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UNIVERSITY OF CALIFORNIA, SAN DIEGO
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THE ROLE OF CULTURALLY RESPONSIVE TEACHING, MULTICULTURAL
EDUCATION AND TEACHER SELF-EFFICACY: AM I REACHING MY
STUDENTS?

A dissertation submitted in partial satisfaction of the
Requirements for the degree Doctor of Education
in
Educational Leadership
by
Tracey Jenkins-Martin

Committee in charge:

University of California, San Diego
Professor Amanda Datnow, Chair
Professor Thandeka K. Chapman
California State, San Marcos
Professor Patricia L. Prado-Olmos

2014

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Chair

University of California, San Diego
California State University San Marcos

2014

DEDICATION

I would like to thank everyone who has guided me through this process. Without your support, it would have been much more difficult. I would like to give special thanks to my husband, Kevin, daughter Addison, sister Gina, brother in law Jason, Sr., nephews Jordan and Jason, Jr., nieces Kaila, and Taylor, the Thompson Family and to my extended family from coast to coast for their support. A special thank you to my parents, Emily and Eugene Jenkins, Grandmother Daisy Owen and all of my extended family from coast to coast for instilling the importance of education into our family structure.

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VITA

- 1991 Bachelor of Science, Lincoln University, Jefferson City, MO
- 1991 Single Subject Teaching Credential, Business Education, Jefferson City, MO
- 1992 Single Subject Teaching Credential, Business Education, CCTC, Sacramento, CA
- 1992 Multiple Subject Teaching Credential, CCTC, Sacramento, CA
- 1997 Master of Arts, Educational Administration, California State University, San Bernardino, CA
- 2007 Preliminary Administrative Service Credential, CCTC, Sacramento, CA
- 2014 Doctor of Education, Educational Leadership, University of California, San Diego/California State University, San Marcos, CA

ABSTRACT OF THE DISSERTATION

**THE ROLE OF CULTURALLY RESPONSIVE TEACHING, MULTICULTURAL
EDUCATION AND TEACHER SELF-EFFICACY: AM I REACHING MY
STUDENTS?**

by

Tracey Jenkins-Martin

Doctor of Education in Educational Leadership

University of California, San Diego, 2014

California State University, San Marcos, 2014

Professor Amanda Datnow, Chair

Numerous studies have documented the importance of the classroom teacher, the personal and professional experiences that the teacher brings to the classroom, and teacher professional development in improving schools for diverse students. Teachers with high self-efficacy feel good about themselves and their students. They feel that their work is important and that their work with students will have a positive and long lasting impact on student learning. This study examined the relationship between the possible affects that culturally relevant pedagogy and responsive teaching strategies can have on the self-efficacy of teachers in working with students of color.

This qualitative study involved up to two in-depth interviews with six teachers. An analysis of the data uncovered that teachers had a lack of coursework and subsequent training in culturally responsive strategies and culturally relevant pedagogy. The study also revealed that the teachers enjoyed working with students of color and had a moderate to high sense of self-efficacy. Though the teachers encountered challenges in working with their population of students, they each felt that they could make a positive difference with their students. The results showed that although there was evidence of good teaching and pedagogical practices in these classrooms, the practices and pedagogy were not reflective of those documented in classrooms that regularly demonstrate and embed culturally responsive teaching or culturally relevant pedagogical practices that move students toward advocacy as viewed through a social justice lens. Implications for policy and practice are discussed.

Chapter One: Introduction

A tale of a third grade classroom

It was five minutes after the bell rang for the start of class at the elementary school where I am the principal. I walked past the row of third grade classrooms to see that Paul, an eight-year old African American child, was standing outside the door. I approached him and asked why he was outside because the learning was happening just a few feet away in his classroom. His response was that the teacher sent him out. I asked him why, and he explained that he didn't finish all of his homework because he had to take care of his siblings. His mom was getting home a little late from work lately, and he was tired. The teacher saw me speaking with Paul and came to the door and said that it was good I was there so that I could talk to Paul about the importance of education since he couldn't seem to get his homework done. There was a frown on her face and she had her hand on her hip. Her tone was sharp as she described how when she asked him why he didn't have his homework done, he looked down at the ground and mumbled his answer. She stated that this was disrespectful and he needed to speak in a way she could understand. This exchange only took 3-4 minutes. While she is explaining this to me, I am periodically looking at Paul. He is leaning against the wall, looking down at the ground, checked out. I motioned to Paul that he should go inside. Because I knew he had a love for football, I asked him what his coach would tell him that he could use to make this a better day. He looked up at me and said that he would go in with a good attitude, listen and do better next time. I smiled and told him that it

sounded like a good plan. Paul went back into the classroom to his seat, which I notice is a single desk toward the back of the classroom away from the other students. I decided to change the classroom visit that I was intending to do in exchange for staying in Paul's classroom. What I saw was a group of 22 third graders who knew the routines of the room, but the room still felt on edge. I looked around the room and noticed the environment was set up as I had suggested at the beginning of the year. The room was brightly colored and looked appealing. The instructional agenda was on the board. The children had access to teacher-made and ready-made posters on the topics that they were currently learning. The classroom library was stocked and labeled. There were various areas for whole and small group instruction as well as areas for independent student work. From an aesthetics point of view, things looked great.

I now turned my attention toward the teacher and what she was saying and doing. There was a substantial amount teacher talk happening, but not much student-to-student or student-to-teacher interaction. The teacher was doing a science lesson on the three states of matter: solids, liquids and gases. Today she was focusing on liquids. She had a Unifix cube, water, milk, ice cubes and Jello to use as part of the science lesson. The kids were on the rug, except for Paul and Roberto who were sitting on chairs at the edge of the rug. As the teacher began her lesson, the children were having a hard time sitting on their bottoms because they were wondering what the items were there for and if they were going to get to use them. The teacher silenced the class and told them that they were going to be continuing their study on the properties of matter. Today they would be looking at four items to see what state of matter they were and continue making their class chart. The lesson progressed and the teacher held up each

item and told them whether it was a liquid, solid or gas, then told the students to write it down. During this twenty- minute demonstration, I saw the excitement in the students simply disappear. Paul and Roberto also quickly lost interest and found another way to occupy their time by bothering each other. The teacher corrected the two boys multiple times during the lesson stating something to the effect of that's why you are up here in the first place and that, "This was no way to earn their way back to the carpet with the rest of their classmates." Although the majority of the students were compliant with filling in the chart when asked, some of the students chose to either do nothing or to do other behaviors which caused the teacher to express her verbal displeasure; this happened multiple times with the same group of students.

After school, the teacher came to me and began talking about the class visit that I observed earlier in the day. She told me that she felt the lesson went well. I continued to listen to her break down the lesson for a few minutes before I asked her about the morning situation with Paul, the seating arrangements for the two boys of color who were seating on the outskirts of the lesson and her choice of instructional delivery for a lesson that could have been very interactive, meaningful and fun for the children. I suggested that perhaps the students could have come up with what the properties of liquids were based on inquiry methods, and that the children could have assisted her in filling out the chart instead of having one already prepared for them to copy. I told her that she was well intentioned, but that she was doing too much of the work and asked her if she thought the children were capable of producing the characteristics of liquids, though she may have to assist with the academic language to help sum up the lesson? She looked at me and said that she thought some of the children could, but that the

others could not handle it. The reasons given were mostly behavioral, not academically based. I remained quiet and waited for her to go on. She continued stating that although the teacher's manual suggested that the children work in groups with vials of each of the sample items to explore, that some of the students would be off task and it would be hard to manage them. She felt the best way to make sure that the students got the information was to give it to them like she did today. I didn't stay until the very end of the lesson so I asked her how she knew that the students learned the information. She said that the students copied it into their science notebooks. Again, I asked her if she felt that she reached the students so that they would be able to build upon the information learned today into tomorrow's lesson. Her reply was that she taught it and the kids had their notes so that they knew it. I continued to probe her about how she might make a lesson such as this more interactive in the future, and she began talking about the difficulties of teaching the combination of students in her classroom at different instructional levels, and how hard it is without parental support. Further, she let me know that it is her job to teach, but that it is hard to do that with the behavioral issues in her room. She also stated that she has a hard time reaching some of her students even during small group instruction. As she finished this thought, I began to think about what supports to put into place for this teacher. This teacher was involuntarily placed at my school site this year. The main reason she chose the school was because, according to her, of the proximity of this school to her home. This type of contractual agreement made between the school board and the teacher's union maintained this teacher's employment, but at the detriment of students she was unable and, at times, unwilling, to teach.

Three weeks later the results from the science benchmark assessments for the school came in. In her class, 15 percent of the students scored proficient or advanced for the physical science unit of study. That is, four children out of twenty-two in that classroom were considered at grade level or above for the content on this assessment. When the results were shared during collaboration with the grade level team, she said that the kids who scored proficient or advanced did a great job on the assessment, that she spent as much time teaching as the other members of her team, but didn't know why she was not getting the same results with her other students. She also commented that she didn't know what else to do. She was teaching the best she knew how. She did not know if she could do anymore for the lower performing kids because they came in low, and she argued that some of her students may have to be held back if they didn't improve upon their performance. Her final comments seemed to indicate that she felt that there was an impenetrable barrier between her and some of her students. Further, her comments seemed to imply that some students had an inability to learn and that even her best teaching strategies could not help her bridge the cultural or academic deficiencies in her classroom.

The conversation above was one that I, as principal, had with one of my teachers. Sadly, this kind of conversation happens between educators on a daily basis, whether it be discussions between teachers in the lounge or in a more formal setting such as a debrief session between a teacher and his/her administrator breaking down a lesson such as the one described above. This classroom, according to Haberman (1991) is the type of classroom that typifies the "Pedagogy of Poverty" that most low-income, urban students will encounter. A classroom with this type of pedagogy has an

authoritative style of management that has routines where teachers teach, assign work, and students take a test. Students who are compliant are praised. Students who are noncompliant are punished. There is no evidence that students in a classroom such as this are involved in the types of critical thinking skills that would allow them to engage in their education on a daily basis and potentially compete with their suburban peers who *may* be getting this type of instruction with a quality teacher (Haberman, 1991; Kohn, 2011).

The quality of the classroom teacher is a, if not the, biggest factor affecting student achievement (Donald, 2009; Wong, 2011). Many teachers lack the training to succeed in spite of the probable challenges that diversity might bring to the current classroom setting (Haberman, 1994). Diversity encompasses the way that people are the same and the way that they are different. The dimensions of diversity can include ethnicity, race, gender, language, religion, social class and culture. Diversity presents challenges and opportunities for educators to offer students experiences that will allow them to learn, for example, about different languages and cultures that can make school a more interesting, accepting and relevant place for students to be. Studies show that new teachers are not being taught to channel the richness of the differences that students bring into the classroom into meaningful classroom interactions and planning lessons for various student needs (Gay, 2000; Ladson-Billings, 1995; Nieto, 2000). How does this insufficient training factor into a teacher's self-efficacy or the feeling that he/she will be able to be successful with students from various cultures and backgrounds? These are important questions to ponder for current and future educators and for the students in the classrooms in which they will be teaching.

Statement of the Problem

The truth is, there are indefensible inequities in our school system in terms of funding, teacher quality, access to rigorous curriculum and student outcomes. Half a century after Brown versus Board of Education, this is an epic injustice for our society (Arne Duncan, 2010).

This quote from a 2010 speech from the U.S. Secretary of Education highlights the dramatic educational inequities in our nation's educational system. These inequities are pervasive, wide ranging and, as Duncan and other policymakers, researchers, and educators point out, can add to both the achievement and opportunity gaps between students of color and white students (Hursch, 2007; Boykin & Noguera, 2011).

Although outside elements such as poverty, access to healthcare, housing, food, family income and level of family education can have an impact on student achievement (Darling-Hammond, 2010; Heckman, 2011), what is taught in schools and the strategies used to teach the curriculum within classrooms "matters enormously" (Haycock, 2001, p. 6). Numerous studies indicate that the quality of the classroom teacher, teacher life experiences, up-to-date teacher professional development with attention to diversity. In this way, culturally relevant topics are of great importance in schools today because it assists students in making sense of how diversity enriches the world and prepares us for living in a global society (Darling-Hammond, 2007b, 2010). In other words, teachers make a big difference in the overall success of students based upon the expectations and the experiences they bring to students in the classroom (Guskey, 2005; Haycock, 2001; Wong, 2011).

Equally important is the ability to provide competitive salaries and good working conditions that recruit, retain and support quality educators to confidently and

competently teach in schools where underserved students of color, in particular African American and Hispanic/Latino students, constitute the majority of the students. In these schools, culturally relevant pedagogy may provide clues to “what” might additionally be taught and “how” curriculum might be delivered. Culturally responsive pedagogy as such, may serve as companion curricula to standards-based curriculum being taught as a reaction to accountability and high stakes assessment as a result of No Child Left Behind (NCLB) legislature and the Common Core Standards. In this study, teacher efficacy with respect to teaching diverse students was examined as a critical component in addressing educational inequity.

Culturally relevant pedagogy (CRP) is a term used to describe “a pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes” (Ladson-Billings, 1997, p. 17). The mindset and practice of CRP ensures that all students, regardless of background and family income status have access to successful education models, enabling larger numbers of students to gain the skills they need to be successful, productive citizens (Darling-Hammond, 2010; Gay, 2000; Ladson-Billings, 1997; Santamaría, 2009). CRP is built upon the following criteria for students: that they experience regular academic success, they develop and maintain cultural competency, and finally that students develop the wherewithal to examine (and challenge, if necessary) the status quo in regards to social hierarchy (Ladson-Billings, 1997). Research also indicates that there are few teachers who are efficacious or confident in their ability to teach using a mindset versed within culturally relevant pedagogy (Ladson-Billings, 2001). Having a sense of positive self-efficacy means that a person feels capable, adequate and effective

that he/she will be successful in a particular situation. For the educator, this positive sense of efficacy means this teacher definitively believes that he or she will be successful with their students even in the face of the multiple challenges that may exist inside a heterogeneously mixed classroom. Might the mismatch between increasingly culturally and linguistically diverse students and teachers who are not confident in their ability to teach using culturally relevant pedagogy pose problems contributing to educational inequities in the U.S.?

Gay (2000, p. 10) argues that educational practices should be “culturally pluralistic” and not a one-size-fits-all Eurocentric model, and yet many teachers today are still teaching in this mode with the hopes that this will somehow help all children with varying learning styles, cultures achieve both academic and social success. In defense of teachers, many teach this way because it is the approach that was used when they were taught, and it is the way teaching and learning has been portrayed for decades. Culturally responsive teaching (CRT) is a method teachers can use to take advantage of the connections that students naturally make with their own cultures and traditions and combine them with learning in the classroom (Gay, 2000). Teachers who fail to use the resource of student knowledge in the classroom to make these connections are missing out on important learning opportunities (Gay, 2000; Ladson-Billings, 2001). Are teachers being adequately prepared in their pre-service or in-service training in the methods of CRT or in the tenets of multicultural education? If so, is it evident in their day-to-day instruction of students? Do they feel competent and confident that they can be successful with students of color when they struggle? These problems of practice were examined in this study.

Purpose of the Study

The purpose of this study was to examine the differences in teacher self-efficacy among a sample of teachers who are teaching minority students in an urban school district. Self-efficacy was also examined through the lens of Culturally Responsive Teaching (CRT) to measure the teachers' perceptions of how effectively they feel they work with students of color and the training they have received in their pre-service education and in their tenure as regular classroom teachers that may have helped them become more cognizant of strategies for working in urban school settings. In interviews, teachers were asked about the teaching strategies they used and their responses were measured against Geneva Gay's Framework for Culturally Responsive Teaching (2000). The aim was to uncover how efficacious teachers feel they are when working with children of color and what life experiences and educational trainings may have helped to shape their educational beliefs and instructional practices.

Research Questions

The questions that guided this study were:

1. How do teachers' personal or professional experiences factor into their self-efficacy when working with students of color?
 - 1a. What training or coursework has prepared teachers for working with students of color?
 - 1b. How have these experiences and training influenced their beliefs?
2. What culturally responsive teaching strategies do teachers use in their classrooms to improve students' performance?

3. What are teachers' perceptions about how they can affect student performance?

These questions were addressed in a qualitative study of teachers in two schools in San Diego County. A total of six teachers were interviewed in depth, in most cases two times each. A theoretical framework that drew from research on social cognitive theory, efficacy and multicultural education informed the study.

Theoretical Framework

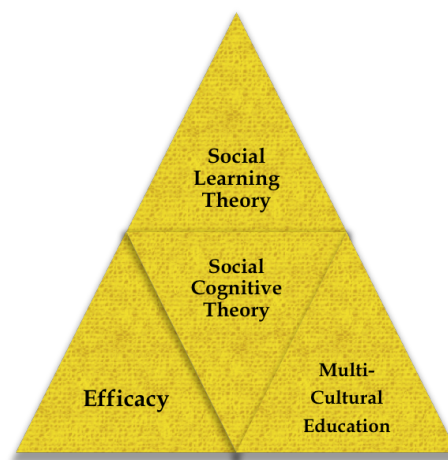


Figure 1

Social Learning Theory

Social Learning Theory is based on the work of Miller and Dollard (1941) that proposes that humans can be motivated to learn based on their observations of a desired behavior. Imitation of these behaviors would solidify the learned action and the person would be positively rewarded for learning the behavior. Psychologist Albert Bandura (1986, 1997) expounded on this premise by theorizing that a more positive learning experience will occur if there is a relationship between what is observed and modeled along with the observer having a high sense of self-efficacy. Self-efficacy is defined

here as the observer feeling that he or she can successfully perform what is being demonstrated.

Bandura (1986, 1997) suggests that self-efficacy comes from four sources of influence. The first source of self-efficacy is from mastery experiences. When a teacher experiences success in teaching a concept, he/she is confident they can do it again. Feeling successful with getting students to learn can boost the confidence within a teacher that they have the ability to get students to be academically successful.

The second source of efficacy is vicarious experiences. This happens when a teacher sees others being successful at a task. When they see someone else successful in an endeavor, they feel that they can do it as well; therefore causing their self-efficacy to increase. Verbal persuasion is the third source of teacher self-efficacy. What is said positively or negatively to a teacher about how they are performing on their job can significantly affect their confidence level. This in turn can have an impact on how they feel that they can impact student achievement. The last source of self-efficacy is physiological arousal. Fear, nausea, aches or shaking are a few of the signs of distress that people can show when they are under pressure. The reaction a person has to these signs of distress can be dependent on their efficaciousness. Those who have confidence in their abilities to be effective teachers see these physiological signs as normal and persevere. Those with less confidence in their ability to teach will most likely have a lessened sense of self-efficacy (Bandura 1986,1997).

The most effective of these four sources is mastery experiences as successes build confidence in a person's abilities and conversely being unsuccessful in a situation can undermine confidence (Bandura 1986, 1997). This is especially true if a sense of

efficacy has not yet been solidified. Bandura (1997) states that teachers' beliefs about their ability are most adaptable when they are early in the profession, but once these beliefs are more concrete, they are difficult to change. According to Bandura (1997) once people's perceptions of themselves in certain situations are established, it would take something fairly monumental to make that person re-examine their opinion.

Social Cognitive Theory is based upon the premise that people form their self-efficacy beliefs through observation of others, positive or negative verbal feedback given to them about their performance, seeing others successfully doing a task, and experiencing their own success at the desired task (Bandura, 1986). These four factors can have a positive or negative effect on a person's perception of how successful they can be when encountering a similar situation. With educators, their own sense of self-efficacy is an important component in the academic and social success of their students (Bandura, 1986, 1997). Most teachers have had pre-service or in-service training that incorporates the topic of diversity or multicultural education. Depending on the quality of the experience the educator had in these courses it could have been an enriching experience that boosts their confidence in working with children in urban settings or have an experience that does nothing to enhance or change the confidence level for the positive when working with students of color. A teacher's self-efficacy in working with diverse populations is one that essential if these children are to succeed in the 21st century (Gay, 1994; Tiedt & Tiedt, 1999). In the next section, the topic of Multicultural Education (MCE) will be discussed as an approach to social and school change.

Multicultural Education

Multicultural education is a methodology for education reform used to describe learning about and celebrating identity, cultural pluralism, and cultural diversity. The roots of Multicultural Education (MCE) can be traced to the civil rights movements of African Americans and other people of color in the 1960's, the women's rights movement in the 1970's and other groups who were dissatisfied with the inequities of the educational system. In the 1980's, several pioneers such as James Banks, Geneva Gay, Sonia Nieto, Carl Grant and Christine Sleeter became champions for looking at how educational opportunities could be obtained by all. This required an examination of the foundations of schools-how schools were organized, school policies, and school procedures. Simultaneously, educational systems were scrutinized in an effort to identify and correct (interrupt) the unequal treatment and lack of recognition of students of color who were growing increasingly in number in the U.S. educational system.

Multicultural education is based on the assumption that the primary goal of public education is to foster the intellectual, social and personal development of students to their highest potential (Bennett, 1995). Further, MCE is inclusive of both teaching and learning practices that strive to build self-esteem, empathy and respect for the diversity within society. It is a critical lens when used to examine the knowledge, actions and reflective processes needed by educational leaders to make a real and lasting change in society (Nieto, 2000; Tiedt & Tiedt, 1999).

Taken together, research in the areas of culturally responsive teaching, culturally relevant pedagogy, multicultural education, social cognitive theory, and efficacy provided a foundation of knowledge and learning for this study.

Significance of Study

If a teacher feels he/she can make a positive difference in the academic achievement of a student, chances are they will make a positive difference, however, the reverse is also true (Ross, 1998; Tschannen-Moran, Woolfolk-Hoy, & Hoy, 1998). If this is so, and if competency is something that can be taught to teachers, it needs to be done early on in a teacher's career when they are more malleable and open to developing a mindset that they can make a positive educational imprint on their students (Bandura, 1997). More research is needed on how to get the most effective pre-service experiences, professional development, and other supports in the areas of culturally relevant pedagogy and culturally responsive teaching into schools (Brown, Anfar, Jr., & Roney, 2004). Time must also be provided for teachers to learn about and reflect upon how their own beliefs about what children of color can do because this influences the goals they set and the learning opportunities they give to their students (Hines III, 2010).

It is imperative that teachers who are often working with children who are ethnically and racially different from themselves are confident in pedagogy and methodology that will help bridge connections that will help students succeed in the classroom and beyond. By nature of the job they have chosen, teachers have ultimate control over what gets taught, how it is taught and to whom it gets taught. The "blame the student game" is an easy one for teachers to win and does not require the teachers to look inward and reflect upon how they relate to and interact with students; and how this interaction could make a difference in how students perform in the classroom.

In most cases, teachers will need on going support and extensive training experiences where they can see good teaching modeled successfully and where they can experience their own success planning for and teaching children to support the teachers in educating students who come from a multitude of backgrounds (Haberman, 1991; Hoy, 2000; Ladson-Billings, 2006). These are two critical areas that need to be addressed early in a teacher's career to negate and interrupt the cycle of beliefs that a teacher cannot take steps to reach children who grew up differently than they did and be able to do it with confidence that will show in more successful student learning outcomes.

When teachers are efficacious enough to address the achievement gap with culturally responsive teaching, they are also essentially working to improve the economic conditions for historically underserved groups of people in the U.S. (Gay, 2000; Ladson-Billings, 2006). This issue is of increasing importance as educators struggle with the complexities of teaching in modern society (Haberman, 1994; Siwatu, 2011). These challenges include: teaching the children in front of them with great ranges of need, dwindling funding sources, mismatched professional development opportunities to what students actually need, teacher preparation programs that have proven to be inadequate with regard to content, and classroom management (Haberman, 1994; Darling-Hammond, 2010; McKinley, 2010). Things become even more complicated particularly when adding in issues of race and culture (Howard, 2010). This is evidenced by the persistence of achievement and race based gaps (Lee, 2004). These deficits in the above mentioned various kinds of resources likely affect how

confident these teachers feel in preparing children for the academic demands ahead of them.

Organization of the Dissertation

This chapter provided an overview of the study including a narrative of a classroom observation done in an urban school setting, statement of the problem, purpose of the study, the theoretical framework, significance of the study, and definition of key terms. Chapter two presents a review of the literature on the historical background of the achievement gap including a discussion about the academic performance of children of color in comparison with whites. Secondly, the topic of self-efficacy, how self-efficacy is developed and the benefits of building self-efficacy within teachers is explored. The chapter concludes with a discussion of Multicultural Education (MCE). Chapter three describes the design of this qualitative study, how the data was collected and analyzed for this study, and the ethical considerations. The analysis and the discussion of the findings are included in Chapter four. Chapter five includes a summary of the findings, connections to prior research, implications of the study, suggestions for further research, and study conclusions. The reference pages and appendixes are included at the end of the study.

Definition of Key Terms

Achievement Gap-The differences in academic performance among student groups; usually the disparity is the one described between White students and African American or between White and Latino students.

Culture- A term used to describe the activities and ideas of a group of people who share beliefs, values, knowledge and traditions which are transmitted and reinforced by the members of the group.

Cultural Pluralism- A alternative view to the “melting pot” or assimilation view; a term used to describe the concept that individual ethnic groups should retain their own traditions, culture and language within the larger society (Hilliard, 1991).

Culturally Relevant Pedagogy (CRP) is often used to describe methods or practices for use with ethnically and racially diverse students to maximize their learning potential. CRP rests on three suppositions; that students need: 1) to experience academic success 2) to develop and/or maintain cultural competence and 3) to challenge the status quo when issues of inequity arise (Ladson-Billings, 1995).

Culturally Responsive Teaching (CRT)- Using the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them; it teaches to and through the strengths of these students (Gay, 2000).

Multicultural Education- "Multicultural education is a process of comprehensive school reform and basic education for all students. It challenges and rejects racism and other forms of discrimination in schools and society and accepts and affirms the pluralism (ethnic, racial, linguistic, religious, economic, and gender, among others) that students, their communities, and teachers represent. Multicultural education permeates the curriculum and instructional strategies used in schools, as well as the interactions among teachers, students, and parents, and the very way that schools conceptualize the nature of teaching and learning." (Nieto, 2000)

Teacher Self- Efficacy-The beliefs teachers have about themselves and their abilities to create positive learning experiences for students (Ashton & Webb, 1986; Bandura, 1977,1982, 1986; Gibson & Dembo, 1984)

Chapter Two: Literature Review

Introduction

This chapter reviews the literature and theories that guided this study. The review begins with a historical background of the achievement gap and data regarding the performance of children of color as compared to whites and the consequences of not addressing this issue. Next, the concept of teacher efficacy is explored as it relates to the sources of efficacy, the benefits of building self-efficacy within teachers who work with diverse classroom populations, and collective efficacy. The chapter concludes with a discussion of Multicultural Education (MCE). A review of multiple definitions of the term, a discussion around assimilation and multicultural education in a more global perspective were explored.



Figure 2

The Achievement Gap

Achievement gaps occur when one group of students outperforms another group and the difference in average scores for the two groups is statistically significant

(NAEP, 2011). According to the U.S. Census Bureau (2000), the Current Population of Reports states that out of 100 White kindergartners, 91 will graduate from high school, 62 will complete at least some college, and 30 will obtain at least a bachelor's degree. Conversely, out of 100 African American kindergartners, 87 students will graduate from high school, 54 will complete at least some college, and only 16 will obtain at least a bachelor's degree. The data for Latino students is just as sobering, and that for Native American students even more dismal. A review of the above data indicates the educational attainment gap for Black and Latino students with the minimal college degree are significantly lower than their White peers.

More recent graduation data from California shows that only 67% of the original incoming class of 2009 received their high school diplomas (Rogers, Bertrand, Freelon & Fanelli, 2011). Twenty six percent of all students graduating that year were eligible to attend California public universities by doing the required coursework to meet the A-G requirements.¹ For the same graduating class of 2009, only 52% of the originating African American students and 57% of the originating Latino students graduated with their class. Only 16% of African American and the same number 16% of Latino students met the A-G requirements to be eligible to attend California public universities when they graduated from high school in 2009. These statistics for African American and Latino students show that these two groups lagged behind their grade level peers as they prepared to leave high school.

¹ The A-G requirements are the coursework that California high school students need to complete in the areas of: (a) History/Social Science, (b) English, (c) Mathematics, (d) Laboratory Science, (e) Language other than English, (f) Visual or Performing Arts and (g) College-Preparatory Electives

The achievement gap is a challenge that has become an issue of great importance for students attaining a quality education, but also and arguably more important it is an area of importance in the social justice arena as students who are under-qualified to attend mainstream universities are also not equipped to do the work required of the 21st century workforce. This becomes not only an achievement gap, but also a chasm of future opportunity (Darling-Hammond, 2007a).

The achievement gap is not a new problem. It has been an area of concern over many years. Children of color in many instances are not performing as well as white children here in the United States or as well as their international peers. There are still vast disparities between the performance of students on both state and national assessments (Haycock, 2006; Steifel, Schwartz & Chellman, 2007). Although children of color are making gains on standardized tests, the performance gap between African American and Latino students and their white counterparts remains shockingly wide. Fifty years ago, President Lyndon B. Johnson recognized the issue of inequity of the education that economically disadvantaged children received and started the “War on Poverty,” which put into place the Economic Opportunity Act of 1964 and the Secondary Education Act of 1965. These acts established programs that are still around to this day, namely Head Start and Title I (Guskey, 2005). These acts were designed to provide assistance to young Americans who did not have the skills to complete their studies because they did not have the finances to move forward with educational plans. Coupled with the Civil Rights Act of 1964, the Kennedy and Johnson administrations recognized that both poor children and children of color (e.g., African descent, Latino, Native American) needed these measures to acquire an appropriate education and to

address the pronounced educational gaps seen in their academic performance (Guskey, 2005; U.S. Department of Education, 2004).

As stated above, “The War on Poverty” has put into place some programs that remain to this day and which assisted children in poverty, but it was based upon a deficit model that looked to fix the problem that those in power saw as originating within the child and or their families. What are now commonly known as the Coleman report (1964) and Moynihan report (1965) reinforced this view, arguing that children of color did not perform because of factors happening in the family and community. Examples of these factors were: social makeup of the school, community environmental factors, family background and marital status of some of the children in the schools- specifically single parent families having no father in the home. In the Coleman report, the prediction that Black children would do better academically if their classrooms were more integrated, which led to both busing of minority students and soon after “White flight” was a focus of media attention and scrutiny. Coleman, in the mid 1970’s, concluded in a later study that busing disadvantaged students to other schools failed because of the “White flight” epidemic (Ravitch, 1984; Clotfelter, 2004). More recent analysis of the Coleman (1964) and Moynihan (1965) reports have stated that even though there are still inequalities in the academic performance of students, many of these factors can be explained in ways other than laying them solely at the feet of the children, their communities, and their families. Even after taking into account the family and community backgrounds of students, the discrepancies between student performances between children can be explained at least in part by “school characteristics,” by favoritism of middle class values, and by pervasive policies that

continue to occur in educational institutions such as academic and social tracking (Gamoran & Long, 2007; Borman & Dowling, 2010). These and other factors contribute to the achievement gap issue.

In the decades of the '1960s, '1970s' and '1980s', the achievement gap was significantly reduced for students of color by looking for ways to reform education systems in ways that look to make positive gains in "...instruction, administration, governance, counseling, program planning, performance appraisal and school climate" (Gay, 1994, p. 3, Ladson-Billings, 2006, Snyder, Dillow & Hoffman, 2009). Gains have slowly rolled back in the decades of the '1990s' and '2000s' as many school districts adopted and encouraged the "Test-Prep" and/or Back to Basics model to try to work within the NCLB mandates and the emphasis on high stakes state testing (Darling-Hammond, 2007a). Although the tenets of NCLB had the intent of helping all children, especially poor children and children of color, it has largely failed to bridge the academic gaps between them and white children (Stiefel, Schwartz & Chellman, 2007). The consequences of this may be harmful not only to the children themselves as they grow up and look to be productive members of society, but also may be a detriment to the national interest in global affairs (Gay, 1994).

The consequences of maintaining the achievement gap status are devastating. Maintenance of current gaps will result in lower percentages of students of color in high school Advanced Placement classes, fewer African American and Latinos in educational leadership positions, and consequently fewer opportunities for these learners to be as financially prosperous as white students when all groups become adults. As stated graphically by Hanushek and Rivkin (2009), "Perhaps no other social

policy issue has been as important or as stubborn to deal with as racial gaps in economic outcomes” (p.1). This quote regarding economic disparities underscores the academic achievement gap as being central to this literature review and as such significant.

Unless a current solution is identified and enacted to narrow the achievement gap, the future for African American and Latino students and indeed for the country we all live in will not be as fruitful, with much potential being lost. Until we find more answers to bridging the achievement gap, we will continue to see lower high school and college graduation rates for Black and Latino students than those being attained by their white counterparts.

Self-Efficacy

Teacher self-efficacy, when juxtaposed with the realities of increasing cultural and linguistic diversity and untapped possibilities of professional development employing culturally relevant pedagogy, is worthy of further consideration. Self-efficacy is the belief that a person has that with their knowledge and through their actions they will be able to make a positive difference. Based on Bandura’s (1977, 1982, 1986) theory of self-efficacy, researchers have defined self-efficacy as the beliefs teachers have about themselves and their abilities to create positive learning experiences for students (Ashton & Webb, 1986; Gibson & Dembo, 1984). It is a person’s belief about whether or not they will be able to complete a certain task or series of tasks in a particular setting or situation. Bandura (1994) states these beliefs have a significant bearing on how a person thinks, feels and behaves. Bandura’s (1977) social learning theory has been supported by numerous studies, which bears evidence showing that a teacher’s perception of their teaching ability matters. This belief connects to how much

time and effort teachers put into their job, the goals they set for themselves and for students, and how persistent they are to tackle a situation when it is a challenging one, and how well and how quickly they bounce back from adversity (Tschannen-Moran, Woolfolk Hoy & Hoy, 1998 as cited in Tschannen-Moran & Woolfolk Hoy, 2007).

Although there have not been a large number of studies about the sources of teacher self-efficacy, Bandura's Social Cognitive Theory (1977) offers a place to start the discussion. Bandura (1986, 1997) suggests that self-efficacy comes from four sources of influence. The first source of self-efficacy is from mastery experiences. When a teacher experiences success in teaching a concept, he/she is confident they can do it again. Feeling successful with getting students to learn can boost the confidence within a teacher that they have the ability to get students to be academically successful.

The second source of efficacy is vicarious experiences. This happens when a teacher sees others successful at a task. When they see someone else successful in an endeavor, they feel that they can do it as well; therefore causing their self-efficacy to increase. Verbal persuasion is the third source of teacher self-efficacy. What is said positively or negatively to a teacher about how they are performing on their job can significantly affect their confidence level. This in turn can have an impact on how they feel that they can impact student achievement. The last source of self-efficacy is physiological arousal. Fear, nausea, aches or shaking are a few of the signs of distress that people can show when they are under pressure. The reaction a person has to these signs of distress can be dependent on their efficaciousness. Those who have confidence in their abilities to be effective teachers see these physiological signs as normal and

persevere. Those with less confidence in their ability to teach will most likely have a lessened sense of self-efficacy.

The most effective of these four sources is mastery experiences as successes build confidence in a person's abilities and conversely being unsuccessful in a situation can undermine confidence (Bandura 1986, 1997). This is especially true if a sense of efficacy has not yet been solidified. Bandura (1997) states that a teacher's beliefs about their ability are most adaptable when they are early in the profession, but once these beliefs are more concrete, they are difficult to change. According to Bandura (1997) once people's perceptions of themselves in certain situations are established, it would take something fairly monumental to make that person reexamine their opinion.

Teacher Self-Efficacy

In his student achievement report, Wong (2011) states, "The teacher is the only factor that can improve student achievement" (p. 2). This stands to reason as the classroom teacher has ultimate control over knowing the content standards, preparing classroom lessons for a diverse population of learners, setting expectations, developing a positive social and academic atmosphere in the classroom, and deciding who gets the teacher's positive or negative attention. Additionally, how teachers perceive their own effectiveness as an instructor (sense of efficacy) can have a major impact on student learning. "...[H]ighly efficacious teachers are more likely to use various instructional methods than low efficacious teachers. In addition, research has continuously documented the higher achievement levels for students with highly efficacious teachers" (Hines III, 2010, p. 3). Positive self-efficacy is essential for all teachers to have as it has a direct effect on their mindset and hence on what is expected and done

inside the classroom. It should be noted that self-efficacy is based on self-perception of their abilities rather than a person's actual skill in an area (Tschannen-Moran & Woolfolk Hoy, 2007).

Additionally, previous research on teacher efficacy confirms that teachers who have high levels of "efficaciousness," that is, that they feel confident that they can have a positive effect on the learning of their students have students who do in fact excel (Ross, 1998; Tschannen-Moran, Woolfolk-Hoy, & Hoy, 1998). Conversely, studies show that teachers with a low sense of self-efficacy, often have a negative impact on the achievement of their students due to the fact that these teachers may not feel competent in the content they teach, do not have (or do not use) ongoing-systematic professional development to build academic and social skill sets for students, may not be as versed in handling disciplinary matters that happen in their classrooms, set low expectations for their students, have less interactions with students, and have not been trained to work with culturally diverse students (Hines III, 2010). The level of participation teachers exhibit at professional development activities and, what arguably is more important, the level of implementation in the classroom after the trainings are conducted can have a impact on how competent a teacher feels about delivering the curriculum or in practicing the instructional strategy that was taught.

Although there has been qualitative and quantitative research on how teacher efficacy affects student performance (Goddard & Goddard, 2001; Tschannen-Moran, & Woolfolk-Hoy, 2001), there has been little research on how professional development affects teacher efficacy in the content areas and how this can help in narrowing the achievement gap (Ross & Bruce, 2007). Exploration of how teacher efficacy may

affect student performance and additionally how professional development in the area of Multicultural Education and the practices of Culturally Relevant Pedagogy and Culturally Responsive Teaching can assist in strengthening how a teacher perceives him or herself as a competent and responsive and successful teacher of minority students is needed.

Benefits of Building Teachers' Efficacy

Besides helping to close the achievement gap, there are other benefits to building a teacher's sense of efficacy. Two benefits are that teachers with a high sense of self-efficacy may have more willingness to try new instructional and or management strategies learned from watching successful colleagues or acquired from trainings. For example, teachers in urban schools who have been provided training in how to infuse cultural relevance with standards-based curriculum may be more willing to encourage multicultural viewpoints within the classroom. Students can be co-contributors to the learning. If this is successful, teachers will be more willing to try this again and make it part of their instructional practice (Hines III, 2010; Nieto, 1996).

Implementing classroom management strategies that assist students in managing their own academic and social behavior may allow teachers to spend more time with students who need more academic assistance rather than being forced to spend time policing student conduct. Building student self-esteem in their academic work, being able to set realistic goals for both themselves and for students, and increasing stamina for improving school climate and student achievement are three other benefits to a teacher having a good sense of self-efficacy (Woolfolk-Hoy, 2005).

A decrease in teacher burnout and an increase in job satisfaction are two additional benefits of making sure teachers' perceptions of their own performance are high. Decreasing staff turnover can save districts time and money in making sure that the professional development knowledge that has been invested in new teachers stays within the district. With statistics such as up to 25 percent of beginning teachers not returning to education after their third year and 40 percent of teachers in the United States leaving the profession within the first five years of teaching, building teachers' confidence is essential (Tschannen-Moran & Woolfolk Hoy, 2007). With 40 percent of the student population being children of color and only 17 percent of the teaching population being teachers of color, it is troubling to think that these teachers may not be retained, especially when some research shows that teachers of color can potentially get better academic and social gains from students of color than white teachers (Haycock, 2001; Hanushek, 1992).

Supportive mentorships and student teaching experiences, along with effectively designed teacher preparation programs, are essential in helping to shape teacher efficacy in pre-service teachers. Student teaching experiences with a competent and encouraging master teacher can go a long way in providing opportunities for pre-service teachers to watch, plan and model after someone who is successful at their work. Sources of efficacy for pre-service teachers can be found from having the appropriate resources to use, getting verbal support from school stakeholders and from their previous experiences in the field (Bandura, 1986). In the areas of classroom management and instructional strategies, beginning teachers had a slightly lower sense of self-efficacy than more experienced teachers. This is reasonable as veteran teachers

have had more opportunities in which to encounter management situations and have had more experience experimenting with what methods of instruction will be more successful in a particular situation with the students in their classrooms.

In sum, building teacher self-efficacy is important to helping teachers have the confidence to plan, try and revise instructional practices for potential positive student achievement. Additionally, by increasing positive self-efficacy, teachers may be more willing to build those bridges needed to relate to their students and meet their individual and collective needs. Arguably more important is the need to retain quality teachers so that the investment made in personnel stays in the school district. When teachers feel successful in their work, the teachers will more than likely stay in the field, which may benefit the teacher, the district and the children.

Increasing Collective Efficacy

The review of the literature on teacher efficacy also shows that there is a positive relationship in teacher efficacy when teachers at school sites collaborate (Henson, 2001). Some of the positive results that come out of collaboration are higher levels of relational trust and efficacy (Bryk & Schneider, 2002). Higher levels of self-efficacy made teachers want to collaborate more (Goddard, Goddard & Tschannen-Moran, 2007). Teaching can be an isolating profession. What teachers do with students is the core of what learning experiences students will take away from that classroom. The more teachers collaborate, the more meaningful dialogue that can occur amongst them about learning processes, teaching methods, and educational theory.

Furthermore, this collective efficacy is the shared perception amongst teachers at a school site that their joined efforts will have a positive effect on students and their

achievement (Tschannen-Moran & Woolfolk Hoy, 2007). It is the belief that the staff feels that they can make a difference. If a school has a history of poor performance, then this may have the effect of creating a low sense of collective efficacy amongst the staff. A school with a low sense of collective efficacy may be wanting for consistency in putting out a quality teaching product which results in lower teaching performance, a lower persistence and lower effort may lead to poorer academic achievement for students and a less positive climate for both staff and students creating a self-fulfilling prophecy of failure (Tschannen-Moran & Woolfolk Hoy, 2007). Closing the achievement gap may not be a priority since teachers may not share the idea that children are capable of performing at grade level.

The opposite is also true in that a school staff which believes that students will achieve, regardless of circumstances generally will be successful (Bandura, 1997). A school organization can have a significant impact on the self-efficacy of teaching staff. Schools that are well organized, are responsive to student and staff needs, that are encouraged to try new ideas in a supportive environment, and who have a common mindset of rigorous curriculum and excellent instructional practice can contribute to a high sense of teacher efficacy beliefs (Goddard, Goddard & Tschannen-Moran, 2007). This positive common belief can lead to powerful conversations around student learning which can lead to making strides in closing the learning gaps for students. Schools such as these may have a more positive attitude toward professional development opportunities and furthermore may be more willing to implement what they have learned with all students--even students from lower socio-economics backgrounds.

Equally important to promoting a high sense of teacher efficacy is the school leadership and the presence or absence of structures that encourage collaboration during and after professional development. Schools where the principal was able to encourage a common mission, help create and maintain a positive school climate and promote an environment where disruptions were kept as far away from the classrooms as possible fostered a feeling of greater self-efficacy. School sites where the principal provided recognition based on performance and also modeled the behaviors that were expected at the school site enhanced the efficacy for the teachers at the school site (Tschannen-Moran & Woolfolk Hoy, 2007). Additionally, teachers who believed that they were able to participate in site based decision making processes and felt that they had the freedoms to make decisions which affected what happened in their own classrooms had a greater sense of self-efficacy (Tschannen-Moran & Woolfolk Hoy, 2007).

Since the collective knowledge gained from the data in the studies included in this literature synthesis show that teacher self-efficacy is an important factor in the collective thinking of a school site, positive school culture and student achievement, teacher preparation programs and leaders of districts and individual school sites should take great care in making sure that pre-service students and novice teachers alike are prepared (Schechter & Tschannen-Moran, 2006; Siwatu, 2011). New teachers will need assistance and guidance with the instructional strategies, resources and content knowledge to enable these pre-service and novice teachers to be exposed to successful experiences. Team building, professional development opportunities, time for collaboration and reflection, strong mentorship programs and goals set to build capacity with teachers at school sites should be priorities. Moreover, based on the research

gathered for this literature review, teaching staffs should also be prepared to teach in urban areas with a culturally responsive curriculum that students can connect with in order to give students a better opportunity to learn and close the achievement gap (Gay, 2000; Ladson-Billings, 1997).

Effects of Culturally Responsive Teaching on the Achievement Gap

Related to teachers' self-efficacy, a teacher's general belief in his or her ability to help students learn has been shown to be an important factor in what actually happens in the classroom with diverse students. For example, in her book, *The Dreamkeepers: Successful Teachers of African American Children*, Ladson-Billings (1997) writes about teachers who are making an academic difference within their classrooms. She shares one example about a teacher who takes the time to explain to students the importance of long-term career goals when her students tell her that they want to become sports stars. This teacher does not dash their dreams, but points out that they represent the future of our country and that they can make a difference in our world by studying hard and perhaps considering becoming teachers themselves. It is clear from the stories that Ladson-Billings tells throughout the book that this teacher and the others that she writes about have a clear understanding that their beliefs and what they say and do within the classroom can transform a child's social and academic future.

The need for cultural responsive teaching came about because of the alarming realization that the current methods and strategies being supported by educational institutions and by the educators teaching in them are not successful for the majority of children of color and low income children (Howard, 2003). Many researchers over the past thirty years have been thoughtfully researching and formulating a theory of

culturally responsive pedagogy with the aspiration that these practices will boost the academic achievement for African American and Latino students (Banks, 1995; Ladson-Billings, 1997; Gay, 2000). There are two postulations for this theory. The first assumption is that there is a disconnect between what is happening in the schools and with the children they serve. Some educational systems and some of the teachers within these systems are out of sync with how the curriculum may need to be modified (not watered down) with children of color and how instructionally, children, who may have grown up differently than they did may need varied models of teaching content in order to make it more comprehensible (Gay, 2000; Haycock, 2006). Second, and more specifically, there is the assumption that low income and African American and Latino students will do better in their educational environment if teachers modify their teaching methods to reflect the cultural and language strengths of their student populations. In other words, the academic achievement of the students will increase by considering how what they are taught links with what they are culturally familiar with (Gay, 2000). Haberman (1994) states, “There is a great need for culturally competent teachers to serve in the most difficult situations” (p.164). He goes on to express that school districts should take care to monitor what is going on in schools, what teachers are hired, and how teachers are prepared to work with children of color and poor students because for these children school is not just federally mandated, but literally “a matter of life and death” (p.164).

Culturally responsive teaching is a pedagogy that takes into account a student’s culture as an important element to their learning (Ladson-Billings, 1997b). Giving teachers training and experiences in CRP and CRT early in their careers may do well in

improving the self-efficacy a teacher has when working with children of color and poverty. Culturally relevant pedagogy is the teaching and training teachers receive and continue to develop around empowering students to believe in themselves as scholars and productive members of society with something important to contribute inside and outside of the classroom while Culturally Responsive Teaching are the instructional strategies teachers use to make the curriculum comprehensible for students (Ladson-Billings, 1997; Gay, 2000).

Culturally Relevant Pedagogy and Teaching in Practice

Culturally responsive teaching and culturally relevant pedagogy are two related pedagogic undertakings that may help close the student gap for learners of color as they encourage students to see themselves as “agents of change” and to look topics that are important and relevant to them and their communities that could potentially help them positively transform their neighborhoods (Howard, 2012).

An example of a work that employed a successful culturally relevant approach was in the area mathematics done by Tate (1995) in his study of a group of middle school students and their teacher who helped students use a community based problem to do a multidimensional project that allowed students to research a problem in their community and make a real difference in their neighborhood. The students brainstormed problems that they saw in their community and decided that liquor stores in close proximity to schools was having a detrimental affect on their neighborhoods. The students had discussions that had personal and sensitive connections for the students. The students gathered data, which in turn helped them to learn about laws, and regulations that governed the liquor stores in their neighborhood. During this

process students had to use mathematical skills that helped them to design visual and oral presentations that they delivered to their local and state government. The students had to make decisions about how to present their mathematical information in the ways that would make the biggest impact on their audience. They used community resources to help them do this like city planners to help them with questions about topics such zoning regulations and the local newspaper editor who assisted the students in how to prepare and produce their presentations in the best way to demonstrate their perspective on the topic.

Based upon the work of the students, some change did come about. Local law enforcement began to pay more attention to the areas where liquor stores were in proximity of schools and several citations were issued. Some stores were even closed. By working on this project, did the students reinforce their mathematical skills? Absolutely. But even more than this, students were able to learn about how others in their community felt about liquor stores and they were able to gain skills that were bigger than the four walls of their classroom. They learned about how they could make a difference in their community and stand up for a wrong that they felt needed to be changed. As Howard (2012) stated, “Culturally responsive teachers introduce current events, issues, and perspectives that are germane to students’ communities and families contemporarily and historically.” (p. 4). The teacher of the middle school class described above was a culturally responsive teacher in the truest sense.

Hyland’s (2010) review of research practices provides numerous examples of culturally relevant pedagogy in classrooms settings. She cites Ladson-Billings (1994) seminal work with eight elementary teachers of African American second through fifth

graders. The teachers in this research study centered their planning on maintenance of African American culture. The work inside the classroom was highlighted and integrated the views of the African American community in which the students lived and the teachers each felt a responsibility to be a “political ally for social justice for the African American community.” (p. 83)

Hyland (2010) also documented a study of a kindergarten classroom conducted by Miller-Marsh (1992) in which an anti bias curriculum was implemented with the students. In this study Miller-Marsh recorded how the kindergarteners were able to navigate and become proficient in talking about social issues and topics about other cultures, immigration and Native Americans. The students also took the knowledge that they gathered and put it to use in their communities. One example of this was that the students saw that there was a need for more African American students to serve as crossing guards at their school and brought it to the attention of the community by holding a demonstration. A second example of students putting their learning into action was a peace march that was formed to bring attention to the need for more diplomatic resolutions to conflict in their school community and the immediate surrounding areas to the school. The students took on issues they felt needed examination through a social justice lens; they learned what advocacy was and they learned how to go out and do things in their community they felt needed to be noticed and acted upon.

Culturally relevant teaching requires that teachers learn about topics that are important to students and their communities. It also requires that, “...teachers make a concerted effort to learn about cultural norms and values of the ethnic, racial, or

language group with whom they work and to use that knowledge to inform their practice and improve educational outcomes for children.” (Hyland, 2010, p. 84)

Teachers need to make a concerted effort to look at the institutionalized power hierarchies and examine ways to show students how identify them and interrupt them through self-advocacy. There are injustices in sectors in many areas of students’ lives. By raising the consciousness of students in this area, they can become those advocates for themselves and begin to make those changes. (Freire, (1970) as cited in Hyland, 2010).

Multicultural Education

An important component that adds to the richness of Culturally Relevant Pedagogy (CRP) work is research on Multicultural Education. Multicultural education is a field of study and an emerging discipline whose major aim is to create equal educational opportunities for students from diverse racial, ethnic, social-class, and cultural groups. One of its important goals is to help all students to acquire the knowledge, attitudes, and skills needed to function effectively in a pluralistic democratic society and to interact, negotiate, and communicate with peoples from diverse groups in order to create a civic and moral community that works for the common good (Banks & Banks, 1995, p. xi).

The United States is diverse in terms of race, culture, class, religion and languages spoken, but still the cultural values of the white middle class dominate most, if not all, of the organizational structures such as governments and schools. The diversity of the U.S. population which is matched by classroom composition demands that teachers be versed in pedagogy that helps them understand and make connections

to the children they teach. Teachers also need to be able to assist these children in challenging and navigating the complexities of living, working and succeeding in a culture where white middle class values are still the dominant ones.

Although the United States has a diverse society, many of the like groups of people who share ethnic, racial and or cultural ties tend to live in close proximity to each other. Additionally, there are limited interactions between people of varying social classes within and across ethnic lines and this trend of staying with those who share these ties is increasing, not diminishing. People tend to interact with those who are like them. The “melting pot” is a metaphoric term to used in the United States to describe a heterogeneous society becoming more homogeneous; one in which the different cultures would “melt together” in order to form one common culture where the immigrants coming to the United States would leave their culture behind in order to assimilate and blend in with the idea of the dominant culture -which in the U.S represents the values of the white middle class. Today, even with the abundance of cultures that are celebrated today, if asked and if those asked told the truth, negative perceptions are firmly implanted in U.S. society in regards to negative stereotypes of minority groups. According to Coltrane and Messineo (2000), negative perceptions of minorities, especially of African Americans and Hispanics still prevail, while positive images of these groups in the media are still in undersupply. These groups are still considered to be less than whites in areas such as work ethic, intelligence, and patriotism. They are also portrayed more negatively in the media as being more likely to commit crimes (Johnson, 1991).

Assimilation, or the melting pot theory, has not proved to be beneficial to the U.S. society as a whole. Recently and as far back as the 1970's, large groups of people of color and/or those who share a culture other than the one being portrayed with strong middle class values have been encouraged to simultaneously celebrate who they are and their heritage-as long as it is not done too much out of what is expected from mainstream society (Brown & Bean, 2006).

Due to the increasing diversity of the U.S. population, an education enriched in examining, respecting and embracing the cultures of all of our students is essential (Sloan, 2008). The total population of children of color has grown dramatically over the last 30 years, which means that education needs to change to meet the demands of our culturally pluralistic society. The growing need to be more proficient in global affairs is one important reason for putting an emphasis on multicultural education (MCE). Increasingly, the world is becoming more interdependent and MCE can assist in providing a foundation for better world relations when those involved have an understanding of how to work and live in a culturally pluralistic world. Building a culturally proficient society in the U.S. is not only a matter of promoting racial and ethnic harmony, but is also a matter important to the national interest in global affairs (Gay, 1994; Bennett, 1995).

A school that has a quality multicultural education program would be one that has a learning environment which has high expectations, encourages positive contacts between racial groups, implements a multicultural curriculum, and has support from school stakeholders and ongoing training for teachers (Bennett, 1995). MCE is not a one size fits all model. The program should be designed for the needs of the student

population. Additionally, all stakeholders in the educational institution should be a part of the decision making process. Examination of where a person in the organization stands in their expertise, beliefs and values in regards to MCE is important. Gauging where people are in the continuum will assist in building a more honest foundation for how to create a roadmap for how to move forward by deciding where the school is now in its' cultural beliefs and academic expectations as opposed to where they want to be to make the learning meaningful for kids and make the learning connected to their culture and their neighborhoods. For example, in the 1993 video, The National Math Trail, a teacher named Kay Toliver felt that her students needed to develop a greater appreciation for their community. One way that she felt they could do this is by seeing where they could find the math where they live and how it was used in their particular neighborhood. After the class walked the neighborhood, they created a book of problems based on what they saw. The teacher had the confidence that the children could do this and an appreciation for what the value of the culture around the school could teach her students. In sum, multicultural education is an approach to instruction that affirms cultural pluralism within an interdependent and culturally diverse society. It engages all students in developing their fullest potential by nurturing the intellectual, social and personal capabilities and giving all cultural groups the opportunity to learn. (Banks & Banks, 1997; Bennett, 1995).

Conclusion

The review of the literature shows teacher self-efficacy is an important component to the success of students in the classroom. The classroom teacher makes a big difference in how well students do in a classroom (Haycock, 2001; Wong, 2011).

How successful a teacher feels he or she can be when working with his/her students can be monumental to student success (Bandura, 1977, 1982, 1986; Ashton & Webb, 1986; Gibson & Dembo, 1984). When a teacher can relate to his/her students in meaningful ways, has expectations that students can achieve, and teaches in a manner that demonstrates that a student's culture can be an important component to their learning, they can assist in closing the educational and opportunity gaps for students of color. As students' life experiences are different for each teacher, the above factors may need to be addressed in teacher training programs (Banks, 1995; Ladson-Billings, 1997; Boykin & Noguera, 2011).

Taken together, we have learned that we still need to learn more about the experiences teachers have had that prepare them to teach students of color in urban schools and how efficacious teachers feel in doing so. This study was based on the assumption that multicultural education, culturally relevant pedagogy, and culturally responsive teaching may help teachers build self-efficacy in working successfully with students in urban schools. This study aimed to add to the body of research on these topics.

Chapter Three: Methods

Qualitative Methods

This study employed an inductive qualitative method. Qualitative research depends on the views of the participants in order to gain the data for the research. Creswell (2008) states that qualitative research differs from quantitative in that qualitative research asks broad, general questions versus the narrow question types posed in quantitative research projects. Research participants in an inductive model provide much of the data collected in qualitative research through their words as the researcher strives to understand the topic through the experiences of the participant versus conducting a study to support a given hypothesis or theory. This type of inquiry is a way a researcher can examine and attempt to understand the meaning that an individual or a group of people give to a singular human or societal issue (Creswell, 2008). I used qualitative methods because I wanted to grasp the meanings, motives and patterns that may develop as participants answered the interview questions around teacher self-efficacy and the presence or lack of culturally responsive teaching practices in urban classroom settings. I looked to discover, describe and understand the underlying factors that influence the viewpoints of the targeted sample of teacher participants.

To review, the questions that guided this study were:

- How do teacher experiences and background factor into their self-efficacy when working with students of color? What training or coursework has prepared teachers for working with students of color?

- What culturally responsive teaching strategies do teachers use in their classrooms to affect students' academic and or social performance? How have these experiences and trainings influenced their beliefs?
- What are teachers' perceptions about how they can affect student performance?

I employed qualitative methods to examine the culturally responsive teaching strategies a teacher feels he/she uses in the classroom and examine how culturally relevant pedagogy may assist teachers in their social and academic interactions with students. Additionally, I looked for the how the participants described their self-efficacy in CRP, responsive teaching practices and their beliefs about how successful they feel they are in working with children in an urban school setting. I also wanted to uncover information about coursework and/or training teachers received for meeting the needs of diverse students.

Interviews are a common means of gathering data in qualitative research (Cresswell, 2008). In an interview, subject participants are asked a series of questions and their answers are recorded. The interview style can be structured, unstructured or a combination of the two types called a semi structured interview in which both open and close ended questions are asked. After the interview, the researcher then goes through the process of transcribing the answers so that the information gleaned can be used to inform the study and the body of knowledge about the topic (Esterberg, 2002). I used the interview method as a means to discover how efficacious teachers felt in their use of culturally responsive teaching strategies and what training and college coursework or student teaching experiences they received to prepare them to work with diverse students.

Sampling

Teachers were selected from two urban schools in the San Diego County. The schools were those where there was principal support for the research topic and in which the principal thought there might be willing teacher participants. The teachers needed to be full-time regular classroom teachers who had children of color in their classrooms. The teachers were chosen based on recommendation of their principals. The principals were asked to choose participants who he/she believed would be open to the research process. The participants also needed to be willing to take part in interviews to access their self-efficacy beliefs during the study. I recruited participants based upon principal recommendation and by use of the “Invitation to Participate in Study” document (Appendix A). This was the initial introduction to me as a researcher and what I was doing with my study. I asked for the assistance of the site administrators to help me invite teachers to interview. Their knowledge of the staff helped me to get participants who would be beneficial to the research study in terms of those who will follow through and be willing and able to speak well to the topic. I enlisted the help of the site administrators to make sure that within the set of chosen teachers that there was a range of years of teaching experience and a mix of the ethnicities among the teachers. The teachers were not intended to be those only with high efficacy in working with students of color, but it is possible that the principals chose teachers who they believed to be to be exemplars on site.

Because of the focus of the study, the selected teachers were those in schools that had student populations in which African American and/or Latino students comprised the majority of the population of the two schools. This sample of teachers

was of interest me as a researcher because I wished to learn where teachers were on the continuum of being a teacher knowledgeable about multicultural education, culturally responsive teaching strategies, culturally relevant pedagogy and how this knowledge may or may not affect what is done with students of color in the classroom. More specifically, I wanted to know how teachers developed their belief systems about how successful they can be in making a difference academically with children of color. In recruiting participants, I aimed for a variance of years of teaching experience in order to gain information on how training experiences may have differed for teachers. I wondered if recent training to help new teachers to enter schools and be successful with students of color made a difference, or if it was the in- or out-of- school life experiences that teachers brought to the classroom that make them more successful in urban schools.

All six participants were female. Four were white and two were African American. The teachers varied in ages from 30 to 60 years old. The years of teaching experience ranged between six years to thirty-seven years and the grade levels taught ranged from preschool through the sixth grade. Class sizes for the educators ranged from six to thirty-one students with class makeups of at least 50% minority students. All six participants were willing and eager to be a part of the study. On two occasions, two participants contacted me after their interviews to add more details to their responses. Teachers will be identified by the names Ms. Wales, Ms. Jones, Ms. Stone, Ms. Roger, Ms. Taylor and Ms. Peters respectively when referred to or quoted in the data analysis.

Table 1

Teacher	Age	Race	Years of Experience	Grade Level
Ms. Wales	31	White	9	Primary
Ms. Jones	60	White	37	Primary
Ms. Stone	30	White	6	Upper Elementary
Ms. Roger	57	African American	20	Upper Elementary
Ms. Taylor	58	African American	18	Primary
Ms. Peters	38	White	13	Primary

Description of Data Collection Procedures and Activities

To collect data for this study, I invited the participants to be a part of up to two interviews. The second interview was designed to allow for the opportunity to follow up on any questions that needed clarification and/or for teachers to share a sample product of a lesson they felt was engaging for the students. Five teachers participated in two interviews, while one teacher participant preferred to do one longer interview session. The general length of the first and second interviews was about 40 minutes each and the interview that combined questions from both interviews lasted about an hour. Interviews were semi-structured and followed the protocol in Appendix C. When the interview began, I introduced myself and reminded them of the purpose of the study. I let the participants know that I was conducting the survey in the capacity of a doctoral student at UCSD/CSUSM and not in the capacity of a school principal in the district. The consent form was given to them again in case they wanted to review its' contents. (Appendix B). I began the interview by trying to put the teachers at ease and by

reminding them that they were free at any time to stop the interview and that their identities and responses would remain confidential. I asked each question and allowed each participant to answer and offered clarification if necessary or if directly asked for an explanation by the interviewee. The interviews were conducted at a site of mutual agreement of the participant and me.

The study was carried out in a two-step interview process. The first interview aimed to discover teacher perspectives about how successful they feel they are in working with students of color and what if any strategies they use that meet the standards of being culturally responsive. The second interview required the teacher to talk through and give an example of a successful lesson done with students this year. I asked teachers how they built their level of mastery/confidence inside the classroom and how this was or was not reflected in the culturally responsive teaching practices they use with students on a regular basis. I inquired about and listened for elements of the frameworks of culturally responsive teaching (validating, comprehensive, multidimensional, empowering, transformative and empowering curriculum and strategies) and elements of culturally relevant pedagogy (promoting regular student academic success, cultural competency, and emancipatory practices). According to their principals, these were effective teachers who practiced good teaching strategies with their students. I wanted to try to discover through the interviews if the pedagogy that the teachers were using allowed the students to go deeper with their thoughts and conversations about culture, social justice and/or advocacy. I was also interested to find out what this might look like in a lesson.

I was also listening to see if I could determine if Multicultural Education was an integral and embedded part of the instructional practice. Would teachers speak about seeing successful models or having their own mastery experiences during their early work as beginning teachers? If so, how would they describe how they used this experience as a stepping-stone for themselves as being an efficacious teacher with their own students? The analyzed data from the two interviews would shed light on these and other questions asked.

Data Analysis

Interviews were transcribed and field notes were typed. Data from both these sources were organized to present the data in a systemic manner to answer the research questions. Data analysis relied on analysis of the data across the interviews. I first developed a list of codes arising from the research questions, realizing that new codes may emerge in the analysis. Through coding, I looked through the data collected and identified words or phrases that give information about the questions asked around teacher self-efficacy, teacher experiences around working with students of color and culturally responsive teaching strategies. I took these codes and sorted them into group orders in order to find common themes (Appendix D). Hand coding was then used to organize the data. From the interview answers, I was able to gather information about the strategies teachers use when working with students of color, what has prepared them in working with this student population and how successful they feel they are in the classroom with their students. The goal was to identify themes from the coded data in order to address the research questions that guided study.

Ethical Considerations

This study was reviewed and approved by the University of California, San Diego (UCSD) Institutional Review Board (IRB). The responsibility of the IRB is to review and approve research projects that work with human subjects to ensure that the projects are quality in nature, protect the rights of the participants and are designed with integrity with minimal risks to the participants. Consent forms were provided to participants after IRB approval to those who expressed interest in taking part in the study. As with any study, there were some potential risks involved. I did all I could order to minimize these risks and to explain the full scope of the study.

As noted earlier, I sent out a letter inviting the participants to be a part of the study (Appendix A). I then explained the purpose of the study to potential participants, multiple times if necessary. Study participants were given a copy of the consent form (Appendix B) that outlined the purpose and overview of the study. They were told that they could take the form with them so that they could review it at their leisure and I would contact them within the week to see if they had any questions. In addition, participants were assured that during the study, I would be the only person to handle to research material (consent forms, interview recordings). The direct supervisors were not allowed access to the notes or the interview transcripts. Keeping the confidentiality of the participant's identity was of paramount concern. I contacted the participants and collected the signed consent forms for those who wanted to participate. We then scheduled a meeting date. The meetings were conducted at a place of the participant's ultimate choosing and notes were kept securely on a pass protected computer or in another secure location. I used pseudonyms for participant and school names in order

to provide anonymity. It was my intention to help the potential teacher participants feel at ease with not only the study content but also give assurances that their identities would be protected to the best of my ability.

Chapter Four: Data Analysis

The purpose of this study was to examine the self-efficacy of a sample of urban school teachers who teach minority students. Self-efficacy was examined through the lens of Culturally Responsive Teaching (CRT) to uncover the teachers' perceptions of their effectiveness in working with students of color. Teacher participants were also asked about any training they may have received in their pre-service education or after starting their contracted positions that may have helped them become more successful in working in urban school settings. This chapter presents the analysis of the qualitative data that provided information from the teacher participants based upon their two part interview series.

Themes in Culturally Responsive Teaching, Multicultural Education and Teacher Self- Efficacy

During their interviews, teachers spoke freely and honestly about their experiences working with students of color. Their responses revealed their belief systems, the strategies they implement as they work with students within their classrooms and their level of success working with their students. In my analysis of the data, four major themes emerged. I will briefly describe each theme below and then elaborate the findings in more detail in the subsequent sections.

The first theme was the lack of training that teachers reported. All six teachers who were interviewed stated that there was little to no training or professional development opportunities that helped them develop skills in being a culturally responsive teacher and multicultural educator. A common belief that they could make a difference in the lives of their students was a second theme that emerged among the

teachers. Each teacher did believe that they could and were positively impacting the academic lives of their students. Though there were challenges that they each faced, they had a high sense of efficacy that they could help students succeed academically. The third theme that emerged was with regard to teaching strategies. The teachers used a variety of strategies to meet the needs of their students. They planned lessons and units that were engaging, hands-on, and incorporated many group work opportunities. These were well established teaching practices, and strategies that were good for students, but were limited in the fact that they did not go further in use of the strategies for helping students to be more critical thinkers (advocates) in their daily interactions with social injustices. The third theme segued to the fourth theme, which was the teachers' limited knowledge of how to take good teaching, culturally responsive strategies and use diversity as teaching tool to use a foundation for planning. Teachers' responses revealed a sincere interest in connecting with the diverse students in their classrooms and making the curriculum relevant to them, but the teachers did not advance a social justice or empowerment agenda with their students. Most of the teacher responses about incorporating diversity revolved around holiday and food activities. Each of these themes will be more thoroughly discussed below beginning with a discussion on the lack of teacher training.

Lack of Training

All six teachers responded that they had little to no formal training on working with students of color either in their pre-service work or after they started their contracted jobs. As evidenced by the responses below, teachers may have encountered at most one class, or a portion of another class dedicated toward how to work

successfully with students of color. Additionally, all stated that they had no trainings this year that have impacted their work with students in urban school settings.

For example, one teacher stated that she received little training in her student teaching experience. During her response, she also revealed through her pronoun usage (“we react”, “their culture”) her belief that there is a dominant culture in society at large and within her classroom. She recognized that people would respond differently based upon their lived experiences and what they bring into the classroom:

Actually, no. [Local university in Southern California] had like one weeklong portion within one of their month-long classes that was talking about culture, and we did do one part of one of my graduate program classes had something on it looking at how we interact with people from different cultures and how their cultural beliefs can influence the way they behave and the way they act in class. And so, and the way the families respond to teachers' things and so talking about how you have to be able to look through the culture, to be able to understand their actions rather than taking our cultural filter and forcing it on everybody else....
(MS. STONE)

Ms. Taylor stated that she received her coursework over thirty years ago and considers her teaching experience a compilation of what she has learned from her lived experiences. She said that considers herself to be “colorblind” in regards to working with her students - meaning that color differences do not matter to her when working with students, but added that she has learned that being colorblind is not necessarily an acceptable practice. She has come to realize from her experience working with families and from her own readings that not acknowledging race is discounting an important part of what a person brings to the classroom environment. She said:

Course work? There was no course work in the early 70's, in that era. I have life experience. I consider myself color blind and I only have recently learned that that's sort of, um, arbitrary. And that [being colorblind] it's not exactly considered a good thing. (Laughs) Because it,

because that means that I don't acknowledge or use the differences, and how the differences [between people] impacts people's lives. (MS. TAYLOR)

Along with agreeing with the other respondents about the lack of training and coursework she has received over the years, Ms. Peters commented on having high expectations for students and building relationships as being an important factor for working with her students. She also mentioned that as a white teacher, she will never fully understand the experiences of a person of color so she relies on her relationship building with students as a necessary means of connecting with them. She also spoke to the difficulties she had meshing theory to the realities of the classroom. Additionally, she mentioned having an awareness of bringing possible bias to the classroom based upon preconceived notions of what beliefs, values and traditions (culture) students contribute to the classroom environment. She stated:

Really, there was no coursework that prepared me to work with children of color. Nothing... We took some classes around cultural diversity and it's really the difference between theory and practice, where we can learn about the different cultures and learn that we must be aware of our own perceptions of culture. But when it came to actually teaching in the classroom, it was very different from what we were reading in books about how we can be aware and build relationships. (MS. PETERS)

Ms. Roger stated that she had the typical coursework from her credentialing program. However, she felt that she needed to correct some of the stereotypes that she felt were promoted in the curriculum. She echoed Ms. Peters' feeling of the disparity between theory and what actually happens when a teacher begins to practice his/her craft in the classroom. In her statement below, she described her frustration in being the only African-American in the classroom and having to read information in her textbooks or participate in classroom discussions that she felt were unfair and blatantly

untrue. She was particularly concerned about representations of how students in urban school settings should be “given a break” from the standard curriculum because they come from a less prosperous community.

Well, you have your typical coursework from the credentialing program. I would read and I thought this stuff is just book stuff-the theory. I had my different [student] colleagues because again, when I went to school, I was the only Black. I had to really stand up and say some of this stuff in the book-that’s not true, you know? And I kind of got THAT sense from some of the trainings or the coursework. Well, basically, they were saying that if you're in the urban schools or if you're in not a rural but in the urban schools, most of the kids because of the socioeconomic background-they’re not going to really attend too much so you want to make them [students] feel good. (MS. ROGER)

The data analyzed in this section revealed that the teachers in this study lacked training in cultural diversity, cultural relevant teaching strategies, and how to embed multicultural practices in their classrooms. Teachers also voiced concerns that the textbook suppliers did not keep up with the most current and appropriate ways to portray people of color within school settings. The analysis also revealed a need to give pre-service teachers opportunities to get positive vicarious and mastery experiences in safe learning environments that build positive self-efficacy in order to serve teachers well into their teaching careers.

Teacher Beliefs about Students of Color and their Sense of Self-Efficacy

Participants were asked several questions about their beliefs regarding teaching children of color and their sense of self-efficacy. Most of the teachers spoke to the fact that they felt they could make a positive difference in the lives of the majority of their students. A commonality among all of these teachers was that they mentioned that they enjoy and asked to work with the group of students that they had this year. The teachers

felt as though they could make a bigger impact on the educational lives of their students in urban schools as opposed to those students who may live in places with more resources available at their schools. That said, the teachers reported various struggles in meeting their students' needs, as well as strategies to address them. Below are three responses explaining what teachers do with children who struggle. Ms. Jones, Ms. Roger and Ms. Taylor were reflective about their practice. Their answers below revealed that they believe that what they do with children in the classroom really matters. That is, the teachers seemed to have a high sense of efficacy when it came to meeting the needs of their students.

I make sure that they really understand what I'm teaching, not just that they can read or write a piece... Or tell me exactly what I've told them. That they really understand what they're reading, that they really understand what they're writing about and have a deep understanding first. I need to know that they're able to produce the work that's expected in the classroom, and then I'll give them extra research projects or extra independent work that will engage them and teach them beyond what they already know, what they're learning in the classroom. (MS. JONES)

Okay. So when someone struggles with a concept, I mean, I think just as a good teacher you have to think about, "Did I present it clearly?" What other ways can I make this accessible to the child? Did I need to tap into other modalities? Do I need to use some tools, use manipulatives and kinesthetic practices? (MS. TAYLOR)

I look at my teaching. I look at it and see how can I show this in another way. So I try to find other ways and tools that kind of pull that stuff apart so the kids can really grasp it. (MS. ROGER)

When children do not understand the topic being studied, the teachers persisted and held on to the belief that their students will eventually grasp the concept with their assistance. They looked for alternate ways to present the information. They reflected

upon how the material was presented and felt that they had high expectations for student academic behaviors.

Ms. Taylor below described in her response below that she uses music or dancing to make the content stick in the minds of her African American students. This teacher seemed to believe that a universal best practice to get minority students involved in the learning is to have them imitate the entertainment culture seen in mainstream media. She said:

Or for some kids, especially I find for some of my African-American students, turning things musical makes a big difference. And that helps ... it helps a lot of kids but I noticed particularly some of my struggling African-American students can really tap into musicality or kinesthetic moves and dancing, you know, that kind of stuff helps it stick a lot better for certain kids. (MS. TAYLOR)

Her statement suggests a limited view of learning differences and how to address the needs of students of color, which is not uncommon (Goodwin, 1994).

Ms. Roger spoke about what she did for her students who excel. The response revealed her belief that students were capable of challenging, standards-based work and that implementing routines that required students to work to their strengths, individually or in groups, will help them learn. Her comment also suggested a belief that strategies such as problem based learning, differentiation of lessons and having students look at their work from a metacognitive point of view are good for students. Here is her response that reflected these beliefs:

I might give them one problem where they have to do more work...make it more of a multistep, more problem-based learning like the one I did with the menu. They had to really figure that out on their own or as a group. Let them know that there's more to learning than just getting something right. What was the process? I can always get the calculator and I can always look for the answer, but what's the process from going

from the beginning to end? To me, that's the learning. That shifts your thinking, you know, your misconceptions, your problem solving. So I'm trying to teach the problem solving of it and not just getting the answer. (MS. ROGER)

Ms. Roger really emphasized that she wanted students to be cognizant of what they were doing as learners when solving problems. She believed that it was more important that students know how to think critically than to know a formula without the foundational knowledge for why it is being applied. She stated that she would work as long as it took to help students grasp the concept.

Ms. Peters expressed her belief that having connections with students is key, especially when the teacher and students do not share the same cultural experiences. In fact, several of the teachers shared the importance of building relationships and having high expectations for students within their classrooms.

So, I got more of my insight and experience from actually working with the kids, their families and building those relationships. I learned on the job. Having expectations for them and learning their cultures, and visiting their homes. Understanding who they are and where they're coming from, that cannot be taught in a book. We just can't learn that in a book. Right? I will never know what it feels like to be Black or Hispanic. I do though, really try to get to know my students, so that we have a personal foundation to work from. (MS. PETERS)

As explained previously, Ms. Peters also stated her struggle around how she, a white teacher, will never truly share the minority life experiences no matter how much she gets to know her students and her families. Although there will always be some kind of cultural gap, she had a high sense of self-efficacy that with her help, she believes her students will still improve academically.

Ms. Roger commented that the low expectations she felt were prevalent from her fellow classmates in her teacher preparation program are also present with some of

her current teacher peers. With the limited amount of training that student teachers received in the collegiate program, she was both annoyed and concerned that she had to be the advocate for minority students when she felt that stereotypes in class discussions and texts were being perpetuated. She was also worried that teachers tried to simply build the self-esteem of minority students who live in low-income urban areas without also challenging these students with high expectations and grade level standards. With passion, she stated:

I was like, wait a minute! (Sits up and gets animated) Hold up! I went to [a local university in Southern California] and the teachers going through that program they seemed to not do too much in the classrooms in order to make it a pleasant day for them [the students], and seriously, and I see it, too, sometimes-the low expectations for kids [at my school]. (MS. ROGER)

She also believed there are multiple approaches that students can share with her and with other students that will benefit all classroom learners. She used her knowledge of student strengths and challenged students to be reflective and share their own learning. She shared:

When I went to school, there was always one way, especially like in math, and I remember doing a math problem and could get the same answer but I could not show you how I got it. But I just knew in my head, that it was the right answer. (MS. ROGER)

Ms. Jones also felt that trust and having a caring classroom are important elements of having not only a great lesson, but of a successful learning environment.

She said:

I have not learned much of value for those whom I feel don't care about me. I have learned immeasurable treasures for those who clearly invested in me, cared for me, had faith in me. If we don't genuinely care for or about our students, we will not be very effective teachers. Teachers teach life, not just "academic concepts". (MS. JONES)

Three respondents mentioned having high expectations of students and four teachers specifically mentioned that motivation was evident when the lesson was going well. They said that the students became more confident in their academic abilities because of the beliefs that their teachers had that the students could succeed. The teachers worked hard and made it a point to regularly give encouragement to build positive self-efficacy amongst their students. Two teachers stated:

... And when they get it, I press the easy button to encourage and motivate them-to tell them they got it right, even though it was difficult. And then somebody else will come. Pretty soon, they're all coming up. (MS. ROGER)

It's about joy and those moments like when somebody pours water and it runs down their sleeve and they go, "Oh, no." They didn't have that phrase a week ago, you know? It's exciting and motivating for both of us! (MS. JONES)

Ms. Taylor spoke not only to high academic expectations for her classroom and the scholarly behaviors students need to display, but also to the shift she had to make in her thoughts about what a successful classroom looks and sounds like.

My expectations are high for my students. They have to be. My kids have a lot of ground to make up in a year. I need for them to come in and be ready to work with me and with their classmates. No one gets a pass. I do a lot of lessons where they have to work together and talk about their learning. Really explain how they got this answer or why they think this is the answer to the question. (Laughing) I used to think I would get in trouble for having a noisy classroom, but now I know that's how it should be most of the time. (MS. TAYLOR)

Student and teacher motivation are two factors that Ms. Peters emphasized in one of her responses. She stated that if the students felt that the teachers thought that they could succeed, then the students themselves would be more likely to believe that they could succeed. This speaks to Bandura's (1986) social learning theory regarding

students seeing successful models of expected tasks, being successful themselves at the learning tasks they are required to do and being positively verbally praised for doing well. Students will be more likely to succeed and motivated to repeat the behaviors acknowledged with positive praise from their teachers and other significant role models.

Ms. Peters stated:

A mental picture of me at my best is me being motivated and energetic, very happy to be in front of students and students participating and listening, and talking to each other and in partnerships and groups and demonstrating their knowledge in all different ways.... through projects and having a very colorful, interesting classroom. And I feel this way because a lot of the motivation from students comes from how motivated the teacher is. And how the teacher perceives them, especially the younger students.

So it's very important that we have high expectations for all the students and we see them as successful learners, no matter where they are. And they will meet us where our expectations are. It's so important to convey that to them. So if we have a teacher who's not motivated or who has low expectations or thinks students can't learn because of a-b-c-d, then they won't learn and they won't be motivated. So that's why I feel that way. (MS. PETERS)

Ms. Peters revealed that high expectations and a hands-on lessons given by an excited teacher is very motivating for students. It was evident during her interview that engagement strategies and high expectations for learning is an important part of her lesson planning each day. Again, these are good strategies to increase student engagement and students can better demonstrate proficiency in a performance task when they engaged in a lesson, but they are not inclusive of a mindset that uses culturally responsive teaching practices to push students as critical thinkers and allow them to eventually be able to begin to form their own questions about what is happening around them and act upon it.

Overall, the teachers believed that they could positively affect the academic performance of their students in their classrooms. Whether the students in their classrooms were struggling or if they needed an additional challenge, they believed they could facilitate the learning to meet the needs of their students. They were passionate about teaching and had a high sense of efficacy. Building relationships with students and having high expectations and trust were topics that weaved through their responses. They were eager to share what they actually did with their students; the strategies that they used to facilitate the learning process in their classrooms. These strategies will be considered in the following section.

Teaching Strategies to Meet the Needs of Diverse Learners

Teachers were asked about the teaching strategies they used with students, and there were some commonalities in their responses. The analysis of data showed that their most successful lessons were those where teachers allowed students to use collaborative methods of sharing and learning. Designing collaborative work groups for students in which they could talk with each other to make meaning was a strategy used by all six of the teachers. The teachers also explained that their best lessons were ones that were theme-based, those where students could get engaged with the text, the task included highly desirable content and/or were hands on lessons. Moreover, the teachers provided models of proficient work for students so that the students knew the expectations.

Two teachers described their lessons below. They described using cooperative and/or collaborative learning strategies with their classes. The following description

given by Ms. Stone described building a respectful learning culture inside the classroom so that students can work as a team and are able to critique and validate each other's learning. She also described the use of collaborative learning inside the classroom.

(Laughs). There's a lot. A successful lesson? We've been working with multiplying with fractions-, decimals and numbers in class. And right now the kids-there's a mix of general ed [education] and special ed [education] and there's just a gigantic mix [of abilities] in there. We started doing one of the problems. Right after the teacher part, we did a couple of examples on the board and I released it [for them to do] on their own. I assigned a table captain. That person is responsible at each table for checking with everybody and discussing, making sure that everybody participated in discussing about how they got the right answer, how they got their answer and checking each other's work [cooperative learning]. Do we have the same answer on it?

I think the best part about it was listening to the kids validating each other's opinions, and [the students] having to discuss how they got an answer and that back and forth conversation kind of helped them really hone in what were the steps that they all needed to be doing-that they were all doing the same [steps]. And so that kind of solidified it; also having to explain what you did and what you did right and wrong. I thought that helped them really not just understand the concept but when you have to explain it to somebody else you really have a deeper understanding of what you're doing; that part and the fact that they were really working together as a team and they were being very respectful, which is nice. Sometimes they get too much into pointing fingers and, "You got it wrong," but this [way] is really more collaborative. (MS. STONE)

The description given by Ms. Jones also speaks to the use of oral language practice and having purposeful learning targets.

We're working on body parts [of an owl]. They had asked for the owl and we were also working on colors, so they asked for the brown. Now they have used their oral skills as they asked for the [appropriate] colors of the paint. They had to talk about the tree and the leaves and the owls on the branch but it's all this interactive hands on thing and it went really well. They copied the model [teacher provided a model of the product expectation]. All that vocabulary, they have learned the whole sequence of it and they have to request everything and it went really well. They use their targets. They used their color words. If they didn't know the

color words, I would say, "Oh, that's orange" and they would say back, "That's orange." So it went, went really well. So this is some kind of a, it's really more of a craft (Laughs) than a project but I was able to assess several standards based upon the students working through this activity. (MS. JONES)

A third teacher described a lesson that she did with students that had to do with money, fairness and dining out. She described this lesson as one that students participated in rich discussions, however, the concept of going out to eat was foreign to some of her students. She had to build some background knowledge of what a dining experience was like with the students who haven't had this experience. She also shared her personal experience of paying for group meals with her students. Like previous teachers who answered this question, she also talks about cooperative learning techniques and use of manipulatives.

If I have to get out the Unifix blocks or whatever I need to do I try to help them understand it conceptually because some of this stuff is so abstract, especially the math. (MS. ROGER)

Additionally, she spoke to how students are required to be reflective and metacognitive with explaining their learning to her and to fellow students. Problem-based learning projects are used frequently in this classroom.

I call this [assignment] 'Split the Bill'. But you know how when we go out to dinner, we're always trying to figure out who's going to pay for what? So basically, I like this assignment because it's a math assignment with cooperative learning. They have to work together to come up with, you know, come up with their answer. They have to write their thinking down. They have to give me a reasonable answer why they should split the cost of their meal or not. And, and decide if it's fair to do it that way. And to me, they say, well, [Teacher] that's kind of hard to say if it's fair because sometimes you just do something and it's okay. It's not always a black and white; It's that gray area. And so I said yes, many times I've paid less but if it helps somebody else, it was okay. So it just brought up another conversation. (MS. ROGER)

An analysis of the teacher responses above reveals that teachers were using common practices that good teachers use to help students access content standards (California Department of Education, California Commission on Teacher Credentialing & New Teacher Center, 2012; Ladson-Billings, 1995). The practices described by the teachers had some dimensions of culturally responsive teaching: teachers have set routines for group work, they taught student to work with manipulative tools to enhance learning and have set up classroom environments for making each student accountable for learning. The teachers spent a great deal of time describing how they planned hands-on, engaging lessons for students. Student engagement strategies will be discussed further in the next section.

Student Engagement Strategies

The second interview allowed the teachers to share a lesson that they thought went well during the current school year. All of the lessons shared were ones that the teachers felt the students were really involved in the learning. The lessons shared by the teachers were fun and engaging for the students because they were hands-on, interactive or had real life meaning. For example, Ms. Roger's "Is it fair to split the bill?" lesson (Figure 3) was given as a successful lesson example.

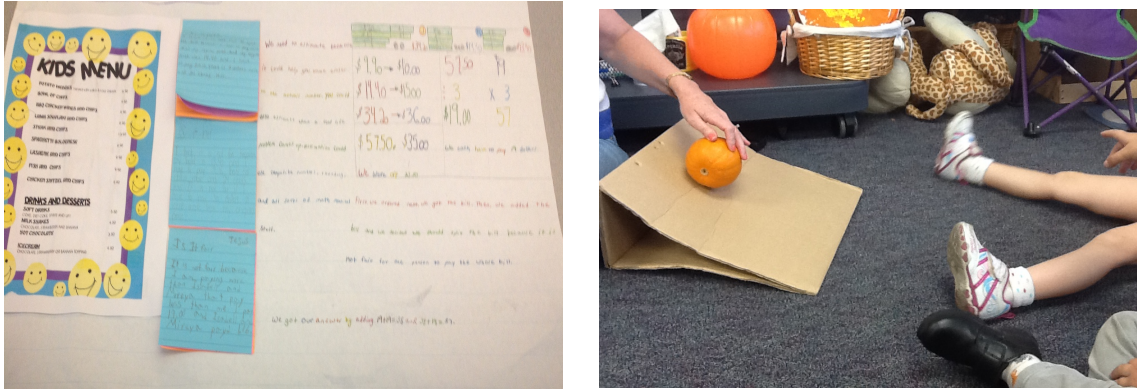


Figure 3

In this lesson, students were asked if all parties at a restaurant should split the bill equally no matter how much or little they ate at that meal. It incorporated math skills, group work, student talk and discussions around issues of fairness, equitability and dining etiquette. During the description of the lesson, however, limited to no elements of Multicultural Education, Culturally Relevant Pedagogy and/or Culturally Responsive Teaching were present, but elements of good teaching practices were described. Students were required to think about the trait of fairness within the project, but it was limited to this project only and was not used to explore fairness on a larger stage.

The lesson shared by Ms. Jones had a cross curricular Thanksgiving theme which encompassed reading, science and language arts standards (Figure 3). She described her lesson as one in which students were required to explore books, use language that was developmentally appropriate, and demonstrate that they knew that like in the book, the items would roll down the ramp. She stated that the students were really engaged in the lesson. They were reading the book *Sixteen Runaway Pumpkins* (Ochiltree and Lanquetin, 1995). The teacher said:

This was so exciting to watch!! Books are suddenly a whole new world to explore. These are the moments we teach for.

Since that day, they look at books differently. They talk about and label what they see. They look around the room to find similar/related objects in the room. They come show me what is in their book. They are engrossed in the books. Books became meaningful in that moment. They are now on their own road to literacy. The change in their interaction with books is dramatic. (MS. JONES)

It was a hands-on, exciting lesson for the students in Ms. Jones' classroom.

Because of the demonstrations, the book began to take on more meaning for the students. The students were motivated to take on the learning and the teachers were excited about the learning they were observing.

One lesson shared by Ms. Wales had a multicultural perspective via text selection. The picture book *Too Many Tamales* was read with the class when she was teaching the character trait lesson about honesty (Figure 4). The teacher stated that this book allowed children who had similar experiences as the characters in the book to explain some of the details of the plot such as if they had experiences making tamales, explaining Spanish vocabulary from the book to English only classmates and family making meals together which was a custom other



Figure 4

Non-Latino students said that they participated in as well. The teacher also mentioned that this book happened to fit the trait (honesty) that they were studying. It wasn't a text that was sought out specifically to celebrate or bring the Hispanic culture to the forefront. She said that she wished that she had more time to find content with more diversity with every unit, but generally she followed the district unit literacy choices that don't have much cultural variety.

Similar to the other lessons shared by the teachers in this study, the project was well planned and the teacher reported that it was engaging for the students. The teacher spent a lot of time planning out how this unit would be rolled out for students. The unit is probably a typical one done by teachers throughout the school or district; pick a trait, find a book that fits and it is a bonus if it has cultural relevance or is a topic that invokes a larger conversation for students that makes them think about how they can use this

information as a catalyst for change outside of their classroom. Teachers do not often engage in these types of complex conversations with students, however.

The teacher responses analyzed in this section pointed to good teaching practices (Ladson-Billing, 1995) but not necessarily to the strategies that demonstrated a broad use or in-depth knowledge of Culturally Relevant Pedagogy, Multicultural Education or Culturally Responsive Teaching practices. The responses included: small group instruction, use of manipulatives, use of student learning styles, cooperative learning, differentiation and acceleration. Their answers revealed that they are aware that what they do with children in the classroom really matters. When children cannot demonstrate their learning of the concept being studied, they look to how the material is presented and how to make the content more comprehensible to students.

Limited Knowledge of Culturally Responsive Strategies Used to Build Critical Thinking Skills

A key area of inquiry for this study is the culturally responsive strategies teachers report using in their classrooms. Teachers were asked how they incorporate diversity into their lesson plans, units or classroom practice. Incorporating diversity by using foods, holidays, text selection, current events, and allowing for student choice were the prevailing themes in teachers' responses.

For example, Ms. Wales stated that she uses technology to assist her with incorporating diversity in her lessons. She stated that she knew the importance of using pictures, literature or media that reflect the culture of the students in her classroom, but in the same breath stated the difficulty in finding the time to try to find these materials to use in her classroom. She said:

I spend a good amount of time making flip charts to search the Internet for good pictures, things that the kids will have a lot to say about, pictures that can really bring words and structures to life because I feel that for our students who are English learners, visuals are so important for them. Technology helps me show the students videos, songs or pictures of what I'm trying to get students to understand. I try to find things that show different groups of people so that kids can see themselves, but sometimes that is hard and I don't do it all the time.
(MS. WALES)

She went on to point out the limitations of the district-provided literacy curriculum units in regards to incorporating diversity in the story suggestions provided to classroom teachers for teaching the standards. She described a unit on character traits that her grade level used at the beginning of the year. She noted that there was limited time for finding rich pieces of text to use with students. Instead of searching out new literature that may have cultural relevance for students or texts that may help students learn about cultures that differ from their own, she and her colleagues chose texts they had used in the past or ones suggested by colleagues at the site. She remarked that the children who shared some of the same experiences as the characters in the chosen book *Too Many Tamales* (Soto, G., 1996) were eager to share with their classmates during the lesson. She stated:

I try and stick pretty carefully to curriculum, at least as far as big ideas. So sometimes I don't always love the text chosen from the district units. Not that they're not good, but I'll look for things my students can relate a little more to or things that have better big ideas and I realize they don't have the copyrights to certain books. So I, when I was planning a lesson at the beginning of the year or series of lessons around character traits that I want the students to embody throughout the year, I use what fits.

There are five characteristics we kind of came up with, and let's see if I can remember or see them: respect, kindness, honesty, integrity, and perseverance, so we kind of looked for books that embodied those and we tried to find some that could relate to different groups of students.

And so we found [the book] *Too Many Tamales* that we used to discuss honesty...

That book had some Spanish language in it. It has some ties for our students who are Mexican or Latino. It's interesting when you read that book because they get so excited because, "My mom makes tamales," and they can start explaining what the different things are [in the book] so they have some knowledge of that [and share with the rest of us]. And then we use [the book] *The Empty Pot*, (Demi, 1996) which I want to say off my head it relates to like Chinese culture ... (MS. WALES)

Two other teachers, Ms. Jones and Ms. Stone, spoke to how foods and holidays are important ways that they incorporate diversity in their classrooms. They were not alone. All of the teachers in some form or another spoke to cooking, foods or monthly holiday celebrations as the main way they attend to emphasize culture in their classrooms. Ms. Stone, who works with a large number of children with Individualized Education Plans (IEP's) said that she also looks to find texts that show people with various abilities and integrates current events whenever possible to make what students are learning more meaningful. At times, she allows students to choose the text used in class as a motivating strategy for the students.

Below are statements from Ms. Jones and Ms. Stone who reveal that most of the activities that they do within their classrooms revolve around discussions around what happens in the students' home, monthly holidays and food celebrations. This is a common way that diversity is represented in classrooms (Banks, 2008; Halagao, 2004).

Ms. Jones said:

So how cultural diversity comes in to our program is this whatever the families are... And whatever they do, "Do you go trick or treating?" "No." "What do you do?" "Well we go to a church harvest party." Okay. "How are they different [the celebrations in the homes], how are they alike?" We talk with families and present lessons that will broaden everybody's language and experience but to put a lot of things, about Thanksgiving coming up, we sent, we sent surveys home. "What do you

eat for Thanksgiving? How do you celebrate it? Who's gonna be there?" There are families that have different practices in different foods, different things they do so that becomes just part of our class. It's very different depending on who's on our class each year. (MS. JONES)

Ms. Stone responded:

We try and do a lot of stuff with looking at different cultures and family practices so throughout the year we do a lot of cooking, actually. And we invite the families to come in and bring their favorite recipes from home and talk about it or the kids get to bring in something that they did, they've done with their family, they've done at home. We talk about like holiday traditions and they bring in a lot of that stuff. We've also tried looking at and picking books from a lot of different perspectives. That's been, that's been interesting. They really relate to the book that has some sort of cultural component or because they are special ed if it has some sort of special ed angle or having to think about how people react to other people and how they interact with each other. We try and do a lot with looking at things that are happening all over the world so that they can kind of see that there's more than just beyond here, and how different people are reacting to it. They're especially looking at other countries and looking at things that we take for granted here versus things that they have there and stuff that's happening around the world. (MS. STONE)

Ms. Stone in her comment above stated that she invited families to come in to be a part of the classroom for a particular holiday event, but only if the event related to their particular culture. It was not clear that the families of the other students were invited to come to be a part of the festivities too, which could have created an opportunity for the different cultures within the classroom to see not only how celebrations and the reasons for the celebrations are done differently, but to notice what common celebrations there are among the students in the classroom.

The majority of the ways that teachers incorporated diversity were centered around monthly holiday traditions. Regular communication between community, families and the classroom could be valuable resources (Ladson-Billings, 1995), however, these relationships were an underused resource for these teachers. Teachers

could not articulate many other ways, besides building relationships with parents of students in their classrooms or using holidays and food celebrations, in which culture could be used to think about diversity on a larger platform that might allow students to appreciate their own culture and those of others on a deeper, more enduring level.

One teacher stated that with her limited knowledge of the Common Core Standards, that there wasn't much time for incorporating diversity, though text selection, high expectations and honoring student backgrounds were ways she felt she could bring in diversity. Ms. Peters stated:

There's not much room for diversity right now with the Common Core Standards and what we're teaching, because we're just learning about the Common Core Standards. So... I don't know. I think that would, that this takes a deeper understanding of what we're teaching, of the standards, and then to pull in the diversity to really understand how our students are going to learn the standards well based upon their own perception and their own culture. And teachers have to be very intuitive to be able to do that. To not only learn about the standards but also pull in diversity.

Text selection. Subjects around science, history... You can pull in diverse subjects there. Celebrations, cultural celebrations, celebrating diversity in the classroom. Honoring... Honoring individual students for their work and having high expectations for all students no matter what their culture or background is. It's so important to understand where they come from and what their family life is like. (MS. PETERS)

Ms. Peters' feelings about time being a barrier to bringing diversity into the classroom is a telling statement of the disconnect that happens when teachers are asked to implement a new reform, such as the Common Core Standards. Meanwhile, the new expectations of the Common Core State Standards could provide a perfect opportunity for districts to change mindsets for teachers in planning overarching concepts that incorporate diversity in a more comprehensive and systematic manner.

When asked about their views about working with children from diverse backgrounds five out of the six respondents stated specifically that felt that diversity was positive for the classroom setting, albeit some mentioned that at times it does make planning challenging. The one respondent who did not specifically speak to the diversity topic did say how she tries to make all students feel as though what they do and do not celebrate in their homes is respected in the classroom. Other participants also mentioned in their answers that they didn't want students to feel excluded in the classroom due to text selection, conversations or treatment. Most respondents also mentioned that what they do in their classrooms was dependent on the class make up. There were still the traditional references to recognizing and celebrating monthly holidays here, too. One respondent mentioned high expectations and standards when answering if the classroom diversity affected the way she taught. From the responses, it did not seem as though multiculturalism was a regularly embedded practice that happens in the school classroom or at the school site. If it was explored, it was around holidays or if teachers happened to know of a text that fit the day's lesson. Listed below are some of the teachers' responses:

I enjoy working with students from diverse backgrounds. This is difficult, but I really enjoy it. I love working with students of all different colors because they bring in so much to the classroom. They bring in so much to the discussion and I love to see them working together and playing together. And this is what our life is like, right? So, it's neat to expose them to all of that when they're young and when they don't think anything about it. They don't judge. They don't have preconceived notions about people based upon where they come from or what their color is, so I think it's a beautiful thing.

And how does it affect what we teach? Would that be the standards that we're using? Because that doesn't really affect the standards. It might be, it might affect the materials that we're using. Like the text selection, but

it absolutely wouldn't affect the standards that I'm teaching because I have a high expectation for all, so we're all supposed to be teaching [to the same] standards, right?

And then the way that I teach might be a little bit different based on the cultures in the class. I look at who is in the class students. I wouldn't change what is taught. I might change the way it's taught, or the materials I'm working with based on what their interests are and where they come from. (MS. PETERS)

Additionally, teachers referenced the importance of using the classroom setting as a place where students and teachers could explore the subjects of acceptance and tolerance. The class discussions were important to delve deeper into treatment of others, assumptions of race or ethnicity based upon outward appearance, and the richness that diversity brings into the classroom.

My views about working with diverse students? It adds to the dynamic of the classroom. It would be really boring to teach just one type of kid. It might make it easier in some ways, but it would be boring year after year- don't you think? I think that who is in your room should affect what curriculum you use in the classroom so that kids can see themselves and others in the class who are different from them in good ways. You can do this through class discussions and by the stories you use with the kids. You don't want to pick stories about just one group of people. You have to be careful because you also don't want someone to feel left out. (MS. TAYLOR)

I like the fact that I have such a diverse group of kids in here because they really do come from a lot of different places. For example, I have a little boy who everybody says is African American. He's actually Hispanic, though. He's from, I think Dominican Republic and they are Spanish speakers. They're classified as Hispanic so it's been interesting talking about assumptions, because he does get that label [African American] from others-including adults, "You are Black" but he says, "No, I'm a Spanish speaker. What are you talking about?" But I think that these conversations definitely help because they bring multiple viewpoints into class. The stuff that they talk about or things that their families have done, which is really cool, but they also have a lot to share with each other and also discussions just about acceptance in general. And, you know, how we treat other people and what we do about it. And differences and opinions and religions and cultures and the way people

look and really trying to use that into a discussion about how we treat others. (MS. STONE)

So to me, there are things that transcend ethnic background, cultural background. I do see that people sometimes people don't treat each other the same as they would treat some that don't look like them. They don't know how to treat someone that looks different from them. I don't really understand that. So that's I how am. (Laughs) (MS. JONES)

Above, all three teachers revealed that they believed diversity is a positive for the classroom setting. They spoke to how it makes the classroom a more interesting place of learning, teaches students to respect and value differences, and offers opportunities to demonstrate how to treat others who may be different from you. It seems these types of lessons could have been done whether or not there was a homogeneous or heterogeneous mix of cultures in the classroom. The lessons were generic in that they could be done in any classroom, but the depth needed to use these strategies to transform the curriculum into a powerful and empowering learning experience with culture as a social justice foundation was lacking. In other words, the deeper dimensions of CRT of being comprehensive, multidimensional and a transformative program rooted in promoting and maintaining cultural competency in addition to advocating for social change in school or neighborhood community, for example, were not apparent in the responses and in the lessons that were shared. To develop these components may require a deep paradigm shift for some educators.

One teacher (Ms. Wales) spoke about diversity not in regards to religion, race or ethnicity, but in terms of the differences in terms of special needs children and general education children. She referenced how important it is for kids to learn from one another, but acknowledges that the teacher needs to be a purposeful facilitator of this.

This year I find particularly challenging. I have just very different kids who learn in very different ways and who have very different home lives and who, you know, who have very different needs. So just the, the way you have to think about all your kids as individuals and manipulate what happens can be challenging, but I think the kids really just learn so much from one another that it's really worth it if you put the time in. It is a positive thing- most days. (Laughs). (MS. WALES)

Ms. Wales, above, refers to getting to know her students and using this information to make classroom decisions, a good strategy for having a successful classroom, however, there was no evidence that this knowledge was used to build sociocultural consciousness within the classroom.

To review, teachers who use culturally responsive strategies get to know their students and build relationships with them in order to draw on the lives and backgrounds of students as part of the foundation for enhancing student achievement. The teachers see diversity in the classroom as a positive. Teachers who are culturally responsive see themselves as being able to bring systemic change and equity in schools (Gay, 2000; Villegas & Lucas, 2002). From the responses received, multicultural education or use of culturally responsive teaching strategies as a platform for developing critical thinking skills, are not a regularly embedded practice that happens in the school classroom, at the school site or emphasized as important from the school district. If culture was explored at all in the classrooms, it was not used as a means to think about how bigger themes such as fairness, cooperation or how family might be thought of across cultures. It was recognized predominantly around holidays that recognized one group at a time and probably did not discuss the history or they reason why this day/month is recognized even in that one culture. The children probably did not connect the importance of why this group would celebrate this day beyond the party

or eating of the food that might have been brought in. If teachers happened to know of a text that fit the day's lesson or unit they used it, if not, they used another appropriate text. Limited time for planning their lessons and, more importantly, limited knowledge by teachers of what it means to engage in teaching strategies that are culturally responsive was evident in the content of the teachers responses. That being said, even if the teachers had ample time to plan, I do not think that there would be a dramatic change in how most teachers view how to treat culture in their classrooms. This is evident as teachers below were asked to describe a lesson that went well and that incorporated culturally relevant strategies.

The teachers were asked to describe a lesson or unit that demonstrated them at their best with their students. A follow up question to this one was how they incorporated culturally relevant strategies within the lesson or unit. Additionally, the teachers were asked their reasons why they felt the lesson was successful. All six respondents mentioned that when the classroom is at its' learning best because they have built relationships with their students, the topic is engaging and the students had fun doing the activity.

There would be lots of talking and lots of laughing. I think the best way to do anything is by having a good time and enjoying it and having fun, and so just a lot of that and a lot of back and forth between the kids with each other and with me and with, you know, the other staff that we have in the classroom. (MS. STONE)

Additionally, all six teachers stated that they allowed students to take on the learning via small group or collaboration and that they helped to guide the learning by becoming part of the learning conversation as facilitators-not as the only in the person who has the knowledge to share. Developing critical thinking skills and metacognitive

reasoning amongst students also came out as important for two teachers during the interviews. Teachers Wales, Jones and Roger shared:

But for me, small-group instruction's when I feel that I'm at my best. When I'm more facilitating a discussion amongst the kids and not really running the discussion. (MS. WALES)

It's not about I'm the teacher, you're the student and I'm going to pour all my wisdom into you. I'm not buying into that kind of teaching. I'm a catalyst for learning. I'm a facilitator for learning. I want for them to be doing the learning, not just from me in terms of the, the language goals I've picked or the concept I've picked but when it comes to a true learning, true learning is about life. It's about life and it's about relationships. (MS. JONES)

When I'm at the best with my students? It's when we're on that carpet and we're just talking through it and trying to get the answer. They don't understand it and they're raising their hands. I'll do it again and I'll have somebody else come, and I say talk me through what you are thinking. I say if you're working through it, you're going to get it? And I have them in working partners and working groups and somebody else will say, but [Teacher] I got this answer. But I say, no, you have to tell me why you have that answer. Or sometimes I'm wrong! (Laughs) but it's that collaboration. (MS. ROGER)

All of the respondents could talk to the strategies they used and felt were beneficial for improving academic achievement. This seems to confirm that teachers are using good teaching strategies for students-working in groups, classroom discussions to help students learn from each other, building relationships- but nothing in their responses revealed that CRT was being used within their classrooms in a transformative way on a regular basis, even when directly prompted with a follow up question about use of these strategies.

Summary

This study provided an opportunity to learn about the beliefs and practices of six teachers who are dedicated to the profession of teaching. These teachers exhibited an enthusiasm, honesty and great level of caring for their students. The teachers described various teaching strategies as culturally responsive: using real life examples, looking at habits of consumers, hands on learning, some use of literature that reflect different cultures. However, it seems that there is room for growth in terms of the teachers being proficient in the tenets of multicultural education, culturally responsive teaching practices and culturally relevant pedagogy used in a way that would get students engaged in their education in a way that builds critical thinking life skills needed to think about bigger issues. There was no evidence of a comprehensive program. If multicultural education and culturally responsive teaching strategies were embedded as a regular practice in the classroom as a means to think about and beyond the current lesson, there would have been evidence of teachers actively building in opportunities for students to learn about and respect their own culture along with the cultures of their classroom peers. Teachers might have reported parents and other community members being used as resources and models of diversity in the classrooms. Multiple texts and other items used with students would represent multiple cultures and teachers would encourage and facilitate conversations that allow students to share their culture with pride as well as be able to begin to recognize and question inequities happening around them. There was some evidence of culturally responsive teaching strategies, but they don't go far enough. For a more comprehensive program, teachers would need to help students develop the skills needed to allow them to develop the ability to identify and advocate for areas they see as being unjust in order to make a positive difference in their

communities (Darling-Hammond, 2010; Gay, 2000; Ladson-Billings, 1997; Santamaría, 2009).

It should be noted that both the teachers and the administrators that recommended the teachers for this study all believe that the teachers are successful with this population of students. This is important to be sure. At the same time, the students may have missed opportunities to get a broader view about how to use what they could learn in school to become not only proficient readers and writers, but also change agents in their schools and communities.

Chapter five presents a summary of the findings, connections to prior research, implications of the study for policy and practice, and recommendations for further research.

Chapter Five: Conclusion

The purpose of this study was to examine the differences in the self-efficacy of teachers among a sample of six teachers who teach minority students in an urban school district in San Diego County. The self-efficacy of these educators was examined through the lens of Culturally Responsive Teaching (CRT) (Gay, 2000) to explore how effectively they feel they work with students of color and to examine the culturally responsive teaching strategies they used with students that went beyond seeing culture as an add on to the curriculum. The study also inquired about the training teachers had received in pre-service or in-service years and how it may have helped them develop strategies for working with students in urban school settings. The goal was to uncover how successful the teachers feel they are working with a diverse classroom of learners and what life experiences and or training may have helped to shape their instructional practices and belief systems with respect to teaching children in urban school settings.

Several themes emerged in the analysis of the interview data gathered from the participants. The themes emerged as the research questions and sub questions were answered during this study.

To recap, the questions that guided this study were:

1. How do teachers' personal or professional experiences factor into their self-efficacy when working with students of color?
 - 1a. What training or coursework has prepared teachers for working with students of color?
 - 1b. How have these experiences and training influenced their beliefs?

2. What culturally responsive teaching strategies do teachers use in their classrooms to improve students' performance?
3. What are teachers' perceptions about how they can affect student performance?

The following is a summary of the findings in relation to prior research in the field.

Findings for Research Question One

The first question guiding this study was, "How do teachers' personal or professional experiences factor into their self-efficacy when working with students of color?" The study revealed that there was very little to no training or coursework that prepared the six teachers for working with their current student population of learners. Most to all of the instructional practices, curriculum used and pedagogical beliefs of teachers were developed by watching and asking peers for assistance, and referring to state content standards frameworks or the curricular units developed by the district and through background knowledge and or biases that emerged that was developed through their life experiences. For five out of the six teachers, there was possibly one class or a portion of a class in their pre-service training that was dedicated to working with students of color or on the topic of diversity. Within their teacher preparation programs, there was no attempt by the colleges or universities they attended to embed the topic of diversity throughout their classes in their program. Additionally, all of the teachers stated that there was no school or district professional development on the topic of diversity or culturally responsive teaching this year or in the past two years.

Despite of the dearth of training in their pre-service teacher training years and in their current contracted positions, all of the teachers felt like they could help their students succeed academically in their classrooms. They had a high sense of efficacy when asked if they felt they could meet the needs of their students. Teachers believed that they had high expectations for learning and that with their support, students would be able to develop the skills necessary to master the tasks that they set for them. All of the teachers felt that there were multiple ways to deliver instruction and ways that students could demonstrate their learning.

Prior research shows that teacher self-efficacy is an important component in how well students perform within their classrooms (Haycock, 2001; Wong, 2011). Research also shows that teacher performance is the leading indicator of student success behind principal leadership (Leithwood, Louis, Anderson, & Wahlstrom, 2004). The classroom teacher matters more to the academic achievement of students than any other factor including non-school controlled factors such as socio economic status (Haycock, 2001; Rand Corporation, 2012; Wong, 2011). How successful a teacher feels he or she can be when working with his/her students can be monumental to student success (Bandura, 1977, 1982, 1986; Ashton & Webb, 1986; Gibson & Dembo, 1984). Positive teacher relationships with students, high expectations for student success, and teachers who have a belief system that regularly demonstrates that diversity is important within the classroom can assist students in being successful in the classroom. Additionally, a teacher who shows real world implications for how learning about your own and the cultures of others is valuable can assist students in seeing relevancy in their own education. This in turn can help in closing the educational and opportunity gaps for

students of color. Life experiences varied for each teacher. Although the teachers in this study exhibited the beliefs and expectations that were consistent with positive classroom practices, these likely need to be addressed in teacher training and district professional development programs if these factors are expected to be a natural part of teacher practice for teachers just entering the profession and carried forward with teachers as they enter their salaried careers (Banks, 1995; Ladson-Billings, 1997; Boykin & Noguera, 2011).

Findings for Research Question Two

The second question asked the teacher participants to identify the culturally responsive teaching strategies they use with students on a regular basis. The teachers were not very familiar with the term “Culturally Responsive Teaching”, so I rephrased the term and asked them about what they use to incorporate diversity in their classrooms and the ways they engage students in the expected learning. The teachers were versed in student engagement practices such as collaborative and cooperative learning, small group instruction, knowledge of learning styles and differentiation of instruction to remediate or accelerate learning. However, as I listened to the responses looking for evidence of culturally responsive teaching strategies, I learned that most teachers used monthly themes to celebrate holidays and food celebrations. This superficial, add-on-to-the-curriculum method of honoring the cultures in schools is the way many schools and teachers take on the topic of diversity, and thus it is not surprising that teachers reported these activities. However, this approach does not take on more substantial topics of social justice and other types of social power inequities that are inherent in culturally responsive teaching (Banks, 2008; Halagao, 2004).

Gay's Framework for Culturally Responsive Teaching (2000) references that teachers should develop and use curriculum that validates and empowers student learners. The teachers using the framework as a guide would develop diverse tasks and use materials that are multidimensional and require students to not only think and respect themselves and where they come from, but also to think about and respect the backgrounds of their classmates and others at the school site. Additionally, teachers would take on the responsibility of developing the skills in students that demand that students recognize and take action when they notice occurrences of injustice. The interviews that took place with the teachers showed evidence that the teachers did feel that they were using sound teaching practices with their students, but it was noted that teachers felt there was not time or sufficient training that would allow them to do a thorough job with educating students with an emphasis on culture, so the way they incorporated it was through the monthly themes. Teachers did take time to learn about their students and their families and build relationships in order to make connections with students but these are not necessarily culturally responsive strategies. Every teacher, in this researcher's opinion, should do this each year when they get a new class of students. These team building practices make it possible for teachers to have a caring environment for their classrooms, but there was not much evidence of transformative practice that encompass the tenets of Gay's Framework revealed during the interviews.

Findings for Research Question Three

The third question asked teachers how they believed they affected the academic performance of their students. The teachers all had a high sense of self-efficacy in this regard. Six out of six teachers stated that they felt that they could help their students

move at least one year's academic growth or more while the students were in their classroom for the given school year. The teachers felt that they had good relationships with their students and most of their families. As Pierson (2013) states, "Kids don't learn from people they don't like." The teachers held the same belief. They stated that making connections with students and their families was important to having a positive and active learning environment and that when this connection was strong, they could really make a difference with children.

Setting high expectations for academic success was also an important goal the teachers had for their students. The teachers mentioned several times in their responses that the children needed to know that there would be academic challenges ahead for them, but with the support of their teachers, the students would all meet the standards albeit at different rates. The teachers' sense of self-efficacy here was strong. Five out of the six respondents specifically stated that they routinely thought about their students who might struggle and those who would excel with a particular grade level standard, as well as what they would do to help each student to continue to move forward in their learning. Teachers spoke to the teaching strategies that they used in order to help students make meaning, such as learning collaboratively. They used cooperative learning strategies which required students to be jointly responsible for making sure all students learned the essential learnings for the day hence "...creating a community of learners" (Ladson-Billings, 1995, p. 163).

Each teacher was passionate about her craft and was willing to do whatever it took to assist students to meet the learning challenges that may lie ahead for them. Consistent with prior research, they felt that students could and must succeed and that

they were an important component in making sure that this learning happened (Ladson-Billings, 1995; Wong, 2011).

There are many studies that show that having a positive self-efficacy is essential for teachers to have as it has a direct effect on what teachers think their students are capable in terms of academic performance (Goddard & Goddard, 2001; Tschannen-Moran, & Woolfolk-Hoy, 2001; Hines III, 2010). Indeed, the teachers in this study had a positive sense of self-efficacy, according to their own reports. Remembering that self-efficacy is based on *self-perception of their abilities* rather than a person's actual skill in an area makes it essential that teachers early in their careers need to have strong, effective models for what quality teaching looks like so that they can see it in action (Bandura, 1982; Bandura, 1986; Bandura, 1994; Bandura, 1997; Tschannen-Moran & Woolfolk Hoy, 2007). Teachers need to see good teaching models and they need to experience their own success while teaching students of color in metropolitan school districts-as most teachers will be teaching students within urban areas at some point in their careers (Haberman, 1994).

Previous research on teacher efficacy confirms that teachers who have high levels of efficacy have students who do well in their classrooms (Ross, 1998; Tschannen-Moran, Woolfolk-Hoy, & Hoy, 1998). In this study, in spite of having little formal experience in culturally relevant teaching strategies used to develop strong critical thinking skills in children to develop social justice and advocacy skills within their students and the lack of professional development and pre service training in these areas, all six teachers felt they could make a difference with their students by using engagement strategies in manners that they were already familiar with.

While previous research studies and articles have examined teacher self-efficacy on student academic performance in schools (Ross, 1998; Tschannen-Moran, Woolfolk-Hoy, & Hoy, 1998; Goddard & Goddard, 2001; Tschannen-Moran, & Woolfolk-Hoy, 2001; Hines III, 2010), this study examined teacher efficacy in terms of teacher use of culturally responsive teaching strategies by asking the teachers themselves about their own practice and experiences that have helped them with working with students of color and analyzing these responses for evidence of CRT. The research evidence shows that the six teachers interviewed for this study have a high sense of self-efficacy for working with students of color. They felt that they made a difference in the academic lives of their students on a daily basis. It also revealed, however, that even in the face of an increasingly growing diverse student population, there was still little change in the ways that most teachers are being trained to work with students of color in respect to instructing, nurturing and supporting pre-service and regular contracted teachers in culturally responsive strategies that lead to work that impacts the lives of students while in their preparation programs (Cochran-Smith, 2002) and there is no training in their school districts to help with this work.

Based on the information gathered from this study regarding the lack of substantial training for teachers on this topic, the next section offers recommendations to help teachers who work in urban school areas with diverse student populations. Additionally, school districts and teacher preparation programs recommendations are offered below that may further assist teachers to develop the culturally responsive strategies that could help them become more efficacious when working with diverse student populations.

Recommendations for Policy and Practice

The results of this study found that though teachers are using good strategies for student engagement, the strategies that they are using are not those that would be considered especially culturally responsive, at least according to Gay (2000). The teachers did feel efficacious in working with students of color at their schools, however, presumably others who similarly lack training may not. There are several recommendations to teachers, schools, school districts and colleges and universities that prepare future teachers that I would make based upon this study's results:

Teacher recommendations:

1. Commit to learning about the students and families in classrooms along with students.
2. Make use of the families and other neighborhood resources to help you learn about the cultures in your school community.
3. Be open to learning and facilitate a love of learning in students. Teach children how to think critically about what is happening around them and be willing to have the tough discussions that will inevitably occur as development of critical thinking progresses.
4. Be an agent for change; advocate for time, materials and training that will assist in developing the skills, knowledge and mindset for being a culturally responsive teacher.

School and district recommendations:

1. Consideration should be given to how to help teachers recognize and meet the academic, cultural and social needs of students.

2. Regular ongoing professional development needs to be developed and provided to reinforce the importance of exploring culture and using culture to validate where students come from in classrooms and schools on a daily basis. This training should be given to **all** school district personnel annually and should be monitored and reevaluated by the school board, district superintendent, school building and other district supervisors.
3. Time should be spent finding and or developing models of successful teaching using CRT strategies within the school district so that other teachers would have the opportunity to observe positive examples.
4. Examine how to move from the current approach to learning about culture that emphasizes foods and holidays, and particular people (i.e. Rosa Parks and Martin Luther King, Jr. in February for Black History Month) to a more embedded approach that teaches respect of the similarities and differences that each culture brings to the school and world at large.
5. Work with staff members on how to facilitate the conversations and interactions that will inevitably occur once the transformation of curriculum and mindset changes happen for both the adults and the students. Students will be taught, for example, to critically think and to challenge the status quo. Teachers and other school leaders will need to develop the skills to cope with, productively channel and promote these

ideas inside and outside the classroom so that students learn how to question (respectfully) what is happening in the world around them.

College and university teacher preparation program recommendations:

1. Look for quality cooperating teachers that exhibit both the character traits for good teaching practices and the intangibles that make a great teacher (Rinaldo, Denig, Sheeran, et al. (2009).
2. Provide multiple opportunities for student teachers to work with model teachers who provide exemplary teaching to students of color in urban areas.
3. Examine and revamp current course requirements to show the importance of Culturally Responsive Pedagogy, Multicultural Education and Culturally Responsive Teaching strategies so that these concepts are embedded in every class taken at the collegiate level. Professors of these classes should live these qualities by modeling these in their classes.

Thankfully, there are programs such as UCLA's Center X for teachers are already doing some of this work. Working collaboratively within this program, researchers and educator practitioners work to construct programs that help to prepare and support teachers and other instructional leaders in sound research based strategies that assist young students in less affluent K-12 urban schools to achieve academic excellence. This is an example of one program that is providing tools to educators, but there is a need for a larger consortium of teacher preparation programs doing this work. (<http://centerx.gseis.ucla.edu/>)

Implications for Policy and Practice for School Leaders

Implementing the above implications for policy and practice will be a formidable task. There are additional implications for principals and other school leaders that are equally important, as leadership for social justice is critical if we expect to see culturally responsive teaching in the classroom. The principal needs to engage staff in honest and realistic conversation(s) around race, culture and socio economic status, and their importance within the school curriculum. An acknowledgement that the “norms” of the dominant culture determine what happens inside and outside of school should be examined. Potentially, uncomfortable conversations about institutionalized racism, stereotyping of students, teacher quality, and discipline procedures need to occur in order for a true transformation of the educational culture to occur. These discussions cannot happen on one occasion and then be checked off as completed. The principal needs to engage in a sustained effort to make cultural proficiency and competency an important mainstay in the educational community. This will take time and patience. Much learning and unlearning will need to happen from the school leaders and trickle up and down to the classrooms. Professional learning communities where research is brought in for examination and consideration and where teachers feel safe to talk about the issues and be reflective of their practice will be needed. These learning communities will need to be guided by people who are proficient themselves on the topics and who are skilled in how to work with groups of people who may be accepting, resistant or unwilling to change. The role of the district and school leaders is to honor and guide and lead this work so that it will be sustained, realistic and meaningful for all of the practitioners within the school district-which

includes every employee in the district. The colleges and universities that prepare future educators can assist with this work by helping to mold the mindsets of student teachers toward this work so that the day to day lesson planning for students using culturally responsive teaching practices is the norm, not the exception.

Implications for future research

This qualitative study was limited in the respect that it had a sample size of six teachers. It would add to the body of knowledge on this topic if a larger number of teacher participants were studied so that there would be a bigger body of information gathered about teachers high or low sense of efficacy, their backgrounds and beliefs about teaching, and what supports may or may not be in place for these teachers. Additionally, it would be interesting to speak with the principals or other school leaders from where the teachers were chosen to see what factors they used to identify highly efficacious teachers from their schools to participate in the study.

In the literature review for this study, collective efficacy was discussed. Research on collective efficacy shows that when teachers collaborate at school sites, positives such as higher levels of trust amongst colleagues, positive educational environments for students and staff, and higher academic achievement for students can occur (Henson, 2001; Goddard, Goddard & Tschannen-Moran, 2007). A study that examined collective efficacy in schools and school districts that have core groups of teachers who regularly support each other in lesson planning and the art teaching would be worthy of research efforts. It would be also be interesting to note what types of leadership support this core of teacher groups received and what this support looked like. Additionally, getting the perspectives of both the leadership and the teacher

groups about how successful the support is and how it translates to student achievement could be explored.

Finally, a study of school districts that are putting time and resources into providing multiple-year professional development in the areas of culturally responsive teaching practices, and cultural proficiency training with staff members would be of benefit to educational practice. A study of this nature could possibly include quantitative efforts that would examine teacher perceptions before and after this professional development was delivered. This could be a longitudinal study for a period of three to five years to see how the intended concepts and objectives of the professional development series were taking hold in the classrooms and the educational culture of school sites. It could also be noteworthy to see if the number of disciplinary issues for students of color increases, decreases or stays the same after this type of professional development was done- if this was an area of concern at the school site(s) being studied.

Conclusion

Most teachers will be teaching in urban school settings at some time during their teaching tenure (Haberman, 1994). Thus, it is critical that the teachers are prepared for teaching in this learning environment so that they can have access to and internalize strategies that help students validate and use their culture and the cultures of their peers as tools to enhance student learning. Additionally, teachers should interrupt their own learned biases about the learning work that children of color in their classrooms can do. The pedagogy of poverty discussed earlier does nothing for students in low income areas except to in most cases decrease the ability for students to think critically and

increase the ability for these students to be behaviorally compliant and simultaneously be minimally engaged in school (Haberman, 1991). High teacher expectations for student learning are essential components for high student academic achievement. Teacher preparation programs need to do a better job in preparing teachers in their pre-service studies so that they have a high sense of self-efficacy for working with students of color and the skills and knowledge to go along with this efficacious belief before reaching their permanent classroom positions.

School decision makers at all levels could benefit from research results that could show what factors have the most effect on improving a teacher's sense of competency in teaching the content that a diverse population of students would need to use for the next grade level and beyond. In this way, district office, university personnel and school site managers could assist in providing useful models of professional development in pedagogy that may help teachers build confidence that they can affect student achievement and therefore close the achievement gap for their students.

What is needed is to engrain within educators the notion that students, their families and the surrounding community are rich resources for the classroom. Schools should be drawing more on the cultural knowledge, experience and preferred methods of demonstrating learning that students bring into the classroom. This can create more meaningful learning experiences for the children, build bridges of respect between school and home, and legitimize students' own culture and the cultures of their peers (Gay, 2000). This work begins with the teacher preparation programs and then has to be maintained and supported by explicit and well-developed plans for culturally

responsive teaching that districts and schools use with teachers and staff. Educators need to meet the needs of their growing diverse student populations, but they also need to have quality models and tools to be able to do so in order to cultivate efficaciousness in this work and to in order to be held accountable it. (Gay, 2002).

It was a failing of my teacher education program to prepare me for understanding the culture of the farming community in which, I, a California raised city girl would be doing my student teaching which almost led me to abandon my dreams of becoming an educator. More robust coursework that would have prepared me to get out of my own culture and recognize that I needed to be well versed in culturally responsive teaching strategies so that I could better relate to my students would have made the culture clash that inevitably happened once the novelty of the teacher from the city wore off, may have made the six week experience a better learning opportunity instead of a near disaster. What I needed was not only the good teaching strategies, but also the knowledge that would help me develop within my students the skills they needed to be proud of where they came from, but also the expertise that would have helped me to be able to share where I came from so that there was an opportunity to learn from each other and develop a healthy respect that could have led to a powerful learning environment in that classroom that went beyond the four walls of the classroom. Instead, there was a frantic need on the part of my professors to find a second student teaching experience where I could recover and learn from a well-qualified master teacher who could and did teach me some of these things. I thank them for recognizing this need. I hope that every future teacher gets this opportunity and that teacher preparation programs look to the models that are already trying to transform the way

teachers are currently being trained to look at ways in which cultural context, social justice and advocacy could play a bigger role in the daily lives of students.

Appendix A: Invitation to Participate in Study

Dear Fellow Educator,

My name is Tracey Jenkins-Martin and I am a doctoral student in the UCSD/CSUSM joint doctoral program. I am conducting a research study around the topics of teacher self-efficacy, multicultural education and culturally responsive teaching. I am currently looking for educators who are willing to participate in my study. Teachers who choose to participate in this study will be asked to take part in up to two interviews that gauge how they confident they feel in their abilities to teach the classroom students. Additionally, I would like to conduct an observation in your classroom. One observation and up to two interviews (pre and post observation) will be done in this study per participant.

The contents of the observation notes and the discussions that occur during the interview will not be shared with your site administrator unless you choose to do so yourself. This process is voluntary, anonymous and confidential.

I do hope that you take some time to consider being a part of this important work. Please call me at 619-602-XXXX with any questions you may have regarding the process. I will return on June 30th, 2013 to collect the consent to participate forms.

Again, thank you for your time. I look forward to hearing from you,

Sincerely,

Tracey Jenkins-Martin

Appendix B: Consent to Participate in Study

University of California, San Diego
Consent to Act as a Research Subject

THE ROLE OF CULTURALLY RESPONSIVE TEACHING, MULTICULTURAL EDUCATION AND TEACHER SELF EFFICACY

Tracey Jenkins-Martin, under the supervision of Dr. Amanda Datnow, Professor in the Department of Education Studies at UCSD, with the approval of the San Diego Unified School District, is conducting a research study to find out more about the experiences of teachers of students in urban areas in the areas of teacher efficacy, multicultural education, culturally relevant pedagogy and culturally responsive teaching.

This research study is being done in support for my doctoral dissertation for the UCSD-CSUSM Joint Doctoral Program in Educational Leadership. We are looking for educators who are willing to participate in this research study. Teachers who choose to participate in this study will be asked to take part in up to two interviews that will give information about their views around the topics listed above. There will be between six and eight teacher participants in total who will take part in this study.

The contents of the interview notes, the discussions and recordings that occur during the interview will be kept confidential and will not be shared with your site administrator, unless you choose to do so yourself. This process is voluntary, anonymous and confidential. The data collected will be used to inform future researchers and promote change in how teachers are trained in working with students of color in urban areas.

If you agree to be in this study, you agree to participant in the interview process that will be audio recorded. The interview will ask you questions concerning your experiences with multicultural education and culturally relevant pedagogy and how the experiences have shaped how you work with students in your classroom. The interview will last up to an hour. The interview will be transcribed and analyzed. All audio recordings will be destroyed after December 14, 2014. Until then, any hand written notes, audiotapes will be secured in a locked file cabinet. The second interview will ask you to clarify or expand your knowledge on the subject. It may last up to an hour and will take place within two weeks of the first interview. You can decline to answer any question that makes you feel uncomfortable or you may tell the researcher that you do not wish to continue. If at any point in the interview you feel uncomfortable, the interview session will terminate. The already recorded portion and any notes from of the session will be used for the research unless you, the participant, request that the whole session not be used.

Your identity will be anonymized, as your name will not appear in the transcript of the interview nor will it appear in the analysis. Participants and interview notes will be coded numerically to ensure anonymity. Original audiotapes will be destroyed after December 14, 2014. Research records will be kept confidential to the extent allowed by law. The UCSD Institutional Review Board may review records.

There is, however, a small risk of a potential breach of confidentiality if participants choose to disclose their participation with others. The researcher will take every precaution to keep all recordings and handwritten notes kept secure. All notes done electronically will be password protected.

Because this is a research study, there may also be some unknown risks that are currently unforeseeable. You will be informed of any significant new findings.

There may not be any direct benefit to you from participating this study. The principal investigator and the educational field at large, however, may benefit by learning more about what multicultural and or culturally responsive teaching strategies successful teachers use within their classrooms.

In compensation for your time, you will receive a \$5 Starbucks gift card after the completion of the second interview for participating in this study. If one interview is all that is necessary, you will receive the gift card after completion of this interview whether you choose to answer all of the questions or not.

Participation in research is entirely voluntary. You may refuse to participate or withdraw from the study at any time without penalty. There will be no cost to you for participating.

The researcher, Tracey Jenkins-Martin, has explained this study to you and answered your questions. If you have other questions or research-related problems you may reach Tracey Jenkins-Martin at (619) 602-XXXX. You may call the Human Research Protections Office at (858) 657-5100 to inquire about your rights as a research subject or to report research-related problems.

You have received a copy of this consent document. Yes No

You agree to participate. Yes No

I agree to be audiotaped during the interview Yes No

Subject's signature

Date

Appendix C: Interview Questions

- a. What is your age/ethnicity?
- b. How many years have you been teaching?
- c. Tell me about the students in your class. What is the class makeup?
- d. What coursework has helped you in regards to working with children of color?

Which trainings this year do you feel have made the biggest impact on your work with kids?
- e. What do you do when a student struggles with a concept you are teaching? When they excel quickly with a concept you are teaching?
- f. Give me an example of a lesson you thought went really well in your classroom. What was the lesson design? What was the topic? What did you hear students saying? What were the students doing? Why do you think it was so successful?
- g. How do you incorporate diversity into your lesson plans, units or classroom practice?
- h. What are your views about working with children from diverse backgrounds? How does this affect what and the way you teach?
- i. Create a mental picture that demonstrates you at your best with your students? Describe it. Why do you feel this way?

All or some of these questions may be asked. The questions that will be asked will be dependent on the participant's elaboration or lack thereof.

Appendix D: Codes

Lack of training

- No professional development
- No coursework

Teacher Beliefs about Students of Color and their Sense of Self-Efficacy

- Building relationships
- High expectations

Teaching Strategies to Meet the Needs of Diverse Learners

- Cooperative learning
- Collaboration
- Group work
- Text selection

Limited Knowledge of Culturally Responsive Teaching Used to Build Critical Thinking Skills

- Facilitator
- Tolerance
- Holidays
- Food
- Cooking
- High expectations
- Text selection

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