

# Professional Development School Experiences and Culturally Sustaining Teaching

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*Culturally sustaining pedagogy (Hill, 2012; Ladson-Billings, 2014; Paris, 2012; Paris & Alim, 2014), culturally responsive teaching (Gay, 2002), or culturally relevant pedagogy (Brown-Jeffy & Cooper, 2011; Ladson-Billings, 1995a), is the use of students' cultural knowledge, experiences, learning preferences, and common cultural examples while developing curriculum, teaching, and managing behavior. Knowing learners and having cultural awareness are critical components of teaching (Shulman, 1986, 1987). Faculty must address issues of cultural knowledge and assist candidates in developing the skills and attitudes for culturally diverse students. Researchers use Siwatu's culturally responsive scales (2007) to determine areas of focus when forming future teachers' experiences.*

## INTRODUCTION

Gaps in the academic performance of African American, Native Hawaiian, Native American, Native Alaskan, Latino, and other minority groups is an important educational challenge (Hammond, Wilson, & Barros, 2011; Jones & Salinas, 2013; Kana'iaupuni, Ledward, & Jensen, 2010; Kashatok, 2011; Ladson-Billings, 1995b, 2005, 2013; Lohse, 2008). In order for these educational deficits to be effectively addressed, teachers need to have a deeper understanding of the students' culture (Delpit, 1995; Hill, 2012; Howard, 2003; Richards, Brown, & Forde, 2006). Unfortunately, graduates do not always feel adequate to work with all groups (Cruz, Ellerbrock, Vasquez, & Howes, 2014). Today's classrooms need teachers who are comfortable educating diverse students from various cultures and backgrounds (Gollnick & Chinn, 2002) and can effectively transit between the home and school cultures (Allen & Boykin, 1992; Kea, Campbell-Whatley, & Richards, 2006; Siwatu, 2007).

Ladson-Billings (2011) introduces the concept of cultural competence to describe teachers who work to find out about students' backgrounds, cultures, and experiences and are able to "work back and forth between the lives of their students and the life of school." (p. 40). Given the importance of cultural responsiveness (Ladson-Billings, 2011), it is important to explore ways for preservice teachers to better

understand the importance of culture and assist candidates in developing the skills needed to bridge the home and school cultures.

The authors of this paper describe the use of Siwatu's (2007) Culturally Responsive Teaching Outcome Expectancy Scale (CRTOE) and the Culturally Responsive Teaching Self-Efficacy Scale (CRTSE) with students participating in a professional development school experience. The goal was to see if faculty and students working within a diverse setting can better identify and improve their cultural competence and pedagogical practice consistent with Ladson-Billings (2011) definition of "helping students recognize and honor their own cultural beliefs and practices while acquiring access the wider culture, where they have the chance of improving their socioeconomic status and making informed decisions about the lives they wish to lead." (p. 40).

### **Statement of the Problem**

The College is the State's designated public liberal arts university. Although faculty and students are involved with many high-impact educational practices consistent with the goals of *Liberal Education and America's Promise* (Kuh, 2008), most of our students do not match the local diversity or have the specific experiences to further develop their culturally sustaining teaching. Their work in an urban school environment can lead to cultural misunderstandings (Mason, 1999; Schaffer, Gleich-Bobe, & Copich, 2014).

Given the lack of black teachers (9.3% nationwide) and the less than two percent of black male teachers nationwide (Toldson, 2013) it is imperative for a diverse population, such as the one where the researchers reside, to have teachers that are able to understand K-12 students' cultural beliefs and children make the transition to the school environment without losing their own cultural attributes and identity. To better develop cultural competence and culturally sustaining teaching practices, the College of Education developed a professional development school partnership with the local school district. It is believed that this relationship would be mutually beneficial in improving the educational achievement of the local K-12 students. It was also hoped that the preservice teachers would benefit through further development of their cultural awareness and teaching practice as identified and further measured by the CRTOE and CRTSE scales.

### **Background**

*What does it mean to be "culturally responsive" or use a "culturally sustaining pedagogy?"*

Ladson-Billings (1995a) discusses the term culturally responsive as more than a simple accommodation of students, but rather a more dynamic or synergistic relationship between home/community culture and school culture (p. 467). They must practice a cultural approach to learning and teaching (Banks & McGee Banks, 2013). When studying culturally-responsive instruction in classrooms, Ladson-Billings found collective efforts being used to encourage academic and cultural excellence where the culture outside of the school was reflected in how students assisted and encouraged each other (Ladson-Billings, 1994, 1995b).

Ladson-Billings (1995a) also introduces the theoretical model of a "culturally relevant pedagogy" (p. 469), noting the positive influence this approach has on achievement. Additionally, Ladson-Billings (1992) describes how culturally responsive teachers develop intellectual, social, emotional, and political learning by "using cultural referents to impart knowledge, skills, and attitudes" (p. 382). Ladson-Billings' (1995a) and Schmeichel's (2012) research includes findings on the importance of a teacher exploring his or her own conception of knowledge; including the relationship of the knowledge to the curriculum and the assessment of the knowledge. Thinking about their own conceptions and pedagogy is an important first step in understanding ways to reach out to culturally-diverse groups. Osborne (1996), in a synthesis of ethnographies, notes some examples of strong confirming evidence that culturally relevant teachers need not come from the same ethnic minority group (p. 289-290).

Paris (2012), questioning the earlier use of the terms "culturally relevant" and "culturally responsive," builds on earlier research and provides the stance of "culturally sustaining pedagogy." This approach "seeks to perpetuate and foster—to sustain—linguistic, literate, and cultural pluralism as part of the

democratic project of schooling” (p. 93). In other words, instead of a “tolerance” of culture, there needs to be an educational program for students where pedagogy is more than “responsive of,” or “relevant to,” cultural experiences and practices— “it requires that they support young people in sustaining the cultural and linguistic competence of their communities while simultaneously offering access to dominant cultural competence” (p. 95). The goal is for a more fluid approach to pedagogy that supports the pluralistic nature of the students and the evolving identity and cultural practice (Bristol, 2015; Ladson-Billings, 2014; Paris and Alim, 2014).

### ***Field Experiences and Professional Development Schools***

*Is simple exposure enough to foster culturally sustaining pedagogy with teaching candidates?*

Ladson-Billings (1995c) discusses how field experiences have become regulated to include diverse experiences but these experiences do not always produce beneficial results and can actually widen cultural gaps. Professional Development School (PDS) experiences can however, provide an immersion experience that Ladson-Billings (1995c) suggests allows for observation and learning from the groups they will teach. Richmond (2017, p. 7) in an article on community partnerships notes that “it is critical for those preparing to become teachers to understand what surrounds and drives the young people they will teach...” Zeichner (2010) also suggests that there needs to be a better interplay between academic, practitioner, and community expertise.

Chou (2007) provides an outline of potential the benefits of a PDS when working with diverse populations, noting that the experience provides for a variety of instructional strategies. The PDS experience also includes the needed time to debrief and reflect as a way to counter prejudices. Since cultural approaches to pedagogy may not be conceptualized the same by the teachers, faculty, and teaching candidates (Young, 2010), it was important to have a set of common constructs to work from as faculty address issues of cultural knowledge and assist future teachers in developing the skills and attitudes necessary to work with culturally diverse students. The researchers felt that Siwatu’s culturally responsive scales (2007) could help identify areas of common understanding and be a tool for further understanding and fostering of culturally sustaining pedagogy.

### **Research Questions**

Given the importance of culturally sustaining teaching and cultural competency, the researchers are exploring the use of the CRTOE and CRTSE scales within a professional development school (PDS) experience. The two questions that researchers are seeking to answer are:

1. Can the CRTOE and CRTSE scales be used to identify areas of need related to cultural awareness with preservice teachers and
2. Will the PDS experience show an improvement in cultural competency as measured by the CRTOE and CRTSE scales?

### **Methodology**

The study was designed for the researchers to look at initial data for areas of need in terms of the areas indicated on Siwatu’s (2007) culturally responsive scales. They also looked for how the overall experience would made a difference with respect to areas related to culturally sustaining pedagogy.

### **Subjects and School Setting**

The subjects were intact cohorts of college students in the undergraduate degree programs in early childhood (grades P-5), middle grades (grades 4-8), and special education general curriculum (grades P-12), as well as masters of arts in teaching students preparing for various subject matter secondary school teaching positions (grades 6-12). There were 110 respondents and two students who did not fill out the informed consent and failed to include an id number on the survey so their information could be matched pre-post. The subjects in the undergraduate programs are primarily from outside the college’s region because of the competitive admission standards to be accepted to the College. The master’s students are generally local and will seek a position on the local schools.

The school district is a small, rural district with a student population racial makeup similar to the county's population and all schools are identified as Title 1. The student enrollment is 65% black, 28% white, 1% Asian, 2% Hispanic, and 4% multi-racial (Baldwin County Schools, 2014). Only one of the four elementary schools was used and it is identified as a “focus school” due to persistent low achievement. There are two professors in residence from the college that assist in the schools. One is supporting the superintendent’s reading/literacy programs and the other is facilitating districtwide support in the area of Positive Behavior Interventions and Supports (PBIS).

The Professional Development School relationship is consistent with the National Association for Professional Development Schools (NAPDS, 2008) and includes essentials such as a formal articulation agreement, a working governance structure, and collaborative work among all participants. The balance of power, referred to by Breault (2014) does not lie with either entity and all work is collaboratively in the interest of promoting P-12 student achievement and enhanced teacher candidate preparation.

### **Measures**

The variables are the items from Siwatu’s (2007) culturally responsive scales and include 26 items from the Culturally Responsive Teaching Outcome Expectancy Scale (CRTOE). This instrument allows participants to rate, from 0 (entirely uncertain) to 100 (entirely certain), the probability that the behaviors listed will lead to the outcomes that follow the behaviors. Two examples are “A positive teacher-student relationship [outcome] can be established by building a sense of trust in my students” [behavior] and “Incorporating a variety of teaching methods [behavior] will help my students to be successful [outcome].” [See Appendix A],

Another 40 items are from the Culturally Responsive Teaching Self-Efficacy Scale (CRTSE). With this instrument, participants rate from 0 (no ability) to 100 (highest ability) how confident they are in their abilities such as “Identify ways that the school culture (e.g., values, norms, and practices) is different from my students’ home culture” and “Implement strategies to minimize the effects of the mismatch between my students’ home culture and the school culture” [See Appendix B]. These instruments are seen as valid and reliable.

The surveys were administered during class periods at the elementary, middle and high school at the beginning and end of a semester. The pre-post data was matched through the use of student college id numbers.

### **Procedures**

Similar to Frye, Button, Kelly, and Button (2010), researchers administered a pre and post survey during the fall 2015 semester. Consistent with the research questions, the study has two parts. The first part was to survey all students in the cohorts and then look at the overall pre-data to see which areas faculty should focus on that term and in the future. Second, re-administer the survey at the end of the semester and look at if there were any pre-post differences.

For the first part simple averages were used to look for areas of focus. For the pre-post analysis, researchers used the Wilcoxon Signed Rank Test (<http://vassarstats.net/>) to compare pre-post differences of the repeated measures. The Wilcoxon Signed Rank Test is a nonparametric test for the significance of the difference between distributions of two non-independent samples involving repeated measures or matched pairs (Lowery, 2015).

### **Human Subjects Protection**

Institutional Review Board (IRB) approval was provided for this study. All data collected was coded with students college identification number so that pre-post information could be matched. A copy of the informed consent is located in Appendix C.

### **Results**

The pre-post comparison yielded a significant difference with the Culturally Responsive Teaching Outcome Expectancy Scale (CRTOE) with a two-tailed p-value of <0.01. The pre-post comparison of the

Culturally Responsive Teaching Self-Efficacy Scale (CRTSE) was also significant with a p-value of  $<0.01$ .

Individual item averages for the pre-data included the following areas that the researchers identified as less than 80% for the CRTOE and less than 70% for the CRTSE and needing further emphasis during courses and field placements.

- Culturally Responsive Teaching Outcome Expectancy Scale (CRTOE) [Measures the probability that the behaviors listed will lead to the outcomes that follow the behaviors]

- Item 5 (pretest average = 76.59): Acknowledging the ways that the school culture is different from my students' home culture [behavior] will minimize the likelihood of discipline problems [outcome].

- Item 14 (pretest average = 75.37): Changing the structure of the classroom so that it is compatible with my students' home culture [behavior] will increase their motivation to come to class [outcome].

- Item 20 (pretest average = 76.41): The frequency that students' abilities are misdiagnosed will decrease [outcome] when their standardized test scores are interpreted with caution [behavior].

- Item 21 (pretest average = 70.17): Encouraging students to use their native language [behavior] will help to maintain students' cultural identity [outcome].

- Culturally Responsive Teaching Self-Efficacy Scale (CRTSE) [Measures how confident participants are in their abilities]

- Item 6 (pretest average = 63.54): Implement strategies to minimize the effects of the mismatch between my students' home culture and the school culture.

- Item 8 (pretest average = 68.66): Obtain information about my students' home life.

- Item 17 (pretest average = 62.07): Teach students about their cultures' contributions to science.

- Item 18 (pretest average = 56.83): Greet English Language Learners with a phrase in their native language.

- Item 22 (pretest average = 57.56): Praise English Language Learners for their accomplishments using a phrase in their native language.

- Item 23 (pretest average = 68.41): Identify ways that standardized tests may be biased towards linguistically diverse students.

- Item 29 (pretest average = 64.02): Design a lesson that shows how other cultural groups have made use of mathematics.

- Item 30 (pretest average = 65.85): Model classroom tasks to enhance English Language Learners' understanding.

- Item 31 (pretest average = 57.80): Communicate with the parents of English Language Learners regarding their child's achievement.

- Item 33 (pretest average = 68.41): Identify ways that standardized tests may be biased towards culturally diverse students.

There were a few items where the pretest to posttest scores showed very little gains and one where the pretest was actually higher than the posttest score. These include:

- Culturally Responsive Teaching Outcome Expectancy Scale (CRTOE)

- Item 3 (pre average = 92.93, post average = 94.02, difference = +1.10): Students will be successful when instruction is adapted to meet their needs.

- Item 12 (pre average = 83.98, post average = 85.49, difference = +1.51): Conveying the message that parents are an important part of the classroom will increase parent participation.

- Item 20 (pre average = 76.41, post average = 77.44, difference = +1.02): The frequency that students' abilities are misdiagnosed will decrease when their standardized test scores are interpreted with caution.

- Culturally Responsive Teaching Self-Efficacy Scale (CRTSE)

- Item 4 (pre average = 77.80, post average = 78.81, difference = +0.90): Determine whether my students feel comfortable competing with other students.

- Item 9 (pre average = 89.63, post average = 90.54, difference = +0.90): Build a sense of trust in my students.
- Item 13 (pre average = 73.29, post average = 74.15, difference = +0.85): Use my students' cultural background to help make learning meaningful.
- Item 25 (pre average = 77.32, post average = 78.17, difference = +0.85): Structure parent-teacher conferences so that the meeting is not intimidating for parents.
- Item 28 (pre average = 74.71, post average = 74.68, difference = -0.02): Critically examine the curriculum to determine whether it reinforces negative cultural stereotypes.
- Item 38 (pre average = 88.66, post average = 89.20, difference = +0.51): Use the interests of my students to make learning meaningful for them.

The items that included the largest gains were as follows:

- Culturally Responsive Teaching Outcome Expectancy Scale (CRTOE)
  - Item 6 (pre average = 82.85, post average = 91.57, difference = +8.73): Understanding the communication preferences of my students will decrease the likelihood of student-teacher communication problems.
  - Item 9 (pre average = 82.07, post average = 90.73, difference = +8.66): Revising instructional material to include a better representation of the students' cultural group will foster positive self-images.
  - Item 21 (pre average = 70.17, post average = 80.98, difference = +10.80): Encouraging students to use their native language will help to maintain students' cultural identity.
- Culturally Responsive Teaching Self-Efficacy Scale (CRTSE)
  - Item 2 (pre average = 75.61, post average = 83.90, difference = +8.29): Obtain information about my students' academic strengths.
  - Item 8 (pre average = 68.66, post average = 78.46, difference = +9.80): Obtain information about my students' home life.
  - Item 14 (pre average = 77.07, post average = 85.98, difference = +8.90): Use my students' prior knowledge to help them make sense of new information.
  - Item 15 (pre average = 70.85, post average = 80.59, difference = +9.73): Identify ways how students communicate at home may differ from the school norms.
  - Item 16 (pre average = 70.00, post average = 78.78, difference = +8.78): Obtain information about my students' cultural background.
  - Item 17 (pre average = 62.07, post average = 72.63, difference = +10.56): Teach students about their cultures' contributions to science.
  - Item 30 (pre average = 65.85, post average = 75.07, difference = +9.22): Model classroom tasks to enhance English Language Learners' understanding.

## DISCUSSION

Looking at the highly significant difference in the pre-post comparison data for both the Culturally Responsive Teaching Outcome Expectancy Scale (CRTOE) and Culturally Responsive Teaching Self-Efficacy Scale (CRTSE) suggested to the researchers that the professional development school experience was overall a positive experience in helping students better understand and teach in diverse classrooms. The teaching candidates' knowledge about culturally sustaining teaching and their ability to prepare and teach diverse students as measured by the Culturally Responsive Teaching Outcome Expectancy Scale (CRTOE) indicated they were able to work through their own bias and better understand the cultural background of the students. This translates to a better understanding of student needs and ways to design learning activities based on those needs. It also reduces misunderstandings that can impact classroom instructional time and teacher-student relationships.

Most respondents showed gains in the post-data. However, it was interesting to note that there were some items where teaching candidates showed only slight gains and one where they actually went down slightly from the pre- to post-experience. It may be due to the fact that they were more confident about an

area or felt they were more knowledgeable until they were in the actual classroom and had to apply their knowledge and skills.

### **Limitations**

This study is limited to a sample of convenience of students involved in coursework at local schools as part of a professional development school initiative. It is also limited to one predominant culture in a small rural Southern community. It should not be generalized to all cultures and communities without further investigation with large, randomized studies.

### **Implications for Further Study**

Based on the initial data, researchers believe it is important to complete a qualitative analysis of the preservice teachers' professional development school experiences and use of Siwatu's (2007) culturally responsive scales as a tool to assist in the development of culturally sustaining pedagogy. An emphasis should be consistent with Siwatu's (2011) study of preservice teachers' culturally responsive teaching self-efficacy beliefs and the disparities with preservice teachers in terms of culturally sustaining pedagogy.

It is also important to use Siwatu's (2007) culturally responsive scales in other professional development school experiences to see if there are similar results. This study was primarily based on the African American populations in rural central Georgia but needs to be explored in other populations.

Another implication is that specific activities for students need to be brought into courses to help identify candidates' efficacy toward diversity and better understand the cultures that they will be working with in their future classrooms. Dr. McMullen. (n.d.) suggests activities such as a neighborhood map, classroom diversity audit, ethnographic interview, autobiographical exploration, and a families' project to facilitate cultural experiences (see appendix D).

### **CONCLUSIONS**

This study was an important first step in looking at the preparation of candidates for teaching in diverse classrooms. The Professional Development School experience helps to provide the environment for candidates to question their own biases and practice culturally sustaining teaching strategies. The Culturally Responsive Teaching Outcome Expectancy Scale (CRTOE) and Culturally Responsive Teaching Self-Efficacy Scale (CRTSE) are useful tools in identifying areas of need so faculty can arrange appropriate learning experiences at the schools.

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**APPENDIX A**  
**CULTURALLY RESPONSIVE TEACHING OUTCOME EXPECTANCY SCALE (CRTOE)**

ID: \_\_\_\_\_

**Please rate, from 0 (entirely uncertain) to 100 (entirely certain), the probability that the behaviors listed will lead to the outcomes that follow the behaviors:**

1. \_\_\_\_ A positive teacher-student relationship can be established by building a sense of trust in my students.
2. \_\_\_\_ Incorporating a variety of teaching methods will help my students to be successful.
3. \_\_\_\_ Students will be successful when instruction is adapted to meet their needs.
4. \_\_\_\_ Developing a community of learners when my class consists of students from diverse cultural backgrounds will promote positive interactions between students.
5. \_\_\_\_ Acknowledging the ways that the school culture is different from my students' home culture will minimize the likelihood of discipline problems.
6. \_\_\_\_ Understanding the communication preferences of my students will decrease the likelihood of student-teacher communication problems.
7. \_\_\_\_ Connecting my students' prior knowledge with new incoming information will lead to deeper learning.
8. \_\_\_\_ Matching instruction to the students' learning preferences will enhance their learning.
9. \_\_\_\_ Revising instructional material to include a better representation of the students' cultural group will foster positive self-images.
10. \_\_\_\_ Providing English Language Learners with visual aids will enhance their understanding of assignments.
11. \_\_\_\_ Students will develop an appreciation for their culture when they are taught about the contributions their culture has made over time.
12. \_\_\_\_ Conveying the message that parents are an important part of the classroom will increase parent participation.
13. \_\_\_\_ The likelihood of student-teacher misunderstandings decreases when my students' cultural background is understood.
14. \_\_\_\_ Changing the structure of the classroom so that it is compatible with my students' home culture will increase their motivation to come to class.
15. \_\_\_\_ Establishing positive home-school relations will increase parental involvement.
16. \_\_\_\_ Student attendance will increase when a personal relationship between the teacher and students has been developed.

17. \_\_\_\_ Assessing student learning using a variety of assessment procedures will provide a better picture of what they have learned.
18. \_\_\_\_ Using my students' interests when designing instruction will increase their motivation to learn.
19. \_\_\_\_ Simplifying the language used during the presentation will enhance English Language Learners' comprehension of the lesson.
20. \_\_\_\_ The frequency that students' abilities are misdiagnosed will decrease when their standardized test scores are interpreted with caution.
21. \_\_\_\_ Encouraging students to use their native language will help to maintain students' cultural identity.
22. \_\_\_\_ Students' self-esteem can be enhanced when their cultural background is valued by the teacher.
23. \_\_\_\_ Helping students from diverse cultural backgrounds succeed in school will increase their confidence in their academic ability.
24. \_\_\_\_ Students' academic achievement will increase when they are provided with unbiased access to the necessary learning resources.
25. \_\_\_\_ Using culturally familiar examples will make learning new concepts easier.
26. \_\_\_\_ When students see themselves in the pictures that are displayed in the classroom, they develop a positive self-identity.

**APPENDIX B**  
**CULTURALLY RESPONSIVE TEACHING SELF-EFFICACY SCALE (CRTSE)**

ID: \_\_\_\_\_

**Please rate, from 0 (no ability) to 100 (highest ability) how confident you are in your ability to do the following:**

1. \_\_\_ Adapt instruction to meet the needs of my students.
2. \_\_\_ Obtain information about my students' academic strengths.
3. \_\_\_ Determine whether my students like to work alone or in a group.
4. \_\_\_ Determine whether my students feel comfortable competing with other students.
5. \_\_\_ Identify ways that the school culture (e.g., values, norms, and practices) is different from my students' home culture.
6. \_\_\_ Implement strategies to minimize the effects of the mismatch between my students' home culture and the school culture.
7. \_\_\_ Assess student learning using various types of assessments.
8. \_\_\_ Obtain information about my students' home life.
9. \_\_\_ Build a sense of trust in my students.
10. \_\_\_ Establish positive home-school relations.
11. \_\_\_ Use a variety of teaching methods.
12. \_\_\_ Develop a community of learners when my class consists of students from diverse backgrounds.
13. \_\_\_ Use my students' cultural background to help make learning meaningful.
14. \_\_\_ Use my students' prior knowledge to help them make sense of new information.
15. \_\_\_ Identify ways how students communicate at home may differ from the school norms.
16. \_\_\_ Obtain information about my students' cultural background.
17. \_\_\_ Teach students about their cultures' contributions to science.
18. \_\_\_ Greet English Language Learners with a phrase in their native language.
19. \_\_\_ Design a classroom environment using displays that reflects a variety of cultures.
20. \_\_\_ Develop a personal relationship with my students.
21. \_\_\_ Obtain information about my students' academic weaknesses.

22. \_\_\_ Praise English Language Learners for their accomplishments using a phrase in their native language.
23. \_\_\_ Identify ways that standardized tests may be biased towards linguistically diverse students.
24. \_\_\_ Communicate with parents regarding their child's educational progress.
25. \_\_\_ Structure parent-teacher conferences so that the meeting is not intimidating for parents.
26. \_\_\_ Help students to develop positive relationships with their classmates.
27. \_\_\_ Revise instructional material to include a better representation of cultural groups.
28. \_\_\_ Critically examine the curriculum to determine whether it reinforces negative cultural stereotypes.
29. \_\_\_ Design a lesson that shows how other cultural groups have made use of mathematics.
30. \_\_\_ Model classroom tasks to enhance English Language Learners' understanding.
31. \_\_\_ Communicate with the parents of English Language Learners regarding their child's achievement.
32. \_\_\_ Help students feel like important members of the classroom.
33. \_\_\_ Identify ways that standardized tests may be biased towards culturally diverse students.
34. \_\_\_ Use a learning preference inventory to gather data about how my students like to learn.
35. \_\_\_ Use examples that are familiar to students from diverse cultural backgrounds.
36. \_\_\_ Explain new concepts using examples that are taken from my students' everyday lives.
37. \_\_\_ Obtain information regarding my students' academic interests.
38. \_\_\_ Use the interests of my students to make learning meaningful for them.
39. \_\_\_ Implement cooperative learning activities for those students who like to work in groups.
40. \_\_\_ Design instruction that matches my students' developmental needs.

**APPENDIX C**  
**INFORMED CONSENT**  
**PROFESSIONAL DEVELOPMENT SCHOOL EXPERIENCES**

I, \_\_\_\_\_, agree to participate in the research Professional Development School (PDS) Experiences and Culturally Sustaining Teaching, which is being conducted by Drs. Joe and Darlene Peters and Dr. Rebecca McMullen, who can be reached at 478-445-2518, or Joseph.Peters@GCSU.edu. I understand that my participation is voluntary; I can withdraw my consent at any time. If I withdraw my consent, my data will not be used as part of the study and will be destroyed.

The following points have been explained to me:

1. The purpose of this study is to see the effects of Professional Development School experiences on Culturally Sustaining Teaching.
2. The procedures are as follows: you will be asked to complete a pre- and post-survey.
3. Your name will not be connected to your data. Therefore, the information gathered will be confidential. We will ask for your XXID to be used to match the pre-post forms.
4. You will be asked to sign two identical consent forms. You must return one form to the investigator before the study begins, and you may keep the other consent form for your records.
5. You may find that some questions are invasive or personal. If you become uncomfortable answering any questions, you may cease participation at that time.
6. This research project is being conducted because of its potential benefits, either to individuals or to humans in general. The expected benefits of this study include a better understanding of how offering college courses in a school district setting could help with awareness of cultural issues and enhanced culturally responsive teaching.
7. You are not likely to experience physical, psychological, social, or legal risks beyond those ordinarily encountered in daily life or during the performance of routine examinations or tests by participating in this study.
8. Your individual responses will be confidential and will not be released in any individually identifiable form without your prior consent unless required by law.
9. The investigator will answer any further questions about the research should you have them now or in the future (see above contact information).
10. In addition to the above, further information, including a full explanation of the purpose of this research, will be provided at the completion of the research project on request.
11. By signing and returning this form, you are acknowledging that you are 18 years of age or older.

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Signature of Investigator

Date

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Signature of Participant

Date

Research at Georgia College and State University involving human participants is carried out under the oversight of the Institutional Review Board. Address questions or problems regarding these activities to Whitney Heppner, email: irb@gcsu.edu; phone: 478-445-0870

## APPENDIX D

### **Neighborhood Map**

Using class readings and discussions as guides, candidates prepare neighborhood maps for the school where they are placed. The maps include keys that explain what they indicate. Along with the maps, there are reflections that address specific ways of learning about the families of children in their classrooms by visiting their neighborhoods. These reflections include clear and specific citations from articles read during the semester. These citations and the references should follow the guidelines of the style manual of the American Psychological Association.

### **Classroom Diversity Audit**

This two-part assignment is conducted in coordination with field placement. When teacher candidates strive to interweave multicultural/anti-bias curricula, content, assessments, and instructional delivery in their classrooms, students' academic performance and the degree of self-efficacy and confidence, they experience growth. This assignment is designed to examine the degree to which their field-placement classrooms are multicultural and anti-biased. In order to assess this project, candidates must reflect on each of the following categories.

Part A: This category requires candidates to write a 3-4 page paper on the components of teaching with diversity that they see present or absent in their classrooms. They should provide evidence of specific examples from the classroom and discuss the importance of such components by citing Byrnes and Kiger (2006), and other ancillary materials.

Part B: This category requires candidates to use format of choice – an essay, a letter informing parents of changes in your classroom, PowerPoint to the PTA, a whole-class lesson designed for elementary students, a “how to booklet” on becoming more anti-biased/multicultural in the classroom, or an annotated exhibit – candidates should describe how they would go about remedying those aspects of an anti-biased/multicultural education that seem to be weak or lacking from their classrooms.

Regardless of the selected-classroom presentations, the format of choice should be persuasive, thoughtful, mechanically correct, and touch on all four components of the “teaching with diversity checklist.” Additionally, it should touch on the benefits of anti-bias/multicultural curriculum, content, delivery, and assessment.

### **Ethnographic Interview**

Context and Analysis of Children's Language: Teacher candidates conduct an ethnographic interview of a student in her/his placement, following guidelines distributed separately in class. This student should be one with language differences (e.g., dialect or kids who are linguistically different). Candidates should consider carefully, from readings and from class discussion, how an ethnographic interview differs from other interviews. Using an audiotape to record the actual interview, candidates discuss this interaction through the views of their students' lenses rather than through their own. They are instructed to write notes about their interactions with the student as well as the language that students' use. Teacher candidates are required to make notes about particular words, silences, or gestures.

### **Autobiographical Exploration**

Teacher candidates are required to choose five identity sources (e.g., race, ability/disability, ethnicity/nationality, social class, sex/gender, health, age, geographic region, sexuality, religion, social status, language) for which they will write a 4-6 page paper exploring how their past experiences shaped their current understandings of self and their future role as an educator. For example, they should ask the following personal questions as writing prompts:

1. What did I learn about (insert identity source here) growing up and how did I learn it? Were my beliefs biased? They should provide a rationale.
2. When I think of (insert identity source here) today, this is what I believe. Have I changed? What contributed to that change?

### **Expanded Horizon**

Teacher candidates are required to complete three separate assignments. They choose three items from the lists below, one from each category. For each of these, they choose activities/events that will challenge them. The best choices are ones that make them feel some level of discomfort because the event/experience is new. Reflecting on that discomfort is where we want students to experience the most growth. Note the following activities in which they are instructed to engage.

Watch a film, visit a facility, read a book, and attend an event fully. Briefly describe what you did and answer the following questions in a 2-3 page paper:

- What was the purpose of the film, book, field trip, or event?
- What life experiences have you had that allow you to make connections to or find common ground with the target population/characters/content/presenters?
- What about the film, book, or event challenged your thinking/goals/values/beliefs?
- What new insights/understandings did you gain? How will you use this in teaching?

See choices below:

- **FILMS or BOOKS**

- Milk
- Precious
- The Garden
- Crash
- Brokeback Mountain
- Rent
- American Violet
- The Providence Effect

- **BOOKS**

- *The Lottery* by Patricia Wood
- *The Curious Incident of the Dog in the Nighttime* by Mark Haddon
- *The Glass Castle* by Jeannette Walls
- *The Short Bus* by Jonathan Mooney
- *The Diving Bell and the Butterfly* by Jean-Dominique Bauby
- *Out of My Mind* by Sharon M. Draper
- *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures* by Anne Fadiman

- **FIELD TRIPS TOURS**

- ESOL Classrooms/Centers
- Central State Hospital or Georgia Regional Hospital
- GA Academy for the Blind
- John Milledge Academy
- Hancock County Schools
- Georgia Military Academy
- Hair Salons
- Interview a patient who is terminally ill

- **COMMUNITY ACTIVITIES/EVENTS**

- Parents, Families, & Friends of Lesbians and Gays (PFLAG) meeting in Macon
- Volunteer at Rescue Mission, local food pantry, Salvation Army, Meals on Wheels,



- Literacy Volunteers, or any other community service for a minimum of two hours
- PRIDE Alliance meeting at GCSU
- Attend an event sponsored by Best Buddies for a minimum of two hours
- Attend a religious service other than the one in which you are familiar (need church bulletin as an artifact)
- Macon NAACP Youth & College Division Meetings or NAACP general meetings

### **Family's Project**

The purpose of this project is for pre-service teachers to think about building partnerships and working relationships with parents and families of P-12 students. They learn to emerge communication and collaboration skills while seeking to understand the parent's perspective of his/her child, the child's experiences in school, and the parent's experiences advocating for their child.

They spend individual time with a student during school hours and then meet with the student's parents, to discuss prescribed talking points. One of the goals of this assignment is to focus on listening to what parents say as they share their ideas, options, dreams, and goals for their child's future. Additionally, this project challenges students to consider their own biases and examine their own attitudes about working with parents and families. The goal is students to gain greater understanding and appreciation for the student's strengths and struggles when trying to see them from the family's point of view.