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**The Dissertation Committee for Julie Ann Martinez Certifies that this is the
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**The Relationship between Teachers' Self-Efficacy
and their use of Culturally Responsive Pedagogy**

Committee:

Audrey M. Sorrells, Supervisor

Sylvia Linan-Thompson, Co-Supervisor

Alba A. Ortiz

Terry S. Falcomata

Cynthia S. Salinas

North A. Cooc

**The Relationship between Teachers' Self-Efficacy and their use of
Culturally Responsive Pedagogy**

by

Julie Ann Martinez, B.S; M.Ed.

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Dedication

To my children; David, Adam, Michael and Vivienne. Always do your best, even when you feel like you can't do anymore – you can and you will. Thank you for continuing to inspire me to do better.

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The Relationship between Teachers' Self-Efficacy and their use of Culturally Responsive Pedagogy

Julie Ann Martinez, Ph.D.

The University of Texas at Austin, 2016

Supervisors: Audrey Sorrells and Sylvia Linan-Thompson

Culturally responsive pedagogy (CRP) has drawn persistent criticism due to the lack of empirical data to support its use. A recent review of the research literature found that some features of CRP positively impact the academic achievement of struggling learners. However, teachers' practices were not well defined. This study utilized mixed methods to explore how 2nd grade teachers' sense of self-efficacy for teaching diverse learners in dual language classrooms impacted their utilization of CRP. Teacher participants ($n=4$) completed the Culturally Responsive Teaching Self-Efficacy (CRTSE) survey (Siwatu, 2007) and based on their scores, were classified into one of three levels of self-efficacy: high, moderate, or low. Data from two classroom observations per teacher, and individual semi-structured interviews with each, were coded and analyzed. Two key findings were that: (a) the alignment among the CRTSE scores, observed practices and teacher reported beliefs about CRP were not consistently aligned and (b) teachers' conceptualization of CRP primarily focused on students' bilingual development. This study contributes to research literature on CR pedagogy by examining

how bilingual education teachers' self-efficacy influences their implementation of CR practices.

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Chapter 1

Introduction

In the past sixty years, efforts to improve the educational attainment of culturally and linguistically diverse students resulted in the passing of several landmark rulings in the U.S. Two Supreme Court cases, *Brown v. Board of Education* in 1954 and *Lau v. San Francisco Unified School District* in 1974, resulted in rulings that would purportedly address the educational inequities faced by students of color. In a significant first step on the path to equality, *Brown* sought to bring an end to segregated schools for whites and blacks, noting separate facilities were “inherently unequal”. Later, *Lau*’s victory for language minority students resulted in the expansion of linguistic accommodations, with the expectation of creating equal access to education for this population. In the 60s, another piece of legislation, the Bilingual Education Act (Title VII) (1968), was passed to meet the needs of students with limited English proficiency. The Act, provided funding to districts for the implementation of bilingual education programs that would allow access to equal education for these students and foster an appreciation of their native languages and cultures.

Despite these court rulings and federal legislation, the publication of *A Nation at Risk* (1983) portrayed a bleak future for the United States based on the state of the educational progress of all students at the time. Immediate reform efforts centered on increasing high school graduation rates and opportunities for advanced placement courses to overcome mediocrity; since then standards-based education reform has been an ongoing endeavor (Tirozzi & Uro, 1997). Fusarelli (2004) points out that while *A Nation at Risk* fueled academic reform, its primary focus was the outcome of the “average

student” rather than the outcomes of students from culturally and linguistically diverse backgrounds. In 2001, the No Child Left Behind Act (NCLB) promised to address the inadequate educational progress of culturally and linguistically diverse students via accountability standards (Fusarelli, 2004). Even with decades of educational policy meant to increase student outcomes, recent national education statistics show that while it is narrowing, the achievement gap for students of color continues to exist. For example, the National Assessment of Educational Progress (NAEP, 2013) reports that 8th grade students of color score between 21-26 points below their White peers in reading. Similarly, there was a 21-32-point difference in math achievement between the two groups (National Assessment of Educational Progress, 2013). High school completion rates also reflect the disparity between groups of students. Statistics for the 2010-2011 school year indicate that nationally, 57% of Black students, 71% of Hispanic students, and 65% of American Indian students completed high school graduation requirements as compared to 84% of White students (NCES, 2013). Furthermore, the same report showed that 57% of Limited English Proficient (LEP) students met criteria for graduation.

Combined, the persistently low academic achievement of culturally and linguistically diverse students and the steady increase in racial and ethnic group populations in the United States, point to the need for continued reform efforts that not only acknowledge the need for an equitable and appropriate education for all student groups, but also provide evidence that conditions are changing. The 2010 U.S. Census Brief reports the percent change in the population by race between 2000 and 2010. Data from the report indicated that Hispanics and Asians had the largest population growth

with a 43% increase. Other racial groups, Pacific Islanders, American Indians and African Americans grew by 35.4%, 18.4%, and 12.3%, respectively (U.S. Census Bureau, 2011). Thus, while decades of reform policies have yet to successfully address the inequities experienced by students of color, U.S. classrooms are rapidly becoming more diverse.

Multiple explanations for poor student academic progress and the achievement gap among diverse student groups and their White peers have been identified. First, researchers have reported the adverse effects of poverty on students' academic achievement (Duncan & Brooks-Gunn, 2000; Huston et al., 2001). Since many culturally and linguistically diverse (CLD) students tend to live in poverty, the effects of poverty are confounded with their racial, ethnic and linguistic status. Second, scholarly research implicates teacher quality and regional trends associated with teacher placement as another plausible cause of the disparate academic experiences of students of color (Adamson & Darling-Hammond, 2012; Clotfelter, Ladd, Vigdor & Ruiz, 2004; Donovan & Cross, 2002). In addition, teacher self-efficacy is another factor that researchers have reported directly impacts students' academic progress (Ashton, 1984; Dembo & Gibson, 1985). Lastly, the lack of culturally additive pedagogical strategies in classroom may be another explanation for the inequitable academic and social experiences of diverse students (Banks, 1995; Gay, 2002).

Poverty

Duncan and Brooks-Gunn (2000) suggest that the responsibility for improving the state of education rests not only on the shoulders of educators but also on society as a whole. Findings from their research review (2000) on the effects of family poverty on

child development suggest that low cognitive achievement is linked to the quality of home life, health care and financial pressures experienced by the family. Berliner (2009) also posits that limited access to appropriate medical and dental care, lack of adequate and consistent access to food, exposure to pollutants and family violence are major inhibitors to students' academic abilities and successes. Despite these findings, interventions that address some of these factors can counter the effects of these socio-cultural factors. For example, Huston et al. (2001) studied the impact of an antipoverty program on the developmental and educational outcomes of school-aged children and found that children included in the antipoverty program experienced statistically significant ($p < .05$, effect size = .25) increases in academic achievement as measured by a subscale of the Social Skills Rating System (SSRS) when compared to children in the control condition. Overall, poverty and inadequate resources have been shown to negatively influence child development and expectantly, student academic experiences and progress. It is important to understand the impact of poverty on child development since many culturally and linguistically diverse students live in poverty due to circumstances out of their control.

Teacher Quality

Highly qualified teachers for underserved populations are vital for closing the achievement gap and positively impacting students' academic trajectories (Donovan & Cross, 2002). Adamson and Darling-Hammond (2012) report that despite mandates of NCLB for highly qualified teachers, teachers who are not certified or are teaching outside of their field are 3 to 10 times more likely to be teaching in low-income schools with high concentrations of culturally and linguistically diverse students.

The Committee on Minority Representation in Special Education of the National Research Council (NRC) conducted a lengthy analysis of evidence related to academic achievement of students of color and their disproportionate representation in special education and gifted and talented programs (Donovan & Cross, 2002). Overall, researchers concluded that schools should be providing more academic support for students sooner rather than later in their academic careers. Specific recommendations related to teacher quality included improved teacher preparation and professional development that adds to the knowledge base for addressing the individual needs of underachieving students. The committee also noted the importance of teachers' extensive knowledge of their content area, instructional and intervention strategies and behavior management practices (Donovan & Cross, 2002).

One reason for the lack of qualified teachers, may be the complex accountability systems. Clotfelter and colleagues (2004) suggest that high teacher turnover ultimately leads to the hiring of new teachers, or teachers who are not certified in the content areas that they will teach in to fill empty positions, many which are found in areas that serve students of color. Additionally, as a result of the pressures of accountability teachers prefer to teach "easy- to-teach students" who are believed to be from middle-class, white suburban areas.

Teacher Self-Efficacy

Bandura (1993) suggests that teachers' perceived sense of efficacy to motivate and excite students in the learning process drives their decisions about instruction and the classroom environment that supports their students' academic success. Researchers that have focused on deepening the understanding of how teacher self-efficacy influences

classroom environments have studied pre-service and in-service teachers (Beasley, 2013; Chu, 2013; Paneque, 2006; Siwatu, 2011). They have found that teachers generally perceive themselves as effective in the delivery of typical instructional strategies, but less confident about teaching CLD students arise (Beasley, 2013; Siwatu, 2011).

Additionally, research has demonstrated that pre-service preparation and on-going professional support aids in maintaining and increasing teachers' self-efficacy (Beasley et al., 2013; Coladarci & Brenton, 1997; Fitchett et al., 2012).

Culturally Responsive Pedagogy

While the previous studies inform the conversation related to the poor schooling experiences of students of color, this research effort seeks to further examine the topic through a critical multicultural lens. Banks (1995) and other multicultural education researchers describe culturally responsive pedagogy (CRP) as a multidimensional approach to education, which affirms students' cultural identities in all aspects of teaching (Gay, 2002 & Ladson-Billings, 1994). Elements such as content integration, knowledge construction, prejudice reduction, equitable pedagogy and an empowering campus climate are proposed to foster a more positive educational experience for students of color by creating academically rigorous and socially inclusive classrooms (Banks, 1995). Gay (2002) defined *culturally responsive teaching* as an approach to teaching that incorporates the cultural characteristics, experiences, and perspectives of racially and ethnically diverse students into instruction, materials, and interactions in order to construct learning experiences that may be more meaningful for students because they include and validate their lived experiences. A review of recent literature (Martinez & Linan-Thompson, 2015) that sought to link the use of CRP with increased students'

outcomes found that educators are employing CRP practices in a fragmented fashion. For instance, rather than including a multi-dimensional approach, Shumate, Campbell-Whately and Lo (2012) identified the use of manipulatives for teaching math concepts and word-problems that incorporated the names of famous Latinos as culturally responsive instruction for middle school students in a math resource classroom. Additionally, practices reported are not objectively defined (García & Gaddes, 2012; Houchen, 2012; Piazza & Duncan, 2012; Shumate, Campbell-Whately & Lo, 2012; Worthy, Consalvo, Bogard, Russell, 2012; Yang, 2006), making replication in other classrooms and research difficult. Terms such as *positive attitudes* (Houchen, 2012) and *positive relationships* (Worthy et al., 2012) were not specifically defined.

Purpose and Significance of the Study

Critics of culturally responsive pedagogy (CRP) challenge the concept, arguing that is simply elements of good teaching or claiming that it is ambiguous since practices such as *caring attitudes* or *creating positive relationships* are identified as CRP. When considering the implementation of CRP, attention must be given to how teachers' feelings of efficacy guide its implementation, since previous research has indicated that perceived efficacy often influences teachers' decisions about instruction (Bandura, 1993). An analysis of relevant literature (Martinez & Linan-Thompson, 2015) suggests that some elements of CRP positively impact struggling learners (García & Gaddes, 2012; Houchen, 2012; Piazza & Duncan, 2012; Shumate, Campbell-Whately & Lo, 2012; Worthy, Consalvo, Bogard, Russell, 2012). Furthermore, the importance of teachers' feelings of self-efficacy (Ashton, 1984; Bandera, 1993; Dembo & Gibson, 1985) as they pertain to teachers' decisions about instruction has been previously reported. The goals

of this study are to further understand links between teacher efficacy and their use of CRP and add to the knowledge base that intersects teacher self-efficacy and CRP implementation. The study also seeks to more clearly describe specific CRP practices used in 2nd grade dual language classrooms.

Research Questions

The following research questions guided this research effort.

- How do teachers' self-rating on the Culturally Responsive Teaching Self-Efficacy (CRTSE; Siwatu, 2007) survey relate to their utilization of CR practices in second grade dual language classrooms?
- What examples of culturally responsive pedagogy (CRP) do teachers report that supports their self-ratings on the CRTSE scale?

Chapter 2

Literature Review

To effectively investigate the implementation of culturally responsive pedagogy in dual language classrooms a deeper understanding of self-efficacy as a factor that influences teacher practice is needed. This chapter reviews literature related to teacher self- efficacy and culturally responsive pedagogy (CRP). Efforts examining the influence of teachers' self-efficacy have resulted in identifying ways in which efficacy influences the classroom environment and factors that influence teachers' levels of efficacy. A review of CRP research points to an inconsistent approach and loosely described practices that circumvent its reliable implementation.

Teacher Self-Efficacy

Teachers' high expectations for student achievement alone do not guarantee positive outcomes. They must also have a strong belief that they can successfully perform a behavior, which will result in a desired outcome (Bandura, 1977; Bandura, 1993). Teachers' feelings of efficacy emerge as their belief in the extent to which their teaching positively impacts student learning (Dembo & Gibson, 1985). Researchers seeking to further explore the construct of efficacy have identified factors and characteristics that lead to high levels of efficacy, as well as characteristics, that contribute to low levels of efficacy. For example, teachers categorized as having high levels of efficacy regularly engaged in goal setting for themselves as well as their students and involved students in decision making processes (Ashton, 1984; Dembo & Gibson, 1985). Conversely, teachers with low levels of efficacy had unclear goals for themselves and often blamed students for their low achievement (Ashton, 1984; Soodak & Podell, 1994).

Analysis of relevant literature has yielded two distinct themes related to teachers' efficacy: (a) access to professional support and supervision is a vital piece in cultivating feelings of efficacy and (b) teachers' feelings of efficacy influence the classroom environment. Two areas that are understudied relate to how teacher efficacy influences the use of culturally responsive practices and the explicit relationship between teacher efficacy and students' academic outcomes.

Factors that influence teacher self-efficacy. Although no studies included in this review examined the effect of professional development on in-service teachers' level of efficacy, there is some evidence that professional support and supervision may be beneficial (Colardarci & Brenton, 1997; Paneque & Barbetta, 2006). Paneque and Barbetta (2006) investigated the correlations among a variety of teacher variables (highest degree earned, degree in special education, certification in special education, status of English as a Second Language (ESOL) endorsement, years of teaching, proficiency in language of target students and Title 1 status of the school) and teacher efficacy for teachers of English Language Learners (ELLs) identified with learning disabilities. Findings indicated professional support influenced efficacy in a positive way, specifically pertaining to language of their ELL students. Qualitative data aimed at exploring what supports worked best for teachers when working with the target groups were coded and analyzed. Since target language proficiency emerged as a theme, researchers divided teacher participants into two groups, language proficient (LP) and language non-proficient (LNP). LNP teachers reported relying on professionals fluent in the target language as their primary support for working with ELLs with disabilities. LP teachers reported having fluency in the language of their students increased their feelings

of efficacy for teaching this population. Based on the findings of this study, Paneque and Barbetta (2006) called for additional pre-service teacher training and support in languages other than English such as foreign language classes. Additionally, they recommend pre-service teachers be exposed to strategies for teaching linguistically diverse students.

Colardarci and Brenton (1997) worked with in-service resource teachers to further understand the interaction between self-efficacy and professional supervision. Teacher participants ($n=580$) were asked to complete a modified version of the Teacher Efficacy Scale (Dembo & Gibson, 1984) and to share information about the frequency and effectiveness of the supervision they received. Teachers gave mixed reports about their supervisory experiences, most reporting only annual observations by principals and district personnel. Reports were similar when describing periodic but informal observation and consultations. Teachers were also asked to provide details about the usefulness of the consultations. Regression analyses were conducted, holding variables such as sex, time in job and job satisfaction constant, findings indicated that while frequency of supervision was not found to be significant, teachers who believed their supervision was useful had statistically higher levels of self-efficacy. These findings are similar to previous research, which suggested that teachers' self-efficacy can be further developed through ongoing professional support (Paneque & Barbetta, 2006). Additionally, these studies suggested that quality above quantity of professional support and supervision provided the most benefit.

Efficacy and classroom environment. Consistent links between self-efficacy and the classroom learning environments have been reported over the past several

decades (Bandara, 1993; Chu, 2013; Dembo & Gibson, 1985; Guskey, 1987; Soodak & Podell, 1994). To illustrate, Guskey (1987) analyzed results of a survey that examined teachers' potential use of mastery-based learning strategies. One hundred and fourteen teacher participants completed the survey following a half-day professional development session detailing the theory and application of mastery learning. The survey was comprised of four sections including teaching efficacy, affect toward teaching, teaching self-concept and attitudes toward mastery learning. The teaching self-efficacy section of the questionnaire was divided into two subsections, responsibility for classroom successes and responsibility for classroom failures. Two important findings emerged from this study. First, teachers reported higher levels of efficacy related to positive classroom events than they did for classroom failures ($t=5.09, p<.01$) and second, teachers with high overall personal self-efficacy were more likely to view mastery learning as important ($r=.42$), to believe it could be easily implemented ($r=-.33$), and that it required little effort ($r=-.36$). These results suggest that efficacy can influence teaching practices.

In a similar study, Soodak and Podell (1994) examined if and how teacher efficacy influences instructional decision-making. The researchers surveyed 110 teachers to elicit information about how teachers would intervene on behalf of "difficult-to-teach" students based on fabricated case studies. Teachers provided an average of 6.4 suggestions. In addition to the case study surveys, teachers also completed a self-efficacy scale (Dembo & Gibson, 1984). Overall, 88.2% of teachers suggested implementing a teacher-based strategy for addressing the needs of the "difficult-to-teach" students. An overwhelming majority of teachers ($n=104$; 94.5%) also opted to seek support for the

student from personnel outside of the classroom, such as a special education team. In the comments section of the case study survey, teachers in this group provided written responses which suggested that student difficulties stemmed from factors outside of the classroom, so seeking non-teacher based strategies seemed appropriate. Moreover, teacher-based interventions, such as peer-tutoring, were more often suggested (82.7%) as opposed to other strategies that addressed the emotional/behavioral needs of the student (52.7%). Further, post hoc comparisons demonstrated that teachers who made more teacher-based suggestions had significantly higher levels of efficacy ($M= 4.53$, $SD = .53$, $n=32$) than those who made more non-teacher-based suggestions ($M=4.21$, $SD= .65$, $n=51$). These findings indicate that teachers who had greater feelings of efficacy were more likely to take responsibility for student struggles. These research findings, related to ways in which teacher self-efficacy impacts the classroom setting, posit that increased efficacy leads to positive classroom environments where students are encouraged to take academic risks and feel like valued members of the classroom community. It also increases teacher responsibility for student learning.

Culturally Responsive Pedagogy

For decades, researchers interested in multicultural education such as James A. Banks (1995) and Luis C. Moll (1992) among others have advocated for a shift in the conceptualization of instruction for students of color. Terms such as *multicultural education*, *humanizing pedagogy*, *funds of knowledge*, *cultural synchronization* and *culturally responsive pedagogy* have been used by researchers in the field of education to describe instruction that takes into account students backgrounds and lived experiences (Banks, 1995; Bartolome, 1994; Erikson & Mohatt, 1982; as cited in Ladson-Billings,

1995; Irvine, 1990; Moll, Amanti, Neff & Gonzalez, 1992). Banks (1995) described five features of multicultural education that address the curriculum, teacher beliefs, and school culture. They are: (a) content integration - the inclusion of diverse content into the curriculum; (b) knowledge construction – the development of knowledge from various perspectives, including the development of knowledge from students’ own perspectives; (c) prejudice reduction – development of positive attitudes about other groups; (d) equitable pedagogy – modification of teaching practices to ensure students have equal opportunities to achieve; and (e) empowering school and social culture – the promotion of equitable education and empowerment for all groups. Gay (2002) offers five similar features to culturally responsive pedagogy: (a) educators should develop a cultural knowledge base, (b) curriculum should be culturally relevant, (c) teachers should create a culturally caring learning community, (d) educators should learn and teach effective cross cultural communication, and (e) classroom instruction should be culturally congruent. The inclusion of the features proposed by these two researchers into instruction is meant to provide a link between students’ knowledge and reality and the school culture and instructional practices.

Also relevant to the discourse related to multicultural education and to culturally responsive instructional practices is the importance of language instruction for bilingual students. As a result of previous court rulings and legislation, linguistically diverse students are entitled to receive instruction in their native language. Programs, such as dual language and English as a Second Language (ESL), often depend on students’ level of language proficiency and dominance. Recently, more emphasis has been on dual language programs because they are designed to maintain students’ native language while

building English proficiency. Within the context of native language maintenance, the concept of translanguaging has emerged.

Translanguaging. Translanguaging (García & Sylvan, 2011; Langman, 2014; Palmer, Martinez, Mateus & Henderson, 2014) has emerged as a theory that allows students' to use their complete linguistic resources to make learning meaningful. The practice of language accommodation, when teachers adjust their language regardless of language of the day or language of instruction designated for each subject or content area, to meet the needs of individual students is classified as a translanguaging practice. Also included under the umbrella of translanguaging is code-switching; the practice of deliberately inserting English or Spanish words at the intra or inter-sentential level by teachers or students. Since the linguistic aspect of CPR is not directly included in Banks' (1995) and Gay's (2002) theories, it is important to include it here to explore its significance for culturally responsive practice in the context of this study.

Translanguaging, multidirectional language practices between teachers and students that allows students to "*make sense*" of, and communicate in multilingual classroom, has been the focus on recent research (Langman, 2014; Palmer et al., 2014). Over a two-year period, Langaman (2014) used observational notes and interview transcripts to determine if three secondary science teachers' translanguaging practices helped their English Learners (ELs) to make academic connections. Findings from this study demonstrated that even when teachers used their limited Spanish skills for translanguaging purposes during instruction speaking simple words such as *mira* (look), *dos* (two), *¿cuanto?* (how much) or *blanca* (white) students were able to more fully access the learning activities. Additionally, their attempts to speak Spanish demonstrated an

acceptance of diversity.

Examining translanguaging practices in a dual language setting Palmer and colleagues, (2014) sought to explore how teachers and students defined themselves as bilingual or not bilingual. This study included two teachers and drew from more than 20 hours of classroom video recordings and interview transcriptions. Despite teachers' support of the two-way dual language model, which had strict language separation expectations, researchers found teachers to be *models of dynamic bilingualism*. Teachers were recorded consistently engaging in code-switching, translating and using informal Spanish terms familiar to their students. Researchers hypothesized that because these practices were being modeled, students were able to take risks as they developed Spanish and English, simultaneously. Another positive finding associated with translanguaging is that it created a space for students to engage in discussions related to significant topics such as immigration (Palmer et al., 2014). While research related to translanguaging continues to develop, these two studies add to the CRP literature since it places students' primary language, which is often viewed as an important aspect of culture and identity, as a resource instead of a hindrance in the learning process.

Research on Elements of Culturally Responsive Practice

The effects of CRP on student engagement and academic outcomes with students with and without disabilities have been examined. Researchers employed both quantitative and qualitative methods to determine the effect of social, instructional CR practices. Yang (2006), the only study to explore the impact of CRP on student engagement in addition to student outcomes, examined the effect of culturally themed units on kindergarten students' engagement. The units, which included literacy lessons,

activities, interviews and assessments motivated students to engage in Chinese-related activities; additionally, students showed an interest in learning some Chinese phrases. Students' progress and cultural understanding were measured using data from progress on learning objectives. Formative and summative data were taken on four learning goals a) students' ability to recall or identify Chinese customs, b) students' ability to speak basic Chinese phrases, c) students' ability to count or write Chinese numbers, and d) students' creations of Chinese festival artifacts. Results indicate that the number of students who met learning objectives was significant (t -value of 8.33 and $p < 0.01$). Data from a pictorial rating scale indicated that students were highly engaged in the thematic unit. The authors hypothesized that the activities in the unit encouraged students to reflect on their own cultural experiences as well as the differences between Chinese and American cultures.

Another study aimed at understanding CRP via the inclusion of culturally relevant content conducted by García and Gaddes (2012) also found encouraging results. As researcher participants, they designed a culturally responsive writers' workshop for high school students that spanned 18 months to examine the experiences of young Latina writers. In addition to building strong bonds with the students, researchers provided students with culturally relevant texts, which depicted the experiences of immigrant youth, as well as other literature authored by Latino writers. The goal was to provide students the opportunity to experience personal connections between the non-dominant literary pieces and their own lives to encourage students to create high quality written works about their lives. Writing samples were analyzed using the constant comparative method (Strauss & Corbin, 1990, as cited by García & Gaddes, 2012), to determine if the

themes used in the writing samples illustrated students' reactions to the literature and incorporated their cultural funds of knowledge. In one example, a student described her travels from El Salvador using a mix of Spanish and English. Researchers used this example to highlight the student's ability to accurately and appropriately explore cross-linguistic borders in her writing allowing her to embrace her developing bi-cultural identity. By employing two significant features of CRP theory, building relationships and culturally relevant content, researchers reported identifying more instances of authenticity in students' academic writing.

Shumate and colleagues (2012) extend research in this area by examining the use of CR instruction in an 8th grade Math resource classroom. Results of this multiple treatment reversal design study suggest a potential link between the use of culturally relevant instructional strategies and students' academic gains. There were three conditions in the study: the special education classroom teacher, who also served as the primary researcher, taught the district-mandated math curriculum in a typical manner or delivered two variations of culturally responsive instruction. Each class session included a 10-minute pretest, 35 minutes of the predetermined type of instruction and a 10-minute post-test. Instructional variations are described as general math instruction, or baseline (A), culturally responsive instruction (B), which included explicit instruction, increased student engagement via the use of scenarios about Latino celebrities pertaining to the instructional objectives and the promotion of students' linguistic abilities by encouraging oral discussions, and the Modified-Culturally Responsive Instruction (C), which included the CRP features as well as the inclusion of games and manipulatives to enhance learning. The class average number of correct responses on math assessments at each

phase were [1.36 (A_1), 3.81 (B), 1.52 (A_2), 5.84 (C_1), 0.65 (A_3), 7.58 (C_2), and 0.92(A_4)].

While these findings indicate that student scores increased under both treatment conditions, scores were highest during the modified-culturally responsive instruction condition.

Piazza and Duncan (2012), used a case study design to capture the nuances of making literacy a social practice by including culturally responsive literacy instruction for two middle school, African American boys. For 30 weeks the student-participants attended an after-school literacy-tutoring program, once a week for 1.5 hours. During that time the researchers became familiar with the students' personal lives, which allowed them to choose literary pieces and activities tailored to the individual students' sociocultural context and interests. One researcher served as a positive role model, a position that allowed him to engage in candid conversations with students about code switching and other social nuances experienced by students of color. For instructional purposes, researcher participants specifically provided a newspaper article that held personal meaning to one of the students in the study to heighten his interest in the concepts being taught. Having learned that one of the student's brother had been convicted of a crime, the researcher located the publication related to the incident and offered this as a literary piece with which the student could engage. The researchers found this notable, as it was the first time during the study that the student critically examined literature. In addition, near the end of the tutoring sessions, one student began to verbalize how he was connecting with and analyzing literary pieces. The researchers reported the actual engagement in literary activities as positive changes in academic

behaviors. Apart from the positive relationships and infusion of emotionally provoking texts, other features of CRP were not explored.

In a similar effort, assuming a culturally responsive perspective, Houchen (2012) explored the impact of supportive teacher-student relationships. High school students ($n=13$) in this study were enrolled in a remedial reading course as a direct result of their failure to pass the previous year's state mandated reading exam. Based on student journal entries which revealed low levels of efficacy and resistance to class participation, Houchen invested time into building trusting relationships with students by changing her behavior management plan and instructional choices. For example, rather than removing the students from the classroom, she shared her disappointment with them, which allowed them to maintain their dignity and the relationship. Additionally, she validated all students' literacies and dialects, which she directly attributed to the positive student outcomes. Thirteen weeks after remedial instruction commenced, 6 of the 13 students passed the state retest with 58% scoring at least the minimum of 300 points. After 12 additional weeks of instruction four more students passed the state retest. Despite the optimistic student achievement data, the absence of and potential impact of additional CRP features such as culturally relevant content or overall school/classroom-wide prejudice reduction were not addressed.

Worthy and colleagues (2012) also studied the impact of positive teacher-student relationships based on the culturally responsive pedagogy frameworks through case studies of two elementary students. In contrast to Houchen (2012) and Piazza and Duncan (2012), this study additionally emphasized student strengths as an integral piece of the intervention rather than espousing previously negative reputations of students, Ms.

Graham (pseudonym) engaged in “restorying”. The two 5th graders in the case studies had previously been resistant to class participation and produced poor academic work, especially in writing. Mrs. Graham’s hoped to reengage the students, academically by building strong relationships and encouraging students to take academic risks.

Researchers observed the 2-hour literacy block 38 times over the course of the academic year. Notes from these observations suggested that caring attributes and high expectations held by the teacher, resulted in both participants being more engaged and participatory in classroom discussions. For example, the students demonstrated an increased interest in their work and eagerly contributed to classroom discussions.

Findings indicate that when students’ strengths were encouraged, it leads to an increased willingness to take academic risks. In both cases, each student benefitted academically and socially when they were allowed to showcase their areas of academic strength.

Again, as with the previous studies discussed, the absence of other CRP features in this study further illustrate that CRP is rarely implemented as proposed by theorists.

Need for a Comprehensive Approach to the Study of CRP

Considering the frameworks by Banks (1995) and Gay (2002), the construct of CRP would ideally be implemented through the comprehensive inclusion of all features identified by the respective theorists. However, research studies, such as those discussed above, show that studies typically focus on isolated elements of CRP (e.g., Garcia & Gaddes, 2012; Houchen, 2012; Piazza & Duncan, 2012; Shumate, Campbell-Whately & Lo, 2012; Worthy, Consalvo, Bogard, Russell, 2012; Yang, 2006). For example, construct such as the use of culturally relevant instruction (Garcia & Gaddes, 2012; Piazza & Duncan, 2012; Shumate et al., 2012; Yang, 2006) and establishing caring

relationships (Houchen, 2012; Worthy et al., 2012) are implemented as separate components. Efforts to examine the implementation of all features could provide the field with information about which components are most effective and which can be implemented easily.

Documented evidence from both qualitative (García & Gaddes, 2012; Houchen, 2012; Piazza & Duncan, 2012; Worthy et al., 2012) and quantitative (Shumate et al., 2012; Yang, 2006) research exists in support of various features of CRP, however, an organized approach to its delivery could possibly generate even higher rates of student progress. In addition, it is imperative to succinctly define strategies such as culturally relevant instruction, fostering positive relationships and caring attitudes, so that attempts to replicate findings can be conducted.

Teacher Self-Efficacy and Culturally Responsive Pedagogy

Research on the relationships between teacher efficacy and confidence in providing CR practices to CLD students is an emerging area of study. This construct has been briefly examined in both in-service and pre-service settings (Chu, 2013; Fitchett, Starker & Salyers, 2012; Siwatu, 2011). Chu (2013) explored special education teachers' feelings of self-efficacy in serving culturally, linguistically diverse students in an urban district. Participant teachers ($n=31$) were surveyed using adapted versions of the Culturally Responsive Teaching Self-Efficacy Scale (CRTSE) and the Culturally Responsive Outcome Expectancy Scale (CRTOE; Siwatu, 2007). Based on the analysis of the CRTSE results, participants who reported higher levels of efficacy were identified as possessing more confidence in their abilities to provide culturally responsive teaching practices as compared to teachers who reported lower levels of efficacy. Moreover, this

group believed their greatest strength was in the area of fostering a learning environment that was positive, warm and caring for diverse students.

Studies with pre-service teachers' demonstrate that a pre-service teachers' level of self-efficacy impacts their practice (Fitchett et al., 2012; Siwatu, 2011). Siwatu (2011) sought to examine teacher efficacy in employing culturally responsive practices.

Participants ($n= 192$) completed the CRTSE scale (Siwatu, 2007) and a subset ($n= 8$) were interviewed to: a) determine the nature of the their beliefs about CRP, b) what types of pre-service experiences shaped their feelings of efficacy toward CRP and c) how teachers described their pre-service experiences. Initial analysis of the CRTSE scores indicated that the majority of participants believed themselves to be fairly confident in providing CRP ($M=3347.75$, highest possible score = 4,000). However, a deeper analysis of the scores indicated that participants were mostly confident with general teaching practices, while many rated themselves poorly on concepts specifically related to cultural practices. Teacher interviews revealed that student teachers with reported higher levels of efficacy had been presented with CRP theory in their programs and that teacher candidates who had little exposure to strategies for working with ELLs tended to have low efficacy scores. Overall, pre-service teachers who had more opportunities to observe and engage in CRP were also the ones with higher levels of efficacy.

Fitchett and colleagues (2012) also administered the CRTSE scale (Siwatu, 2007), to explore pre-service teachers' efficacy for providing culturally responsive pedagogy. The CRTSE was administered after pre-service teachers received training in the use of a culturally responsive social studies teaching model. The 3Rs model (Review, Reflect and React) encouraged teacher candidates to critically examine social studies curriculum from

a culturally responsive lens. Having previously studied pre-service teachers' observational field notes, lesson plans and reflections, the researchers found that the implementation of the 3Rs model (Review, Reflect and React) resulted in an increase in culturally responsive planning. To extend this line of research the CRTSE was administered to pre-service teachers ($n = 20$) before and after training on the 3Rs model. This study specifically sought to determine a) if alignment with this model increased teachers' efficacy for CRP, b) if it increased teachers' willingness to teach from a sociopolitical conscious perspective and c) if it increased teachers' confidence for teaching diverse learners. Post-test results indicate that teachers had significantly higher rates of confidence regarding the use of culturally responsive teaching practices (pretest, $M = 380.69$, $SD = 71.27$ and posttest, $M = 425.88$, $SD = 54.58$, $t(19) = 3.59$, $p < .01$) than they did at pretest indicating that teachers' levels of self-efficacy can be changed by professional development. Consistent with self-efficacy theory (Bandura, 1993; Dembo & Gibson, 1985), the results of these studies augment the findings that show that feelings of self-efficacy may guide teacher behaviors. However, since these studies did not include an observation component, there is no way of knowing if teachers were able to implement the practices effectively or if they would have had an impact on student learning.

Only one study examined the relationship between teacher self-efficacy and student outcomes. Midgley et al. (1989) examined the relationship between teachers' self-efficacy and student outcomes on students' math performance. The two-year, longitudinal study included 141 teachers (95 elementary 46 middle school teachers) and 1,329 students. Teachers were asked to complete a questionnaire measuring teaching

efficacy that included questions related to personal efficacy, beliefs about students' intellect, and need for classroom control and discipline. Findings indicated that students who had teachers with higher levels of efficacy performed better in math than students whose teachers reported lower levels of efficacy. This study demonstrates that levels of teacher efficacy impacted students' math achievement.

Researchers have found that in-service teachers' self-efficacy can be increased through ongoing professional support and supervision (Coladarci & Brenton, 1997; Paneque & Barbeta, 2006), noting that high quality professional support supervision rather than repeated but inefficient consultations provides the most benefit to teachers' efficacy. Moreover, emerging research findings suggest that pre-service preparation related to culturally responsive practices can increase teacher candidates' levels of self-efficacy for serving diverse students (Fitchett, Starker & Salyers, 2012; Siwatu, 2011).

Summary of Literature Review

Considering what has been documented about teacher self-efficacy and the implementation of CRP, it is vital to evaluate how these constructs are connected. To add to the understanding of factors that influence teachers, additional research recognized that teacher efficacy is a powerful trait that also impacts teachers' beliefs and practices. Research efforts involving pre-service teachers and in-service teachers found exposure to discourse related to CRP as well as authentic support and supervision increased feelings of self-efficacy. In addition, research on CRP reveals a lack of a cohesive approach to its implementation which stifles its fulfillment. A complete implementation of CRP which includes defined practices and a recognition of language as a significant component remains to be found.

Chapter 3

Method

To examine the relationship between teachers' level of self-efficacy and their use of CRP, a mixed-methods design was used. Qualitative data were gleaned from observations and interviews, while descriptive data from Culturally Responsive Teaching Self-Efficacy survey (Siwatu, 2007) served as quantitative data. A grounded theory (Miles, Humberman & Saldana, 2014) approach was used for this study since it allowed the researcher to identify themes related to CRP that emerged within the specific contexts. Specifically, the goal of this study was to explore the relationship between bilingual education teachers' self-reported levels of efficacy and their application of CRP strategies. The research questions and descriptions of the settings, participants, data collection and data analysis procedures are presented here.

Research Questions

These two research questions guided this investigation.

1. How do teachers' self-rating on the Culturally Responsive Teaching Self-Efficacy (CRTSE) survey relate to their utilization of CR practices in second grade dual language classrooms?
2. What examples of CRP implementation do teachers report that supports their self-ratings on the CRTSE scale?

Researcher as Instrument

The researcher's positionality (Merriam, Johnson-Bailey, Lee, Kee, Ntseane & Muhamad, 2001) originated from the standpoint of a Mexican-American special educator completing a doctoral degree in multicultural studies. Based on personal and

professional experiences she advocates for the implementation of CRP strategies for diverse populations. In the 60's and 70's a common subtractive school practice - eliminating the use of students' native language during the school day - had a negative impact on her Spanish-speaking parents' educational outcomes resulting in their mistrust of educators and ultimately their decisions to drop out of high school. As a result of these experiences, the researcher's parents' decided to raise her as a monolingual English speaker, nearly eliminating relationships with her Spanish-speaking grandparents and other family elders. Through high school Spanish classes, she was able to learn to read, write and speak Spanish although she is not proficient. Despite not having full command of the Spanish language, the researcher experienced a traditional Mexican- American upbringing. As a bicultural, Mexican-American, she maintained strong familial ties and experienced many cultural and religious traditions, such as quinceañeras and Posadas. She also reflects a collectivist cultural orientation to all areas of life, but especially as it relates to giving priority to family, rather than self. As a result of her personal experience she supports additive CRP practices that demonstrate respect and regard for students' native languages. Additionally, as a special education teacher of 7 years, she witnessed the over identification of students of color for referral for special education services as well as deficit views about students and their families constantly expressed by fellow educators. She believes the implementation of CPR practices has the potential to positively impact the academic advancement of historically underserved populations. However, as the primary researcher and data collector for this endeavor the researcher recognized the need for empirical research to inform the field; therefore, inter-observer agreement and member checking were conducted to minimize bias and ensure the ethical

reporting of results.

Setting and Context

As part of a larger research study that examined the implementation of Response to Intervention (RtI) in schools with dual language programs, this investigation occurred on two campuses in two Central Texas school districts.

In an effort to support the full acquisition of English and Spanish school districts *A* and *B* have adopted a dual language model (Gomez, Freeman & Freeman, 2005) which provides native language instruction in primary grades with the intention of transitioning to English-only instruction, as students progress through elementary. The Gómez and Gómez dual language frameworks distinctly separate English and Spanish through Language of the Day (LoD) and Language of Instruction (LoI) designations. As dictated by the model on both campuses, all literacy instruction was conducted in Spanish. All teachers reported using the Texas Essential Knowledge and Skills (TEKS) and the respective district's scope and sequence as guides from instructional planning. However, they were only observed using teacher-selected materials such as library books. Observations did not record instances of teachers utilizing any basal readers or other prescribed curricular materials.

Pleasant View Elementary school. Pleasant View elementary was located in school district *A*, an urban district that served over 85,000 students, 60% of whom were classified as Hispanic, 61% classified as economically disadvantaged and almost a third classified as Limited English Proficient (LEP). The school was situated in a neighborhood that had undergone a significant transition as a result of changing demographics. The total enrollment was approximately 700 students which was

comprised of 7.3% African American, 91.7% Hispanic, 1.4% White, .3% Asian and .1% American Indian. Over 96% of the students enrolled at Pleasant View were classified as economically disadvantaged, 76.6% were identified as ELs and 6.6% of the students received special education services. Pleasant View received a “Met Standard” rating by the state education agency for 2014 indicating that the campus met state accountability targets in the areas of student achievement, student progress and closing performance gaps among student groups. Many classrooms at Pleasant View used a dual language model of instruction in Spanish and English. Of the six 2nd grade classrooms, 4 served students in the dual language model.

Hillside Elementary school. Hillside Elementary in school district *B*, which covered 22 miles of rapidly developing rural land, served approximately 16,500 students. Of these students, 61% were classified as Hispanic, 46% classified as economically disadvantaged and 15% classified as English Language Learners. This campus served just over 800 students, of which 2.7% were African American, 91.2% were Hispanic students and 4.9% were White. Over 90% of Hillside students were classified as economically disadvantaged, 58% were identified as ELs and 8.7% of the students received special education services. Like Pleasant View, Hillside had received a “Met Standard” rating by the state education agency. Also similar to Pleasant View, Hillside implemented a dual language model of instruction in four of the six 2nd grade classrooms. However, on this campus the four dual language teachers worked as “team teachers” in that 2 teachers taught Reading, Writing and Social Studies, while the other two were responsible for Math and Science instruction.

Participants

Convenience sampling was used since the goals of the study were particular to teaching practices used in second grade dual language classrooms. Participants ($n=4$) were informed that their participation was voluntary and that all identifiable information would be maintained in confidential files. Following are descriptions of each participants' professional background.

Teachers' professional background information.

Mrs. Cardona. With 9 years of teaching experience, Mrs. Cardona taught kindergarten through 2nd grade in public schools in central Texas. During this study she taught in school district *B* at Hillside. She earned an undergraduate degree in Early Childhood and then due to the increased need for bilingual general education teachers in Texas she received an emergency bilingual certification in her 2nd year of teaching. Since then she has taught in the same rural, yet rapidly growing district. She reported that she has not received formal culturally responsive or multicultural preparation during her teaching career.

Mrs. Gutiérrez. Mrs. Gutiérrez, a veteran teacher of 14 years, began her teaching career in Vermont. She completed her undergraduate degree in elementary, general education in the Northeast. Mrs. Gutiérrez reported having had experience teaching in public and private schools in grades 2-4, although she says 2nd grade was her favorite grade. When she relocated to Texas 10 years ago, she found that her original certification was not valid so she obtained Texas teaching certification and added the bilingual endorsement. Mrs. Gutiérrez has taught in school district *B* and lived in the same rural community where she

teaches for the past 7 years. Like Mrs. Cardona, she does not recall having received any specific culturally responsive or multicultural preparation in her preservice or in-service training. Mrs. Gutiérrez credited her membership within the students' community as the primary resource for learning about her students' culture.

Mr. Hernández. Mr. Hernández obtained alternative Texas teaching certification, and reported having six years of experience as a public school teacher, all in the large urban school district, A. He has only taught in second grade dual language classrooms. When asked about preservice and in-service preparation related to teaching diverse students, he mentioned district level training opportunities. Mr. Hernández further explained that since he shared *"100% of the same [cultural] background"* with his students he typically chose to attend professional development opportunities related to reading and writing, rather than training specific to multicultural or culturally responsiveness.

Mrs. Sánchez. In addition to a bachelor's degree in Bilingual Education, Mrs. Sánchez also completed a Master's degree focused on Bilingual Instruction. With 12 years of teaching experience in school district, A as Mr. Hernández, Mrs. Sánchez stated she taught first to fourth grade students in dual language classrooms on multiple campuses. She mentioned gaining most of her training and knowledge related to teaching diverse students from her undergraduate and graduate programs. Specifically stating *"They were highly geared toward it [culturally responsive pedagogy]. I mean, everything I took was specific to ... like if I took a literature course it was for bilingual or Latino children's lit."* In

addition to the formal university level preparation, she has attended district level trainings related to diversity but reported that these were aimed at preparing novice teachers.

Data Sources

Three sources, the CRTSE scale (see Appendix A), classroom observation form (Appendix B), and interview protocol (Appendix C) were used to gather data.

Culturally Responsive Teaching Self-Efficacy Survey (CRTSE, Siwatu, 2007). The CRTSE (See Appendix A) was developed to explore the intersections of teachers' perceived confidence of instructional and behavior management effectiveness and the increased urgency to prepare preservice teachers to adequately serve CLD learners (Siwatu, 2007). After conducting an extensive literature review on culturally responsive teaching competencies, Siwautu identified the following components; planning, curriculum, assessment and cultural knowledge as essential categories for inclusion on the instrument. He then used Bandura's theories to create each item, using the 100-point scale for greater empirical grounding (Siwatu, 2007) The resulting instrument is 40-item scale that uses a 0 to 100-point scale for a maximum score of 4,000.

Classroom Observation Form. Classroom observations were recorded using an observation log developed for the larger study, to record classroom literacy practices, use of effective pedagogy, and instances of CRP (See Appendix B). The top portion of the form was structured as a running log with ample space for observers to record detailed observations. The bottom portion of the form included a rating scale to document use of effective teaching practices.

Interview Protocol. One, individual interview (See Appendix C) with each

teacher participant was scheduled at a mutually agreed upon time the last month of the school year. The interview prompts were generated based on the preliminary analysis of the CRTSE scores and the classroom observations; in this way, the interviews provided an opportunity to member-check. Open-ended questions focused on teachers' self-reported ratings on the CRTSE scale, influences that shaped their confidence for teaching CLD students, their thoughts about issues related to CRP, such as obstacles and resources, as well as their beliefs about students' bilingual development. Finally, teachers were asked to recall specific instances when they utilized CR practices. The interviews served multiple functions: (a) to explore how teachers' reported levels of self-efficacy related to their choices of CRP strategies, (b) to gain the teachers' perspectives on CRP implementation and (c) to gather anecdotal evidence of their own use of CRP strategies that could support their reported levels of self-efficacy (see Appendix C).

Data Collection Procedures

Data was collected over a six-month time period.

Culturally Responsive Teaching Self-Efficacy survey. CRTSE scale was manually entered into the Qualtrics Survey Tool. This on-line tool electronically distributed surveys and stored respondent data. Participants were initially prompted via an email, to complete the CRTSE scale. Instructions indicated that teachers should complete the online survey at their earliest convenience. However, teachers were asked to do so by the end of the spring semester. After two reminder emails were sent during week 4 and week 8, all surveys were completed. The researcher was able to download individual survey results from the online database. After all teachers responded, they were stratified according to their scores. Teachers who scored between 4,000 and

2,667 were categorized as *High*, scores between 2,666 and 1,333 were categorized as *Moderate*, and teachers who rated themselves below 1,332 were categorized at *Low*.

Scores were then converted to a 100-point scale so that raw scores and averages could be more easily reported. Scores were converted by dividing each score by 40. For example, a raw score of 3,644 was divided by 40 which resulted in a 91.

Classroom Observations. Early in the fall semester a field pilot was conducted. Fifteen observations of 8 teachers were completed. Two researchers conducted each observation. One observer collected verbatim oral interactions, while the second observer recorded contextual data. Recording of verbatim interaction included word for word scribing of what the teacher said throughout the observation. Contextual data were notes related to the non-verbal interactions which occurred in the classroom, such as the teacher's position in the room, his or her proximity to students as well as other non-verbal cues used to scaffold instruction or behavior. The resulting field notes contained verbatim teacher and student interactions. Using grounded theory (Miles, Huberman, Saldana, 2013), the observations were coded and analyzed by the research team to identify specific culturally responsive teacher behaviors as well as other effective practices used.

Behaviors identified as culturally responsive for ELLs included: language use, cultural references and intimate knowledge of students' realities. Specifically identified elements of effective teaching were rated on a 0-3 scale. Anchors for each rating of the scale were created by the research team. A zero rating indicated that the teacher was emerging and did not meet expectations. A rating of a 1 indicated the teacher minimally met expectations. Ratings of a 2 indicated the teacher satisfactorily met expectations, and a 3 indicated that the teacher proficiently met expectations.

All observations were conducted between November and May but the observation schedule was different for each teacher. Mrs. Cardona was observed once in November and again in May. Mrs. Gutiérrez was observed in February and in March. Mr. Hernández's and Mrs. Sánchez's observations took place in February and April. Observations were conducted during reading instruction and lasted approximately 45 minutes. Two researchers conducted each observation. One observer collected verbatim dialogue while the second observer recorded contextual data. Immediately following each observation, the pair debriefed to discuss the field notes. Based on the experience of the field pilot, the researcher expected to reach saturation with two observations per teacher. Since Spanish was the primary language spoken during the literacy blocks and the researcher is not a fluent Spanish speaker, all observation documents were translated into English for analysis. The researcher hired a fluent Spanish speaker to translate all of the Spanish text to English to ensure ethical coding and analysis. The co-observers, who were fluent Spanish speakers, and who had originally collected the verbatim data confirmed the accuracy of the translations.

Inter-Observer Agreement. Observers received four hours of training on the classroom observation form. During the training, exemplars of culturally responsive practices for ELLS; language use, cultural references and intimate knowledge of students' realities were provided to the observers. Due to the limited Spanish proficiency of the primary researcher, she served as co-observer collecting the contextual data while the 2nd observer collected the teacher talk. After each observation, the pair met to compare the number of target teacher behaviors identified. During the debrief observers discussed the observation until consensus was reached on the presence of the identified

culturally responsive teacher behaviors. Researchers reached 84% agreement across all 8 observations on the effectiveness of the teaching practices employed by the participants.

Interviews. After all observations were complete, individual semi-structured interviews were scheduled. The interviews took place on respective teachers' campuses and the researcher obtained permission to audio record all interviews, which lasted between 25-30 minutes, each. All audio files were transcribed by the researcher.

Data Analysis

Descriptive analysis. To determine each teacher's level of self-efficacy, overall raw scores were calculated by the Qualtrics system. This data was used to place the teacher into one of three categories: high, moderate, low. The researcher then sorted individual scale items into the following subcategories, *Instructional*, *Social/Relational* and *Cultural Knowledge*. Raw scores were converted from a 4000 scale to a 100 scale. Individual teacher scores, individual item scores and subcategory scores were calculated and reported using the 100-point scale.

Qualitative analysis. Qualitative data sources included classroom observation records and interview responses. The researcher used codes identified for the larger study as a start list. Once all observations were initially coded using the codes from the start list, the researcher engaged Merriam's (2009) analytical coding to further interpret the data. This second round of coding allowed the researcher to categorize preliminary codes as *Instructional*, *Social/Relational* or *Cultural Knowledge*. For example, initial codes such as EI indicating explicit instruction or Q-CI which marked a clarifying level of questioning were classified as *Instructional*. Instances of positive praise were coded as PP and classified as *Social/Relational*. Finally, preliminary codes such as TTran-CS

which indicated teacher code-switching or CR-I identifying an instance when a teacher made a random cultural reference were classified as *Cultural Knowledge*.

The interviews had two purposes: a) to identify specific instances of teacher reported use of CRP and b) as member-checking in terms of the CRTSE scores and to capture their voices and perspectives of CRP. Once interviews were transcribed, the researcher engaged in two rounds of coding. First, the researcher sought to code examples of Teacher Reported CRP (TRCRP). The following quote is an example of TRCRP code.

“Showing them examples of the food that they eat and what category from the food groups it falls into. If we're talking about celebration, what are some of the celebrations they celebrate. For example, when we're teaching in social studies about, um, the celebrations here in Texas and the ones that are connected to their culture and even not so much celebrating here but celebrating in some other parts, where they come from”.

Next, using grounded theory (Miles, Huberman, Saldana, 2013), themes that emerged from the transcripts were identified as *Language*, *Professional Support* and *Materials/Access*. An example of each is provided below.

Language - “And then language-wise I want them to be fully biliterate in both, I mean I think it’s really important”. (Sánchez Interview, May, 2015)

Professional Support- “The district provides training but I attended two and then I decided to stop because it was more geared towards the new teacher like teaching the new teacher all of this and I felt like I had heard it in undergrad and in grad school. The campus has like a vertical team for dual language teachers we are supposed to meet

monthly but it kind of stopped we skipped one meeting and then it was over.” (Sánchez Interview, May, 2015)

Materials/Access – “I think the biggest thing is not having bilingual books... sometimes...with the story, because you they will have them in English and we will see stuff in English, you know and I know I can access the Spanish Google en Español... you know you can do that too... but a lot of the like little short movies and all that sometimes aren’t accessible to us in Spanish”. (Cardona Interview, May 2015).

Trustworthiness

Given the naturalistic characteristics of this study, ethical measures that demonstrated its trustworthiness, specifically its truth, applicability, consistency and neutrality were made. As theorized by Lincoln and Guba (1985) researchers must engage in activities that demonstrate credibility, transferability, dependability and confirmability to validate claims resulting from research endeavors.

Credibility. Prolonged engagement, persistent observation and triangulation were used to establish credibility. Prolonged engagement allows the researcher to understand the complexities and typical occurrences present in the research setting. The researcher was regularly present in the classrooms and on campuses throughout the academic year. Furthermore, extended presence in the classrooms and on campuses, for six months enabled her to identify the respective campus “cultures” related to the construct of cultural responsiveness. Finally, to ensure that the findings were credible, the researcher conducted observer debriefs, interviews, and member –checking.

Transferability. Results pertain only to populations that mirror this study sample. Details about respective campuses and individual teachers was provided in an effort to

clearly indicate the population being studied (Merriam, 2009). Findings are particular to second grade literacy teachers who served English Language Learners in dual language settings. Descriptive data was provided for each campus setting, individual teacher participants, and findings.

Dependability. The researcher clearly outlined procedural steps taken to gather and analyze data. Examples of instruments used are provided. Additionally, the codes, along with exemplars are available in an effort to corroborate the interpretations and results.

Confirmability. To demonstrate the neutrality of this research and its results, efforts to establish confirmability were made. First, raw data from all sources were conserved. In addition, researcher notes related to the coding process and analysis of the CRTSE, the observations and interviews are available.

Summary of Methods

The researcher used mixed-methods to address each of the research questions. Data was gathered from three sources; surveys, observations, and interviews. Descriptive statistics were computed, and qualitative data were coded and analyzed. The researcher used a grounded theory approach and analytical coding which resulted in identifying connections between teachers' self-efficacy scores and their use of CRP strategies. Finally, data from teacher interviews was used to augment findings.

Chapter 4

Results

Recent research (García & Gaddes, 2012; Piazza & Duncan, 2012; Shumate, et al., 2012) shows that CR practices can have positive impacts on students' academic outcomes. Additionally, researchers reported promising outcomes for student learning when the social aspects of learning were adjusted to better align with the social norms of students from diverse backgrounds (Houchen, 2012; Worthy et al., 2012). When teachers included cultural knowledge that reflected their students' cultural backgrounds, student outcomes improved (Yang, 2006). However, the practices in these studies were not always well described. General terms such as culturally infused curriculum, caring attitude or positive relationships are difficult to replicate. To examine the effect of culturally relevant practices, clear descriptions of these practices are needed. Another critical aspect in the implementation of CR practices are teachers' feelings of self-efficacy. Researchers have long reported the connections between teacher self-efficacy and instructional decisions (Ashton, 1984; Bandera, 1993; Dembo & Gibson, 1985); therefore, to understand teachers' use of CRP, it is important to first explore how teachers' feelings of self-efficacy may influence their implementation of these practices.

The goal of this study was to further understand the connection between teacher self-efficacy and CRP implementation. The following research questions were explored.

Research Questions

- How do teachers' self-rating on the Culturally Responsive Teaching Self-Efficacy (CRTSE) survey relate to their utilization of CR practices in second grade dual language classrooms?

- What evidence of CRP implementation do teachers report that supports their self-ratings on the CRTSE scale?

To answer these questions, a mixed methods approach was used. Survey, observation, and interview data for four, 2nd grade dual language teachers were collected and analyzed. First, the CRTSE scale (Siwatu, 2007) was administered to describe teachers' self-reported levels of efficacy for providing culturally responsive pedagogy. The scale included statements related to instructional practices, behavior redirection and praise, content, curriculum, relationship building with students and families and cultural and linguistic knowledge.

To identify their use of CRP, observations of teachers' literacy lessons were analyzed and coded to identify (a) teaching practices in each of the three subcategories (i.e., *Instructional*, *Social/Relational* and *Cultural Knowledge*); and (b) specific instances where CR practices were used to extend student learning. Individual, structured teacher interviews were coded and analyzed to gather teachers' perspectives on CRP. During the interviews, teachers were asked to provide specific examples of CRP in their classrooms. Since not all of the practices listed on the CRTSE can be observed, both observations and interviews were used to determine the relationship between teachers' self rating and actual practice.

An analysis of the three data sources yielded two major themes: (a) the CRTSE scores, observed practices, and teacher-reported beliefs about CRP are not always aligned or consistent, and (b) teachers' conceptualization of CRP is primarily focused on students' bilingual development. This section will provide brief descriptions of key findings from each instrument as well as a detailed analysis of each theme.

Culturally Responsive Teaching Self-Efficacy Survey

Although there were differences among the teachers in terms of preparation and service experience, their self-reported scores on the survey were consistently high. Participants' overall survey mean scores ranged from 85 to 98 on a 100-point scale. In addition to individual participant scores, means were calculated for each individual item as well as each of the three subcategories (See Table 4.1). Key findings that emerged after further examination of mean scores include the following:

1. Within the *Instructional* subcategory, all teachers rated themselves in the *High* range of efficacy for every statement.
2. With regards to the *Social/Relational* subcategory, only scale item, *Obtain information about my students' home life*, showed a large discrepancy in the scores of teachers. (scores of 60,71, 90 and 100). All scores were in the highly efficacious range except for Mrs. Gutiérrez, whose rating of 60, placed her in the *Moderately* efficacious range.
3. The subcategory of *Cultural Knowledge* showed the highest degree of variation among teachers. On 4 statements at least one teacher's rating was 55 or lower. These statements included
 - *Identify ways that school culture (e.g, values, norms and practices) is different from my students' home culture.*
 - *Implement strategies to minimize the effect of the mismatch between my students' home culture and the school culture*
 - *Teach students about their cultures' contribution to science*

- *Design a lesson that shows how other cultural groups have made use of mathematics*

Table 4.1

CRTSE Teacher Ratings by Subcategory

CRTSE Prompt: I am able to:	Teacher Ratings				
	Cardona	Gutiérrez	Hernández	Sánchez	Mean
Instructional					
Adapt instruction to meet needs of my students	70	100	100	100	93
Obtain information about my students' academic strengths	71	100	81	100	88
Determine whether my students like to work alone or in a group.	92	95	91	100	95
Determine whether my students feel comfortable competing with others.	89	67	91	100	87
Assess student learning using various types of assessments	91	85	100	100	94
Use a variety of teaching methods.	78	96	100	100	94
Use my students' prior knowledge to help them make sense of new information	90	95	91	100	94
Obtain information about my students' academic weaknesses	90	95	100	100	96
Model classroom tasks to enhance English Language Learner's understanding of classroom tasks	78	90	100	100	92
Use a learning preference inventory to gather data about how my students like to learn	84	90	80	100	89
Explain new concepts using examples that are taken from my students' everyday lives	87	95	99	100	95
Obtain information regarding my students' academic interests	93	95	81	100	92
Use the interests of my students to make learning meaning	95	85	100	100	95
Implement cooperative learning activities for those students who like to work in groups	78	88	100	100	92
Design instruction that makes my students' developmental needs.	80	92	100	100	93
Instructional subcategory Mean	84	91	94	100	92

Table 4.1: Continued

Social/Relational					
Obtain information about my students' home life.	90	60	71	100	80
Build a sense of trust in my students	99	96	100	100	99
Establish positive home-school relations.	100	90	100	100	98
Develop a community of learners when my class consists of students from diverse backgrounds	82	100	100	100	96
Develop a personal relationship with my students	84	100	100	100	96
Communicate with parents regarding their child's educational progress.	96	95	100	100	98
Structure parent-teacher conferences so that the meeting is not intimidating for parents	91	100	100	100	98
Help students to develop positive relationships with their classmates	92	100	100	85	94
Communicate with the parents of English Language Learner's regarding their child's achievement	96	90	100	100	97
Help students feel like important members of the classroom	92	100	100	100	98
<i>Social/Relational subcategory Mean</i>	92	93	97	99	95
Cultural Knowledge					
Identify ways that the school culture (e.g., values, norms, and practices) is different from my students' home culture.	90	55	100	100	86
Implement strategies to minimize the effect of the mismatch between my students' home culture and the school culture.	80	55	100	100	84
Use my students' cultural backgrounds to help make learning meaningful	82	91	100	100	93
Identify ways how students communicate at home may differ from the school norms.	81	100	80	100	90
Obtain information about my students' cultural background	83	95	100	100	95
Greet English Language Learners with a phrase using their native language	71	100	91	100	91
Design a classroom environment using displays that reflects a variety of cultures.	78	90	100	100	92
Praise English Language Learners for their accomplishments using a phrase in their native language	97	95	100	100	98
Identify ways that standardized tests may be biased towards linguistically diverse students	81	100	91	100	93
Revise instructional materials to include a better representation of cultural groups	81	85	100	86	88
Critically examine the curriculum to determine whether it reinforces negative cultural stereotypes	82	95	100	100	94

Table 4.1: Continued

Teach students about their cultures' contributions to science	76	85	100	50	77
Design a lesson that shows how other cultural groups have made use of mathematics	75	80	50	95	75
Identify ways that standardized tests may be biased towards culturally diverse students	91	95	100	100	97
Use examples that are familiar to students from diverse cultural backgrounds.	74	90	100	100	91
<i>Cultural Knowledge subcategory Mean</i>	81	87	94	95	89
CRTSE TOTAL	85	90	95	98	92

Classroom Observations

The literacy observations were intended to identify effective teaching strategies and specific instances of CRP (see Table 4.2). Important findings that surfaced included:

1. Three of the four teachers satisfactorily met expectations for effective teaching as indicated by total ratings of at least a 2.
2. Mr. Hernández's scores were low in both areas, with scores of 1.3 and .75 respectively. *Modeling academic concepts and/or language* and *maintaining appropriate pace* was the only item on which we received a rating of a 2.
3. Three of the four teachers minimally met expectations in the area of *inappropriate behaviors redirected*
4. All teachers received a minimally met expectations rating in the area of *lesson closure/wrap up*
5. Instances of explicit differentiation rarely occurred, the mean score on this element across all 8 observations was .5.

Table 4.2

Analysis of Effective Teaching Strategies

Teaching Strategy	Teacher Ratings				
	Cardona	Gutiérrez	Hernández	Sánchez	Mean
Quality of Instruction					
Lesson objective clearly stated	2.5	2	1.5	3	2.25
Modeling of concepts and/or academic language	2.5	3	2	2.5	2.5
Appropriate pace maintained	3	3	2	3	2.75
Ongoing formative assessment	2.5	2	1	3	2.12
Differentiated tasks provided	0	1	0	2	.75
Lesson closure/wrap-up	1.5	1.5	1.5	1	1.37
Quality of Instruction Mean	2	2.1	1.3	2.4	1.9
Classroom Behavior Management					
Expectations clearly stated	2.5	3	1	3	2.37
Appropriate behaviors reinforced	1.5	1	1	2.5	1.5
Inappropriate behaviors redirected	2	2.5	0	3	1.87
Relevant scaffolds provided to guide student behavior	3	2.5	1	3	2.37
Classroom Behavior Management Mean	2.25	2.25	.75	2.8	2.01
Individual Teacher Mean	2.1	2.2	1.1	2.6	1.96

Further analysis ascertained: (a) specific teaching patterns related to the CRTSE subcategories and (b) how CRP was used to extend student learning (see Figure 4.1). Observation codes were tallied and categorized as either *Instructional*, *Social/Relational* or *Cultural Knowledge*. Therefore, the Figure 4.3 indicates the total number of times each teacher was observed engaging in specific teaching practices. Findings revealed very few observed instances of *Cultural Knowledge* across all teachers.

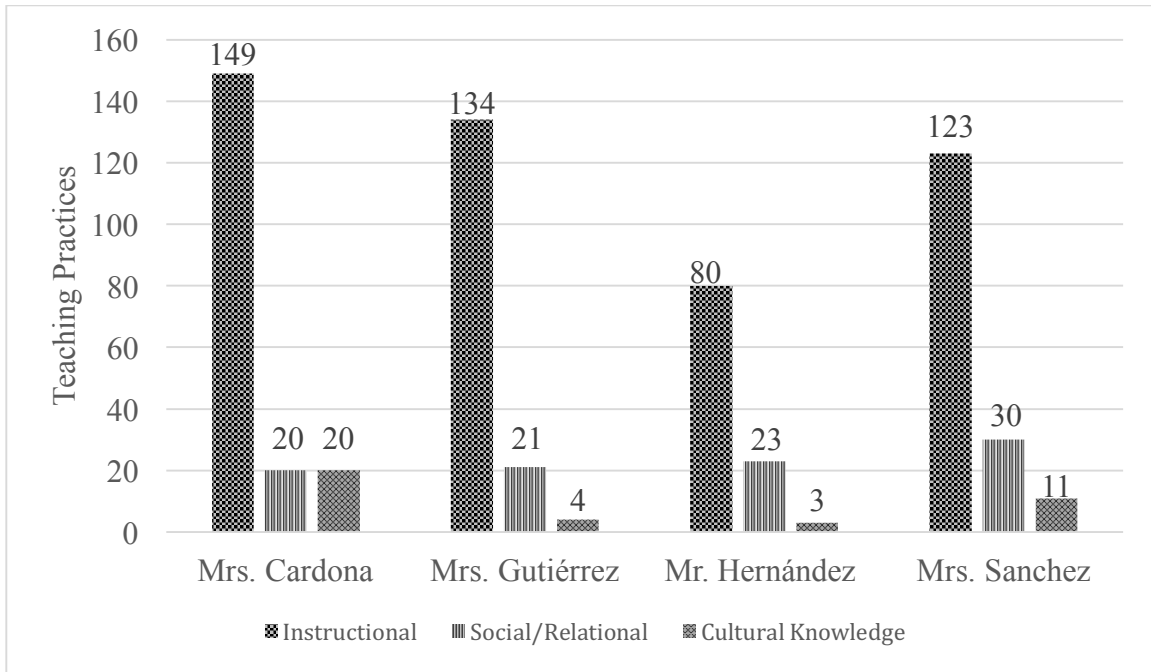


Figure 4.1: Comparative Analysis of Teaching Practices

Furthermore, when carefully examined the instances of *Cultural Knowledge* emerged as primarily as specific language practices. There were a total of 38 observed instances of Cultural Knowledge, 35 were categorized as translanguageing while the remaining 3 were informal cultural references that occurred outside of instructional time and did not extend student learning. Examples of translanguageing included code-switching, language correction, and language accommodation. See Figure 4.2 for analysis of code-switching among Mrs. Cardona, Mrs. Gutiérrez and Mrs. Sánchez. Mr. Hernández is not included in the analysis as he was not observed engaging in any translanguageing practices.

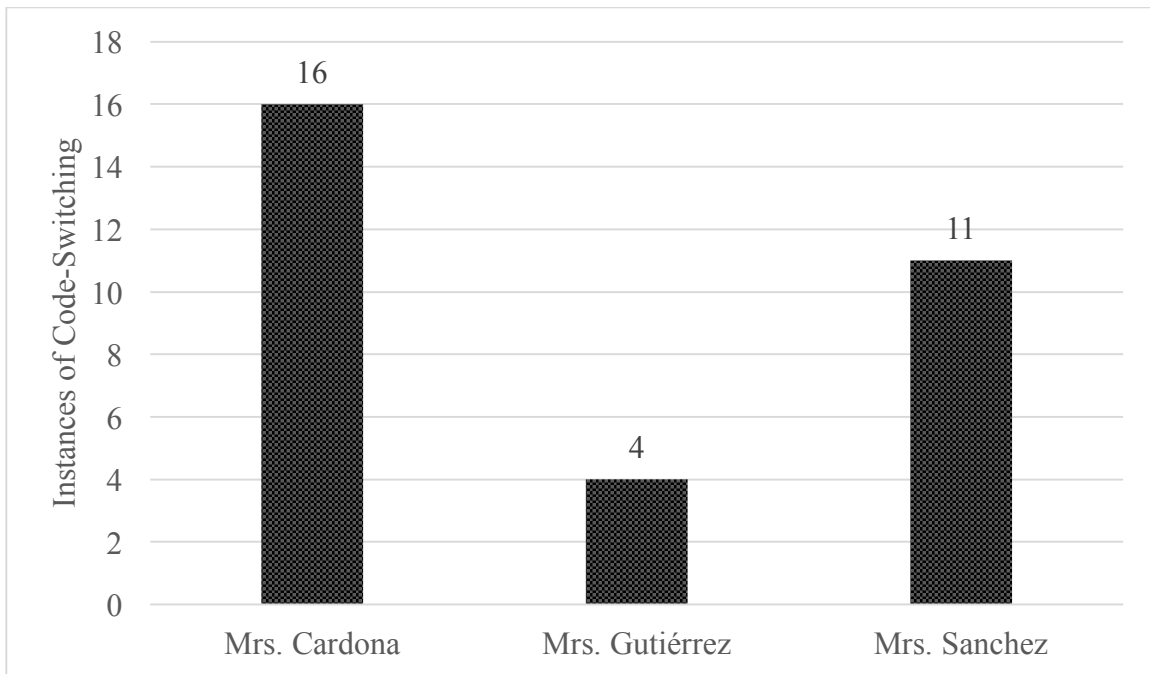


Figure 4.2: Instances of Code-Switching

Interviews

The interviews provided additional insight into the backgrounds and experiences of the participant teachers, and allowed the researcher to capture teachers' voices and perspectives on CRP. After preliminary analysis of the CRTSE scores showed high levels of self-efficacy, questions were designed to explore issues such as resources and obstacles that impacted the implementation of CRP in their classrooms and on their respective campuses. Given the dual language setting, issues related to language consistently often surfaced during the interviews in the context of CR practices. Other important findings related to the role of the campus administrator and consistent access to appropriate CR literature.

As a group, the teachers' perspectives related to CRP were positive. While their examples of CRP did not align with the multifaceted components described by Banks (1995) or Gay (2002), they readily offered examples such as celebrations specific to

Mexican culture (e.g., Dia de los muertos), or how they supported the bilingual development of their students. A variety of resources for the implementation of CRP were cited, such as the internet, other teachers, bilingual books, and administrative support. On the other hand, when discussing obstacles to CRP implementation, two teachers cited lack of consistent access to adequate bilingual books. Finally, all teachers explicitly stated their beliefs about strict language separation and their adherence to their districts' models of dual language instruction.

Theme 1: Teachers Perceived Themselves to be Highly Efficacious at Providing CRP

Teachers' perceived themselves to be highly efficacious. However, a comparison of the CRTSE scores with teacher practices based on classroom observations and their interview responses, some areas appeared to be less consistently aligned than others.

Instructional practices. Although there were differences in scores across teachers, item mean scores in the Instruction subcategory fell within a nine-point range (87-96). However, data from the observations and interviews reveal differences in practice among the teachers. Differences were noted in the degree to which they differentiated instruction to meet student needs. For example, each observation of Mr. Hernández showed that after he lectured to the whole group, he would assign partner work to the whole group for the application piece of the lesson. Like Mr. Hernández, observations of Mrs. Cardona recorded all students working on the same tasks after direct instruction. On the other hand, although Mrs. Gutiérrez and Mrs. Sánchez did not provide differentiated levels of instruction and tasks, each teacher implemented a range of instructional practices. For example, across the classroom observations Mrs. Gutiérrez

was observed consistently prompting students with a variety of levels of questioning including: elicitation, elaboration and clarifying questions. Consistent with her attention to students' needs and abilities, the interview revealed she modifies the language of student responses in accordance with their abilities.

“Especially in writing I know that speaking we can handle better. But when it comes to writing I know they are kind of limited in their English. So there are times, not always, that I’m just going to say, “Okay, whatever language that you feel more comfortable in” (Interview, May, 2015).

Observations of Mrs. Sánchez regularly showed students working in mixed-ability groups to produce individual assignments after whole group instruction.

Areas of the *Instructional* section of the CRTSE scale that were found to be more aligned across the 3 data sources related to modeling instruction for ELLs (M=92) and using various assessments to gauge student learning (M=94). Evidence of each teacher modeling various tasks such as written tasks, oral language, routines, and assignment expectations, was documented through observation field notes. Summative assessments including verbal and non-verbal cues were also consistently observed across teachers. For example, Mrs. Sánchez used “thumbs up/thumbs down” (Observation, February, 2015) to determine students' levels of confidence regarding the assignment just prior to beginning their independent practice. Mrs. Gutiérrez explicitly asked individual students and the class ongoing questions to gauge their level of understanding. Similarly, Mr. Hernández and Mrs. Cardona were observed conferencing with small groups of students to ensure their understanding of the concepts or tasks.

It is interesting to consider, that while all teachers reported high levels of self-

efficacy for instructing diverse learners, they were not observed engaging practices that supported the following statements:

Determine whether my students like to work alone or in groups (M=95)

Obtain information about my students' academic weaknesses (M=96)

Use the interests of my students to make learning meaningful (M=95)

Social/relational practices. Within the *Social/Relational* section of the CRTSE scale, the teachers' scores revealed that they perceived themselves to be highly efficacious, with an overall mean score of 95 and a range of 80-98. Much of the data to support the *social/relational* statements gathered through the interviews, since as a whole, teachers were not observed engaging in high numbers of social/relational practices. Each individual statement had an average score of 94 or above, with the exception of one. *Obtain information about my students' home life*, which was scored as 60 by Mrs. Gutiérrez, bringing the item average to an 80. This outlier is also, according to the analysis, a misperception by Mrs. Gutiérrez. When asked about ways in which she learns about her students she responded:

"I think just by living in this community and I have learned about the culture and I have learned about the culture not only at school in the community but at church because a lot of these kids go to the same church I go to. I see them there and so I've learned about many of the traditions that they do throughout the year even Posada or the way they celebrate quinceañeras, a wedding, the food that they eat... First Communions. I've been invited to their homes, we've been to Posadas with them and I know about the mariachis and the mate chinos. I mean, I know a lot about the culture".

This excerpt from the interview (May, 2015) demonstrated intimate knowledge of her students' home lives, yet she self-rated lowest among all of the teachers on the statement. Other teachers, whose self-rating was higher than Mrs. Gutiérrez reported the formal and informal ways in which they learned about their students. For example, Mrs. Cardona.... stated, "*The kids...It's a lot of just ...from the kids. Listening to the kids tell me what they did over the weekend... what they celebrate*" (May, 2015). Mr. Hernández provided a similar answer and Mrs. Sánchez stated that she "*sends home questionnaires and calls parents*" (May, 2015). Although the latter three teachers sought to learn about their students, Mrs. Gutiérrez seemed to have the deepest and richest knowledge of her students from sharing life outside of school with them. Moreover, scores from this section of the survey indicated that this group of teachers believed that they made considerable efforts to communicate with parents (M=97) and create positive home-school relations (M=98), as these were 2 of the highest rated statements. Analysis of Mrs. Cardona and Mrs. Gutiérrez's interviews revealed interesting findings. As an example, Mrs. Cardona respected families' beliefs, even if she did not agree with them. This is evidenced by the following quote.

"...like with Dia de los Muertos, how much can I really get into it without some parents being like, "No I don't want my kids -..." or "Oh we don't believe in that because it's evil."...and I'm like well, "no it's not - it just depends" and I tell them "it depends on how you celebrate it...now when you see all those scary movies that you guys shouldn't be watching"...you know they come in talking about these inappropriate movies and I'm like, I'm thinking in my head, like "Okay, you are

letting them watch that but you won't let them celebrate"...so to me I make sure I don't cross the line with parents".

Later in same interview (May, 2015), she praises families for their willingness to come into the class room and "read or even explain certain traditions to my kids". Based on these brief statements it can be concluded that Mrs. Cardona seemed to be open to building and maintaining positive relationships with her students' families. Mrs. Gutiérrez's self-perception is seemingly aligned with her practices based on her efforts to communicate academic progress as described below.

" I do believe that yes because then once I can communicate with them better, the parents, then the support is going to be greater".

This quote demonstrates a positive view of parents supporting student learning. The next quote adds that, despite some dialectal differences, she continues the efforts to build relationships with parents.

"absolutely because I mean honestly to communicate with this group of parents I really have to know. Like, I thought I knew Spanish but until I had to communicate with some of them and there are times they don't understand and they try to find another word and I understand and because even though we speak, we speak the same language we sometimes do not understand each other..."

(Interview, May 2015).

Mrs. Gutiérrez acknowledged that at times the differences in Spanish dialects could cause confusion, but she also mentioned the mutual commitment to understanding one another for the benefit of the students.

The previously described CRTSE items pertained to elements outside of the classroom and were less proximal to the student. Collectively, teachers' perceptions aligned with their behaviors and beliefs on the following statements:

Develop personal relationships with my students (M=96)

Help students develop positive relationships with their classmates (M=94)

Help students feel like important members of the classroom (M=98)

For instance, Mr. Hernández was observed reminding students to be respectful by listening carefully to their classmates as each orally presented their written products (February, 2015). He was also observed having a private discussion about expected behaviors with a student rather than publicly redirecting him. These examples suggest that he attempts to foster respectful relationships among all members of the classroom. Similarly, Mrs. Sánchez demonstrates respect for her students by thanking them for their patience as she took a phone call, which interrupted instruction (Observation, April, 2015). By thanking the students, she acknowledges that valuable instructional time was lost and implies that she is there for *them*. This was also exemplified when she redirected one group of students, but noticed another group of students had progressed to the next stage of the assignment (February, 2015).

T: Prefiero que estan [sic] aca [to S1 as she points to a desk]. A [sic] terminar van comenzar [sic] a leer. Muy bien Emily and Jorge [to another group of students].

(T: I'd prefer you to be here. [to S1 as she points to a desk]. When you finish you will start reading. Good job, Emily and George.)

This example shows that all students in the room are held accountable and praised. She does not lose focus for the whole group when engaging with individual students. This

behavior contributes to the sense that students and learning are highly important in the classroom. Other example that demonstrates alignment of perceptions and behaviors are the observed instances of Mrs. Cardona's consistent use of familiar terms of endearment such a "mami" (November, 2014) and Mrs. Gutiérrez's regular explicit praise to individuals and the whole class (February, 2015). Generally, the literacy observations and interviews offered evidence for the high levels of efficacy self-reported by all teachers for providing socially appropriate culturally responsive pedagogy.

Cultural knowledge. The *Cultural Knowledge* section of the CRTSE yielded relatively lower scores compared to the other categories, but still in the *High* range, since all item means were greater than 75 (range 75-98). Many statements in this portion of the CRTSE, which directly related to cultural knowledge, were among the lowest rated across the scale and among teachers. Moreover, when compared to other observed teaching practices, far fewer behaviors that demonstrated teachers' cultural knowledge were identified. For example, during observations, teachers rarely praised students in Spanish if instruction was not in Spanish. However, the item related to praising ELLs in their native language had a mean score of 98. Despite their espoused language beliefs, several teachers did engage in flexible language use allowing space to praise in Spanish regardless of the language of instruction. This does not indicate that praise in Spanish never occurred during English instruction or times of transition, it simply was not captured during the observations.

The statement, *obtaining information about students' cultural backgrounds* (M=95), had conflicting support when comparing the teachers' interview responses to the ratings. Mr. Hernández' reported having "100% of the same [cultural] background"

(Interview, May, 2015) as his students suggesting that he may not need to obtain information from his students. This was confirmed by the lack of observational or anecdotal data that he attempted to explore the cultural backgrounds of his students. As a group, the other three participants' self-perceptions were more aligned with the observational and interview data. Mrs. Sánchez seemed to have the most critical perspective on CRP and she reported relying heavily on her graduate studies rather than on other avenues for learning about her students' cultural backgrounds. She recognized that many of her students were from Central America and she invited them to share their experiences as they differed from her own and her students' Mexican American experiences. On the other hand, Mrs. Cardona stated that "things were different back then" in reference to her upbringing and revealed growing up in Colorado distanced her from her Mexican American roots, creating an added layer of complexity for teaching students from Mexican backgrounds in Texas. Although she and her students shared a language, she admitted relying on other teachers' cultural knowledge, the parents and the internet, to gain deeper understanding of her students. Finally, Mrs. Gutiérrez was embedded in the local community and relied on those experiences to expand her knowledge of students' backgrounds.

Two statements with means in the 80s focused on the differences between school and home. During the interview (May, 2015), Mr. Hernández acknowledged the differences in linguistic expectations and abilities at home versus at school. He stated "this is the best thing for them" in reference to their dual language instruction and the separation of English and Spanish. This statement, supporting strict language separation, has a subtractive connotation, which is not culturally responsive and directly conflicts

with students' home experiences. Mrs. Gutiérrez's self-rating was in the *Moderate* range for both statements; however, observational data indicated that she was efficacious in this area. The observations and interview revealed that she understood the complexities experienced by her students as they become accustomed to school life. Her direct communication style observed during instruction, together with comments like "I am not going to leave them in the dark" or "this is not relevant to them so I need to show them examples" (Interview, May 2015) exemplified her awareness of the difference between school and home experiences.

While the teachers seemingly perceived themselves to be highly efficacious for maintaining cultural knowledge, few instances of this were recorded in observations. Overall the evidence of CRP was not explicit; rather it was often embedded in instruction, such as attention to language. When prompted for specific examples of CRP in their classrooms, teachers reported incorporating the culture through holidays and celebrations.

Summary

In response to the primary research question, exploring how the scores on the CRTSE influenced teachers' implementation of CRP, results revealed inconsistencies. Despite teachers' high levels of confidence in their overall efficacy for teaching culturally and linguistically diverse students, findings showed their perceptions aligned mostly with their practices and beliefs related to the social/relational aspect of teaching. Nonetheless, teachers in this study engaged in effective instructional practices and demonstrated some cultural knowledge, although this was not fully reflected in the of the mean or individual scores on the CRTSE. In addition, further analysis of the observation and interview data

found that practices classified as cultural knowledge largely manifested as beliefs about student language development and language practices.

Theme 2: Beliefs Related to Bilingual Development and Language Practices

Because the research setting was in dual language classrooms and the teachers had bilingual education training, it was not surprising that their primary beliefs about CRP emerged as beliefs about students' bilingual development and the language practices of teachers. Results indicated an absolute acceptance and observance language separation as required by the dual language program model they were implementing, suggesting they agreed this was an appropriate approach to bilingual development for students. Several instances were recorded of teachers engaged in practices that supported their students' language development.

Beliefs about students' bilingual development. Part of the interview sought to understand teachers' beliefs about their students' language development of their students. Across teachers, responses in this area were consistent with the strict language separation policy of their program model. The following quote represents the collective sentiment.

...if their first language isn't developed, so like when they're talking sometimes they go back and forth and I say 'no you have to speak it all in either Spanish or English ... if you don't know a word...' I say, because we want to try to stop them from code-switching. You know that's one of the things that the bilingual department here [district-level] wants us to do, is not to code switch. (Interview, May, 2015)

Even though this quote represents a common belief among the teachers, it is important to note the variability in their practice. For example, during an English portion of an observation (May, 2015) where small groups of students were writing book reports on various historical figures, Mrs. Cardona allowed students to provide written responses in Spanish. Mrs. Gutiérrez and Mr. Hernández both clearly state the importance of separating Spanish and English. Given their respective district's policies and their shared beliefs about language development, each approached teaching as prescribed by Language of the Day or Language of Instruction. During the interview (May, 2015) Mrs. Gutiérrez made a point to say, "Of course if there is some support that someone needs I'm not going to leave them in the dark, I'm just going to bring that support, but I do believe there should be a separation". In a more direct manner, Mr. Hernández said, "...In 2nd grade, you can see, I can tell you that it is 60/40 or 50/50. I am very strict. When I am teaching math, yes, I use all English (Interview, May, 2015). Mrs. Sánchez shared a more nuanced perspective of bilingual development that included not only students' L1 but also the L1 of their teachers. Still, her general position on language development indicated a push for English at least by 2nd grade as the quote below illustrates.

“My philosophy is build on the Spanish, obviously. Make sure they have that foundation but I feel like by second [grade] they should be getting an equal amount in English as well - at least socially. I see a lot of the kids aren't progressing much in the English whatsoever by the time they get to third, fourth and fifth they are struggling actually with English still” (Interview, May 2015).

The notion of separating Spanish and English as an essential component of bilingual development was a common theme throughout the interviews. In addition, concerns

about students' linguistic abilities and access to adequate curricular materials emerged as central issues related to the implementation of CRP.

From a cultural perspective, teachers reported being very aware of their students' individual language abilities, whether it was a fully developed native language or the amount of time in the United States. In terms of language development, building students' Spanish was important to the teachers. For Mrs. Gutiérrez, vocabulary acquisition was a vital component to address. "I see that vocabulary is an area that they need um a lot of exposure to in their native language before getting to the English language". This quote coupled with the example below illustrates her stance.

"...today we were writing about Memorial Day and this is just a Spanish day. He said, "*morrido*". A very simple example that I just addressed right there because we were sharing what we wrote. Then when he said "*morrido*" over and over. I just kept quiet. When he was done then, I said, "Well, that was nice but I noticed that you said "*morrido*" and I just want you to know that the word is *morrir*. When we say, "*Ha muerto*", (he has died) that is the proper way to say it. It is not *morrido*" (Interview, May, 2015).

In a similar way, Mrs. Sánchez recognized the importance of vocabulary development in both languages by teaching cognates and providing other language "supports such as word banks, sentence starters and frames and picture dictionaries". She goes on to state that she "holds students accountable" to use English, "even my kids who have just gotten here from Honduras or Mexico and are still beginner TELPAS understand simple commands and use simple sentences, like go to the bathroom" (May, 2015). Finally, Mr. Hernández also mentioned "vocabulary can often confuse them", especially in Math and

Science (Interview, May, 2015).

With respect to culturally appropriate bilingual development access to adequate, grade-level Spanish materials was a salient concern for the group. The examples in this study regarding bilingual books and materials relate to teacher-selected materials. Mrs. Cardona, Mrs. Sánchez and Mr. Hernández noted during their interviews that this was an obstacle to ensuring appropriate language development and CRP. Mrs. Cardona's response indicates some frustration, as indicated below.

“I think the biggest thing is not having bilingual books...Especially, like, you know ...our, our Read Alouds. Sometimes I'll have to read and translate it and then read and translate you know. And sometimes trying to find them [bilingual books] on the campus is hard because one teacher will be using it when you're trying to use it ...or different grade level is using certain materials, you have to kind of wait...” (Interview, May, 2015).

Through thoughtful reflection, Mrs. Sánchez pointed out that much of the literature that is deemed “*culturally relevant*” [emphasis by Mrs. Sánchez] often depicts characters [Latino] in stereotypical ways. For example, children's literary text and illustrations show characters as “*barefoot*” or “*making tortillas*” (Interview, May, 2015). Mrs. Sánchez and Mr. Hernández, who taught in the urban school district, noted that the responsibility to gather these materials fell on the individual teacher. That, in itself, was an obstacle since individual teachers had various levels of willingness to spend the “extra time” (Mrs. Sánchez, May, 2015) researching and locating bilingual materials. According to Mr. Hernández, “the school, because it's Title 1, provides lots of money for these materials, teachers just have to go and find it” (Interview, May, 2015).

In all, the interviews and observations provided evidence that language separation was a valued idea and consistently practiced and supported by all teachers. Teachers in this study recognized the myriad of linguistic abilities their students' possessed and worked to meet their needs. Regardless of the focus, vocabulary development or access to bilingual materials their positions remained consistent.

Teachers' language approach and practices. Although teachers' held strict views on the separation of Spanish and English for students, an analysis of classroom observations showed *teachers* engaged in flexible language practices. For example, Mrs. Cardona corrected students when they spoke in the non-target language, yet she engaged in code-switching, a language practice referred to translanguaging, multiple times throughout the observations.

As mentioned above, teachers typically abided by the districts' dual language models which included language designations by day of the week and content area. In both school districts, Spanish was the "Language of the Day" on Mondays, Wednesdays and Fridays. Alternatively, on Tuesdays and Thursdays, English was the "Language of the Day". Also in both districts, literacy and science instruction were provided in Spanish and math and social studies instruction were in English, *everyday*. As Mrs. Cardona expressed, keeping up with the language [of the day designation] can be "hard" (Interview, May, 2015). The excerpt from the observation below illustrates her approach to strict separation by using language correction when students did not use the language of the day.

S1: Así no podían hacer muchas cosas. Ya estaban felices que ya encontraron [sic] la nueva... (They couldn't do many things; they were happy that they found new...)

S2: finally...

T: al fin (finally) [interjects mid-sentence, corrects student 2]

Later, during the same observation,

S3: I think that...

T: Yo pienso (I think) [interjects mid-sentence, corrects student] (Observation, November, 2014).

Other teachers were not observed implementing language correction. Moreover, Mr. Hernández was not observed using any flexible language practices and set clear expectations regarding language use for his students. His language use and expectations were very consistent during observations.

The other teachers, including Mrs. Cardona, were often observed engaging in translanguaging practices, mostly code-switching. Instances of code-switching were varied, in that these were observed at the inter and intra-sentential levels, as well as during academic instruction, when providing directions or positive praise. For example, when introducing suffixes, Mrs. Cardona code-switches at the intra-sentential level.

T: -bi, como black and white. ¿Qué mas con -bi? ¿Bi es? (bi- like black and white. What else with bi? Bi is?)

S: Dos (two) (Observation, November, 2014).

In a different instance, Mrs. Cardona uses inter-sentential code-switching

T: Okay, están seguros que sus nombres están en sus papeles? (Okay, are you sure your names are on your papers?) It is time to stop; all your papers need to stay together. (Observation, May 2015).

Mrs. Gutiérrez's instances of code-switching occurred while providing directives rather than instruction. In the example below, she and the students were reading a poem together on the overhead projector.

T: Vamos a ir con el A. Ana la Cubana suena...(We will start with A. Ana the Cuban sounds...)

T: Eyes on the screen.

T: No los oigo...Abejas, vamos a las abejas que pican, pican. (I can't hear you. Bees, lets go to the bees that sting, sting) (Observation, February 2015).

Lastly, the following selection of observation field notes represent Mrs. Sánchez's use of code-switching.

T: [to student] Gracias. [to class] 3-2-1, gracias. (Thank you, 3-2-1, Thank you)

T: [to class] Van a hacer, (you are going to do) "pairs check". Thumbs up if you understand, thumbs down if you don't.

T: Les dio información. (He gave you the information) Time to wrap up. (Observation, February, 2015).

While teachers engaged in translanguaging practices at varying levels they did not allow students to do so. As demonstrated by the observation field notes, it is evident that students were not allowed the flexibility of hybrid language use.

Summary

Although teachers expressed definite perspectives related to developmentally appropriate bilingual acquisition, they agreed that it was important to develop students' language skills in both languages and stated that separating language use was the appropriate way to accomplish that. However, two teachers engaged in code-switching during instruction. As Mrs. Sánchez eluded to when discussing issues of language use, this could be attributed to the teachers' level of comfort and their reliance on *their* primary language rather than on district policies. Alternatively, teachers might recognize that some flexibility in language supports students' bilingual development. Overall, teachers generally valued Spanish and expressed common goals for their students which included ensuring they maintained their Spanish language as part of their Latino heritage as they progressed through school.

Summary of Findings

Analysis of the results from the data sources used in this study provided a view of how CRP unfolded in these elementary, dual language classrooms. This exploratory study revealed that teachers possessed high levels of confidence for teaching culturally and linguistically diverse students; however, this confidence did not always translate into practice. Moreover, when observation data were closely examined, very few of the observed practices demonstrated teachers' knowledge of their students' cultural backgrounds. Finally, students' linguistic development became a central theme, especially in terms of teachers' beliefs about CRP. Teachers believed bilingual language development was a major factor of students' academic success; therefore, they adopted strict language separation philosophies, yet their personal practices were not always as

strict. While revealing some obstacles to ensuring appropriate bilingual development, teachers conclusively were committed to students' maintaining their Spanish language as a marker of heritage and for academic success.

Chapter 5

Discussion

The impetus for this study was rooted in two distinct bodies of research related to culturally responsive pedagogy and teacher efficacy. Therefore, this exploratory study sought to identify links among teachers' self-efficacy related to teaching diverse learners, and their perceptions and conceptualizations of CRP. The researcher intended to provide a broad representation of how CRP is actualized in four 2nd grade dual language classrooms. Findings from CRTSE scores, observations and interviews indicated that CRTSE scores were not consistently reflected in CRP implementation in the classroom. In addition, when examining actual practices implemented, and consequently identified by teachers as CRP, their beliefs about student language development seemed to guide their practice, despite an implicit tension between what teachers were expected to do and what they actually did.

The foremost finding from this study encompasses teachers' cultural knowledge. This broad and complex concept is comprised of several influential factors. In light of their high self-efficacy scores, another area to explore is what teachers believe about CRP. Do they believe CRP is solely instructional? If so, do they believe that linguistic responsiveness supersedes other areas of CRP? Furthermore, when discussing CRP, access to adequate and relevant instructional materials became a peripheral component to consider. Implications for preservice teacher development and sustainable teacher professional growth are described in this section. Suggestions for future research related to various aspects of CRP as well as its social validity are also included.

Teachers' Cultural Knowledge and Practices

It is important to consider the findings from this study since they relate specifically to teachers' cultural knowledge. First, teachers consistently held high self-perceptions of their ability to provide CRP, yet few actual instances of doing so were observed. Based on the critique that components of multicultural education, like CRP, are simply "good teaching" practices, it is possible that the teachers reported high levels of self-efficacy because they believed they were good teachers. Second, when teachers articulated examples of CRP, these examples included a "contribution" approach (Banks, 1995) such as suggesting food or holidays specific to Latino culture. However, there were instances when a more critical view was espoused with regard to the depiction of Latino characters in books. Additionally, teachers specifically referred to students' bilingual development as indications of CRP. This is consistent with findings from the literature review, which revealed that typically, teachers implement only certain aspects of CRP are implemented. As a whole, these findings indicated the need to ensure that teachers have a deep understanding of CRP.

Is CRP simply "good teaching?" From an instructional standpoint, many of the strategies identified by Allison and Rehm (2007) such as the use of visuals, peer tutoring, cooperative learning and the use of various modes of assessment, were identified in the data collected for this study. Generally, teachers' instructional practices were characterized as effective based on observation data. However, there was a lack of acknowledgement and recognition of practices that connected to students' diverse values, beliefs and communication styles.

The less explicitly observable CRP components suggested by Ladson-Billings

(1995) and Gay (2002), were absent from the observations and teacher reports. In addition to student academic success, these included students' maintenance or growth in cultural competence, and students' development of a culturally critical consciousness, and access to culturally relevant curriculum and materials and instruction that includes cultural communication patterns (Gay, 2002; Ladson-Billings, 1995). Teachers in this study employed some of these practices but seemed to be unaware of it. For example, observation data indicated that at least one teacher engaged in cultural communication patterns. The authoritative communication style and hierarchical classroom management maintained by Mrs. Gutiérrez was similar to the home expectations that are often typical in Latino families. Yet when asked to provide examples of CRP in her classroom, she responded with the following example.

Showing them examples of the food that they eat and what category from the food groups it falls into. If we're talking about celebration, what are some of the celebrations they celebrate. (Interview, May 2015).

The above example suggests that Mrs. Gutiérrez was unable to articulate implicit aspects of her own instruction that would be deemed CRP according to theorists (Banks, 1995; Gay, 2002). The case may be that she does not recognize these practices as CRP since they are seemingly natural to her style of teaching. An other explanation may be that she is not able to recognize this as a CRP practice because she is not aware that it is. Three of the teachers in this study have not received any training in CRP or multicultural education. If they had received this training, they may have been able to recognize and articulate the ways in which their practice reflected value patterns and orientations such as collectivist-individualist, small-large power distance, feminine-masculine roles and

familial socialization patterns (Ting-Toomey & Chung, 2012). When teachers appreciate culture as the complex concept that it is, they can provide higher quality and more equitable educational experiences for CLD students (Chan & Ross, 2014; Milner, 2014). Still teachers are ultimately charged with using the cultural knowledge to enhance students' educational experiences. In order to achieve the degree of culturally appropriate teaching that is described by theorists (Banks, 1995, Gay, 2002, Ladson-Billings, 1995) which encourages multiple perspectives and the development of critical consciousness teachers' cultural knowledge bases should go beyond the surface level of culture. Additionally, teachers should engage in all elements of CRP theory, rather than sporadic instances as found in this study.

Fragmented implementation of CRP. Results from this study were not devoid of culturally responsive examples; however, a holistic approach was not observed or reported by the teachers. CRP is intended to be implemented holistically, rather than in a fragmented fashion. Implementation of each dimension of CRP in all areas of the instructional process is important (Gay, 2002). For instance, barring the few references to cultural holidays and diverse heroes when discussing CRP, teachers focused their responses primarily around student language development. To be clear, when speaking of dual language learners, supporting language development is imperative for academic and social progress; however, for these teachers it was the only observed indicator of CRP. This finding could have been directly connected to the dual language setting. The translanguaging practices, which many of the teachers used, are, according to García and Sylvan (2011), standard in many communities where more than one language is spoken. As a result, translanguaging can be considered an appropriate cultural and linguistic

response to students' bilingual development.

Furthermore, the teachers' use of translanguaging practices, when they espoused a strict separation of language for students, highlights a tension between what teachers know they are supposed to do and what they actually do. Despite the LoD and LoI policies, three of the four teachers were observed using hybrid language practices. In some instances, the observed practices served several purposes such as clarification or to provide context, indicating that it served an instructional purpose. There were also differences in when these practices were used. One teacher used code-switching during instruction and another only for directives. Mr. Hernandez believed that the separation of language was necessary for students' language development and he is the only teacher that did not use code-switching perhaps because he believed that it would impact students' language development. Though not explored in this study further examination of teachers' use of translanguaging and their reasons for using these practices is needed. Questions such as, Is there a time when translanguaging is not appropriate? or How does translanguaging impact students' complete acquisition of English?, remain to be answered. Even still, to justify including the *L*, envisioning CRP as *CLRP*, (culturally linguistically responsive pedagogy) from a critical stance, one would need to heavily consider the purpose and lasting impact of the strict language allocations as well as the hybrid practices of translanguaging. All education stakeholders, policy makers, administrators and teachers, alike must recognize that rules which precisely dictate which language is spoken, when and by whom are not aligned with the ways in which most bilingual students engage in language practices at home (García & Sylvan, 2011). Instead, educators should encourage classroom climates that incorporate both languages,

as this not only aids in forming positive relationships between teachers and students, but also increases students' confidence (Rao & Morales, 2015). Overall, regardless of the academic setting, complete efforts to closely affiliate school and home practices, whether cultural or linguistic must be made by educators.

Related Issues

Culturally relevant instructional materials. An issue related to successful CRP implementation, which, has been reported by researchers and emerged tangentially from this study, is the importance of access to culturally relevant instructional materials.

Teachers identified two issues related to the lack of books and other materials in Spanish. The first had to do with the lack of materials at the school level. There were not enough materials for the number of bilingual students enrolled in the school leading to books not being available when needed. The second was that although funds were available, the responsibility for identifying and finding appropriate materials fell on the teachers. Both of these issues suggest an inequitable approach to resource allocation, funds in the first example and personnel time in the second, at the school level. Although, one teacher in this study described how she was able to overcome this obstacle through her own agency; others viewed access to materials as an obstacle over which they have no control.

However, as instructional leaders who oversee the budget and other areas related to instructional resources, administrators need to select materials that will increase the academic engagement and success of CLD students (Bakken & Smith, 2011). The quality of materials including how diverse populations are portrayed must be a paramount consideration when making funding decisions. It is important to locate and incorporate authentic literature (Alamillo & Arenas, 2012) which shares stories and language that

mirror the myriad of lived experiences of students from diverse backgrounds enrolled in schools.

Implications for Practice

The results of this study have implications for preservice teacher preparation and professional development and specifically bilingual teacher preparation. Participant teachers reported differences in both their preservice and practical experiences. Teachers described vastly different experiences from formal university training to alternative certification training. Similarly, professional development opportunities were either scarce or aimed at novice teachers leaving the teachers in this study with little or no opportunities to cultivate their cultural knowledge in order to better serve diverse populations.

Only one teacher in this study received formal training related to CRP. Interestingly, she also had the highest scores among the group on the CRTSE scale and the classroom observations rating section. Moreover, during the interview she attributed the formal training and preparation as paramount in shaping her teaching approach. Researchers have found that efforts by university programs focused on increasing the cultural knowledge of their teacher candidates have failed to make real progress (Cochran-Smith, 2003; Liggett & Finley, 2009). Calls for integrated multicultural curriculum that embeds anti-bias concepts throughout college courses rather than a singular course have been made (Lin, Lake & Rice, 2008; Wasson & Jackson, 2002). Providing teacher candidates with prolonged, field-based opportunities in diverse classrooms, coupled with multicultural content and discourse has found positive results. In addition, exploring their own cultural influences through internal reflective dialogue

can helped pre-service teachers to more deeply understand cultural nuances of others (Lin et al., 2008). Alternatively, Haberman, (2000) describes a unique 3-year teacher preparation program where teachers work in urban schools and are indoctrinated in the goals of a social justice curriculum. Together with real life classroom experiences and comprehensive mentoring, teacher candidates are certified after demonstrating mastery of distinct teaching skills outlined by the program's mission. Despite the fact that the teachers in this study were from CLD backgrounds themselves, they may have benefitted from the learning opportunities described. This type of instruction is often advocated for mainstream teachers but the seeming lack of awareness of the CRP practices they employed demonstrated by the teachers in this study suggests that these experiences may be necessary to develop a deep understanding of the impact of culture on learning even when the teacher shares the students' culture and language.

Recent research has added to the notion that professional development can increase teachers' content knowledge and shift their practices (Cavasos, 2013). This point is likely true when multicultural content or CRP is the focus of professional development. Also similar to content-specific professional development, teacher training related to multicultural concepts cannot be a singular or rare occurrence. Moreover, opportunities for professional development should be tailored to meet individual teachers' needs. Like with students, assessment is a key component of the instructional cycle; knowledge, skills and beliefs about culture must be measured using a variety of tools at various points of teacher development (Utley, 2011). Due to the complexity of the content, it is important for teachers to be provided a safe space to share their thoughts and inevitable frustrations (Cavasos, 2013). Collaboration and reflection are also fundamental components which

have been found to positively influence teachers during professional growth experiences (Denevi & Carter, 2006).

Given that the results of this study found that the bilingual teacher participants did not consistently implement culturally responsive pedagogy despite their high self-reported ratings is profound. The researcher hypothesized that considerable instances of CRP would be recorded in these teachers' classrooms *because* they did share similar cultural backgrounds with their students. While teachers did contextualize learning through code-switching, other efforts to integrate students' home cultures were not observed. However, considering Hornberger's (2004) continua of language and literacy, it is possible that the teachers in this study were working within the overlapping and contradictory pressures of the global/local dilemma. For instance, their knowledge that code-switching contextualized learning for their students directly opposed the expectation placed upon them to adhere to the strict language distinctions. The code-switching is also relevant in the standard/nonstandard dilemma (Hornberger, 2004) where teachers' are met with conflicting demands for addressing and ensuring students' acquisition of standard English but also realizing the important resources of their first language as they develop their second language. Implications for bilingual pre-service and professional development should address these areas of conflict as well as provide space for bilingual educators to reflect on *content* and *context* (Hornberger, 2004) as a way to better support language development of their students. Finally, bilingual teacher development should also include components that prepare teachers to become cultural advocates for their students.

Although reform efforts have set forth goals for addressing teaching and learning for diverse populations, little evidence has documented their success. Restructuring teacher preparation and professional development can be challenging. However, a teaching force equipped to engage and challenge diverse students is becoming a non-negotiable. Breadth of knowledge related to culture may be dismissed in schools or even deemed a controversial topic; yet it remains an aspect of society that cannot be ignored.

Suggestions for Research

This study sought to operationalize CRP practices, a process that would allow the replication of research across settings; however, in order to gain a more complete understanding of CRP additional research is needed. While CRP has been widely researched, an absence of sound evidence justifying its impact on students' academic outcomes has curtailed its relevance. Researchers (García & Gaddes, 2012; Houchen, 2012; Piazza & Duncan, 2012; Shumate, Campbell-Whately & Lo, 2012; Worthy, Consalvo, Bogard, Russell, 2012). have found that some CR practices have positive impacts on students' academic outcomes, albeit the outcome measures are always standardized. For example, the various measures which have been used include; student work samples (García & Gaddes, 2012; Piazza & Duncan, 2012), classroom assessments (Shumate, Campbell-Whately & Lo, 2012), state assessments (Houchen, 2012) and observational field notes (Worthy, Consalvo, Bogard, Russell, 2012). Therefore, the first recommendation would be to examine the impact of CRP on student outcomes in a systemic manner using standardized outcome measures. More specifically this suggestion relates to the use of curriculum based and standardized measures, which are more proximal to instruction than high stakes state assessments.

Based on the same literature, a second suggestion encourages the exploration of CRP implementation in other educational arrangements such as the range of special education settings and multiple content areas. Examining how CRP relates to issues specific to students with disabilities such as transition and behavior management can strengthen the literature base. In addition, given that the CRTSE items related to Math and Science were the absolute lowest scores across participants and the scale as a whole, researching CRP from a Math and Science perspective is important. Finally, understanding the ways in which elementary and secondary campuses differ in their understanding and implementation of CRP is needed.

A third recommendation for research is to include a variety of rigorous methodologies that would bolster and support the value of CRP. Strong quantitative data, which reports valid and reliable statistics related to student outcomes or all stakeholders' perceptions of CRP would provide a measureable baseline for its importance. Equally valuable are ethnographies, which require the researcher to have a prolonged presence in the classroom. This presence could result in capturing instances of CRP that might exist outside of instruction. This method would also foster consistent dialogue between the researcher and teacher which is essential for member-checking purposes.

A final suggestion for research would be to include teacher participants whose cultural and linguistic backgrounds are different from that of their students. It is important to be clear that cultural or racial teacher-student matches are not essential for the realization of CRP. As this study found, even teachers who share similar cultural and linguistic backgrounds with their students and who have had bilingual education preparation, which inherently has some cultural features, fail to consistently implement

CRP. Identifying successful teachers of CLD student who are White and exploring their beliefs and practices will further inform the field.

Limitations

While this study adds to the current multicultural literature base, several limitations were identified. First, the small number of participant teachers allowed for further exploration of the relationship of self-efficacy and CRP implementation, but did not intend to generalize findings. Four veteran, Latino teachers do not provide an accurate representation of the teaching force. Additionally, the teachers in this study were participants in a larger study thus they were a convenience sample. A random selection of teachers could have yielded a more diverse group of participants, likely resulting in a wider array of data. In a purposefully selected sample, the researcher would have selected teachers who met certain criteria related to CRP implementation. Such a sample could have provided more examples of *Cultural Knowledge* that would have added to the depth of this study. A second limitation was the number of observations. Teachers were observed twice. As noted, prolonged observation may have yielded more instances of CRP. A third limitation is that the data analysis was conducted only by the researcher, therefore inter-rater reliability was not calculated for the coding of the observations and interview transcriptions. Another limitation to the data analysis is that member-checking was not conducted after the interviews for follow-up or clarifying questions. Of the four teachers, only two remained employed on their respective campuses. When contacted for follow-up interviews both declined due to time constraints.

Social Validity

The social importance of this topic is guided by ethical and professional obligations of teacher educators, administrators and classroom teachers, alike, to ensure students from culturally and linguistically diverse backgrounds experience schooling in positive ways. Diverse student populations deserve exposure to an anti-biased curriculum that is equally engaging and challenging. Furthermore, classroom teachers must have adequate formation in cultural knowledge, as it is a complex concept that cannot be fully understood via an isolated undergraduate course. It is primarily important that teachers begin to see the value “added” by CRP. It is likely that when teachers view CRP as a relevant approach to teaching they will seek professional support and seek out adequate material to fulfill their intentions. Finally, once in the classroom it is imperative that school districts uphold a commitment to continued professional development for teachers in an effort to prevent the high rates of teachers exiting the field due to lack of preparedness or feelings of adequacy.

Conclusion

In conclusion, while this study was exploratory, its findings resonate with current multicultural literature. First, although teacher self-efficacy for teaching diverse students was high in this study, very few actual instances of culturally responsive pedagogy were observed. Furthermore, when teachers in this study did engage in CRP they did not recognize their practices as such. A third issue to consider is the use of translanguage practices as CRP as these practices hold students’ primary language as a resource in the learning environment. Continuous cultural knowledge development for educators is

paramount given the ever-changing demographics of classrooms. Teacher education programs and school districts have fallen short when it comes to meeting the cultural knowledge needs of their teachers. Furthermore, researchers who support multicultural education are equally responsible for engaging in high quality research that will add value to their espoused theory and components such as CRP. As a group, all educational stakeholders should seek to commit to continued and sustainable efforts that advance teachers' cultural knowledge development and growth.

Appendices

Appendix A

CRTSE Appraisal Inventory

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

0 10 20 30 40 50 60 70 80 90 100

At All

I am able to:

1. Adapt instruction to meet the needs of my students.
2. Obtain information about my students' academic strengths.
3. determine whether my students like to work alone or in a group.
4. Determine whether my students feel comfortable competing with other students.
5. identify ways that the school culture (e.g., values, norms, and practices) is different from my students' home culture.
6. implement strategies to minimize the effects of the mismatch between my students' home culture and the school culture.
7. Assess student learning using various types of assessments.
8. Obtain information about my students' homelife.
9. Build a sense of trust in my students.
10. establish positive home-school relations.
11. use a variety of teaching methods.
12. develop a community of learners when my class consists of students from diverse backgrounds.
13. use my students' cultural background to help make learning meaningful.
14. use my students' prior knowledge to help them make sense of new information.
15. identify ways how students communicate at home may differ from the school norms.
16. obtain information about my students' cultural background.
17. teach students about their cultures' contributions to science.
18. greet English Language Learners with a phrase in their native language.
19. design a classroom environment using displays that reflects a variety of cultures.
20. develop a personal relationship with my students.
21. obtain information about my students' academic weaknesses.
22. praise English Language Learners for their accomplishments using a phrase in their native language.
23. identify ways that standardized tests may be biased towards linguistically diverse students.
24. communicate with parents regarding their child's educational progress.
25. structure parent-teacher conferences so that the meeting is not intimidating for parents.

26. help students to develop positive relationships with their classmates.
27. revise instructional material to include a better representation of cultural groups.
28. critically examine the curriculum to determine whether it reinforces negative cultural stereotypes.
29. design a lesson that shows how other cultural groups have made use of mathematics.
30. model classroom tasks to enhance English Language Learner's understanding.
31. communicate with the parents of English Language Learners regarding their child's achievement.
32. help students feel like important members of the classroom.
33. identify ways that standardized tests may be biased towards culturally diverse students.
34. use a learning preference inventory to gather data about how my students like to learn.
35. use examples that are familiar to students from diverse cultural backgrounds.
36. explain new concepts using examples that are taken from my students' everyday lives.
37. obtain information regarding my students' academic interests.
38. use the interests of my students to make learning meaningful for them.
39. implement cooperative learning activities for those students who like to work in groups.
40. design instruction that matches my students' developmental needs.

Classroom Observation Record

School _____
Planning Mtg Date _____
Observer _____

[illegible]

Quality of Instruction	0	1	2	3	Rate	Comments
<i>Lesson objective clearly stated</i>	No mention of objective	Objective written on the board w/ no verbal reference	Briefly verbalizes objective	Discusses objective and checks for student understanding		
<i>Modeling of concepts and/or academic language</i>	Concepts and/or academic language are not modeled or previewed	Verbally introduces concept/academic vocabulary or provides only demonstration	Demonstrates concept in visual or verbal manner and provides only one model	Models academic language, connects with background knowledge and engages students in activity		
<i>Appropriate pace maintained</i>	Pace is too fast/slow considering linguistic needs, teacher control	Teacher checks progress of class & individuals, but continues at an inappropriate pace	Teacher checks progress of class & individuals, but is not able to maintain appropriate pace	Teacher monitors progress of students and adjusts pace as needed, appropriate wait time for student response		
<i>Ongoing formative assessment</i>	No evidence of ongoing formative assessments	Verbal/non-verbal checks for understanding but does not allow appropriate wait time for responses	Elicits corralled responses or whole class non-verbal signals in order to check for understanding	Elicits corralled responses/ whole class non-verbal signals and checks for understanding throughout lesson		
<i>Differentiated tasks provided</i>	Activities/levels of questions are not differentiated per student needs	Shortened/extended tasks provided for various students	Students work on tasks in mixed ability groups with assigned roles based on student abilities; Differentiated tasks are not less or additional work	Offers students activities w/ varying levels of complexity, encourages students to work at higher level		
<i>Lesson closure or Wrap up</i>	No closure attempted	Brief statement of objective mentioned	Wraps up activity with no take away	Verbalizes at least 1 take away from the lesson and provides closure to activity		

Classroom Behavior Management	0	1	2	3		Comments
<i>Expectations clearly stated</i>	No mention of expectations	Expectations are posted in the room	Draws attention to or verbalizes expectations	Proactively provides reminders of expectations during activities and transitions		
<i>Appropriate behaviors positively reinforced</i>	No praise and or reinforcement is provided	Generic whole class praise/reinforcement provided at sporadically	Individual & whole class praise and reinforcement provided frequently	Explicit positive reinforcements are provided for whole class and individuals consistently		
<i>Inappropriate behaviors redirected</i>	Inappropriate behaviors are either ignored or are repeatedly verbalized	Consequences applied for behavior infractions but instruction is interrupted repeatedly	Teacher uses proximity and non-verbal redirections to redirect student in a positive manner back to instruction	Proactive modifications to instruction/setting are made to address inappropriate behaviors		
<i>Relevant scaffolds provided to guide student behavior</i>	No scaffolds are provided to guide student behaviors	Agenda of activities/transitions is provided (verbally/visual) for students	Procedures are reviewed and teacher checks for understanding	Teacher provides multiple reminders (verbal/non-verbal/model) of procedures and checks for understanding		

Appendix C

CRP Teacher Interview Protocol

Hello, _____

Thank you for taking time to talk with me today. As you know this interview is related to your perspective regarding culturally responsive pedagogy and should take about 30 minutes. As I previously mentioned I will be recording this discussion. Is that still OK with you? Ok, then I will begin the recording now. Can you start by telling me a little bit about your background as it relates to your preservice training?

1. As an in-service teacher in what ways do you feel professionally supported in our efforts to provide CRP? (by your grade level team, administrators, or district)
2. Tell me about some of the resources you have that allows you to provide CRP.
3. Are there any obstacles that you have encountered in your efforts to provide CRP?
4. Tell me about some of the activities you do to learn about your students' culture?
5. What types of cultural considerations do you make when planning literacy instruction?
6. How do you think CRP might impact students' reading outcomes?
7. Your self-reported score on the CRTSE was _____, tell me about what influences have helped to shape this level of efficacy?

8. What are some classroom examples that you have done that you would classify as culturally responsive?
9. Tell me about your philosophy regarding bilingual development in the classroom.
10. How do you plan for the language development of your students?
11. What goals do you have for your students related to their culture and language as they progress on the the next grade and beyond?

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Vita

Julie Ann Martinez, received a Bachelor's degree in Psychology from the University of Maryland, University College, while living in London, England. She perused an alternative teaching certification in the area of Special Education upon returning to Texas. For eight years she taught a range of culturally and linguistically diverse students with disabilities and their families. In 2010 she obtained a Master's degree in Educational Leadership from Texas State University. She began the doctoral program focused on Multicultural Special Education at the University of Texas at Austin in 2011. She currently serves as an Assistant Instructor at the University of Texas at Austin.

Email address: Julie.laramartinez@utexas.edu

This dissertation was typed by the author.