T[3] was observed believing all students are limitless humans (Aborn, 2006) 33%

of the observations. This was observed when students were working on times tables that

some of the students were not ready to be being tested on. T[3] asked the class, "If you

come to a fact and haven't mastered it yet, what do we do?" The class responded that you

pull out your times table board. T[3] said to the class, "By looking at those new times

tables you may learn a few as you work with them." She was very encouraging and was

trying to get the class to see they will all get to mastery of their times tables but it may

take more time for others which is okay. T[3] was being culturally responsive because the

students were being validated for who they are as learners (Delpit, 2012; Gay, 2000).

During the interview, T[3] commented on respecting students learning practices (Howard,

2006):

> "What I always look at is first of all I look at overall I like to introduce the kids all
>
> together uh like if its curriculum or a certain. I like to pull them all together and
>
> let them know we branch off because we are will work is small smaller groups.
>
> Um at that point it's doesn't make any of the kids that maybe working a little
>
> slower feel that they are isolated and they cannot do it because as you meet with
>
> all the kids I always start full circle I call it and then we break down and um
>
> definitely meet their needs. You never want a child to feel um that they can't get
>
> the skill."

T[3] honored students' cultural and learning practices (Howard, 2006) 100% of the

observations such as when she provided positive reinforcement and listened to each

student about where he or she was in completing a biography project. She asked the class

different ways they were breaking up this big at home project and then she had students

model how they were going to present to the class. Specifically, a student went to the front of the room and said she would use eye contact and speak loudly and then modeled these behaviors to the class. Next, T[3] asked the class, "What if you are a quiet person, how do you do this?" The class gave suggestions such as practicing at home. Culturally responsive teaching was occurring because T[3] was tapping into the academic potential of her students in order for them to be successful (Gay, 2000; Ladson-Billings, 2009). T[3] was not observed defying educational practices (Freire, 1979; Gay, 2000).

T[3] was not observed promoting students' socio-political consciousness (Ladson-Billings, 2008) by having students apply ideas of fairness to their world (Delpit 2012) or being involved in real life experiences that incorporate ideas of social justice (Delpit, 2012; Kirkland, 2003). However, during the interview when asked about working kids' real life experiences into the curriculum, T[3] replied:

"My big thing is to find out what they love what's their passion at the beginning of the year. If someone is playing the guitar, or is into basketball or soccer, like one student who is interested in dance and theater, we tie that in and we are always trying to notice characters in stories. Oh I am always trying to bring in the boys and girls and what they are doing. I have artists and some of these kids are great artists. They are not great athletes but they are great artists so tying that in too."

Teaching to the truth of other cultures (Howard, 2006) by "talking back" to social authority (Ambrosio, 2003), students talking about human differences (Delpit, 2012), and making cultural connections (Howard, 2006) was not observed. I asked T[3] how she

teaches about other cultures and T[3] described utilizing culturally responsive by bringing in multiethnic literature when she stated: (Gay, 2000).

> "Well, first of all other cultures is wonderful because our social studies units tie right into it. And um I use it like that and I also use the Time for Kids so not just the social studies that we can tie into it but with Time for Kids there might be an article of a country like if we are studying Kenya and Africa well it may be that one particular country but we may zoom in on a few others. I think our team does really well pulling books that tie in well with that and um on different cultures and backgrounds."

T[3] was observed encouraging a community of learners (Ladson-Billings, 2009) especially holding students accountable for their learning, and T[3] seeing herself as part of the community (Ambrosio, 2003; Ladson-Billings, 2009), which I observed 100% of the observations. T[3] was observed walking around the room as students solved two-digit by one-digit multiplication problems and she helped the students who were struggling. Then students were bringing their white boards up to the document camera to share their multiplication answers with the class. T[3] was showcasing culturally responsive teaching because culturally responsive teachers teach "the whole child" (Gay, 2000), and develop a community of students willing to learn (Ladson-Billings, 2009). T[3] stated in the interview that she holds students accountable by:

> "Oh I do! Well, for the learning from their peers it is listening and they really need to learn to listen and this is a big step for a third grader. And that is an area where you listen and after they have shared what questions or what can you tell that person you learned from them."

T^3 was observed 33% of the observations using collaboration (Delpit, 2012; Ladson-Billings, 2009; Sleeter, 2005) and dialogue about differences were invited (Delpit, 2012; Sleeter, 2005). T^3 was observed 67% of the observations teaching students to suspend judgment and consider other people's perceptions (Delpit, 2012; Ambrosio, 2003). During the observation of math, students could express different ideas of how to get an answer to problem solving without arguments, and T^3 reminded the class it's important to be honest and listen to each other. When I asked T^3 how she uses collaboration, or develops a communal learning environment (Gay, 2000; Ladson-Billings, 2009) she stated:

"Collaboration I absolutely love it. Number one with STEM and bringing that in this year. What we've decided to do this year since it is new to us is I have decided to use it with social studies for the countries. And they would work together five in a group. Wow. Starting out at the beginning setting up rules how we work together. I mean we must of spent a good couple of weeks on just how we get a long with one another. And I think that collaboration is great so in that sense of building together of discussing it has been great even in social studies if it's to step away and uh together work on a project they are going to share with the group."

Teaching cultural competence (Ladson-Billings, 2008) by validating students' cultural knowledge (Gay, 2000; Ambrosio, 2003: Howard, 2006) and connecting lessons to their own life (Delpit, 2012; Ladson-Billings, 2009; Sleeter, 2005) was not observed during the observations. However, T^3 stated she tries to tie in the culture of her students with school by:

"If I notice a student like one year I had a student had a family that was Egyptian

and it was like I would pull in some other information on that and get the parents

to come in um so when the opportunity is there with the students or if it's not and

you still have contact with these people you can still add and broaden."

T[3] was clearly demonstrating how she ties the curriculum in to the different cultures

siting in her classroom (Delpit, 2006).

T[3] did not code switch (Gay, 2000; Smitherman, 2008) or openly discuss the

culture of power's language (Gay, 2000; Smitherman, 2008) but she was observed one

time allowing students to talk informally based upon the social context (Gay, 2000;

Smitherman, 2008). When I asked T[3] about code switching she replied:

"Kids will if they see something online or in a magazine they will bring it up. The

way authors of certain book write and I think China for one example I'll show a

little bit of the Chinese writing they'll show a different way that they organize the

book is set up in a different way than a regular American book."

I observed one reading lesson and culturally responsive written language (Baker,

2008) was present in this lesson. I did not observed T[3] using various types of written

language (Baker, 2008) in this lesson but when interviewed T[3] explained, "We often get

the kids to see different types of print and we love to get the kids together, and see

examples of it." T[3] had the students use various types of writing such as writing

notecards with biography person facts. The Venn diagram they were filling out for "Time

for Kids" were full of phrases of facts. Students were writing themselves (Baker, 2008),

which validated their writing style, a culturally responsive teaching strategy. In addition,

T[3] used various multicultural materials such as the various biography books on a range of

people that represented various cultures (Gay, 2000). T[3] stated she uses multiethnic

literature (A. Gay, 2003; Gay, 2000; Sleeter, 2005) for the students to read because:

> "I think um that the more we have of that even if its snippets of stories and there
>
> is so much on the Internet we can pull in. Even stories or even the newspaper we
>
> will bring it in and say did you notice or did you hear your parents talking about a
>
> little girl was working at a textile factory and they couldn't figure out the identity
>
> of her but they actually figured it out. Again, you know it's bringing in history
>
> and family backgrounds."

T[3] was observed focusing on student achievement (Ladson-Billings, 2009) 100%

of the observations, except for critically analyzing historically and contemporary stories

(Kirkland, 2003), which I observed once. T[3] tapped into students' prior knowledge by

asking the class, "What is a pharaoh?" in order to scaffold (Sleeter, 2005) the

conversation about kings from other countries. The students were connecting the lesson

to their own life experiences and what they had previously learned in class about other

countries' kings and queens (Delpit, 2012; Ladson-Billings, 2009; Sleeter, 2005). In

addition, T[3] showed the students how to estimate a two digit by one digit multiplication

problem, and she left the problem on the board for them to use when trying a new

problem on their own. T[3] was observed getting students to think critically (Delpit, 2012;

Ladson-Billings, 2009) when she asked the students if wealth is about money or

happiness/friendship. This opened the door for a conversation with the students and T[3]

made the students tell why they felt the way they did when answering that question. T[3]

saw students as creators of their own knowledge and pulled the information out

(Ambrosio, 2003; Ladson-Billings, 2009) when she asked the class for strategies to

solving word problems. Students did analyze historical stories (Kirkland, 2003) when she

had the students explain what contributions their biography person made and why those

contributions were important. Furthermore, T^3 holds the students to high expectations

(Delpit, 2012; Howard, 2006; Sleeter, 2005), and during the interview she stated:

> "I have high expectations and again I tell the students you know if you don't
>
> totally understand it you've come a long way because you've got a piece of it so
>
> now we know the next steps to scaffold up or scaffold down and go back and
>
> review."

T^3 talked to the class about strategies to being successful on times tables tests

such as "If you don't know it keep going." She asked the class, "What happens if your

pencil breaks?" They responded, "You will get us a new one." T^3 was clearly teaching

students how to maneuver school with learning test-taking strategies (Delpit, 2006; Gay,

2000). In the interview, T^3 told me how she prepares students to take tests:

> "We use this everyday even with I know we have our end of the year testing you
>
> know the ERBs. And it's just getting the kids to bubble in and that might be one
>
> thing. Um, um activities that we use and it's reading the question because a lot of
>
> times I have them highlight I have them number any way they can look at it to see
>
> because in third grade the kids do not slow down or follow through. That's the
>
> goal here because if we can teach them that it doesn't matter what they are being
>
> tested on if they know to read it, highlight, if they need it some can number it but
>
> I think it's teaching them uh um the great tools to understand if it's a word
>
> problem what the question is asking. So yes, I feel that everyday is preparing
>
> these kids for assessment."

I observed T[3] giving the students a math fast fact quiz, which was paper and pencil. I did not observed culturally responsive assessment (Mahari, 1998), which allows room for traditional and performance assessment (Hood, 1998; C.D. Lee, 1998; Sleeter, 2005). However, T[3] explained her thoughts on assessment:

"But assessing let's say in math the testing I will give to them in a variety ways. I will pull them up and I have cards that I am using to test out loud because some kids may have a difficult time writing their facts. This way they know that this is the assessment and there comes to a point that you have to be tested on what you've learned. And um if it's in grammar and writing I would say today with the three sentences you are writing I am looking for grammar. It would be in your good interest your best interest to look it over."

How Does the Culturally Responsive Teaching Professional Development Guide Inform Teachers of their Culturally Responsive Practice?

During the second focus group meeting, the participants had the opportunity to view the CRTG-R[1]. The fist revised guide was developed from the suggestions the participants made during the first focus group meeting to make the CRTG-T usable and teacher friendly. It was during the second focus group meeting the participants expressed the need for culturally responsive professional development for anyone who would utilize the CRTG-R[1]. In addition, the participants felt the CRTG-R[1] was a tool for teacher growth and self-reflection as a culturally responsive teacher. As the participants made additional revisions to the CRTG-R[1], they expressed that any additional guides (second and final guides) should state the guide is to be used for teacher growth and not all

attitudes, behaviors, and skills may be observed; and culturally responsive professional development would be needed with the guide before using.

I met with participants T[1] and T[2] in the morning and later that same morning I met with T[3]. This was due to scheduling conflicts with finding common time among the four of our schedules. When I met with the participants, I provided them with the CRTG-R[1] that I used during the one observation of each participant.

The participants T[1] and T[2] reviewed the CRTG-R[1] and looked at what was observed and not observed. The first question I asked the participants was, "What do you think of the revised document?" T[1] stated that is was "a lot easier to read, and um much easier to look at." I discussed how using the CRTG-R[1] was much easier than the original culturally responsive teaching professional development guide. I told the participants, "Even when I came in to observe the second time it was so much easier to use. I could just flip it over and the boxes made so much more sense. I wasn't guessing what I meant."

Concerned that some wording may still be too scholarly, I asked what the participants thought of the wording, and T[1] said, "You don't have to go back and reread," and T[2] replied, "Yeah the other thing was just too, too academic. We are not academic." However, research shows if teachers are going to be taught how to use a tool, such as the first revised culturally responsive teaching professional development guide, they are taught how to use that tool from the experts and the teachers are expected to implement the tool as they are presented (McLeskey, 2011). In this case, the experts wrote the scholarly wording on the scholarly culturally responsive teaching professional development guide, but the participants felt they needed a tool that was a lot easier to

read and understand. T[1] supported T[2] 's thinking they needed wording that is not

scholarly when she stated, "We are in the trenches," and T[2] explained, "Yeah, you have

to make it quick and dirt and this is quick and dirty." It was because of the teacher-

generated revisions to the CRTG-T that the participants felt they had a usable tool. The

process of revising the supports the research, which proposes synthesizing the expertise

of the scholars and the teachers, and created groundbreaking classroom practices that

could be employed by any teacher (Mcleskey & Waldron, 2004).

I asked the participants, "So do you think if you were trying to work on being

culturally responsive how do you, do you think this would be a good tool to inform

you…areas to work?" T[1] said:

> "Yeah, and you're gonna put the explanation for the cover sheet on it. I think that
>
> um would be helpful because you don't just want to sit down with this document
>
> and be unaware of what it all means."

I added T[1]'s revision to the second revised the CRTG-R[1] by noting at the bottom of the

terminology page that the guide is intended for teacher growth.

T[2] was quick to respond:

> "You have to prep to have someone use this. You can't just say here you go. You
>
> need a workshop or meeting to tell teachers what this is because sorry again we're
>
> in the trenches and something like this is still a lot of information."

Research supports T[2]'s idea of needing a workshop because professional

development for teachers is fundamental for educational reform to occur, specifically

culturally responsive teaching (Desimone, 2009; Jenkins & Agamba, 2013; Wayne, Yoon,

Cronen, & Garet, 2008). By participating in professional development, teachers can

"unpack" the guide's terminology and become familiar with the culturally responsive teaching professional development guide (Jenkins & Agamba, 2013, p. 75). In addition, teachers would be able to take advantage of the resources they already have such as their teacher expertise as they develop an understanding of the scholarly culturally responsive teaching professional development guide, in order to make teacher-friendly revisions (Smyth, 2013). It was from the first focus group meetings where a teacher-friendly tool was developed, which is an important component of professional development. The CRTG-R[1] is a usable tool so professional development participants would not have to make modifications before using it (Bakken & Smith, 2011). Furthermore, the teacher-friendly CRTG-R[1] became a tool for teachers to make a connection between their existing knowledge and their new knowledge with culturally responsive teaching (Desimone, 2009; Jenkins & Agamba, 2013). Supporting the notion of professional development with the first revised culturally responsive teaching professional development guide, T[2] explained, "Or use and sit down with someone and say I saw this and this is what this means and explain it. You could do it either way. You need some kind of contact with it." T[1] replied:

> "Yeah and I agree and maybe preface it with you are not doing something wrong if you don't get a checkmark because we get into checking off the boxes and I immediately went into what didn't you observe, which honestly the expectation is that every moment you're not going to have all of the to be observable. And a new teacher who's in pleasing mode and is just learning I think maybe that qualifier might be necessary. Don't you think so? Like to put a…"

T^2 agreed with T^1 when she said, "That's why I think you need some kind of intro to this." T^1 agreed by saying, "That includes that yes of course that every lesson even in a master teachers classroom is not going to have every single one of these things." T^1 explained in her class:

> "There's just not that much diversity. I mean there's not. My class is just not….even though I have four reading groups like I do in math it's just that you probably couldn't tell who is high, medium, and low level because there's not much difference among them."

T^2 laughed and replied, "And there's striking differences among mine."

We looked again at the cover page and we were concerned that the CRTG-R1needed to note not every behavior would be observable. T^1 said, "You've got to put it in print. If it's out there and it might not be said then or it might be implied." T^2 supported her thinking, "Or the wrong person gets a hold of it and doesn't get this and assumes that if you don't check all of these boxes you are not culturally responsive." I suggested that on terminology page I "add a bullet that this is a guide to foster development." T^2 responded, "Yeah, do not expect all the boxes to be checked all the time." T^1 agreed with us. Then T^1 stated:

> "To me if you came across T^2 and I we are very similar that way and you might use this in a completely different way. Yeah like even here just for me going in and observing different grade levels if I had one of these in my hand it wouldn't look like mine. Not that I am saying it has to be present all the time but I think you know you want to be able to tick off a good amount of boxes."

I added T[1] and T[2] 's revision to the CRTG-R[2] by noting at the bottom of the terminology page not all categories may be observed. Supporting the participants' claim about not checking off all the boxes, when professional development is delivered teacher change is only "observed by ascertaining what is different in teachers in regard to their knowledge, skills, and attitudes about their instructional practices (planning, delivery, and assessment) resulting from professional development participation" (Jenkins & Agamba, 2013, p. 74; Guskey, 2002). Specifically, the CRTG-R[2] can demonstrate teacher change in teachers' culturally responsive teaching (Jenkins & Agamba, 2013). The teacher change then impacts culturally responsive instructional practices as teachers become more intent on utilizing culturally responsive teaching strategies.

I asked the participants, "Seeing the document and getting your hands on it when you were teaching did you think about any of these boxes when you were lesson planning?" T[2] felt she "thinks about this all the time" along with thinking of ways to connect with her students. The participants demonstrated that the CRTG-R[1] could become a usable tool to its greatest potential once they made the revisions so future teachers did not need to make changes (Bakken & Smith, 2011). T[1] was able to relate the CRTG-R[1] to the Fountas and Pinnell reading checklist the lower school created from the continuum of skills students should master in each reading level. T[1] articulated, "Yeah and it's like seeing the reading continuum. Yeah and now we have those checklists printed out that have it broken down." T[2] interjected, "Those are a nice thing to have." T[1] supported T[2] 's thinking when she responded:

"When I'm planning my reading groups because it looks very similar to this I can easily flip to that and go okay I gotta work on that I haven't been working on that.

This I can see putting in a plastic sleeve in my planbook and just you know every once in a while looking at it and just saying you know I have a diverse group this year am I doing all this? Or I don't have a diverse group this year am I falling into bad habits?"

T[2] thought of another way to use the CRTG-R[1] as a usable tool (Bakken & Smith, 2011). T[2] explained she would use the guide for self-reflection after a lesson by asking herself, "Did I do this? Oh yeah I check off what I've done." Self-reflection is an important personal component of a teacher because it allows them to honestly look at their attitudes and beliefs (Villegas & Lucas, 2002). Using the first revised culturally responsive teaching professional development guide, T[2] believes she can self-reflect on the delivery of her lessons in order to be a culturally responsive teacher. T[2] stated:

"It's easier to go back after the fact. Because I think it's hard to think of all these things when you are trying to plan but if you check them and you go gosh I haven't done that for a long time that's something I need to work out. So if you want to self evaluate that's the way I would do it but that's because I go back to self evaluate because I don't have just gobs of time to plan."

Then I was curious to find out what the participants thought about the CRTG-R[1] opening the door to professional development. T[1] felt it could but:

"Think if you have the right person there to um to do the teaching. You know you have to be informed. You know if took us a bit of a learning curve with some of the things in the beginning and once we worked through it and understood it and how it fit in that category. I think that again you just have to be very cautious of if

you have an administrator that's not that's using the checklist and can assess it but doesn't teach it."

T[2] felt that professional development:

"Needs to come from an individual that has a good cultural awareness. They have to have a good understanding of it and you know their observing and they notice in the population they are observing that this one blank, is not being seen, then you create something to help that part."

T[2] then said:

"Isn't that the way we're all supposed to teach? But not all administrators do that. I know that we all know that. So you would have to have someone who would really want to use this as a way to help people grow."

Research indicates that school administrators lead by example and provide the essential professional development for teachers, in this case culturally responsive teaching (Bakken & Smith, 2011). Using the revised CRTGs for observable behaviors and to foster professional development would require a culturally responsive administrator who would set the vision and atmosphere his or her school would embrace to be culturally responsive (Bakken & Smith, 2011). The conversation on culturally responsive administrators continued when I said, "The CRTG-R[1] is not a tool for administrators to evaluate with it," and T[2] felt the CRTG-R[1] was to "be seen as a growth opportunity not you're a good or bad teacher. This would necessitate a cultural responsive administrator who understands that the culturally responsive teaching professional development guide for improving teaching and learning (Bakken & Smith,

2011). I explained to the participants that is why "I didn't want to put a scaled score of 1, 2 or 3," and T^2 said:

> "It's not a report card or an evaluation. These are things I need to work on or I
> never thought about this. Help me to figure out how to do that better. That's what
> I would do."

T^1 said, "Yeah, I would mention this, so I said I would put it on the cover page with the bullet of not all behaviors will be observed." Therefore, I added this revision to the CRTG-R^2 by noting at the bottom of the terminology page that guide is a tool for teacher growth and is not intended for teacher evaluation.

During my second focus group meeting with T^3, we discussed her thoughts about the CRTG-R^1 and the revisions T^1 and T^2 suggested for the CRTG-R^2. The first question I had for T^3 was, "what do you think of the revised doc compared to the first one?" She responded:

> "I like it because it's clear and exactly what it's stating. I think teachers will
> understand and use it because it's simplified. I think it's um a lot clearer and to
> the point and not drawn out. And like um really you know verbiage we don't use
> everyday. It should be verbiage we use and I like that. I think I felt more
> comfortable with it."

I asked T^3 what changes she would like to see and if the CRTG-R1was a usable tool (Bakken & Smith, 2011). T^3 thought, "This looks really good," and:

> "I just like the verbiage and it's clear. It was just before that one was for me hard
> to understand. But I love the way it's our language because we are not it's
> different when you are in a program. But when you get back to the basic for the

teacher they just want the common language. The language would all be the same, and we would all get it, and work with it. Yes, and a quick check. I think it is very clear and it's easy to work with."

I then wanted to know if T[3] "thought about any of these categories and incorporated them into her lessons." I asked this because being able to actively engage with the CRTG-R[1] allowed the participants to take ownership of the guide and utilize the CRTG-R[1] to meet their needs (Jenkins & Agamba, 2013). T[3] said:

"A lot of this I do use and it's always nice to read something like this in case there's an area your forgot and you don't use it and that's what I like. It's more like a checklist. After reading it made me think of things I was doing thinking oh that's great I'm doing that and gee look at that I could add that in there. Um yeah, yes I do think it is very helpful."

Next I explained to T[3] that T[1] and T[2] said, "on the part where the terminology is to possibly put that this is not an evaluation tool but a guide for growth." T[3] replied, "Oh I like that. I like that! Because you always need it for growth you do." I also explained, "You are also not trying to check off all of the boxes because it may not happen in that time. And it might not be applicable so they said about putting that on the terminology page too." I added T[3]'s revision to the second revised the CRTG-R[1] by noting at the bottom of the terminology page a category could be not applicable.

I informed T[3] that, "T[2] talked about using the guide like the Fountas and Pinnell checklist", a usable tool (Bakken & Smith, 2011). I explained, "You could put this is a plastic sleeve and when your lesson planning pull it out." T[3] exclaimed:

"Oh I could see that as a great idea. I think that would be helpful and I would put

it right by my plans. I think it's helpful to look through it because it refreshes your

memory on what you have to do. Even though you don't write it all down all the

time it's something you can refer to. I like the way its set up. It's right at your

fingertips."

This led to a conversation with T^3 about faculty needing professional development

at the beginning in order to use the CRTG-R[1]. T^3 suggested that working in grade levels

with the CRTG-R[1], which is referred to as collective participation, an effective

professional development strategy, would be beneficial (Jenkins & Agamba, 2013). T^3

thought:

"I think so. I think you would need…I would break it down according to the

teams.

You could go faster and the range of questions would be on your grade instead of

listening to first grade questions. I just think it would be more helpful because I

think I could see what is expected and team members could question it. It makes

us all think as team when we're looking at it to know what direction what we are

going in."

I asked T^3, "Now let's say your teams meets and looks at critically thinking and culturally

responsive written language we are kind of struggling here. Do you think it would help

foster professional development if you think there's an area you need help with?" T^3 said:

"You know what absolutely and it could also be the students. Uh I think that

would be because it actually breaks it down into a specific area like if it's written

language and you know."

I stated, "Every year it's going to change" in terms of the professional development you would need because using culturally responsive teaching should be adapted to fit the needs of the teacher's classroom and students (Desimone, 2009; McLeskey, 2011). T[3] explained:

> "It's going to change. And I think being familiar with it and using it each year we will get to know it better and then most of it will be in our head but the template is there. But I think I like the way the categories are broken down. It's right there. It can be for whatever the needs of the kids are."

How Can the Attitudes, Behaviors, and Skills of Culturally Responsive Teaching be Operationalized in Practice?

First Focus Group Meeting. The premise of the first focus group meeting was to make revisions to the CRTG-T, which was used for the first three observations of each participant (see Table 9 with the cumulative descriptive statistics for the three participants).

Table 9: Cumulative frequency counts of the three participants

Critical Attributes of CRC:	Observed	Percent
• Teacher is personally inviting (Howard, 2006)	9	100%
• Manages the class with a firm consistent loving influence (Howard, 2006)	9	100%
• Creates a welcoming space (Howard, 2006)	9	100%
• Teacher has a positive attitude toward all students' cultural and linguistic needs (Ladson-Billings, 2009)	8	89%
• Critical Attributes of respecting diversity and differences (RDD):	Observed	Percent
• Uses diverse strategies such as multiple intelligences (Aborn 2006)	7	78%
• Believes all student are limitless humans (Aborn, 2006)	6	67%
• Students cultural and learning practices are respected and honored (Howard, 2006)	9	100%

Table 9: (continued)

	Observed	Percent
• Teacher creates liberation from an oppressive educational system by defying current educational practices if needed (Freire, 1970; Gay, 2000)	0	0%
• Encourages cultural connections (Howard, 2006)	1	11%
Critical Attributes of SSPC:	Observed	Percent
• Students apply ideas of fairness, equity to their world (Delpit, 2012)	0	0%
• Students are involved in real life experiences that incorporates social justice (Delpit, 2012; Kirkland, 2003)	0	0%
Critical Attributes of TOC:	Observed	Percent
• Students are taught to "talk back" to the voices of social authority (Ambrosio, 2003)	0	0%
• Students have the emotional ego strength to challenge racist view (Delpit, 2012)	0	0%
• Students can talk about human differences and relate new ideas to the problems of life (Delpit, 2012)	0	0%
Critical Attributes of COL:	Observed	Percent
• Students are accountable for their learning and learning of their peers (Ladson-Billings, 2009)	8	89%
• Teacher sees herself as part of the community (Ambrosio, 2003; Ladson-Billings, 2009)	9	100%
• Teacher encourages students to work collaboratively together in heterogeneous groups (Delpit, 2012; Ladson-Billings, 2009; Sleeter, 2005)	4	44%
• Students taught to suspend judgment and consider other people's perceptions (Ambrosio, 2003; Delpit, 2012)	6	67%
• Dialogue about differences is invited and students can reflect on their own lives and why they feel the way they do (Delpit, 2012; Sleeter, 2005)	3	33%
Critical Attributes of CC:	Observed	Percent
• Validates students by utilizing students' cultural knowledge and experiences and creates a cultural democracy (Ambrosio, 2003; Gay, 2000; Howard, 2006)	1	11%
• Students are taught to connect lesson to their own lives of home, school, community, nation, and global issues from the use of metaphors and experiences from the students' world (Delpit, 2012; Ladson-Billings, 2009; Sleeter, 2005)	1	11%
Critical Attributes of CROL:	Observed	Percent
• Teacher's language code switches (Gay, 2000; Smitherman, 2008)	2	22%
• Understands that students will use appropriate oral language to fit the social context (Gay, 2000; Smitherman, 2008)	5	55%
• Teacher openly discusses the culture of power's language so students are allowed to code switch (Gay, 2000; Smitherman, 2008)	0	0%

Table 9: (continued)

Critical Attributes of CRWL:	Observed	Percent
• Teaches various types of written language (Baker, 2008)	4	44%
• Students writing is various (Baker, 2008)	6	67%
• Students listen to various types of written language and observe its formation (Baker, 2008)	4	44%
• Students read and write themselves which validates their language (Baker, 2008)	7	78%
• Language and literacy skills and strategies are developed in all content areas across the curriculum (Baker, 2008)	6	67%
• Uses various multicultural materials/ethnic literature (A. Gay, 2003; Gay, 2000; Sleeter, 2005)	3	33%
Critical Attributes of SA:	Observed	Percent
• Teacher uses Blooms taxonomy, dialogue over lectures, and provides scaffolding (Sleeter, 2005)	8	89%
• Teaches critical thinking skills as students gain access to basic skills (Delpit, 2012; Ladson-Billings, 2009)	8	89%
• Students critically analyze historical and contemporary personal and collective stories of different ethnic groups (Kirkland, 2003)	5	56%
• Students are creators of knowledge where the teacher pulls out the information (Ambrosio, 2003; Ladson-Billings, 2009)	9	100%
• Teaches students the "cultural capital" of being successful in school: Students understand how to maneuver school in test taking, various teaching styles, and study skills (Delpit, 2006; Gay, 2000)	7	78%
• Teacher reinforces students for academic development by using challenging rigorous instruction that maintains high standards (Delpit, 2012; Howard, 2006; Sleeter, 2005)	9	100%
Critical Attributes of CRA:	Observed	Percent
• Culturally responsive assessment involves activities or test items and the criteria for the evaluation is developed from the experiences, perspective, and language of the student being assessed (Sleeter, 2005)	2/2	
• Teachers use both performance assessments and traditional tests (Hood, 1998; C.D. Lee, 1998; Sleeter, 2005)	1/1	
• "Alternative paths that permit elbow room for varied cultural and participatory styles as well as more mediums and strategies for representing knowledge" (Mahari, 1998; Sleeter, 2005)	1/1	

After the interviews, each participant was given their three scholarly culturally responsive teaching professional development guides, and I reiterated to the participants they were to evaluate the theoretical guide that the theoretical guide did not evaluate them. I explained to each participant that not observing a behavior, skill, or attitude could be because of the wording of the critical attributes or it may not have happened in that observable moment but is something they do in their classroom. Together we worked to revise the scholarly bullet points so they were teacher friendly and then we revised the format of the CRTG-T by creating a terminology cover page. Data supported the operationalization of culturally responsive attitudes, behaviors, and skills through the use of constant reflection, relevant understanding of word meanings, teacher input/voice in the customization of culturally responsive teaching for their classrooms, and practice of researched culturally responsive teaching attitudes, behaviors, and skills.

The first question the group wanted me to address was what the dissertation project was all about, and they wanted to know more about the CRTG-T. T[2] said, "I can't wait to find out what this is all about." I responded to the participants, "When we were in college remember multicultural education was the big push." They responded they remembered that. I went on to explain that:

> "Now scholars have looked more at just making sure that various cultures are
> represented in the curriculum. They have examined and identified the behaviors,
> skills, and attitudes teachers successfully use to respond to all the cultures sitting
> in their classroom, which is called culturally responsive teaching. I have taken all
> of those skills, behaviors, and attitudes and synthesized them into this tool that
> definitely needs to be revised."

T[3] responded back to me, "I might sound kind of stupid with this but you are just so intelligent with this thing, but I am almost overwhelmed with this thing." T[2] stated, "Yeah I know. I looked at this and I was like grrrr." I told them that, "I know it is very scholarly written," and T[1] said "That's why I still have it in my folder." T[2] then said, "No offense, but no one has the time to do this." To which I responded, "Exactly, and that's why we have to be able to…teachers never get the opportunity to develop their own professional development tool," and T[2] said, "Yeah, we don't have time." I explained that is what we would be doing. I stated, "Here what we are looking to do is how can we make this a tool that teachers can use and if there are things that are not doable, maybe we eliminate them or revise them so forth ok?" T[2] quickly responded, "It's too wordy. No offense but that kind of stuff I start reading that and it just makes me go I can't read this." T[3] then stated, "I think when you get to something on there that's uh bullet points, yeah um bullet points and it's good to know." The T[2] said, "Yeah and I appreciate that you put the bullet points there but I don't want to have to read all that. I just want you to tell me what it is I'm supposed to do."

T[1]'s response led us in to looking at the CRTG-T making revisions to the first page, a coach that creates relationships by caring (Delpit, 2012; Howard, 2003; Howard, 2006; Ladson-Billings, 2009). She replied, "If you look at it though where it says the teacher is personally inviting I mean, I think that the first page I understood." T[2] and T[3] also agreed with T[1] to which I asked, "So is there anything you would change on the first page?" T[1] said, "I thought…I thought the wording on the first page um was I could understand and I was looking at the bullets." T[2] said, "I could understand that," and T[3] agreed when she said, "I did too, that's what I was looking at right here. Creates a

welcoming space? It reads fine." T[2] said, "I think this is what a classroom teacher does." T[3] agreed to this.

Then T[2] took us to the second page, a teacher respects diversity and differences (Aborn, 2006; Delpit, 2012; Freire, 1970; Gay, 2000: Howard, 2003; Howard, 2006; Ladson-Billings, 2009). T[1] responded, "Yeah. I first looked at the wording of multiple intelligences and I got that because that's a no brainer." When we got to the wording of the second critical attribute, "Believes all students are limitless humans (Aborn; 2006), T[1] said, "This one I was like what does that mean?" T[2] responded, "I know what it is. I can tell you," and T[3] said, "Yeah but the way it reads." T[2] then went on to say,

> "Yeah, um I said to my kids the other day as we were working on something you know how picky I am and if you don't do it right the first time then I'm going to make you do it over. I took it as meaning and that's what that second bullet point means to me is that I am picky so that you can do the best that you can."

T[1] piggy-backed off of T[2] 's statement and said, "I think it means your…your uh expectations for all students is they will succeed," and T[2] and T[3] agreed. The wording limitless humans (Aborn, 2006) was questioned and the teachers felt this should be explained in easier wording. T[3] said, "Yeah…Maybe just say just say….but maybe other teachers would need other words so just say…" I prompted the group to change the wording to, "So we could change it to holds students to expectations of doing best work or something like that?" All the participants agreed this upon and T[3] stated, "Yes, something like that would be good," and T[2] said, "Because that is my job. And best looks different for different students and I think that needs to be allowed." We then looked at the next critical attribute, students' cultural and learning practices are respected

and honored (Howard, 2006). The participants felt they knew what was trying to be said but T[2] said, "It feels academic to me." T[1] responded, "I had to I had to read it a couple of times to say…" Then T[2], stated, "To me it's differentiation. It's about individuality." T[3] supported T[2] 's thinking by saying:

> "Say you're of Indian culture and there is a certain way you learn things might be a little bit different that someone who is from South America or....is that what you mean by that? We respect different cultures? The cultural and learning practices because some nationalities and backgrounds learn and study differently and it's not that you're trying to do."

T[1] then said:

> "It's like the Asians and how they approach math. Like when we are working on facts you have to understand um that they are gonna memorize them and learn them as quickly as possible."

T[3] exclaimed, "Yes! Yeah but just knowing that and the cultures. You respect it…yeah." I then asked the participants, "So we could change it to differentiating learning based upon culture and learning styles?" The participants all agreed the wording was much better and T[2] said, "Yeah that would be much more teacher friendly." Next, I explained that the names in parentheses are the scholars I cited for those critical attributes. A discussion surrounding the scholarly wording ensued when T[2] articulated:

> "No offense, but those scholars are writing where it's hard to understand. To me the next bullet is the same thing. It's differentiated to help kids succeed no matter what it takes. Liberation from an oppressive education…you know what it is? It's I am going to do what it takes to get this kid to learn and if the child…."

I asked the participants if they wanted me to keep the critical attribute encourages cultural connections or is that something redundant to everything else we have?" They all responded, "Yes" to keep that critical attribute and T[2], said:

> "I think that's a good one. It's a little bit different because cultural connection is oh you do it that way too that's cool or I don't do it that way and I wonder why we don't do it that way."

Then T[1] replied:

> "Well it's teaching your kids to respect each other. It's different because that is respecting how it should look in our house and that could be what movies are allowed at your house."

The participants went on to the third page and read about students' sociopolitical consciousness (Ladson-Billings, 2009) and teaching the truth of cultures (Howard, 2006). Focusing on the first critical attribute about applying fairness to the world of the students (Delpit, 2012), T[2] responded, "Fairness is not the same for everyone," and T[3] said, "It isn't." From this dialogue I changed the attribute to read "fairness is not the same for everyone." The next bullet point, which was students incorporate social justice created dialogue about whether the students in our grade levels (first through third) were mature enough to participate in social justice issues. T[3] said, "Well it's maturity too. Some kids are mature enough to get it others are whatever." T[1] provided an example of how a student was using his life experience for the social justice issue of recycling and going green. T[1] explained:

> "(Student's name) during snack and pack time yesterday um was throwing out a plastic container and he came up to the recycling bin, it was the paper recycling

bin but it was a recycling bin, and he flipped it over and was looking to see if the recycle sign was on the bottom that plastic container. And I said to him loud enough so others around him could hear because I didn't feel like stopping and doing a whole mini lesson I said student name did you flip over that to see if it was marked recyclable or not?"

Then the conversation turned to the age that the CRTG-T would be written for. I responded that I wanted the guide to focus on the grades they represented, and T[3] said, "Okay so grades 1, 2, and 3." T[2] responded, "That makes sense. I wasn't sure if it was a tool that would fit all or just our grades. Then what you're saying is right. It's real life experiences." The term social justice then was questioned when T[1] said, "Social justice…. I think maybe it's hard to interpret that. T[3] agreed and said, "And maybe you could say examples would be maybe sometimes throwing in the example or make it where service learning." The wording social justice was throwing the participants off as far as what it meant. I questioned the participants about the term social justice and said, "So maybe it may involve service learning?" The participants felt that the wording should be changed to service learning to represent our grade levels and T[1] said, "Social justice throws me on that bullet." I replied, "Okay I will tweak that bullet point."

Next we looked at the next critical attribute, which states, students learn to "talk back" to the voices of social authority (Ambrosio, 2003). T2 started the conversation when she said, "I don't like the wording 'talk back.' Yeah I would say express differing viewpoints." T[3] agreed and thought the wording maybe should say, "Maybe sharing their opinion?" T[2] replied, "Different viewpoints?" T[1] said, "Yeah that sounds better. Yeah what I was hearing was differing maybe not differing viewpoints but different opinions."

T[3] agreed when she stated, "Yeah I think that is way better…persuasive. Yeah again I think that is clearer than and it's softer because when I think talk back what is the tone." Then the participants thought we could eliminate the critical attribute students have the emotional ego strength to challenge the racist view (Delpit, 2012). They felt that this attribute is tied into the first critical attribute. The participants agreed the third critical attribute, students can talk about human differences and relate new ideas to problems of life (Delpit, 2012) was a good attribute to keep as written. T[2] said, "I like the next one I just don't think the verbiage is the best." I replied with the suggestion to change the wording to, "Students can have respectful conversations about differences?" T[3] replied, "Yeah I think that sounds better because it's not just about teaching the differences it's in the conversations. T[2] gave an example of this bullet point when she stated:

> "I think about one of my students and how you have to talk about…instead of going "Student Name!" we have to learn how to say it and my other kids have to learn, she has to learn how to be respectful but the kids also need to learn how be respectful to her as well."

I made the suggested revision by adding the wording "students are learning to develop" and they all agreed that would work.

The participants started to look at page four's critical attribute, encouraging a community of learners (Ladson-Billings, 2009). T[2] asked, " I want to know what you mean by learning of peers? Do you mean collaboration?" T[3] replied, "Yeah, I would use that word." Then T[2] questioned me by asking about the CRTG-T, "This is a teacher tool," and I said, "Yes, this is a teacher tool." T[2] explained that she interpreted being accountable for the learning of their peers as meaning as, "we can't move on until

everybody in the class has mastered this skill." To help clarify this attribute the word "collaboration" was added to the end of the critical attribute. The participants felt that the second critical attribute, teacher sees herself as part of the community (Ambrosio, 2003; Ladson-Billings, 2009), was fine and that the third critical attribute about students collaborating in heterogeneous groups (Delpit, 2012; Ladson-Billings, 2009; Sleeter, 2005) was redundant to the first attribute now that we revised the first attribute with the word "collaboration." Therefore, I removed the critical attribute about collaboration. We looked at the next critical attribute, students taught to suspend judgment and consider other people's perceptions (Delpit, 2012; Ambrosio, 2003). I said to the participants:

> "Now I'm wondering about suspending judgment. Do you think it should be kicked over to the back page we were just on about learning how to listen to other people?"

All three participants agreed but then T[1] replied, "Although when you're working in collaborative groups I mean the level at what we are half of it is learning to listen to each other respectfully." T[3] looked at the next page and said, "But I think there is enough there," so I agreed to leave it on the page. We moved on to the fifth critical attribute, dialogue about differences is invited and students can reflect on their own lives and why they feel the way they do (Delpit, 2012; Sleeter, 2005). T[1] said this attribute was good because, "You have to teach them to be respectful and listen to other people's opinions. I think the last bullet point is fine." T[3] agreed as well and the participants moved on to page five of the culturally responsive teaching professional development guide.

We began looking at the next critical attribute, validates students by utilizing students' cultural knowledge and experiences and creates cultural democracy (Ambrosio,

2003; Gay, 2000; Howard, 2006). T[1] felt this attribute was hard to read when she said, "I had to read a couple of times going hmm?" T[2] suggested, "But why don't you just say it softer….," and T[1] responded, "We don't like Gay…we think her writing is harsh and hard to read. Her wording and ideas we're not particularly fond of." Then T[2] explained

"You know that second one is like text to self, text to text, text to world. You know.

That's really what that is. It's making connections in many ways."
T[3] agreed, "I like the way it connects to home, school, and community." Although T[1] could see what Geneva Gay was saying when she replied, "I think the word validates is important and what is being said is important I just think her wording…" I then stated, "I could always say students cultural knowledge and experiences and I think someone knows what you are doing when you validate their culture and experiences." T[3] said, "Yeah validate and then boom boom." Then T[2] commented on the last critical attribute, students being taught to connect lesson to their own lives of home, school, community, nation, and global issues from the use of metaphors and experiences (Delpit, 2012; Ladson-Billings, 2009; Sleeter, 2005). She said, "You know that second one is like text to self, text to text, text to world. You know. That's really what that is. It's making connections in many ways." T[1] agreed and I said I would change the wording.

We then examined culturally responsive oral language (Gay, 2000; Smitherman, 2008). T[2] opened the conversation by saying, "Yeah…code switch we have to think of a different thing for that. I still don't know what that really means." I explained to the participants that during T[2] 's interview she spoke about learning Ebonics because she was expected to be able to use it. T[2] then explained:

"I had to learn Black dialect in college. I had to learn how to spell it right whatever because that was what they thought was the best way to teach. Now we know that is not right. But what she was saying is they can use it when appropriate and then switch to proper English."

T² wanted a good example of code switching and T³ replied, "Oh…oh. Good example is some stories it's like in the mountains the back hills." T² could see what T³ was saying and said, "Yeah. Yeah." T¹ then questioned if code switching would be something she could do when she said:

"See I totally get that but would there ever be a time you would feel you would talk to a student in their own dialect? I wouldn't want to speak broken English to somebody even though I could switch back to uh so that is my question. I get the literature tie we can all do that but is that what you meant the literature tie or was it to relate to that student could you ….code switch so that you could meet that child and relate to them? Is that the purpose of it?"

T² responded to this question and said:

"I think looking at it with music, movies, or books you tend to change your language when your talking about the music that kids like…you know that horrible stuff. You know but it's that…you change the way you talk when you listen to that music because your are in the context."

I agreed that T² was on the right track. The conversation reflected that you code switch to develop relationships and the wording of informal and formal language was brought up as a suggestion to the wording code switch. I said, "Yeah…so I guess that's right because it's about developing a relationship with informal language," and T² said, "And that's

why we were supposed to learn Black dialect." It was evident the wording "code switching" needed to be changed after this dialogue and when T[1] said, "This goes back to what you originally said that code switching needs to be defined so you can understand it." T[2] said to me, "You naturally do that to connect with a kid and that needs to say that." I told the participants I would change the wording to reflect their suggestions. The second attribute, understands that students will use appropriate oral language to fit the social context (Gay, 2000; Smitherman, 2008) was not changed. T[2] explained, "I think it's an important bullet to keep so kids know there is an appropriate time," and T[3] and T[1] agreed. When we looked at the wording of the third critical attribute, teacher openly discusses the culture of power's language so students are allowed to code switch (Gay, 2000; Smitherman, 2008), T[2] said that, "It goes back to the respect thing and the appropriate words you use to be respectful to people," and T[3] said, "It's appropriate times." I replied, "It's the teachable moments." I made notes on the scholarly culturally responsive professional development guide to change the wording and moved on to the next page, culturally responsive written language (Baker, 2008).

The participants then started to focus on the next page, culturally responsive written language (Baker, 2008). The participants felt that this page was easy to read and T[2] explained, "Yeah this one makes sense," so the group turned the page and began to look at student achievement (Ladson-Billings, 2009). T[2] focused on the third attribute, students critically analyze historical and contemporary stories of different ethnic groups (Kirkland, 2003) and stated, " I don't know if that fits with our age. I guess they just do it in their own way." T[1] responded, "Yeah a more simple way." T[2] questioned the word, analyze and T[3] said, "Compare and contrast maybe?" T[1] explained:

"But we do compare and contrast and analyze contemporary and historical stories. I think we do do this. For example, when we are looking at the history of American heroes I am constantly drawing a timeline and making sure they understand…like today we are talking about FDR and why are certain presidents on the coins."

I explained to the participants, " I will take critically analyze out and replace it with compare and contrast. Is that more teacher friendly?" T^2 said, "Yeah critically analyze sounds too hard for our kids," and T^1 agreed with her. We then shifted our focus to the fourth attribute about teaching students the "cultural capital" of being successful in school (Delpit, 2006; Gay, 2000). T^2 said:

"Look at the fourth one down. That's why I gave them the unit test to practice test-taking skills. For them to see what it is like to bubble the answer in, to see the read every answer, don't just look at the first one that seems right and pick because there might be something better. I mean that I feel like I need to provide that opportunity."

T^3 agreed and explained:

"We have to review to do it to because when there's multiple choice some of the kids even when they are reading they look at the set of questions in a few seconds say that's it and then stop."

Then T^1 stated, "The cultural capital I get it but why it's in quotation marks?" I explained, "Because I am using their exact words. Those are Gay's words and I can take those out and say teachers teach students how to maneuver test taking skills." T^2 agreed with me by saying, "Well I think that's what I would say," and T^3 said, "Yeah, let's

shorten that one up. T[1] agreed to this and we looked at the last attribute, teacher

reinforces students' academic development by using challenging rigorous instruction that

maintains high standards (Delpit, 2012; Howard, 2006; Sleeter, 2005). T[2] said, "It seems

too much," and I said, "Okay so the next one maybe its just teachers hold students to high

standards." T[2] wanted me to "make sure the high standards are for individual students

because you have to differentiate." I agreed to the wording and then we looked at

culturally responsive assessment (Mahari, 1998).

I asked the participants about the second critical attribute, alternative paths that

permit elbowroom for varied cultural and participatory styles as well as more mediums

and strategies for representing knowledge (Mahari, 1998; Sleeter, 2005). I asked, "The

second one? Cut it out?" T[2] felt that was the same thing as the first attribute about

teachers using performance based and traditional rests. It was allowing for differentiation.

T[2] said the last bullet point, culturally responsive assessment involves activities or test

items are developed from experiences, perspective, language of the student being

assessed (Sleeter, 2005) was "good it's just academic." We talked and decided that it

should be activities/items that reflect student ability and T[1] said also "experiences." T[2]

then responded:

> "And a lot of this doesn't apply to our kids because we have similar
>
> socioeconomic type experiences but if you had a class of regular school you
>
> would be all over the board. You wouldn't want to penalize someone for not
>
> understanding the story about the circus because they've never been."

This concluded looking over the CRTG-T and I told the participants, "I was

excited about the changes we made." T[3] agreed and T[1] stated, "Yeah I like the changes

because it sounds less academic." T[2] then made the suggestion, " I think if you got it on to one page and maybe put the categories on its own page it would be better." I agreed to that suggestion and then thanked the participants for their time.

Second Focus Group Meeting. After the first focus group meeting, I made the revisions to the CRTG-T from the suggestions of the participants and developed the CRTG-R[1], and highlighted the revisions that were made to the CRTG-T. Next I conducted one observation of each participant using the CRTG-R[1] (see Appendixes LL, MM, and NN). I developed the descriptive statistics (see Table 10) to examine what categories that may need further revision when we met during the second focus group meeting. Due to scheduling conflicts, I met with T[1] and T[2] before school started and then I met with T[3] later in the morning. When I met with the participants, I provided them with the copy of the CR CRTG-R[1] that I used during the three observations. Using the first revised guide, the participants made additional revisions and created the CRTG-R[2].

Table 10: Cumulative frequency counts of the three participants

Critical Attributes of CRC:	Observed	Percent
Teacher is personally inviting (Howard, 2006)	3	100%
Manages the class with a firm consistent loving influence (Howard, 2006)	3	100%
Creates a welcoming space (Howard, 2006)	3	100%
Teacher has a positive attitude toward all students' cultural and linguistic needs (Ladson-Billings, 2009)	3	100%
Critical Attributes of RDD:	Observed	Percent
Uses diverse strategies such as multiple intelligences (Aborn 2006)	3	100%
Critical Attributes of SSPC:	Observed	Percent
Expects students to do their best work, which looks different for each student (Aborn, 2006)	2	67%
Teaches that fairness does not look the same for everyone (Delpit, 2012)	1	33%

Table 10: (continued)

Students are involved in real life experiences that involve service learning (Delpit, 2012, Kirkland, 2003)	1	33%
Critical Attributes of TOC:	Observed	Percent
Students are encouraged to feel safe to express differing viewpoints (Ambrosio, 2003)	3	100%
Students learn they can have respectful conversations of different points of view (Delpit, 2012)	3	100%
Critical Attributes of COL:	Observed	Percent
Students are held accountable for their learning and when collaborating with their peers (Ladson-Billings, 2009)	3	100%
Teacher sees herself as part of the community (Ambrosio, 2003; Ladson-Billings, 2009)	3	100%
Students are taught to listen and be respectful of each; listen before they talk (Ambrosio, 2003; Delpit, 2012;)	3	100%
Dialogue about differences is encouraged (Delpit, 2012; Sleeter, 2005)	3	100%
Critical Attributes of CC:	Observed	Percent
Validates students by using students' cultural knowledge and experiences (Ambrosio, 2003; Gay, 2000; Howard, 2006)	3	100%
Students are encouraged to make text-text, text-self, and text-world connections in order to create cultural knowledge (Delpit, 2012; Ladson-Billings, 2009; Sleeter, 2005)	3	100%
Understands that students will use appropriate oral language to fit the social context (Gay, 2000; Smitherman, 2008)	3	100%
Critical Attributes of CROL:	Observed	Percent
Teachers develop a relationship with students based on ability to connect through informal language (Gay, 2000; Smitherman, 2008)	3	100%
Teaches students to respect different languages (informal and formal) (Gay, 2000; Smitherman, 2008)	3	100%
Critical Attributes of CRWL:	Observed	Percent
Teaches various types of written language (Baker, 2008)	3	100%
Students writing is various (Baker, 2008)	3	100%
Students listen to various types of written language and observe its formation (Baker, 2008)	3	100%
Students read and write themselves which validates their language (Baker, 2008)	3	100%

Table 10: (continued)

Language and literacy skills and strategies are developed in all content areas across the curriculum (Baker, 2008)	3	100%
Uses various multicultural materials/ethnic literature (Gay, 2000; A. Gay, 2003; Sleeter, 2005)	2	67%
Critical Attributes of SA:	Observed	Percent
Teacher uses Blooms taxonomy, dialogue over lectures, provides scaffolding (Sleeter, 2005)	3	100%
Teaches critical thinking skills and teaches basic skills (Delpit, 2012; Ladson-Billings, 2009)	3	100%
Students compare and contrast historical and contemporary stories of different ethnic groups (Kirkland, 2003)	1	33%
Students are creators of knowledge and the teacher pulls out the information (Ambrosio, 2003; Ladson-Billings, 2009)	3	100%
Teaches students test taking, various teaching styles, and study skills (Delpit, 2006; Gay, 2000)	2/2 NA for T^3	100%
Teacher maintains high standards for each student which are individualized to each student (Delpit, 2012; Howard, 2006)	3	100%
Critical Attributes of CRA:	Observed	Percent
Teachers use both performance assessments and traditional tests (Hood, 1998; C.D. Lee, 1998; Sleeter, 2005)	NA	
Use differentiated testing strategies (Mahari, 1998; Sleeter, 2005)	NA	
Assessment based items that reflect the students' experiences and ability (Sleeter, 2005)	NA	

First, the participants and I looked at critical attributes where I had checked off "not observed" because I wanted to know if the wording still needed revising or was it an unobservable attitude, behavior, or skill because it was not happening at the time of the observation. I wrote stars next to the critical attributes I did not observe.

We looked at the respecting diversity and differences (Aborn, 2006; Delpit, 2012; Freire, 1970; Gay, 2000; Howard, 2003, Howard, 2006; Ladson-Billings, 2009) and I asked if the wording for the attribute, differentiation is used to help students succeed no mater, race, gender, culture, or social class (Freire, 1979; Gay, 2000) was okay. I asked

this because I did not observe this with T^1 or T^3 but did with T^2. It was the suggestion of T^2 to:

>"Put academic level. This way you know that counts towards differentiation. I know this is cultural so that's why you put it there but I guess I think about my little guy who just can't get his work done but I still want to make him feel like he's successful."

T^1 made the suggestion to "put academic ability after race." T^2 agreed because she felt, "We only talk about those four things but we don't talk about the academic part. That's just as important when differentiating." T^1 said that adding academic ability would be good and other wise the attribute's "wording was fine." T^1 then stated, "Another area you starred on mine is teaches that fairness does not look the same for everyone. I think that's fine. I'm not sure why you starred that." T^2 said, "Yeah I like that one," and T^1 even said, "That's my favorite." We then looked at the critical attribute, students are involved in real life experiences that involve service learning (Delpit, 2102; Kirkland, 2003) because I did not observe this is T^1's room but did in T^2. This led to a discussion on the wording "service learning." I suggested, "Maybe I should use the word 'may' involve service learning." T^1 agreed because "I don't know how first graders would…how would you observe that? Unless…it's gonna be a rare occasion." I had also put a star next to the bullet point, dialogue about differences is encouraged (Delpit, 2012; Sleeter, 2005) on T^1's guide because I did not observe this. I asked, " Is encouraged the right word in there?" T^2 thought, "Accepted? Would you rather have?" and T^1 said, "Yeah, accepted." I agreed and T thought that the wording "encouraged" meant, "You're asking those leading questions, but when it happens you go with it and say well let's talk about that." T^2

agreed and said, "You're not planning it. It depends on what you're doing." We looked at

the next bullet point, uses various multicultural materials/ethnic literature (A. Gay, 2003;

Gay, 2000; Sleeter, 2005). T^1 stated, "I don't have a problem with that one at all." T^2

then replied, "You starred on mine students compare and contrast historical and

contemporary stories of different ethnic groups," and T^1 said, "You had students

compare/contrast starred on mine too." T^1 asked me, "Are you worried about the wording

historical and contemporary stories? I think that's clear." T^2 also agreed with T^1 so I left

that critical attribute alone.

We then looked at the culturally responsive assessment part because I underlined

words in the critical attributes for what I did not observe with testing. I told the

participants, "What I did was if it wasn't being done I just crossed it out. Because you

(T^1) were doing more performance based when they were sitting with you in small

group." This is when I came up with the idea "I should put NA and maybe I need to put

that on the cover sheet that you can use NA if it's not applicable." T^1 and T 2 agreed and

said, "Maybe that's another thing to put here" referring to the cover page with the

definitions. I made this revision to the final revised culturally responsive teaching

professional development guide by noting at the bottom of the terminology page that NA

may be used during observations.

Then I had T^3 look at the attribute, differentiation is used to help students succeed

no matter race, gender, culture, or social class (Freire, 1970; Gay, 2000) and told her T^1

and T^2 wanted to add "academic ability." T^3 agreed and stated, "The academic ability is

so up and down and they might seem mature but they are not academically ready." Then I

redirected T^3 to the critical attribute T^1 and T^2 said we should use the word "may lead to

service learning" (Delpit, 2012; Kirkland, 2003). T^3 was fine with making this revision she said, "I like that because it may end up there but doesn't have to." Next, T^3 and I looked at the critical attribute, dialogue about differences is encouraged (Delpit, 2012; Sleeter, 2005). I asked T^3, "We thought about the word accepted what do you think?" T^3 responded:

"The word accepted I really like. I think accepted is clearer than encouraged. It sounds like it's not so intentional. Sometimes the meaning and the verbiage of the words really does help. I really like how you spear headed this so you could help us see it and make it clearer for us because we all have different grade levels first, second, and third. And the expectations and what you see will be different and the verbiage helps make it clearer. It is a lot clearer."

After my meeting with the three participants I made the revisions to the CRTG-R^1 and created the CRTG-R^2. I used the CRTG-R^2 to conduct a semantic analysis.

Semantic Analysis. Semantic analysis was done to keep the integrity of the scholars' work but also to create a guide that could be used by any teacher. The CRTG-R^1, CRTG-R^2, and CRTG-R^F were developed at an independent school, growing in diversity where the socioeconomic status of parents can afford tuition ranging from $16,000- 23,000 per child a school year to attend. I conducted the semantic analysis, which yielded the CRTG-R^F that could be used in an independent, charter, Title I, urban, and suburban school. In addition, the CRTG-R^F was developed to maintain the integrity of the scholars by ensuring that the suggested revisions made by the participants did not change the meaning of the scholars' wording.

The first critical attribute I revised on the CRTG-R^2 was, expects students to do their best work, which looks different for each student (Aborn, 2006). On the CRTG-T the attribute read, believes all students are limitless humans (Aborn, 2006). During the first focus group meeting we decided to change the wording to expects students to do their best work, which looks different for each student (Aborn, 2006). The wording was changed so that teachers did not need to reread the attrribute and the participants felt that the new wording reflected what the scholar was saying. However, I felt that the wording "limitless humans" is particular to Matt Aborn's research (2006) so I added that wording to the critical attribute. Specifically, Matt Aborn (2006) writes that teachers' believe that each student possesses their own potential and this potential is not limited. At this present time no scientist has found a limit to the potential of human beings, and that there are no "hopeless" students but each child has his or her own unique style of learning (Aborn, 2006). Even though the participants' wording reflected that each child's ability to do their best work is specific to that child, the wording was lacking that the definition that students are "limitless humans" (Aborn, 2006).

The second critical attribute on the CRTG-R^2 that I revised was, differentiation is used to help students succeed no matter race, gender, culture, academic ability, or social class (Freire, 1970; Gay, 2000). The scholarly attribute had, teaches liberation from an oppressive educational system by defying current educational practices if needed (Freire, 1970; Gay, 2000). I felt that this meaning was lost because we had not mentioned "using alternative teaching practices to get students to succeed" (Freire, 1970; Gay, 2000). Paulo Freire wrote about defying the "banking" method of education by empowering students to problem solve and inquire, which are methods that go against dominant form of

education (1970). Even though the wording differentiation is used in the revised attribute I added, "even if it means using alternative teaching methods" (Freire, 1970; Gay, 2000). This revision was made so teachers using the final revised culturally responsive teaching professional development guides knew that differentiation can mean teaching outside the norms of the classroom and may require teaching outside the box.

The third critical attribute I revised was, students are involved in real life experiences that may involve service learning (Delpit, 2012; Kirkland, 2003). The scholarly attribute had "social justice" not "service learning," which are two different ideas. Social justice is defined as the "ability people have to realize their potential in the society where they live" (Wikipedia) and service learning is "a method of teaching that combines classroom instruction with meaningful community service." Kipchoge N. Kirkland (2003) wrote that multicultural educators energetically encourage equity, justice, freedom, and the appreciation of culturally diverse groups. Teachers can promote social justice through exploration with their students by examining cultural consciousness and challenges ethnically diverse groups face. (Kirkland, 2003). Service learning can be an extension of social justice or a way for students to rehearse social justice (Neuwirth, 2003). For example, students learning about ecology can clean and plant flowers at the local park (Neuwirth, 2003). Lisa Delpit (2012) supports this thinking by stating that students should be involved in real-life experiences, which may come from service learning or other classroom activities. Keeping this in mind, I changed the words "service learning" found on the CRTG-R^2 to the words "social justice" on the CRTG-R^F in order to stay true to the writings of Lisa Delpit (2102) and Kipchoge N. Kirkland (2003).

The critical attribute, students are encouraged to feel safe to express differing viewpoints (Ambrosio, 2003) was my next revision. The second revised attribute was missing Lisa Delpit's (2012) thinking that students should be able to challenge the racist view and John Ambrosio's (2003) writing of "talking back" to social authority. I revised the attribute on the CRTG-R^F to read, students feel safe to express viewpoints and challenge racial points of view and social authority (Ambrosio, 2003; Delpit, 2012).

Then I revised the critical attribute found on the CRTG-R^2, students learn they can have respectful conversation with different points of view (Delpit, 2012). The scholarly attribute stated, students can talk about human differences and relate new ideas to problems of life (Delpit, 2012), and the wording of students "relating ideas to problems of life" (Delpit, 2012) was missing from the CRTG-R^2. The final revised critical attribute now states, students learn they can have respectful conversation with different points of view and relate new ideas to problems of life (Delpit, 2012).

I examined the critical attribute on the CRTG-R^2 that states, students are held accountable for their learning and when collaborating with their peers (Ladson-Billings, 2009). The CRTG-Thad two attributes. One attribute was, teacher encourages students to work collaboratively together in heterogeneous groups (Delpit, 2012; Ladson-Billings, 2009; Sleeter, 2005), and the second attribute was, students are accountable for their learning and learning of their peers (Ladson-Billings, 2009). It was during the first focus group meeting the participants decided to synthesize those two attributes to create the critical attribute on the CRTG-R^2, students are held accountable for their leaning and when collaborating with their peers (Ladson-Billings, 2009). The idea of students being accountable for the learning of their peers (Ladson-Billings, 2009) was missing from the

CRTG-R^2. Gloria Ladson-Billings (2009) wrote that students in culturally responsive classrooms, "should teach each other and are should be responsible for each other" (p. 60). Keeping with the writing of Gloria Ladson-Billings (2009) I revised the critical attribute on the CRTG-R^F to, students are held accountable for their learning and learning of their peers" (Ladson-Billings, 2009). I then added another critical attribute to state, students are encouraged to work in heterogeneous collaborative groups (Delpit, 2012; Ladson-Billings, 2009; Sleeter, 2005). Gloria Ladson-Billings (2009) wrote of the importance of students working collectively and Lisa Delpit (2012) wrote class should be full of movement where students work together. These two scholars prompted me to add the second critical attribute of students working in heterogeneous groups to the CRTG-R^F.

I made a small revision to the attribute on the CRTG-R^2, dialogue about differences is accepted" (Delpit, 2012; Sleeter, 2005). I changed the word "accepted" back to the initial word "invited" which was found on the original culturally responsive teaching professional development guide. I did so because to be "invited" is in the control of the teacher and can be done deliberately by the teacher. Lisa Delpit (2102) wrote that culturally responsive teachers push students to learn and engages students to be to teach their peers. These teachers bring their students' cultures into the classroom, which is done deliberately. The word "accepted" would be when students initiate the dialogue and this would occur at random times.

The next step I took revising the CRTG-R^2, was changing the critical attribute, validates students by using students' cultural knowledge, and experiences (Gay, 2000; Ambrosio, 2003; Howard, 2006). The scholarly attribute on culturally responsive

teaching professional development guide stated, validates students by utilizing students' cultural knowledge and experiences and creates a cultural democracy (Gay, 2000; Ambrosio, 2003; Howard, 2006). Geneva Gay (2000) states that students should be taught to be proud of their ethnicity and cultural upbringing and teaching makes authenticated knowledge about various ethnic groups available to all students. It is through cultural democracy that all students see themselves in the curriculum, pedagogy, and the classroom environment and this is cultural democracy (Ambrosio, 2003). I felt that cultural democracy was important to add to the final revised critical attribute but wanted to keep the CRTG-R[F] teacher friendly per the suggestion of the participants. Instead of saying "cultural democracy" I defined the terminology in the final revised critical attribute by saying, all students' cultures are represented and promoted by using students' knowledge and experiences (Gay, 2000; Ambrosio, 2003; Howard, 2006).

I revised the CRTG-R[2] critical attribute, students are encouraged to make text-text, text-world, and text-self connections in order to create cultural knowledge (Delpit, 2012; Ladson-Billings, 2009; Sleeter, 2005). The scholarly attribute on the CRTG-T said, students are taught to connect lesson to their own lives of home, school, community, nation and global issues from the use of metaphors and experiences from the students' world (Delpit, 2012; Ladson-Billings, 2009; Sleeter, 2005). The way the attribute reads on the second revised culturally responsive teaching professional development guide students are making connections only through literature. I revised the critical attribute on the CRTG-R[F] to reflect the scholars thinking to say, students are taught to create cultural knowledge by making connections to lessons through life experiences (Delpit, 2012; Ladson-Billings, 2009; Sleeter, 2005).

Then next revision I made was under the category of culturally responsive oral language. The participants were confused by the terminology code switching, which is a speaker can interchange between two or more language or variation of languages (Wikipedia). The participants changed "code switching" to read "formal and informal language" on the CRTG-R[1]. The participants did not revise this wording on the CRTG-R[2]. However, Geneva Gay explains that culturally responsive teachers learn how to communicate in a different way with them such as understanding the discourse patterns of ethnically diverse students. This goes beyond formal and informal language as it could mean a teacher learning Ebonics just as T[2] was taught when preparing to become a teacher (Gay, 2000). This promoted me to alter the second revised critical attributes by taking out the wording "informal and formal language" and replacing it back to the scholarly wording on the CRTG-T of "code switching."

I made a revision to the critical attribute, students compare and contrast historical and contemporary stories of different ethnic groups (Kirkland, 2003) to, students examine historical and contemporary stories of different ethnic groups (Kirkland, 2003). I did this because the CRTG-T stated, students critically analyze historical and contemporary stories of different ethnic groups, and to analyze means to examine closely (Kirkland, 2003; Google). The participants wanted a teacher friendly CRTG, and they did not like the wording "critically analyze." Therefore, using the definition of analyze, I revised the critical attribute on the CRTG-R[F] to use the word "examine."

The last critical attribute I revised on the CRTG-R[2] was, teacher maintains high standards for each student, which are individualized to each student (Delpit, 2012; Howard, 2006). The CRTG-T had the wording, "by using challenging rigorous

instruction" (Delpit, 2012; Howard, 2006; Sleeter, 2005). I revised the CRTG-R^2 to reflect the scholars' ideas by writing, teacher maintains high standards for each student which are individualized to each student through rigorous challenging instruction (Delpit, 2012; Howard, 2006; Sleeter, 2005).

Third Focus Group Meeting. The third focus group meeting was comprised of the three participants and myself. I started off the meeting by explaining to the participants:

"I gave you a copy of the (final) culturally responsive teaching professional development guide that I made revisions to after doing a semantic analysis. What I did was compare the last revised guide you created with the original scholarly guide. I made changes to any of the categories where we lost some of the scholarly ideas. I highlighted those changes in pink. Can you look over this guide and let me know what you think?"

T^1 said she had "no objection to the changes you made. This looks good!" and T^3 agreed. T^2 said, "This looks SO much better than that first guide and I get why you made those changes." The participants were happy with the end result, the CRTG-R^F, and I thanked the participants for their assistance.

<div align="center">Summary</div>

The analysis of the observations, interviews, focus group meetings; revisions to the CRTG-T, CRTG-R1, CRTG-R^2, and CRTG-R^F; and the semantic analysis of the CRTG-R^2, answered the three research questions of this qualitative research study. The first research question was answered from the three participants' perceptions of their culturally responsive attitudes, behaviors, and skills. Their understanding of culturally responsive attitudes, behaviors, and skills were observed using the CRTG-T, were

expounded upon during the individual interviews, and supported from the noted attitudes, behaviors, and skills from the field notes. The second research question was answered during the second focus group meeting. During this meeting, the participants examined the CRTG-R^1, and developed the CRTG-R^2 from their suggested revisions. The participants discussed the importance of using the CRTG-R^1 as a tool for teaching and not for evaluation purposes. They also felt professional development with the CRTG-R^1 was necessary before a teacher began to use the guide. The third research question was answered from the first and second focus group meetings where the participants revised the CRTG-T and CRTG-R^1 to be less academic and more teacher-friendly. In addition, the semantic analysis created the CRTG-R^F, which kept the integrity of the scholarly work while maintaining the teacher usability of the guide.

The next chapter, the Discussion, will expound upon the implications between the findings and the literature and propose further research into the timely and significant topic of culturally responsive teaching.

CHAPTER 5: DISCUSSION OF FINDINGS

Introduction

The first and second chapters recognized the need to synthesize the research on culturally responsive teaching in order to create a culturally responsive professional development guide that would act as a tool for teachers to operationalize culturally responsive teaching in their classrooms. In particular, this study examined the process teachers engaged in revising the CTRG-T in order to develop a usable tool for developing a culturally responsive classroom. In addition, this study exposed the need for effective culturally responsive professional development. Chapter three described the methodology utilized in this study. Chapter four concentrated on the findings that developed from the data. The final chapter has two sections. The first section explains the implications yielded from the data and literature, and the second section discusses the limitations from the research study.

Summary of the Research Study

The primary goal of this study was to determine how teachers successfully provided feedback to develop teacher-friendly culturally responsive teaching tools such as the CTRG-R^F in order operationalize culturally responsive teaching in their classrooms. Creating culturally responsive tools, which are supported by the plethora of scholarly research in the field of culturally responsive teaching. Specifically, the CRTG-

T was a synthesis of the literature from Delpit (2006, 2012), Dowdy (2006), T. Howard (2003) G. Howard, (1999, 2006), Ladson-Billings (1995, 1998, 2003, 2008, 2009, 2011), Lee (1998), Hood (1998), Aborn (2006), Freire (1970, 1985, 1998), Gay (2000, 2002, 2003), Smitherman (2008), Baker (2008), Mahari (1998), and Sleeter (2005, 2008, 2011, 2012), which was placed in the skeleton of Christine Sleeter's (2005) Framework for Multicultural Curriculum Design. This CRTG-T acted as a tool to help teachers operationalize culturally responsive teaching, and was revised by the participants with the goal of becoming a teacher-friendly usable tool. In addition, when the participants revised the CRTG-T dialogue occurred about the need for effective culturally responsive professional development. The research questions that guided this study include: (1) What are perceived culturally responsive attitudes, behaviors, and skills of teachers? (2) How does the culturally responsive teaching professional development guide inform teachers of their culturally responsive practice? (3) How can the attitudes, behaviors, and skills of culturally responsive teaching be operationalized in practice?

The theoretical framework for this study was Critical Race Theory (CRT) as an explanation that culturally responsive teaching has a positive impact on the teaching of ethnically diverse students. Culturally responsive teaching is defined as "simultaneously develops academic achievement, social consciousness and critique, cultural affirmation, competence, and exchange; community building and personal connections; individual self-worth and abilities; and an ethic of caring (Gay, 2000, p. 43). Supporting culturally responsive teaching, CRT is established from ideology of Asante's (1998) Afrocentricity, which he defines as, "literally, placing African ideals at the center of any analysis that involves African culture and behavior" in place of accepting the Eurocentric viewpoint

(p.2). It was through CRT that the results of race and racism were concentrated on, while simultaneously confronting the hegemonic organization of White domination of meritocracy (DeCuir & Dixson, 2004). Bell instigated CRT in the legal world but Gloria Ladson-Billings is credited with bringing CRT to the field of education where CRT can be found in research questioning the Whiteness of school (DeCuir & Dixson, 2004; Marx & Pennington, 2003). Ladson-Billings (2009) theorized culturally responsive pedagogy during the 1990s by conducting ethnographies of eight successful classroom teachers of African American students. From these studies, Ladson-Billings recorded the similar characteristics of these teachers and conjectured these similarities created what she deemed as culturally relevant teaching.

Findings

The first findings is data confirmed teachers with years of experience who have not specifically been trained in culturally responsive teaching have perceptions about their attitudes, behaviors, and skills being culturally responsive. Supporting that White teachers can tackle cultural hegemony found in schools and curriculum even though racism is deeply rooted in American society (Abrams & Moio, 2014). The second finding is in order for teachers to tackle cultural hegemony they must be willing to seek an education surrounding the hegemonic organization of White domination of meritocracy (Bell, 1994). Data warranted the need for culturally responsive professional development with the culturally responsive teaching professional development guide, which is a tool for teacher growth and self-reflection as a culturally responsive teacher. The third finding is data supported the operationalization of culturally responsive attitudes, behaviors, and skills through the use of constant reflection, relevant understanding of word meanings,

teacher input/voice in the customization of culturally responsive teaching for their

classrooms, and practice of researched culturally responsive teaching attitudes. The data

demonstrated the participants using the voices of color to operationalize their teaching in

order to fight against the dominant group's representation of their historical perspectives

in school (Abrams & Moio, 2014).

Several implications developed from the findings as they related to the three

research questions, see Table 11.

Table 11: Findings to research questions

Research Questions:	Findings:	Implications
1.What are perceived culturally responsive attitudes, behaviors, and skills of teachers?	Data confirmed teachers with years of experience who have not specifically been trained in culturally responsive teaching have perceptions about their attitudes, behaviors, and skills being culturally responsive. Supporting that White teachers can tackle cultural hegemony found in schools and curriculum even though racism is deeply rooted in American society (Abrams & Moio, 2014).	Giving teachers the opportunity to develop an understanding of their sociocultural consciousness positively effects teachers' development and/or refinement of culturally responsive attitudes, behaviors, and skills utilized in the classroom, which enhances student learning because students' cultures are being represented in the classroom (Gay, 2000; Ladson-Billings, 2009; Villegas & Lucas, 2007).
2. How does the culturally responsive teaching professional development guide inform teachers of their culturally responsive practice?	In order for teachers to tackle cultural hegemony they must be willing to seek an education surrounding the hegemonic organization of White domination of meritocracy (Bell, 1994). Data warranted the need for culturally responsive professional development with the culturally responsive teaching professional development guide, which is a tool for teacher growth and self-reflection as a culturally responsive teacher.	Teachers' culturally responsive instructional practices would be enhanced by effective culturally responsive professional development that is supported by culturally responsive administrators who view culturally responsive teaching tools as instruments for teacher growth and self-reflection, not for evaluation purposes (Bakken & Smith, 2011; Gay, 2002; Maude et al., 2009; Mcleskey, 2011).

Table 11: (continued)

| 3. How can the attitudes, behaviors, and skills of culturally responsive teaching be operationalized in practice? | Data supported the operationalization of culturally responsive attitudes, behaviors, and skills through the use of constant reflection, relevant understanding of word meanings, teacher input/voice in the customization of culturally responsive teaching for their classrooms, and practice of researched culturally responsive teaching attitudes. The data demonstrated the participants using the voices of color to operationalize their teaching in order to fight against the dominant group's representation of their historical perspectives in school (Abrams & Moio, 2014). | When teachers are given a voice to develop practical culturally responsive teaching tools to support the reflection, attitude shifts toward relevant classroom strategies, and practice of these strategies, the sociocultural consciousness in the classroom environment is enhanced, student learning increases, and teaching and learning becomes relevant to the lived experiences of the students (Darling-Hammond & Bransford, 2005; Delpit, 2006; Gay 2000, 2002; Ladson-Billings, 2009; Villegas & Lucas, 2007). |

Conclusions

Creating culturally responsive teaching tools, such as the CRTG-R[F], using the expertise and know how of those who will utilize the tools has a positive impact on the student achievement of ethnically diverse students. Specifically, giving teachers a voice to develop practical culturally responsive teaching tools supports the reflection, attitude shifts toward relevant classroom strategies, and practice of these strategies, the sociocultural consciousness in the classroom environment is enhanced, student learning increases, and teaching and learning becomes relevant to the lived experiences of the students. Furthermore, providing teachers the opportunity to develop an understanding of their sociocultural consciousness through effective culturally responsive professional development allows for teachers' culturally responsive teaching to develop. Teachers can apply the knowledge they gain from culturally responsive professional development in order to effectively utilize teacher-developed culturally responsive

teaching tools so they can self reflect, not evaluated, as they implement culturally responsive teaching practices.

This research study's most memorable moment occurred during the second focus group meeting when the participants were beaming with pride for the CRTG-R[1], which maintained its scholarly nature but utilized teacher-friendly verbiage. The participants showed immense growth and understanding with the CRTG-T through observations, interviews, and focus group meetings. The starting point for the participants' journey using their culturally responsive teacher voice came from the first focus group meeting when one participant said, "I looked at this (the scholarly culturally responsive teaching professional development guide) and I was like grrrr. No offense, but no one has the time to do this." Followed by the second focus group meeting when the participants loved seeing their revisions to the CRTG-T. The CRTG-R[1] was reduced to one page front and back, and they could understand every bullet with out rereading. The participants' journey to have their voices heard resulted in the CRTG-R[F], which reflected their thinking and teacher-friendly wording. During the research study, the participants were empowered to tackle the assignment of revising the scholarly wording to create a tool to be used by any teacher with the goal of enriching their culturally responsive teaching. This research study highlighted the need for scholars and researchers to take into account that teachers, just like the literature, are valuable resources because they are the ones in the trenches implementing culturally responsive teaching. Teachers are experts too, and their voices should be heard and documented. Giving teachers the voice they deserve to create culturally responsive teaching tools provides ownership to teachers, because then they develop the usability and practicality of these tools. Therefore, students' academic

success will be positively impacted because teachers, just like my participants, can see how these tools can be used to develop and nurture culturally responsive teaching. After all, "We can't teach what we don't know" (Howard, 1999). In order to provide teacher-friendly culturally responsive tools that help develop the very best culturally responsive classrooms teachers for our ethnically diverse students, scholars and researchers need to tap into the diverse knowledge of the true experts in the field, our teachers.

Implications

The first implication is when teachers are given the opportunity to develop an understanding of their sociocultural consciousness there is a positive effect on teachers' development and/or refinement of culturally responsive attitudes, behaviors, and skills utilized in the classroom, which enhances student learning because students' cultures are being represented in the classroom (Gay, 2000; Ladson-Billings, 2009; Villegas & Lucas, 2007). The second implication is teachers' culturally responsive instructional practices would be enhanced by effective culturally responsive professional development that is supported by culturally responsive administrators who view culturally responsive teaching tools as instruments for teacher growth and self-reflection, not for evaluation purposes (Bakken & Smith, 2011; Gay, 2002; Maude et al., 2009; Mcleskey, 2011). The third implication is when teachers are given a voice to develop practical culturally responsive teaching tools to support the reflection, attitude shifts toward relevant classroom strategies, and practice of these strategies, the sociocultural consciousness in the classroom environment is enhanced, student learning increases, and teaching and learning becomes relevant to the lived experiences of the students (Darling-Hammond &

Bransford, 2005; Delpit, 2006; Gay 2000, 2002; Ladson-Billings, 2009; Villegas & Lucas, 2007.

Teachers' Sociocultural Consciousness. Giving teachers the opportunity to develop an understanding of their sociocultural consciousness effects teachers' development and/or refinement of culturally responsive attitudes, behaviors, and skills utilized in the classroom, which enhances student learning because all students' cultures are being represented in the classroom (Gay, 2000; Ladson-Billings, 2009; Villegas & Lucas, 2007). Villegas and Lucas (2007) define sociocultural consciousness as "the awareness that a person's worldview is not universal but is profoundly influenced by life experiences, as mediated by factors including race, ethnicity, gender, and social class" (p. 31). A culturally responsive teacher is created via the development of a teacher's sociocultural consciousness because she develops a culturally responsive disposition that helps her students face the sociopolitical challenges found in education (Dallavis, 2011;Villegas and Lucas, 2007). This was supported by the data from this action research study, as the participants developed their sociocultural consciousness and culturally responsive disposition during the first and second focus group meetings as they revised the CRTG-T and CRTG-R[1]. This action research study provided the collaborative and reflective space the participants needed to self-reflect on their perceptions of culturally responsive attitudes, behaviors, and skills and develop their sociocultural consciousness (Stringer, 2008). Specifically, the participants were acting as culturally responsive teachers utilizing their sociocultural consciousness when they revised the CRTG-T and "developed new regimes of truth" in order to shape their students' learning, attitudes (Foucault, 1969; Ladson-Billings, 2009). One of the "new regimes of truth" the

participants developed from the CRTG-T was revising the critical attribute, defying current educational practices if needed, to be a critical attribute teachers could understand and employ in the classroom. The participants revised the CRTG-R[F] to state, differentiation is used to help students succeed no matter race, gender, culture, or social class (Foucault, 1969; Freire, 1970; Gay, 2000). The revisions to the CRTG-T and CRTG-R[1], demonstrated the participants had an understanding of their sociocultural consciousness. The participants developed a teacher-friendly culturally responsive teaching tool, supporting CRT because the participants confronted cultural hegemony of white domination in the school curriculum by creating the final revised culturally responsive professional development guide that focuses teaching to all students (DeCuir & Dixson, 2004).

Basil Bernstein (1972) stated, " If the culture of the teacher is to become part of the consciousness of thee child, the culture of the child must first be in the consciousness of the teacher" (p. 149). Research indicates the critical culturally responsive teachers attitudes' and beliefs that are effective with students are: respects all learners and their experiences, are confident in their ability to learn, a willingness to question and change one's practice if they are not successful in a given case, and commitment to seek new solutions to learning problems (Darling-Hammond & Bransford, 2005). Developing a sociocultural consciousness allows teachers to understand that the worldview they grew up in may not be collective but is greatly influenced by their life experiences (Darling-Hammond & Bransford, 2005). Specifically, as teachers embrace and truly understand their students' culture, teachers can connect curriculum to their students. Teachers who are more aware of how they interact with students have an understanding of the existence

of multiple points of views their students possess (Darling-Hammond & Bransford, 2005). These teachers create opportunities for students to voice their views creating equitable conditions for learning opportunities, assisting in closing the achievement gap (Darling-Hammond & Bransford, 2005; Sleeter, 2005). For example, in the data the participants discussed their culturally responsive disposition of connecting lessons to their students' home and life experiences, which supports CRT (Dallavis, 2011; Delpit, 2012; Ladson-Billings, 2009; Sleeter, 2005). One participant explained how she incorporated her students' life experiences into the classroom and created cultural democracy, when she created multiple opportunities for a student to share his Egyptian culture with the class (Delpit, 2012; Gay, 2000; Howard, 2006; Ladson-Billings, 200; Sleeter, 2005). When students are given the opportunity to share their knowledge about various cultures, sociocultural awareness develops in all students as well (Darling-Hammond & Bransford, 2005).

Understanding one's sociocultural consciousness is a conduit for developing a supportive and positive attitude towards all students because then teachers have a better understanding of how their interactions with students are influenced by their and their students' social and cultural location (Darling-Hammond & Bransford, 2005). The data speaks to CRT when the participants did not teach to the domination of Eurocentric curriculum and teaching (Ladson-Billings, 2009). Instead, the participants demonstrated culturally responsive teaching by having supportive attitudes toward all their students, not accepting failure from any of their students, and differentiating instruction to meet the academic needs of every student (Freire, 1970; Gay, 2000). Specifically, a teacher was observed telling a student how proud she was the student did all ten of her spelling

sentences, which was a difficult task for this student to accomplish. This participant

informed me of her culturally responsive disposition of differentiating her expectations or

"pickiness" for individual students when she stated, "Everybody does things differently

but we all want to do it to the best of our ability or what is asked of us." She held her

students to high expectations, which are individualized (Dallavis, 2011; Delpit, 2012;

Howard, 2006). In addition, a participant discussed how she tailors her lessons because

she lesson plans "so that everyone is gonna get it, " and another participant explained

how she utilizes students' performance on an assessment to inform her of whether or not

she needs to continue instruction with the skill for everyone or a few students. This is an

example of culturally responsive teaching because the participant embraces the data using

it to focus on individual students and not just groups (Chenoweth, 2007).

When teachers develop their sociocultural consciousness, they can create more

individualized settings for learning which yields student motivation (Darling-Hammond

& Bransford, 2005). Culturally responsive teachers adapt their instruction by tailoring

their instruction to the needs of their students, which engages students and assist them to

becoming responsible members of the classroom (Darling-Hammond & Bransford, 2005).

Individualizing instruction occurs when a teacher utilizes culturally responsive behaviors

such as provides clear directions, utilizes multiple modes of communication, and

scaffolds lessons, all supporting CRT as the diverse needs of the classroom, not the

Eurocentric viewpoint, are being respected (Aborn, 2006; Asante, 1998; Darling-

Hammond & Bransford, 2005; Sleeter, 2005). All of these varying culturally responsive

strategies are needed to work with the diverse elementary students in their classrooms

(Darling-Hammond & Bransford, 2005). An example found in the data is when a

participant explained her thought process when lesson planning. She constantly asks herself, "Am I making sure that I am meeting all the different learning modes. Am I being visual enough? Am I being uh auditory? Did I give a visual?" In addition, this participant was observed providing oral directions to her students but then she wrote the directions down on the board providing various forms of communication to her students (Darling-Hammond & Bransford, 2005). Another participant demonstrated her culturally responsive disposition by scaffolding her lesson with a lot of problem solving (Dallavis, 2011). She explained to me if a student can solve 6 + 7 then she makes them explain how that student derived that answer.

A teacher who understands their sociocultural consciousness creates positive intergroup relationships and positive relationship with their students (Darling-Hammond & Bransford, 2005). In the culturally responsive classroom, students collaborate and respect human differences (Delpit, 2012). From the data, a participant explained that through the use of collaboration she teaches her students to respect each other's opinions, and what that looks and sounds like. This culturally responsive participant was demonstrating star teacher behavior because a star teacher of diverse students earns the respect of the students and establishes a sense of justice and equity in the classroom (Haberman, 1995). Another participant felt not only is respecting students important, but teachers showing a sense of caring towards their students yields high academic achievement (Howard, 2003; Noddings, 1992). This participant demonstrated how she cares for her students by building a relationship with each one of them, and students were observed eagerly engaging with the participant to get her thoughts about the quality of their work. The data shows the participant building relationships by showing herself as a

person by talking with the class about her family. Specifically, she stated, "Well, I care about my kids so I show them what caring is," which is another quality of star teachers of diverse students, bringing their own personalities and interests into the classroom (Haberman, 1995). The act of caring and creating relationships with all students is another example of CRT in the field of education. Specifically, the data shows the culturally responsive participants empowered all their students intellectually and taught the students they were part of the class community (Ladson-Billings, 2009).

Culturally Responsive Professional Development. Teachers' culturally responsive instructional practices would be enhanced by effective culturally responsive professional development that is supported by culturally responsive administrators who view culturally responsive teaching tools as instruments for teacher growth and self-reflection, not for evaluation purposes (Bakken & Smith, 2011; Gay, 2002; Maude et al., 2009; Mcleskey, 2011). Professional development that supports teachers as they work with ethnically diverse students is needed in response to the growing diverse population of the United States (Maude et al., 2009). Villegas and Lucas (2002) argue that teacher education is never politically neutral, and schools are believed to be the "great equalizers in American society" (p. 30). Therefore, it falls upon schools to provide opportunity for everyone, by not taking into account social status as schools reward talent and effort (Villegas & Lucas, 2002). Currently schools provide a curriculum that favors white, affluent, males of society, and future teachers need to understand how schools discriminate against ethnically diverse students (Villegas & Lucas, 2002). The father of CRT Bell (1994) stated, "Of all the injuries inflicted by racism on people of color, the most corrosive is the wound within, the internalized racism that leads some victims, at

unspeakable cost to their own sense of self, to embrace the values of their oppressors" (p. 154). As a countermeasure to racism, school should mirror the experiences, interests, and objectives of all students and empower individuals to be a part of a democratic community (Banks, 1991). Therefore, culturally responsive professional development activities would advance teachers' knowledge with the critical educational issue of culturally responsive teaching (Desimone, 2009; McLeskey, 2011).

It can be argued that many experienced teachers lack culturally responsive training and/or are unaware of what is entailed of culturally responsive teaching, and "teachers cannot teach what they do not know" (Howard, 1999). However, for CRT the protestor against cultural hegemony has a willingness to seek education (Bell, 1994). In contrast to CRT, many teachers find it difficult to have conversations about the leading scholars in the field of multicultural education, and what teachers know about multicultural education is distorted through mass media and popular culture (Gay, 2002). The data confirmed this when the participants asked who Geneva Gay was and questioned the scholarly wording that was being utilized in the CRTG-T. In addition, in the data the three participants of the research study, all of whom have over 15 years of teaching experience, expressed they were unfamiliar with the terminology "culturally responsive teaching." However, from the observations, interviews, and focus group meetings the three participants showed they were engaging in culturally responsive teaching such as showing caring, respecting diversity, and creating a community of learners. Teachers engaging in culturally responsive professional development just as the participants were engaged with the CRTGs, acknowledges to teachers that many of the culturally responsive attitudes, behaviors, and skills are present in their teaching. In

addition, culturally responsive professional development can expand their culturally responsive knowledge (Gay, 2002).

Professional development becomes critical for experienced teachers as they begin to engage with culturally responsive tools, such as the CRTG-R[F]. It becomes critical for teachers to not just have knowledge for other cultures by showing respect that cultures may have different values, but teachers need to develop deep accurate knowledge about ethnically diverse people (Gay, 2002). If this deep knowledge of ethnically diverse people is underdeveloped in teachers, students will be inculcated with differing knowledge depending upon their position within the social stratification because the social efficiency curriculum is used as a means to promote this social division (DeMarrais & LeCompte, 1999). The data from the participants supported this idea of needing culturally responsive teaching professional development. Specifically, the participants discussed needing to be taught by an experienced culturally responsive teacher/administrator on how to use the CRTG before they could effectively use it in their classrooms. The notion of a culturally responsive leader supports CRT because Derrick Bell, a leader in his own right, was a silent and singular protestor against the Harvard Law School until the first Black women would be hired as a professor (Bell, 1994). It is through culturally responsive administrators, where a positive school environment that embraces culturally responsive professional development to support the growing diverse population can effectively occur (Bakken & Smith, 2011). The participants also felt it was important that an administrator would need to be knowledgeable with the CRTG, and would be supportive in creating culturally responsive professional development opportunities that allow for teacher growth. After all, the culturally responsive

administrator leads by example and must be knowledgeable with culturally responsive attitudes, behaviors, and skills she expects her teachers to demonstrate with their ethnically diverse students (Bakken & Smith, 2011). In addition, the participants felt professional development conducted with their particular grade level colleagues would be important so the team could collaborate on determining how the wording on the CRTG would apply to their students. Supported by additional research, it is suggested that teachers should rehearse culturally responsive teaching strategies using peer coaching with colleagues who share the same knowledge such as grade level expectations (Mcleskey, 2011).

Culturally responsive professional development should allow a space for self-reflection and critical reflection as teachers learn how to use culturally responsive strategies (Maude et al., 2009). Self-reflection provides the space for teachers to investigate their thoughts and feelings about their philosophy of culturally responsive teaching (Maude et al., 2009). Furthermore, teachers need a professional development space to critically reflect or examine how their philosophy impacts their culturally responsive teaching taking into account their sociocultural consciousness and how they are teaching to the dominant White curriculum (Howard, 2003; Maude et al., 2009). Self and critical reflection are tools for teacher growth and not for evaluating their culturally responsive teaching. The data showed this was very important to the three participants when they emphasized on the cover sheet of the CRTG-R[1] need to be noted that the CRTG was to be used for observation/growth not to be used for evaluation. Specifically, a participant explained she would use the CRTG-R[1] for self-reflection by going back after a lesson and seeing what she could check off on the guide as something she did.

Self-reflection is an important personal component of a teacher because it allows them to honestly look at their attitudes and beliefs (Villegas & Lucas, 2002). The participants also wanted it noted that not all bullet points on the CRTG-R[1] would or could be observed in a single observation.

Resulting from effective culturally responsive professional development would be high teacher efficacy, the self-confidence a teacher has in their ability to perform with a set of circumstances. (Hoy & Spero, 2005; Jamil, Downer, & Pianta, 2012). Teacher self efficacy becomes high as their understanding of culturally responsive attitudes, behaviors, and skills deepens, and they have the opportunity to use their classroom as a space of their own professional growth and learning (Hoy & Spero, 2005; Jamil, Downer, & Pianta, 2012). In order for teachers to be successful with culturally responsive teaching, they must model for their students the need for students to experience academic success, and that the teacher has developed cultural competence and a critical consciousness (Jamil et al., 2012; Ladson-Billings, 1995). This can be accomplished resulting from teachers' participation in culturally responsive teaching professional development. Teachers' self- efficacy becomes higher as they are prepared with a more thorough understanding of their ethnically diverse students, how the teacher can affect student learning, and how teachers can alter their instruction and curriculum to mirror the diversity in the classroom (Gay, 2002). In addition culturally responsive teaching professional development teaches teachers how to deeply analyze curriculum, textbooks and tools to make revisions to improve them to be better representations of culturally diversity, addressing the whiteness of the curriculum and supporting CRT ((DeCuir & Disxon, 2004; Gay, 2002; Marx & Pennington, 2003). Verified by the data, the

participants made revisions to the CRTG-T, CRTG-R[1], and a semantic analysis was

conducted to improve the CRTG-R[2] as a teacher-friendly, teacher created, and scholarly

culturally responsive tool.

Teacher Generated Culturally Responsive Teaching Tools. When teachers are

given a voice to develop practical culturally responsive teaching tools to support the

reflection, attitude shifts toward relevant classroom strategies, and practice of these

strategies, the sociocultural consciousness in the classroom environment is enhanced,

student learning increases, and teaching and learning becomes relevant to the lived

experiences of the students (Darling-Hammond & Bransford, 2005; Delpit, 2006; Gay

2000, 2002; Ladson-Billings, 2009; Villegas & Lucas, 2007). The data confirmed this as

the participants revised the CRTG-T and CRTG-R[1]. During this process, they reflected

on their sociocultural consciousness, resulting in creating a culturally responsive teacher-

friendly tool. The participants were empowered as researchers through this action

research process to interpret how to operationalize culturally responsive teaching

(Stringer, 2008). In detail, action research provided the frame for the participants to act as

researchers with the culturally responsive research in order to explore culturally

responsive teaching and seek to understand how to operationalize culturally responsive

attitudes, behaviors, and skill (Stringer, 2008). This supports the suggested research,

which states the necessity of synthesizing the expertise of the researchers and teachers to

create and implement ground breaking culturally responsive classroom practices

(McLeskey & Waldron, 2004). Specifically, the action research process provided the

methodology where the participants felt they created a CRTG-R[F] that was comprised of

teacher friendly wording, easy to read, and they could see using for self-reflection on

their culturally responsive attitudes, behaviors, and skills. Gay (2002) states, "Culturally responsive teachers know how to determine the multicultural strengths and weaknesses of curriculum designs and instructional materials and make the necessary changes to improve their overall quality" (p. 108). The data reinforced this when the participants met at the first and second focus group meetings and expressed how the CRTG-T was too academic and they had to reread the guide to understand what was being stated. In addition, the participants discussed how the CRTG-R[1] could be used differently every school year and possible wording changed from year to year as the class diversity and dynamics change.

Delpit (2006) states, "We must learn to be vulnerable enough to allow our world to turn upside down in order to allow the realities of others to edge themselves into our consciousness" (p. 47). It is through culturally responsive teaching where teachers create their voice or pedagogy that inspires students' intellect, social responsibility, emotional well-being, and political views because students' cultures is utilized to communicate attitudes, behaviors, and skills (Ladson-Billings, 2009). The culturally responsive classroom not only reinforces the ideology of CRT, but also is a response to the lack of input minorities have on their education and the culture of power, which lies with the dominant cultural group in this country (Bell, 1994; Delpit, 2006). According to Villegas and Lucas (2002) culturally responsive teachers have a sociocultural consciousness and make school more responsive to their ethnically diverse students because these teachers examine the curriculum and decide what they may change so their students can learn (Ladson-Billings, 2009). These teachers are empowered to use their culturally responsive teaching voice as they move away from teacher-proofed curriculums (Ladson-Billings,

2009). The data supported this as the participants used their voices, which reflected their culturally responsive teaching knowledge and expertise. The participants created the end product the CRTG-R[F] that acts as a teacher-friendly tool that could be used by those who "are in the trenches" and need something "easy to read." The participants felt confident that the CRTG-R[F] was not only teacher friendly but reflected their culturally responsive teacher voices.

Teachers who are given the opportunity to use their voices to create culturally responsive tools can increase student learning and the students' interest are reflected in the classroom. This supports CRT as current educational instruments or policies, such as curriculum, are instruments or policies that are politically created to reflect the views and interests of those who make the policy, the "culture of power" (Cohen and Moffitt, 2009; Delpit, 1995). Teachers who engage in the culturally responsive classroom move away from the "culture of power's" curriculum by weaving instruction, curriculum, and classroom climate together in order to support the academic achievements specific to the needs of their diverse students (Delpit, 1995; Ladson-Billings, 2009). The data confirmed this as the participants discussed how they differentiate for the individual needs of their students so their students can be successful with the skills being taught. The participants understood that in order to be a culturally responsive teacher, they needed a varying set of teaching strategies for working with the diverse students in their classrooms (Darling-Hammond &Bransford, 2005). Additional research shows that teachers will be requiring of themselves the pedagogical knowledge of what it means to alter curriculum to align it to the context of their diverse student population (Darling-Hammond & Bransford, 2005). The participants also discussed how they teach various cultures in their classrooms using

literature and incorporating the teaching of culture across the content areas. The culturally responsive participants demonstrated their pedagogical knowledge, which is required by teachers to deconstruct the truths behind the curriculum (Lemert, 2010). Teachers who engage in the culturally responsive classroom weave instruction, curriculum, and classroom climate together to support the academic achievements of all the elementary students (Darling-Hammond & Bransford, 2005).

Implications for Future Research

This participatory action research study worked with three participants at an independent school located in an urban environment. The participants revised the CRTG-T to reflect their classroom diversity and socioeconomic culture, which can be argued looks very different than the ethically diverse classrooms in the local urban public school system. Specifically, one participant discussed how she has very little ethnic and academic diversity in her classroom while another participant had a very diverse group. In addition, during focus group meetings where participants made revisions to the CRTG-T, they commented how this guide may look different for varying schools because two our of the three participants were making revisions based upon their independent school knowledge. The semantic analysis was conducted to rework the participants' revisions to keep the integrity of the scholar but it also assisted in developing a universal culturally responsive teaching professional development guide that could be used in any school setting. Therefore, future research done in the form of replicating this research design and study at an urban Title 1 school with teachers of color would prove beneficial. Replicating this study at a school with ethnically diverse students and faculty would yield a CRTG-R^F that would be compared this research study's CRTG-R^F, which was

developed at an urban independent school with three White participants. Comparing the two CRTG-R^{F}s and synthesizing the results would strengthen the critical attributes on the CRTG-R^F to be universal to teachers who teach in any community and school with varying demographics of their students.

A second limitation to the research is the lack of studies that assess the effectiveness of culturally responsive professional development (Sleeter, 2011; Smyth, 2013). Therefore, future research in the area of culturally responsive professional development needs to be conducted. Christine Sleeter (2011) argues that many professional development opportunities are mainly based upon a model using theory and the ideals of cultures instead of evidence based research (Smyth, 2013). Even though many professional development opportunities ask participants for an evaluation of the professional development experience, they do not assess what the participants learned form the experience (Smyth, 2011). This leads to the criticism that professional development has unseen benefits because the needs of the teachers are not directly addressed and many of these programs do not address teachers' learning and their teaching practices (Cohen & Hill, 2000; Smyth, 2013). In addition, there is a question of how much professional development is adequate for teachers and Laura Desimone (2009) decided that more study in the area of relating changes in teaching practices via professional development to student achievement is required. Although, there is the push for educational innovation initiatives such as culturally responsive teaching, there is a missing connection. (Jenkins & Agamba, 2013). The missing connection Stephanie Hirsh (2012) states is, "We have not yet committed to offering teachers the deep learning they will need to transform the way they work" (p. 1).

A third limitation is research on teacher developed culturally responsive tools, such as the CRTG-R[F], and the impact these tools have on developing and growing teachers' culturally responsive teaching. A research study conducted by Angela Christine Griner and Martha Lue Stewart (2012) had a research design similar to this research study. This study included participants such as university professors, school administrators and personnel, instructional support, head of a local community youth center, parents, and community members who assisted in making the culturally responsive tool. The research study reviewed the literature regarding culturally responsive teaching, and the checklist that was created by the participants was not intended for evaluation purposes. However, the research that corresponds with each indicator of what culturally responsive teaching looks like is not provided on the checklist. In addition, even though the tool was intended for teachers to self-reflect on their culturally responsive practices it did not provide the opportunity for culturally responsive administrators or peers to use as an observation guide to assist the development of culturally responsive teaching. A second research study conducted by Cathy D. Kea and Stanley C. Trent (2013) with similar premise of creating a tool to develop teachers' culturally responsive pedagogy included a culturally responsive lesson plan rubric that used a 4 point Likert scale of novice, apprentice, proficient and distinguished to observe the participants. The participants also wrote a culturally responsive lesson plan that uses the ten-step lesson plan format. However, teachers did not have a voice in creating the rubric or the lesson plan template but they rated the usability of the culturally responsive tools. Another culturally responsive checklist created by the Madison (WI) Metropolitan School District has teachers evaluating the

culturally responsive practices of the school, instructional team, and the classroom, but the teachers did not assist in creating the culturally responsive teaching checklist. Therefore, future research where teachers are participants in action research that mirrors this research study needs to be conducted so teachers can be empowered to create culturally responsive tools they can utilize in the classroom. In this research study, the participants collaborated with each other by sharing their deep and extended understanding of teaching diverse students in order to revise the CRTG-T into the CRTG-R^F, a usable teacher friendly culturally responsive tool (Stringer, 2008). Research looking at the effectiveness and impact these teacher developed culturally responsive tools would have on the student achievement of students of color and teacher efficacy would provide valuable data.

Summary

The findings to the three research questions of this research study revealed three implications and the need for future research. The first implication from this research study is giving teachers the opportunity to develop an understanding of their sociocultural consciousness positively effects teachers' development and/or refinement of culturally responsive attitudes, behaviors, and skills utilized in the classroom, which enhances student learning because students' cultures are being represented in the classroom (Gay, 2000; Ladson-Billings, 2009; Villegas & Lucas, 2007). The second implication is teachers' culturally responsive instructional practices would be enhanced by effective culturally responsive professional development that is supported by culturally responsive administrators who view culturally responsive teaching tools as instruments for teacher growth and self-reflection, not for evaluation purposes (Bakken & Smith, 2011; Gay,

2002; Maude et al., 2009; Mcleskey, 2011). The final implication from the research study is when teachers are given a voice to develop practical culturally responsive teaching tools to support the reflection, attitude shifts toward relevant classroom strategies, and practice of these strategies, the sociocultural consciousness in the classroom environment is enhanced, student learning increases, and teaching and learning becomes relevant to the lived experiences of the students (Darling-Hammond & Bransford, 2005; Delpit, 2006; Gay 2000, 2002; Ladson-Billings, 2009; Villegas & Lucas, 2007).

Future research in the area of effective culturally responsive professional development along with mirroring this research study at school with students and teachers of color would be beneficial. In addition, future research where teachers recreate the action research methodology utilized in this research study would provide valuable data about the impact and effectiveness teacher developed culturally responsive tools would have on the student achievement of students of color and teacher efficacy.

REFERENCES

Aborn, M. (2006). An intelligent use for belief. Education, 127(1), 83-85.

Achinstein, B., & Ogawa, R. T. (2012). (In)fidelity: New teachers of color and culturally responsive teaching in an era of educational accountability: Caught in a double bind. Journal of Education Change, 13(1), 1-39.

Abrahams, R. D., & Troike, R. C. (Edss). (1972). Language and cultural diversity in American education. Englewood Cliffs, NJ: Prentice-Hall.

Abrams, L. S. & Moio, J. A. (2013). Critical race theory and the cultural competence dilemma in social work education. Journal of Social Work Education, 45(2), 245-261.

Achievement gaps how black and white students in public school perform in mathematics and reading on the National Assessment of Educational Progress statistical analysis report. (2009). Retrieved May 8, 2013, from http://nces.ed/gov/nationsreportcard.pdf/studies/2009455.pdf

Ambrosio, J. (2003). We make the road by walking. In Geneva Gay (Ed.), Becoming multicultural educators: Personal journey toward professional agency. (pp. 17-41). San Francisco, CA: John Wiley & Sons, Inc.

Anaylze. n.d. in Google. Retrieved April 16, 2014 from google.com

Antón-Oldenburg, M. (2000). Celebrate diversity! How to create a caring classroom that honors your students' cultural backgrounds. Instructor, 110(2), 46-48.

Anyon, J. (1994). Social class and the hidden curriculum of work. In J. Kretovics & E. J. Nussel (Eds.), Transforming urban education (pp. 253–275). Boston: Allyn & Bacon.

Armour-Garb, A. (2009). Should "value-added" models be used to evaluate teachers? Journal of Policy Analysis and Management, 28(4), 692-712.

Asante, M. K. The Afrocentric idea. Philadelphia: Temple University Press.

Baker, J. (2008). Triangualism. In Lisa Delpit and Joanne Kilgour Dowdy (Eds.), The Skin we speak: Thoughts of language and culture in the classroom (pp. 50-61). New York: The New Press.

Bakken J. P. & Smith, B. A. (2011). A Blueprint for developing culturally proficient/ responsive school administrators in special education. Learning Disabilities: A Contemporary Journal, 9(1), 33-46.

Banks, J., Cochran-Smith, M., Moll, L., Richert, A., Zeichner, K., LePage, P., et al..), (2005). Teaching diverse learners. In L. Darling-Hammond & J. Bransford (Eds.), Preparing teachers for a changing world: What teachers should learn and be able to do (pp. 232–274). San Francisco: Jossey-Bass.

Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. Educational Psychologist, 28(2), 117-148.

Banks, J. A. (1974). Cultural pluralism and the schools. Educational Leadership, 32(3), 163-166.

Banks, J. A. (1991). "A curriculum for empowerment, action, and change." In C. E. Sleeter (Ed.), Empowerment through multicultural education, pp. 125-141. Albany: SUNY Press.

Banks, J. A. (2004). Teaching for social justice, diversity, and citizenship in a global world. The Educational Forum, 66(4), 295-305.

Banks, J. A. (2009). Human rights, diversity, and citizenship education. The Educational Forum, 73, 100-110.

Bartolome, L. I. (1994). Beyond the methods fetish: Toward a humanizing pedagogy. Harcard Education Review, 64(2), 173-194.

Bartolome, L. I. & Trueba, E. T. (2000). Beyond the politics of schools and the rhetoric of fashionable pedagogies: The significance of teacher ideology. In H. T. Trueba & L. I. Bartolome (Eds.). Immigrant voices (pp. 227-292). Lanham, MD: Rowman & Littlefield.

Bell, D. (1994). Confronting authority: Reflections of an ardent protestor. Boston, Massachussetts: Beacon Press Books.

Bernstein, B. (1927). A critique of the concepts "compensatory education." In C.B. Cazden, V. John, and D. Hymes (Eds.), Functions of language in the classroom, New York: Teachers College Press.

Black, P. & William, D. (1998). Inside the black box: Raising standards through Classroom assessment. Phi Delta Kappan, 80(2). 139-148.

Black, P, & Wiliam, D. (2005). Lessons from around the world: How policies, politics and cultures constrain and afford assessment practices. The Curriculum Journal 16(2), 249-261.

Bogdan, R.C. & Biklen, S.K. (2007). Qualitative research for education: An introduction to theories and methods. New York: Pearson Education.

Brookhart, S.M. (1997). A theoretical framework for the role of classroom assessment in motivating student effort and achievement. Applied Measurement in Education, 10(2), 161-180.

Changing demographics: at a glance. (2012). Retrieved May, 7, 2013, from http://www.centerforpubliceducation.org/Main-Menu/Staffingstudents/Changing-Demographics-At-a-glance

Charmaz, K. (2006). Constructing grounded theory: a Practical guide through qualitative research. Thousad Oaks, CA: SAGE Publications Inc.

Chenoweth, K. (2007). It's being done: Academic success in unexpected schools. Cambridge, MA: Harvard Education Press.

Clark, I. (2011). Formative assessment: Policy, practices, and perspectives. Florida Journal of Educational Administration & Policy, 4(2), 158-180.

Cochran-Smith, M. (2004). Walking the road: Race, diversity, and social justice in teacher education. New York: Teachers College Press.

Code Switching. n.d. n.d. in Wikipedia. Retrieved April 16, 2014 from http://en.wikipedia.org/wiki/Code-switching

Coggshall, J., Max, J., and Bassett, K. (2008). Key issue: using performance-based assessment to identify and support high-quality teachers. Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved July 5, 2011, from www.wested.org/schoolturnaroundcenter/docs/coggshall-assessment.pdf

Cohen, D. K. & Hill, H. (2000). State policy and classroom performance: Mathematics reform in California. Teachers College Record, 10, 294-343.

Coladarci, T., Cobb, C. D., Minium, E., & Clarke, R. B. (2008). Fundamentals of statistical reasoning in education. Hoboken, NJ: John Wiley, & Sons, Inc.

Cole, M. (1996). Cultural psychology: A once and future discipline. Cambridge, MA: Harvard University Press.

Collins, P. H. (1998). Fighting words. Minneapolis, MN: University of Minnesota Press.

Cortes, C. E. (1991). Empowerment through media literacy: A multicultural approach approach. In C. E. Sleeter (Ed.), Empowerment through multicultural education (pp. 143-157). Albany: State University of New York Press.

Cortes, C. E. (1995). Knowledge construction and popular culture: The media as

multicultural educator. In J. A. Banks & C. A. M. Banks (Eds.), Handbook of research on multicultural education (pp. 169-183). New York: MacMillan. (pp. 143-157). Albany: State University of New York Press.

Crosco, M. S., & Costigan, A. (2007). The narrowing of curriculum and pedagogy in the age of accountability: Urban educators speak out. Urban Education, 42(6), 512–535.

Crotty, M. (1998). The foundations of social research: Meaning and perspective in the research process. Thousand Oaks, CA: Sage Publications, Inc.

Darling-Hammond, L. (1982). Teacher quality and educational equality. The College Board Review, 148, 16-23, 39-41.

Darling-Hammond, L. & Ball, Deborah Lowenberg (1997). Teaching for high standards: What policymakers need to know and be able to do. Prepared for the National Education Goals Panel.

Darling-Hammond, L. (2004). Standards, accountability, and school reform. Teachers College Record, 106(6), 1047–1085.

Darling-Hammond, L. & Bransford, J. (2005). Preparing teachers for a changing world: What teachers should learn and be able to do. San Francisco: Jossey-Bass.

Dallavis, C. (2011). Qualifying sociopolitical consciousness: Complicating culturally responsive pedagogy for faith-based schools. Education and Urban Society, 45(2), 266-284.

Delpit, L. (2006). Other People's Children: Cultural Conflict in the Classroom (2nd ed.), New York: New Press.

Delpit, L. (2012). "Multiplication if for white people" Raising expectations for other people's children. New York: New Press.

DeMarrais, K. B., & LeCompte, M. D. (1999). The way schools work: A sociological analysis of education. New York: Longman.

Derrida, J. (1966). The Decentering event in social thought. In C. Lemert, (Ed.) Social Theory: The Multicultural and classic readings (4th edition) (pp. 413-417). Boulder, Colorado: Westview Press.

Desimone, L. M. (2009). Improving impact studies of teachers' professional development: Toward better conceptualization and measures. Educational Researcher, 38(3), 181-199.

Dixson, A. D. (2003). When race matters: Examining race-conscious education policy and practice. Educational Researcher, 32, 39-42.

Driscoll, K. C, & Pianta, R. C. (2010). Banking time in Head Start: Early efficacy of an intervention designed to promote supportive teacher-child relationships. Early Education and Development, 2/(1), 38-64.

Du Bois, W. E. B. (1994/1903). The souls of black folks. New York: Dover Publications.

Du Bois, W.E.B. (1996/1899). The Philadelphia Negro: A Social Study. Philadelphia: University of Pennsylvania Press.

DeCuir, J. T. & Dixson, A. D. (2004). "So when it comes out, they aren't surprised that it is there": Using critical race theory as a tool of analysis of race and racism in education. Educational Researcher, 33, 26-31.

Elvira, M. & Town, R. (2001). The effects of race and worker productivity on performance evaluations. Industrial Relations, 40, 571-590.

Ezzy, D. (2002). Qualitative analysis: Practice and innovation. London: Routledge.

Fasold, R. (1990). The sociolinguistics of language. Oxford, UK: Blackwell.

Foucault, M. (1969). The Archaeology of knowledge. London: Tavisock.

Foucault, M. (1975). Biopolitics and the carceral society. In C. Lemert, (Ed.) Social Theory: The Multicultural and classic readings (4th edition) (pp. 417-421). Boulder, Colorado: Westview Press.

Freire, P. (1970). Pedagogy of the oppressed. NY: Herder and Herder.

Freire, P. (1985). The politics of education: Culture, power, and liberation. South Hadley, MA: Bergin & Garvey.

Freire, P. (1998). Pedagogy of freedom. Boulder, CO: Rowman & Littlefield.

Gardner, H. & Dyson, V. (1994). Teaching for understanding in the disciplines- and beyond. Teachers College Record, 96 (2), 198- 218.

Garza, R. (2008). Latino and White high school students' perceptions of caring behaviors: Are we culturally responsive to our student? Urban Education, 44(3), 297-321.

Gay, A. (2003). Conversations with transformative educators. In Geneva Gay (Ed.), Becoming multicultural educators: Personal journey toward professional agency. (pp. 67- 90). San Francisco, CA: John Wiley & Sons, Inc.

Gay, G. (2000). Culturally responsive teaching: Theory, research and practice. NY:

Teachers College Press.

Gay, G. (2002). Preparing for culturally responsive teaching. Journal of Teacher Education, 53(2), 106-116.

Gay, L. R., Mills, G. E. & Airasian, P. (2009). Educational Research: Competencies for Analysis and Applications. Upper Saddle, NJ: Pearson.

Glesne, C. (2006). Becoming qualitative researchers: An introduction. Boston, Massachusetts: Pearson Education.

Goddard, C. (2011). Semantic analysis: A practical introduction. Oxford University Press.

Goddard, C., Hoy, W. K., Woolfolk Hoy, A. (2004). Collective efficacy beliefs: Theoretical developments, empirical evidence, and future directions. Educational Researcher, 33(3), 3-13.

Goe, L., Bell, C., and Little, O. (2008). Approaches to evaluating teacher effectiveness: a research synthesis. Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved November 17, 2010, from www.tqsource.org/link.php

Gollnick, D. M., and Chinn, P.C. (2009). Multicultural education in a pluralistic society. (8th ed.) Upper Saddle River, NJ: Merrill Prentice Hall.

Gotunda, N. (2000). A critique of "Our Constitution is color-blind." In R. Delgado & J. Stefancic (Eds.) Critical race theory: The cutting edge (2nd ed., pp. 35-38). Philadelphia Temple University Press.

Grant, R. A., & Asimeng–Boahene, L. (2006). Culturally responsive pedagogy in citizenship education: Using African proverbs as tools for teaching in urban schools. Multicultural Perspectives, 8, 17–24.

Griner, A. C. & Steward, M. L. (2013). Addressing the achievement gap and disproportionality through the use of culturally responsive teaching practices. Urban Education, 48(4), 585-621.

Grothaus, T., Crum, K. S., & James, A. B. (2010). Effective leadership in a culturally diverse learning environment. International Journal of Urban Educational Leadership 4(1), 111-125.

Guo, Y, Justice, L. M., Sawyer, B., & Tompkins, V. (2011) Exploring factors related to preschool teachers' self-efficacy. Teaching and Teacher Education, 27(5), 961-968.

Guskey, T. T. (2002). Professional development and teacher change. Teachers and Teaching: theory and practice, 8(3/4), Taylor & Francis Group.

Gutierrez, K. D. & Rogoff, B. (2000). Cultural ways of learning: Individual traits or repertoires of practice. Educational Researcher, 32(5), 19-25.

Gutiérrez, R. (2002). Beyond essentialism: The complexity of language in teaching mathematics to Latina/o students. American Educational Research Journal, 39(4), 1047-1088.

Guyton, E. W. (2005). The multicultural efficacy scale: Development, item selection and reliability. Multicultural Perspectives, 7(4), 21-29.

Haberman, M. (1995). Star teachers of children in poverty. Indianapolis, IN: Kappa Delta Pi.

Haycock, K. (1998). Good teaching matters: How well-qualified teachers can close the gap. Thinking K-12, 3(2).

Heneman, H. G., III, Milanowski, A., Kimball, S. M., & Odden, A. (2006). Standards-based teacher evaluation as a foundation for knowledge and skill-based pay. Philadelphia: University of Pennsylvania.

Hill Collins, P. (1990). Black feminist thought: Knowledge, consciousness, and the politics of empowerment. London: Harper Collins.

Hirsh, S. (2012). Common-core work must include teacher development: Standards movement must embrace teacher professional learning. Education Week, 31(19), 22-24.

Hood, S. (1998). Culturally responsive performance-based assessment: Conceptual and psychometric considerations. Journal of Negro Education, 67(3), 187-196.

Hoover, J. (2009) Differentiating Learning Differences from Disabilities: Meeting Diverse Needs through Multi-tiered Response to Intervention. Upper Saddle River, NJ: Pearson.

Howard, G. R. (1999). We can't teach what we don't know: White teachers, multiracial schools.New York: Teachers College Press.

Howard, G. R. (2006). We can't teach what we don't know: White teachers, multiracial schools. New York: Teachers College Press.

Howard, T. C. (2003). Culturally relevant pedagogy: Ingredients for critical teacher reflection. Theory into Practice, 42(3), 195-202.

Irvine, J. J. (2003). Educating teachers for diversity: Seeing with a cultural eye. New York, NY: Teachers College Press.

Jamil, F.M., Downer, J. T., & Pianta, R. C. (2012). Association of pre-service teachers' performance, personality, and beliefs with teacher self-efficacy at program completion, Teacher Education Quarterly, 39(4), 119-138.

Jenkins, S. & Agamba, J. J. (2013). The Missing link in the CCSS initiative: Professional development for implementation. Academy of Educational Leadership, 17(2), 69-79.

Kaplan, R. (1966). Cultural thought patterns in intercultural education. Language Learning, 16, 1-2.

Kea, C. D. & Trent, S. C. (2013). Providing culturally responsive teaching in field-based and student experiences: A Case study. Interdisciplinary Journal of Teaching and Learning, 3(2), 82-97.

Kincheloe, J. L. & Steinberg, (2004). 19 urban questions: Teaching in the city. New York: Peter Lang Publishing, Inc.

Kim, E. (2011). Conceptions, critiques, and challenges in multicultural education: Informing teacher education reform in the U.S. Journal of Educational Policy, 8(2), 201-218.

Kirkland, K. (2003). Steppin' up and representin'. In Geneva Gay (Ed.), Becoming multicultural educators: Personal journey toward professional agency. (pp. 117-142). San Francisco, CA: John Wiley & Sons, Inc.

Kozol, J. (2005). The Shame of the Nation. New York, New York: Crown Publishers.

Kyriakides, L. (2005). Drawing from teacher effectiveness research and research into teacher interpersonal behavior to establish a teacher evaluation system: A study on the use of student ratings to evaluate teacher behavior. Journal of Classroom Instruction, 40(2), 44-66.

Ladson-Billings, G. (1995). Multicultural teacher education: research, practice, and policy. In C.A. Banks (Ed.), Handbook of research on multicultural education (pp. 747-761). NewYork: MacMillian.

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

Ladson-Billings, G. (1998). Just what is critical race theory and what's it doing in a nice field like education? Qualitative Studies in Education, 11(1), 7-24.

Ladson-Billings, G. (1998). Teaching in dangerous times: Culturally relevant approaches to teacher assessment. Journal of Negro Education, 67(3), 255-267.

Ladson-Billings. G. (2000). Fighting for our lives: Preparing teaches to teach African American students. Journal of Teacher Education, 51(3), 206-214.

Ladson-Billings, G. (2003). New directions in multicultural education: Complexities, boundaries, and critical race theory. In James A. Banks and Cherry A. McGee Banks (Eds.), Handbook of Research on Multicultural Education, Second Edition (p. 50-65). San Francisco: Jossey-Bass.

Ladson-Billings, G. (2008). I ain't writin' nuttin': Permission to fail and demands to succeed in urban classrooms. In Lisa Delpit and Joanne Kilgour Dowdy (Eds.), The Skin we speak: Thoughts of language and culture in the classroom (pp. 108-120). New York: The New Press.

Ladson-Billings, G. (2009). The Dreamkeepers: Successful teachers of african american students. San Francisco, CA: Jossey-Bass.

Ladson-Billings, G. (2011). Race still matters: Critical race theory in education. In M.W. Apple, W. Au, & L.A. Gandin (Eds.), The Routledge International handbook in critical education (110-120). New York: Taylor & Francis.

Learning Point Associates (2010). Evaluating teacher effectiveness: emerging trends reflected in the State Phase 1 Race to the Top applications. Naperville, IL: Learning Point Associates. Retrieved April 10, 2011, from www. learningpt.org/pdfs/RttT_Teacher_Evaluation.pdf.

Lee, B. Y, Kozak, M. S., Nancoo, C. P., MSW, Chen, H. , Middendorf, K., and Gale, J. (2013). Exploring dominant discourses: Creating spaces to find voice and cultural identity. Journal of Cultural Diversity, 20(1), 21-29.

Lee, C. D. (1998). Cultrually responsive pedagogy and performance-based assessment. Journal of Negro Education, 67(3), 268-279.

Leedy, P. & Ormrod, J. (2001). Practical research: Planning and design (7th ed.). Upper Saddle River, NJ: Merrill Prentice Hall. Thousand Oaks: SAGE Publications.

Lei, J. L. & Grant, C. A. (2011). Multicultural education in the United States: A case of paradoxical equity. In C. A. Grant and J. L. Lei (Eds.), Global constructions of multicultural education (pp. 205-238). Mahwah, NJ: Erlbaum.

Lemert, C. (2010). Social theory: The multicultural and classic readings (4th Edition). Boulder, Colorado: Westview Press.

Lindsey, R., Robins, K., & Terrell, R. (2009). Cultural proficiency: A manual for school

leaders. Thousand Oaks, CA: Corwin.

Looney, J., & Poskitt, J. (2005). New Zealand: Embedding formative assessment in multiple policy initiatives. In Formative assessment: Improving learning in secondary classrooms (pp. 177 – 184). Centre for Educational Innovation and Research. Paris: OECD.

Lucas, T. (1997). Into, through, and beyond secondary school: Critical transitions for Immigrant youths. Washington, D.C. and McHenry, IL: Center for Applied Linguistics and Delta Systems.

Lucas, T., & Villegas, A. M. (2011). A framework for preparing linguistically responsive teachers. In T. Lucas (Ed.), Teacher preparation for linguistically diverse classrooms: A resource for teacher educators (pp. 55–72). New York, NY: Routledge.

Lucas, T., Villegas, A. M., & Freedson-Gonzalez, M. (2008). Linguistically responsive teacher education: Preparing classroom teachers to teach English language learners. Journal of Teacher Education, 59, 361–373.

Lucas, T. & Villegas, A. M. (2013). Preparing linguistically responsive teachers: Laying the foundation in preservice education. Theory Into Practice, 52, 98-109.

Madison (WI) Metropolitan School District, University of Wisconsin-Oshkosh, Wisconsin Department of Public Instruction. (2007). Culturally responsive practices in schools: The Checklist to address disproportionality. Retrieved May 15, 2014 from http//:dpi.wi.gov/sped/doc/disp-cadse-cklst.doc

Mahari, J. (1998). Shooting for excellence. New York: Teachers College Press.

Marx, S. & Pennington, J. (2003). Pedagogies of critical race theory and education: Experimentations with White preservice teachers. Qualitative Studies in Education, 16(1), 91-110.

Marzano, R. J. (2012). The two purposes of teacher evaluations. Educational Leadership, 70(3), 14-19.

McLaren, P. (1998). Life in schools: An introduction to critical pedagogy in the foundations of education (3rd ed.). New York: Longman

McLeskey, J. (2011). Supporting improved practices for special education teachers: The Importance of learner-centered professional development. Journal of Special Education, 24(1), 26-35.

McLeskey, J. & Waldron, N. (2006). Comprehensive school reform and inclusive

schools: Improving schools for all students. Theory into Practice, 45, 269-278.

McMillan, J.H. (2004). Classroom assessment: Principles in practice for effective instruction. 3rd ed. Boston: Pearson.

Measures of Effective Teaching Project (2010). Learning about teaching: initial findings from the measures of effective teaching project. Seattle, WA: Bill & Melinda Gates Foundation. Retrieved July 5, 2011, from http://s3.documentcloud.org/documents/18327/met-research-paper.pdf

Mertler, C. A. (2014). Action research: Improving schools and empowering educators. Thousand Oaks, CA: SAGE Publications.

Morelli, G., Rogoff, B. & Angelilo, C. (2003). Cultural variations in children's access to work or involvement in specialized child-focused activities. International Journal of Behavioral Development, 27, 264-274.

National Council on Teacher Quality (2009). National council on teacher quality state teacher policy yearbook 2009. Washington, DC: National Council on Teaching Quality. Retrieved November 17, 2010, from www.nctq.org/stpy09/.

National Governors' Association. (2005). Closing the achievement gap. Retrieved May 10, 2013 from http://www.subnet.nga.org/educlear/achievement/

Nieto, S. (1996). Affirming diversity: The sociopolitical context of education. White Plains, NY: Longman.

Nieto, S. (2000). Affirming diversity: The sociopolitical context of multicultural education (3rd ed.). NewYork: Longman.

Nieto, S. (2002). Language, culture and teaching: Critical perspectives for a new century. Mahwah, NJ: Lawrence Erlbaum Associates.

New London Group. (1996). A pedagogy of multiliteracies: Designing social futures. Harvard Education Review, 66(1), 60-92.

Noddings, N. (1984). Caring: A feminine approach to ethics and moral education. Berkeley: University of California Press.

Noddings, N. (2005). The challenge of care in schools: An alternative approach to education (2nd ed.). New York: Teachers College Press.

Oaks, J. (1986). Tracking, inequity, and rhetoric of school reform: Why schools don't change. Journal of Education, 168, 61-80.

Ochoa, G. L. (2007). Learning from Latino teachers. San Francisco: Wiley.

O'Pry, S. C. & Schumacher, G. (2012). New teachers' perceptions of standards-based performance appraisal system. Education assessment, evaluation and accountability, 24(4), 325-350.

Parr, J.M. & Timperley, H.S. (2010). Feedback to writing, assessment for teaching and Learning and student progress. Assessing Writing, 15, 68-85.

Patton, M. Q. (1990). Qualitative evaluation and research methods (2nd ed.). Newbury Park, CA: Sage Publications, Inc.

Perez, S. A. (2000). An ethic of caring in teaching culturally diverse students. Education, 121(1), 102-105.

Risko, V. J., & Walker–Dalhouse, D. (2007). Tapping students' cultural funds of knowledge to address the achievement gap. The Reading Teacher, 61, 98–100.

Robins, K., Lindsey, R., Lindsey, D., & Raymond, T. (2002). Culturally proficient instruction: A guide for people who teach (2nd ed.). Thousand Oaks, CA: Corwin

Rogoff, B. (2003). The cultural nature of human development. New York: Oxford University Press.

Rychly, L. & Graves, E. (2012). Teacher characteristics of culturally responsive pedagogy, Multicultural Perspectives, 14(1), 44-49.

Santamaria, L. J. , Flethcer, T. V., & Bos, C. S. (2002). Effective pedagogy for English language learners in inclusive classrooms. In A. Ortiz & A. Artiles (Eds.), English language learners with special education needs, 135-157.

Schellenburg, R. & Grothaus, T. (2009). Promoting cultural consciousness and closing The achievement gap with standards blending. Professional School Counseling, 12(6), 440-449.

Sexias, P. (1993). The community of inquiry as a basis for knowledge and learning: The case of history. American Education Research Journal, 30, 305-324.

Shade, B. J., Kelly, C., & Oberg, M. (1997). Creating culturally responsive classrooms. Washington, DC: American Psychological Association.

Shakman, K., Riordan J., Sanchez, M. T., Cook, K. D., Fournier, R., & Brett, J. (2012). An examination of performance-based teacher evaluations in five states. Regional Educational Laboratory Northeast & Island, 39 pp.

Siwatu, K. O., Frazier, P., Osaghae, O. J. & Starker, T. V. (2011). From maybe I can to yes I can: Developing pre-service and in-service teachers self efficacy to teach

African American students. The Journal of Negro Education, 80(3), 209-222.

Slee, J. (2010). A systematic approach to culturally responsive assessment practices and evaluation. Higher Education Quarterly, 64(3), 246-260.

Sleeter, C. E., & Grant, C. A. (1999). Making choices for multicultural education: Five approaches to race, class, and gender (3rd ed.). Upper Saddle River, NJ: Prentice Hall.

Sleeter, C. E. (2005). Un-standardizing curriculum: Multicultural teaching in the standards-based classroom. New York, NY: Teachers College Press.

Sleeter, C. (2008). Critical family history, identity, and historical memory. Educational Studies, 43, 114-124.

Sleeter, C. (2011). An agenda to strengthen culturally responsive pedagogy. English Teaching: Practice and Technique, 10(2), 7-23.

Sleeter, C. (2012). Confronting the marginalization of culturally responsive pedagogy. Urban Education, 47(3), 562-584.

Smitherman, G. (2008). Toward a national public policy on language. In Lisa Delpit and Joanne Kilgour Dowdy (Eds.), The Skin we speak: Thoughts of language and culture in the classroom (pp. 166- 178). New York: The New Press.

Smyth, H. (2013). What does research say about the effectiveness of professional learning and development for culturally responsive teaching at primary school level? New Zealand Journal of Teachers' Work, 10(1), 169-189.

Social Justice. n.d. in Wikipedia. Retrieved April 16, 2014 from http://en.wikipedia.org/wiki/Social_justice

Stipek, D., Feiler, R., Daniels, D., & Milburn, S. (1995). Effects of different instructional approaches on young children's achievement and motivation. Child Development, 66, 209-223.

Strauss, A. & Corbin, J. (1987). Qualitative analysis for social scientists. Cambridge. England: Cambridge University Press.

Strauss, A. & Corbin, J. (1990). Basics in qualitative research. London: SAGE.

Stringer, E. (2007). Action Research (3rd ed.). Thousand Oaks, CA: Sage.

Stringer, E. (2008). Action research in education. Upper Saddle River, NJ: Pearson Education, Inc.

Tatum, B.D. (1997). "Why are all the Black kids sitting together in the cafeteria?" and other conversations about race. New York, NY: Basic Books.

Traore, R. (2007). Implementing Afrocentricity: Connecting students of African descent to their cultural heritage. The Journal of Pan African Studies, 1(10), 62-78.

Tschannen-Moran, M., & Johnson, D. (2011). Exploring literacy teachers' self-efficacy beliefs: Potential sources at play. Teaching and Teacher Education, 27(4), 751-761.

Tshannen-Moran, M. & Woolfolk Hoy, A. (2007). The Differential antecedents of self-efficacy beliefs of novice and experienced teachers. Teaching and Teaching Education, 23(6), 944-956.

Tshannen- Moran, M. Woolfolk Hoy, A. & Hoy, W. K. (1998). Teacher efficacy: Its meaning and measure. Review of Educational Research, 68(2), 202- 248.

Toch, T., and Rothman, R. (2008). Rush to judgment: teacher evaluation in public education. Education Sector Reports. Washington, DC: Education Sector, Retrieved March 10, 2011, from www.educationsector. org/sites/default/files/publications/RushToJudgment_ES_Jan08.pdf.

Tucker, C. M., Porter T., Reinke, W.M., Herman, K.C., Ivery, P.D., Mack, C.E., & Jackson, E.S. (2005). Promoting teacher efficacy for working with culturally diverse students. Preventing School Failure: Alternative Education for Children and Youth, 50(1), 29-34.

U.S. Department of Education, National Center for Education Statistics. (2012). Digest of Education Statistics, 2011 (NCES 2012-001), Introduction and Chapter 2 ; U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, Teacher Data Files, 2007–08.

U.S. Department of Education (2009). Race to the Top: executive summary. Washington, DC: U.S. Department of Education. Retrieved November 17, 2010, from http:// www2.ed.gov/programs/racetothetop/index.html

United States Bureau of the Census (2008). School enrollment: 2008.Retrieved from http://quickfacts.census.gov/qfd/states/37/3712000.html

United States Census Bureau (2010). State and county quick facts: Charlotte, NC. Retrieved from http://quickfacts.census.gov/qfd/states/37/3712000.html

The United States of education: The changing demographics of the United States and

their schools (2012). Retrieved May 7, 2013, from http://www.centerforpubliceducation.org/Main-Menu/Staffingstudents/Changing-Demographics-At-a-glance/The-United-States-of-education-The-changing-demographics-of-the-United-States-and-their-schools.htm

Villegas, A. M. & Lucas, T. (2002). Educating culturally responsive teachers: A coherent approach. Albany, New York: SUNY Press.

Villegas, A. M. & Lucas, T. (2007). The Culturally responsive teacher. Educational Leadership, 64(6), 28-33.

Ward, C. J. (2013). Addressing stereotypes by moving along the continuum of cultural proficiency. Voices from the Middle, 20(3), 27-31.

Wayne, A. J., Yoon, K. S., Cronen, S., & Garet, M. S. (2008). Experimenting with teacher professional development: Motives and methods. Educational Researcher, 37(8), 469-479.

Wiggan, G. (2006) Objectivity in educational research: The quest for certainty between the 1950s and 1970s. In J. L. Kincheloe, K. Hayes, K. Rose, & P. M. Anderson (Eds.), The praeger handbook of urban education. (pp. 481-486). Retrieved from http://blog.lib.umn.edu/swiss/archive/Wiggan.pdf

Weisberg, D., Sexton, S., Mulhern, J., and Keeling, D. (2009). The widget effect: our national failure to acknowledge and act on differences in teacher effectiveness. Brooklyn, NY: The New Teachers Project. Retrieved July 5, 2011, from http://widgeteffect.org/ downloads/TheWidgetEffect.pdf.

Wiggan, G. (2007). Race, school achievement, and educational inequality: Towards a student-based inquiry perspective. Review of Educational Research, 77(3), 310-333.

Wiggan, G. (2010). Afrocentricity and the black intellectual tradition and education: Carter G. Woodson, W.E.B. DuBois, and E. Franklin Frazier. The Journal of Pan African Studies,3(9), 128-149.

Williams, C. (2007). Research methods. Journal of Business & Economic Research, 5(3), 65-71.

Weber, B. J., & Omotani, L. M. (1994). The power of believing. The Executive Educator, 35-38.

Wood, C. (2007). Yardsticks: Children in the classroom ages 4-14. Turner Falls, MA: Northeast Foundation for Children.

Woolfolk, A. and Margetts, K. (2007) Educational Psychology. Frenchs Forest, NSW:

Pearson Education.

Yin, R. K. (2003). Applications of Case Study Research. Thousand Oaks, CA: Sage Publications.

Yost, D. S. (2006). Reflection and self-efficacy: Enhancing the retention of qualified teachers from a teacher education perspective. Teacher Education Quarterly, 33(4), 59-7.

APPENDIX A: RESEARCH PROTOCOL

Pre-Observation Culturally Responsive Teaching Criteria Guide
Research Question: What are perceived culturally responsive attitudes, behaviors, and skills of teachers?

✔ = Observed   ✖ = Not Observed

	Culturally Responsive (Gay, G., 2000)	
Language	Validating	
	• Not making "all" statements	
	• Uses a positive tone	
	Empowering	
	• Knows subject matter	
Curriculum	Validating	
	• Multitude of cultures present in curriculum	
	Multidimensional	
	• Various cultures represented in resources	
	• Investigates new ways of knowing (epistemologies)	
Style	Multidimensional	
	• Adapts to student learning culture	
	Transformative	
	• Topics driven by student interests	
	• Empathizes with students	
Attitudes	Validating	
	• Established relationship with students	
	• Support home culture/language	
Lesson Plans	Multidimensional	
	• Various differentiation strategies	
	• Encourages multiple intelligences	
	Empowering	
	• Meaningful and relevant projects	
	• Intellectually stimulating by what criteria…try culturally stimulating	
	Transformative	
	• All students held to high academic expectations	

APPENDIX A: (continued)

• Allows time for students to reflect	
• Asks higher level questions	
• Provides scaffolding	
Emancipatory	
• Provides opportunities for students to collaborate, problem solve, and work as a community of learners	

* A culturally responsive teacher will have one checkmark in each category.

APPENDIX B: THEORETICAL CULTURALLY RESPONSIVE PROFESSIONAL
DEVELOPMENT GUIDE

Theoretical Culturally Responsive Teaching Professional Development Guide

Teacher:_____ Date: _____ Time:_____ Subject:_____

Attitudes: Teacher Ideology (Sleeter, 2005)	Critical Attributes of CRC:	Observed	Did Not Observe	Exemplars
Teacher creates CRC (coach that creates relationships by caring) takes on the role of a coach by developing relationships with all students in and beyond the classroom by using the tenet of caring-comprehensive behavior (Delpit, 2012; Howard, 2003; Howard, 2006; Ladson-Billings, 2009)	• Teacher is personally inviting (Howard, 2006)			
	• Manages the class with a firm consistent loving influence (Howard, 2006)			
	• Creates a welcoming space (Howard, 2006)			
	• Teacher has a positive attitude toward all students' cultural and linguistic needs (Ladson-Billings, 2009)			

APPENDIX B: (continued)

Attitudes: Teacher Ideology (Sleeter, 2005)	Critical Attributes of respecting diversity and differences (RDD):	Observed	Did Not Observe	Exemplars
Teacher creates RDD (teacher respects diversity and differences (Aborn, 2006; Delpit, 2012; Freire, 1970; Gay, 2000; Howard, 2003; Howard, 2006; Ladson-Billings, 2009)	• Uses diverse strategies such as multiple intelligences (Aborn 2006)			
	• Believes all student are limitless humans (Aborn, 2006)			
	• Students cultural and learning practices are respected and honored (Howard, 2006)			
	• Teacher creates liberation from an oppressive educational system by defying current educational practices if needed (Freire, 1970; Gay, 2000)			
	• Encourages cultural connections (Howard, 2006)			

Behaviors: Transformative Knowledge (Sleeter, 2005)	Critical Attributes of SSPC:	Observed	Did Not Observe	Exemplars
Teacher promotes SSPC (students' socio-political consciousness) (Ladson-Billings, 2008)	• Students apply ideas of fairness, equity to their world (Delpit, 2012)			
	• Students are involved in real life experiences that incorporates social justice (Delpit, 2012; Kirkland, 2003)			

APPENDIX B: (continued)

Behaviors: Transformative Knowledge (Sleeter, 2005)	Critical Attributes of TOC:	Observed	Did Not Observe	Exemplars
Teacher teaches TOC (teaches the truth of other cultures and not the Truth) (Howard, 2006)	• Students are taught to "talk back" to the voices of social authority (Ambrosio, 2003)			
	• Students have the emotional ego strength to challenge racist view (Delpit, 2012)			
	• Students can talk about human differences and relate new ideas to the problems of life (Delpit, 2012)			

APPENDIX B: (continued)

Behaviors: Students and Community (Sleeter, 2005*)*	Critical Attributes of COL:	Observed	Did Not Observe	Exemplars
Teacher teaches encourages COL (a community of learners) (Ladson-Billings, 2009)	• Students are accountable for their learning and learning of their peers (Ladson-Billings, 2009)			
	• Teacher sees herself as part of the community (Ambrosio, 2003; Ladson-Billings, 2009)			
	• Teacher encourages students to work collaboratively together in heterogeneous groups (Delpit, 2012; Ladson-Billings, 2009; Sleeter, 2005)			
	• Students taught to suspend judgment and consider other people's perceptions (Ambrosio, 2003; Delpit, 2012)			
	• Dialogue about differences is invited and students can reflect on their own lives and why they feel the way they do (Delpit, 2012; Sleeter, 2005)			

APPENDIX B: (continued)

Behaviors: Students and Community (Sleeter, 2005)	Critical Attributes of CC:	Observed	Did Not Observe	Exemplars
Teacher supports CC, "cultural competence" (Ladson-Billings, 2008)	• Validates students by utilizing students' cultural knowledge and experiences and creates a cultural democracy (Ambrosio, 2003; Gay, 2000; Howard, 2006)			
	• Students are taught to connect lesson to their own lives of home, school, community, nation, and global issues from the use of metaphors and experiences from the students' world (Delpit, 2012; Ladson-Billings, 2009; Sleeter, 2005)			

Behaviors: Classroom Resources (Sleeter, 2005)	Critical Attributes of CROL:	Observed	Did Not Observe	Exemplars
Teacher uses culturally responsive oral language (CROL) (Gay, 2000; Smitherman, 2008)	• Teacher's language code switches (Gay, 2000; Smitherman, 2008)			
	• Understands that students will use appropriate oral language to fit the social context (Gay, 2000; Smitherman, 2008)			
	• Teacher openly discusses the culture of power's language so students are allowed to code switch (Gay, 2000; Smitherman, 2008)			

APPENDIX B: (continued)

Behaviors: Classroom Resources (Sleeter, 2005)	Critical Attributes of CRWL:	Observed	Did Not Observe	Exemplars
Teacher uses culturally responsive written language (CRWL) (Baker, 2008)	• Teaches various types of written language (Baker, 2008)			
	• Students writing is various (Baker, 2008)			
	• Students listen to various types of written language and observe its formation (Baker, 2008)			
	• Students read and write themselves which validates their language (Baker, 2008)			
	• Language and literacy skills and strategies are developed in all content areas across the curriculum (Baker, 2008)			
	• Uses various multicultural materials/ethnic literature (A. Gay, 2003; Gay, 2000; Sleeter, 2005)			

APPENDIX B: (continued)

Skills: Academic Challenge (Sleeter, 2005)	Critical Attributes of SA:	Observed	Did Not Observe	Exemplars
Teacher focuses on student achievement (SA) (Ladson-Billings, 2009)	• Teacher uses Blooms taxonomy, dialogue over lectures, provides scaffolding (Sleeter, 2005)			
	• Teaches critical thinking skills and teaches basic skills (Delpit, 2012; Ladson-Billings, 2009)			
	Students critically analyze historical and contemporary stories of different ethnic groups (Kirkland, 2003)			
	• Students are creators of knowledge and the teacher pulls out the information (Ambrosio, 2003; Ladson-Billings, 2009)			
	• Teaches students the "cultural capital" of being successful in school: how to maneuver school in test taking, various teaching styles, and study skills (Delpit, 2006; Gay, 2000)			
	• Teacher reinforces students for academic development by using challenging rigorous instruction that maintain high standards (Delpit, 2012; Howard, 2006; Sleeter, 2005)			

APPENDIX B: (continued)

Skills: Assessment (Sleeter, 2005)	Critical Attributes of CRA:	Observed	Did Not Observe	Exemplars
Teacher uses culturally responsive assessment (CRA) (Mahari, 1998)	• Teachers use both performance assessments and traditional tests (Hood, 1998; C.D. Lee, 1998; Sleeter, 2005)			
	• "Alternative paths that permit elbow room for varied cultural and participatory styles as well as more mediums and strategies for representing knowledge" (Mahari, 1998; Sleeter, 2005)			
	• Culturally responsive assessment involves activities or test items and the criteria for the evaluation is developed from the experiences, perspective, and language of the student being assessed (Sleeter, 2005)			

APPENDIX C: INDIVIDUAL TEACHER INTERVIEW PROTOCOL

The Effects of Teachers' Attitudes, Behaviors, and Skills on Culturally Responsive

Teaching and the Multicultural Curriculum: An Action Research Study of a Culturally

Responsive Teaching Professional Development Guide in an Elementary Classroom

Warming Up Questions

1. Please tell me a little about yourself such as your family and what you like to do in your free time.

2. How long have you been teaching at The Smith School? If you have taught at another school, where was it?

3. What other grades have you taught?

4. Do you have a favorite content area to teach? Why?

5. Have you attended any professional development seminars? What did you attend?

6. Anything you would to tell me about yourself before we get started?

Research Question: How does the culturally responsive teaching professional development guide inform teachers of their culturally responsive practice?

1. How do you feel you develop a sense of caring in the classroom?

2. In what ways do you develop relationships with your students?

3. When you are lesson planning, how do you respect the diversity and learning differences of your students?

4. Would you tell me how you involve the real life experiences of your students into your lessons?

APPENDIX C: (continued)

5. In what way do you teach about other cultures? Are students able to "speak their mind" about a topic and can you give me an example?

6. How do you hold students accountable for their learning?

7. Tell me how you develop and use collaboration and groups?

8. Are students held accountable for the learning of there peers and if so how?

9. How do you incorporate students' cultural knowledge, or allow them to make cultural connections to what is being taught? How do plan for this in your lesson planning?

10. In what ways if any, do students use different ways to talk or code switch?

11. If students do code switch, how do you model the social contexts that are appropriate for that code of language?

12. Can you give me examples of the various types of writing students read and write in the classroom?

13. How are language and literacy skills developed across the content areas?

14. What examples of multiethnic literature do you use in your lessons?

15. Can you tell me how you teach students how to take tests, study for tests, and understand their own learning style?

APPENDIX C: (continued)

16. In what way do you scaffold your lessons so students learn how to be critical thinkers? What are critical thinking skills the students are engaged in?

17. How do you academically challenge and maintain high expectations for all students in your classroom?

18. Can you give me the process you go through when developing a student assessment?

19. In what way do you feel the assessments you give truly reflect the knowledge the students have?

APPENDIX D: FOCUS GROUP MEETING 1 RESEARCH PROTOCOL

The Effects of Teachers' Attitudes, Behaviors, and Skills on Culturally Responsive Teaching and the Multicultural Curriculum: An Action Research Study of a Culturally Responsive Teaching Professional Development Guide in an Elementary Classroom

Research Question: How does the culturally responsive teaching professional development guide inform teachers of their culturally responsive practice?

1. Now that you have had the time to reflect on the culturally responsive teaching professional development guide, what do you like about the guide? Why?

2. What changes/revisions would you make to the culturally responsive teaching professional development guide? Why would you make those changes?

3. Looking at the frequency distributions of each critical attribute, are there critical attributes you would revise, add, or delete?

4. How would you sue the culturally responsive teaching professional development guide
   to develop culturally responsive lessons?

5. What professional development do you see coming out of using the culturally responsive teaching professional development guide?

6. Is there anything else you would like to say or comment on?

APPENDIX E: FOCUS GROUP MEETING 2 RESEARCH PROTOCOL

The Effects of Teachers' Attitudes, Behaviors, and Skills on Culturally Responsive

Teaching and the Multicultural Curriculum: An Action Research Study of a Culturally

Responsive Teaching Professional Development Guide in an Elementary Classroom

Research Question: How can the attitudes, behaviors, and skills of culturally

responsive teaching be operationalized in practice?

1. What do you think about the revised culturally responsive professional
   development guide?

2. How did you think the revised culturally responsive professional development
   guide informs you to be a culturally responsive teacher?

3. Did you use any parts of the revised culturally responsive professional
   development guide when lesson planning? If so, how?

4. Would you make changes to the way you teach? How or why not?

5. Looking at the revised teach culturally responsive professional development
   guide, what revisions still need to be made?

6. Is there any thing else you would like to share?

APPENDIX F: FOCUS GROUP MEETING 3 RESEARCH PROTOCOL

The Effects of Teachers' Attitudes, Behaviors, and Skills on Culturally Responsive Teaching and the Multicultural Curriculum: An Action Research Study of a Culturally Responsive Teaching Professional Development Guide in an Elementary Classroom

Research Question: How can the attitudes, behaviors, and skills of culturally responsive teaching be operationalized in practice?

1. How did you think the revised culturally responsive professional development guide informed your culturally responsive teaching?

2. Did you make any other changes to the way you teach? How or why not?

3. Looking at the revised teach culturally responsive professional development guide, field notes, and distribution frequencies, what revisions still need to be made?

4. Is there is professional development you thought would be good to have after you used the revised culturally responsive professional development guide?

5. Is there any thing else you would like to share?

APPENDIX G: FIELD NOTES TEMPLATE

Attitudes: Teacher Ideology (Sleeter, 2005)
      Critical Attributes of CRC:
- Teacher is personally inviting (Howard, 2006)
- Manages the class with a firm consistent loving influence (Howard, 2006)
- Creates a welcoming space (Howard, 2006)
- Teacher has a positive attitude toward all students' cultural and linguistic needs (Ladson-Billings, 2009)

_____

_____

_____

_____

_____

      Critical Attributes of RDD:
- Uses diverse strategies such as multiple intelligences (Aborn 2006)
- Believes all student are limitless humans (Aborn, 2006)
- Students cultural and learning practices are respected and honored (Howard, 2006)
- Teacher creates liberation from an oppressive educational system by defying current educational practices if needed (Freire, 1970; Gay, 2000)
- Encourages cultural connections (Howard, 2006)

_____

_____

_____

_____

_____

APPENDIX G: (continued)

Behaviors: Transformative Knowledge (Sleeter, 2005)

Critical Attributes of SPCC:

- Students apply ideas of fairness, equity to their world (Delpit, 2012)
- Students are involved in real life experiences that incorporates social justice (Delpit, 2012; Kirkland, 2003)

_____

_____

_____

_____

_____

Critical Attributes of TOC:

- Students are taught to "talk back" to the voices of social authority (Ambrosio, 2003)
- Students have the emotional ego strength to challenge the racist view (Delpit, 2012)
- Students can talk about human differences and relate new ideas to the problems of life (Delpit, 2012)

_____

_____

_____

_____

_____

APPENDIX G: (continued)

Behaviors: Students and Community (Sleeter, 2005)

Critical Attributes of COL:

- Students are accountable for their learning and learning of their peers (Ladson-Billings, 2009)
- Teacher sees herself as part of the community (Ambrosio, 2003; Ladson-Billings, 2009)
- Teacher encourages students to work collaboratively together in heterogeneous groups (Delpit, 2012; Ladson-Billings, 2009; Sleeter, 2005)
- Students taught to suspend judgment and consider other people's perceptions (Ambrosio, 2003; Delpit, 2012)
- Dialogue about differences is invited and students can reflect on their own lives and why they feel the way they do (Delpit, 2012; Sleeter, 2005)

_____

_____

_____

_____

_____

_____

Critical Attributes of CC:

- Validates students by utilizing students' cultural knowledge and experiences and creates a cultural democracy (Ambrosio, 2003; Gay, 2000; Howard, 2006)
- Students are taught to connect lesson to their own lives of home, school, community, state, nation, and global issues from the use of metaphors and experiences from the students' world (Delpit, 2012; Ladson-Billings, 2009; Sleeter, 2005)

_____

_____

_____

_____

_____

APPENDIX G: (continued)

Behaviors: Classroom Resources (Sleeter, 2005)

Critical Attributes of CROL:

- Teacher's language code switches (Gay, 2000; Smitherman, 2008)
- Understands that students will use appropriate oral language to fit the social context (Gay, 2000; Smitherman, 2008)
- Teacher openly discusses the culture of power's language so students are allowed to code switch (Gay, 2000; Smitherman, 2008)

_____

_____

_____

_____

_____

Critical Attributes of CRWL:

- Teaches various types of written language (Baker, 2008)
- Students writing is various (Baker, 2008)
- Students listen to various types of written language and observe its formation (Baker, 2008)
- Students read and write themselves which validates their language (Baker, 2008)
- Language and literacy skills and strategies are developed in all content areas across the curriculum (Baker, 2008)
- Uses various multicultural materials/ethnic literature (A. Gay, 2003; Gay, 2000; Sleeter, 2005)

_____

_____

_____

_____

_____

_____

APPEDNIX G: (continued)

Skills: Academic Challenge (Sleeter, 2005)

    Critical Attributes of SA:

- Teaches students the "cultural capital" of being successful in school: Students understand how to maneuver school in test taking, various teaching styles, and study skills (Delpit, 2006; Gay, 2000)
- Teacher uses Blooms taxonomy, dialogue over lectures, and provides scaffolding (Sleeter, 2005)
- Teaches critical thinking skills as students gain access to basic skills (Delpit, 2012; Ladson-Billings, 2009)
- Students critically analyze historical and contemporary personal and collective stories of different ethnic groups (Kirkland, 2003)
- Students are creators of knowledge where the teacher pulls out the information (Ambrosio, 2003; Ladson-Billings, 2009)
- Teacher reinforces students for academic development by using challenging rigorous instruction that maintain high standards (Delpit, 2012; Howard, 2006; Sleeter, 2005)

_____

_____

_____

_____

_____

Skills: Assessment (Sleeter, 2005)

    Critical Attributes of CRA:

- "Alternative paths that permit elbow room for varied cultural and participatory styles as well as more mediums and strategies for representing knowledge" (Mahari, 1998 in Sleeter, 2005)
- Teachers use both performance assessments and traditional tests (Hood, 1998; C.D. Lee, 1998; Sleeter, 2005)
- Culturally responsive assessment involves activities or test items and the criteria for the evaluation is developed from the experiences, perspective, and language of the student being assessed (Sleeter, 2005)

_____

_____

_____

_____

APPENDIX H: INFORMED CONSENT

Informed Consent for "The Effects of Teachers' Attitudes, Behaviors, and Skills on Culturally Responsive Teaching and the Multicultural Curriculum: Action Research on a Culturally Responsive Professional Development Guide in an Elementary Classroom"

You are being asked to participate in a research study, "The Effects of Teachers' Attitudes, Behaviors, and Skills on Culturally Responsive Teaching and the Multicultural Curriculum: Action Research on a Culturally Responsive Professional Development Guide in an Elementary Classroom." The purpose of this research study is to better understand how utilizing the culturally responsive teaching professional development guide informs teachers to how they are operationalizing culturally responsive teaching during various instructional times in the elementary classroom. Please read the information carefully. At the end, you will be asked to sign this document if you agree to participate in the study.

Pamela Long, a UNC Charlotte Ph.D. student in the Curriculum and Instruction: Elementary Education strand will be conducting this research project. Dr. Stephen Hancock, a UNC Charlotte Associate Professor in the Department of Reading and Elementary Education, is acting as dissertation committee chair and will oversee the research conducted by Pamela Long.

You have been recruited for this study because you are an elementary teacher with over five years of teaching experience. In order to be selected as a participant, Ms. Long will conduct a pre-observation using a Pre-Observation Culturally Responsive Teaching Criteria Guide; she will be looking to see if you meet the culturally responsive teaching criteria that would make you knowledgeable to participate in the research. There will be a total of 3 participants in the study.

If you are selected as a participant, you will be observed five times, individually interviewed once, and take part in three focus group meetings. The observations are 45 minutes long, the individual interview takes one hour, and the focus group meetings are 45 minutes to an hour long. You will be interviewed and observed by Ms. Long. The interview will consist of questions about how you incorporate culturally responsive teaching into your lessons. The focus group interviews will consist of questions regarding what changes should be made to the culturally responsive professional development guide in order to use the guide to develop culturally responsive lesson plans. The observations will be conducted using the culturally responsive professional development guide and Ms. Long will write field notes to record specific behaviors you exhibit during the observed lessons. The interview and focus group meetings will be audio recorded. Ms. Long will transcribe the audio recordings. Any conversation you initiate with Ms. Long may be recorded in her notebook as a memo.

It is possible that talking about how you use culturally responsive teaching make you feel uncomfortable. You are welcome to skip any questions that make you feel

uncomfortable, and you may also stop the interview and focus group meetings at any time.

Some people find talking about culturally responsive teaching is helpful. A possible benefit of this study is that teachers are being given the opportunity to critically reflect on their pedagogy, which is a critical component to teaching but teachers very rarely get the opportunity. This provides teachers a knowledge base of what type of professional development they may need in the area of culturally responsive teaching. Second, by exposing teachers to their perceptions and beliefs they have in regards to best practices for teaching ethnically diverse students, teachers gain an understanding of how their teaching impacts their students achievement. This research study allows for other teachers who have read the study to understand how teachers' attitudes, behaviors, and skills affect culturally responsive teaching. A third benefit to the research project is teachers may gain a deep understanding as to the necessity of culturally responsive teaching, and feel an urgency to learn how to maximize culturally responsive teaching their classroom. This benefit would be passed along to their ethncially diverse students to the students

Ms. Long will make every effort to protect your privacy. The Pre-Observation Culturally Responsive Teaching Criteria Guides will be stored in a locked cabinet in her locked classroom and will be coded with a number and not the interested teachers' names. After the three participants are selected, all of the Pre-Observation Culturally Responsive Teaching Criteria Guides will be destroyed by being shredded. Any memos written by Ms. Long from conversations initiated by the participants are coded by the number assigned to the participant and are recorded in a notebook that is locked in her cabinet and locked classroom. All the responses to the interview questions will be kept confidential. The digital audio recording files will be kept on a password protected computer in a password protected folder. The recordings will not be stored on a public network folder. The recordings will be coded by a number rather than the participants' names. After the audio recording is transcribed, it will be destroyed. The transcriptions, culturally responsive professional development guides, and field notes will contain no identifying information as they are coded by the number assigned to the participant. During the study, all transcription materials, culturally responsive professional development guides, and field notes will be kept in a locked filing cabinet in Ms. Long's locked classroom. When the results of this study are published, participants will be referred to by code numbers, not names and the transcription data along with culturally responsive professional development guides, memos, and field notes will be destroyed by being shredded.

The decision to participate in this study is completely up to you. You will not be treated any differently if you decide not to be in this study. If you decide to be in the study, you have the right to withdraw from the study at any time.

APPENDIX H: (continued)

UNC Charlotte wants to make sure that all research participants are treated in a fair and respectful manner. Contact the university's Office of Research Compliance at (704)-687-1871 if you have questions about your rights as a study participant. If you have any questions about the purpose, procedures, and outcome of this project, contact Dr. Stephen Hancock (704-687-8710, sdhancoc@uncc.edu). This form was approved for use on *November 15, 2013* for a period of one (1) year.

I have read the information in this consent form. I have had the chance to ask questions about this study, and those questions have been answered to my satisfaction. I am at least 18 years of age, and I agree to participate in this research project. I understand that I will receive a copy of this form after it has been signed by me and the principal investigator of this research study.

_____   _____   _____
Printed name of participant   Signature of participant   Date

APPENDIX I: IRB APPROVAL LETTER

Ms. Long,

Your protocol #13-11-13, "The Effects of Teachers' Attitudes, Behaviors, and Skills on Culturally Responsive Teaching and the Multicultural Curriculum: Action Research on a Culturally Responsive Professional Development Guide in an Elementary Classroom", is approved. The approval document is attached. Please review and then save this approval document for your records. If this study is in support of a thesis or dissertation defense, this protocol must remain active through completion of the thesis or dissertation.

When contacting the Compliance Office regarding this protocol, please refer to the protocol number listed above. The attached Investigator Responsibilities document is for your reference. It is important that you review this document and be familiar with your responsibilities. Be aware that any changes to the approved study procedures or approved study materials (consent, assent, surveys, questionnaires, etc.) must be submitted for amendment review and approval before the changes are implemented.

If you complete your research before the annual renewal date, or if you graduate before the renewal date, please submit the necessary protocol closure form. You can find this form on the Compliance Office website at http://research.uncc.edu/compliance-ethics/human-subjects/renewing-or-closing-study

If you have any questions, please contact Cat Runden at crunden@uncc.edu or 704-687-1871.

Thank you.

Graduate Student
Office of Research Compliance

APPENDIX J: TRANSCRIPTION OF INTERVIEW OF T[3]

February 7, 2014

I: How do you feel you develop a sense of caring or relationships with your students?

T[3] : Well, I love to interact with them and it's always great that you can find out some of their interests and you find times throughout the day but it's before school starts. The kids come in and they talk to you. Our doors are always open so that kids can come in. Um sometimes there are other times, like recess you can interact with them. Sometimes they are playing but it's that small grouping and uh and then you might step off the academics and find their interests. Asking what are you doing. It's talking about what their interests are on the weekend or even within stories we'll say gee this character seems to like to do, um winter sports is anyone interested in winter sports? So that's..those are different areas I would use.

I: When you're lesson planning, how do you lesson plan to respect the differences, cultural or learning differences, with your students?

T[3] : Okay. What I always look at is first of all I look at overall I like to introduce the kids all together uh like if its curriculum or a certain. I like to pull them all together and let them know we branch off because we are will work is small smaller groups. Um at that point it's doesn't make any of the kids that maybe working a little slower feel that they are isolated and they cannot do it because as you meet with all the kids I always start full circle I call it and then we break down and um definitely meet their needs. If more needs hands on or manipulatives if it's math we are going to use it. If it's practicing with oral reading we will pull the kids out into the hall. Sometimes in sometimes out modeling more for these kids so they get an idea and it's not just me but my assistant so they get more than one example for it. But I will break down so that it's smaller groups. I think small groups are great. I tend to believe that over the years of teaching it's really important to full group um especially if I am starting a new unity. Um this is just my belief so that they know these are avenues that we are going to go. And if you are not understanding the skill let's say it's math and we're in multiplication let's say an example what we're we are multiplying two and three digit numbers I will say to them once you get the hand of it I am going to move on with other kids but you will get there. So if that if they notice that I am working with those kids they don't feel they're not smart. You never want a child to feel um that they can't get the skill.

I: Are there times that you plan for you assistant to take a small group for enrichment/extension or more modeling with a skill?

T[3] : Yes, I do. My assistant work very close with me. We switch off where sometimes she takes my higher fliers and she will do some extensions that we work through and talk about that I have in my plan. She will be able to handle that but on the other hand she can

take the kids that might be struggling in reading comprehension, if it's math, it might be cursive. So I I think it's great to do that also because my class we have quite a bit that's more on the average to lower um she does even work with the average kids so its kind of giving um I think the kids see um that she is there as a teacher she works with all of them well it's not just one.

I: Um, are there times where you try to work the kids' real life experiences into the curriculum?

T[3] : Absolutely. My big thing is to find out what they love what's their passion at the beginning of the year. If someone is playing the guitar, or is into basketball or soccer, like one student who is interested in dance and theater. We tie that in and we are always trying to notice characters in stories. Oh I am always trying to bring in the boys and girls and what they are doing and it makes them kind of laugh and wait because they know I am going to say well You know this is like we can compare this with (student name given) and her ballet or basketball or football. Some kids love art so tying it in because I know I have artists and some of these kids are great artists. They are not great athletes but they are great artists so tying that in too. Uh I definitely like to do that.

I: What ways do you like to teach other cultures?

T[3] : Well, first of all other cultures is wonderful because our social studies units tie right into it. And um I use it like that and I also use the Time for Kids so not just the social studies that we can tie into it but with Time for Kids there might be an article of a country like if we are studying Kenya and Africa well it may be that one particular country but we may zoom in on a few others. Also when we here's a great example we weren't even on Africa at the beginning of the year and we um we were studying the Kinta um the uh quilting and I actually went on to You Tube and and it was so interesting to pull up computers and have them set up and the kids would come up and see and it was on different countries but we said as we go down the line we will go back to Africa and here is just one country that they do this like this so let's tie ion and see so when the opportunity rises and I think our team does really well pulling books that tie in well with that and um on different cultures and backgrounds and um you know any opportunity if I see anything else or notice a student like one year I had a student had a family that was Egyptian and it was like I would pull in some other information on that and get the parents to come in um so when the opportunity is there with the students or if it's not and you still have contact with these people you can still add and broaden.

I: So you work the curriculum so there is multiethnic literature for the students to read?

T[3] : Yes, I do. I think um that the more we have of that even if its snippets of stories and there is so much on the Internet we can pull in and that's been great for me because I am building on my technology are but it's great for me to research because I am learning to pull these different countries and activities. Even stories or even the newspaper we will bring it in and say did you notice or did you hear your parents talking about a little girl

APPENDIX J: (continued)

was working at a textile factory and they couldn't figure out the identity of her but they actually figured it out. Again, you know it's bringing in history and family backgrounds and um I think it is really important we even do something called Star Student where on one day they talk about their customs and cultures and I really think that is great because they will bring in a picture or tell a little something about their family and I think that is really neat.

I: So um, are there opportunities or do the students get opportunities to look at different types of writing in the classroom? Or are there times students can code switch, maybe write informally and then change to formal writing?

T[3] : Oh absolutely. I love to do that. And we often get the kids to see different types of print and we love to get the kids together and see examples of it and sometimes I think it really helps if you give them a webbing or a template and they can put they can..it's another way they can create ideas and then they can put it into their presentation and writing. And that's okay it can be part of their presentation it's their way of organizing the material and it may be something they've noticed and seen.

I: Have you ever heard your kids code switching?

T[3] : I have um automatically kids will if they see something online or in a magazine they will bring it up. And given the opportunity to use the computers in a certain area like it was England and now it's China um they will see that in books and in print uh a lot of the books you see that code and print changing. The way authors of certain book write and I think China for one example I'll show a little bit of the Chinese writing they'll show a different way that they organize the book is set up in a different way than a regular American book. I think it's great for the kids.

I: How do you hold students accountable for their learning?

T[3] : Oh definitely….that's a big one. Accountability…..I uh I feel that when I am teaching with the kids I always give them the lead that down the line we're going to learn certain facets of writing we are going to be at uh let's say that the end product is we are going to be able to have multi paragraphs with information but we are going to start with a sentence. We're going to build with detail and then down the line I would let them know when I am assessing. Like today this is what I am looking for I.. I give the kids that opportunity I don't like to surprise them, I don' t think in life anyways needs that. But assessing let's say in math the testing I will give to them in a variety ways. I will pull them up and I have cards that I am using to test out loud because some kids may have a difficult time writing their facts. This way they know that this is the assessment and there comes to a point that you have to be tested on what you've learned. And um if it's in grammar and writing I would say today with the three sentences you are writing I am looking for grammar. It would be in your good interest your best interest to look it over. I think assessment is good and I try to assess after a um it might be a week uh and we'll go

back and review and then assess again. It might change and be different in some areas but even in reading I am gonna assess your inflections

Um in your um expression and using proper punctuation we're gonna look for that today. It's amazing how the kids become actors and actresses because they get out a wanna perform. So again I think the bottom line is letting them know we are learning this this and the end product is I wanna assess to see if you get it but if you don't we'll go back and review because I don't want a child to feel they failed, they just haven't got it.

I: How do you set high expectations for your students?

T^3 : Oh definitely. I have high expectations and again I tell the students you know if you don't totally understand it you've come a long way because you've got a piece of it so now we know the next steps to scaffold up or scaffold down and go back and review. Um and I think rubrics are great, visuals on the wall are great for the kids they have them in notebooks they can pull out. So I just feel uh that if kids can locate whether it's maps or it's like their uh math notebook with examples if it's their writing with different webbing or key words or lists of vocabulary or whatever I uh I think they should have the opportunity to know they can sue those tools to help them. And I think in third grade that's there for assessment ya know. I think it is.

I: I got to see how you teach students how to take tests and study, what are ways you teach the students to take tests?

T^3 : Wow. We use this everyday even with I know we have our end of the year testing you know the ERBs. And it just getting the kids to bubble in and that might be one thing um um activities that we use and it's reading the question because a lot of times I have them highlight I have them number any way they can look at it to see because in third grade the kids do not slow down or follow through. It they just don't. That's the goal here because if we can teach them that it doesn't matter what they are being tested on if they know to read it, highlight, if they need it some can number it but I think it's teaching them uh um the great tools to understand if it's a word problem what the question is asking. So yes, I feel that everyday is preparing these kids for assessment.

I: So how do you develop collaboration or group work in your classroom?

T^3 : Collaboration I absolutely love it. Number one with STEM and bringing that in this year. What've decided to do this year since it is new to us is I have decided to use it with social studies for the countries. And they would work together five in a group. Wow. Starting out at the beginning setting up rules how we work together. I mean we must of spent a good couple of weeks on just how we get a long with one another. How to share ideas, how to agree to disagree and I noticed from the first project it was little rocky from them getting along to finishing up our third project England was phenomenal. And I think that collaboration is great so in that sense of building together of discussing it has been great even in social studies if it's to step away and uh together work on a project they are going to share with the group. In math where they can collaborate together on problem

solving it may be a little harder. Some of the Star Math or Math Stars some is a little harder and I would give a couple problems to three or four kids and allow them to work it together and talk about. So I think collaborating that way is a great way and then to bring it back and to share. Collaborating across the board I would say um even in writing the kids would write their piece it's a rough draft and then share with the group. In writing we use and even in reading we use it. It might be a story with characters where you are comparing to each other or grouping students together. So I do it across the curriculum and I don't know if you want anymore examples.

I: Not unless there is more you would like to share.

T[3] : I think that's good.

I: So with working I groups, do you hold students accountable for the learning of their peers?

T[3] : Oh I do! Well, for the learning from their peers it is listening and they really need to learn to listen and this is a big step for a third grader. And that is an area where you listen and after they have shared what questions or what can you tell that person you learned from them. Tell me two facts you have learned and they are rally listening and they might have a question or they night share Gee it's interesting that you told us that Albert Einstein …… it might be like that. But I…I…think that's a great way that kids listen but then there's something after that there's something they can work on as an individual.

I: If a student is really interested in a cultural aspect, do allow for that cultural connection to go further?

T[3] : Oh absolutely. What we always do is branch off because some of the kids what I have noticed about the kids is if they are working on something and the basics are the most important they will do it. But if kids show an interest in another avenue this is where you are flexible in your planning and flexible in meeting the needs and the passion and the love the kids have. Even if they want to look at home and go online and bring things in to school. Yes, I would probably give them time to be able to fit that it and plan.

I: Are there any questions you have for me?

T[3] : Not right now but thank you.

APPENDIX K: TRANSCRIPTION OF INTERVIEW OF T[3]

February 18, 2014

I: So how do you feel you develop a sense of caring in your classroom?

T[3] : With responsive classroom I really feel like it's the key. Our morning messages and um, you know those morning activities really promote a classroom environment that is really much relationship built and greeting the kids at the door in the morning I think that has made a huge um change like in you know after teaching for um I think it was like 15 years without responsive classroom um I always think I always did those things and got to know my kids well but responsive classroom provides the like structure for it. And so that is what I would say how I would answer that.

I: So built into, I know that you are greeting your kids in the morning saying good bye at the end of the day, when your doing group work and during the school day, how are you building relationships there?

T[3] : Um, lots of one on one and making sure that you get around to everyone like in small groups. And just silly things like today I started from my right and worked around um because they have a tendency to sit in the same places every group and so I try and change it up because you..you can watch the kids say is she gonna get to me? You have to watch their eyes and uh uh you're watching them watch everybody else. I think that is part of the whole I think you have to be constantly reading body language and eye movement and um I think that is something I have just always done. Um but I think you get to that level quicker with responsive classroom. You get to know your kids and so you know what to look for or when they're writing you know their interests so much quicker because you've done so many more activities at the beginning of the year and throughout but you can make a connection with them because you know information where before I would have to do more of a interview when I'm working with the kid one on one but now I already know that about them. Yeah, so I think that answers that question.

I: Well, since you have this information about these kids, when you are lesson planning how do you plan so you can respect the diversity and learning differences in your classroom?

T[3] : Um, just making sure that um I am meeting all the different uh learning modes. Am I being visual enough am I being u h auditory did I give a visual? I don't know..I..I.. honestly don't think I sit when I am doing my lesson plans because I think I am just that kind of a person. I would think that…I guess I have just done it long enough that I just do it the way I..I..I know that I include those components and so its I make sure that when I've planned my lesson and replanned my lessons that I try and you know now I use videos much more than I used to because I think as a whole the make up of the classes need more visual and auditory at the same time and they are so used to that action. That

APPENDIX K: (continued)

when I used to teaching phonics a lot through a bunch of Power Points I made up and was a great new way of doing that. Well, I don't use those as much because I use the Smartboard lessons and videos now because that now reaches these those learners because they are different. So I…I think that I am always changing up my lessons but I don't have a checklist in my mind of uh making sure I have all these things in my lesson because I think I naturally do that. Um, for the low learners and the high learners I um I always try and make sure that um I am watching them. Like today we were doing a phonics activity and a couple of my kids are struggling to hear the difference between the short vowels and long vowels and I positioned myself near those kids when they were doing their work so that I could watch them when they're doing it and I could be there catching them right when they do the work. Um the high learners I always you know what they are going to do afterwards. I have it right there where I've told them or they know what to do um…let's see. That's about it.

I: At this age students can't tell you if they are visual or auditory, they are trying to learn that.

T[3] : Yeah.

I: You are trying to put it all into your lesson planning.

T[3] : I feel that way. You know we have movement, we have…have it's always visual, it's always as a matter of fact, T[3] Assistant's just said that the teacher that she worked with last year the um kids always were asking for page numbers to be repeated and she said she had that thought that T[3]
Always writes the page numbers on the board. Always. And…and. that's always that's always what I've done. I'm a visual not an auditory so I think I have just always done that and I expect the kids to not ask that question now. I said I don't know how can you get that answer?

I: I can see that you have the directions written on the board right now.

T[3] : Yeah. If you don't know what to do when you're finished…I always make a visual list. And it was getting chaotic because people were finishing at different times so I stopped and and I made sure that I went over the list with them. Those ones that are my slow workers and those that have no idea that I've written anything down on the board. This covers your perfectionist because they are like am I doing this right am I following the list. Because I didn't go through that I just kind of gave the directions and while they were working I wrote them down. Anyway…

I: How do you involve life experiences of your students into your lessons?

T[3] : Um…Gosh. You know um. Since I use humor we always tie something in. Student's name is always giving me material. Ya know like…you just listen, just listen to what the kids are saying and talking about you use it in your lessons. Um. Like in writing um you

remember what they are writing about and you can say your story about dogs let's talk
about that. And just making sure that you can give a few examples so they know that you
are paying attention. So..

I: Do you think it happens on the "fly?"

T³ : It does. I mean I use a lot of those anecdotal note, clipboards and stuff but I am able
to keep a lot of stuff in my head. And I do that for report cards and stuff to. I have such a
bad memory at times but not about my class. I don't have to write a whole lot down
because I can just I can sit down and picture what that child is doing.

I: In what ways do you teach about other cultures?

T³ : Um…I think that you are just constantly looking for opportunities to bring up
um…you know it's part of our seven habits and how to treat people and it spins into
building that relationship with teaching the seven habits and classroom expectations and
then how does that how do we take that outside of our classroom and then outside of your
school? So um just an opportunity that comes up that you know it's that teachable
moment. We do American heroes, and our study of Martin Luther King and Black
History month, but um I'd say more um things that come up. In books that we read and
lots of literature. Scholastic News, current events and uh then that's again when you
listen to the kids and they talk about what's going on at church or talk about something
that that is different about how they are celebrating the holidays. You just stop and you
know make sure that everybody heard what that person is saying so I think the kids you
know bring it up and you go with that moment. So but in first grade it's not so textbooky
it's more about reading books and making sure that you know you are covering your
bases through literature.

I: How do you hold students accountable for their learning?

T³ : Um..uh.let's see. I mean constant assessment. It's like uh a running you know
grading their papers immediately and um having them in first grade we have them redo
stuff until they master. Like if they have a wrong answer they have to go back and do the
right thing because that's the only way they make the connection. And then um…let's see
how do we….I think it's the constant one on one checking and uh um guided reading and
guided math groups. You are watching them do their practice work it's not just that
independent work but you have to see them work and doing it so it's not just them you
know. It's about grading the papers and everything but in first grade they could have just
copied the answer form their tablemate. So you have to be constantly circulating.

I: How do you develop collaboration:

T³ : I think that's a tough one in first grade and I'm not sure if I've mastered that one or
not. Um I think responsive classroom is good because the interactive modeling is huge
because it like sets the expectations. But collaboration m I really think the teaching to

APPENDIX K: (continued)

respect each other's opinions and what does that look like and what does that sound like. But large group projects I….I really don't do as much of it as I used to because I've noticed with first graders you no matter if you assign roles or if you model it if you it it just doesn't they just don't have it developmentally. They are just not able to divvy things up and keep it that way and understand what you mean. I think you have to do a lot of teaching of it but it's better in twos and threes. To like do a project by whole table we used to do that or reading groups or groups it just usually does not have as much success. Like many of our STEM project we…we have I try to do the uh create a weather chime as bigger groups and it just uh….everyone has their opinion and what I've noticed is they can't deviate from it. You model it but they are just not able to think at a higher level oh that person has a better idea than me. They're at their idea and I think you have to help them develop the idea and take the risk themselves before you can do what I would consider whole group or bigger group collaboration. Collaboration to me in first grade is two or three students. So um I promote that just by teaching them how to work with pairs and listen to what they are saying to each and going back and saying it's just sharing the iPads and how that is going to work. And you just constantly stop and…and redo it.

I: I wonder how grouping seems to scaffold or develop up the grade levels?

T^3 : Exactly…um huh. Even when I taught fourth grade I wouldn't do more than five kids. Four is usually a good number.

I: Do you know what is meant by code switching?

T^3 : No

I: Code switching is the ability to talk in maybe another dialect , can be talking in your informal language and you may go into your more formal teacher language. Are you comfortable doing that with your kids?

T^3 : Yeah because I think I..I try to do a lot of vocabulary development. They can't say it or yes I use the formal name for something or I say that's the fancy name for this is equation. I think you heard me say that. Now that's when you add two numbers up now what do we call that? I think it's I usually do… do that by saying it in my teacher language and I might say well you might say it this way but I say it their way but if you want to use you know the fancy word, so the fancy teacher way of saying it.

I: So would you say you are scaffolding language development?

T^3 : Yes, especially during reading groups it's about this time of year you start to really hold them accountable I mean you always hold them accountable for the vocabulary but the vocabulary increases and the high group just reads those words and as a they can read it a general uh summary of what they've read they won't hold themselves accountable for the vocabulary. And so then you have to do ok now we call it using our interesting words that we found in the text and you have to write some sentences with it and use it in a

sentence. And that's about all you can do because I think there is only so much you can do with it because some kids are ready for it and some kids aren't. And…and I think you really have to start that by not letting them just use pronouns and all their general stuff and words and say to them I don't know what your talking about so how else would you say that to me? How would I say it to you?

Hmmm..code switching. I use different dialects a lot when I am reading to kids like if a book is has some dialogue or I will always use like the Little Red Hen where I'm acting out animal voices and things like that. I think it's important so that kids you know understand you can do that. I am not sure how much I would use any other dialogue or dialect with the kids. Maybe a southern one you know or but I do do the Little Red Hen I do talk about the Gullah language and I say to them this is kind of a blend of different languages and it may sound funny when we are listening to it but um it';s important that we recognize that as we travel you may hear people talking like this. Then I go into my whole how do we handle that and all of that stuff. So I guess I do it but didn't realize it.

I: Can you give me examples of various types of writing the kids write and/or read in the classroom?

T^3 : Um our writing unit we always start with a lot of different books. It can be personal it can be narrative it can be um uh it can be opinion based which is what we are doing now so persuasive writing. So we always talk about the story type and um let's see um ok with Ezra Jack Keats we read um a lot of Ezra Jack Keats and we used to sue him as our author as a mentor to write but this year we just did the um Snowy Day and other ones that um we read a little bit about his autobiography and that's really interesting for the kids to be able to see how he became an artist and an author and an illustrator. Um let's see um we do poems we do all kinds I mean the gamut of all the different genres we cover in first grade but we do try to tie it in with our writing unit but every day at snack and pack time we read um either something to do with our social studies unit of American heroes or we um do just short stories only we deliberately spread it out like today I am reading Abraham's Whiskers. It's a great story of how somebody wrote to him and how you'd look better with a beard so um the power of the pen. We talked about that and we talked about when it was …what was the other holiday? Sara…Sara um wrote a letter to oh for Thanksgiving. We read a story, I forget her last name right now, but Sara, this girl Sara, writes a letter um to the President and says we need to have Thanksgiving on a certain day and um she tried for five different Presidents and finally got her way with Abraham Lincoln.

I: That is really interesting.

T^3 : So I think first grade does a really good job looking for books that tie in with our units of study but also you know just different not only American heroes but first grade and does it tie in with our seven habits, Responsive Classroom, um and of course anywhere and I think we are pretty deliberate we do uh circle stories and a Spanish book that goes along with it and all of the spin offs we try to reach out to different language or

different cultures so the kids don't just hear the English version. I think that's about it and I'm sure there is more than that but that's what comes to mind.

I: I understand. In what ways do you scaffold your lessons to help your kids become critical thinkers?

T[3] : I think that I'll always um I always start with what um they even silliness with long vowel sounds you know by the third one we've introduced the silent e, I pose a question now. What pattern are you noticing? What vowels have we not talked about? So I put, once I introduce a concept that they should be comfortable with I try to turn it over to especially the ones who are ready to do the critical thinking and say well what do you think is next well why do you that one is it? For example today we talked about which vowels we hadn't talked about and I said well there is one we are not gonna do so which one do you think it is? And you know I try to just pose the question. It's part of inquiry based lessons technique. You know after you introduce a concept you can turn it over to them so I try to do that especially as we should be getting better like in Sunshine math and problem solving. I show them what is expected at first but then today it's you guys come up and tell me who's thinking and all that so there is time you just have to release it to the class and they are able to teach each other. You have to build those building blocks where you teach a few lessons on that concept and hopefully they are wanting to generalize it and put some prior knowledge to it to be able to come up with noticing what should happen next on their own. Most of the time it happens at least one or two students and I always try to throw another question out there like at calendar math you have the kids that "know this already" so you just try to give a question that requires them to think more critically like ok what patterns do you notice in it just something so they have to think about it a little bit more.

I: When you have to develop an assessment for you first graders what is the process you go through?

T[3] : Um we usually do the assessment and pre-assessment at the same time because you just have to look at your objectives and say what is that you want your kids to know. For example, money is the next math unit uh we want to make sure they have the opportunity on the pre-test to identify the coins that we expect them to and um then um being able to uh count to a dollar is what our expectation is as a whole grade level and then um we always try to put in some problem solving and then some opportunity for the kids to do some critical thinking. Um and then the pre-test and the post-test look very similar you know we just use it from there. But we have our objectives we determine from the textbook or essential questions from that unit and then we have developed a pre-test and a post-test.

I: Do you use that data to compare the pre and post and look at the growth?

T[3] : Yes, we look at the growth and then I use the pre-test to do my math groups. Yeah, that's about it. With reading we use Fountas and Pinnell checklists and just the

continuum and just know that at reading time it's taking notes and noticing what they still need to work on so um that more individual little testing points along the way that you are making sure alright are we good with fluency yet or do I need to continue working on that it's kindof like that for reading and writing. Like that group really does not have good expression so the next day when I plan for that group I pick a play for that group. The same goes for writing when I was editing for our final publishing and no one was putting periods so um this week everything we do during small group during language arts they are writing full sentences comprehension questions for me and for her spelling sentences and so we tried to let them go and write their spelling sentences on their by themselves but they couldn't do it so we reigned it back in. So again that goes to constantly staying up with your grading and noticing a string of "oh" is it this group that needs this or the whole class, what do I need to do with that group? It's just the constant knowing the objectives for that individual group and then are they meeting them or do they need reteaching.

I: Are there any questions you have for me?

T[3] : Not at this time but if I think of any I know where to find you.

APPENDIX L: TRANSCRIPTION OF INTERVIEW OF T^2

February 24, 2014

I: How do you feel you develop a sense of caring in your classroom?

T^2 : Um…how do I…well I care about my kids so I show them what caring is and I think through our meetings and Responsive Classroom activities. We talk about one of our community expectations is being respectful, treating others the way you want to be treated. So that's uh how I start. I think it is very much the teacher assistant and I model it all the time. You know. We are always willing to stop and help someone do that kind of thing. We talk about using kind words and that kind of stuff.

I: Do you refer back to your community expectations?

T^2 : All the time. Except..I don't know if you noticed but that goldfish that fish tank leaked through the ceiling so mine (community expectations) are all blurry.

I: Oh no!

T^2 : But my kids…it was so interesting at our meeting because the water washed the marker off. Do you know what they said? Oh yeah treat others with respect. Respect other people and things. They uh yeah…yeah… I uh we talk about being respectful all the time. It's the verbiage that I use.

I: So how do you develop relationships with your students?

T^2 : It's really important to me to have relationships with my students. How do I do it? (sigh) I don't know. I just try to get to know them. I try to get to know what they like. I like that morning meeting concept. You know we always have that. On Monday it's what I did over the weekend, on Friday it's always something you need to know about me. We try to talk off that and use that as my starting points. Um like I think the greetings help me to get to know my kids. You know and the activities we do. Uh I think responsive classroom has absolutely made for me the way I teach. But um I've always even when I didn't have responsive classroom I tried to get to know my kids. Because we know that kids who connect to their teachers do better. So if they connect to me I connect to them. And I tell them about myself. Like I share a picture about my family, I talk about my kids, I talk about my dog. You know I talk about my husband all the time. It's that kind of stuff you know. I'm not I don't try to pretend like that's separate. I bring that back in.

I: You allow your kids to see you as a person?

T^2 : Right…right and that I'm like to their families in some ways and I differ from their families in some ways. I make those connections with them.

I: When you're lesson planning, how do you or do you intentionally plan for the diversity of your students?

T^2 : Well I try to make it so that everybody succeeds. That's really important to me. I feel like in second grade..you know having taught fifth and sixth grade most of my life before I wasn't as interested in that having everyone succeed. Not..well.. and that's…I wasn't wanting everyone to get a 100 on every paper. I always felt like a failure if I had a math test and no one did very well. I thought oh well I didn't do a good job teaching. But in second grade I feel very strongly that I want everybody to get it. How everybody gets it is gonna look differently. Um so when I plan my lesson I plan it so they will experience success. Is that answering the question?

I: Yes, you answered the question.

T^2 : So it might be that some, I have some real low kids that this year and um so I do things uh differently for them. Um I don't require them to do as much written work because that is really hard for them. I let them tell me things and I write it down for them. This is what you told me, see how this looks. Read it back to me and that kind of stuff. The teacher assistant is very involved in teaching in my room. She is very… she doesn't…we laugh because when she first started out she graded papers and made things and now she is teaching all the time. So I guess I plan my lessons so that everyone is gonna get it. I don't know if that's right but I think that's what I do. And I try to keep it interesting because the biggest challenge is to keep these low kids getting it while meeting the needs of my high kids. I am really struggling with that this year and I even told the assistant director yesterday afternoon that I feel kind of like a failure because I am spending so much time on management. I have a bad OT kid, I've got a challenging student, I have these low kids who really cannot read on grade level so when you cannot read on grade level even in second grade your not so called being independent. So I feel like we have a lot of you know plates in the air and I have to keep them all spinning and sometimes you are keeping them all spinning and your not teaching anything. You know that…we all know that so… yeah. She (assistant dirtector) thinks I'm making progress which makes me feel better. The outside perspective is different you know.

I: I do feel like we are juggling and pulled in different directions.

T^2 : She and I had a big talk about tracking and grouping classes. She thinks it's terrible and I think we would get a lot more accomplished if we had more similar kids in a class. Rather than all over the place.

I: I have done grouping in math and it was very successful. We tried to change what level that teachers taught to keep them guessing.

T^2 : Yeah but they always figure it out. Who cares if they figure it out. My goal is for them all to succeed no matter if they're red, or blue, or green or whatever you know. I just always say Trevor's group, Zach's group that's what I call them they know who they

are. They know that ones higher than the other. I mean you cannot hide that from children. I have always felt like…I am not saying have all low kids in a class but let's put the middle lows together and let someone do the middle highs. I think we would get more…I would feel more success and our assistant director says research….but I've been in teaching since 1980 and I haven't seen it work any different. We do track in our class with our groups.

I: Yes, I can see your point. My next question for you is what ways do you teach about other cultures?

T^2 : Well we're lucky because we get to teach about all the continents. You know we are always talking about other cultures. Um I think through the stories that we read. I..I do a lot you know I like to read a lot of picture books. You can always bring in cultures. When we are studying Europe we are going to read stories about Europe. Antarctica not so much but Asia there are tons of great story books about bringing in different cultures. That Ruby's Gift have you read that? It's got…so there's a alot I do a lot through literature. I am not a big video watching person. I feel they get a lot of that at home so I don't do a lot of that here but I do do little clips. I do like to expose them to different people and the different way people think. I am of the opinion that we all think a like even though we are different. There are so much more…I like to look at the commonalities culturally versus how they are different. They look different but inside we are all the same. You know.

I: Yes, do you bring in your students' life experiences when you are teaching about culture as well?

T^2 : Oh yeah..if I can. Like student name's mom and dad are from Shanghai and we talk it and she …yeah…yeah…all the time. And that's part of getting to know my kids and what they can bring. Once I get to know them I can figure out what parts they can bring in to show differences. Yeah.

I: How do you hold students accountable for their learning?

T^2 : Well I say I am really picky. I say to my kids you know you are going to have to do this over because I am really picky. I said to one of my little guys yesterday when we were doing you know If I Were President and I said you know this isn't good enough because you know I'm really picky
and he said you do that because you want us to do our best work and it's not really that bad being picky. So I use that verbiage I am very picky as Gosh I am so sorry for you guys this is what you have but I do…I am picky for one kid differently than I am for another kid. I am particular about my pickiness. Well if I see someone is smart and can do better I am going to say I'm sorry that is not good enough where as one of my low kids if they do a good job that's good. You know! I guess that's how I help my kids succeed and I think I'm always…I talk about how it's important to do well with all the

kids and I use that verbiage. Everybody does things differently but we all want to do it to the best of our ability or what is asked of us.

I: You could label it as differentiated pickiness.

T^2 : Laughs…yeah I could. I would never say that but I do. Yeah and I guess that's okay and picky varies with what you can do.

I: So let me ask this question how are you scaffolding lessons so kids become really good critical thinkers?

T^2 : Lots of problem solving, tons of why questions, not just…tell me what happened. I've always done that I probably do more problem solving than other second grade teachers but to me if you know how to add well you have to show me how to use it. You know what $6 + 7$ is well show me how to use it. Um so I guess that is scaffolding.

I: Yes, I can understand what you are saying.

I: Do you allow your kids to code switch or do you see your kids code switch which is talking in their informal language and then talking in formal language?

T^2 : Yeah…you know the age of my kids they are not really aware of that stuff it depends on the kids some are more savvy then others. Student's name in my class is very savvy he came from New York City um some of my kids are very young. I have a very young developmental group so they are not as into that as other kids I have had. Sure if they want to do that I am all for it but it's just this group.. I feel like I have a group of first graders in a second grade class. I think that has been a real eye opener for me because I've had to…I mean they want to color and my math journals are all colored, cut out, highlighted. That's the way I'm teaching them things as before I would just show them the worksheet not I'm like okay what part of this paper do you think we need to cut out, what part do you think we should highlight. Um because that's what they need. They need that so that does not seem to apply to this group this year but I've had other groups that I let them…I mean we've even done our greetings in robot voices and other fun voices all that kind of stuff just to mix it up a bit.

I: So do the students get exposed to different types of writing?

T^2 : I don't know…newspaper articles? If I find something in the newspaper I bring it in…we do Scholastic News. And um I do have Time for Kids the different countries and I use that in a lot in reading groups for factual reading. So um yeah I don't expose them as much…we do a lot of reading and I'm trying to buy more non-fiction pretty much all the books I bought are non-fiction and talking more about that. Which is good because I think we all dumped that one a long time ago and didn't really teach non-fiction. They need to know that.

APPENDIX L: (continued)

I: In my class we were reading about Harriet Tubman and we came across wording that Harriet spoke which would be considered broken, non-standard English and we talked about the way Harriet talked.

T[2] : Yes Black dialect. See I'm so old that when I was in college we had to learn Black dialect because at that point you were supposed to teach kids Black dialect which is so interesting the switch. And I found it hard like when I read a book um Their Eyes are Watching God, did you read that book? I had a really hard time reading that book it was a lot like Shakespeare I had to read it out loud then I could hear what was going on. There was something you said that made me think of something…..I read a thing about Harriet Tubman. It was a Scholastic News and it was hard and I was talking to my kids it was that Friday we didn't go to our special because we had the lockdown due to the storms and so I had this whole thirty minutes. So we started talking and asking why would slaves want to be free? They really didn't get that because they didn't get what a salve was. It was so incomprehensible to them and I was like a slave was almost like a lawn mower or a car or a uh know trash compactor rather than a person and it was just blowing their minds. I uh it was just it was like something they could not even grasp. And I don't know if you read that article..there was an article in the paper this weekend about the two guys that went to Meyers Park, a black guy and white guy.

I: No I didn't see it.

T[2] : They had the same last name and they called each other cousin. And there was an article about the black guy a year ago how he was taken out of playing the Shrine Bowl because he was black, this was in the sixties, and a law suit was filed. So he started exploring his past and it turns out this white guy he went to high school with the white guy's ancestors owned the black guy's ancestors right here in Charlotte. That's how the black guy got his name and they are connected to Sardis Presbyterian and there's a black cemetery at Charlotte Presbyterian our next door neighbors with…this was fascinating. But what I could not believe was the slavery here in Mecklenburg county because you don't think about that but then they talked about schools, 60% pass test and 20% are black pass. I said to my husband this is like slavery now that because of your skin color you may or may not pass a test. You know having this conversation about slavery with my kids and then reading something that I didn't even realize. Now I'm not from this area my family is from Kansas so they were very anti-slavery but and very proud of it. Um it was just an interesting tie in to that whole thing. I've taught in public school and I will never forget this little girl she is probably forty years old. She could not speak and she was the best cheater ever. And she had gone through Dallas…I was at a suburban school in Dallas and the Dallas schools were crap. She couldn't read but she had great handwriting and she didn't speak. Her IQ was 74 and she could not get into any program because her IQ was so low. She got in on limited English proficiency because she could not talk. No one ever talked to her and she was so quiet. It was the saddest thing. And her mom got into a different apartment with a deal but I told her not to tell anyone that she moved. I always wonder what happened to her but she had so many things against her.

She had so many strengths that she was quiet and had great handwriting so she slipped through. I don't know…I don't know.

I: When it comes to your literature, do you try to incorporate those across the content areas?

T^2 : Yes. Uh..yeah mostly in social studies with the continents and then the reading and math. I do a lot and a lot of my morning messages are problem where they have to come in and read it which is incredibly hard for my kids. They're like I don't get it. And I'm like well what does it say? There's a question mark at the end of the thing. What are you supposed to figure out? They still say I don't get it.

I: I just had that conversation with my class. I asked them how can you answer the question if you don't understand it?

T^2 : Which is why it is hard for those kids who struggle when they read.

I: Exactly. So um, do your kids take tests in second grade?

T^2 : Just spelling tests and that's pretty much it. I am going to do a reading unit test today just for the first time mostly because we do a little check up on a story that we read with a little bubble in mostly for practice. Um because I want to teach them to reads through all the possibilities, maybe take out the two that are completely wrong. Then think about what you know about the story so I try to teach them a few of those skills. We used to do ERBs in second grade and they were painful and as our population has changed they became more painful because they just weren't ready for it. We used to have at this school second graders who were like third graders. Now I have second graders who are like first graders. It's really different but I don't do a lot of tests. Spelling tests are what we do and just this unit test for the first time. I've even quit doing to the little math test mainly because a teacher's name talked us out of buying math notebook for everybody and so I don't even have enough copies but I could print it out of the thing but I can usually tell if they get the concept or if they need more time with it.

I: How do you do that?

T^2 : Just by working with them. If they know it they know it if they don't I pull them again. Or like your idea put the low ones in the first group and if they need more practice they stay with the second group. That kind of stuff. This subtraction with regrouping is terribly difficult for them right now and I have kids if you need to stay stay and if you don't you can do the next thing. What this is is just practice for what is coming up. You cannot ignore it um so that's why I decided to try the unit test. I think they're ready to try it. Read a passage and answer some questions. I think it is going to blow some of my kids' minds. Half of my kids will breeze right through it and 6-7 of them will struggle.

I: Will you go back with your kids and talk about test taking strategies with your kids?

APPENDIX L: (continued)

T^2 : I talk about it al the time but I will before we start and say okay what do you know? Can we go back into passage and find the answer because they think that you can't. Like with my AR tests I'm like take the book over there with you and if you can't figure out the answer look it up in the book. And some people disagree with me on that but I mean come on this is a strategy. And so I will go through that if you don't know an answer take out to for sure you know are wrong.

I: So those are all my questions, do you have any for me?

T^2 : No but I can't wait to find out what this is all about.

APPENDIX M: TRANSCRIPTION OF FOCUS GROUP MEETING 1

February 26, 2014

T^2 : I can't wait to find out what this is all about.

T^3 : Yeah.

I: Well, when we were in college remember multicultural education was the big push.

T^2 : Yes, of course.

T^3 : Um hum.

T^3 : Yes.

I: Now scholars have looked more at just making sure that various cultures are represented in the curriculum. They have examined and identified the behaviors, skills, and attitudes teachers successfully use to respond to all the cultures sitting in their classroom, which is called culturally responsive teaching. I have taken all of those skills, behaviors, and attitudes and synthesized them into this tool that definitely needs to be revised.

T^3 : I might sound kind of stupid with this but you are just so intelligent with this thing, but I am almost overwhelmed with this thing.

T^2 : Yeah I know. I looked at this and I was like grrrr.

I: yeah, I know it is very scholarly written.

T^3 : That's why I still have it in my folder.

T^2 : No offense, but no one has the time to do this.

I: Exactly, and that's why we have to be able to…teachers never get the opportunity to develop their own professional development tool.

T^2 : Yeah, we don't have time.

I: Exactly, Here what we are looking to do is how can we make this a tool that teachers can use and if there are things that are not doable, maybe we eliminate them or revise them so forth ok? Um so that's were we are at with revising this document.

APPENDIX M: (continued)

T^2 : It's too wordy….no offense but that kind of stuff I start reading that and it just makes me go I can't read this.

T^3 : I think when you get to something on there that's uh bullet points, yeah um bullet points and it's good to know.

T^2 : Yeah and I appreciate that you put the bullet points there but I don't want to have to read all that.

T^3 : Yeah,uh

T^2 : I just want you to tell me what it is I'm supposed to do OR

T^3 : what you need to know

T^2 : Yeah, what is this supposed to look like. I think because um…

T^3 : If you look at it though where it says the teacher is personally inviting I mean

T^3 : um huh

T^2 : Yeah

T^3 : I think that the first page I understood.

T^2 : Yeah, me too.

T^3 : Uh huh I agree. I did, yes I did too.

I: So is there anything you would change on the first page?

T^3 : I thought…I thought the wording on the first page um was I could understand and I was looking at the bullets.

T^3 : Um hum.

T^2 : I could understand that.

T^3 : I did too, that's what I was looking at right here. Creates a welcoming space….it reads fine.

T^2 : I think this is what a classroom teacher does.

T^3 : yeah…yeah.

APPENDIX M: (continued)

I: When I observed all of you and interviewed you, you could all support this page because of Responsive Classroom.

T^3 : And you know what's really good is when you came in it was a little bit that you saw but what you didn't see when you asked us those questions it kind of clarified that we use this and what else we would do so I think that is helpful. But this page I thought this was clear.

T^3 : Well, I thought on page 2…

I: You want to go on to page two?

T^3 : Yeah. I first looked at the wording of multiple intelligences and I got that because that's a no brainer.

T^3 : This one I was like what does that mean?

T^2 : I know what it is I can tell you..

T^3 : Yeah but the way it reads.

T^2 : Yeah, um I said to my kids the other day as we were working on something you know how picky I am and if you don't do it right the first time then I'm going to make you do it over. Student name said this to me I know it's hard to have a teacher whose so picky but what's really good is that you make us do our best work so I took it as meaning and that's what that second bullet point means to me is that I am picky so that you can do the best that you can.

T^3 : I think it means your…your uh expectations for all students is they will succeed.

T^2 and T^3 : Yeah…yeah.

T^2 : And to do your best not a half of your ability and to meet my expectations and that is different for each student.

T^3 : To me the wording limitless human beings means…

T^3 : yeah…Maybe just say just say….but maybe other teachers would need other words so just say…

I: So we could change it to holds students to expectations of doing best work or something like that?

T^3 : Yes, something like that would be good.

T^2 : Because that is my job. And best looks different for different students and I think that needs to be allowed.

T^3 : And maybe even a little in parentheses best is put because we differentiate.

T^2 : Like when I am having the kids write about being president one person is gonna write about when they're president which is gonna look very different than someone else but he wrote what is her best and that's great.

T^3 : yes and it's great.

T^3 : How did you guys feel about this next one?

T^2 : I think I get what you are saying but …

T^3 : Students are….. (reading bullet)

T^2 : It feels academic to me.

T^3 : I had to I had to read it a couple of times to say…

T^2 : To me it's differentiation.

T^3 : Yeah.

T^2 : Again…
T^3 : In other words what I see too is that if lets…

T^2 : It's about individuality.

T^3 : …say you're of Indian culture and there is a certain way you learn things might be a little bit different that someone who is from South America or…

T^3 : Is that what you mean?

T^3 : Is that what you mean by that? We respect different cultures? Is that it?

I: Yeah.

T^3 : The cultural and learning practices because some nationalities and backgrounds learn and study differently and it's not that you're trying to….

T^3 : It's like the Asians and how they approach math.

T^3 : Yes, like that.

APPENDIX M: (continued)

T^3 : Like when we are working on facts you have to understand um that they are gonna memorize them and learn them as quickly as possible.

T^3 : Yes! Yeah but just knowing that and the cultures.

I: yes, that is what that means.

T^3 : You respect it…yeah.

I: So we could change it to differentiating learning based upon culture and learning styles?

T^3 : yeah…uh that would be…,

T^2 : Yeah that would be much more teacher friendly.

I: Yeah in parentheses those are the scholars I cited for the bullet points.

T^3 : Um hum…well…

T^2 : No offense, but those scholars are writing where it's hard to understand.

I: These two are really hard ones and I put them in this category because of diversity but these two are hard.

T^2 : To me the next bullet is the same thing. It's differentiate to help kids succeed no matter what it takes.

T^3 : Yeah, their economics or

T^3 : or any background

T^3 : or who your parents are

T^2 : Liberation from an oppressive education…you know what it is? It's I am going to do what it takes to get this kid to learn and if the child….

T^3 : No matter what

T^2 : No matter what and..

T^3 : No matter what and your gonna go in the direction that is going to help.

I: No matter gender, race, economics, social status?

T^3, T^2, and T^3: Um hum!

T^3: The household is better because you don't want to say but you know certain cultures do it differently and after years you want to

T^2: How about those kids I have with one mom and a different mom and they can't talk to this kid in this class because of something going on with this dad and you know. I mean I don't care we have to put that aside and do what we have to.

T^3: To me everyone has to be on the same page.

T^3: So that makes sense. So are we good?

I: Do you want me to keep encourages cultural connections or is that something redundant to everything else we have?

T^3: Uh huh.

T^2: I think that's a good one.

I: Okay.

T^2: Because what I think is it's a little bit different.

T^3: Uh huh.

T^3: Uh huh it is.

T^2: It's a little bit different because cultural connection is oh you do it that way too that's cool or I don't do it that way and I wonder why we don't do it that way.

T^3: Well it's teaching your kids to respect each other.

T^2: Right.

T^3: Uh huh.

T^3: It's different because that is respecting how it should look in our house and that could be what movies are allowed at your house. Everybody has there….

T^2: Do you go to church? What church do you go to?

T^3: Right…um hum.

T^2 :L It's okay for everybody

T^3 : to be different.

T^3 : Yes, definitely. You got to look at all of that.

Reading next bullets.
I: And this might be wording that we change because the idea of social justice…

T^3 : Social justice is right here.

I: The plan is to have them apply fairness and equity to the world.

T^2 : You saying like saving the rain forest or the harvest food bank or that fairness is not the same for everybody?

T^3 : Everybody needs to do what is right?

I: I think what we are talking about age wise I think the latter.

T^3 : Yeah.

T^2 : Fairness is not the same for everyone.

T^3 : It isn't.

T^2 : You do what's right for you. That's my mantra.

I: The second bullet is really hard. Um and this is where you are going to that bigger idea that you were talking about where students might have a call to action like we are wasting so much food in the dining hall what can we do how do we stop food waste? I don't know are our kids at a level where or is that an idea with service learning coming down the pike?

T^3 : Well it's maturity too. Some kids are mature enough to get it others are whatever.

T^3 : Student name during snack and pack time yesterday um was throwing out a plastic container and he came up to the recycling bin, it was the paper recycling bin but it was a recycling bin, and he flipped it over and was looking to see if the recycle sign was on the bottom that plastic container.

T^3 : That's great.

T^3 : And I said to him loud enough so others around him could hear because I didn't feel like stopping and doing a whole mini lesson I said student name did you flip over that to

see if it was marked recyclable or not? I'm like what a great idea so I mean I guess he's been taught to do it.

T^3 : Yeah he's been taught to do it and he knows he supposed to do it.

T^3 : But I don't know if that fits that category?

I: I think so. I think it does.
T^2 : Can I ask you a question? What age do you want this to go up to?

T^3 : Oh yeah.

T^2 : Do you want it to be age or primary?

I: I want this to be for our grades specifically. I specifically chose grades 1,2, and 3.

T^3 : Okay so grades 1,2, and 3.

T^2 : That makes sense. I wasn't sure if it was a tool that would fit all or just our grades.

T^3 : Well if that's the case…

T^2 : Then what you're saying is right.

T^3 : Yeah…

T^2 : It's real life experiences.

T^3 : Social justice…. I think maybe it's hard to interpret that.

T^3 : And maybe you could say examples would be maybe sometimes throwing in the example or make it where service learning

T^2 : Service learning is

I: So maybe it may involve service learning?

T^3 : Yeah something like that.

T^3 : Yeah because I got stuck on the word social justice.

T^3 : If they wanted you to use social justice my kids wouldn't have that.

T^3 : Socially responsible.

T^2 : Respect other things.

T^3 : Yeah, respect.

T^2 : A think life experiences is a little

T^3 : Social justice throws me on that bullet.
I: Okay I will tweak that bullet point. The next ideas really come from Lisa Delpit who writes a lot on culturally responsiveness. What she is saying is that minority students if you are reading a book about Martin Luther Kind, Jr. and those "all" statements. Talking back to social authority is teaching minorities to talk back to the norm of what is taught about minorities.

T^2 : I don't like the wording talk back. Yeah I would say express differing viewpoints.

T^3 : Yeah, yeah.

T^2 : It sounds a lot less…talking back sounds like uh

T^3 : Maybe sharing their opinion?

T^3 : The courage to maybe share that. Yeah students are encouraged to feel comfortable

T^3 : to share

T^3 : to share

T^2 : different viewpoints

T^3 : different viewpoints

T^3 : Yeah that sounds better. Yeah what I was hearing was differing maybe not differing viewpoints but different opinions.

T^3 : Yeah I think that is way better…persuasive. Yeah again I think that is clearer than and it's softer because when I think talk back what is the tone.

T^3 : Who is this Gay person?

T^2 : Whoever that Gay person is doesn't realize that tone is important.

T^3 : yeah and when you look at this level…

T^2 : She put quotation marks around talk back.

I: And the second bullet point I think you've already covered that when you said feel comfortable and competent to do it so I think we could eliminate that bullet point.

T^2 : Um hum.

T^3 : Yeah because it ties into that first one.

T^2 : I like the next one I just don't think the verbiage is the best.

I: Students can talk about human differences and
I: Students can have respectful conversations about differences?

T^3 : Yeah I think that sounds better because it's not just about teaching the differences it's in the conversations.

I: And that it's respectful.

T^3 : Yeah.

T^2 : I think about one of my students and how you have to talk about…instead of going "Student Name!" we have to learn how to say it and my other kids have to learn, she has to learn how to be respectful but the kids also need to learn how be respectful to her as well.

I: Maybe I could put in the words students are learning to develop?

T^3 : Yes.

T^2 : Because they are at that point.

T^2 : I want to know what you mean by learning of peers? Do you mean collaboration?

T^3 : Yeah I would use that word.

T^2 and T^3 : Yeah collaborating.

T^3 : Yeah we all know what collaborating means.

T^2 : This is a teacher tool.

I: Yes, this is a teacher tool.

T^3 : yeah because you could interpret that we can't move on until everybody in the class has mastered this skill.

I: Yeah you could. So students are held accountable for their learning and

T^3 : collaborating

I: collaborating with their peers?

T^3 : Yes, collaborating.

T^2 : Yes, it doesn't seem like that's what that means but it's how I interpreted it to mean.

T^3 : I think the second one is fine.

T^3 : yes.

T^2 : Um hum.

T^2 : The third one kind of restates what we said.

I: So we could get rid of that one right?

T^3 : Yes.

I: I can synthesize those ideas into the other one up there.

T^3 : Okay. Yes.

I: Now I'm wondering this fourth bullet about suspending judgment do you think it should be kicked over to the back page we were just on about learning how to listen to other people?

T^2 : Yeah.

T^3 : yeah I agree.

T^3 : So do I.

T^3 : Although when you're working in collaborative groups I mean the level at what we are half of it is learning to listen to each other respectfully.

T^2 : And make it a win win. If they want to do what you want to do.

T^3 : So that's more if that's what you mean I think it fits better here.

T^2 : It could go both.

T^3 : Yeah I agree. But I think there is enough there.

T^3 : Yeah I think you and I had this conversation about it we don't do a lot of cooperative more than two or three in a group because it doesn't work in first grade. Nor can you model it or nor can you teach it. I haven't figured it out in my years of teaching you know back in the days when you are going to be the recorder, you are going to be the …that's a bunch of hog wash.

T^2 : As they get older but this is the first primary grade.

T^3 : You have to teach them to be respectful and listen to other people's opinions. Twos in the beginning of the year, threes by the end. Never ever would I do four people.

T^2 : See I did five and we had a little play and I wanted everyone to have a chance to read the part and I said to them you get to decide who reads what part. And it was like BLAH.

T^3 : You're right.

T^2 : I wanted them to make it a win win where someone is going to have to take a different part then what they really want. I had to say those words and you've got to settle down and so they did it. But it took twice as long and I expected but they needed to practice that. I'm not going to give the parts out they need to give them out.

T^3 and T^3 : Sure.

T^3 : I think the last bullet is fine.

T^3 : Yeah, I think it's good.

I: Maybe the first bullet we get rid of because that's what the second one is.

T^3 : Yeah that one is much clearer.

T^3 : The other one I had to read a couple of times going hmmmmm?

T^2 : Yeah, me too.

T^2 : But why don't you just say soft….

T^3 : We don't like Gay…we think her writing is harsh and hard to read.

I: You don't like Geneva Gay?

T^3 : Her wording and ideas we're not particularly fond of.

APPENDIX M: (continued)

T^2 : You know that second one is like text to self, text to text, text to world. You know. That's really what that is. It's making connections in many ways.

T^3 : I like the way it connects to home, school, and community.

T^2 : But I mean that's what we do all the time. That would be an example.

T^3 : I think the word validates is important and what is being said is important I just think her wording…

I: I could always say students cultural knowledge and experiences and I think someone know what you are doing when you validate their culture and experiences.

T^3 : Yeah validate and then boom boom.

T^2 : Yeah that's it.

I: I will change that wording. Now we are getting into oral language.

T^2 : Yeah…code switch we have to think of a different thing for that.

T^3 : yeah.

T^2 : I still don't know what that really means.

T^3 : And I have a question about that after you explained it to me and we were having uh know….I am always like oh I am very analytical about…I was doing self evaluation after I spoke with you and I so reflected. I was reading a book and I know uh I do use different dialects to make it more interesting especially when you are teaching first graders to read with expression. So is that what is the purpose of that?

T^2 : I still don't know what that means.

I: We were talking about participant 2 talked about learning Ebonics in college.

T^2 : I had to learn Black dialect in college. I had to learn how to spell it right whatever because that was what they thought was the best way to teach. Now we know that is not right. But what she was saying is they can use it when appropriate and then switch to proper English.

T^3 : I guess my question would be is when would it be appropriate to do that?

T^2 : In a play…reading a play.

T^3 : Reading a drama.

T^3 : I just needed some validation about what would be a good example.

T^3 : Oh…oh. Good example is some stories it's like in the mountains the back hills.

T^2 : yeah…yeah!

T^3 : That and you have it there and they read it as that and their expression goes like that but then they change because that's the character they are reading.

T^3 : See I totally get that but would there ever be a time you would feel you would talk to a student in their own dialect? I wouldn't want to speak broken English to somebody even though I could switch back to uh so that is my question. I get the literature tie we can all do that but is that what you meant the literature tie or was it to to relate to that student could you ….code switch so that you could meet that child and relate to them? Is that the purpose of it?

T^2 : I think looking at it with music, movies, or books you tend to change your language when your talking about the music that kids like…you know that horrible stuff.

T^3 : Uh huh.

T^3 : Laughing.

T^2 : You know but it's that…you change the way you talk when you listen to that music because your are in the context.

I: Yeah.

T^2 : So when you are talking about that music I guess you would code switch because you get into that whatever way of talking.

I: So you think when you go home and talk to your family you use different conversation language. So informal language and formal language.

T^3 : Um hum. Right.

T^2 : Or the teacher voice and my husband says don't use that teacher voice. So that's a code switch.

I: Yes, I think that's a code switch.

T^2 : So I mean I guess that's what you're talking about.

I: Yeah…so I guess that right because it's about developing a relationship with informal language.

T^2 : And that's why we were supposed to learn Black dialect.

T^3 : So write that.

T^3 : Yeah because that's what you want. This means…

T^3 : Yeah because when you have it on the list you must do it.

I: No….

T^3 : So in other words if you had this group of students…

T^2 : This doesn't all apply to all of us.
T^3 : I was just wondering…

I: or it may be that it's not applicable that category.

T^2 : But to think about a student who moved from New York City and I can talk with him and I'm code switching making him feel comfortable.

T^3 : Yes, so sports with boys.

T^3 : This goes back to what you originally said that code switching needs to be defined so you can understand it. I could understand it but I had a conversation with me about it but then I started thinking does it apply to this are we expected to do that? I think it brings up..

T^2 : You naturally do that to connect with a kid and that needs to say that.

T^3 : Yes, I agree.

T^2 : I does sound…it's hard…these games I don't know what these games are like Mine Craft so I
call person's name and I ask what is this so I can talk to my kids about it.

T^3 : New things come up and as you get further away from things….

T^2 : yeah because your own kids are older now.

T^3 : I run to my neighbors and ask them about some things.

T^2 : Yeah and that is code switching.

APPENDIX M: (continued)

I: Okay so I will change that and define it. Looking at the second bullet I think its important because when do students know its appropriate to use informal and formal language?

T^2 : Um hum. I think it's an important bullet to keep so kids know there is an appropriate time.

T^3 and T^3 : Yes, I agree.

I: So maybe its not about openly discussing power but its…

T^3 : Maybe its teacher…

T^2 : It goes back to the respect thing and the appropriate words you use to be respectful to people.

T^3 : It's appropriate times.
I: It's the teachable moments. Okay so written language.

T^3 : Would that be when you talk about written language would that be….

I: Like when you read Ezra Jack Keats and teaching the Gullah language….

T^2 : I think we hit that.

T^3 : Yeah we do we do. Its….

I: This one was easier to write.

T^2 : Yeah this one makes sense.

T^3 : It does.

T^3 : Yes.

T^2 : Like when we were listening to Japanese folktales and this whole cadence is different. Even though the stories are in English they still get different language.

I: When I interviewed all of you everyone had an example of this.

T^2 : You read Cinderella eight different ways.

I: Okay so academic challenge.

T^2 : The third one down..

T^3 : Yeah that one.

T^2 : I don't know if that fits with our age. I guess they just do it in their own way.

T^3 : Yeah a more simple way.

I: Maybe do students compare stories.

T^2 : Analyze?

T^3 : Compare and contrast maybe?

T^3 : But we do compare and contrast and analyze contemporary and historical stories. I think we do do this. For example, when we are looking at the history of American heroes I am constantly drawing a timeline and making sure they understand…like today we are talking about FDR and why are certain presidents on the coins. I asked the question …I put up the ones we covered. Like this is the first president and this one was the sixteenth and now the thirty-second. How do we…what is the rhyme and reason for why they are or have the honor to be on the coins?

T^2 : Could they get that?

T^3 : They did.

T^3 : And then we talked about the important things and how things looked different in history and at that time they did things like Thomas Jefferson wrote the Declaration of Independence.

I: I will take critically analyze and out compare and contrast.

T^3 : That would be good.

I: is that more teacher friendly?

T^2 : Yeah critically analyze sounds too hard for our kids.

T^3 : Yeah I agree.

I: Yeah teachers don't usually go around and say my kids critically analyzed today.

T^2 : Look at the fourth one down. That's why I gave them the unit test to practice test-taking skills. For them to see what it is like to bubble the answer in, to see the read every

answer, don't just look at the first one that seems right and pick because there might be something better. I mean that I feel like I need to provide that opportunity.

T^3 : Yeah I agree. It's important.

T^3 : We have to review to do it to because when there's multiple choice some of the kids even when they are reading they look at the set of questions in a few seconds say that's it and then stop.

T^2 : Yeah that sounds pretty good but there might be a better one. If you are really doing a test you are going to put good and better answers. Better is the one you are supposed to pick.

T^3 : Yeah that's true.

T^3 : Um hum. You got it.

T^3 : The cultural capital I get it but why it's in quotation marks?

I: Because I am using their exact words.

T^3 : Yeah…um.

I: Those are Gay's words and I can take those out and say teachers teach students how to maneuver test taking skills.

T^2 : Well I think that's what I would say.

T^3 : Yeah, let's shorten that one up.

T^3 : Yeah definitely.

T^2 : It seems too much.

I: Okay so the next one maybe its just teachers hold students to high standards.

T^2 : But make sure the high standards are for individual students.

T^3 : yeah for each student.

T^2 : Yeah because it can't you have to differentiate.

I: Okay so differentiate.

APPENDIX M: (continued)

T^2 : Because someone could be really anal about that. Well I have to have everybody do it that way.

T^3 : Oh yeah. I didn't think about it that way but you're right.

I: Looking at assessment that may not be applicable at the time. But we had talked about assessing.

T^3 : yeah I remember that because we talked about testing. I give the oral and written mad minute multiplication tests and if a kid needs a different way you try a different approach.

I: The second one? Cut it out?

T^2 : Yeah because it's the same thing…differentiate.

T^2 : That last one is good it's just academic.

I: Okay so…so assessment..

T^2 : based

I and T^3 : Based

I: Activities/items that reflect

T^2 : Student ability

T^3 : and experiences

T^3 : Yeah experiences makes sense

T^2 : And a lot of this doesn't apply to our kids because we have similar socioeconomic type experiences but if you had a class of regular school you would be all over the board. You wouldn't want to penalize someone for not understanding the story about the circus because they've never been.

I: What I am going to do is make the revisions and get the new one out to you. And if you want to look at the revised doc and then choose an area you want to try to use when you teach a lesson and see how the revised doc works. Then I will come and observe you using the revised document. And then come back and see if there are any other revisions. How does that sound?

T^3 : Good.

I: I am excited about the changes we made.

T^3 : Yeah I agree.

I: Well thank you so much for your time today.

T^2 : You're welcome.

T^3 : This was fun.

T^3 : Yeah I like the changes because it sounds less academic.

T^2 : I think if you got it on to one page and maybe put the categories on its own page it would be better.

I: That's a great idea. I will do that.

APPENDIX N: TRANSCRIPTION OF FOCUS GROUP MEETING 2A

March 12, 2014

T^2 : Cumbersome…

I: yeah that's actually my first question, what do you think of the revised document?

T^3 : it's a lot easier to read.

T^2 : Uh huh.

T^3 : And um much easier to look at.

I: What do you think about the wording? I know that was important when we looked at it the last time.

T^3 : Yeah you don't have to go back and reread.

T^2 : Yeah the other thing was just too too academic. We are not academic we are…

T^3 : We are in the trenches.

T^2 : Yeah you have to make it quick and dirt and this is quick and dirty.

I: So do you think if you were trying to work on being culturally responsive how do you you…do you think this would be a good tool to inform you…areas to work?

T^3 : yeah and you're gonna put the explanation for the cover sheet on it.

I: Yeah I have the vocabulary.

T^3 : I think that um would be helpful because you don't just want to sit down with this document and be unaware of what it all means.

T^2 : I think you have to prep to have someone use this. You can't just say here you go….

T^3 : Uh huh!

T^2 : You need a workshop or meeting to tell teachers what this is because sorry again we're in the trenches and something like this is still a lot of information.

I: It is.

T^2 : So you would have to have some kind of a I think a..

APPENDIX N: (continued)

T^3 : Or

T^2 : Or use and and sit down with someone and say I saw this and this is what this means and explain it. You could do it either way. You need some kind of contact with it.

T^3 : Yeah and I agree and maybe preface it with you are not doing something wrong if you don't get a checkmark because we get into checking off the boxes and I immediately went into what didn't you observe.

T^2 : Uh huh.

T^3 : Which honestly the expectation is that every moment you're not going to have all of the to be observable.

T^2 : Every time you do something.

T^3 : And a new teacher who's in pleasing mode and is just learning I think maybe that qualifier might be necessary. Don't you think so? Like to put a…

T^2 : That's why I think you need some kind of intro to this.

T^3 : That includes that yes of course that every lesson even in a master teachers classroom is not going to have every single one of these things.

T^2 : (Laughs) Except in my class where I have to use every single technique there is. I have to use every trick I know. And you may hit a person like this who uses it all but then you may come across a person whose it's all clicking.

T^3 : Yeah like my class is so easy going.

T^2 : Yeah it's all clicking.

T^3 : There's just not that much diversity. I mean there's not. My class is just not….even though I have four reading groups like I do in math it's just that you probably couldn't tell who is high, medium, and low level because there's not much difference among them.

T^2 : And there's striking differences among mine.

I: That's what's nice about going into the rooms and seeing different grade levels use this. So besides professional development do you think it's important to put somewhere on this document that you don't need to tick all of these boxes? Or do you think someone would do that with there staff anyways?

T^3 : Uh…I think

T^2 : Uh…

T^3 : You've got to put it in print. If it's out there and it might not be said then or it might be implied…

T^2 : Or the wrong person gets a hold of it and doesn't get this and assumes that if you don't check all of these boxes you are not culturally responsive.

T^3 : Yeah I agree.

I: So maybe on the terminology page I add a bullet…

T^2 : Warning!

I: This is a guide to foster develop….

T^2 : Yeah, do not expect all the boxes to be checked all the time.

T^3 : yes!

I: That's what I was thinking. It does need to be in print because if it gets into the wrong hands…

T^3 : Right!

T^2 : Well it does and we've all had administrators like that who think who actually don't pay attention in the training session and don't know what's going on and then they…not here… but other places that's the way people are.

T^3 : Uh huh.

I: And I do believe the teacher eval for DPI has a box for teachers to be culturally responsive but it's not defined so I could see this becoming an attachment to that for evaluation purpose. Where this is to guide instruction.

T^2 : Yeah I guess culturally responsive is a new lingo but it's not a new way to teach.

I: Correct.

T^2 : You are trying to define something that has been going on and you hope has been going on for a long time.

I: Definitely.

T^3 : To me it's very engrained and doesn't matter.

T^2 : To me it's the way you do things.

T^3 : To me if you came across T^2 and I we are very similar that way and you might use this in a completely different way.

T^2 : Even here.

T^3 : Yeah like even here just for me going in and observing different grade levels if I had one of these in my hand it wouldn't look like mine. Not that I am saying it has to be present all the time but I think you know you want to be able to tick off a good amount of boxes.

T^2 : I think that responsive classroom fits with this so well.

T^3 : Yeah I agree.

T^2 : Those teachers who've embraced responsive classroom this is going to be more natural for us.

I: Yeah and I think responsive classroom, inquiry based and project based learning when you get in those types of areas.

T^2 : It fits nice and naturally.

I: Seeing the document and getting your hands on it when you were teaching did you think about any of these boxes when you were lesson planning?

T^2 : Well I think about this all the time and I think about connecting with my students.

T^3 : Yes, definitely.

T^2 : You know am I treating each kid the way they should be treated because um in my opinion you know. But did I think about this mainly because the first time we looked at the document it was so Blah!

T^3 : Yeah and it's like seeing the reading continuum…

I: Yeah that is so meaty

T^3 : Yeah and now we have those checklists printed out that have it broken down.

T^2 : Those are a nice thing to have.

T^3 : When I'm planning my reading groups because it looks very similar to this I can easily flip to that and go okay I gotta work on that I haven't been working on that. This I

can see putting in a plastic sleeve in my planbook and just you know every once in a while looking at it and just saying you know I have a diverse group this year am I doing all this? Or I don't have a diverse group this year am I falling into bad habits?

T^2 : Or the way I've used those reading things is after the lesson I go back and did I do this? Oh yeah I check off what I've done.

T^3 : yeah, I've done that too.

T^2 : This is another way you could say okay did I do any of these things today?

I: Um hum.

T^2 : to me it's easier to go back after the fact. Because I think it's hard to think of all these things when you are trying to plan but if you check them and you go gosh I haven't done that for a long time that's something I need to work out. So if you want to self evaluate that's the way I would do it but that's because I go back to self evaluate because I don't have just gobs of time to plan.

I: Yeah so do you think besides doing a professional development at the beginning of using this do you think this would lead to professional development in certain areas?

T^3 : I think if you have the right person there to um to do the teaching. You know you have to be informed you know if took us a bit of a learning curve with some of the things in the beginning and once we worked through it and understood it and how it fit in that category. I think that again you just have to be very cautious of if you have an administrator that's not that's using the checklist and can assess it but doesn't teach it.

T^2 : Follow up with it.

T^3 : The resource person has to be a person that would how..what am I trying to say?

T^2 : That knows how…they have to have a good cultural awareness they have to have a good understanding of it and you know there observing and they notice in the population they are observing that this one blank is not being seen then you create something to help that part.

T^3 : um hum.

T^2 : Isn't that the way we're all supposed to teach? But not all administrators do that. I know that we all know that. So you would have to have someone who would really want to use this as a way to help people grow.

I: right…right.

T^2 : Right?

I: Not evaluate with.

T^2 : And this to me needs to be seen as a growth opportunity not you're a good or bad teacher.

I: That's one thing we as a committee really worked on the title on the document so that it is a guide and fosters professional development.

T^3 : Right, that makes sense.

I: We didn't want to put a scaled score of 1,2 or 3.

T^2 : It's not a report card.

I: Right!

T^2 : or an evaluation. These are things I need to work on or I never thought about this.

T^3 : Right.

T^2 : Help me to figure out how to do that better. That's what I would do.

T^3 : Yeah, I would mention this.

I: Um is there anything else besides adding on the cover page about this being a guide and not checking all the boxes I should add?

T^2 : No I think it's fine it really looks better than the first time.

I: Even when I came in to observe the second time it was so much easier to use. I could just flip it over and the boxes made so much more sense. I wasn't guessing what I meant.

I: Oh yeah, a question I had. I put stars on some of the boxes. What did I star on yours?

T^3 : Differentiation is used to help students succeed no matter race, gender, culture or social class.

T^2 : yeah I got that.

I: Do you think the wording is okay or is it like you said I just didn't see it in the moment?

APPENDIX N: (continued)

T^3 : And then you had stared in relationship to that box or category, encourages cultural connections. You put not observed in my class so….

T^2 : Well, you know I get what….
(rereading the boxes)

T^2 : Could you put academic level? Is that you know that counts towards differentiation. I know this is cultural so that's why you put it there but I guess I think about my little guy who just can't get his work done but I still want to make him feel like he's successful.

T^3 : So you want it to be another clause?

T^2 : Adjective.

T^3 : Use it as an adjective. After race put academic ability.

T^2 : yeah because you have gender, culture, and social class and what about if you are a low or high. Too me that's needed.

I: Yeah I can see that.

T^2 : Because we only talk about those four things but we don't talk about the academic part. That's just as important when differentiating.

T^3 : Other than that I think it's fine.

I: Plus when you were doing math and I came to observe you you were talking about Abe Lincoln. And whether or not they were making cultural connections and it just might be that moment in time where's it's not applicable.

T^3 : Right!

T^2 : Right!

T^3 : Like you wouldn't know that we had been talking about it and were just reviewing it.

T^2 : I think I was doing that fantasy writing thing.

T^3 : Another area you starred on mine in teaches that fairness does not look the same for everyone. I think that's fine. I'm not sure why you starred that.

T^2 : Yeah I like that one.

I: I like it.

APPENDIX N: (continued)

T^3 : That's my favorite.

I: I think when the kids were talking I could get a lot of ideas about them being unble to express their different opinions.

T^3 : Which you didn't observe in my room.

T^2 : I don't even know where it is?

T^3 : And then you starred off that students are involved in real life

T^2 : Yeah she checked it on mine as observed.

T^3 : experiences that involves service learning.

I: Yeah that's a hard one for me because that service learning piece for us in lower school..

T^3 : Yeah and you may not have seen that because we could have talked about you know kids …

T^2 : Can't ask a stranger for help!

I: In her class the kids started talking about you can't ask a stranger for help.

T^2 : We were talking about solving a problem in a story and I said if you get lost how do you solve that problem. And they were like No! You don't! And I was just trying to show them.

I: So maybe I should use the word may involve service learning.

T^3 : Yes that's better because I don't know how first graders would…how would you observe that?
Unless…it's gonna be a rare occasion.

T^2 : Um hum.

T^3 : Another one you starred was dialogue about differences is encouraged.

I: Is encouraged the right word in there?

T^2 : Accepted? Would you rather have?

T^3 : Yeah, accepted.

I: I like that word much better.

T^3 : Encouraged means you're asking those leading questions.

T^2 and I: Yes!

T^3 : Then just…when it happens you go with it and say well let's talk about that.

T^2 : Yes. You're not planning it.

T^3 : Yeah you roll with it when it happens.

T^2 : It depends on what you're doing.

I: I think the wording should be changed because as it is it doesn't feel natural.

T^3 : The next one is uses various ….

T^2 : Yeah she didn't star mine.

T^3 : Various multicultural materials/ethnic literature.

I: I starred anything I didn't observe which is very well based upon what you were teaching.

T^3 : Ok because I don't have a problem with that one at all.

T^2 : You starred on mine students compare and contrast historical and contemporary stories of different ethnic groups. I don't know why. Why did you star things? Because you were..

I: I starred them if I didn't see them at that time or questioned the wording when I observed.

T^3 : You had students compare/contrast starred on mine too.

T^2 : Various teachers…

T^3 : Are you worried about the wording historical and contemporary stories? I think that's clear.

I: Um no.

T^2 : I think it's fine too.

T^2 : You have teaches various test taking underlined.

T^3 : Yeah I had that underlined too.

I: I underlined what you taught. Like you were talking about the

T^2 : Yeah we made the Venn diagram about the writing how they are same and different.
T^3 : You crossed out traditional testing.

I: Yeah what I did was if it wasn't being done I just crossed it out.

T^3 : yeah.

I: Because you were doing more performance based when they were sitting with you in small group.

T^3 : Yeah, definitely.

T^2 : To me I was just doing a writing lesson.

I: So I put NA and maybe I need to put that on the cover sheet that you can use NA if it's not applicable.

T^2 : Well it may not necessarily be observed or not observed. You might just not have a way to put that in there.

T^3 : Maybe that's another thing to put here.

T^2 : Oh wow. I've got to go.

T^3 : me too.

I: Thank you so much for your suggestions!

APPENDIX O: TRANSCRIPTION FOCUS GROUP MEETING 2B

March 12, 2014

I: Ok so this is the new doc when I came to observe.

T^3 : I like the way we went over this so we understood it.

I: So the first question I have for you is what do you think of the revised doc compared to the first one?

T^3 : I like it because it's clear and exactly what it's stating. I think teachers will understand and use it because it's simplified. I think it's um a lot clearer and to the point and not drawn out. And like um really you know verbiage we don't use everyday. It should be verbiage we use and I like that. I think I felt more comfortable with it.

I: That's what we talked about earlier today when we met. So knowing and seeing this when you've taught lately have you thought about any of these categories and incorporating them into your lessons?

T^3 : A lot of this I do use and it's always nice to read something like this in case there's an area your forgot and you don't use it and that's what I like. It's more like a checklist you can use it for the kids you have at their level or you can enrich them to whatever you need to do. I think it's a great checklist because it um yeah. After reading it made me think of tings I was doing thinking oh that's great I'm doing that and gee look at that I could add that in there. Um yeah, yes I do think it is very helpful.

I: T^2 and T^3 said that on the part where the terminology is possibility putting in that this is not an evaluation tool but a guide for growth.

T^3 : Oh I like that. I like that! Because you always need it for growth you do.

I: You are also not trying to check off all of the boxes because it may not happen in that time.

T^3 : Um hum.

I: And it might not be applicable so they said about putting that on the terminology page too.

T^3 : I could see that. Because there's a certain time for every group. Like last year's group was a totally different group than this year so and using this you haven't observed is because they are not there developmentally or that even in the skills. Even if it's on the side where it says not observed at this point I think that's good.

I: Yeah because I don't take an unobserved skill to be a bad mark. So here is one thing we talked about if you are going to differentiate and helping students with race, gender, social class and add academic ability.

T^3 : Oh, yeah I like that. I would totally agree because the academic ability is so up and down and they might seem mature but they are not academically ready. So I agree. I like that.

I: because of our kids, if you are incorporating life experiences, it may not lead to service learning. So we said may involve it.

T^3 : Yes, I like that because it may end up there but doesn't have to.

I: Especially at our age not everything goes to service.

T^3 : Yeah, I agree about that. Those are good points, I agree with them.

I: This is the other one we talked about changing. Dialogue about differences is encouraged.
We thought about the word accepted what do you think?

T^3 : The word accepted I really like. I think accepted is clearer than encouraged. It sounds like it's not so intentional. Sometimes the meaning and the verbiage of the words really does help. I really like how you spear headed this so you could help us see it and make it clearer for us because we all have different grade levels first, second, and third. And the expectations and what you see will be different and the verbiage helps make it clearer. It is a lot clearer.

I: Yes, T^2 talked about using the guide like the Fountas and Pinnell checklist. You could put this is a plastic sleeve and when your lesson planning pull it out.

T^3 : Oh I could see that as a great idea. I think that would be helpful and I would put it right by my plans. I think it's helpful to look through it because it refreshes your memory on what you have to do. Even though you don't write it all down all the time it's something you can refer to. I like the way its set up. And even add that in. If the students are understanding a portion of it then you can more in and it's right at your fingertips.

I: So let's say faculty uses this would you feel that you would need professional development at the beginning in order to use this?

T^3 : I think so. I think you would need…I would break it down according to the teams.

I: Ummm…

T^3 : I would I think it would be a lot better because it would be smaller groups. You could go faster and the range of questions would be on your grade instead of listening to first grade questions. And I know they like to do first to third but I would do one just to get a feel just as grade level.

I: Oh okay. I like that.

T^3 : I just think it would be more helpful because I think I could see what is expected and team members could question it. And I wouldn't have to feel oh that's really not second or first. I think a lot of time gets pulled away from the grade level you are. I think that would be helpful to me.

I: Yeah, I could see that.

T^3 : It makes us all think as team when we're looking at it to know what direction what we are going in and think oh geez is this second but we're third. I really do I think something would be more beneficial and it would help me just teaching the years that I have and seeing things like this over the years I think it's better when you stick with the team.

I: yeah and you could talk about it at team leader.

T^3 : Another good point we could go back a grade and up a grade later and have a discussion about what do you think. Especially I think back a grade because it helps us and we could help fourth and second could help us with what they see and what they are doing.

I: Yeah. Now let's say your teams meets and looks at critically thinking and culturally responsive written language we are kind of struggling here. Do you think it would help foster professional development if you think there's an area you need help with?

T^3 : You know what absolutely and it could also be the students. We could say gee out of the 110 kids we are noticing a good 40 students need that so what can we use to help them and what can we use to help us to help them. Uh I think that would be because it actually breaks it down into a specific area like if it's written language and you know. I do think that would be helpful.

I: I like your point that every year it's going to change.

T^3 : It's going to change. And I think being familiar with it and using it each year we will get to know it better and then most of it will be in our head but the template is there. And we can think back gee last year's group they had a hard time with the written language and we were able to use these strategies to organize their thoughts and ideas but this year's group is a little bit ahead so we can take the next steps and enrich them. But I think I like the way the categories are broken down. It's right there.

I: Yeah. I think it keep fluidity.

T^3 : It can be for whatever the needs of the kids are.

I: Do you have any other suggestions or ideas?

T^3 : (reading doc) No I think this looks really good. Just make those few changes and it will be great. I like what they shared, um as far as changes. I just like the verbiage and it's clear. It was just before that one was for me hard to understand. But I love the way it's our language because we are not it's different when you are in a program. But when you get back to the basic for the teacher they just want the common language. The language would all be the same, and we would all get it, and work with it.

I: That's exactly what T^3 and T^2 said because you're in the trenches and it needs to be teacher verbiage.

T^3 : Yes, and a quick quick check and then it's not too much and I like the idea that it's not a lot that you are observing in that area. I like that because you may have six or seven points. I think it is very clear and it's easy to work with. And with kids you have so many different levels to work with now where the kids are. If kids are seeing something at a higher level that's great and other students can learn from them. I do I like the set up. You did a great job with this.

I: No, this is all of your ideas.

T^3 : It is just so much more clearer. This is fabulous!

APPENDIX P: TRANSCRIPTION FOCUS GROUP MEETING 3

April 2, 2014

I: I gave you a copy of the culturally responsive teaching professional development guide that I made revisions to after doing a semantic analysis. What I did was compare the last revised guide you created with the original scholarly guide. I made changes to any of the categories where we lost some of the scholarly ideas. I highlighted those changes in pink. Can you look over this guide and let me know what you think?

T^3 : I have no objection to the changes you made. This looks good!

T^3 : Yeah, I agree.

T^2 : This looks SO much better than that first guide and I get why you made those changes.

I: Yeah….I had to go back and use the word "code switching." Thank you SO much for all of you hard work and time!

APPENDIX Q: FIRST REVISED CULTURALLY RESPONSIVE TEACHING
PROFESSIONAL DEVELOPMENT GUIDE

Highlighting Indicates Revisions Made to Theoretical Culturally Responsive Teaching
Professionally Development Guide

Culturally Responsive Teaching Professionally Development Guide
Terminology

Attitudes: Teacher Ideology (Sleeter, 2005)	Teacher creates CRC (coach that creates relationships by caring) takes on the role of a coach by developing relationships with all students in and beyond the classroom by using the tenet of caring- comprehensive behavior (Delpit, 2012; Howard, 2003; Howard, 2006; Ladson-Billings, 2009)
	Teacher creates RDD (teacher respects diversity and differences (Aborn, 2006; Delpit, 2012; Freire, 1970; Gay, 2000; Howard, 2003; Howard, 2006; Ladson-Billings, 2009)
Behaviors: Transformative Knowledge (Sleeter, 2005)	Teacher promotes SSPC (students' socio-political consciousness) (Ladson-Billings, 2008)
	Teacher teaches TOC (teaches the truth of other cultures and not the Truth) (Howard, 2006)
Behaviors: Students and Community (Sleeter, 2005)	Teacher teaches encourages COL (a community of learners) (Ladson-Billings, 2009)
	Teacher supports CC, "cultural competence" (Ladson-Billings, 2008)
Behaviors: Classroom Resources (Sleeter, 2005)	Teacher uses culturally responsive oral language (CROL) (Gay, 2000; Smitherman, 2008)
	Teacher uses culturally responsive written language (CRWL) (Baker, 2008)
Skills: Academic Challenge (Sleeter, 2005)	Teacher focuses on student achievement (SA) (Ladson-Billings, 2009)
Skills: Assessment (Sleeter, 2005)	Teacher uses culturally responsive assessment (CRA) (Mahari, 1998)

APPENDIX Q: (continued)

Teacher:_____ Date: _____ Time:_____ Subject:_____

Attitudes: Teacher Ideology (Sleeter, 2005)

Critical Attributes of CRC:	Observed	Not Observed	Exemplars
Teacher is personally inviting (Howard, 2006)			
Manages the class with a firm consistent loving influence (Howard, 2006)			
Creates a welcoming space (Howard, 2006)			
Teacher has a positive attitude toward all students' cultural and linguistic needs (Ladson-Billings, 2009)			

Critical Attributes of RDD:	Observed	Not Observed	Exemplars
Uses diverse strategies such as multiple intelligences (Aborn 2006)			
Expects students to do their best work, which looks different for each student (Aborn, 2006)			
Differentiated learning based on cultural and learning styles (Howard, 2006)			
Differentiation is used to help students succeed no matter race, gender, culture, or social class (Freire, 1970; Gay, 2000)			
Encourages cultural connections (Howard, 2006)			

Behaviors: Transformative Knowledge (Sleeter, 2005)

Critical Attributes of SSPC:	Observed	Not Observed	Exemplars
Teaches that fairness does not look the same for everyone (Delpit, 2012)			
Students are involved in real life experiences that involve service learning (Delpit, 2012, Kirkland, 2003)			

Critical Attributes of TOC:	Observed	Not Observed	Exemplars
Students are encouraged to feel safe to express differing viewpoints (Ambrosio, 2003)			
Students learn they can have respectful conversations of different points of view (Delpit, 2012)			

Behaviors: Students and Community (Sleeter, 2005)

Critical Attributes of COL:	Observed	Not Observed	Exemplars
Students are held accountable for their learning and when collaborating with their peers (Ladson-Billings, 2009)			
Teacher sees herself as part of the community (Ambrosio, 2003; Ladson-Billings, 2009)			
Students are taught to listen and be respectful of each; listen before they talk (Ambrosio,, 2003; Delpit, 2012)			
Dialogue about differences is encouraged (Delpit, 2012; Sleeter, 2005)			

APPENDIX Q: (continued)

Critical Attributes of CC:	Observed	Not Observed	Exemplars
Validates students by using students' cultural knowledge and experiences (Ambrosio, 2003; Gay, 2000; Howard, 2006)			
Students are encouraged to make text-text, text-self, and text-world connections in order to create cultural knowledge (Delpit, 2012; Ladson-Billings, 2009; Sleeter, 2005)			

Behaviors: Classroom Resources (Sleeter, 2005)

Critical Attributes of CROL:	Observed	Not Observed	Exemplars
Teachers develop a relationship with students based on ability to connect through informal language (Gay, 2000; Smitherman, 2008)			
Understands that students will use appropriate oral language to fit the social context (Gay, 2000; Smitherman, 2008)			
Teaches students to respect different languages (informal and formal) (Gay, 2000; Smitherman, 2008)			

Critical Attributes of CRWL:	Observed	Not Observed	Exemplars
Teaches various types of written language (Baker, 2008)			
Students writing is various (Baker, 2008)			
Students listen to various types of written language and observe its formation (Baker, 2008)			

Students read and write themselves which validates their language (Baker, 2008)			
Language and literacy skills and strategies are developed in all content areas across the curriculum (Baker, 2008)			
Uses various multicultural materials/ethnic literature (A. Gay, 2003; Gay, 2000; Sleeter, 2005)			

Skills: Academic Challenge (Sleeter, 2005)

Critical Attributes of SA:	Observed	Not Observed	Exemplars
Teacher uses Blooms taxonomy, dialogue over lectures, provides scaffolding (Sleeter, 2005)			
Teaches critical thinking skills and teaches basic skills (Delpit, 2012; Ladson-Billings, 2009)			
Students compare and contrast historical and contemporary stories of different ethnic groups (Kirkland, 2003)			
Students are creators of knowledge and the teacher pulls out the information (Ambrosio, 2003; Ladson-Billings, 2009)			
Teaches students test taking, various teaching styles, and study skills (Delpit, 2006; Gay, 2000)			
Teacher maintains high standards for each student which are individualized to each student (Delpit, 2012; Howard,			

APPENDIX Q: (continued)

Skills: Assessment (Sleeter, 2005)

Critical Attributes of CRA:	Observed	Not Observed	Exemplars
Teachers use both performance assessments and traditional tests (Hood, 1998; C.D. Lee, 1998; Sleeter, 2005)			
Use differentiated testing strategies (Mahari, 1998; Sleeter, 2005)			
Assessment based items that reflect the students' experiences and ability (Sleeter, 2005)			

APPENDIX R: SECOND REVISED CULTURALLY RESPONSIVE TEACHING PROFESSIONAL DEVELOPMENT GUIDE

Highlighting Indicates Revisions Made to First Revised Culturally Responsive Teaching Professionally Development Guide

Culturally Responsive Teaching Professionally Development Guide
Terminology

Attitudes: Teacher Ideology (Sleeter, 2005)	Teacher creates CRC (coach that creates relationships by caring) takes on the role of a coach by developing relationships with all students in and beyond the classroom by using the tenet of caring- comprehensive behavior (Delpit, 2012; Howard, 2003; Howard, 2006; Ladson-Billings, 2009)
	Teacher creates RDD (teacher respects diversity and differences (Aborn, 2006; Delpit, 2012; Freire, 1970; Gay, 2000; Howard, 2003; Howard, 2006; Ladson-Billings, 2009)
Behaviors: Transformative Knowledge (Sleeter, 2005)	Teacher promotes SSPC (students' socio-political consciousness) (Ladson-Billings, 2008)
	Teacher teaches TOC (teaches the truth of other cultures and not the Truth) (Howard, 2006)
Behaviors: Students and Community (Sleeter, 2005)	Teacher teaches encourages COL (a community of learners) (Ladson-Billings, 2009)
	Teacher supports CC, "cultural competence" (Ladson-Billings, 2008)
Behaviors: Classroom Resources (Sleeter, 2005)	Teacher uses culturally responsive oral language (CROL) (Gay, 2000; Smitherman, 2008)
	Teacher uses culturally responsive written language (CRWL) (Baker, 2008)
Skills: Academic Challenge (Sleeter, 2005)	Teacher focuses on student achievement (SA) (Ladson-Billings, 2009)
Skills: Assessment (Sleeter, 2005)	Teacher uses culturally responsive assessment (CRA) (Mahari, 1998)

* Please note that this guide is not a tool for evaluation purposes by teachers/administrators. This guide is intended for teachers to use as a tool to develop and foster culturally responsive teaching practices.

** Please note that there are behaviors, attitudes, and skills that may not be observed during a lesson because they are not applicable for that lesson. Use NA for not applicable behaviors, attitudes, and skills.

APPENDIX R: (continued)

Teacher:_____ Date: _____ Time:_____ Subject:_____

Attitudes: Teacher Ideology (Sleeter, 2005)

Critical Attributes of CRC:	Observed	Not Observed	Exemplars
Teacher is personally inviting (Howard, 2006)			
Manages the class with a firm consistent loving influence (Howard, 2006)			
Creates a welcoming space (Howard, 2006)			
Teacher has a positive attitude toward all students' cultural and linguistic needs (Ladson-Billings, 2009)			

Critical Attributes of RDD:	Observed	Not Observed	Exemplars
Uses diverse strategies such as multiple intelligences (Aborn 2006)			
Expects students to do their best work, which looks different for each student (Aborn, 2006)			
Differentiated learning based on cultural and learning styles (Howard, 2006)			
Differentiation is used to help students succeed no matter race, gender, culture, academic ability, or social class (Freire, 1970; Gay, 2000)			
Encourages cultural connections (Howard, 2006)			

Behaviors: Transformative Knowledge (Sleeter, 2005)

Critical Attributes of SSPC:	Observed	Not Observed	Exemplars
Teaches that fairness does not look the same for everyone (Delpit, 2012)			
Students are involved in real life experiences that may involve service learning (Delpit, 2012, Kirkland, 2003)			

Critical Attributes of TOC:	Observed	Not Observed	Exemplars
Students are encouraged to feel safe to express differing viewpoints (Ambrosio, 2003)			
Students learn they can have respectful conversations of different points of view (Delpit, 2012)			

Behaviors: Students and Community (Sleeter, 2005)

Critical Attributes of COL:	Observed	Not Observed	Exemplars
Students are held accountable for their learning and when collaborating with their peers (Ladson-Billings, 2009)			
Teacher sees herself as part of the community (Ambrosio, 2003; Ladson-Billings, 2009)			
Students are taught to listen and be respectful of each other; listen before they talk (Ambrosio, 2003; Delpit, 2012)			
Dialogue about differences is accepted (Delpit, 2012; Sleeter, 2005)			

APPENDIX R: (continued)

Critical Attributes of CC:	Observed	Not Observed	Exemplars
Validates students by using students' cultural knowledge and experiences (Ambrosio, 2003; Gay, 2000; Howard, 2006)			
Students are encouraged to make text-text, text-self, and text-world connections in order to create cultural knowledge (Delpit, 2012; Ladson-Billings, 2009; Sleeter, 2005)			

Behaviors: Classroom Resources (Sleeter, 2005)

Critical Attributes of CROL:	Observed	Not Observed	Exemplars
Teachers develop a relationship with students based on ability to connect through informal language (Gay, 2000; Smitherman, 2008)			
Understands that students will use appropriate oral language to fit the social context (Gay, 2000; Smitherman, 2008)			
Teaches students to respect different languages (informal and formal) (Gay, 2000; Smitherman, 2008)			

Critical Attributes of CRWL:	Observed	Not Observed	Exemplars
Teaches various types of written language (Baker, 2008)			
Students writing is various (Baker, 2008)			
Students listen to various types of written language and observe its formation (Baker, 2008)			
Students read and write themselves which validates their language (Baker, 2008)			
Language and literacy skills and strategies are developed in all content areas across the curriculum (Baker, 2008)			
Uses various multicultural materials/ethnic literature (A. Gay, 2003; Gay, 2000; Sleeter, 2005)			

Skills: Academic Challenge (Sleeter, 2005)

Critical Attributes of SA:	Observed	Not Observed	Exemplars
Teacher uses Blooms taxonomy, dialogue over lectures, provides scaffolding (Sleeter, 2005)			
Teaches critical thinking skills and teaches basic skills (Delpit, 2012; Ladson-Billings, 2009)			
Students compare and contrast historical and contemporary stories of different ethnic groups (Kirkland, 2003)			
Students are creators of knowledge and the teacher pulls out the information (Ambrosio, 2003; Ladson-Billings, 2009)			
Teaches students test taking, various teaching styles, and study skills (Delpit, 2006; Gay, 2000)			
Teacher maintains high standards for each student which are individualized to each student (Delpit, 2012; Howard,			

Skills: Assessment (Sleeter, 2005)

Critical Attributes of CRA:	Observed	Not Observed	Exemplars
Teachers use both performance assessments and traditional tests (Hood, 1998; C.D. Lee, 1998; Sleeter, 2005)			
Use differentiated testing strategies (Mahari, 1998; Sleeter, 2005)			
Assessment based items that reflect the students' experiences and ability (Sleeter, 2005)			

APPENDIX S: FINAL REVISED CULTURALLY RESPONSIVE TEACHING
PROFESSIONAL DEVELOPMENT GUIDE

Highlighting Indicates Revisions Made From the Semantic Analysis of the Second and
Theoretical Revised Culturally Responsive Teaching Professionally Development Guides

Culturally Responsive Teaching Professionally Development Guide Terminology

Attitudes: Teacher Ideology (Sleeter, 2005)	Teacher creates CRC (coach that creates relationships by caring) takes on the role of a coach by developing relationships with all students in and beyond the classroom by using the tenet of caring- comprehensive behavior (Delpit, 2012; Howard, 2003; Howard, 2006; Ladson-Billings, 2009)
	Teacher creates RDD (teacher respects diversity and differences (Aborn, 2006; Delpit, 2012; Freire, 1970; Gay, 2000; Howard, 2003; Howard, 2006; Ladson-Billings, 2009)
Behaviors: Transformative Knowledge (Sleeter, 2005)	Teacher promotes SSPC (students' socio-political consciousness) (Ladson-Billings, 2008)
	Teacher teaches TOC (teaches the truth of other cultures and not the Truth) (Howard, 2006)
Behaviors: Students and Community (Sleeter, 2005)	Teacher teaches encourages COL (a community of learners) (Ladson-Billings, 2009)
	Teacher supports CC, "cultural competence" (Ladson-Billings, 2008)
Behaviors: Classroom Resources (Sleeter, 2005)	Teacher uses culturally responsive oral language (CROL) (Gay, 2000; Smitherman, 2008)
	Teacher uses culturally responsive written language (CRWL) (Baker, 2008)
Skills: Academic Challenge (Sleeter, 2005)	Teacher focuses on student achievement (SA) (Ladson-Billings, 2009)
Skills: Assessment (Sleeter, 2005)	Teacher uses culturally responsive assessment (CRA) (Mahari, 1998)

* Please note that this guide is not a tool for evaluation purposes by teachers/administrators. This guide is
intended for teachers to use as a tool to develop and foster culturally responsive teaching practices.
** Please note that there are behaviors, attitudes, and skills that may not be observed during a lesson
because they are not applicable for that lesson. Use NA for not applicable behaviors, attitudes, and skills.

APPENDIX S: (continued)

Teacher:_____ Date: _____ Time:_____ Subject:_____

Attitudes: Teacher Ideology (Sleeter, 2005)

Critical Attributes of CRC:	Observed	Not Observed	Exemplars
Teacher is personally inviting (Howard, 2006)			
Manages the class with a firm consistent loving influence (Howard, 2006)			
Creates a welcoming space (Howard, 2006)			
Teacher has a positive attitude toward all students' cultural and linguistic needs (Ladson-Billings, 2009)			

Critical Attributes of RDD:	Observed	Not Observed	Exemplars
Uses diverse strategies such as multiple intelligences (Aborn 2006)			
Expects students to be limitless humans: students do their best work, which looks different for each student (Aborn, 2006)			
Differentiated learning based on cultural and learning styles (Howard, 2006)			
Students are helped to succeed (no matter their race, gender, culture, academic ability, or social class of students) even if it means using alternative teaching methods (Freire, 1970; Gay, 2000)			
Encourages cultural connections (Howard, 2006)			

Behaviors: Transformative Knowledge (Sleeter, 2005)

Critical Attributes of SSPC:	Observed	Not Observed	Exemplars
Teaches that fairness does not look the same for everyone (Delpit, 2012)			
Students are involved in real life experiences that may involve social justice (Delpit, 2012, Kirkland, 2003)			

Critical Attributes of TOC:	Observed	Not Observed	Exemplars
Students feel safe to express viewpoints and challenge racial points of view and social authority (Ambrosio, 2003)			
Students learn they can have respectful conversations with different points of view and relate new ideas to problems in life (Delpit, 2012)			

Behaviors: Students and Community (Sleeter, 2005)

Critical Attributes of COL:	Observed	Not Observed	Exemplars
Students are held accountable for their learning and learning of their peers (Ladson-Billings, 2009)			
Teacher sees herself as part of the community (Ambrosio, 2003; Ladson-Billings, 2009)			
Students are taught to listen and be respectful of each; listen before they talk (Ambrosio, 2003; Delpit, 2012)			

APPENDIX S: (continued)

Dialogue about differences is invited (Delpit, 2012; Sleeter, 2005)			
Students encouraged to work in heterogeneous collaborative groups (Delpit, 2012; Ladson-Billings, 2009; Sleeter, 2005)			

Critical Attributes of CC:	Observed	Not Observed	Exemplars
All students' cultures are represented and promoted by using students' knowledge and experiences (Ambrosio, 2003; Gay, 2000; Howard, 2006)			
Students are taught to create cultural knowledge by making connections to lessons through life experiences (Delpit, 2012; Ladson-Billings, 2009; Sleeter, 2005)			

Behaviors: Classroom Resources (Sleeter, 2005)

Critical Attributes of CROL:	Observed	Not Observed	Exemplars
Teachers develop a relationship with students based on ability to connect through code switching (Gay, 2000; Smitherman, 2008)			
Understands that students will use appropriate oral language to fit the social context (Gay, 2000; Smitherman, 2008)			
Teaches students to respect different languages and students feel comfortable to code switch (Gay, 2000; Smitherman, 2008)			

Critical Attributes of CRWL:	Observed	Not Observed	Exemplars
Teaches various types of written language (Baker, 2008)			
Students writing is various (Baker, 2008)			
Students listen to various types of written language and observe its formation (Baker, 2008)			
Students read and write themselves which validates their language (Baker, 2008)			
Language and literacy skills and strategies are developed in all content areas across the curriculum (Baker, 2008)			
Uses various multicultural materials/ethnic literature (A. Gay, 2003; Gay, 2000; Sleeter, 2005)			

APPENDIX S: (continued)

Skills: Academic Challenge (Sleeter, 2005)

Critical Attributes of SA:	Observed	Not Observed	Exemplars
Teacher uses Blooms taxonomy, dialogue over lectures, provides scaffolding (Sleeter, 2005)			
Teaches critical thinking skills and teaches basic skills (Delpit, 2012; Ladson-Billings, 2009)			
Students examine historical and contemporary stories of different ethnic groups (Kirkland, 2003)			
Students are creators of knowledge and the teacher pulls out the information (Ambrosio, 2003; Ladson-Billings, 2009)			
Teaches students test taking, various teaching styles, and study skills (Delpit, 2006; Gay, 2000)			
Teacher maintains high standards for each student which are individualized to each student through rigorous challenging instruction (Delpit, 2012; Howard,			

Skills: Assessment (Sleeter, 2005)

Critical Attributes of CRA:	Observed	Not Observed	Exemplars
Teachers use both performance assessments and traditional tests (Hood, 1998; C.D. Lee, 1998; Sleeter, 2005)			
Use differentiated testing strategies (Mahari, 1998; Sleeter, 2005)			
Assessment based items that reflect the students' experiences and ability (Sleeter, 2005)			

APPENDIX T: FIRST OBSERVATION OF T[1]: THEORETICAL CULTURALLY
RESPONSIVE TEACHING PROFESSIONAL DEVELOPMENT GUIDE

Teacher: T[1]   Date: 1/23/14   Time: 1:15   Subject: Math

Attitudes: Teacher Ideology (Sleeter, 2005)	Critical Attributes of CRC:	Observed	Did Not Observe	Exemplars
Teacher creates CRC (coach that creates relationships by caring) takes on the role of a coach by developing relationships with all students in and beyond the classroom by using the tenet of caring-comprehensive behavior (Delpit, 2012; Howard, 2003; Howard, 2006; Ladson-Billings, 2009)	• Teacher is personally inviting (Howard, 2006)	X		
	• Manages the class with a firm consistent loving influence (Howard, 2006)	X		
	• Creates a welcoming space (Howard, 2006)	X		
	• Teacher has a positive attitude toward all students' cultural and linguistic needs (Ladson-Billings, 2009)	X		"funner"-more fun

APPENDIX T: (continued)

Attitudes: Teacher Ideology (Sleeter, 2005)	Critical Attributes of respecting diversity and differences (RDD):	Observed	Did Not Observe	Exemplars
Teacher creates RDD (teacher respects diversity and differences (Aborn, 2006; Delpit, 2012; Freire, 1970; Gay, 2000; Howard, 2003; Howard, 2006; Ladson-Billings, 2009)	• Uses diverse strategies such as multiple intelligences (Aborn 2006)	X		
	• Believes all student are limitless humans (Aborn, 2006)		X	
	• Students cultural and learning practices are respected and honored (Howard, 2006)	X		
	• Teacher creates liberation from an oppressive educational system by defying current educational practices if needed (Freire, 1970; Gay, 2000)		X	
	• Encourages cultural connections (Howard, 2006)		X	

Behaviors: Transformative Knowledge (Sleeter, 2005)	Critical Attributes of SSPC:	Observed	Did Not Observe	Exemplars
Teacher promotes SSPC (students' socio-political consciousness) (Ladson-Billings, 2008)	• Students apply ideas of fairness, equity to their world (Delpit, 2012)		X	
	• Students are involved in real life experiences that incorporates social justice (Delpit, 2012; Kirkland, 2003)		X	

APPENDIX T: (continued)

Behaviors: Transformative Knowledge (Sleeter, 2005)	Critical Attributes of TOC:	Observed	Did Not Observe	Exemplars
Teacher teaches TOC (teaches the truth of other cultures and not the Truth) (Howard, 2006)	• Students are taught to "talk back" to the voices of social authority (Ambrosio, 2003)		X	
	• Students have the emotional ego strength to challenge racist view (Delpit, 2012)		X	
	• Students can talk about human differences and relate new ideas to the problems of life (Delpit, 2012)		X	

APPENDIX T: (continued)

Behaviors: Students and Community (Sleeter, 2005)	Critical Attributes of COL:	Observed	Did Not Observe	Exemplars
Teacher teaches encourages COL (a community of learners) (Ladson-Billings, 2009)	• Students are accountable for their learning and learning of their peers (Ladson-Billings, 2009)	X		
	• Teacher sees herself as part of the community (Ambrosio, 2003; Ladson-Billings, 2009)	X		
	• Teacher encourages students to work collaboratively together in heterogeneous groups (Delpit, 2012; Ladson-Billings, 2009; Sleeter, 2005)	X		Group-math
	• Students taught to suspend judgment and consider other people's perceptions (Ambrosio, 2003; Delpit, 2012)		X	
	• Dialogue about differences is invited and students can reflect on their own lives and why they feel the way they do (Delpit, 2012; Sleeter, 2005)		X	

APPENDIX T: (continued)

Behaviors: Students and Community (Sleeter, 2005)	Critical Attributes of CC:	Observed	Did Not Observe	Exemplars
Teacher supports CC, "cultural competence" (Ladson-Billings, 2008)	• Validates students by utilizing students' cultural knowledge and experiences and creates a cultural democracy (Ambrosio, 2003; Gay, 2000; Howard, 2006)		X	
	• Students are taught to connect lesson to their own lives of home, school, community, nation, and global issues from the use of metaphors and experiences from the students' world (Delpit, 2012; Ladson-Billings, 2009; Sleeter, 2005)		X	

Behaviors: Classroom Resources (Sleeter, 2005)	Critical Attributes of CROL:	Observed	Did Not Observe	Exemplars
Teacher uses culturally responsive oral language (CROL) (Gay, 2000; Smitherman, 2008)	• Teacher's language code switches (Gay, 2000; Smitherman, 2008)		X	
	• Understands that students will use appropriate oral language to fit the social context (Gay, 2000; Smitherman, 2008)	X		
	• Teacher openly discusses the culture of power's language so students are allowed to code switch (Gay, 2000; Smitherman, 2008)		X	

APPENDIX T: (continued)

Behaviors: Classroom Resources (Sleeter, 2005)	Critical Attributes of CRWL:	Observed	Did Not Observe	Exemplars
Teacher uses culturally responsive written language (CRWL) (Baker, 2008)	• Teaches various types of written language (Baker, 2008)		X	
	• Students writing is various (Baker, 2008)		X	
	• Students listen to various types of written language and observe its formation (Baker, 2008)	X		
	• Students read and write themselves which validates their language (Baker, 2008)	X		
	• Language and literacy skills and strategies are developed in all content areas across the curriculum (Baker, 2008)		X	
	• Uses various multicultural materials/ethnic literature (A. Gay, 2003; Gay, 2000; Sleeter, 2005)		X	

APPENDIX T: (continued)

Skills: Academic Challenge (Sleeter, 2005)	Critical Attributes of SA:	Observed	Did Not Observe	Exemplars
Teacher focuses on student achievement (SA) (Ladson-Billings, 2009)	• Teacher uses Blooms taxonomy, dialogue over lectures, provides scaffolding (Sleeter, 2005)	X		
	• Teaches critical thinking skills and teaches basic skills (Delpit, 2012; Ladson-Billings, 2009)	X		
	Students critically analyze historical and contemporary stories of different ethnic groups (Kirkland, 2003)	X		
	• Students are creators of knowledge and the teacher pulls out the information (Ambrosio, 2003; Ladson-Billings, 2009)	X		
	• Teaches students the "cultural capital" of being successful in school: how to maneuver school in test taking, various teaching styles, and study skills (Delpit, 2006; Gay, 2000)	X		
	• Teacher reinforces students for academic development by using challenging rigorous instruction that maintain high standards (Delpit, 2012; Howard, 2006; Sleeter, 2005)	X		

APPENDIX T: (continued)

Skills: Assessment (Sleeter, 2005)	Critical Attributes of CRA:	Observed	Did Not Observe	Exemplars
Teacher uses culturally responsive assessment (CRA) (Mahari, 1998)	• Teachers use both performance assessments and traditional tests (Hood, 1998; C.D. Lee, 1998; Sleeter, 2005)		X	
	• "Alternative paths that permit elbow room for varied cultural and participatory styles as well as more mediums and strategies for representing knowledge" (Mahari, 1998; Sleeter, 2005)		X	
	• Culturally responsive assessment involves activities or test items and the criteria for the evaluation is developed from the experiences, perspective, and language of the student being assessed (Sleeter, 2005)		X	

APPENDIX U: FIRST OBSERVATION OF T[1] FIELD NOTES

Attitudes: Teacher Ideology (Sleeter, 2005)
　　　Critical Attributes of CRC:
- Allowed work time, think time
- Has set expectations, students work without redirection
- "You will be swimming on your own."
- Consequences- "If you choose to touch my bell you will leave the table."

　　　Critical Attributes of RDD:
　　　　- Flexible math groups
　　　　- Guided math-

Behaviors: Transformative Knowledge (Sleeter, 2005)
　　　Critical Attributes of SPCC:
　　　　- NA

　　　Critical Attributes of TOC:
　　　　- NA

Behaviors: Students and Community (Sleeter, 2005)
　　　Critical Attributes of COL:
　　　　- Students work on game, 100 boards with teacher
　　　　- Students don't shout out ideas-answers
　　　　- Choices- students use a board or not? Put choices out there.

　　　Critical Attributes of CC:
　　　　- NA

Behaviors: Classroom Resources (Sleeter, 2005)
　　　Critical Attributes of CROL:
　　　　- Students use appropriate math language to communicate set of tense, how many?
　　　　- Students, "that was funner" T[1], "that was more fun."
　　　　- Got back on task, "I see 3 quiet math students."

　　　Critical Attributes of CRWL:
　　　　- Show thinking- Sunshine Math- read various word problems
　　　　- Rebus problems- differentiated for various reading levels

APPENDIX U: (continued)

Skills: Academic Challenge (Sleeter, 2005)

    Critical Attributes of SA:

- Scaffold students to use higher level place value
- Started doing problem with students then backed away help
- "Now swim on your own."

Skills: Assessment (Sleeter, 2005)

    Critical Attributes of CRA:

- NA

APPENDIX V: SECOND OBSERVATION OF T[1]: THEORETICAL CULTURALLY
RESPONSIVE PROFESSIONAL DEVELOPMENT GUIDE

Teacher: T[1]   Date: 1/31/14   Time: 1:03   Subject: Math

Attitudes: Teacher Ideology (Sleeter, 2005)	Critical Attributes of CRC:	Observed	Did Not Observe	Exemplars
Teacher creates CRC (coach that creates relationships by caring) takes on the role of a coach by developing relationships with all students in and beyond the classroom by using the tenet of caring-comprehensive behavior (Delpit, 2012; Howard, 2003; Howard, 2006; Ladson-Billings, 2009)	• Teacher is personally inviting (Howard, 2006)	X		Light on in the corner-warm ambiance
	• Manages the class with a firm consistent loving influence (Howard, 2006)	X		
	• Creates a welcoming space (Howard, 2006)	X		
	• Teacher has a positive attitude toward all students' cultural and linguistic needs (Ladson-Billings, 2009)	X		

APPENDIX V: (continued)

Attitudes: Teacher Ideology (Sleeter, 2005)	Critical Attributes of respecting diversity and differences (RDD):	Observed	Did Not Observe	Exemplars
Teacher creates RDD (teacher respects diversity and differences (Aborn, 2006; Delpit, 2012; Freire, 1970; Gay, 2000; Howard, 2003; Howard, 2006; Ladson-Billings, 2009)	• Uses diverse strategies such as multiple intelligences (Aborn 2006)	X		Make a picture
	• Believes all student are limitless humans (Aborn, 2006)	X		
	• Students cultural and learning practices are respected and honored (Howard, 2006)	X		
	• Teacher creates liberation from an oppressive educational system by defying current educational practices if needed (Freire, 1970; Gay, 2000)		X	
	• Encourages cultural connections (Howard, 2006)		X	

Behaviors: Transformative Knowledge (Sleeter, 2005)	Critical Attributes of SSPC:	Observed	Did Not Observe	Exemplars
Teacher promotes SSPC (students' socio-political consciousness) (Ladson-Billings, 2008)	• Students apply ideas of fairness, equity to their world (Delpit, 2012)		X	
	• Students are involved in real life experiences that incorporates social justice (Delpit, 2012; Kirkland, 2003)		X	

APPENDIX V: (continued)

Behaviors: Transformative Knowledge (Sleeter, 2005)	Critical Attributes of TOC:	Observed	Did Not Observe	Exemplars
Teacher teaches TOC (teaches the truth of other cultures and not the Truth) (Howard, 2006)	• Students are taught to "talk back" to the voices of social authority (Ambrosio, 2003)		X	
	• Students have the emotional ego strength to challenge racist view (Delpit, 2012)		X	
	• Students can talk about human differences and relate new ideas to the problems of life (Delpit, 2012)		X	

APPENDIX V: (continued)

Behaviors: Students and Community (Sleeter, 2005*)*	Critical Attributes of COL:	Observed	Did Not Observe	Exemplars
Teacher teaches encourages COL (a community of learners) (Ladson-Billings, 2009)	• Students are accountable for their learning and learning of their peers (Ladson-Billings, 2009)	X		
	• Teacher sees herself as part of the community (Ambrosio, 2003; Ladson-Billings, 2009)	X		
	• Teacher encourages students to work collaboratively together in heterogeneous groups (Delpit, 2012; Ladson-Billings, 2009; Sleeter, 2005)		X	
	• Students taught to suspend judgment and consider other people's perceptions (Ambrosio, 2003; Delpit, 2012)	X		Students "argued" about iPads but respectfully resolved the problem
	• Dialogue about differences is invited and students can reflect on their own lives and why they feel the way they do (Delpit, 2012; Sleeter, 2005)		X	

APPENDIX V: (continued)

Behaviors: Students and Community (Sleeter, 2005)	Critical Attributes of CC:	Observed	Did Not Observe	Exemplars
Teacher supports CC, "cultural competence" (Ladson-Billings, 2008)	• Validates students by utilizing students' cultural knowledge and experiences and creates a cultural democracy (Ambrosio, 2003; Gay, 2000; Howard, 2006)		X	
	• Students are taught to connect lesson to their own lives of home, school, community, nation, and global issues from the use of metaphors and experiences from the students' world (Delpit, 2012; Ladson-Billings, 2009; Sleeter, 2005)		X	

Behaviors: Classroom Resources (Sleeter, 2005)	Critical Attributes of CROL:	Observed	Did Not Observe	Exemplars
Teacher uses culturally responsive oral language (CROL) (Gay, 2000; Smitherman, 2008)	• Teacher's language code switches (Gay, 2000; Smitherman, 2008)		X	
	• Understands that students will use appropriate oral language to fit the social context (Gay, 2000; Smitherman, 2008)		X	
	• Teacher openly discusses the culture of power's language so students are allowed to code switch (Gay, 2000; Smitherman, 2008)		X	

APPENDIX V: (continued)

Behaviors: Classroom Resources (Sleeter, 2005)	Critical Attributes of CRWL:	Observed	Did Not Observe	Exemplars
Teacher uses culturally responsive written language (CRWL) (Baker, 2008)	• Teaches various types of written language (Baker, 2008)	X		
	• Students writing is various (Baker, 2008)	X		
	• Students listen to various types of written language and observe its formation (Baker, 2008)	X		
	• Students read and write themselves which validates their language (Baker, 2008)	X		
	• Language and literacy skills and strategies are developed in all content areas across the curriculum (Baker, 2008)	X		
	• Uses various multicultural materials/ethnic literature (A. Gay, 2003; Gay, 2000; Sleeter, 2005)		X	

APPENDIX V: (continued)

Skills: Academic Challenge (Sleeter, 2005)	Critical Attributes of SA:	Observed	Did Not Observe	Exemplars
Teacher focuses on student achievement (SA) (Ladson-Billings, 2009)	• Teacher uses Blooms taxonomy, dialogue over lectures, provides scaffolding (Sleeter, 2005)	X		
	• Teaches critical thinking skills and teaches basic skills (Delpit, 2012; Ladson-Billings, 2009)	X		
	Students critically analyze historical and contemporary stories of different ethnic groups (Kirkland, 2003)	X		
	• Students are creators of knowledge and the teacher pulls out the information (Ambrosio, 2003; Ladson-Billings, 2009)	X		
	• Teaches students the "cultural capital" of being successful in school: how to maneuver school in test taking, various teaching styles, and study skills (Delpit, 2006; Gay, 2000)	X		
	• Teacher reinforces students for academic development by using challenging rigorous instruction that maintain high standards (Delpit, 2012; Howard, 2006; Sleeter, 2005)	X		Sunshine math for ALL students

APPENDIX V: (continued)

Skills: Assessment (Sleeter, 2005)	Critical Attributes of CRA:	Observed	Did Not Observe	Exemplars
Teacher uses culturally responsive assessment (CRA) (Mahari, 1998)	• Teachers use both performance assessments and traditional tests (Hood, 1998; C.D. Lee, 1998; Sleeter, 2005)		X	
	• "Alternative paths that permit elbow room for varied cultural and participatory styles as well as more mediums and strategies for representing knowledge" (Mahari, 1998; Sleeter, 2005)	X		
	• Culturally responsive assessment involves activities or test items and the criteria for the evaluation is developed from the experiences, perspective, and language of the student being assessed (Sleeter, 2005)	X		Students showed different problem solving strategies

APPENDIX W: SECOND OBSERVATION OF T[1] FIELD NOTES

Attitudes: Teacher Ideology (Sleeter, 2005)
    Critical Attributes of CRC:
- Kid asks, "Where do I put this?" T[1] says, "I gave a direction. I know I did. Look around."
- Say it loud and proud.

    Critical Attributes of RDD:
- iPad, computers, hundreds boards
- Allowed students to move around- sit in various places
- Create a number sentence of their own
- She tells students, "I know you can do this."

Behaviors: Transformative Knowledge (Sleeter, 2005)
    Critical Attributes of SPCC:
- NA

    Critical Attributes of TOC:
- NA

Behaviors: Students and Community (Sleeter, 2005)
    Critical Attributes of COL:
- Word problems- show each other different strategies to solve
- Do not disagree with strategies shown
- Student showed proof he was in the group he was in

    Critical Attributes of CC:
- NA

Behaviors: Classroom Resources (Sleeter, 2005)
    Critical Attributes of CROL:
- NA

    Critical Attributes of CRWL:
- Writing in math journal
- Phonics skills in math written responses
- Reading comprehension with math word problems

APPENDIX W: (continued)

Skills: Academic Challenge (Sleeter, 2005)
      Critical Attributes of SA:
- Sunshine math is higher level problem solving

Skills: Assessment (Sleeter, 2005)
      Critical Attributes of CRA:
- Students showed different ways to answer a sunshine math problem

APPENDIX X: THIRD OBSERVATION OF T[1]: THEORETICAL CULTURALLY
RESPONSIVE PROFESSIONAL DEVELOPMENT GUIDE

Teacher: T[3]   Date 2/3/14   Time: 9:55   Subject: Reading

Attitudes: Teacher Ideology (Sleeter, 2005)	Critical Attributes of CRC:	Observed	Did Not Observe	Exemplars
Teacher creates CRC (coach that creates relationships by caring) takes on the role of a coach by developing relationships with all students in and beyond the classroom by using the tenet of caring-comprehensive behavior (Delpit, 2012; Howard, 2003; Howard, 2006; Ladson-Billings, 2009)	• Teacher is personally inviting (Howard, 2006)	X		
	• Manages the class with a firm consistent loving influence (Howard, 2006)	X		
	• Creates a welcoming space (Howard, 2006)	X		
	• Teacher has a positive attitude toward all students' cultural and linguistic needs (Ladson-Billings, 2009)	X		

APPENDIX X: (continued)

Attitudes: Teacher Ideology (Sleeter, 2005)	Critical Attributes of respecting diversity and differences (RDD):	Observed	Did Not Observe	Exemplars
Teacher creates RDD (teacher respects diversity and differences (Aborn, 2006; Delpit, 2012; Freire, 1970; Gay, 2000; Howard, 2003; Howard, 2006; Ladson-Billings, 2009)	• Uses diverse strategies such as multiple intelligences (Aborn 2006)	X		
	• Believes all student are limitless humans (Aborn, 2006)	X		
	• Students cultural and learning practices are respected and honored (Howard, 2006)	X		
	• Teacher creates liberation from an oppressive educational system by defying current educational practices if needed (Freire, 1970; Gay, 2000)		X	
	• Encourages cultural connections (Howard, 2006)	X		

Behaviors: Transformative Knowledge (Sleeter, 2005)	Critical Attributes of SSPC:	Observed	Did Not Observe	Exemplars
Teacher promotes SSPC (students' socio-political consciousness) (Ladson-Billings, 2008)	• Students apply ideas of fairness, equity to their world (Delpit, 2012)		X	
	• Students are involved in real life experiences that incorporates social justice (Delpit, 2012; Kirkland, 2003)		X	

APPENDIX X: (continued)

Behaviors: Transformative Knowledge (Sleeter, 2005)	Critical Attributes of TOC:	Observed	Did Not Observe	Exemplars
Teacher teaches TOC (teaches the truth of other cultures and not the Truth) (Howard, 2006)	• Students are taught to "talk back" to the voices of social authority (Ambrosio, 2003)		X	
	• Students have the emotional ego strength to challenge racist view (Delpit, 2012)		X	
	• Students can talk about human differences and relate new ideas to the problems of life (Delpit, 2012)		X	

APPENDIX X: (continued)

Behaviors: Students and Community (Sleeter, 2005*)	Critical Attributes of COL:	Observed	Did Not Observe	Exemplars
Teacher teaches encourages COL (a community of learners) (Ladson-Billings, 2009)	• Students are accountable for their learning and learning of their peers (Ladson-Billings, 2009)		X	
	• Teacher sees herself as part of the community (Ambrosio, 2003; Ladson-Billings, 2009)	X		
	• Teacher encourages students to work collaboratively together in heterogeneous groups (Delpit, 2012; Ladson-Billings, 2009; Sleeter, 2005)	X		Groups worked very well together-practiced?
	• Students taught to suspend judgment and consider other people's perceptions (Ambrosio, 2003; Delpit, 2012)	X		
	• Dialogue about differences is invited and students can reflect on their own lives and why they feel the way they do (Delpit, 2012; Sleeter, 2005)	X		

APPENDIX X: (continued)

Behaviors: Students and Community (Sleeter, 2005)	Critical Attributes of CC:	Observed	Did Not Observe	Exemplars
Teacher supports CC, "cultural competence" (Ladson-Billings, 2008)	• Validates students by utilizing students' cultural knowledge and experiences and creates a cultural democracy (Ambrosio, 2003; Gay, 2000; Howard, 2006)		X	
	• Students are taught to connect lesson to their own lives of home, school, community, nation, and global issues from the use of metaphors and experiences from the students' world (Delpit, 2012; Ladson-Billings, 2009; Sleeter, 2005)		X	

Behaviors: Classroom Resources (Sleeter, 2005)	Critical Attributes of CROL:	Observed	Did Not Observe	Exemplars
Teacher uses culturally responsive oral language (CROL) (Gay, 2000; Smitherman, 2008)	• Teacher's language code switches (Gay, 2000; Smitherman, 2008)	X		
	• Understands that students will use appropriate oral language to fit the social context (Gay, 2000; Smitherman, 2008)	X		
	• Teacher openly discusses the culture of power's language so students are allowed to code switch (Gay, 2000; Smitherman, 2008)		X	

APPENDIX X: (continued)

Behaviors: Classroom Resources (Sleeter, 2005)	Critical Attributes of CRWL:	Observed	Did Not Observe	Exemplars
Teacher uses culturally responsive written language (CRWL) (Baker, 2008)	• Teaches various types of written language (Baker, 2008)	X		
	• Students writing is various (Baker, 2008)	X		
	• Students listen to various types of written language and observe its formation (Baker, 2008)	X		
	• Students read and write themselves which validates their language (Baker, 2008)	X		
	• Language and literacy skills and strategies are developed in all content areas across the curriculum (Baker, 2008)	X		
	• Uses various multicultural materials/ethnic literature (A. Gay, 2003; Gay, 2000; Sleeter, 2005)		X	

APPENDIX X: (continued)

Skills: Academic Challenge (Sleeter, 2005)	Critical Attributes of SA::	Observed	Did Not Observe	Exemplars
Teacher focuses on student achievement (SA) (Ladson-Billings, 2009)	• Teacher uses Blooms taxonomy, dialogue over lectures, provides scaffolding (Sleeter, 2005)	X		
	• Teaches critical thinking skills and teaches basic skills (Delpit, 2012; Ladson-Billings, 2009)	X		
	Students critically analyze historical and contemporary stories of different ethnic groups (Kirkland, 2003)	X		
	• Students are creators of knowledge and the teacher pulls out the information (Ambrosio, 2003; Ladson-Billings, 2009)	X		
	• Teaches students the "cultural capital" of being successful in school: how to maneuver school in test taking, various teaching styles, and study skills (Delpit, 2006; Gay, 2000)	X		
	• Teacher reinforces students for academic development by using challenging rigorous instruction that maintain high standards (Delpit, 2012; Howard, 2006; Sleeter, 2005)	X		

APPENDIX X: (continued)

Skills: Assessment (Sleeter, 2005)	Critical Attributes of CRA:	Observed	Did Not Observe	Exemplars
Teacher uses culturally responsive assessment (CRA) (Mahari, 1998)	• Teachers use both performance assessments and traditional tests (Hood, 1998; C.D. Lee, 1998; Sleeter, 2005)	NA		
	• "Alternative paths that permit elbow room for varied cultural and participatory styles as well as more mediums and strategies for representing knowledge" (Mahari, 1998; Sleeter, 2005)	NA		
	• Culturally responsive assessment involves activities or test items and the criteria for the evaluation is developed from the experiences, perspective, and language of the student being assessed (Sleeter, 2005)	NA		

APPENDIX Y: THIRD OBSERVATION OF T[1] FIELD NOTES

Attitudes: Teacher Ideology (Sleeter, 2005)
     Critical Attributes of CRC:
- "Take a deep breath."
- "Work hard for 10 minutes and then we can go outside and see the snow"

     Critical Attributes of RDD:
- Group work- STEM building activity- creating a castle
- Sentence building activity worked with teacher assistant
- Allowed students to get excited about the snow

Behaviors: Transformative Knowledge (Sleeter, 2005)
     Critical Attributes of SPCC:
- NA

     Critical Attributes of TOC:
- NA

Behaviors: Students and Community (Sleeter, 2005)
     Critical Attributes of COL:
- Groups working well together
- Students know what is expected in each activity- do not need redirection
- Looking around room for visual cues to create sentences

     Critical Attributes of CC:
- NA

Behaviors: Classroom Resources (Sleeter, 2005)
     Critical Attributes of CROL:
- Formal and informal language to talk about vowels

     Critical Attributes of CRWL:
- Fiction and non-fiction books being read
- Sentences being shown to students were there are mistakes- student picks out where the mistake is
- Talk about Abe Lincoln and why he is so tall, and wears a tall black hat

APPENDIX Y: (continued)

Skills: Academic Challenge (Sleeter, 2005)

 Critical Attributes of SA:

- Scaffolds words to be used in sentences
- Go slow, edit, add period- You can do it!
- Talked about Abe as a lawyer- freeing slaves

Skills: Assessment (Sleeter, 2005)

 Critical Attributes of CRA:

- "Alternative paths that permit elbow room for varied cultural and participatory styles as well as more mediums and strategies for representing knowledge" (Mahari, 1998 in Sleeter, 2005)
- Teachers use both performance assessments and traditional tests (Hood, 1998; C.D. Lee, 1998; Sleeter, 2005)
- Culturally responsive assessment involves activities or test items and the criteria for the evaluation is developed from the experiences, perspective, and language of the student being assessed (Sleeter, 2005)

APPENDIX Z: FIRST OBSERVATION OF T^2: THEORETICAL CULTURALLY
RESPONSIVE PROFESSIONAL DEVELOPMENT GUIDE

Teacher: T^2 Date: 1/27/14   Time: 9:55   Subject: Reading

Attitudes: Teacher Ideology (Sleeter, 2005)	Critical Attributes of CRC:	Observed	Did Not Observe	Exemplars
Teacher creates CRC (coach that creates relationships by caring) takes on the role of a coach by developing relationships with all students in and beyond the classroom by using the tenet of caring-comprehensive behavior (Delpit, 2012; Howard, 2003; Howard, 2006; Ladson-Billings, 2009)	• Teacher is personally inviting (Howard, 2006)	X		
	• Manages the class with a firm consistent loving influence (Howard, 2006)	X		Noise meter
	• Creates a welcoming space (Howard, 2006)	X		
	• Teacher has a positive attitude toward all students' cultural and linguistic needs (Ladson-Billings, 2009)	X		

APPENDIX Z: (continued)

Attitudes: Teacher Ideology (Sleeter, 2005)	Critical Attributes of respecting diversity and differences (RDD):	Observed	Did Not Observe	Exemplars
Teacher creates RDD (teacher respects diversity and differences (Aborn, 2006; Delpit, 2012; Freire, 1970; Gay, 2000; Howard, 2003; Howard, 2006; Ladson-Billings, 2009)	• Uses diverse strategies such as multiple intelligences (Aborn 2006)	X		
	• Believes all student are limitless humans (Aborn, 2006)		X	
	• Students cultural and learning practices are respected and honored (Howard, 2006)	X		
	• Teacher creates liberation from an oppressive educational system by defying current educational practices if needed (Freire, 1970; Gay, 2000)		X	
	• Encourages cultural connections (Howard, 2006)		X	

Behaviors: Transformative Knowledge (Sleeter, 2005)	Critical Attributes of SSPC:	Observed	Did Not Observe	Exemplars
Teacher promotes SSPC (students' socio-political consciousness) (Ladson-Billings, 2008)	• Students apply ideas of fairness, equity to their world (Delpit, 2012)		X	
	• Students are involved in real life experiences that incorporates social justice (Delpit, 2012; Kirkland, 2003)		X	

APPENDIX X: (continued)

Behaviors: Transformative Knowledge (Sleeter, 2005)	Critical Attributes of TOC:	Observed	Did Not Observe	Exemplars
Teacher teaches TOC (teaches the truth of other cultures and not the Truth) (Howard, 2006)	• Students are taught to "talk back" to the voices of social authority (Ambrosio, 2003)		X	
	• Students have the emotional ego strength to challenge racist view (Delpit, 2012)		X	
	• Students can talk about human differences and relate new ideas to the problems of life (Delpit, 2012)		X	

APPENDIX X: (continued)

Behaviors: Students and Community (Sleeter, 2005*)*	Critical Attributes of COL:	Observed	Did Not Observe	Exemplars
Teacher teaches encourages COL (a community of learners) (Ladson-Billings, 2009)	• Students are accountable for their learning and learning of their peers (Ladson-Billings, 2009)	X		
	• Teacher sees herself as part of the community (Ambrosio, 2003; Ladson-Billings, 2009)	X		
	• Teacher encourages students to work collaboratively together in heterogeneous groups (Delpit, 2012; Ladson-Billings, 2009; Sleeter, 2005)		X	
	• Students taught to suspend judgment and consider other people's perceptions (Ambrosio, 2003; Delpit, 2012)		X	
	• Dialogue about differences is invited and students can reflect on their own lives and why they feel the way they do (Delpit, 2012; Sleeter, 2005)		X	

APPENDIX X: (continued)

Behaviors: Students and Community (Sleeter, 2005)	Critical Attributes of CC:	Observed	Did Not Observe	Exemplars
Teacher supports CC, "cultural competence" (Ladson-Billings, 2008)	• Validates students by utilizing students' cultural knowledge and experiences and creates a cultural democracy (Ambrosio, 2003; Gay, 2000; Howard, 2006)		X	
	• Students are taught to connect lesson to their own lives of home, school, community, nation, and global issues from the use of metaphors and experiences from the students' world (Delpit, 2012; Ladson-Billings, 2009; Sleeter, 2005)		X	

Behaviors: Classroom Resources (Sleeter, 2005)	Critical Attributes of CROL:	Observed	Did Not Observe	Exemplars
Teacher uses culturally responsive oral language (CROL) (Gay, 2000; Smitherman, 2008)	• Teacher's language code switches (Gay, 2000; Smitherman, 2008)		X	
	• Understands that students will use appropriate oral language to fit the social context (Gay, 2000; Smitherman, 2008)	X		Sentences and phonics ability
	• Teacher openly discusses the culture of power's language so students are allowed to code switch (Gay, 2000; Smitherman, 2008)		X	

APPENDIX X: (continued)

Behaviors: Classroom Resources (Sleeter, 2005)	Critical Attributes of CRWL:	Observed	Did Not Observe	Exemplars
Teacher uses culturally responsive written language (CRWL) (Baker, 2008)	• Teaches various types of written language (Baker, 2008)	X		
	• Students writing is various (Baker, 2008)	X		
	• Students listen to various types of written language and observe its formation (Baker, 2008)	X		Pamphlet, bios, poems
	• Students read and write themselves which validates their language (Baker, 2008)	X		
	• Language and literacy skills and strategies are developed in all content areas across the curriculum (Baker, 2008)	X		
	• Uses various multicultural materials/ethnic literature (A. Gay, 2003; Gay, 2000; Sleeter, 2005)	X		

APPENDIX X: (continued)

Skills: Academic Challenge (Sleeter, 2005)	Critical Attributes of SA:	Observed	Did Not Observe	Exemplars
Teacher focuses on student achievement (SA) (Ladson-Billings, 2009)	• Teacher uses Blooms taxonomy, dialogue over lectures, provides scaffolding (Sleeter, 2005)	X		
	• Teaches critical thinking skills and teaches basic skills (Delpit, 2012; Ladson-Billings, 2009)	X		
	Students critically analyze historical and contemporary stories of different ethnic groups (Kirkland, 2003)		X	
	• Students are creators of knowledge and the teacher pulls out the information (Ambrosio, 2003; Ladson-Billings, 2009)	X		
	• Teaches students the "cultural capital" of being successful in school: how to maneuver school in test taking, various teaching styles, and study skills (Delpit, 2006; Gay, 2000)		X	
	• Teacher reinforces students for academic development by using challenging rigorous instruction that maintain high standards (Delpit, 2012; Howard, 2006; Sleeter, 2005)	X		Wordly Wise- Hard but expects certain students to do it

APPENDIX X: (continued)

Skills: Assessment (Sleeter, 2005)	Critical Attributes of CRA:	Observed	Did Not Observe	Exemplars
Teacher uses culturally responsive assessment (CRA) (Mahari, 1998)	• Teachers use both performance assessments and traditional tests (Hood, 1998; C.D. Lee, 1998; Sleeter, 2005)	NA		
	• "Alternative paths that permit elbow room for varied cultural and participatory styles as well as more mediums and strategies for representing knowledge" (Mahari, 1998; Sleeter, 2005)	NA		
	• Culturally responsive assessment involves activities or test items and the criteria for the evaluation is developed from the experiences, perspective, and language of the student being assessed (Sleeter, 2005)	NA		

APPENDIX AA: FIRST OBSERVATION OF T^2 FIELD NOTES

Attitudes: Teacher Ideology (Sleeter, 2005)
    Critical Attributes of CRC:
- Working on writing sentences
- Helping one student- some students have more knowledge and they write with more details
- Student out of "control" redirects energy by carb walking out the room

    Critical Attributes of RDD:
- Students has strong science background so T^2 expects him to know the answer

Behaviors: Transformative Knowledge (Sleeter, 2005)
    Critical Attributes of SPCC:
- NA

    Critical Attributes of TOC:
- NA

Behaviors: Students and Community (Sleeter, 2005)
    Critical Attributes of COL:
- Teacher talking to students about their sentences and can add in her own experience with the student's experience
- Students held to high expectations to write good sentences

    Critical Attributes of CC:
- NA

Behaviors: Classroom Resources (Sleeter, 2005)
    Critical Attributes of CROL:
- Students use varying phonics and write different levels of detailed sentences based upon T^2 's expectation of that student

    Critical Attributes of CRWL:
- Bios, short stories, poems, pamphlets- all being read- students have choices
- Students write poems or paragraphs
- Cross content- social studies

APPENDIX AA: (continued)

Skills: Academic Challenge (Sleeter, 2005)
Critical Attributes of SA:
- T^2 gives a starting point with spelling words
- Shows how to start an answer in sentence form for a comprehension question

Skills: Assessment (Sleeter, 2005)
Critical Attributes of CRA:
- NA

APPENDIX BB: SECOND OBSERVATION OF T^2 : THEORETICAL CULTURALLY
RESPONSIVE PROFESSIONAL DEVELOPMENT GUIDE

Teacher: T^2 Date: 1/28/14   Time: 10:15   Subject: Reading

Attitudes: Teacher Ideology (Sleeter, 2005)	Critical Attributes of CRC:	Observed	Did Not Observe	Exemplars
Teacher creates CRC (coach that creates relationships by caring) takes on the role of a coach by developing relationships with all students in and beyond the classroom by using the tenet of caring-comprehensive behavior (Delpit, 2012; Howard, 2003; Howard, 2006; Ladson-Billings, 2009)	• Teacher is personally inviting (Howard, 2006)	X		
	• Manages the class with a firm consistent loving influence (Howard, 2006)	X		
	• Creates a welcoming space (Howard, 2006)	X		
	• Teacher has a positive attitude toward all students' cultural and linguistic needs (Ladson-Billings, 2009)	X		

APPENDIX BB: (continued)

Attitudes: Teacher Ideology (Sleeter, 2005)	Critical Attributes of respecting diversity and differences (RDD):	Observed	Did Not Observe	Exemplars
Teacher creates RDD (teacher respects diversity and differences (Aborn, 2006; Delpit, 2012; Freire, 1970; Gay, 2000; Howard, 2003; Howard, 2006; Ladson-Billings, 2009)	• Uses diverse strategies such as multiple intelligences (Aborn 2006)	X		
	• Believes all student are limitless humans (Aborn, 2006)	X	Sets high expect-ations	
	• Students cultural and learning practices are respected and honored (Howard, 2006)	X		
	• Teacher creates liberation from an oppressive educational system by defying current educational practices if needed (Freire, 1970; Gay, 2000)		X	
	• Encourages cultural connections (Howard, 2006)		X	

Behaviors: Transformative Knowledge (Sleeter, 2005)	Critical Attributes of SSPC:	Observed	Did Not Observe	Exemplars
Teacher promotes SSPC (students' socio-political consciousness) (Ladson-Billings, 2008)	• Students apply ideas of fairness, equity to their world (Delpit, 2012)		X	
	• Students are involved in real life experiences that incorporates social justice (Delpit, 2012; Kirkland, 2003)		X	

APPENDIX BB: (continued)

Behaviors: Transformative Knowledge (Sleeter, 2005)	Critical Attributes of TOC:	Observed	Did Not Observe	Exemplars
Teacher teaches TOC (teaches the truth of other cultures and not the Truth) (Howard, 2006)	• Students are taught to "talk back" to the voices of social authority (Ambrosio, 2003)		X	
	• Students have the emotional ego strength to challenge racist view (Delpit, 2012)		X	
	• Students can talk about human differences and relate new ideas to the problems of life (Delpit, 2012)		X	

APPENDIX BB: (continued)

Behaviors: Students and Community (Sleeter, 2005*)*	Critical Attributes of COL:	Observed	Did Not Observe	Exemplars
Teacher teaches encourages COL (a community of learners) (Ladson-Billings, 2009)	• Students are accountable for their learning and learning of their peers (Ladson-Billings, 2009)	X		
	• Teacher sees herself as part of the community (Ambrosio, 2003; Ladson-Billings, 2009)	X		
	• Teacher encourages students to work collaboratively together in heterogeneous groups (Delpit, 2012; Ladson-Billings, 2009; Sleeter, 2005)	X		
	• Students taught to suspend judgment and consider other people's perceptions (Ambrosio, 2003; Delpit, 2012)	X		
	• Dialogue about differences is invited and students can reflect on their own lives and why they feel the way they do (Delpit, 2012; Sleeter, 2005)	X		

APPENDIX BB: (continued)

Behaviors: Students and Community (Sleeter, 2005)	Critical Attributes of CC:	Observed	Did Not Observe	Exemplars
Teacher supports CC, "cultural competence" (Ladson-Billings, 2008)	• Validates students by utilizing students' cultural knowledge and experiences and creates a cultural democracy (Ambrosio, 2003; Gay, 2000; Howard, 2006)	X		
	• Students are taught to connect lesson to their own lives of home, school, community, nation, and global issues from the use of metaphors and experiences from the students' world (Delpit, 2012; Ladson-Billings, 2009; Sleeter, 2005)	X		

Behaviors: Classroom Resources (Sleeter, 2005)	Critical Attributes of CROL:	Observed	Did Not Observe	Exemplars
Teacher uses culturally responsive oral language (CROL) (Gay, 2000; Smitherman, 2008)	• Teacher's language code switches (Gay, 2000; Smitherman, 2008)	X		
	• Understands that students will use appropriate oral language to fit the social context (Gay, 2000; Smitherman, 2008)	X		
	• Teacher openly discusses the culture of power's language so students are allowed to code switch (Gay, 2000; Smitherman, 2008)		X	

APPENDIX BB: (continued)

Behaviors: Classroom Resources (Sleeter, 2005)	Critical Attributes of CRWL:	Observed	Did Not Observe	Exemplars
Teacher uses culturally responsive written language (CRWL) (Baker, 2008)	• Teaches various types of written language (Baker, 2008)		X	
	• Students writing is various (Baker, 2008)	X		
	• Students listen to various types of written language and observe its formation (Baker, 2008)		X	
	• Students read and write themselves which validates their language (Baker, 2008)	X		
	• Language and literacy skills and strategies are developed in all content areas across the curriculum (Baker, 2008)	X		
	• Uses various multicultural materials/ethnic literature (A. Gay, 2003; Gay, 2000; Sleeter, 2005)		X	

APPENDIX BB: (continued)

Skills: Academic Challenge (Sleeter, 2005)	Critical Attributes of SA:	Observed	Did Not Observe	Exemplars
Teacher focuses on student achievement (SA) (Ladson-Billings, 2009)	• Teacher uses Blooms taxonomy, dialogue over lectures, provides scaffolding (Sleeter, 2005)	X		
	• Teaches critical thinking skills and teaches basic skills (Delpit, 2012; Ladson-Billings, 2009)	X		
	Students critically analyze historical and contemporary stories of different ethnic groups (Kirkland, 2003)		X	
	• Students are creators of knowledge and the teacher pulls out the information (Ambrosio, 2003; Ladson-Billings, 2009)	X		
	• Teaches students the "cultural capital" of being successful in school: how to maneuver school in test taking, various teaching styles, and study skills (Delpit, 2006; Gay, 2000)	X		
	• Teacher reinforces students for academic development by using challenging rigorous instruction that maintain high standards (Delpit, 2012; Howard, 2006; Sleeter, 2005)	X		

APPENDIX BB: (continued)

Skills: Assessment (Sleeter, 2005)	Critical Attributes of CRA:	Observed	Did Not Observe	Exemplars
Teacher uses culturally responsive assessment (CRA) (Mahari, 1998)	• Teachers use both performance assessments and traditional tests (Hood, 1998; C.D. Lee, 1998; Sleeter, 2005)		X	
	• "Alternative paths that permit elbow room for varied cultural and participatory styles as well as more mediums and strategies for representing knowledge" (Mahari, 1998; Sleeter, 2005)		X	
	• Culturally responsive assessment involves activities or test items and the criteria for the evaluation is developed from the experiences, perspective, and language of the student being assessed (Sleeter, 2005)	X		Spelling sentences

APPENDIX CC: SECOND OBSERVATION OF T^2 FIELD NOTES

Attitudes: Teacher Ideology (Sleeter, 2005)
      Critical Attributes of CRC:
- Reinforced- don't waste time
- Redirects students not on task
- Sentences reflect hat students know
- T^2 - proud of student finishing all ten sentences- "You should be proud of yourself."

      Critical Attributes of RDD:
- Suggested students use the time of 5 minutes to set the goal of writing 2 sentences

Behaviors: Transformative Knowledge (Sleeter, 2005)
      Critical Attributes of SPCC:
- NA

      Critical Attributes of TOC:
- NA

Behaviors: Students and Community (Sleeter, 2005)
      Critical Attributes of COL:
- 15 minutes for each sentence
- Work on sentences together
- Don't argue
- During sentence development- asks about 4 topics and reminds students of their phonic skills

      Critical Attributes of CC:
- Students feel comfortable with who they are and sentences they are writing

Behaviors: Classroom Resources (Sleeter, 2005)
      Critical Attributes of CROL:
- Talks different to each students based upon their conversation style with her

      Critical Attributes of CRWL:
- Use knowledge based in social studies- various countries- science- penguins to write sentence

APPENDIX CC: (continued)

Skills: Academic Challenge (Sleeter, 2005)

   Critical Attributes of SA:

- Probing students about sentences and wanted more details
- Helps pull out details
- Use "sentence organizer"

Skills: Assessment (Sleeter, 2005)

   Critical Attributes of CRA:

- Sentences would be graded are vary based upon the academic ability of the student

APPENDIX DD: THIRD OBSERVATION OF T^2 : THEORETICAL CULTURALLY
RESPONSIVE PROFESSIONAL DEVELOPMENT GUIDE

Teacher: T^2　　　Date: 1/30/14　　　Time: 12:15　　　Subject: Math/Writing

Attitudes: Teacher Ideology (Sleeter, 2005)	Critical Attributes of CRC:	Observed	Did Not Observe	Exemplars
Teacher creates CRC (coach that creates relationships by caring) takes on the role of a coach by developing relationships with all students in and beyond the classroom by using the tenet of caring-comprehensive behavior (Delpit, 2012; Howard, 2003; Howard, 2006; Ladson-Billings, 2009)	• Teacher is personally inviting (Howard, 2006)	X		
	• Manages the class with a firm consistent loving influence (Howard, 2006)	X		
	• Creates a welcoming space (Howard, 2006)	X		
	• Teacher has a positive attitude toward all students' cultural and linguistic needs (Ladson-Billings, 2009)	X		

351

APPENDIX DD: (continued)

Attitudes: Teacher Ideology (Sleeter, 2005)	Critical Attributes of respecting diversity and differences (RDD):	Observed	Did Not Observe	Exemplars
Teacher creates RDD (teacher respects diversity and differences (Aborn, 2006; Delpit, 2012; Freire, 1970; Gay, 2000; Howard, 2003; Howard, 2006; Ladson-Billings, 2009)	• Uses diverse strategies such as multiple intelligences (Aborn 2006)		X	
	• Believes all student are limitless humans (Aborn, 2006)	X		
	• Students cultural and learning practices are respected and honored (Howard, 2006)	X		
	• Teacher creates liberation from an oppressive educational system by defying current educational practices if needed (Freire, 1970; Gay, 2000)		X	
	• Encourages cultural connections (Howard, 2006)		X	

Behaviors: Transformative Knowledge (Sleeter, 2005)	Critical Attributes of SSPC:	Observed	Did Not Observe	Exemplars
Teacher promotes SSPC (students' socio-political consciousness) (Ladson-Billings, 2008)	• Students apply ideas of fairness, equity to their world (Delpit, 2012)		X	
	• Students are involved in real life experiences that incorporates social justice (Delpit, 2012; Kirkland, 2003)		X	

APPENDIX DD: (continued)

Behaviors: Transformative Knowledge (Sleeter, 2005)	Critical Attributes of TOC:	Observed	Did Not Observe	Exemplars
Teacher teaches TOC (teaches the truth of other cultures and not the Truth) (Howard, 2006)	• Students are taught to "talk back" to the voices of social authority (Ambrosio, 2003)		X	
	• Students have the emotional ego strength to challenge racist view (Delpit, 2012)		X	
	• Students can talk about human differences and relate new ideas to the problems of life (Delpit, 2012)		X	

APPENDIX DD: (continued)

Behaviors: Students and Community (Sleeter, 2005)	Critical Attributes of COL:	Observed	Did Not Observe	Exemplars
Teacher teaches encourages COL (a community of learners) (Ladson-Billings, 2009)	• Students are accountable for their learning and learning of their peers (Ladson-Billings, 2009)	X		
	• Teacher sees herself as part of the community (Ambrosio, 2003; Ladson-Billings, 2009)	X		
	• Teacher encourages students to work collaboratively together in heterogeneous groups (Delpit, 2012; Ladson-Billings, 2009; Sleeter, 2005)		X	
	• Students taught to suspend judgment and consider other people's perceptions (Ambrosio, 2003; Delpit, 2012)	X		
	• Dialogue about differences is invited and students can reflect on their own lives and why they feel the way they do (Delpit, 2012; Sleeter, 2005)		X	

APPENDIX DD: (continued)

Behaviors: Students and Community (Sleeter, 2005)	Critical Attributes of CC:	Observed	Did Not Observe	Exemplars
Teacher supports CC, "cultural competence" (Ladson-Billings, 2008)	• Validates students by utilizing students' cultural knowledge and experiences and creates a cultural democracy (Ambrosio, 2003; Gay, 2000; Howard, 2006)		X	
	• Students are taught to connect lesson to their own lives of home, school, community, nation, and global issues from the use of metaphors and experiences from the students' world (Delpit, 2012; Ladson-Billings, 2009; Sleeter, 2005)		X	

Behaviors: Classroom Resources (Sleeter, 2005)	Critical Attributes of CROL:	Observed	Did Not Observe	Exemplars
Teacher uses culturally responsive oral language (CROL) (Gay, 2000; Smitherman, 2008)	• Teacher's language code switches (Gay, 2000; Smitherman, 2008)		X	
	• Understands that students will use appropriate oral language to fit the social context (Gay, 2000; Smitherman, 2008)	X		
	• Teacher openly discusses the culture of power's language so students are allowed to code switch (Gay, 2000; Smitherman, 2008)		X	

APPENDIX DD: (continued)

Behaviors: Classroom Resources (Sleeter, 2005)	Critical Attributes of CRWL:	Observed	Did Not Observe	Exemplars
Teacher uses culturally responsive written language (CRWL) (Baker, 2008)	• Teaches various types of written language (Baker, 2008)	X		
	• Students writing is various (Baker, 2008)	X		
	• Students listen to various types of written language and observe its formation (Baker, 2008)		X	
	• Students read and write themselves which validates their language (Baker, 2008)	X		
	• Language and literacy skills and strategies are developed in all content areas across the curriculum (Baker, 2008)	X		
	• Uses various multicultural materials/ethnic literature (A. Gay, 2003; Gay, 2000; Sleeter, 2005)	X		

APPENDIX DD: (continued)

Skills: Academic Challenge (Sleeter, 2005)	Critical Attributes of SA:	Observed	Did Not Observe	Exemplars
Teacher focuses on student achievement (SA) (Ladson-Billings, 2009)	• Teacher uses Blooms taxonomy, dialogue over lectures, provides scaffolding (Sleeter, 2005)		X	
	• Teaches critical thinking skills and teaches basic skills (Delpit, 2012; Ladson-Billings, 2009)		X	
	Students critically analyze historical and contemporary stories of different ethnic groups (Kirkland, 2003)	X		
	• Students are creators of knowledge and the teacher pulls out the information (Ambrosio, 2003; Ladson-Billings, 2009)	X		
	• Teaches students the "cultural capital" of being successful in school: how to maneuver school in test taking, various teaching styles, and study skills (Delpit, 2006; Gay, 2000)		X	
	• Teacher reinforces students for academic development by using challenging rigorous instruction that maintain high standards (Delpit, 2012; Howard, 2006; Sleeter, 2005)	X		

APPENDIX DD: (continued)

Skills: Assessment (Sleeter, 2005)	Critical Attributes of CRA:	Observed	Did Not Observe	Exemplars
Teacher uses culturally responsive assessment (CRA) (Mahari, 1998)	• Teachers use both performance assessments and traditional tests (Hood, 1998; C.D. Lee, 1998; Sleeter, 2005)	NA		
	• "Alternative paths that permit elbow room for varied cultural and participatory styles as well as more mediums and strategies for representing knowledge" (Mahari, 1998; Sleeter, 2005)	NA		
	• Culturally responsive assessment involves activities or test items and the criteria for the evaluation is developed from the experiences, perspective, and language of the student being assessed (Sleeter, 2005)	NA		

APPENDIX EE: THIRD OBSERVATION OF T^2 FIELD NOTES

Attitudes: Teacher Ideology (Sleeter, 2005)
> Critical Attributes of CRC:

- Warm glow of lamp in room
- Redirects students with firm but respectful tone

> Critical Attributes of RDD:

- High expectations for students solving problem solving

Behaviors: Transformative Knowledge (Sleeter, 2005)
> Critical Attributes of SPCC:

- NA

> Critical Attributes of TOC:

- NA

Behaviors: Students and Community (Sleeter, 2005)
> Critical Attributes of COL:

- Students were working on different activities- respected what they were working on
- Teacher floated throughout the room to help students
- Students were talking with each other but not arguing- student told another student she forgot to pass the "bathroom" flower back to the next student. Student didn't argue but said "okay."

> Critical Attributes of CC:

- NA

Behaviors: Classroom Resources (Sleeter, 2005)
> Critical Attributes of CROL:

- Students were talking to each other in informal and formal language

> Critical Attributes of CRWL:

- Students could read books about science and social studies when finished with math activities

APPENDIX EE: (continued)

Skills: Academic Challenge (Sleeter, 2005)

Critical Attributes of SA:

- Students had to compare fantasy to fiction writing
- Developed Venn Diagram
- Scaffold ideas

Skills: Assessment (Sleeter, 2005)

Critical Attributes of CRA:

- NA

APPENDIX FF: FIRST OBSERVATATION OF T^3 : THEORETICAL CULTURALLY
RESPONSIVE PROFESSIONAL DEVELOPMENT GUIDE

Teacher: T^3 Date: 1/24/14   Time: 9:55   Subject: Math

Attitudes: Teacher Ideology (Sleeter, 2005)	Critical Attributes of CRC:	Observed	Did Not Observe	Exemplars
Teacher creates CRC (coach that creates relationships by caring) takes on the role of a coach by developing relationships with all students in and beyond the classroom by using the tenet of caring-comprehensive behavior (Delpit, 2012; Howard, 2003; Howard, 2006; Ladson-Billings, 2009)	• Teacher is personally inviting (Howard, 2006)	X		
	• Manages the class with a firm consistent loving influence (Howard, 2006)	X		
	• Creates a welcoming space (Howard, 2006)	X		
	• Teacher has a positive attitude toward all students' cultural and linguistic needs (Ladson-Billings, 2009)		X	

APPENDIX EE: (continued)

Attitudes: Teacher Ideology (Sleeter, 2005)	Critical Attributes of respecting diversity and differences (RDD):	Observed	Did Not Observe	Exemplars
Teacher creates RDD (teacher respects diversity and differences (Aborn, 2006; Delpit, 2012; Freire, 1970; Gay, 2000; Howard, 2003; Howard, 2006; Ladson-Billings, 2009)	• Uses diverse strategies such as multiple intelligences (Aborn 2006)	X		
	• Believes all student are limitless humans (Aborn, 2006)		X	
	• Students cultural and learning practices are respected and honored (Howard, 2006)	X		
	• Teacher creates liberation from an oppressive educational system by defying current educational practices if needed (Freire, 1970; Gay, 2000)		X	
	• Encourages cultural connections (Howard, 2006)		X	

Behaviors: Transformative Knowledge (Sleeter, 2005)	Critical Attributes of SSPC:	Observed	Did Not Observe	Exemplars
Teacher promotes SSPC (students' socio-political consciousness) (Ladson-Billings, 2008)	• Students apply ideas of fairness, equity to their world (Delpit, 2012)	X		
	• Students are involved in real life experiences that incorporates social justice (Delpit, 2012; Kirkland, 2003)		X	

APPENDIX EE: (continued)

Behaviors: Transformative Knowledge (Sleeter, 2005)	Critical Attributes of TOC:	Observed	Did Not Observe	Exemplars
Teacher teaches TOC (teaches the truth of other cultures and not the Truth) (Howard, 2006)	• Students are taught to "talk back" to the voices of social authority (Ambrosio, 2003)		X	
	• Students have the emotional ego strength to challenge racist view (Delpit, 2012)		X	
	• Students can talk about human differences and relate new ideas to the problems of life (Delpit, 2012)		X	

APPENDIX EE: (continued)

Behaviors: Students and Community (Sleeter, 2005)	Critical Attributes of COL:	Observed	Did Not Observe	Exemplars
Teacher teaches encourages COL (a community of learners) (Ladson-Billings, 2009)	• Students are accountable for their learning and learning of their peers (Ladson-Billings, 2009)	X		
	• Teacher sees herself as part of the community (Ambrosio, 2003; Ladson-Billings, 2009)	X		
	• Teacher encourages students to work collaboratively together in heterogeneous groups (Delpit, 2012; Ladson-Billings, 2009; Sleeter, 2005)	X		
	• Students taught to suspend judgment and consider other people's perceptions (Ambrosio, 2003; Delpit, 2012)	X		
	• Dialogue about differences is invited and students can reflect on their own lives and why they feel the way they do (Delpit, 2012; Sleeter, 2005)		X	

APPENDIX EE: (continued)

Behaviors: Students and Community (Sleeter, 2005)	Critical Attributes of CC:	Observed	Did Not Observe	Exemplars
Teacher supports CC, "cultural competence" (Ladson-Billings, 2008)	• Validates students by utilizing students' cultural knowledge and experiences and creates a cultural democracy (Ambrosio, 2003; Gay, 2000; Howard, 2006)		X	
	• Students are taught to connect lesson to their own lives of home, school, community, nation, and global issues from the use of metaphors and experiences from the students' world (Delpit, 2012; Ladson-Billings, 2009; Sleeter, 2005)		X	

Behaviors: Classroom Resources (Sleeter, 2005)	Critical Attributes of CROL:	Observed	Did Not Observe	Exemplars
Teacher uses culturally responsive oral language (CROL) (Gay, 2000; Smitherman, 2008)	• Teacher's language code switches (Gay, 2000; Smitherman, 2008)		X	
	• Understands that students will use appropriate oral language to fit the social context (Gay, 2000; Smitherman, 2008)	X		
	• Teacher openly discusses the culture of power's language so students are allowed to code switch (Gay, 2000; Smitherman, 2008)		X	

APPENDIX EE: (continued)

Behaviors: Classroom Resources (Sleeter, 2005)	Critical Attributes of CRWL:	Observed	Did Not Observe	Exemplars
Teacher uses culturally responsive written language (CRWL) (Baker, 2008)	• Teaches various types of written language (Baker, 2008)		X	
	• Students writing is various (Baker, 2008)		X	
	• Students listen to various types of written language and observe its formation (Baker, 2008)		X	
	• Students read and write themselves which validates their language (Baker, 2008)		X	
	• Language and literacy skills and strategies are developed in all content areas across the curriculum (Baker, 2008)		X	
	• Uses various multicultural materials/ethnic literature (A. Gay, 2003; Gay, 2000; Sleeter, 2005)		X	

APPENDIX EE: (continued)

Skills: Academic Challenge (Sleeter, 2005)	Critical Attributes of SA::	Observed	Did Not Observe	Exemplars
Teacher focuses on student achievement (SA) (Ladson-Billings, 2009)	• Teacher uses Blooms taxonomy, dialogue over lectures, provides scaffolding (Sleeter, 2005)	X		
	• Teaches critical thinking skills and teaches basic skills (Delpit, 2012; Ladson-Billings, 2009)	X		
	Students critically analyze historical and contemporary stories of different ethnic groups (Kirkland, 2003)		X	
	• Students are creators of knowledge and the teacher pulls out the information (Ambrosio, 2003; Ladson-Billings, 2009)	X		
	• Teaches students the "cultural capital" of being successful in school: how to maneuver school in test taking, various teaching styles, and study skills (Delpit, 2006; Gay, 2000)	X		
	• Teacher reinforces students for academic development by using challenging rigorous instruction that maintain high standards (Delpit, 2012; Howard, 2006; Sleeter, 2005)	X		

APPENDIX EE: (continued)

Skills: Assessment (Sleeter, 2005)	Critical Attributes of CRA:	Observed	Did Not Observe	Exemplars
Teacher uses culturally responsive assessment (CRA) (Mahari, 1998)	• Teachers use both performance assessments and traditional tests (Hood, 1998; C.D. Lee, 1998; Sleeter, 2005)		X	
	• "Alternative paths that permit elbow room for varied cultural and participatory styles as well as more mediums and strategies for representing knowledge" (Mahari, 1998; Sleeter, 2005)	X		
	• Culturally responsive assessment involves activities or test items and the criteria for the evaluation is developed from the experiences, perspective, and language of the student being assessed (Sleeter, 2005)	X		

APPENDIX GG: FIRST OBSERVATION OF T³ FIELD NOTES

Attitudes: Teacher Ideology (Sleeter, 2005)
> Critical Attributes of CRC:
- "PROUD OF EFFORT!"
- friendly voice, patiently redirects students
- Quick but firmly redirects student off task
- Explained her procedure for sending students to bathroom

> Critical Attributes of RDD:
- Student on different times tables
- Differentiated instruction- different timed tests based where students are

Behaviors: Transformative Knowledge (Sleeter, 2005)
> Critical Attributes of SPCC:
- "You worry about you."- times table tests
- Don't compare to any one else

> Critical Attributes of TOC:
- NA

Behaviors: Students and Community (Sleeter, 2005)
> Critical Attributes of COL:
- "We do partner time but right now is by yourself."
- Students at varying places but not allowed to criticize where others are at with times tables

> Critical Attributes of CC:
- NA

Behaviors: Classroom Resources (Sleeter, 2005)
> Critical Attributes of CROL:
- Students use informal language to answer T³

> Critical Attributes of CRWL:
- NA

Skills: Academic Challenge (Sleeter, 2005)
> Critical Attributes of SA:
- "Wealth happiness or money?"
- Asks for word problem strategies
- Strategies for times tables? Don't know it keep on going- What happens if pencil breaks?

Skills: Assessment (Sleeter, 2005)
> Critical Attributes of CRA:
- Written times table test based on where students are at

APPENDIX HH: FIRST OBSERVATION OF T³: THEORETICAL CULTURALLY
RESPONSIVE PROFESSIONAL DEVELOPMENT GUIDE

Teacher: T³   Date: 1/28/14   Time: 9:45   Subject: Reading

Attitudes: Teacher Ideology (Sleeter, 2005)	Critical Attributes of CRC:	Observed	Did Not Observe	Exemplars
Teacher creates CRC (coach that creates relationships by caring) takes on the role of a coach by developing relationships with all students in and beyond the classroom by using the tenet of caring-comprehensive behavior (Delpit, 2012; Howard, 2003; Howard, 2006; Ladson-Billings, 2009)	• Teacher is personally inviting (Howard, 2006)	X		Soft tone
	• Manages the class with a firm consistent loving influence (Howard, 2006)	X		
	• Creates a welcoming space (Howard, 2006)	X		
	• Teacher has a positive attitude toward all students' cultural and linguistic needs (Ladson-Billings, 2009)	X		

APPENDIX HH: (continued)

Attitudes: Teacher Ideology (Sleeter, 2005)	Critical Attributes of respecting diversity and differences (RDD):	Observed	Did Not Observe	Exemplars
Teacher creates RDD (teacher respects diversity and differences (Aborn, 2006; Delpit, 2012; Freire, 1970; Gay, 2000; Howard, 2003; Howard, 2006; Ladson-Billings, 2009)	• Uses diverse strategies such as multiple intelligences (Aborn 2006)		X	
	• Believes all student are limitless humans (Aborn, 2006)		X	
	• Students cultural and learning practices are respected and honored (Howard, 2006)	X		
	• Teacher creates liberation from an oppressive educational system by defying current educational practices if needed (Freire, 1970; Gay, 2000)		X	
	• Encourages cultural connections (Howard, 2006)		X	

Behaviors: Transformative Knowledge (Sleeter, 2005)	Critical Attributes of SSPC:	Observed	Did Not Observe	Exemplars
Teacher promotes SSPC (students' socio-political consciousness) (Ladson-Billings, 2008)	• Students apply ideas of fairness, equity to their world (Delpit, 2012)		X	
	• Students are involved in real life experiences that incorporates social justice (Delpit, 2012; Kirkland, 2003)		X	

APPENDIX HH: (continued)

Behaviors: Transformative Knowledge (Sleeter, 2005)	Critical Attributes of TOC:	Observed	Did Not Observe	Exemplars
Teacher teaches TOC (teaches the truth of other cultures and not the Truth) (Howard, 2006)	• Students are taught to "talk back" to the voices of social authority (Ambrosio, 2003)		X	
	• Students have the emotional ego strength to challenge racist view (Delpit, 2012)		X	
	• Students can talk about human differences and relate new ideas to the problems of life (Delpit, 2012)		X	

APPENDIX HH: (continued)

Behaviors: Students and Community (Sleeter, 2005*)*	Critical Attributes of COL:	Observed	Did Not Observe	Exemplars
Teacher teaches encourages COL (a community of learners) (Ladson-Billings, 2009)	• Students are accountable for their learning and learning of their peers (Ladson-Billings, 2009)	X		
	• Teacher sees herself as part of the community (Ambrosio, 2003; Ladson-Billings, 2009)	X		
	• Teacher encourages students to work collaboratively together in heterogeneous groups (Delpit, 2012; Ladson-Billings, 2009; Sleeter, 2005)		X	
	• Students taught to suspend judgment and consider other people's perceptions (Ambrosio, 2003; Delpit, 2012)		X	
	• Dialogue about differences is invited and students can reflect on their own lives and why they feel the way they do (Delpit, 2012; Sleeter, 2005)		X	

APPENDIX HH: (continued)

Behaviors: Students and Community (Sleeter, 2005)	Critical Attributes of CC:	Observed	Did Not Observe	Exemplars
Teacher supports CC, "cultural competence" (Ladson-Billings, 2008)	• Validates students by utilizing students' cultural knowledge and experiences and creates a cultural democracy (Ambrosio, 2003; Gay, 2000; Howard, 2006)		X	
	• Students are taught to connect lesson to their own lives of home, school, community, nation, and global issues from the use of metaphors and experiences from the students' world (Delpit, 2012; Ladson-Billings, 2009; Sleeter, 2005)		X	

Behaviors: Classroom Resources (Sleeter, 2005)	Critical Attributes of CROL:	Observed	Did Not Observe	Exemplars
Teacher uses culturally responsive oral language (CROL) (Gay, 2000; Smitherman, 2008)	• Teacher's language code switches (Gay, 2000; Smitherman, 2008)		X	
	• Understands that students will use appropriate oral language to fit the social context (Gay, 2000; Smitherman, 2008)		X	
	• Teacher openly discusses the culture of power's language so students are allowed to code switch (Gay, 2000; Smitherman, 2008)		X	

APPENDIX HH: (continued)

Behaviors: Classroom Resources (Sleeter, 2005)	Critical Attributes of CRWL:	Observed	Did Not Observe	Exemplars
Teacher uses culturally responsive written language (CRWL) (Baker, 2008)	• Teaches various types of written language (Baker, 2008)		X	
	• Students writing is various (Baker, 2008)	X		
	• Students listen to various types of written language and observe its formation (Baker, 2008)		X	
	• Students read and write themselves which validates their language (Baker, 2008)	X		
	• Language and literacy skills and strategies are developed in all content areas across the curriculum (Baker, 2008)	X		
	• Uses various multicultural materials/ethnic literature (A. Gay, 2003; Gay, 2000; Sleeter, 2005)	X		

APPENDIX HH: (continued)

Skills: Academic Challenge (Sleeter, 2005)	Critical Attributes of SA:	Observed	Did Not Observe	Exemplars
Teacher focuses on student achievement (SA) (Ladson-Billings, 2009)	• Teacher uses Blooms taxonomy, dialogue over lectures, provides scaffolding (Sleeter, 2005)	X		
	• Teaches critical thinking skills and teaches basic skills (Delpit, 2012; Ladson-Billings, 2009)	X		
	Students critically analyze historical and contemporary stories of different ethnic groups (Kirkland, 2003)	X		
	• Students are creators of knowledge and the teacher pulls out the information (Ambrosio, 2003; Ladson-Billings, 2009)	X		
	• Teaches students the "cultural capital" of being successful in school: how to maneuver school in test taking, various teaching styles, and study skills (Delpit, 2006; Gay, 2000)	X		
	• Teacher reinforces students for academic development by using challenging rigorous instruction that maintain high standards (Delpit, 2012; Howard, 2006; Sleeter, 2005)	X		

APPENDIX HH: (continued)

Skills: Assessment (Sleeter, 2005)	Critical Attributes of CRA:	Observed	Did Not Observe	Exemplars
Teacher uses culturally responsive assessment (CRA) (Mahari, 1998)	• Teachers use both performance assessments and traditional tests (Hood, 1998; C.D. Lee, 1998; Sleeter, 2005)	NA		
	• "Alternative paths that permit elbow room for varied cultural and participatory styles as well as more mediums and strategies for representing knowledge" (Mahari, 1998; Sleeter, 2005)	NA		
	• Culturally responsive assessment involves activities or test items and the criteria for the evaluation is developed from the experiences, perspective, and language of the student being assessed (Sleeter, 2005)	NA		

APPENDIX II: SECOND OBSERVATION OF T^3 FIELD NOTES

Attitudes: Teacher Ideology (Sleeter, 2005)
      Critical Attributes of CRC:
- Soft tone- positive politely redierects
Respects interest of students
Facts about bio people

      Critical Attributes of RDD:
- Positive reinforcement about listening to each other and where they are in bio project
- Respected interests of students and their bio books they chose- could relate to sports, kings, scientists

      Behaviors: Transformative Knowledge (Sleeter, 2005)
      Critical Attributes of SPCC:
- NA

      Critical Attributes of TOC:
- NA

Behaviors: Students and Community (Sleeter, 2005)
      Critical Attributes of COL:
- Need your notecards- I can help you get new cards.
- Encourages students to see bio cards so they are successful with oral presentation

      Critical Attributes of CC:
- NA

Behaviors: Classroom Resources (Sleeter, 2005)
      Critical Attributes of CROL:
- NA

      Critical Attributes of CRWL:
- Cards and notes
- Various bio books-people- written in various forms

APPENDIX II: (continued)

Skills: Academic Challenge (Sleeter, 2005)

    Critical Attributes of SA:

- What is a pharaoh?
- Bio- contributions of person?
- Helps pull out contributions, important facts
- How do you know the audience is with you? They are paying attention
- Tell a story when you present
- Glance art cards
- How to set up notecards- helps

Skills: Assessment (Sleeter, 2005)

    Critical Attributes of CRA:

- NA

APPENDIX JJ: THIRD OBSERVATATION OF T³: THEORETICAL CULTURALLY
RESPONSIVE PROFESSIONAL DEVELOPMENT GUIDE

Teacher: T³   Date: 1/31/14   Time: 12:10   Subject: Math

Attitudes: Teacher Ideology (Sleeter, 2005)	Critical Attributes of CRC:	Observed	Did Not Observe	Exemplars
Teacher creates CRC (coach that creates relationships by caring) takes on the role of a coach by developing relationships with all students in and beyond the classroom by using the tenet of caring-comprehensive behavior (Delpit, 2012; Howard, 2003; Howard, 2006; Ladson-Billings, 2009)	• Teacher is personally inviting (Howard, 2006)	X		
	• Manages the class with a firm consistent loving influence (Howard, 2006)	X		
	• Creates a welcoming space (Howard, 2006)	X		Bright bulletin boards
	• Teacher has a positive attitude toward all students' cultural and linguistic needs (Ladson-Billings, 2009)	X		

APPENDIX JJ: (continued)

Attitudes: Teacher Ideology (Sleeter, 2005)	Critical Attributes of respecting diversity and differences (RDD):	Observed	Did Not Observe	Exemplars
Teacher creates RDD (teacher respects diversity and differences (Aborn, 2006; Delpit, 2012; Freire, 1970; Gay, 2000; Howard, 2003; Howard, 2006; Ladson-Billings, 2009)	• Uses diverse strategies such as multiple intelligences (Aborn 2006)	X		
	• Believes all student are limitless humans (Aborn, 2006)	X		
	• Students cultural and learning practices are respected and honored (Howard, 2006)	X		
	• Teacher creates liberation from an oppressive educational system by defying current educational practices if needed (Freire, 1970; Gay, 2000)		X	
	• Encourages cultural connections (Howard, 2006)		X	

Behaviors: Transformative Knowledge (Sleeter, 2005)	Critical Attributes of SSPC:	Observed	Did Not Observe	Exemplars
Teacher promotes SSPC (students' socio-political consciousness) (Ladson-Billings, 2008)	• Students apply ideas of fairness, equity to their world (Delpit, 2012)		X	
	• Students are involved in real life experiences that incorporates social justice (Delpit, 2012; Kirkland, 2003)		X	

APPENDIX JJ: (continued)

Behaviors: Transformative Knowledge (Sleeter, 2005)	Critical Attributes of TOC:	Observed	Did Not Observe	Exemplars
Teacher teaches TOC (teaches the truth of other cultures and not the Truth) (Howard, 2006)	• Students are taught to "talk back" to the voices of social authority (Ambrosio, 2003)		X	
	• Students have the emotional ego strength to challenge racist view (Delpit, 2012)		X	
	• Students can talk about human differences and relate new ideas to the problems of life (Delpit, 2012)		X	
Behaviors: Students and Community (Sleeter, 2005)	Critical Attributes of COL:	Observed	Did Not Observe	Exemplars
Teacher teaches encourages COL (a community of learners) (Ladson-Billings, 2009)	• Students are accountable for their learning and learning of their peers (Ladson-Billings, 2009)	X		
	• Teacher sees herself as part of the community (Ambrosio, 2003; Ladson-Billings, 2009)	X		
	• Teacher encourages students to work collaboratively together in heterogeneous groups (Delpit, 2012; Ladson-Billings, 2009; Sleeter, 2005)		X	
	• Students taught to suspend judgment and consider other people's perceptions (Ambrosio, 2003; Delpit, 2012)	X		
	• Dialogue about differences is invited and students can reflect on their own lives and why they feel the way they do (Delpit, 2012; Sleeter, 2005)	X		

APPENDIX JJ: (continued)

Behaviors: Students and Community (Sleeter, 2005)	Critical Attributes of CC:	Observed	Did Not Observe	Exemplars
Teacher supports CC, "cultural competence" (Ladson-Billings, 2008)	• Validates students by utilizing students' cultural knowledge and experiences and creates a cultural democracy (Ambrosio, 2003; Gay, 2000; Howard, 2006)		X	
	• Students are taught to connect lesson to their own lives of home, school, community, nation, and global issues from the use of metaphors and experiences from the students' world (Delpit, 2012; Ladson-Billings, 2009; Sleeter, 2005)		X	

Behaviors: Classroom Resources (Sleeter, 2005)	Critical Attributes of CROL:	Observed	Did Not Observe	Exemplars
Teacher uses culturally responsive oral language (CROL) (Gay, 2000; Smitherman, 2008)	• Teacher's language code switches (Gay, 2000; Smitherman, 2008)		X	
	• Understands that students will use appropriate oral language to fit the social context (Gay, 2000; Smitherman, 2008)		X	
	• Teacher openly discusses the culture of power's language so students are allowed to code switch (Gay, 2000; Smitherman, 2008)		X	

APPENDIX JJ: (continued)

Behaviors: Classroom Resources (Sleeter, 2005)	Critical Attributes of CRWL:	Observed	Did Not Observe	Exemplars
Teacher uses culturally responsive written language (CRWL) (Baker, 2008)	• Teaches various types of written language (Baker, 2008)		X	
	• Students writing is various (Baker, 2008)		X	
	• Students listen to various types of written language and observe its formation (Baker, 2008)		X	
	• Students read and write themselves which validates their language (Baker, 2008)		X	
	• Language and literacy skills and strategies are developed in all content areas across the curriculum (Baker, 2008)		X	
	• Uses various multicultural materials/ethnic literature (A. Gay, 2003; Gay, 2000; Sleeter, 2005)		X	

APPENDIX JJ: (continued)

Skills: Academic Challenge (Sleeter, 2005)	Critical Attributes of SA:	Observed	Did Not Observe	Exemplars
Teacher focuses on student achievement (SA) (Ladson-Billings, 2009)	• Teacher uses Blooms taxonomy, dialogue over lectures, provides scaffolding (Sleeter, 2005)	X		
	• Teaches critical thinking skills and teaches basic skills (Delpit, 2012; Ladson-Billings, 2009)	X		
	Students critically analyze historical and contemporary stories of different ethnic groups (Kirkland, 2003)		X	
	• Students are creators of knowledge and the teacher pulls out the information (Ambrosio, 2003; Ladson-Billings, 2009)	X		
	• Teaches students the "cultural capital" of being successful in school: how to maneuver school in test taking, various teaching styles, and study skills (Delpit, 2006; Gay, 2000)	X		
	• Teacher reinforces students for academic development by using challenging rigorous instruction that maintain high standards (Delpit, 2012; Howard, 2006; Sleeter, 2005)	X		

APPENDIX JJ: (continued)

Skills: Assessment (Sleeter, 2005)	Critical Attributes of CRA:	Observed	Did Not Observe	Exemplars
Teacher uses culturally responsive assessment (CRA) (Mahari, 1998)	• Teachers use both performance assessments and traditional tests (Hood, 1998; C.D. Lee, 1998; Sleeter, 2005)	X		Oral and written times tests
	• "Alternative paths that permit elbow room for varied cultural and participatory styles as well as more mediums and strategies for representing knowledge" (Mahari, 1998; Sleeter, 2005)		X	
	• Culturally responsive assessment involves activities or test items and the criteria for the evaluation is developed from the experiences, perspective, and language of the student being assessed (Sleeter, 2005)		X	

APPENDIX KK: THIRD OBSERVATION OF T[3] FIELD NOTES

Attitudes: Teacher Ideology (Sleeter, 2005)
      Critical Attributes of CRC:
- Teacher is friendly- pleasant- upbeat
- Positively redirects student- where should dry ears marker be?

      Critical Attributes of RDD:
- Dry erase boards and Smart board- kinesthetic, visual, and auditory learners
- If fact is you haven't mastered then get out your multiplication chart

Behaviors: Transformative Knowledge (Sleeter, 2005)
      Critical Attributes of SPCC:
- NA

      Critical Attributes of TOC:
- NA

Behaviors: Students and Community (Sleeter, 2005)
      Critical Attributes of COL:
- Students bring dry erase boards up to document camera- show answers
- Walks around and checks work- 2 digit by one digit multiplication
- Students could express difference with answers when paired shared without arguing

      Critical Attributes of CC:
- NA

Behaviors: Classroom Resources (Sleeter, 2005)
      Critical Attributes of CROL:
- NA

      Critical Attributes of CRWL:
- NA

Skills: Academic Challenge (Sleeter, 2005)
      Critical Attributes of SA:
- Show how to estimate- example on board- then students solve one on own
- Strategies for mad minute tests

APPENDIX KK: (continued)

Skills: Assessment (Sleeter, 2005)
        Critical Attributes of CRA:
- Oral and written times tables tests

APPENDIX LL: OBSERVATION T[1]: FIRST REVISED CULTURALLY
RESPONSIVE TEACHING PROFESSIONAL DEVELOPMENT GUIDE

Teacher: T[1]　　　Date: 3/4/14　　　Time: 1:15　　　Subject: Math

Attitudes: Teacher Ideology (Sleeter, 2005)

Critical Attributes of CRC:	Observed	Not Observed	Exemplars
Teacher is personally inviting (Howard, 2006)	X		
Manages the class with a firm consistent loving influence (Howard, 2006)	X		
Creates a welcoming space (Howard, 2006)	X		
Teacher has a positive attitude toward all students' cultural and linguistic needs (Ladson-Billings, 2009)	X		

Critical Attributes of RDD:	Observed	Not Observed	Exemplars
Uses diverse strategies such as multiple intelligences (Aborn 2006)	X		
Expects students to do their best work, which looks different for each student (Aborn, 2006)	X		
Differentiated learning based on cultural and learning styles (Howard, 2006)	X		Guided Math groups
Differentiation is used to help students succeed no matter race, gender, culture, or social class (Freire, 1970; Gay, 2000)	X		
*Encourages cultural connections (Howard, 2006)		X	

Behaviors: Transformative Knowledge (Sleeter, 2005)

Critical Attributes of SSPC:	Observed	Not Observed	Exemplars
*Teaches that fairness does not look the same for everyone (Delpit, 2012)		X	
*Students are involved in real life experiences that involve service learning (Delpit, 2012, Kirkland, 2003)		X	

Critical Attributes of TOC:	Observed	Not Observed	Exemplars
Students are encouraged to feel safe to express differing viewpoints (Ambrosio, 2003)	X		Safely disagree
Students learn they can have respectful conversations of different points of view (Delpit, 2012)	X		Come to an agreement

APPENDIX LL: (continued)

Behaviors: Students and Community (Sleeter, 2005)

Critical Attributes of COL:	Observed	Not Observed	Exemplars
Students are held accountable for their learning and when collaborating with their peers (Ladson-Billings, 2009)	X		
Teacher sees herself as part of the community (Ambrosio, 2003; Ladson-Billings, 2009)	X		
Students are taught to listen and be respectful of each; listen before they talk (Ambrosio,, 2003; Delpit, 2012)	X		
*Dialogue about differences is encouraged (Delpit, 2012; Sleeter, 2005)		X	

Critical Attributes of CC:	Observed	Not Observed	Exemplars
Validates students by using students' cultural knowledge and experiences (Ambrosio, 2003; Gay, 2000; Howard, 2006)	X		
Students are encouraged to make text-text, text-self, and text-world connections in order to create cultural knowledge (Delpit, 2012; Ladson-Billings, 2009; Sleeter, 2005)	X		

Behaviors: Classroom Resources (Sleeter, 2005)

Critical Attributes of CROL:	Observed	Not Observed	Exemplars
Teachers develop a relationship with students based on ability to connect through informal language (Gay, 2000; Smitherman, 2008)	X		
Understands that students will use appropriate oral language to fit the social context (Gay, 2000; Smitherman, 2008)	X		
Teaches students to respect different languages (informal and formal) (Gay, 2000; Smitherman, 2008)	X		

APPENDIX LL: (continued)

Critical Attributes of CRWL:	Observed	Not Observed	Exemplars
Teaches various types of written language (Baker, 2008)	X		
Students writing is various (Baker, 2008)	X		
Students listen to various types of written language and observe its formation (Baker, 2008)	X		
Students read and write themselves which validates their language (Baker, 2008)	X		
Language and literacy skills and strategies are developed in all content areas across the curriculum (Baker, 2008)	X		Read directions in math
*Uses various multicultural materials/ethnic literature (A. Gay, 2003; Gay, 2000; Sleeter, 2005)		X	

Skills: Academic Challenge (Sleeter, 2005)

Critical Attributes of SA:	Observed	Not Observed	Exemplars
Teacher uses Blooms taxonomy, dialogue over lectures, provides scaffolding (Sleeter, 2005)	X		
Teaches critical thinking skills and teaches basic skills (Delpit, 2012; Ladson-Billings, 2009)	X		
*Students compare and contrast historical and contemporary stories of different ethnic groups (Kirkland, 2003)		X	
Students are creators of knowledge and the teacher pulls out the information (Ambrosio, 2003; Ladson-Billings, 2009)	X		
Teaches students test taking, various teaching styles, and study skills (Delpit, 2006; Gay, 2000)	X		Follow written directions
Teacher maintains high standards for each student which are individualized to each student (Delpit, 2012; Howard,	X		

APPENDIX LL: (continued)

Skills: Assessment (Sleeter, 2005)

Critical Attributes of CRA:	Observed	Not Observed	Exemplars
Teachers use both performance assessments and traditional tests (Hood, 1998; C.D. Lee, 1998; Sleeter, 2005)	X		
Use differentiated testing strategies (Mahari, 1998; Sleeter, 2005)	X		Real coins
Assessment based items that reflect the students' experiences and ability (Sleeter, 2005)	X		

APPENDIX MM: OBSERVATION T[2]: FIRST REVISED CULTURALLY
RESPONSIVE TEACHING PROFESSIONAL DEVELOPMENT GUIDE

Teacher: T[2]   Date: 3/10/14   Time: 12:03   Subject: Language Arts

Attitudes: Teacher Ideology (Sleeter, 2005)

Critical Attributes of CRC:	Observed	Not Observed	Exemplars
Teacher is personally inviting (Howard, 2006)	X		
Manages the class with a firm consistent loving influence (Howard, 2006)	X		Firm, respectful voice
Creates a welcoming space (Howard, 2006)	X		
Teacher has a positive attitude toward all students' cultural and linguistic needs (Ladson-Billings, 2009)	X		

Critical Attributes of RDD:	Observed	Not Observed	Exemplars
Uses diverse strategies such as multiple intelligences (Aborn 2006)	X		Different books
Expects students to do their best work, which looks different for each student (Aborn, 2006)	X		
Differentiated learning based on cultural and learning styles (Howard, 2006)	X		
Differentiation is used to help students succeed no matter race, gender, culture, or social class (Freire, 1970; Gay, 2000)	X		
Encourages cultural connections (Howard, 2006)	X		

Behaviors: Transformative Knowledge (Sleeter, 2005)

Critical Attributes of SSPC:	Observed	Not Observed	Exemplars
Teaches that fairness does not look the same for everyone (Delpit, 2012)	X		
Students are involved in real life experiences that involve service learning (Delpit, 2012, Kirkland, 2003)	X		

APPENDIX MM: (continued)

Critical Attributes of TOC:	Observed	Not Observed	Exemplars
Students are encouraged to feel safe to express differing viewpoints (Ambrosio, 2003)	X		
Students learn they can have respectful conversations of different points of view (Delpit, 2012)	X		

Behaviors: Students and Community (Sleeter, 2005)

Critical Attributes of COL:	Observed	Not Observed	Exemplars
Students are held accountable for their learning and when collaborating with their peers (Ladson-Billings, 2009)	X		Name on paper?
Teacher sees herself as part of the community (Ambrosio, 2003; Ladson-Billings, 2009)	X		
Students are taught to listen and be respectful of each; listen before they talk (Ambrosio,, 2003; Delpit, 2012)	X		
Dialogue about differences is encouraged (Delpit, 2012; Sleeter, 2005)	X		

Critical Attributes of CC:	Observed	Not Observed	Exemplars
Validates students by using students' cultural knowledge and experiences (Ambrosio, 2003; Gay, 2000; Howard, 2006)	X		
Students are encouraged to make text-text, text-self, and text-world connections in order to create cultural knowledge (Delpit, 2012; Ladson-Billings, 2009; Sleeter, 2005)	X		

APPENDIX MM: (continued)

Behaviors: Classroom Resources (Sleeter, 2005)

Critical Attributes of CROL:	Observed	Not Observed	Exemplars
Teachers develop a relationship with students based on ability to connect through informal language (Gay, 2000; Smitherman, 2008)	X		
Understands that students will use appropriate oral language to fit the social context (Gay, 2000; Smitherman, 2008)	X		Formal language on Venn diagram
Teaches students to respect different languages (informal and formal) (Gay, 2000; Smitherman, 2008)	X		

Critical Attributes of CRWL:	Observed	Not Observed	Exemplars
Teaches various types of written language (Baker, 2008)	X		Haiku, non-fictions
Students writing is various (Baker, 2008)	X		
Students listen to various types of written language and observe its formation (Baker, 2008)	X		
Students read and write themselves which validates their language (Baker, 2008)	X		
Language and literacy skills and strategies are developed in all content areas across the curriculum (Baker, 2008)	X		
Uses various multicultural materials/ethnic literature (A. Gay, 2003; Gay, 2000; Sleeter, 2005)	X		

APPENDIX MM: (continued)

Skills: Academic Challenge (Sleeter, 2005)

Critical Attributes of SA:	Observed	Not Observed	Exemplars
Teacher uses Blooms taxonomy, dialogue over lectures, provides scaffolding (Sleeter, 2005)	X		
Teaches critical thinking skills and teaches basic skills (Delpit, 2012; Ladson-Billings, 2009)	X		
Students compare and contrast historical and contemporary stories of different ethnic groups (Kirkland, 2003)	X		
Students are creators of knowledge and the teacher pulls out the information (Ambrosio, 2003; Ladson-Billings, 2009)	X		
Teaches students test taking, various teaching styles, and study skills (Delpit, 2006; Gay, 2000)	X		
Teacher maintains high standards for each student which are individualized to each student (Delpit, 2012; Howard,	X		

Skills: Assessment (Sleeter, 2005)

Critical Attributes of CRA:	Observed	Not Observed	Exemplars
Teachers use both performance assessments and traditional tests (Hood, 1998; C.D. Lee, 1998; Sleeter, 2005)	NA		
Use differentiated testing strategies (Mahari, 1998; Sleeter, 2005)	NA		
Assessment based items that reflect the students' experiences and ability (Sleeter, 2005)	NA		

APPENDIX NN: OBSERVATION T^3: FIRST REVISED CULTURALLY
RESPONSIVE TEACHING PROFESSIONAL DEVELOPMENT GUIDE

Teacher: T^3 Date: 3/3/14   Time: 9:55   Subject: Math/Stone Fox

Attitudes: Teacher Ideology (Sleeter, 2005)

Critical Attributes of CRC:	Observed	Not Observed	Exemplars
Teacher is personally inviting (Howard, 2006)	X		
Manages the class with a firm consistent loving influence (Howard, 2006)	X		
Creates a welcoming space (Howard, 2006)	X		
Teacher has a positive attitude toward all students' cultural and linguistic needs (Ladson-Billings, 2009)	X		Walks around room-on task?

Critical Attributes of RDD:	Observed	Not Observed	Exemplars
Uses diverse strategies such as multiple intelligences (Aborn 2006)	X		
Expects students to do their best work, which looks different for each student (Aborn, 2006)	X		
Differentiated learning based on cultural and learning styles (Howard, 2006)	X		
Differentiation is used to help students succeed no matter race, gender, culture, or social class (Freire, 1970; Gay, 2000)	X		
Encourages cultural connections (Howard, 2006)	X		

Behaviors: Transformative Knowledge (Sleeter, 2005)

Critical Attributes of SSPC:	Observed	Not Observed	Exemplars
Teaches that fairness does not look the same for everyone (Delpit, 2012)		X	
Students are involved in real life experiences that involve service learning (Delpit, 2012, Kirkland, 2003)	X		

APPENDIX NN: (continued)

Critical Attributes of TOC:	Observed	Not Observed	Exemplars
Students are encouraged to feel safe to express differing viewpoints (Ambrosio, 2003)	X		
Students learn they can have respectful conversations of different points of view (Delpit, 2012)	X		

Behaviors: Students and Community (Sleeter, 2005)

Critical Attributes of COL:	Observed	Not Observed	Exemplars
Students are held accountable for their learning and when collaborating with their peers (Ladson-Billings, 2009)	X		
Teacher sees herself as part of the community (Ambrosio, 2003; Ladson-Billings, 2009)	X		
Students are taught to listen and be respectful of each; listen before they talk (Ambrosio,, 2003; Delpit, 2012)	X		Don't talk Over each Other
Dialogue about differences is encouraged (Delpit, 2012; Sleeter, 2005)	X		

Critical Attributes of CC:	Observed	Not Observed	Exemplars
Validates students by using students' cultural knowledge and experiences (Ambrosio, 2003; Gay, 2000; Howard, 2006)	X		
Students are encouraged to make text-text, text-self, and text-world connections in order to create cultural knowledge (Delpit, 2012; Ladson-Billings, 2009; Sleeter, 2005)	X		

APPENDIX NN: (continued)

Behaviors: Classroom Resources (Sleeter, 2005)

Critical Attributes of CROL:	Observed	Not Observed	Exemplars
Teachers develop a relationship with students based on ability to connect through informal language (Gay, 2000; Smitherman, 2008)	X		
Understands that students will use appropriate oral language to fit the social context (Gay, 2000; Smitherman, 2008)	X		
Teaches students to respect different languages (informal and formal) (Gay, 2000; Smitherman, 2008)	X		

Critical Attributes of CRWL:	Observed	Not Observed	Exemplars
Teaches various types of written language (Baker, 2008)	X		
Students writing is various (Baker, 2008)	X		
Students listen to various types of written language and observe its formation (Baker, 2008)	X		
Students read and write themselves which validates their language (Baker, 2008)	X		
Language and literacy skills and strategies are developed in all content areas across the curriculum (Baker, 2008)	X		
Uses various multicultural materials/ethnic literature (A. Gay, 2003; Gay, 2000; Sleeter, 2005)	X		

APPENDIX NN: (continued)

Skills: Academic Challenge (Sleeter, 2005)

Critical Attributes of SA:	Observed	Not Observed	Exemplars
Teacher uses Blooms taxonomy, dialogue over lectures, provides scaffolding (Sleeter, 2005)	X		
Teaches critical thinking skills and teaches basic skills (Delpit, 2012; Ladson-Billings, 2009)	X		
Students compare and contrast historical and contemporary stories of different ethnic groups (Kirkland, 2003)		X	
Students are creators of knowledge and the teacher pulls out the information (Ambrosio, 2003; Ladson-Billings, 2009)	X		
Teaches students test taking, various teaching styles, and study skills (Delpit, 2006; Gay, 2000)	X		Color code, Highlight, Write steps
Teacher maintains high standards for each student which are individualized to each student (Delpit, 2012; Howard,	X		

Skills: Assessment (Sleeter, 2005)

Critical Attributes of CRA:	Observed	Not Observed	Exemplars
Teachers use both performance assessments and traditional tests (Hood, 1998; C.D. Lee, 1998; Sleeter, 2005)	NA		
Use differentiated testing strategies (Mahari, 1998; Sleeter, 2005)	NA		
Assessment based items that reflect the students' experiences and ability (Sleeter, 2005)	NA		