

A CASE STUDY EXPLORING TEACHERS' PERCEPTIONS OF THE EFFECTIVENESS OF
PROFESSIONAL DEVELOPMENT ON THEIR IMPLEMENTATION OF CULTURALLY
RESPONSIVE PEDAGOGY, SELF-EFFICACY, AND STUDENT OUTCOMES

by

Cala M. Allison

Liberty University

A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

Doctor of Philosophy

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Abstract

The purpose of this qualitative single case study was to explore teachers' perceptions of the effectiveness of the professional development program on their implementation of culturally responsive pedagogy, self-efficacy, and student outcomes at Wyatt Elementary School. The theories guiding this study were Bandura's self-efficacy theory and the culturally responsive pedagogy framework. Combining these theoretical frameworks contributed to understanding how teachers internalize and implement culturally responsive pedagogy based on the knowledge obtained during professional development. This study utilized a single case study design to examine teachers' perceptions at Wyatt Elementary School (pseudonym), an urban family school in the Mid-Atlantic United States. Data were obtained from interviews, focus groups, and document analysis. The data were analyzed using Yin's five-phase approach to identify the prominent themes and develop a detailed case description. After data analysis, three themes emerged: (a) inefficacious professional development, (b) shared responsibility for cultural competency, and (c) multiple contributing factors to self-efficacy.

Keywords: culturally responsive pedagogy, cultural competence, professional development, self-efficacy

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Dedication

This dissertation is dedicated to my husband, Michael, and my children, Levi, Aaron, and Giselle. You have been the wind beneath my wings. Thank you for your patience and understanding, which helped me achieve this goal.

To my mother, Lilla Maragh, your endless devotion and support have guided me throughout my life. To my sisters, Carissa and Audrey; brother, Dowain; nieces, nephews, godchildren, Mahogany Girls, and friends, God was so intentional when he placed you all in my life; your presence has been a beautiful gift.

This dissertation is also dedicated to the loving memory of those whose presence will always be in my life, although they are no longer here physically. To my father, Raymond Maragh, thank you for always believing in me; you will always be my first love. To my grandfather, Alfred Shippy, who impressed the value of an education at an early age while I sat on your veranda. To my grandmother, Olive McFarlane, thank you for being a solid foundation for our family; your love and wisdom made us rise above life's obstacles. To my dear friend, Doreen Bramwell-Brown, you never missed an opportunity to celebrate me, and I wish you were here for this moment. To the daughter of my heart, Adepha Tyana Craig, you called me Dr. Allison from the moment you found out I was back in school. I will forever cherish those words.

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“May the grace of the Lord Jesus Christ, and the love of God, and the fellowship of the Holy Spirit be with you all” (*New International Version Bible*, 2 Corinthians 13:14).

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List of Abbreviations

Culturally and Linguistically Diverse (CLD)

Culturally Relevant Literature (CRL)

Culturally Relevant Teaching (CRT)

Culturally Responsive Pedagogy (CRP)

Professional Development (PD)

CHAPTER ONE: INTRODUCTION

Overview

As the United States becomes a more culturally diverse society, educators must be empowered to meet the needs of students from varied backgrounds (Mensah, 2021; Samuels, 2018). The purpose of this qualitative single case study was to explore teachers' perceptions of the effectiveness of the professional development program on their implementation of culturally responsive pedagogy, self-efficacy, and student outcomes at Wyatt Elementary School. This chapter summarizes the historical, social, and theoretical background of culturally responsive pedagogy and teacher professional development in the context of the existing literature. The problem statement and purpose of the study are detailed, followed by a discussion of the study's theoretical, empirical, and practical significance. This chapter concludes by listing the research questions, relevant definitions, and a summary.

Background

Culturally responsive pedagogy (CRP) has been proposed as a possible framework to increase academic achievement, student engagement, and self-esteem for culturally diverse students (Gay, 2000, 2018; Ladson-Billings, 1995; Samuels, 2018). However, many teachers admit needing more tools to implement culturally responsive pedagogy in their classrooms (Bottiani et al., 2018; Johnson et al., 2021; Parkhouse et al., 2019). For educators, teacher self-efficacy, derived from Bandura's (1986) social cognitive theory, is essential to developing the skills necessary to implement and complete a task. Although there is limited research on culturally responsive teacher efficacy, researchers have posited that highly effective teachers value culturally responsive pedagogy as a best practice for improving student achievement (Chu & Garcia, 2021). Thus, it is critical to identify the most effective methods for developing teacher

self-efficacy in culturally responsive pedagogy.

Historical Context

Culturally responsive pedagogy is founded on the principles of multicultural education and equitable educational opportunities for all students (Koppelman, 2020). An emphasis on multicultural education began in the 1960s in response to the Civil Rights Movement and called for social and economic equality (Kirylo, 2017). Although strides were made to advance education equality through legislation such as *Brown v. Board of Education* and The Civil Rights Act of 1964, hurdles remained. The resulting closure of many Black schools led many Black teachers away from the teaching profession, and White teachers were now responsible for the education of a demographic of students with whom they had little to no experience (Fergus, 2017; Lee, 2021).

The demographic divide between teachers and students continues to be problematic in the United States (Cherng & Davis, 2019). In the fall of 2014, 50.3% of children in U.S. public schools were students of color, suggesting that for the first time, White students were not the majority (Maxwell, 2014). That trend is expected to increase as the immigration population grows (Bonner et al., 2018; Maxwell, 2014). Despite the growing diversity of the student population, over 83% of the P–12 public school teachers are from middle-class and White backgrounds (Bonner et al., 2018; Wynter-Hoyte et al., 2019). Furthermore, preservice teacher enrollment numbers suggest this trend will persist (Cherng & Davis, 2019). According to Rosiek (2019), the notion that segregation and inequality are behind us is untrue, and educational systems must continue to implement systemic changes that promote equity for all students.

The origins of teacher professional development can be traced back to Horace Mann, who encouraged teacher training and a standardized curriculum (Cheng, 2018). Building on Mann's

work, Ralph Tyler (1949) expanded expectations for teacher training and established criteria for designing and evaluating the curriculum. In the 1970s, a push for teacher recertification led to what is commonly referred to as professional development (PD) in public schools (Joyce & Calhoun, 2015).

Initially, federal guidelines mandated that professional development focus on regulations and prevented districts from requiring educators to work excessive hours (Joyce & Calhoun, 2015). School districts began offering in-service training in the form of workshops that were held within the parameters outlined in teacher contracts (Joyce & Calhoun, 2015). However, the vast needs of teachers were not met, and districts began to incorporate alternative modes of professional development. Thus, many school districts now include professional learning communities (PLCs), mentor coaching, and whole-school development programs (Joyce & Calhoun; Sims & Fletcher-Wood, 2021).

Social Context

The current trends in cultural, ethnic, racial, and linguistic diversity require a deliberate move toward increasing educators' cultural competence (Mensah, 2021; Mette et al., 2016). Teachers must show that they are concerned about their students beyond what happens inside the four walls of the classroom (Jackson, 2019). Affirming students' heritages, talents, and unique backgrounds also helps reduce teacher bias and create an environment of mutual respect (Young, 2010). Students from all racial and ethnic backgrounds should see themselves reflected in the curriculum. They should know that school is a safe place to learn and explore issues directly affecting their lives. When teachers communicate acceptance of cultural and linguistic differences through verbal and nonverbal cues, students are motivated and respond positively (Bottiani et al., 2018).

As a comprehensive approach to teaching and learning, culturally responsive teaching (CRT) addresses the holistic needs of students from various demographic backgrounds, experiences, and interests (Ladson-Billings, 2009a). Gay (2010) noted that CRT is critical to improving academic achievement for students who are not a part of the dominant culture. Building on a foundation of cultural understanding will prepare teachers to address related social justice and education inequities (Ladson-Billings, 2014). When educators practice CRP, they demonstrate a high regard for themselves, students, and the community they serve (Ladson-Billings, 2009a, 2011). All stakeholders benefit when the school climate and instructional practices reflect and support the community's cultural background (Young, 2010).

Theoretical Context

A theoretical framework provides a foundation for conducting research. According to Gall et al. (2007), theory-based research usually yields noteworthy results, provides a basis for analyzing and interpreting data, and contributes to the body of knowledge relating to the studied phenomena. In this study, culturally responsive pedagogy draws on the combined work of Gloria Ladson-Billings (1995) and Geneva Gay (2000), two significant figures whose research in culturally relevant teaching and culturally responsive teaching have shaped curriculum, instruction, professional development, and preservice education programs. These two frameworks align academic skills with cultural concepts by using teaching to promote cultural competence and as a format for social justice (Thomas & Berry, 2019). Furthermore, Ginsberg and Wlodkowski (2019) noted that culturally responsive pedagogy is embedded in theories of intrinsic motivation that engage learners across all disciplines and subjects while regarding their cultural identity.

Ladson-Billings (1995) formulated her theory of culturally relevant teaching to address

misconceptions and deficit views about African American students. She posited that Black students would perform better academically when teachers believe all students can learn and connect culturally to classroom instruction. Students should not have to sacrifice their cultural integrity to achieve academic success (Ladson-Billings, 2000). Ladson-Billings (1995) identified three core propositions of culturally relevant teaching: academic success, cultural competence, and sociopolitical consciousness. Based on the fundamentals of the teacher-student relationship, she also advocated for teachers to help students navigate and critique social inequities (Ladson-Billings, 1995, 2000).

Culturally responsive teaching, a term coined by Geneva Gay (2000), expanded the concept of CRT to include students from diverse ethnic groups (Mensah, 2021). Gay (2000) emphasized five components of culturally responsive teaching: developing a culturally diverse knowledge base, using an ethnic and cultural curriculum, demonstrating caring learning communities, communicating with ethnically diverse students, and delivering ethnically diverse instruction. These components underscore the critical role of culture in teaching and learning (Mensah, 2021).

A sense of self-efficacy is critical to determining coping behaviors, motivation, and persistence in completing tasks (Bandura, 1986). Originally included as a component of social cognitive theory, Bandura (1986) emphasized the role of observational learning as a cognitive function. As a result, individuals adapt and engage in behaviors based on environmental, behavioral, and cognitive factors. If the individual does not perceive the action as necessary or possible, they are less likely to engage. Bandura (1986) later defined teacher self-efficacy as the capability to fulfill educational responsibilities. Teachers who demonstrate high levels of self-efficacy are empowered to implement pedagogical changes that improve student outcomes

(Bandura, 2001).

Problem Statement

The problem associated with this qualitative single case study is that little is known about how teachers perceive the effectiveness of professional development on culturally responsive pedagogy, self-efficacy, and student outcomes. As a result, teachers may be unprepared to implement and sustain culturally responsive pedagogy, which is critical to ensuring positive outcomes for students of color (Kieran & Anderson, 2019). Since teacher performance directly impacts student achievement, educators must understand how to address diversity directly and effectively (Ladson-Billings, 2009a; Marrun, 2018). A solid foundation of culturally responsive pedagogy will lead to inclusive and equitable practices for all students (Samuels, 2018). The body of research on culturally relevant pedagogy is significant; however, limited research is dedicated to understanding how teachers become culturally responsive educators (Cruz et al., 2020; Parkhouse et al., 2019).

Purpose Statement

The purpose of this qualitative single case study was to explore teachers' perceptions of the effectiveness of the professional development program on their implementation of culturally responsive pedagogy, self-efficacy, and student outcomes at Wyatt Elementary School. Culturally relevant pedagogy is generally defined as beliefs and instructional practices that recognize the importance of cultural identities in promoting student achievement and educational equity (Mensah, 2021). Professional development includes all in-service activities designed to enhance teacher pedagogy (Kwan et al., 2009).

Significance of the Study

The findings of this qualitative study should provide a more in-depth understanding of

teachers' perceptions of how professional development contributes to culturally responsive pedagogy. Research indicates that many teachers value culturally responsive teaching and believe it is essential as classrooms become more diverse (Samuels, 2018). However, many teachers feel unprepared to implement culturally responsive pedagogy. Furthermore, there is a gap in the literature about how teachers develop self-efficacy in culturally responsive pedagogy. According to Cruz et al. (2020), exploring teachers' self-efficacy relating to CRP may help to understand the areas where teachers need professional development to provide meaningful educational experiences for diverse student populations. Lee (2021) noted that schools need more guidance to help teachers achieve culturally responsive pedagogy. This section explores the theoretical, empirical, and practical implications of this study.

Theoretical Significance

The theoretical significance of the research study explored the tenets and application of self-efficacy theory and the culturally responsive teaching framework to the need for culturally responsive professional development. A history of systemic racism in the United States has contributed to inequity in many areas of society, including education (Koppelman, 2020). The increasing diversity of classrooms mandates the need for pedagogical practices that support all students (Mensah, 2021). In this study, I aim to discover the best professional development practices that ensure teachers can meet the needs of culturally diverse students, thereby creating more equitable educational spaces.

Empirical Significance

The empirical significance of the study should contribute to the existing literature regarding culturally responsive pedagogy, professional development programs, and teacher self-efficacy. While a significant amount of literature and research is dedicated to CRP, there are

limited empirical studies about the best methods for developing teachers' knowledge and use of CRP (Ladson-Billings, 2014; Samuels, 2018). Moreover, researchers have asserted that culturally responsive pedagogy is central to teaching self-efficacy in learning communities characterized by racial, ethnic, socioeconomic status, cultural, and linguistic diversity (Chu & Garcia, 2021). Since teachers have been identified as the primary catalyst for change and improved academic outcomes for students (Tanase, 2020), a qualitative single case study will allow for an in-depth analysis of how professional development shapes teachers' perceptions and implementation of culturally responsive teaching (Creswell & Poth, 2018).

Practical Significance

This study's practical significance should benefit many stakeholders, including administrators, curriculum specialists, educators, community members, and students. District administrators can use the information to design meaningful and transformative professional development based on evidence of how adults learn (Kyndt et al., 2016). Although culturally responsive pedagogy has been equated with improved student outcomes, it remains mainly theoretical, with little evidence that it is practiced consistently or effectively in classrooms (Abacioglu et al., 2020). As teachers become empowered to implement CRP, it should also improve students' academic achievement and social outcomes (Samuels, 2018).

Since professional development is the primary tool to increase evidence-based practices among in-service teachers, targeted instruction in culturally responsive pedagogy is vital (Samuels, 2018). Johnson et al. (2021) concluded that when schools organize PD around the culture and needs of teachers and students, the possibility for real change and transformative pedagogy becomes a reality. In addition, research suggests that school and community relationships are strengthened when teachers and schools acknowledge and value the cultural

identities of the students and communities they serve (Johnson et al., 2021).

Research Questions

This study will examine educators' perceptions of how professional development impacts their implementation of culturally responsive pedagogy, self-efficacy, and student outcomes.

Due to the increase of culturally diverse students, educators must be knowledgeable about effective strategies for reaching all students (Mensah, 2021). Thus, the following questions will be explored in this study:

Central Research Question

What are teachers' perceptions concerning the effectiveness of the professional development program on culturally responsive pedagogy, teacher self-efficacy, and student outcomes at Wyatt Elementary School?

Teachers' attitudes and perceptions are critical to ensuring successful outcomes and implementation of professional learning (Ebersold et al., 2019). Organizations can help develop teachers' implementation of culturally responsive pedagogy by implementing targeted professional development to meet specific needs (Choi & Lee, 2020).

Sub-Question One

How do teachers perceive culturally responsive pedagogy as an instructional strategy to support all students?

As diversity increases, instruction and curricula must be differentiated to meet students' needs (Mensah, 2021). Culturally responsive pedagogy is cross-curricular and includes differentiating instruction, especially for groups that have been historically disenfranchised and oppressed (Kieran & Anderson, 2019). Johnson et al. (2021) noted that teachers who excel at teaching culturally linguistic and diverse (CLD) students are sensitive to cultural nuances,

utilize authentic methods, confront discrimination, and present multiple perspectives.

Sub-Question Two

What have been the effects of professional development on culturally responsive pedagogy and teachers' self-efficacy in implementing the practice within their classroom?

Teacher self-efficacy refers to the specific capabilities necessary to fulfill educational responsibilities (Perera et al., 2019). Bandura (1997) posited that verbal persuasion could develop self-efficacy, including affirmations and positive words from others. Research indicates that culturally responsive professional development is critical to building teacher efficacy (Mette et al., 2016).

Sub-Question Three

What are teachers' understanding of the purpose of culturally responsive pedagogy and their preparedness to implement?

Motivation and student engagement increase when teachers commit to incorporating students' cultural heritage (Bottiani et al., 2018; Mette et al., 2016). Research indicates that most educators value the importance of meeting the needs of diverse learners but feel unprepared to implement culturally responsive pedagogy (Bottiani et al., 2018). Culturally responsive teachers are also more likely to modify the curriculum and instructional strategies to meet the needs of all students (Tanase, 2020).

Definitions

1. *Culturally Responsive Pedagogy (CRP)* – a set of practices designed to build on students' cultural and linguistic backgrounds as teaching and learning occur (Cruz et al., 2020).
2. *Culturally Relevant Teaching (CRT)* – a theoretical model for increasing student achievement by affirming students' cultural identity while confronting inequities perpetuated by

educational and other institutions (Ladson-Billings, 1995).

3. *Culturally Responsive Teaching* – a theoretical model for increasing student achievement by employing the cultural attributes, perspectives, and experiences of ethnically diverse students (Gay, 2002).
4. *Professional Development (PD)* – the range of activities that help in-service teachers improve their professional skills (Kwan et al., 2009).
5. *Self-Efficacy Theory* – the belief in one’s ability to complete a task and achieve goals (Bandura, 1997).
6. *Targeted Professional Development* – data-based professional development that addresses specific needs (Hirsch et al., 2018).
7. *Teacher Self-Efficacy* – refers to a teacher’s capability to fulfill educational responsibilities (Perera et al., 2019). As used here, self-efficacy refers to teachers’ ability to implement culturally responsive pedagogy.

Summary

Inclusive classrooms and schools validate and celebrate students’ cultural identities, leading to increased student achievement, self-esteem, and social outcomes for all students (Marrun, 2018). By implementing culturally responsive teaching practices, educational institutions encourage instructional and learning paradigms that affirm student identities and establish high expectations for all students (Marrun, 2018). This chapter presented the background, problem, purpose, significance of the study, research questions, and definitions related to this case study. After exploring the literature, the problem is that little is known about how professional development contributes to culturally responsive pedagogy and teacher self-efficacy. The purpose of this qualitative single case study was to explore teachers’ perceptions of

the effectiveness of the professional development program on their implementation of culturally responsive pedagogy, self-efficacy, and student outcomes at Wyatt Elementary School. The findings of this study will contribute to an empirical and practical understanding of how professional development programs contribute to culturally responsive pedagogy.

CHAPTER TWO: LITERATURE REVIEW

Overview

This chapter will review the current literature related to the problem. The first section will focus on self-efficacy theory and the CRT framework, followed by a synthesis of recent literature and a historical perspective regarding culturally responsive pedagogy and professional development in K–12 education. In addition, themes related to CRP, culturally responsive PD, and culturally competent teachers are addressed. Finally, a gap in the literature will be presented to demonstrate the need for this research study.

Theoretical Framework

The United States is becoming increasingly diverse, and educators must develop their cultural competence and pedagogy to meet student needs (Mensah, 2021). This study's theoretical framework combines self-efficacy theory (Bandura, 1977) and a culturally responsive teaching model (Gay, 2000; Ladson-Billings, 1995). Self-efficacy theory provides a basis for understanding how teachers perceive CRP and implement the knowledge obtained from PD. The CRT framework emphasizes the importance of intentionally creating more equitable educational spaces for all students (Gay, 2002, 2010, 2018; Ladson-Billings).

Self-Efficacy Theory

Self-efficacy refers to an individual's belief that they can complete a task or achieve a goal (Bandura, 1977). According to Bandura, individuals with high self-efficacy believe they have control over how they respond to events and experiences. Furthermore, people with high self-efficacy are more likely to be deeply engaged in tasks, bounce back from negative situations, and persist in overcoming challenges (Schunk & DiBenedetto, 2020). In contrast, Schunk and DiBenedetto noted that individuals with low self-efficacy may focus on personal failures, avoid

challenges, and have low self-esteem. In essence, Bandura posited that individual choices and persistence in completing tasks are directly related to self-efficacy.

Bandura (1977) originally defined self-efficacy as critical to social learning theory, which postulates that people learn from observation, imitation, and modeling. As individuals interact in a social context, they develop behaviors similar to those observed, especially when the behaviors are positive (Nabavi, 2012). Bandura (1986) later expounded on the concept of self-efficacy as part of the social cognitive theory.

Social cognitive theory is based on the idea that learning results from behavioral, cognitive, and environmental factors. In addition to self-efficacy, there are two additional components of social cognitive theory: human agency and self-regulation. Human agency emphasizes the role of thoughts and actions in shaping experiences; self-regulation is one's ability to control emotions and actions (Bandura, 2001). Agency suggests that teachers must intentionally decide how new learning will be utilized to transform pedagogy.

Self-efficacy is developed from four sources: performance accomplishments, vicarious experience, verbal persuasion, and physiological states (Bandura, 1986). Bandura defined cognitive locus of operation as the belief that learning is conceptualized and behaviors are altered through the cognitive process. Performance accomplishments refer to the personal mastery of tasks. When someone experiences continual success, efficacy is developed. As a result, they can bounce back from occasional setbacks. Vicarious experience refers to learning by observing others. Seeing others succeed helps individuals believe that they can also achieve success. Clark and Newberry (2019) state that vicarious experiences are especially critical for beginning teachers. Bandura asserted that verbal persuasion, which includes positive words or affirmations from others, can persuade individuals to believe they can achieve a goal. Lastly, physiological

states refer to the physical or emotional reactions that occur in response to a particular situation.

Culturally Responsive Pedagogy Framework

As pioneers of the culturally responsive framework, Ladson-Billings and Gay have created a blueprint for effective pedagogy to meet diverse learners' needs. In this study, CRT and CRP are used interchangeably. Culturally responsive pedagogy refers to practices that promote academic achievement, increase cultural competence, and are rooted in socio-political consciousness (Cruz et al., 2020; Gay, 2002; Ladson-Billings, 1995; Mensah, 2021). The framework is multidimensional and inclusive of curriculum and instructional strategies to teachers' beliefs about equity, race, and relationships with students and families (Lee, 2021). While CRP emphasizes the role of culture in serving marginalized students, the paradigm is designed to benefit all students (Lee, 2021).

Students should be afforded an education that allows them to engage “from the point of strength and relevance found in their own cultural frames of reference” (Gay, 2002, p.114). This perspective is significant because education in the United States has not been culturally favorable to ethnically diverse students. As diversity increases, instruction and curricula must be differentiated to meet students' needs. Since all individuals are shaped by their unique experiences, a one-size-fits-all approach to education is neither appropriate nor practical (Kieran & Anderson, 2019; Walter, 2018). Culturally responsive pedagogy includes differentiating instruction, especially for groups that have been historically disenfranchised and oppressed (Kieran & Anderson, 2019).

CRP emerged in the early 1990s to address inequities in the education of minority students (Ladson-Billings, 1995). According to Ladson-Billings, culturally relevant pedagogy utilizes cultural references related to students' backgrounds to create a student-centered approach

to learning and teaching. Rooted in the constructivist paradigm, CRP emphasizes acknowledging the cultural perspectives that frame students' lives (Mette et al., 2016). Samuels (2018) noted that CRP represents a shift toward embracing cultural differences as a critical component of teaching and learning. Furthermore, since most professional development focuses on student achievement, a connection between culturally responsive pedagogy and improved student academic outcomes should be established (Mette et al., 2016).

Culturally responsive pedagogy is not restrictive to a singular subject but is cross-curricular (Gay, 2000). As teachers plan lessons, they may utilize the CRP framework to ensure they consider individual beliefs and address personal biases. In doing so, educators may challenge the dominant curriculum and seek additional resources to meet the needs of their students (Kieran & Anderson, 2019). Thus, educators must consider how culture, ethnicity, socioeconomic status, linguistic differences, and other components may impact learning (Kieran & Anderson, 2019; Ladson-Billings, 2011). In essence, teachers consider how curricula may be adjusted to meet the needs of students rather than how students should adapt to the curriculum (Eichhorn et al., 2019).

Related Literature

Culturally responsive pedagogy has been shown to improve educational and social outcomes for diverse students (Samuels, 2018). An analysis of how professional development helps to enhance teacher efficacy in culturally responsive practices can help school leaders create more equitable educational spaces (Bottiani et al., 2018). Further, the research revealed the limitations of large-group professional development and time for implementation and support utilizing alternate methods such as coaching or professional learning communities. In addition, developing culturally competent and responsive educators will improve outcomes for all students

(Mette et al., 2016).

Teacher Self-Efficacy

Self-efficacy theory provides a framework to examine teachers' commitment to implementing culturally responsive pedagogy (Bandura, 1997). Research demonstrates that teacher self-efficacy improves pedagogy and educational outcomes for all students (Bonner et al., 2018; Cruz et al., 2020). Teacher self-efficacy evolved as a distinct domain within the broader theoretical framework. Based on Rotter's attribution-based locus of control theory and Bandura's (1986) social cognitive theory, teacher self-efficacy refers to the specific capabilities necessary to fulfill educational responsibilities (Perera et al., 2019).

In 1997, Bandura outlined his version of teacher self-efficacy (Perera et al., 2019). Bandura's model consisted of seven factors. The first four factors involve teachers' efficacy in influencing decision-making, resources, parents, and the broader community. The remaining three factors include efficacy to create a positive school climate and culture, disciplinary efficacy, and instructional efficacy. Teachers may demonstrate varying levels of self-efficacy across the seven domains (Bandura, 1997; Perera et al., 2019).

Researchers continued to expand the concept of teacher self-efficacy. The theory evolved to include teachers' self-perception about their abilities (Perera et al., 2019). Goddard et al. (2000) posited that teachers might be efficacious across specific domains. Tschannen-Moran and Woolfolk Hoy (2001) developed a three-dimensional model of teacher self-efficacy related to the following areas: classroom management, instructional strategies, and student engagement. Classroom management self-efficacy is the ability to develop systems and maintain an orderly environment. Instructional self-efficacy uses varied teaching and assessment tools based on students' needs. The final dimension, student engagement self-efficacy, includes developing

solid teacher-student relationships, motivating learners, and keeping students engaged in instruction (Tschannen-Moran & Woolfolk Hoy, 2001).

While teachers are expected to demonstrate effective pedagogy, Lee and Lee (2020) noted that there is little focus on how teachers develop proficiency in this area. However, research indicated that as teachers become more experienced, their perceived self-efficacy increases, leading to improved pedagogical practices, student-teacher relationships, and student outcomes (Fackler et al., 2021; Tschannen-Moran & Woolfolk Hoy, 2001). Cruz et al. (2020) agreed that teachers' self-efficacy increases with experience and can be intentionally developed.

Culturally Responsive Teaching Self-Efficacy

Self-efficacy is critical to teacher motivation and performance (Cruz et al., 2020). Although self-efficacy contributes to overall teacher functioning, it varies based on context; a teacher may be highly efficacious in content matter and less efficacious when relating to CLD students (Tschannen-Moran et al., 1998). Therefore, when considering self-efficacy, it may be critical to target specific areas where teachers need to increase self-efficacy primarily related to CRT (Cruz et al., 2020). Some teachers may need assistance with engagement, while others may need training on developing positive teacher-student relationships. In a study of preschool teachers, self-efficacy was associated with staff collaboration, student engagement, and decision-making influence (Fisher & Seroussi, 2018).

Although there is limited research about how teachers develop culturally responsive self-efficacy, Siwatu (2007) utilized the culturally responsive teaching self-efficacy (CRTSE) scale to measure knowledge, skills, and self-efficacy related to CRT. The scale consists of 40 items across the four domains of curriculum and instruction, classroom management, student assessment, and cultural enrichment. Siwatu (2007) conducted a study of preservice teachers in

the midwestern United States and found that participants demonstrated confidence in creating a warm and welcoming classroom environment based on trust and positive teacher-student relationships. In contrast, the study found that teachers express less self-efficacy in establishing teacher-student relationships based on cultural elements. In another study using the CRTSE, Fitchett et al. (2012) found that preservice teachers were more confident in their ability to implement CRT after implementing a culturally responsive social studies curriculum during preservice training. Chu and Garcia (2021) studied 344 special education teachers using the CRTSE and found that bilingual or multilingual teachers exhibited higher levels of CRT self-efficacy.

Cruz et al. (2020) also utilized the CRTSE to examine the CRT self-efficacy of 245 preservice and in-service teachers. Their findings revealed that teachers displayed high levels of self-efficacy in building positive teacher-student relationships, which is a critical feature of CRT. In a synthesis of 12 articles relating to CRT and mathematics, Thomas and Berry (2019) also identified positive teacher–student relationships and building rapport as areas of confidence for many teachers. Teachers demonstrated lower self-efficacy in areas related to specific cultural knowledge, such as validating students’ native language, teaching students about particular achievements within their culture, and using culturally responsive techniques (Cruz et al., 2020). The researchers noted that lower self-efficacy is concerning because building on students’ cultural backgrounds is a core tenet of CRT. As a result, teachers may miss critical opportunities to help close the achievement gap (Cruz et al., 2020).

Multicultural Education

According to Kirylo (2017), multicultural education aims to prepare students for participation in a pluralistic and diverse society. An emphasis on multicultural education began

in the 1960s in response to the Civil Rights Movement and called for social and economic equality (Kirylo, 2017). As the culture of American society began to shift, the calls for integration became more prominent. Integration helps children connect their cultural and ethnic identity to the larger community (Koppelman, 2020). Advocates of multicultural education posit that all students can benefit from learning about other cultures and backgrounds (Kirylo, 2017). Furthermore, Banks (1989) noted that multicultural education improves academic outcomes for all students and provides economic and social mobility opportunities.

Many scholars have proposed multicultural education as a possible solution to address inequity (Banks, 1989; Gay, 2000; Ladson-Billings, 2009a). James Banks (1989), one of the primary contributors in the field, identified four approaches to multicultural education: the contributions approach, the additive approach, the transformative approach, and the social action approach. The contributions approach is the most used form of multicultural education. Practitioners include mainstream ethnic heroes in the curriculum when utilizing this approach, often limiting content to holidays and cultural celebrations. The additive approach includes adding ethnic resources to the curriculum without changing the overall premise. Banks (1989) noted that this approach is the first step in a more integrative model; however, the focus remains on the perspective of the dominant White culture.

The transformative approach challenges the dominant culture's assumptions by enabling students to consider various perspectives (Banks, 1989). The social action approach builds upon the tenets of the transformative approach by requiring students to act. In this approach, students become engaged in critical thinking and are empowered to become a part of the solution to ending racism and discrimination. Regardless of the model, multicultural education supports acknowledging cultural differences, enacting pedagogical changes, and eradicating educational

inequities (Kirylo, 2017).

Although there were benefits to multicultural education, it did not always meet the evolving needs of students. Some scholars posited that multiculturalism increased culturally oppressive practices through curricula, selective instruction by teachers, and even classroom climate and décor (Adams et al., 2016; Nieto & Bode, 2008). As perspectives began shifting around the definition of culture, multiculturalism yielded to culturally responsive teaching (Walter, 2018). Walter noted that the understanding of culture expanded beyond ethnicity and race to include motivation, group norms, and beliefs. Ladson-Billings (2014) affirmed that culture is not static and can change based on varying circumstances. Thus, educators began to view culturally responsive teaching as a student-centered approach and multiculturalism as curriculum-based (Walter, 2018).

Ladson-Billings' Culturally Relevant Teaching Model

Building on Banks's work, Ladson-Billings (1995) expanded the multicultural education framework to include culturally relevant teaching. She utilized ethnographic interviews with teachers and videos of classroom instruction while working with teachers who were also researchers to formulate her culturally relevant framework (Mensah, 2021). In her seminal book, *The Dreamkeepers*, Ladson-Billings (2009b) challenged the notion that African American students could not excel academically. She encouraged educators to challenge the status quo, examine the teacher-student relationship, question the curriculum, and utilize education to empower all students (Mensah, 2021). Wynter-Hoyte et al. (2019) noted that unfair media coverage continues to depict the dehumanization of Black youth and further contributes to beliefs that African Americans and CLD students are academically inferior.

Ladson-Billings (1995) posited that instruction is more engaging when teachers

demonstrate cultural consciousness and a caring disposition. Before CRT is implemented, there should be an understanding of the complex nature of culture. According to Nieto (1996), culture refers to the shared values, worldviews, traditions, and relationships of individuals with a shared identity, such as geographic location, language, socioeconomic status, or religion. Ladson-Billings (1995) identified three tenets of culturally relevant teaching: academic achievement, cultural competence, and sociopolitical consciousness (Mensah, 2021; Thomas & Berry, 2019).

The first tenet of culturally relevant teaching, academic achievement, pertains to helping students realize their potential for high scholastic achievement (Ladson-Billings, 1995; Thomas & Berry, 2019). Academic achievement focuses on students' learning and can be characterized as good instructional practices (Ladson-Billings, 1995). Teachers promote this tenet by setting high expectations for all learners, helping students set long-term goals, teaching students how to self-advocate, and providing support mechanisms to help students succeed (Thomas & Berry, 2019). In setting high expectations, teachers must consider how they are culturally connected to students' authentic experiences to empower them to believe that achievement is within reach (Lee, 2021; Thomas & Berry, 2019).

Ladson-Billings (1995) identified cultural competence as the second component in her framework. Cultural competence relates to how teachers respect, honor, and engage with their students' cultures during classroom interactions (Ladson-Billings, 1995; Thomas & Berry, 2019). This tenet includes supporting culturally diverse students to learn to navigate the dominant culture while embracing their cultural identity to attain academic success (Thomas & Berry, 2019). The third tenet of culturally relevant teaching is sociopolitical consciousness. According to Ladson-Billings (1995), teachers have a responsibility to help marginalized youth understand the world, question inequities, and empower them to seek social justice to improve

the world. Teachers who demonstrate sociopolitical consciousness often create structures to help students achieve these objectives (Thomas & Berry, 2019).

Building on her original framework, Ladson-Billings (2014) expanded her ideology to include the concept of culturally sustaining pedagogy. Ladson-Billings challenged the notion that CRT is static. Instead, she clarified that CRT evolves to incorporate best practices as educators and researchers learn about cultural dynamics. She further acknowledged that most CRT implementation has been mainly superficial (Ladson-Billings, 2014; Lee, 2021). There has been a lack of widespread implementation, and the most successful use of CRT exists among teachers with the same racial and cultural backgrounds as their students (Lee, 2021).

Gay's Culturally Responsive Teaching Model

Gay (2018) posited that students are more likely to excel academically when teaching and learning are culturally aligned. In this context, learners are exposed to historically and culturally accurate resources as they use previous knowledge and current information to understand academic skills and concepts. While many schools continue to laud the benefits of multicultural education, a disproportionate number of students of color continue to perform poorly, indicating a need for culturally responsive teaching (Gay, 2002). It is insufficient to have a general awareness or respect for cultural diversity; teachers must develop a knowledge base that includes factual information about specific ethnic groups. Cruz et al. (2020) added that teachers must have access to training and ample and meaningful opportunities to practice culturally responsive teaching.

Culturally responsive teaching is multifaceted and includes curriculum, instructional approaches, assessment, classroom climate, and culture (Gay, 2010, 2018). The first tenet of Gay's CRT framework is developing a cultural diversity knowledge base. Effective teaching

includes adeptness in content knowledge and sound pedagogical skills (Gay, 2002). Teachers must develop social, emotional, political, and intellectual knowledge to approach learning holistically (Thomas & Berry, 2019). This knowledge base includes understanding the subject matter and the population you teach. Gay (2002) posited that culture consists of many things, and some aspects directly influence and impact teaching and learning. These include values, traditions, relationships, learning styles, and communication patterns.

The second component of Gay's framework is the use of an ethnic and culturally responsive curriculum. Thomas and Berry (2019) state that incorporating culturally responsive teaching content validates students' heritage. Gay (2002) identified three types of curricula typically found in schools: formal, symbolic, and societal. The formal curriculum includes standards-based textbooks approved by policymakers. While these textbooks have made strides toward inclusivity, they still lack many features of cultural responsiveness and often require adaptations by teachers.

The symbolic curriculum includes images, mottos, awards, and other artifacts (Gay, 2002, 2010). The widespread use of symbolic curricula teaches knowledge, skills, or values; however, they may not be inclusive or representative of the cultural demographic of the local community. The societal curriculum, identified by Cortés (2000), includes the ideas, knowledge, and perceptions about ethnic groups devised from mass media sources. These images are powerful and perpetuate positive and negative stereotypes of majority and minority groups; however, much of this information is usually prejudicial to people of color (Gay, 2002; Wynter-Hoyte et al., 2019).

The third tenet of CRT is demonstrating cultural caring and building a learning community (Gay, 2002). A synthesis of CRT research found that showing respect, honoring

students' humanity, holding them in high esteem, and building rapport with students is critical to their success (Lee, 2021; Thomas & Berry, 2019). Care for students must extend beyond sentiment to include dynamic pedagogical changes that build community (Thomas & Berry, 2019).

Research shows that a sense of community has positive effects on academic achievement. Gay (2002) further noted that culturally responsive learning communities emphasize holistic or integrated learning instead of focusing on the singular aspects of varying learning styles. Collaborative learning strategies allow students to identify as members of a community while still maintaining their unique cultural identities (Thomas & Berry, 2019). This sense of community is integral to cultural environments where people of color pool their strengths and resources for the group's good.

The fourth component of culturally responsive teaching is cross-cultural communication. Gay (2002) pointed to research by Samovar et al. (1991) that explained the cultural influences and nuances of communication. This includes which topics are discussed or avoided, thinking patterns, and even gestures. When teachers communicate acceptance of cultural and linguistic differences through verbal and nonverbal cues, students are motivated and respond positively (Bottiani et al., 2018; Mette et al., 2016). In addition, teachers must be able to communicate with students to identify their strengths and weaknesses accurately.

Gay (2002) reiterated that communication within ethnic groups is culturally encoded, emphasizing the role of cultural socialization. Effective communication requires that teachers be able to decipher the codes so that they can accurately engage with students. Teachers can develop these competencies by learning about the linguistic styles, nuances, and other cultural markers of various ethnic groups (Thomas & Berry, 2019). Culturally responsive teaching

becomes emancipatory and liberating because culturally diverse students are no longer expected to conform to mainstream educational practices where knowledge is meant to be consumed and not questioned (Thomas & Berry, 2019).

In mainstream education, communication is typically passive–receptive, whereas people of color usually engage in active–participatory communication (Gay, 2002). Passive–receptive communication consists of teachers talking while students are expected to listen quietly and only speak when called upon. When communication is active–participatory, teachers expect students to engage with them while speaking; the transmission is multimodal, dialectic, and participatory (Gay, 2002). She further posited that when students are prevented from using organic modes of communication, their thought processes, academic achievement, and intellectual engagement are negatively impacted.

Ineffective communication in educational settings may be attributed to cultural misunderstandings contributing to inequitable discipline practices and the academic achievement gap (Conus & Fahrni, 2019). Research indicated that teachers often misinterpret the cultural behaviors of African American students as disruptive and oppositional due to a lack of cultural awareness (Hamilton & DeThorne, 2021). An emphasis on Eurocentric educational standards, systemically oppressive practices, and lack of pedagogical and practical training in culturally responsive strategies further compound the inequities historically marginalized students face (Bottiani et al., 2018; Koppelman, 2020; Tosolt, 2020).

The final tenet of culturally responsive teaching is cultural congruity in classroom instruction. Gay (2002) defined this aspect as “the actual delivery of instruction to ethnically diverse students” (p. 112). When there is an understanding of how different cultures learn, the mode of instruction can be tailored to meet their needs. For example, some groups may respond

better to cooperative learning activities, peer coaching, or storytelling because it aligns more with their cultural characteristics. Small group instruction has also been cited as a best practice for supporting students and culturally responsive teaching (Darling-Hammond et al., 2017; Lee, 2021).

Ethnographic data suggest that African American students demonstrate higher academic achievement when music, movement, various tasks, and dramatic elements are incorporated into pedagogy (Gay, 2002). In their previously mentioned study, Thomas and Berry (2019) found that mathematics accessibility and engagement increased when connections were made to cultural artifacts. While this aspect may align with established definitions of learning styles, Gay (2002) cautions that cultural congruity is multifaceted. Teachers must be deliberate in learning the structures, patterns, and configurations related to specific ethnic groups. Furthermore, teachers must learn to apply cultural congruence in all subject areas, especially those characterized as high stakes, such as math, science, reading, and writing.

Culturally responsive pedagogy has evolved to include additional definitions and perspectives. Aronson and Laughter (2016) coined the term culturally relevant education to include four key components: academic skills and concepts, critical reflection, cultural competence, and critique discourse of power. The literature review revealed that cultural competence, CRP or CRT, and culturally relevant teaching are interchangeable (Johnson et al., 2021). Furthermore, Gay (2010) acknowledged that CRT alone is not enough to resolve educational inequities for CLD students; there must be broad changes to funding, policymaking, and leadership.

Developing Cultural Competence

Cultural competence is essential when teaching CLD students. Cultural competence

refers to teachers' ability to interact with families, students, and colleagues from different races or cultures (Bennett, 2007). Culturally competent educators can effectively instruct students from cultures outside their own (Lindo, 2020). According to Acquah et al. (2020), teachers should enter the profession with a solid foundation for instructing and interacting with students from diverse backgrounds. In addition, culturally competent teachers are committed to a sustained, ongoing, and reflective developmental process (Lindo, 2020).

Cultural competence can be developed in individuals, systems, and organizations. Cross (2012) identified a continuum that can be utilized to assess cultural competence and help practitioners improve their performance. The opposing end of the continuum is cultural destructiveness, which views diversity as a problem. Cultural incapacity occurs when organizations lack the capacity or intention to address or help culturally diverse groups. Cultural blindness, the third stage, is the midpoint of the continuum where organizations do not accept or ignore the impact of cultural differences.

The fourth stage is cultural pre-competence, in which the organization or individual accepts cultural differences and seeks information from cultural groups. Advanced cultural competence, the final stage of the continuum, is the most favorable. In this stage, culture is held in high esteem, and the individual or organization proactively employs strategies to advance cultural competence (Johnson et al., 2021). Building on a foundation of cultural understanding will prepare teachers to address related social justice and education inequities (Ladson-Billings, 2011, 2014).

Culturally Responsive Teachers

The role of teachers is critical in achieving culturally responsive practices. Lee (2021) posited that teachers are the primary influences on how language and cultural differences are

accepted or rejected in classrooms. Culturally responsive educators set high expectations for students, engage in active teaching, display cultural sensitivity, and facilitate purposeful discourse (Ladson-Billings, 1995; Thomas & Berry, 2019). Educators who understand the cultural and societal dynamics of their community and the broader society build a bridge to improve student outcomes (Bottiani et al., 2018).

As teachers and students work collaboratively, the learning community is established as a safe space to explore diversity (Gay, 2000). Teachers who demonstrate respect for individual differences and create an environment where culture and diversity are acknowledged and celebrated display the core tenets of CRP. Lind and McKoy (2016) noted that students and teachers are positively impacted because CRP engages and validates cultural heritages while making social and academic connections.

Culturally responsive teachers share many common traits. According to Ladson-Billings (1995), culturally responsive teachers have a passion for teaching, dynamic and equitable teacher-student relationships, and a willingness to create and reconstruct knowledge. Teachers may utilize student-centered techniques in a culturally responsive classroom, such as collaborative activities or games (Tanase, 2020). Lessons may be based on topics of student interest and use real-life examples that enable students to make authentic connections. Instructional connections increase student motivation and improve academic achievement outcomes (Samuels, 2018). Furthermore, culturally responsive teachers adapt the curriculum to reflect students' needs and accept responsibility for ensuring the use of diverse materials (Gay, 2000; Ladson-Billings, 1995).

Teachers who excel in culturally responsive practices must accept that inequalities exist and disproportionately impact minorities (Ladson-Billings, 2011). Educators must have sufficient

knowledge of the systemic disparities faced by historically marginalized students (McManimon & Casey, 2018) to be effective. While most teachers wish to provide students with a culturally responsive learning environment, Tosolt (2020) posited that good intentions alone are insufficient to negate deeply held beliefs and colorblind practices. Research indicates that teachers with deficit views regarding bilingual students behave differently towards them and may attribute behavioral and academic deficiencies to the students based on their opinions (Mellom et al., 2018). In addition, Bonner et al. (2018) found that preconceived stereotypes and the inability to implement culturally responsive pedagogy correctly led to adverse outcomes for minority students.

Teacher beliefs directly impact expectations for themselves and students and their conduct as educators (Mellom et al., 2018). Lee (2021) used the term teacher embodiment to clarify the role of teachers in creating a culturally responsive learning environment. Educators cannot distance themselves from the process because race shapes who a person becomes and how that person engages in their role as a teacher (Lee & Lee, 2020). In an ethnographic case study, Lee (2021) found that a Black teacher was significantly influenced by her own experiences of homeschooling her Black sons and her later parental involvement in their public school education. These experiences shaped her expectations for students, influenced instructional strategies, and set a tone for teacher-student interaction.

In addition to teaching students about their unique heritage, culturally responsive teachers teach the history and culture of other ethnic groups (Gay, 2002). The goal is for students to understand that knowledge has consequences beyond the classroom that may require them to take steps toward social justice and equity. Culturally responsive pedagogy also aligns with Nieto's definition of social justice, which includes disrupting inequality, providing tangible

resources and support, refusing deficit ideologies, focusing on students' strengths, and fostering a democratic learning environment (Lee, 2021). In their synthesis of CRT research, Thomas and Berry (2019) concluded that culturally responsive teachers have a keen understanding and awareness of their students and communities, which allows them to “promote access, equity, and empowerment” (p. 28). Culturally responsive teachers may also seek additional professional development resources to build efficacy in other cultures (Gay, 2000).

Culturally Responsive Curricula

Culturally responsive curricula ensure that historically oppressed or marginalized groups are motivated and engaged in educational settings (Ervin, 2022). Christ and Sharma (2018) state that culturally responsive curricula increase student engagement, motivation, and academic achievement and contribute to positive self-identity. Governing bodies should adopt a culturally responsive curriculum; however, when the existing curriculum does not meet CRP guidelines, teachers must learn how to convert it to meet student needs (Gay, 2002). Gay further noted that culturally diverse curricula are compatible with all subject areas, and there should be deliberate action to add multicultural curricula across all content areas. Thomas and Berry (2019) noted that students exposed to culturally relevant math curricula were more likely to see themselves as mathematicians.

Culturally relevant literature (CRL) mirrors the lived experiences of diverse students (Scullin, 2020). A literature review revealed that CRL is authentic, includes realistic characters, events, and plots, and is shaped by a culturally conscious ideology (Scullin, 2020). The researcher also found that Black male students were more likely to read texts that reflected their interests. A study by Husband and Kang (2020) affirmed that Black male students were motivated and engaged to read culturally responsive texts. Scullin (2020) further concluded that

the historical disparity in the reading scores of Black males is partially due to a lack of authentic, culturally relevant text. The implications of this study are significant because data from the Cooperative Children's Book Center (2022) revealed that less than 25% of children's books written between 2018 and 2022 feature main characters of Black, Indigenous, and people of color.

Individuals committed to CRP may need to confront policies and practices that lead to misaligned curriculum materials. Gay (2002) noted that ineffective approaches to dealing with ethnic diversity in curriculum selection include texts that avoid controversial topics such as historical atrocities, racism, hegemony, and powerlessness; instead, they choose only to highlight prominent historical figures or provide a disproportionate representation of one group, usually African Americans. The most common type of curricular materials, such as bulletin board decorations, trade books, and other publicly displayed images, are merely symbolic and do not meet the requirements for culturally responsive curricula (Gay, 2000).

Professional Development

Professional development is the primary vehicle used within K–2 institutions to develop teacher competency (Bottiani et al., 2018), and continued professional education is required and may be structured in various ways (Bates & Morgan, 2018). High-quality professional development is essential to effective teaching and student success (Valiandes & Neophytou, 2018). According to Darling-Hammond (2021), high-quality institutions believe that good teachers are not just born; they can be trained to implement effective pedagogy. According to Sims and Fletcher-Wood (2021), teacher professional development programs are more effective when they are collaborative, content-specific, continuous, practice-based, and have educator buy-in. Furthermore, effective professional development is critical for ensuring teacher self-efficacy

and moving students toward more successful outcomes (Gaines et al., 2019).

While there is agreement on the importance of professional development, the literature varies on ensuring effectiveness (Johnson et al., 2021). In 2015, the Every Student Succeeds Act (ESSA) emphasized continued professional development for teachers and all school faculty (Hirsch et al., 2018). Furthermore, ESSA requires evidence-based, data-driven, and collaborative PD for all subject areas, including support services such as counselors and librarians (Hirsch et al., 2020).

Darling-Hammond et al. (2017) outlined seven components for effective professional development: (a) need-specific content, (b) utilize adult learning theory and active learning strategies, (c) job-embedded collaboration, (d) simulate effective habits, (e) offer long-term coaching and support, (f) provide time for reflection and feedback, and (g) distribute PD over time. Content refers to how teachers make practical connections to foundational concepts and is the cornerstone of effective pedagogy (Bates & Morgan, 2018; Buxton, 2020). It should not be assumed that teachers have the capacity to implement content without training on specific strategies, especially when instructing diverse student populations (Bates & Morgan, 2018). Professional development designers should ensure that the content is supported by current research and best practices (Bates & Morgan, 2018).

The second element Darling-Hammond et al. (2017) identified focuses on connecting professional development to adult learning theory and active learning strategies. During PD sessions, teachers should actively engage in ways that bring meaning to the content (Bates & Morgan, 2018; Buxton, 2020). When examining the agenda, designers should intentionally create space to practice strategies for which information was disseminated (Bates & Morgan, 2018). In addition, activities should be varied so that teachers do not become complacent and

disengaged. Collaboration, the third component, is critical to building trust and collegiality among colleagues. Providing space for one-to-one, small-group, or whole-group job-embedded discussions where teachers can share ideas, address concerns, ask questions, and challenge assumptions helps build authentic relationships (Bates & Morgan, 2018; Hargreaves & Fullan, 2012).

The fourth and fifth components, modeling and coaching, are critical to effective professional development. Research indicated that teachers benefit from simulated activities, which may be carried out in person or by viewing instructional videos (Bates & Morgan, 2018). Opportunities to directly interact with curriculum materials through guided practice or examine student artifacts also enhance PD. When analyzing student artifacts, discussion protocols should be provided so teachers can engage in collaborative discussions (Heller et al., 2012). Bates and Morgan further suggested that diverse forms of modeling should be utilized to maintain interest. Whether in-person or via technology, coaching enhances PD by providing teachers with ongoing support. In addition, coaching personalizes content by providing expert guidance, buffers the isolation many teachers feel, and promotes teacher buy-in (Bates & Morgan, 2018).

The sixth component Darling-Hammond et al. (2017) identified is feedback and reflection, which are complementary processes. Providing opportunities for feedback and reflection helps teachers deepen their understanding of the content while thinking about how to implement changes to their existing pedagogy (Bates & Morgan, 2018). Effective feedback should be constructive so that teachers make a connection between pedagogy and student outcomes (Bates & Morgan, 2018; Darling-Hammond et al., 2017). The seventh and final component, sustained duration, highlights the benefit of ongoing PD over traditional one-time sessions. Teachers engaging in a continuous learning cycle are more likely to implement

pedagogical changes (Bates & Morgan, 2018). Johnson et al. (2021) also noted that transformative professional development requires sustained implementation of learned knowledge and reflective practice. While the seven components have individual benefits, they are most effective when integrated (Bates & Morgan, 2018).

Bottiani et al. (2018) found that professional development must include time for teachers to practice what has been taught and sufficient follow-up to clarify strategies. During PD sessions, facilitators may use professional videos with teachers demonstrating the desired skill (Bates & Morgan, 2018). According to Bressman et al. (2018), providing opportunities for teachers to virtually visit other classrooms to observe, consult, and collaborate as a supplement to prerecording videos or in-person sessions is ideal. It is insufficient for teachers to passively receive new information; they must have time and ample opportunities to implement new learning in authentic classroom settings (Sims & Fletcher-Wood, 2021). Active learning encourages teachers to examine and deepen their existing pedagogy (Bates & Morgan, 2018).

Teacher Perceptions of Professional Development

Teachers' experiences with professional development are crucial indicators of whether they will implement the information into their existing pedagogy (Gaines et al., 2019). In a qualitative study about teacher perceptions of professional development, respondents expressed dissatisfaction with traditional modes of in-service training (Johnson et al., 2021). A quantitative analysis of 10,507 teachers found that only 40% believed PD was valuable (Hirsch et al., 2018). Professional development sessions should be engaging and interactive. Bates and Morgan (2018) posited that incorporating more interactional elements, such as examining student artifacts or modeling lessons that could be immediately implemented in classrooms, is more effective than traditional lecture models.

Teachers express intrinsic and extrinsic reasons for engaging in professional learning activities (Ping et al., 2018). Many professional development programs emphasize quantity over quality, which contributes to a lack of motivation for teachers (Appova & Arbaugh, 2018). Teachers reported that the required PD hours for continuing certification or career acceleration are ineffective for improving pedagogy. Instead, teachers suggested that they should have a voice in developing PD sessions to reflect specific areas of need (Appova & Arbaugh, 2018).

In a qualitative study examining the motivation for teacher engagement in professional development sessions, Appova and Arbaugh (2018) found that improving student achievement was the primary reason for teacher engagement. In addition, many teachers indicated that professional development sessions were not content-specific, did not focus on their individual needs, and failed to provide relevant information to their specific student population. As a result, teachers were less motivated to engage in PD sessions that they perceived to be ineffective in providing information that resulted in increased student achievement (Appova & Arbaugh, 2018; Sims & Fletcher-Wood, 2021).

School-Wide Professional Development

Efficacious professional development can also be transformative for the overall school environment, not just individual classrooms (Johnson et al., 2021). However, there are varying perspectives about what constitutes effective professional development. There is evidence that school-wide professional development lacks cohesiveness and does not contribute to student achievement (Bottiani et al., 2018; Johnson et al., 2021). According to Sims and Fletcher-Wood (2021), professional development that relies on transmitting knowledge from a facilitator to a large group is acutely ineffective. Still, traditional in-service programs continue to be the primary form of professional development offered to educators (Bottiani et al., 2018).

Traditional, lecture-based PD has proven ineffective in building teacher efficacy or improving student outcomes (Gettinger et al., 2008; Hirsch et al., 2020). Professional development should be sustained over time, where content is revisited to ensure teachers have time to assimilate new information into their schema (Sims & Fletcher-Wood, 2021). The authors also noted that unconnected, single sessions are ineffective if the aim is to impact pedagogical change. In addition, utilizing outside presenters has also proven to be effective since teachers will more likely view the information as more relevant as opposed to in-school experts with whom the teachers are already familiar and to ensure that the content includes the most current research-based practices (Bates & Morgan, 2018; Sims & Fletcher-Wood, 2021).

Professional Learning Communities

Studies show that PLCs are an alternative PD model that can transform educator pedagogy, especially for sensitive matters (Gaikhorst et al., 2017; Mette et al., 2016). While working in small groups, educators are more likely to engage in difficult conversations surrounding culture and race (Bottiani et al., 2018; Mette et al., 2016). Bressman et al. (2018) suggested expanding PLCs to include peer mentoring, co-teaching based on common areas of interest or need, and teacher-to-teacher observations.

Collaboration builds the collective knowledge that extends beyond the isolation many teachers experience within their classrooms (Bates & Morgan, 2018). Sims and Fletcher-Wood (2021) noted that collaborative, small-group PD activities allow teachers to clarify misunderstandings and challenge each other. In their qualitative study, Appova and Arbaugh (2018) found that more than 72% of participants cited collaboration with colleagues as a highly motivating factor for engaging in PD. These teachers agreed that working with each other during contractual hours in content-specific small groups provided an opportunity to share common

concerns, reflect on best practices, and learn by observing others.

Schools help shape CRP perspectives and set a positive tone for collaborating with diverse learners by providing teachers with these opportunities. PLCs also allow educational leaders to foster cultural competence and social justice dialogue (Alhanachi et al., 2021; Mette et al., 2016). In a study of 15 teachers, Alhanachi et al. (2021) found that PLCs improved collaboration among teachers who participated in groups that met consistently. These teachers reported changing their attitudes and beliefs about culturally responsive teaching and were more likely to implement CRT in their classrooms. The opportunity to discuss learning, express frustrations, and share successful strategies is critical as teachers construct their paradigm for culturally responsive pedagogy (Bottiani et al., 2018).

Mentor Coaching

Mentor coaching has also evolved as an alternative to traditional PD. Kraft et al. (2018) found that coaching can transform teacher pedagogy, leading to improved student academic outcomes. In a study of eight elementary teachers, Colombo et al. (2013) concluded that all teachers felt that coaching had improved their beliefs and practices related to culturally responsive teaching. While mentoring and coaching have primarily focused on novice educators, Bressman et al. (2018) noted that veteran teachers also require and appreciate mentoring as a tool for professional growth. In addition, personalized and specific mentor coaching for experienced teachers helps to reduce teacher frustration and burnout (Bressman et al., 2018). Thus, coaching provides a model that meets the individual needs of teachers (Kraft et al., 2018).

Providing teachers with personalized feedback based on their individual needs is a critical function of the coach (Bates & Morgan, 2018). In many mentor-coach relationships, the pre-observation discussion helps prepare the teacher, while the post-observation debriefing helps

identify strengths and weaknesses. Coaches are essential when teachers must implement new curricula or support classroom tools. In a multi-year study on the impact of professional development on teacher self-efficacy, von Suchodoletz et al. (2018) concluded that there are positive correlations, especially for teachers whose PD consisted of mentor coaching.

Targeted Professional Development

All novice and experienced teachers need in-service training on evidence-based best practices to ensure effective pedagogy (Fox et al., 2015). However, all teachers do not require the same professional development activities (Hirsch et al., 2018). According to Choi and Lee (2020), intentional and purpose-driven professional development is critical in improving the school climate. Furthermore, Sims and Fletcher-Wood (2021) found that teachers were more likely to buy into mandatory professional development if the intent was clearly established and explained so that teachers understood the benefits of participation and implementation. When schools organize professional development around the culture and needs of teachers and students, the possibility for real change and transformative pedagogy becomes a reality (Johnson et al., 2021).

Since educators rely upon professional development opportunities to increase pedagogy and improve evidence-based practices, in-service sessions must be need-based, systematic, and socially relevant (Hirsch et al., 2018, 2020). Broad topics that address multiple factors should be broken down and covered in smaller sections to prevent educators from being overwhelmed with irrelevant information (Darling-Hammond et al., 2017). Some researchers suggest using practice-based professional development to target the specific needs of teachers (Harris et al., 2012; Hirsch et al., 2018).

Using multiple forms of data, such as observations and teacher surveys, PD providers

would identify relevant topics for clusters of teachers, ensuring that PD is targeted to educator needs (Hirsch et al., 2018). While content is the anchor that connects theory to pedagogy, it should not be the sole basis for professional development (Bates & Morgan, 2018). Sims and Fletcher-Wood (2021) noted that PD is highly efficacious when specific content knowledge is complemented with general pedagogical information.

Culturally Responsive Professional Development

Research indicates that culturally responsive PD is critical to building teacher efficacy (Mette et al., 2016). However, providing preservice teachers with comprehensive training in CRT will help to increase their comfort level with implementing CRT in the classroom and make PD more meaningful (Cruz et al., 2020). Many preservice teachers reported limited knowledge about student diversity and a lack of explicit training in culturally responsive teaching (Siwatu et al., 2017). In addition, exposing preservice teachers to CRP through modeling and providing opportunities for self-reflection is a valuable strategy to increase personal awareness and serve as a springboard for implementing CRP in their future careers (Acquah et al., 2020; Taylor et al., 2016).

Since educator beliefs inform pedagogical methods, a movement towards culturally responsive teaching begins with a change in perspective and approach (Kieran & Anderson, 2019). Explicit training in culturally responsive pedagogy is critical within the first three to five years of professional practice since new teachers reported less self-efficacy working with CLD students than veteran educators (Cruz et al., 2020). CRT professional development that connects learning to practical application and uses authentic teaching experiences can help increase CRT self-efficacy (Cruz et al., 2020). Furthermore, explicit professional development helps teachers thoroughly understand the concept (Johnson et al., 2021).

Teacher preparation programs and in-service professional development should include information about cultural dynamics (Ladson-Billings, 2014). According to Warren (2018), becoming an effective educator for today's diverse youth requires teachers to develop aptitudes in instruction and interpersonal relationships to engage in practices that lead to successful student outcomes. Individuals who plan to teach in ethnically, racially, or linguistically diverse settings need empathy to comprehend the dynamics of the communities they serve (McAllister & Irvine, 2002).

Empathy is an emotional and cognitive response that is essential to the student-teacher relationship and connects what teachers think they know about students and families to their responses to students' needs and learning experiences (Warren, 2018). While teachers do not have control over the diverse attributes that students bring to the classroom, they control how they respond to student diversity (Warren, 2018). If the dispositions required for culturally responsive teaching are not developed in real-world interactions with diverse youth during preservice training, it is imperative to provide in-service teachers with training in CRP (Ladson-Billings, 2014; McAllister & Irvine, 2002).

Culturally responsive professional development should also include time for reflection. Teachers who employ reflective strategies are constantly analyzing and readjusting their instructional pedagogy. John Dewey (1933) introduced reflective practice as an intentional process that leads to action on behalf of the learner (Rodgers, 2002). Intentional reflection occurs when information gained during professional development is transformed into instructional practices (Rodgers, 2002). The literature suggests that reflective practice improves student outcomes (Mette et al., 2016). Dewey (1933) further concluded that intentional reflection improves teacher decision-making. When teachers receive feedback without space for reflection,

it is less likely that change will occur (Bates & Morgan, 2018).

Teachers who are more efficacious in CRP demonstrate higher levels of self-reflection (Civitillo et al., 2019; Ladson-Billings, 2011). Research also indicates that teachers who fail to engage in self-reflection are usually unwilling to question their pedagogy and enact change. Educational institutions should provide continuous opportunities for teachers to reflect throughout their careers to ensure that best practices are being utilized and that teachers are growing professionally (Civitillo et al., 2019).

Impact on Student Outcomes

At the core of CRP is an emphasis on student achievement (Gay, 2000). Darling-Hammond (2021) posited that student achievement is not limited to academics but includes students' social and emotional needs. Data indicated that culturally responsive pedagogy increases student engagement, improves academic outcomes and performance on standardized assessments, and increases self-esteem and agency in cultural identities (Gay, 2000; Lee, 2021; Samuels, 2018). Ramírez et al. (2019) noted that students with culturally competent teachers perform significantly better in literacy and mathematics. In addition, culturally responsive classrooms and schools strengthen community and stakeholder involvement (Johnson et al., 2021; Ladson-Billings, 1995). Furthermore, students benefit from curricula, instruction, and an educational environment that validates their cultural heritage and shared experiences (Samuels, 2018).

Research indicates that professional development can transform teaching and improve student academic outcomes (Meissel et al., 2016). Teachers acknowledged that increasing student achievement was one of the primary reasons for participating in PD; however, the PD must be engaging and specific (Appova & Arbaugh, 2018). Since the teacher is the primary

instructional leader in the classroom, effective PD is essential to ensure teachers can implement the curriculum with fidelity (Meissel et al., 2016). While PD may be a core factor in teacher performance, Fischer et al. (2018) found that it does not always correlate to increased student achievement and recommended continued research.

Summary

Culturally responsive pedagogy has been proposed as a possible framework for achieving educational equity for minority students (Matthews & López, 2019; Samuels, 2018). Although teachers recognize the importance of diversity, a literature review has revealed that educators are unprepared to implement culturally responsive pedagogy in their classrooms (Bottiani et al., 2018; Johnson et al., 2021; Parkhouse et al., 2019). Since CRP has been proven to improve academic and social outcomes for minority students, it is essential to develop teacher efficacy in this area (Samuels, 2018). Culturally responsive PD ensures that teachers understand and are prepared to implement CRP (Mette et al., 2016).

Bandura's self-efficacy theory is a theoretical framework for understanding how teachers synthesize and apply the knowledge gained from professional development activities to improve their pedagogy (Gesel et al., 2021). It is essential to determine if teachers are more likely to incorporate knowledge gained from observation, performance, peer groups, persuasion, or alternate resources into their pedagogy. Researchers have also examined whether targeted culturally responsive PD effectively develops self-efficacy (Alhanachi et al., 2021; Brown & Crippen, 2016; Parkhouse et al., 2019). Regardless of the mode of transmission, educators should have access to specific strategies and steps for implementing culturally responsive pedagogy (Gay, 2002).

The existing literature on professional development in culturally responsive pedagogy for

teachers suggests a lack of emphasis on how adults learn. Instead, pedagogical practices are explored in the insulation of learning theory (Kyndt et al., 2016). A gap in the literature exists relating to teachers' perceptions of how PD contributes to culturally responsive pedagogy. Specifically, there is a need to determine how PD programs can increase teacher self-efficacy in implementing culturally responsive pedagogy.

CHAPTER THREE: METHODS

Overview

The purpose of this qualitative single case study was to explore teachers' perceptions of the effectiveness of the professional development program on their implementation of culturally responsive pedagogy, self-efficacy, and student outcomes at Wyatt Elementary School. Data collection, analysis, and interpretation methods were chosen to accurately reflect participants' perceptions of the professional development program. An explanation of the research design is followed by a discussion of the research questions, setting, participants, procedures, and the researcher's positionality. Data were obtained using individual interviews, focus groups, and document analysis to ensure triangulation. The data were analyzed to identify prominent themes and provide a detailed case description. The chapter concludes with a discussion of ethical considerations and a summary of the research methods.

Research Design

Qualitative research uses a theoretical framework to explore a problem for an individual or group within their natural setting (Creswell & Poth, 2018). Kyngäs et al. (2020) noted that qualitative studies allow the researcher to present an interpretation of the observed phenomenon and actions of the participants in various contexts. In a qualitative study, the researcher utilizes multiple methods, such as observations, interviews, and documents, to gather data. A qualitative approach is most appropriate for this study because it allows the researcher to develop a comprehensive case description. A case study design was selected because the purpose of the study was to explore teachers' perceptions of the effectiveness of the professional development program on culturally responsive pedagogy, self-efficacy, and student outcomes at Wyatt Elementary School.

The origins of case study design are rooted in the social sciences and can be applied across multiple fields, including education. As a qualitative research approach, this design explores a case, a bounded system, or multiple cases that may be defined by parameters such as a specific place or time (Creswell & Poth, 2018). In case study research, an entire entity consisting of an individual, group, organization, or partnership is studied in a real-life context. Case study research allows for examining contemporary issues without any manipulation by the researcher (Yin, 2018). After generating themes from data analysis, a case description will be developed to report the case assertions or lessons learned from the case (Creswell & Poth, 2018).

Research Questions

This study examined educators' perceptions of how professional development impacts their implementation of culturally responsive pedagogy. Due to the increase of culturally diverse students, educators must be knowledgeable about effective strategies for reaching all students (Mensah, 2021). Thus, the following questions will be explored in this study:

Central Research Question

What are teachers' perceptions concerning the effectiveness of the professional development program on culturally responsive pedagogy at Wyatt Elementary School?

Sub-Question One

How do teachers perceive culturally responsive pedagogy as an instructional strategy to support all students?

Sub-Question Two

What have been the effects of professional development on culturally responsive pedagogy and teachers' self-efficacy in implementing the practice within their classroom?

Sub-Question Three

What are teachers' understanding of the purpose of culturally responsive pedagogy and their preparedness to implement?

Setting and Participants

This qualitative case study was conducted at Wyatt Elementary School (pseudonym), an urban K–8 school in a mid-Atlantic state. The rationale for this site selection is that the diversity of the instructional staff and students is critical for examining culturally responsive pedagogy. In addition, staff members in the Westmoreland School District (pseudonym) participate in mandated weekly PLCs and bi-weekly 90-minute PD activities, which are critical factors of the study.

Setting

Wyatt Elementary School is a public school in a mid-Atlantic state. The Westmoreland School District services approximately 7,000 students in traditional public schools, and an additional 4,000 attend charter and renaissance schools. Westmoreland is the seventh-largest city in the state, with roughly 74,000 residents: 51% Hispanic, 39% Black or African American, 6% White, 2% Asian, and 2% Other. The federal poverty rate is 36%. The demographics within the school district are nearly identical to those of the larger community.

Wyatt Elementary is one of eight schools that utilize a family model, with students attending from pre-k through eighth grade. A principal and two lead educators comprise the administrative team. The leadership team comprises one chairperson from each grade level, two special area chairpersons, and a family operations liaison. In addition to instructional and support staff, there are two reading interventionists, a psychologist, one guidance counselor, a nurse, and a three-member school-based services team. Due to the school district's open enrollment policy, students at Wyatt Elementary come from all sections of the city.

There are approximately 430 students in grades K–8: 66% Black or African American, 33% Hispanic, and 1% White or Other. Like the other schools in the district, Wyatt ranks in the bottom 50% of all schools in the state, with only a 12% literacy and 8% proficiency rate in math. In addition, 75% of students qualify for free or reduced lunch. There are five self-contained special education classes and one inclusion class per grade. Special education classifications include autism, hearing impairment, emotional disabilities, and severe cognitive impairment. English is the primary language, with 24% of students reporting Spanish or Other as the primary language in the home.

Participants

Thirteen K–8 general or special education teachers with at least one full year of experience at Wyatt or another location were selected for this study. According to Creswell and Poth (2018), a small sample is best suited for qualitative studies. The sample was diversified to include teachers from various grade levels, subject areas, racial and ethnic profiles, gender, and cultural backgrounds. Ideally, an equal number of participants was desired across all demographic factors. However, since convenience sampling was utilized, it was not possible to meet all the criteria. There were no novice teachers in the study since the years of experience ranged from 12 to 26 years. All participants volunteered for the study.

Researcher Positionality

As an educator, I have struggled to implement culturally responsive pedagogy and have witnessed the same among colleagues. Many teachers rely on the curriculum to be culturally responsive instead of developing self-efficacy in this area. However, it is critical that teachers who primarily serve minority students develop self-efficacy in culturally responsive pedagogy (Ladson-Billings, 1995; Samuels, 2018). As a Black woman and immigrant, I am particularly

concerned about presenting a culturally responsive educational environment for diverse students. I recall some experiences in my K–12 education in the US where my cultural and linguistic identity was scrutinized to force me to adjust to the dominant culture. I have chosen to work in an urban setting to help promote educational equity for all students. As someone who has served as a mentor for novice teachers, I am passionate about fostering authentic, relevant, and transformative professional development opportunities. Furthermore, as a Christian, I believe a biblical worldview supports a culturally responsive educational environment (*English Standard Bible*, 2001, 1 Corinthians 9:20–22).

Interpretive Framework

This study utilized a social constructivism paradigm. Creswell and Poth (2018) noted that this interpretive framework aims to gain a deeper understanding of the world by engaging, observing, and interpreting the phenomenon being examined. The researcher acknowledges that ideas, thoughts, and interpretations are influenced and shaped by background experiences. I believe that individuals construct meaning about culturally responsive pedagogy based on their life experiences and work environment. In this paradigm, the researcher interpreted the participants' accounts and perceptions as authentic.

Philosophical Assumptions

Philosophical assumptions are conscious and subconscious beliefs we bring to the research study (Creswell & Poth, 2018). When applied within an interpretive framework, philosophical assumptions frame data collection, analysis, and interpretation. Qualitative research has four philosophical approaches: ontological, epistemological, axiological, and methodology (Creswell & Poth, 2018). The philosophical assumption of this study is that educators have a responsibility to strengthen their pedagogy to ensure effective instruction and

positive outcomes for all students.

Ontological Assumption

The ontological assumption of this study was that participants' interpretations of their lived experiences are subjective, multifaceted, and formed through interactions with others (Creswell & Poth, 2018). As a result, the goal was to rely on the participants' perspectives to determine the meaning of the phenomenon. Specifically, I used participants' words and direct quotes to ascertain teachers' perceptions of how the PD program contributes to self-efficacy in culturally responsive pedagogy.

Epistemological Assumption

According to Creswell and Poth (2018), the epistemological assumption focuses on the relationship between the researcher and the participants. As a qualitative researcher, I conducted my study and collected subjective evidence where participants interact in the most natural environment (Creswell & Poth, 2018). During this process, the researcher sought to establish trust, leading to a more authentic relationship between the researcher and participants (Creswell & Poth, 2018).

Axiological Assumption

The axiological assumption reflects the values that I brought to the research study. According to Creswell and Poth (2018), researchers make their values known during the study and separate them from the facts presented by the participants. Since objectivity is critical, I used this assumption to declare my values and biases (Creswell & Poth, 2018). This approach helped me report my findings narratively using the first-person perspective.

Researcher's Role

At the onset of this study, the researcher was an educator for over 26 years. She is

currently a teacher for academically exceptional students in grades three through six and has serviced students in grades K–8 in general and inclusive settings throughout her career. After obtaining a Bachelor of Science in elementary education and sociology, she received a Master of Art in educational leadership. She has been employed in the same district for her entire career and has had the opportunity to engage in a myriad of professional development experiences. Although professionally associated with the setting and participants, the researcher relied on the data obtained through interviews, focus groups, and document analysis to describe the case.

A distinct element of qualitative research is epoché or bracketing. The bracketing process is critical since the researcher fulfills the role of the human instrument in qualitative research by designing the study, collecting and analyzing data, drawing conclusions, and presenting the findings. Bracketing allows the researcher to set aside their personal views to allow for a “fresh perspective” (Creswell & Poth, 2018, p.78) of the phenomenon and gain a deeper understanding of their experience with the phenomenon (Moustakas, 1994). Before starting the study, the researcher bracketed any preconceived notions or biases related to the study by engaging in self-reflection using the same interview questions as the participants (Moustakas, 1994). While bracketing may be challenging for the researcher, it leads to a deeper understanding of the problem and ensures that data collection, analysis, and interpretation are unaffected by researcher assumptions (Creswell & Poth, 2018).

Procedures

The data collection procedures for this study followed the steps for qualitative research using a single case study design (Creswell & Poth, 2018). Once permission was obtained from the Institutional Review Board (IRB) at Liberty University, the researcher emailed potential

participants and verbally appealed to others based on site regulations (see Appendix A). After reviewing the conditions of the study and obtaining participant permission, the researcher began individual interviews followed by focus groups and document analysis.

Permissions

After successfully defending the research proposal, the researcher sought approval from the IRB at Liberty University. Once approval was granted from the IRB (Appendix B), permission was granted by the school's superintendent to conduct the study in the district. School administrators also granted permission to conduct interviews and obtain documents at the research site. After explaining the conditions of the study, the researcher sought permission from the participants. See Appendix C for informed consent forms and site permission.

Recruitment Plan

Participants were recruited for the study through email and a verbal appeal during PLC meetings. Participants were given information detailing the conditions of the study. They were instructed to confirm their willingness to participate by email or in person. Once responses were submitted, volunteers were screened to ensure they met the study requirements and represented the teaching staff's overall demographics. After securing the participants for the structured interview, only two were willing to commit to focus group participation. One of the participants indicated that he eats with a diverse group of colleagues who engage in robust discourse regularly. The researcher attended their lunch session and made a verbal appeal. Four individuals were willing to participate in the focus group but not the semi-structured interview. One of the volunteers could not participate because he was a long-term substitute and not a certified teacher.

Data Collection Plan

This qualitative single case study utilized three primary sources: interviews, focus groups, and document analysis. Creswell and Poth (2018) and Yin (2018) posited that semi-structured, in-depth interviews are standard for case studies because they allow for open-ended conversations. The second source of data was focus groups. During these group interviews, participants are likely to share new experiences or expand on thoughts expressed by others because they are in a comfortable, conversational atmosphere (Busetto et al., 2020; Creswell & Poth, 2018). The third data source was document analysis. Document analysis complements interviews and recognizes the significance of historical artifacts and related materials (Creswell & Poth, 2018; Prior, 2003). Utilizing three data sources satisfied triangulation, allowing the researcher to fully grasp the phenomenon (Busetto et al., 2020; Creswell & Poth, 2018).

Individual Interviews

The study consisted of interviews using a semi-structured format. The researcher drafted explicit open-ended questions exploring the topic and used a conversational tone, allowing the interviewee to add details or pivot to present new information (Busetto et al., 2020; Evans & Lewis, 2018). All the interviews were conducted face-to-face and recorded using Microsoft Teams. When participants are interviewed in a natural setting, researchers are more likely to obtain accurate responses to their questions (Creswell & Poth, 2018).

The participant interviews occurred over two weeks to gain insight into teachers' perceptions of culturally responsive pedagogy, their self-efficacy, and the school's PD program. During the interviews, the researcher gathered demographic information such as race, ethnicity, gender, years of experience, and grade level. Interviews were recorded, transcribed, and coded to generate themes. The researcher used a prescribed document to take notes, record

nonverbal expressions, and collect anecdotal data. The interview questions were developed using components of the culturally responsive teaching framework (see Appendix D).

Individual Interview Questions

1. In your own words, how would you describe culturally responsive teaching? SQ1
2. Has your school provided training on culturally responsive pedagogy? RQ
 - a. If yes, please describe the training. CRQ
 - b. If not, have you sought out training on your own? SQ2
3. What types of professional development are offered at your school? CRQ
4. What role has professional development, provided by your school, played in developing your understanding and implementation of culturally responsive pedagogy? CRQ, SQ2
5. How does the professional development program at your school help you meet the diverse needs of students? CRQ, SQ3
6. How does culturally responsive teaching impact student outcomes, academic and/or social? SQ1
7. How has the professional development program at your school contributed to your overall teacher self-efficacy?

The interview questions relate to culturally responsive pedagogy and this study's conceptual and theoretical frameworks. Self-efficacy theory by Albert Bandura (1977) provided a basis for understanding how teachers perceive culturally responsive pedagogy and implement the knowledge obtained from professional development. The culturally responsive teaching framework underscores the value of transforming the educational landscape into a more equitable system for all students, especially students of color (Ladson-Billings, 1995). An analysis of how professional development helps to improve teacher efficacy in culturally

responsive practices can help school leaders create more equitable educational spaces (Bottiani et al., 2018).

Individual Interview Data Analysis Plan

The first data collection approach consisted of semi-structured interviews. Data from the interviews were analyzed using Yin's (2018) five-step process: 1) compiling the data, 2) disassembling the data, 3) reassembling the data, 4) interpreting the meaning of the data, and 5) concluding the data. Yin's data analysis process allowed the researcher to develop a deep and multifaceted understanding of the study.

Phase One: Compiling. The analysis began with a return to the research questions (Yin, 2018) as a guide for data analysis. In the first step, compiling the data, the interviews were transcribed verbatim to begin building a database. The researcher reread the transcriptions and watched the recordings multiple times to become "intimately familiar" (Castleberry & Nolen, 2018, p. 808) with the content. Castleberry and Nolen affirm that as the researcher rereads the data, a more thorough understanding of terms and concepts will emerge from the overall context of the data. Anecdotal data and notes on nonverbal expressions captured during the interviews were also categorized during this phase.

Phase Two: Dissembling. After the data was compiled and organized, it was dissembled to create meaningful groups (Castleberry & Nolen, 2018). The primary techniques used during this phase were memoing and coding. Memoing includes capturing notes, key ideas, short phrases, and ideas while exploring the database to help understand the overall data (Creswell & Poth, 2018). Building on the data gleaned from memoing, the next step involved coding, where the data was organized into categories, allowing the researcher to see patterns within the data (Creswell & Poth, 2018). During the coding process, connected themes, ideas, and concepts were

analyzed for similarities and differences (Castleberry & Nolen, 2018). The coding process included in vivo codes derived from the participants' exact words (Castleberry & Nolen, 2018; Creswell & Poth, 2018). The initial codes consisted of five to six categories but were expanded as needed and developed into a codebook that included descriptions for each code (Creswell & Poth, 2018). All coding was conducted manually.

Phase Three: Reassembling. After the data was dissembled, it was reassembled to identify patterns and themes. Pattern matching is a type of analysis that identifies patterns found during data collection and is effective for single case studies (Yin, 2018). Also known as classification, pattern matching helps to identify dominant themes in the categorized data. Themes are categories or broad units of grouped codes that form a common idea (Creswell & Poth, 2018). Furthermore, themes “capture an essence of the phenomenon under investigation in relation to your research question or purpose or the purpose of the study” (Castleberry & Nolen, 2018, p. 812). The goal was to formalize five to seven themes based on the data and develop those themes into case descriptions (Creswell & Poth, 2018).

Phase Four: Interpreting. During this phase, the researcher “abstracts out beyond the codes and themes to the larger meaning of the data” (Creswell & Poth, 2018, p. 195). The researcher developed case descriptions using categories based on identified themes or patterns (Creswell & Poth; Yin, 2018). While there are various approaches to interpreting the data, Yin identified five critical attributes: completeness, fairness, empirical accuracy, value-added, and credibility. Completeness means that the reader should be able to see the entire process of how the researcher arrived at the interpretations. When the interpretations are fair, other researchers should arrive at the same conclusions if given the same data. Empirical accuracy means that the interpretations should be accurate and reflective of the raw data. Next, the interpretations should

add value to the current body of existing literature. Finally, credibility relates to how established researchers and colleagues view one's methods and interpretations. The interpretations may include written summaries or visual representations (Castleberry & Nolen, 2018; Creswell & Poth, 2018; Yin, 2018).

Phase Five: Concluding. After interpreting the data, the next step was concluding. During this phase, the researcher returned to the study's central research question and purpose and drew conclusions (Castleberry & Nolen, 2018). While qualitative research findings are not used for generalizations (Creswell & Poth, 2018), they add to the existing body of literature and may be transferrable to similar situations (Castleberry & Nolen, 2018).

Focus Groups

For this study, participants engaged in focus groups based on unifying features and convenience. Although focus groups share many similarities to individual interviews, they are guided by the facilitator to allow participants who share a common phenomenon to engage in a robust exchange of ideas in a shared space (Gill et al., 2008). The focus groups took place at the research site and were divided into two sections based on time restrictions. The facilitator posed an opening question and guided the discussion based on participant responses and interactions. As in the interviews, nonverbal expressions and anecdotal notes were collected during the focus groups (see Appendix E).

Focus Group Questions

1. Based on your understanding of culturally responsive pedagogy, describe examples in your school? RQ, SQ2
2. How have the professional development programs offered by your school helped improve your pedagogy? RQ, SQ1, SQ2

3. Describe the conversations or strategies for implementing culturally responsive pedagogy that you may have had with your colleagues or administrators during PLC, coaching, or PD sessions. RQ, SQ3
4. What in-service training have you received on cultural diversity, cultural competence, or culturally responsive pedagogy? RQ, SQ2
5. How could your school strengthen its culturally responsive practices? RQ1, SQ2
6. What type of feedback have you received from an administrator about culturally responsive practices in your classroom? SQ3

The focus group questions were designed to gather data about the teachers' perceptions concerning the effectiveness of the professional development program on culturally responsive pedagogy at Wyatt Elementary School. Question one allowed participants to expand on their understanding collective understanding of culturally responsive pedagogy and how it is implemented at the site. Bottiani et al. (2018) state that student outcomes improve when schools and educators are culturally responsive. Questions two and four were designed to glean information about the specific attributes of the professional development program and whether it has led to the implementation of CRP. According to Gaines et al. (2019), teachers' perception of professional development is critical to whether they will utilize the information in their classrooms.

Questions three and six provided data about the mode of professional development that is perceived to be the most effective in improving CRP. According to Gettinger et al. (2008) and Hirsch et al. (2020), traditional forms of PD have proven to be ineffective in enhancing teacher pedagogy. Question five provided data about teachers' perceptions of how the PD program may be adjusted to improve CRP. In all, the focus group questions allowed

participants to provide insight and build on the collective knowledge of their colleagues in a collaborative and supportive environment (Creswell & Poth, 2018).

Focus Group Data Analysis Plan

Data from the focus group were analyzed using Yin's (2018) five-phase data analysis: compiling, disassembling, reassembling, interpreting, and concluding. After data transcription, the researcher reread the transcript multiple times to capture recurring statements, take notes, and formulate initial codes. Categories and pattern matching were used to establish themes and patterns to describe the case (Creswell & Poth, 2018; Yin, 2018). Finally, the researcher interpreted the data and drew conclusions in response to the research question and purpose of the study (Castleberry & Nolen, 2018).

Document Analysis

The third data source was documentation. According to Morgan (2022), document analysis is a valuable resource for research because it may help to validate data obtained from interviews and focus groups. Yin (2018) noted that documentation is specific, broad, unobtrusive, and can be reviewed multiple times. Participants were asked to voluntarily share any documentation reflecting their implementation of culturally responsive pedagogy (see Appendix F for document analysis questions). These artifacts include lesson plans and classroom artifacts. The researcher also gathered school-wide artifacts, including professional development agendas, visual artifacts, curriculum materials, and strategic plans. While documents are typically complementary to interviews and observations, Prior (2003) noted the importance of recognizing historical and related materials.

Document Analysis Questions

1. What was the primary purpose of this document? CRQ, SQ3

2. How does this document relate to the professional development program at your school? CRQ, SQ2
3. How did the information contained in this document impact or reflect your implementation of culturally responsive pedagogy? CRQ, SQ1, SQ3

The document analysis questions were designed to gather data about the teachers' perceptions concerning the effectiveness of the professional development program on culturally responsive pedagogy at Wyatt Elementary School. Question one provided data about the origin and purpose of the document. Morgan (2022) noted that it is critical to ascertain the literal and interpretive meaning of all documents. Questions two and three gathered data about the professional development program and teachers' use of culturally responsive pedagogy.

Document Analysis Data Analysis Plan

Document analysis was conducted using Yin's (2018) five-phase approach. All documents were compiled and categorized based on type. Written artifacts were read multiple times to create a list of recurring ideas or statements (Creswell & Poth, 2018). Although documents may include unrelated information, an embedded analysis only contained information related to teachers' perceptions of the effectiveness of the professional development program in implementing culturally responsive pedagogy. The recurring themes were used to draft structural and textural narratives. In reviewing documentation, Yin (2018) cautioned researchers to understand that the documents were written for a specific purpose other than the proposed case study.

Data Synthesis

Data from the interviews, focus groups, and document analysis were synthesized into a composite description of the case (Creswell & Poth, 2018). According to Yin (2018), effective

case study data analysis includes multiple sources of evidence to achieve triangulation, especially in qualitative research. The development of convergent evidence helps reinforce the construct validity of the case study (Yin, 2018). The data was organized and documented to create a case study database, allowing for data preservation in a retrievable format (Yin, 2018). The evidence was used to comprehensively describe whether professional development contributes to teacher self-efficacy in culturally responsive pedagogy. The data were represented in written form and with tables.

Trustworthiness

Trustworthiness in qualitative research includes credibility, dependability, transferability, and confirmability (Creswell & Poth, 2018). When trustworthiness is established, the study is perceived as authentic and truthful (Amin et al., 2020; Kyngäs et al., 2020). Trustworthiness was established by using triangulation and member checks. Establishing trust between the researcher and the participant is critical (Anney, 2014). The researcher established trust with the participants by creating a comfortable and relaxed atmosphere during data collection (Creswell & Poth, 2018). After the data were transcribed and interpreted, participants were invited to review the data for accuracy. Member checks are a validation strategy to ensure the findings and conclusions are authentic (Creswell & Poth, 2018).

Credibility

Credibility ensures that the study results are believable from the participant's perspective (Anney, 2014). Credibility was obtained using triangulation and member checks. Utilizing three data sources satisfies triangulation, allowing the researcher to fully grasp the phenomenon (Creswell & Poth, 2018). Member checks eliminate researcher bias and ensure that the interpreted data accurately reflects the participants' experience (Anney, 2014).

Transferability

In qualitative research, transferability refers to whether the study's results can be transferred or generalized to other settings or participants (Anney, 2014). The researcher thoroughly described the framework, assumptions, and methodology integral to the study. In doing so, other researchers may ascertain whether the results are transferable; however, transferability does not equate to generalization (Kynge et al., 2020). Selecting participants from a public school and thoroughly describing the participant criteria increases the likelihood of transferability to teachers in similar settings (Anney, 2014).

Dependability

Dependability was established using member checks, including receiving participant feedback to ensure the accuracy of responses and documentation (Creswell & Poth, 2018). The researcher shared data with participants, allowing them to read and clarify summaries and themes derived from transcriptions. These member checks helped ensure that participants' experiences were accurately represented at each data collection stage, analysis, and interpretation (Anney, 2014). In addition, member checks allow the researcher to clarify and confirm findings before the study is published (Anney, 2014).

Confirmability

According to Anney (2014), confirmability is the assurance of truthfulness in the researcher's findings and the confidence that they are based on data. Creswell and Poth (2018) suggest keeping the data organized and repeatedly immersing oneself in the data by rereading transcripts or reviewing transcripts. One strategy includes writing notes or memoing to keep track of key ideas and concepts. This process was applied to all data collection and analysis methods. Memoing also allowed the researcher to capture nonverbal data that may not have

been reflected in transcripts or document analysis (Creswell & Poth, 2018).

Ethical Considerations

The researcher must ensure that ethical considerations and procedures are followed before, during, and after the study (Creswell & Poth, 2018). Before collecting data, the researcher obtained approval from the IRB (Creswell & Poth, 2018). The purpose of the study and participation requirements were discussed before the start of the study. Pseudonyms were used to conceal the school's identity and maintain the anonymity of the participants. Transparency and accuracy in data collection methods and reporting were maintained throughout the study. Since culturally responsive pedagogy may be regarded as a sensitive topic, the researcher reiterated confidentiality procedures with all participants.

Summary

This chapter explained the research methods for this qualitative single case study exploring teachers' perceptions of the effectiveness of the professional development program on culturally responsive pedagogy. The research design, participants, data collection, analysis, and interpretation methods were defined using Yin's (2018) approach to case study research. Trustworthiness factors of dependability, credibility, transferability, confirmability, and ethical considerations were also discussed.

CHAPTER FOUR: FINDINGS

Overview

The purpose of this qualitative single case study was to explore teachers' perceptions of the effectiveness of the professional development program on their implementation of culturally responsive pedagogy, self-efficacy, and student outcomes at Wyatt Elementary School. The findings are presented in narrative and graphic format. The study participants are introduced in the first section, followed by the data analysis obtained from semi-structured individual interviews, focus groups, and site documents. The emerging themes and subthemes are discussed, along with answers relating to the central research question and sub-questions. Chapter Four culminates with a summary of the significant findings.

Participants

The participants for this qualitative case study included 13 educators from Wyatt Elementary School who had a minimum of one year of teaching experience. Ten of the 13 participants consented to the semi-structured interviews, and two agreed to participate in the focus group. An additional three teachers agreed to only participate in the focus group. Due to the timing of the study, it was challenging to coordinate interviews, document collection, and focus groups because teachers were consumed with end-of-the-year responsibilities.

The participants included 10 females and three males. There were seven Black females, three White females, one White male, one Black male, and one Latino male. Among the participants, two held bachelor's degrees, ten held master's degrees, and one held a doctoral degree. One participant also had prior experience as an administrator. All participants were veteran teachers with 14–26 years of experience. The demographics are reflective of the teaching population at Wyatt Elementary School. Table 1 shows the demographics of the participants.

Table 1*Participant Demographics*

Teacher Participant	Years Taught	Highest Degree Earned	Content Area	Grade Level	Race	Gender
Kimberly	23	Masters	Sp. Ed.	8	Black	Female
Timothy	18	Masters	ELA	5	Black	Male
Emily	26	Masters	Math	6	Caucasian	Female
Naomi	24	Masters	Math	4	Black	Female
Nina	23	Masters	ELA	8	Black	Female
India	14	Masters	Reading	1- 3	Black	Female
Anna	25	Bachelors	ELA	3	Caucasian	Female
David	22	Masters	Technology	K-8	Latino	Male
Leslie	15	Masters	Autism	K-2	Black	Female
Gayle	17	Masters	ELA	6	Black	Female
Kristen	20	Bachelors	Sp. Ed.	6-7	Black	Female
Samuel	15	Doctorate	Social Studies	6	Caucasian	Male
Kelly	13	Masters	Social Studies	7-8	Caucasian	Female

Kimberly

At the time of the study, Kimberly was a special education teacher at Wyatt Elementary School. Kimberly is a veteran teacher with over 23 years of classroom experience, including grades K–8. A self-described advocate for special needs students, Kimberly is passionate about developing the whole student. She is a respected leader among her colleagues and is often sought out for advice. As a valued member of the school, she serves on various committees and believes in empowering teachers and students. Kimberly is currently the school’s teacher of the year.

Timothy

Timothy was serving his sixth year as a teacher at Wyatt Elementary School. He has over 18 years of experience in the classroom and has taught various grades across the United States. Timothy teaches middle school language arts, where his passion for cultural advocacy guides his instructional philosophy. As an urban education advocate, Timothy also has experience teaching other educators about the importance of cultural and personal connections in the classroom.

Emily

At the time of the study, Emily had been a teacher in the district for over 24 years. She was recently transferred to Wyatt Elementary School, where she teaches mathematics. Emily enjoys connecting with colleagues and students on a personal level. In her spare time, she relishes time spent with family and enjoys hobbies such as crafting.

Naomi

Naomi is both an educator and teacher-leader at Wyatt Elementary School. She is a veteran educator with over 24 years of experience in the district. Naomi has deep roots in the school community because she was locally educated. She is a valued resource to the teachers at

the school and has experience providing data-driven professional development. Naomi is a self-described life-long learner who enjoys spending time with her family and traveling.

Nina

At the time of the study, Nina boasts over 23 years of experience as a public school teacher and an additional five years outside of the district. Nina enjoys assisting colleagues and serving others. She is passionate about creating a space where student voices are represented in education. Nina currently teaches middle school language arts and serves on various school committees. She participated in the semi-structured interviews and focus groups.

India

India is a veteran educator with over 14 years of experience in the district. She is passionate about helping students reach their potential and advocates fiercely for special needs education. At the time of the study, India served as a reading interventionist for students in grades one through three. She is also a teacher–leader who provides professional development and assists colleagues with assessment and data analysis. India also mentors young girls and enjoys helping them reach their full potential.

Anna

At the time of the study, Anna was a veteran educator with over 25 years in the district. She is passionate about creating an atmosphere where students feel valued and is often found supporting her students at personal events. Anna is committed to serving students from urban areas and has partnered with several community organizations to bring much-needed resources into the school and community.

David

David is a well-respected community leader and educator with over 22 years of

experience in public education. He has also held educational administrative roles in state and community agencies. At the time of this study, David taught instructional technology for all grades at Wyatt Elementary School. David participated in the semi-structured interview and focus group.

Leslie

Leslie is a veteran special education teacher who has worked in self-contained and inclusion classes. At the time of the study, Leslie was working her first year in an autism-designated classroom. Leslie is a devoted educator who has also extended her talents to the community sector. As a former daycare owner, Leslie is committed to early childhood education and advocates for early intervention for special needs students. In her spare time, Leslie enjoys mentoring her younger family members.

Gayle

Gayle entered the educational field from the private sector over 17 years ago. She was recently selected as teacher of the year and served in various teacher–leader capacities at the school. Gayle firmly believes in community involvement and seeks out a myriad of opportunities for her students. She also founded a mentoring program that honors community members for making a difference in students’ lives.

Kristen

Kristen is a veteran teacher committed to transforming education for students with special needs. She has taught various grade levels as both an inclusion and self-contained teacher. As a parent of a child at Wyatt Elementary School, Kristen has a personal interest in the academic and social climate of the school. Kristen is very active in her community through various social organizations. Kristen only participated in the focus group.

Samuel

At the time of this study, Samuel was in his first year as a teacher at Wyatt Elementary School; however, he has served in various teaching and administrative roles outside of the district. Samuel was the only participant with a doctoral degree. Samuel enjoys spending time at the beach with his family in his spare time. Samuel only participated in the focus group.

Kelly

Kelly has been a social studies teacher at the site for over 12 years, teaching all middle school grades. She advocates for students and serves the school in various teacher–leader capacities. Kelly is a resource for teachers and is always available to assist with data, technology, and administrative issues. She only participated in the focus group.

Results

The results from the study represent data analysis collected from semi-structured interviews, focus groups, and document analysis. The in-person interviews and focus groups were recorded and transcribed using Microsoft Teams. Participants were sent copies of the transcripts for member checking to ensure accuracy and clarify information. Documents were submitted by participants and curated by the researcher; they included lesson plans, meeting and professional development agendas, and classroom artifacts.

All three data sources were analyzed using Yin’s (2018) five-step process: (a) compiling the data, (b) disassembling the data, (c) reassembling the data, (d) interpreting the meaning of the data, and (e) concluding the data. The transcripts were coded to identify repeated words and phrases. These repeated words and phrases were utilized to formulate themes (See Appendix G). After completing the data analysis, the dominant themes from each data source were synthesized into three overarching themes: inefficacious professional development, shared responsibility for

cultural competency, and multiple contributing factors for self-efficacy.

Interview Results

The interview results yielded significant findings related to teachers' perceptions of the impact of professional development on their implementation of culturally responsive pedagogy, self-efficacy, and student outcomes. Table 2 represents the subthemes and predominant themes from the semi-structured individual interviews.

Table 2

Results from Individual Interviews

Questions	Emerging Theme	Emerging Theme	Emerging Theme	Outlier	Predominant Theme
1. In your own words, how would you describe culturally responsive teaching?	Understanding Students (8)	Inclusive Practices (7)	Awareness of environment (6)	None	Understanding students
2. Has your school provided training on culturally responsive pedagogy? a. If yes, please describe the training. b. If not, have you sought out training on your own?	Conversation but no implementation (4)	No training received (8)	Sought training on their own (9)	Received district training due to position	Sought training on their own
3. What types of professional development are offered at your school?	Curriculum and data-focused agenda (10)	Unrelated to classroom instruction (8)	Repeated topics (8)	None	Curriculum and data-focused agenda
4. What role has professional development, provided by your school, played in developing your understanding and implementation of CRP?	PD is unrelated to CRT (9)	Generic PD (7)	Does not help with implementation (10)	None	Does not help with implementation

5. How does the professional development program at your school help you meet the diverse needs of students?	Top-down initiatives that are not CRT (6)	Does not focus on diversity (5)	Lacks awareness of student CRT needs (5)	None	Top-down initiatives that are not CRT
6. How does culturally responsive teaching impact student outcomes, academic and/or social?	Increases student engagement (6)	Better interpersonal relationships (9)	Gives students a sense of identity (6)	Does not eliminate student apathy	Improved interpersonal relationships
7. How has the professional development at your school contributed to your overall teacher self-efficacy?	Helps with curriculum implementation (3)	Other sources have contributed to my self-efficacy (8)	Limited impact (3)	None	Other sources have contributed to my self-efficacy

The first predominant theme, understanding students, emphasized participants' understanding of culturally responsive teaching. In her interview, Naomi stated, "I believe culturally relevant teaching deals with the educator knowing who her students are, recognizing who they are in terms of their background, and honoring their culture." Participants also noted that CRT consisted of inclusive practices and an awareness of the environment.

The second predominant theme, sought training on their own, reflected teachers' perceptions that the site did not offer professional development related to CRT. Although there were conversations about CRT, teachers indicated they received no specific training. Nina stated, "I would say that they have spoken about those things [CRT]. I would not necessarily say that they are actively incorporating any of those things." The third theme revealed that most PD sessions aligned to curriculum and data. Participants also noted that topics were repeated from year to year and were often unrelated to classroom instruction. After noting that PD focused on "testing, introducing the new curriculum, and housekeeping issues," Nina added that it is "things

that are typical to every year.” The fourth finding, does not help with implementation, reflects participants’ beliefs that the PD program at Wyatt Elementary School does not help them implement CRT. Furthermore, they consider the PD to be generic and not specific to CRT. Kimberly stated, “It [PD] doesn’t address study diversity.”

The fifth theme identified from the interviews was top-down initiatives that do not reflect CRT. Most of the PD offered at the school reflects district-mandated topics that may not have been relevant for their specific student population. Leslie stated, “Right now, we get professional development on the data we have to submit to our school administrators in the district.” When asked about the impact of CRT on student outcomes, the sixth theme, better interpersonal relationships, revealed that participants believed CRT yielded positive outcomes. India stated, “It gives them [students] awareness, and it gives them a sense of understanding and acceptance.” Nina added, “Anytime you can get someone to see how it’s relevant to them, you’re going to get an increase in just engagement.”

The final theme from the semi-structured interviews is that participants credited their self-efficacy to sources outside the school-designed PD program. Although some participants acknowledged that PD helped with curriculum implementation and assessments, it did not significantly contribute to their CRT or overall self-efficacy. David stated, “I wouldn’t say that PD has helped me make myself a better teacher; I would say that the students have made me better.” In her interview, Kimberly said, “Experience and the interactions with people, the kids, with even other staff; yeah, it’s a variety of things.”

Focus Group Results

The focus group allowed participants to expand upon some of the concepts in the individual interviews and piggyback on the ideas presented by their colleagues. There were five

significant findings identified from the focus group data analysis. The subthemes and predominant themes are represented in Table 3.

Table 3

Focus Group Results

Questions	Emerging Theme	Emerging Theme	Emerging Theme	Outlier	Predominant Theme
1. What in-service training have you received on cultural diversity, cultural competence, or culturally responsive pedagogy?	No specific training (4)	Conversations with colleagues (3)	Self-directed PD (3)	Social Media (1)	No specific training
2. Based on your understanding of CRP, describe examples in your school?	Mandated cultural programs (4)	Curriculum stories (3)	Cultural decorations (2)	Mentoring clubs (1)	Mandated cultural programs
3. Describe the conversations for implementing culturally responsive pedagogy that you may have had with your colleagues or administrators during PLCs, coaching, or PD sessions.	Informal discussions on a variety of topics (4)	Planning for special programs (3)	Student behaviors (2)	None	Informal discussions with colleagues on a variety of topics
4. What type of feedback have you received about CRP in your classroom?	Nonspecific to CRP (4)	Evaluation components (2)	General feedback (2)	None	Nonspecific to CRP

5. How could your school strengthen its culturally responsive practices?	More PD on CRP (4)	Ask the teachers (3)	Understanding the needs of the students/community (4)	None	More PD on CRP Understanding the needs of the students/community
6. How have the professional development programs offered by your school helped improve your pedagogy?	Curriculum implementation (4)	No effect because it is repetitive and irrelevant (5)	Rely on outside PD (4)	None	No effect because it is repetitive and irrelevant

The first predominant theme is that participants had not received any specific training on cultural diversity, cultural competence, or culturally responsive teaching. This finding confirmed the results from the individual interviews. Kelly stated, “Yes, that long pause shows that we haven’t had any training. I’m trying to think back to years ago. Yeah, I would say no. That’s a shame.”

The second theme from the focus group was the occurrence of mandated cultural programs. This demonstrates that teachers understood culturally responsive teaching. Nina stated, “Culturally responsive teaching means incorporating different cultures into the classroom and specifically the students you teach.” Participants acknowledged that the most prevalent form of CRT was cultural programs for Black History Month and Hispanic Heritage Month. Although other cultures are represented in the school, they were not featured school-wide in programming or decorations. David added that while these programs are a good start, they do not “acknowledge cross-cultural differences.”

The third theme reiterated that participants rely on informal discussions with their colleagues to engage in dialogue or learn about CRT. David stated, “I think that we have conversations among ourselves that help us understand the culture of our students when we meet at lunch.” They acknowledged the importance of collaborative discussions during PLCs but noted that the administration preselected the topics. Kristin noted that she learned more strategies for CRT from “observing teachers in their natural classroom environment” than from a PD session she attended. The fourth theme also correlated with this finding because it revealed that participants received nonspecific feedback to CRT from their administrators. “Although I get specific feedback about my instruction or a walkthrough during individual coaching with the administrator, it only includes generic information about classroom culture,” Nina expressed.

The fifth theme from the focus group reflected participants’ desire to participate in more culturally responsive PD that illuminates the needs of the students and local community. Kelly explained that CRT training was critical “because we have teachers who are from way different cultures than the students we teach.” Kristen added, “We need this type of training because oftentimes we don’t try to understand the kids until something bad happens. If we had more cultural understanding, we would be able to help our kids before it’s too late.” The final theme that emerged from the focus groups revealed that PD is often repetitive and irrelevant. Participants were wary of attending PD sessions that did not address their specific needs. Samuel conceded that PD would be more beneficial if it focused on a specific area with teachers who need similar training. Since this was his first year at Wyatt, he benefited from the repetitive nature of the PD sessions, but he could understand why some teachers would think it was irrelevant. If the administrators are not confident in their ability to provide PD on culturally

responsive teaching or other topics, they should “bring in a specialty person” who is qualified, stated Kristen.

Document Analysis Results

Document analysis focused on PD agendas for the last two years, classroom artifacts, lesson plans, and memos from committee meetings. Three predominant themes emerged from document analysis. The significant findings are summarized in Table 4.

Table 4

Document Analysis Results

Questions	Emerging Theme	Emerging Theme	Emerging Theme	Outlier	Predominant Theme
1. What was the primary purpose of this document?	Curriculum and data (4)	Repetitive general housekeeping (3)	District-mandated initiatives (4)	None	District-mandated PD on curriculum and data
2. How does this document relate to the professional development program at your school?	PD Tracking (3)	Lacks teacher input (4)	Data and curriculum (3)	None	Lacks teacher input
3. How did the information in this document impact or reflect your implementation of culturally responsive pedagogy?	Added to curriculum (2)	Planning with colleagues (3)	No relation to CRP (4)	None	No relation to CRP

The first predominant theme is that PD sessions are district-mandated with a curriculum and data focus. The PD agendas began with a restatement of the district goals for ELA and mathematics, which was the foundation for most sessions. Leslie stated, “When I look over the PD agendas, it is mostly about the curriculum programs that we are using. There is also a lot of information about assessments.”

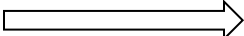
The second dominant theme reflected the lack of teacher input in the professional development program. Nina noted, "We do make suggestions, but I don't know what they do with them." Teacher input is critical because teachers know what they need to develop their self-efficacy. The participants acknowledged that they have input in planning the mandated cultural programs for Black History Month and Hispanic Heritage Month. Their ideas were reflected in committee memos for the programs. In a collage on her wall, Anna expanded on the curriculum material to make cultural connections to her students. She believes these are the ideas teachers should share in PD sessions because she "has learned most of her cultural information from other teachers."

The final theme from document analysis revealed that participants did not think PD was related to culturally responsive pedagogy. After reviewing several professional development agendas from the school and district-wide sessions, Nina stated, "The information in this document does not impact or reflect the implementation of culturally responsive pedagogy." The classroom artifacts and committee notes reflect the teachers' desire to meet students' cultural needs rather than implementing knowledge obtained during PD. Anna noted that she tries to expand her lessons to the students' cultures because she believes it is essential, not because the school mandates it.

Themes

The overarching themes that emerged from this qualitative single case study were derived from the prominent themes identified from interviews, focus groups, and document analysis. Table 5 demonstrates how the subthemes were used to arrive at the overarching themes. The three themes are inefficacious professional development, shared responsibility for cultural competency, and multiple contributing factors to self-efficacy.

Table 5*Theme Development*

Subthemes		Themes
Lacks specificity in CRT and Relevance		
Redundant information		Inefficacious professional development
Educator accountability		
Administrative responsibility		Shared responsibility for cultural competency
Collaboration and robust conversations with peers		
Understanding students and demographics		Multiple contributing factors to self-efficacy
Life Experiences and Time		

Inefficacious Professional Development

The first theme that emerged from the data was inefficacious professional development. Study participants acknowledged the importance of professional development during the interviews and focus groups. Document analysis revealed that whole group, PLCs, district-wide, and one-to-one coaching PD sessions were consistently offered throughout the school year. However, many teachers perceived that the professional development offered at Wyatt Elementary School did not contribute to implementing culturally responsive teaching, self-efficacy, or student outcomes. After explaining how she relied on PD as a new teacher, Gayle stated, “However, as time progressed, it became the same thing, expecting a different outcome, which I personally feel would be insanity.” Nina further noted, “I feel like it’s just, at times, randomly given.”

Lacks Specificity and Relevance

Teachers acknowledged that professional development can be effective when it is specific and relevant to their instruction. The data revealed that participants were made to endure generic professional development sessions that did not meet their specific needs. After explaining that she regularly sits through irrelevant PD, Kelly stated, “Why am I doing this?” Nina further stated that “Professional development should be differentiated.” Document analysis revealed that whole-group PD sessions often included topics only specific to math or language arts teachers. During the second focus group, four participants agreed that school-wide PD rarely acknowledged their subject areas.

During the semi-structured interviews, nine out of 10 participants noted that they had not received any training on culturally responsive teaching, cultural diversity, and cultural competence. This sentiment was echoed in the focus groups. Of the 40 PD agendas reviewed for this study, none specifically mentioned a topic related to CRT or cultural diversity. One participant noted that she had received district training on diversity due to her role as an interventionist; however, she acknowledged that it would have been beneficial for her colleagues at her school to receive the same training.

Participant responses and document analysis revealed that the professional development offered at the site had a limited cultural focus. Most teachers acknowledged that culturally responsive teaching was expected due to the area's demographics, but it was not explicitly taught. When asked whether the school has provided training on culturally responsive teaching, Nina stated, “I would say they have spoken about those things. I would not necessarily say that they are actively incorporating any of those things within their [PD] curriculum.” During the focus group, Kristen and Kelly noted that “specific” PD on CRT is needed. In his interview,

David stated that when the staff is trained on CRT, “You can actually bridge the gap between the students, the parents, and the staff because sometimes there’s that misunderstanding.”

Redundant Information

Many participants referenced that the professional development they received was redundant and primarily focused on curriculum, data, and district initiatives. This finding was confirmed during document analysis, where many of the same topics were repeated over the last two years. Emily added, “I think the student population changes over the years, so it [PD] has to be responsive to that.” The repetitive nature of the professional development sessions increased frustration for the teachers, who reported tuning out because it was “stuff they heard over and over.” Nina noted that veteran teachers were less likely to buy into the PD because they had already sat through years of the same information. Kelly added that she often learned new and relevant information from sessions she sought out independently.

Shared Responsibility for Cultural Competency

The second emerging theme illustrated the belief that developing cultural competency was the shared responsibility of teachers and administrators. All of the teachers acknowledged their role in meeting the needs of diverse learners; however, they also felt that the district or school administrators were responsible for ensuring that teachers were trained in culturally responsive pedagogy. India stated, “I think it should be the school district’s responsibility to ensure there is cultural awareness, but if the school district is not providing it as an educator, I think you should seek outside professional development.”

Educator Accountability

Participant responses indicated a willingness to learn about meeting the diverse needs of students and developing their self-efficacy outside of the mandated professional development.

They believed it was a core feature of a teacher's role to understand their students so they could provide an engaging and enriching educational environment. When asked whose primary responsibility it was to develop a teacher's cultural competence, Naomi stated, "I think fundamentally it would be the teacher's responsibility." All five teachers noted participating in self-directed PD sessions during the focus groups to fill the missing gaps in school-mandated PD.

Teachers had clear ideas about what they needed to improve their instructional strategies but felt that they were rarely asked for suggestions. When they offered suggestions, their ideas were rarely implemented. Nina stated, "I would like to see teachers actually be involved in the professional development process where you're asking teachers, where are they struggling, what they would like assistance with." Document analysis revealed that teachers were assigned topics to discuss during PLCs and rarely had the time to engage in conversation about things that they found necessary.

Administrative Responsibility

Participants noted that administrators also had a responsibility to help them develop cultural competence and self-efficacy to ensure successful student outcomes. When asked about whose responsibility it was to develop cultural competence, Emily stated, "I don't think it's a teacher's sole responsibility. I think it's the overall district, and even within the district, the school should have some responsibility." Timothy also stated that school administrators "may have their personal beliefs about culturally responsive teaching, but they differ to top-down mandates." Participants believe that administrators are responsible for ensuring that CRT is being implemented in classrooms and should provide teachers with feedback. Since feedback

from the administration rarely included CRT, it may demonstrate their “lack of awareness about students’ cultural needs” when planning professional development.

Multiple Contributing Factors to Self-Efficacy

Most teachers are committed to improving their pedagogy and engage in many activities to achieve that goal. The third theme that emerged from the data was that there are multiple contributing factors to self-efficacy. Kimberly stated, “How I’ve grown as a teacher, as an individual, is with experience, the interactions with people, with the kids, with even other staff. It’s a variety of things, not just one thing that we can pinpoint.”

Collaboration and robust conversations with peers

All the participants believed that a significant contributor to their self-efficacy was collaboration and robust discussion with their peers. While the overall professional development program was not acknowledged, teachers felt that small-group PLCs were more effective and contributed to their self-efficacy. Nina stated, “My self-efficacy has been developed outside of PD from the school. It has been developed through conversations with other teachers.” During the focus group, David acknowledged that “Discussions during lunch have really helped develop my understanding of CRT.” When asked how she has developed CRT self-efficacy, Emily said she often spoke “with colleagues or, you know, friends that are teachers in different states and regions of the area to find out how things are different and what they do in situations.”

Understanding students

The student-teacher relationship is a critical component of ensuring a conducive learning environment and was identified by the participants as a contributor to developing self-efficacy. Gayle stated, “I learned from my children in a classroom, and I embrace their beliefs, their religion, their practices. I also share that with my colleagues so that they can have a better

understanding of those they actually work around every day.” David added, “I think the students have taught me more than the PD.” Although they asserted that many of the PD activities focused on student data, most teachers perceived professional development to be ineffective in addressing the diverse needs of students. Timothy stated, “So if you’re talking about meeting, you know, diverse academic needs, then that’s certainly on the table, but if we are talking about culturally, no.” During the focus group, Kristen noted that teaching CRT is important because the kids “are going out into a world where they will meet kids from many different cultures.”

Student engagement is an essential factor in obtaining successful outcomes. Many teachers acknowledged that PD might offer suggestions to increase engagement, but it did not always lead to achievement, even when they implemented culturally responsive teaching. Timothy noted that after implementing CRT, he had this question, “Are they engaged because it’s culturally relevant, or are they engaged because those are the good students?” Nina added that she has seen an increase in student engagement when lessons are culturally relevant; however, she acknowledges that it does not always lead to achievement, but “students who wouldn’t necessarily speak may provide some feedback or given an example or elaborate on topics that they can speak to personally.”

Life experiences and time

Most of the teachers acknowledged that they and their students bring a myriad of life experiences to the classroom, contributing to their self-efficacy. After explaining that she grew up in the same city and attended the same schools as her students, Naomi stated, “I feel connected to the students that I teach, that I haven’t sought any further training than my own life experience.” Kimberly also expounded on the fact that her self-efficacy has culminated from life experiences and interactions with colleagues and students.

The study participants had teaching experience ranging from 12 to 26 years and noted that their self-efficacy improved over time. David stated, “I’ve been teaching for 22 years so that understanding on how to make that connection comes kind of naturally when you put in the effort and the time.” During the focus group, David acknowledged that “approaching peers that have been teaching for years” has positively affected his self-efficacy.

Outlier Data and Findings

Data analysis revealed two outliers that were not directly related to the central research question or questions. Although not directly related to the purpose of this study, these outliers may provide valuable data for similar research topics. The two outliers were the influence of social media and mentoring clubs.

Outlier Finding: Using Social Media

During the focus group, Kelly mentioned using TikTok to understand her students and their culture better. While this study focused on teachers’ perceptions of the effectiveness of professional development in implementing culturally responsive teaching, self-efficacy, and student outcomes, it emerged that teachers perceive social media as a powerful learning tool. David added, “Social media has created a new sub-culture that affects teaching and learning.” Appel et al. (2020) noted that “social media is culturally significant since it has become, for many, the primary domain in which they receive vast amounts of information, share content and aspects of their lives with others, and receive information about the world around them.”

Outlier Finding: Mentoring Programs

Mentoring programs offered at the school were considered more culturally responsive than the overall program. Wyatt has several mentoring programs that focus on reaching diverse students. While these programs are extracurricular, Kelly noted that mentors try to “incorporate

activities that are more relevant to students' daily lives." Young et al. (2019) concluded that culturally relevant out-of-school-time mentoring programs were particularly beneficial and helped bridge the achievement gap for Black girls.

Research Question Responses

This section presents concise answers to the central research question and sub-questions about teachers' perceptions of the effectiveness of professional development on implementing culturally responsive pedagogy, self-efficacy, and student outcomes. The answers are synthesized from data gathered during the interviews, focus groups, and document analysis. Responses are presented in narrative form and include in vivo quotes provided by the participants.

Central Research Question

What are teachers' perceptions concerning the effectiveness of the professional development program on culturally responsive pedagogy, self-efficacy, and student outcomes at Wyatt Elementary School? The themes of inefficacious professional development and shared responsibility for cultural competence answer this question. The participants acknowledged the importance of professional development as a learning tool for teachers; however, they perceived that the PD at their school was inefficacious regarding culturally responsive pedagogy. The research supports the implementation of culturally responsive PD. Mette et al. (2016) state that CR professional development is paramount to cultivating teacher self-efficacy.

The results indicated that most PD sessions were curriculum and data-driven. Gayle stated, "Most of our professional development is based on the curriculum. In addition to that, of course, training, practices, policies, procedures, reports, things that need to be done." Only one participant could recall ever receiving a PD on culturally responsive teaching, and they were

unsure if it was at their current site. The teachers indicated they had to seek outside professional development regarding culturally responsive teaching, although they were expected to demonstrate CRT in daily instruction. Teachers should develop interpersonal relationships and instruction capacities to engage in pedagogy that will lead to successful outcomes for diverse students (Warren, 2018).

Sub-Question One

How do teachers perceive culturally responsive pedagogy as an instructional strategy to support all students?

The themes of shared responsibility for cultural competence and multiple contributing factors to self-efficacy answer this question. All participants agreed that culturally responsive pedagogy is a critical instructional strategy to meet the needs of all students. After explaining how her experiences growing up in a diverse, close-knit community informed her educational practice, Anna stated, “My mom always said you have to see your face in history because if you don’t see your face, you don’t connect.” Naomi added, “When students know you can relate to them, when they know you appreciate and value them, then that’s when they can learn.” While most teachers agreed that culturally responsive teaching led to increased student engagement, they were unsure whether it led to increased academic performance. According to Bottiani et al. (2018), educators can build a bridge that leads to positive outcomes for students when they understand the societal and cultural nuances of the community they serve.

Sub-Question Two

What have been the effects of professional development on culturally responsive pedagogy and teachers’ self-efficacy in implementing the practice within their classroom?

The themes of inefficacious professional development and multiple contributing factors to self-efficacy answer this question. The participants did not ascribe their self-efficacy in implementing culturally responsive pedagogy to the professional development program. Responses indicated that self-efficacy in all areas, including culturally responsive pedagogy, resulted from multiple contributing factors such as robust conversation with colleagues, life experiences, student relationships, and time on the job. Kimberly stated, “I think there’s a variety of things that have helped me become a better teacher, a better person, a more compassionate individual. I think life in general. I won’t just say it’s curriculum [PD] based.” These findings are consistent with Bandura’s (1986) assessment that self-efficacy is developed from four primary sources, not one singular experience. The participants also believed there was a disconnect between what they knew about CRT and the practicality of implementing it in their classrooms.

Sub-Question Three

What are teachers’ understanding of the purpose of culturally responsive pedagogy and their preparedness to implement?

The themes of inefficacious professional development, shared responsibility for cultural competence, and multiple contributing factors to self-efficacy answer this question. Participant responses revealed an understanding of culturally responsive pedagogy and its purpose; however, teachers felt unprepared to implement CRT beyond the minimal requirements established by the district and school. Emily explained that she did not have much exposure to diversity while growing up “in a little bubble” and that when she began working in the district, she “had to do a lot of like exploration and stuff on my own.” Cruz et al. (2020) state that CRT

professional development must link theory to practical application while utilizing authentic teaching experiences.

Unanimously, teachers explained that CRT was primarily linked to curriculum materials and acknowledgment of diversity during Hispanic Heritage Month and Black History Month. Nina noted, “I think the different novel studies that the students work on, there is a cultural diversity within the text.” These findings align with Banks’ (1989) contributions approach to multicultural education, where the primary modes of engagement are through cultural celebrations, and the additive approach, where ethnic additions are made to the curriculum. According to Gay (2000), culturally responsive teachers may have to seek supplementary professional development and resources to implement CRT effectively. Some teachers acknowledged going beyond the scope of the curriculum to connect with students.

Summary

This chapter presented the findings of this qualitative case study about teachers’ perceptions of the effectiveness of professional development on their implementation of culturally responsive pedagogy, self-efficacy, and student outcomes. A brief description of each participant follows an overview of the chapter. The emerging themes for each data source were presented in narrative and table form. They were used to identify the three overarching themes of the study: inefficacious professional development, shared responsibility for cultural competence, and multiple contributing factors to self-efficacy. Eight subthemes were presented using narrative form and in vivo quotes. Two outlier findings were also reported. Answers to the central research question and three sub-questions are also presented. Participants did not perceive the professional development program at Wyatt Elementary School to be effective in

implementing culturally responsive pedagogy, self-efficacy, or student outcomes; however, they did acknowledge the value of culturally responsive pedagogy and professional development.

CHAPTER FIVE: CONCLUSION

Overview

The purpose of this qualitative single case study was to explore teachers' perceptions of the effectiveness of the professional development program on their implementation of culturally responsive pedagogy, self-efficacy, and student outcomes at Wyatt Elementary School. This chapter includes a robust discussion of the findings in five subsections. The first section consists of an interpretation of the three significant findings or overarching themes. The next section presents the implications for policy and practice. The third subsection covers theoretical and empirical implications. Subsection four discusses the limitations and delimitations associated with the study. The fifth subsection provides recommendations for future research. Chapter Five culminates with a dissertation summary and a brief synopsis of significant findings.

Discussion

This study examined the perceptions of 13 K–8 educators regarding the professional development program at an urban elementary school. Data were collected through semi-structured individual interviews, two focus group interviews, and document analysis. Participant perspectives were analyzed to identify common themes. Three predominant themes emerged from the study: inefficacious professional development, shared responsibility for cultural competence, and multiple contributing factors to self-efficacy. These themes provided a context for understanding teachers' perceptions regarding the impact of professional development on their implementation of culturally responsive pedagogy, self-efficacy, and student outcomes.

Interpretation of Findings

Once data were analyzed using Yin's (2018) five-step process, three themes emerged from this study: inefficacious professional development, shared responsibility for cultural

competence, and multiple contributing factors to self-efficacy. The researcher used a social constructivist paradigm to interpret the participants' accounts and perceptions as authentic (Creswell & Poth, 2018). Interpretations were further framed based on empirical knowledge obtained during the literature review and the guiding theoretical frameworks of the study, Bandura's (1986) self-efficacy theory, and culturally responsive teaching based upon the combined work of Ladson-Billings (1995) and Gay (2000). The interpretations were synthesized to formulate a composite case description (Creswell & Poth, 2018).

Summary of Thematic Findings

The three themes that materialized from this collective case study were inefficacious professional development, shared responsibility for cultural competence, and multiple contributing factors to self-efficacy. The two subthemes that support the dominant theme of inefficacious professional development were a lack of specificity in culturally responsive teaching and relevance and redundant information. Educator accountability and administrative responsibility were the two subthemes associated with shared responsibility for cultural competence. The third theme, multiple contributing factors to self-efficacy, included three subthemes: collaboration and robust conversations with peers, student relationships, life experiences, and time. Each theme and corresponding subthemes assisted with answering the central research question and sub-questions.

The Need for Intentional and Strategic Professional Development. The study revealed that participants perceived that the professional development they received lacked intentionality and did not strategically align with their needs or culturally responsive pedagogy. It did not appear that professional development was evolving with the local or global needs of a diverse student body. The consensus from the participants was that the PD was designed to meet district-

mandated requirements and was redundantly focused on data, assessment, and curriculum materials. While these elements are important, participants felt it was generic and not specific to their individual needs or the needs of diverse students in an urban setting. Teachers must perceive the offered PD as engaging and relevant because high-quality professional development is conducive to effective teaching and positive student outcomes (Valiandes & Neophytou, 2018). Hence, they are more likely to consider implementation (Ebersold et al., 2019).

During the interviews and focus groups, participants noted that they were made to sit through professional development sessions about curriculum materials they did not use, assessments their students did not take, and other unrelated topics. As a result, participants felt pressed to seek professional development opportunities more suited to their needs and exhibited little buy-in to the school-designed PD. The information did not add to previous learning, even when topics were continuous. Participants also preferred PLCs and one-to-one coaching over whole group sessions. These sessions were more strategically aligned to meet specific goals and provided opportunities for collaboration and feedback. When professional development is collaborative, practice-based, and content-specific, buy-in is inevitable and the PD more effective (Darling-Hammond, 2021; Sims & Fletcher-Wood, 2021). Furthermore, all participants expressed a desire to have input into the types of professional development offered.

Dual Responsibility for Cultural Competence. The study revealed that participants believe a dual responsibility exists between administration and educators to develop cultural competency. One participant noted that those responsible for hiring teachers should consider the demographics and plan PD that helps to bridge the gap between educators and students. The participants expressed a desire to be more self-efficacious in culturally responsive teaching. However, they noted a disconnect between knowing the tenants of CRT and implementation.

After explaining that the information presented in professional development does not always translate practically into the classroom, Timothy stated, “I think experience is always better than the theory that you get in a class or the theories that they are pushing in professional development.”

When planning PD, consideration should be given to providing new teachers with the tools necessary to implement culturally responsive pedagogy. Cruz et al. (2020) concluded that explicit CRT professional development is critical during the first three to five years of teaching because novice teachers reported less self-efficacy when working with diverse students than veteran teachers. Although the participants in the study were all veteran educators, they acknowledged a learning curve during their beginning years where mandated PD was more beneficial.

Educators also acknowledged their role in developing self-efficacy and CRT competencies. They believed personal accountability was a core tenant of being a good teacher since you provide instruction and create a climate where all students feel respected. Culturally responsive teachers must first acknowledge their limitations and accept that minorities face inequalities and educational disparities that require a critical and cultural application (Ladson-Billings, 2011). Participants sought training in areas where they identified pedagogical weaknesses or personal needs to accomplish this goal. Lindo (2020) states that culturally competent educators engage in an intentional, persistent, and reflective developmental process.

Multiple Factors Contribute to Teacher Self-Efficacy. A significant finding of the study is that participants contributed their self-efficacy to multiple factors, the least of which they perceived to be school-based professional development. Three participants acknowledged that the current program at Wyatt Elementary School contributed to their overall self-efficacy but

not in CRT. While some participants conceded that school-based PD was a critical component at the beginning of their teaching careers, they did not perceive it to be effective at this juncture.

Bandura (1986) concluded that individuals develop self-efficacy from performance accomplishments, including mastery of tasks over time. Thus, participants' years of experience were one of the factors that were credited to the development of self-efficacy. This finding is consistent with research that indicates that veteran teachers are more confident in teaching diverse students (Cruz et al., 2020). Participants also indicated that their overall life experiences furthered their self-efficacy. Life experiences are related to Bandura's (1986) findings that behavioral, cognitive, and environmental factors influence learning. Understanding students and the demographics of the community was also another factor. Since each student brings unique experiences to the classroom, teachers must be intentional in getting to know their students instead of applying a one-size-fits-all approach (Kieran & Anderson, 2019; Walter, 2018). Furthermore, educators can provide an equitable and empowering learning environment when they are keenly aware of their students and communities (Thomas & Berry, 2019).

Implications for Policy and Practice

The research findings provide implications for policy and practice when providing school-based PD for teachers. Schools typically offer PD and are often mandated by state requirements to ensure continued learning and implementation of best practices (Bottiani et al., 2018). This section highlights possible suggestions for policy and practice for those responsible for planning professional development for teachers.

Implications for Policy

The significant findings of this study guided the researcher to conclude that policies for professional development should specifically include sessions to increase teachers'

understanding and implementation of culturally responsive pedagogy. Policymakers should include specific language when providing school districts with guidelines for mandated professional development. In turn, district personnel responsible for PD should ensure that activities aligned with cultural competence, culture diversity, and CRT are included at both district and school levels. These policies should suggest that community demographics be considered when planning PD. In addition, consideration should be given to teachers' level of experience and content areas when designing PD so that all teachers, novice and veteran, receive specific and relevant professional development.

Implications for Practice

The three predominant themes that emerged from this qualitative case study help to provide a basis for future practice and research. Previous research indicates, and the findings of this study confirm that teachers believe in the value of culturally responsive teaching (Samuels, 2018). This study affirmed that PD did not prepare teachers for CRT implementation, so professional development should focus on specific strategies. Teachers also expressed an awareness of their strengths and weaknesses, so PD should include teacher input regarding topics and modalities. Including teachers in the PD process is critical because teachers are the primary catalyst for promoting a classroom environment of acceptance and providing instruction that leads to successful student outcomes (Tanase, 2020).

It is not enough for school leaders to believe there is a need for CRT; they must intentionally apply that understanding to PD. Future practice should also consider how teachers learn and develop self-efficacy. This study revealed that teachers' self-efficacy is developed from multiple factors outside of school-based PD. Thus, teachers must explore additional paths that will help increase their CRT and improve their overall self-efficacy.

Theoretical and Empirical Implications

This case study utilized Bandura's (1986) self-efficacy theory and the combined work of Ladson-Billings (1995) and Gay (2000) on culturally relevant and responsive teaching as a theoretical foundation. According to Bandura (1986), self-efficacy is fundamental in determining coping behaviors, motivation, and persistence in completing tasks. Furthermore, self-efficacy is critical for teachers to fulfill educational responsibilities and implement a pedagogy that leads to positive student outcomes (Bandura, 2001). This study reaffirmed the tenets of self-efficacy theory based on teachers' expression that they have developed self-efficacy from multiple factors. These included life experiences, years of teaching, understanding the students and community demographics, and robust discussion and collaborations with colleagues.

These results enforce Bandura's (1986) findings that self-efficacy is not one-dimensional but is developed from performance accomplishments, vicarious experience, verbal persuasion, and physiological states. Teachers' willingness to seek out self-directed PD to meet their individual needs also affirms the role of agency and self-regulation (Bandura, 2001) in developing self-efficacy.

The significant findings of this study also contribute to theoretical and empirical knowledge relating to culturally responsive pedagogy. Culturally responsive pedagogy includes practices that create a student-centered approach that connects learning with students' backgrounds (Ladson-Billings, 1995). Furthermore, CRP has been proven to promote academic achievement and increase cultural competence (Mensah, 2021). All the study participants believed that CRT leads to positive student outcomes such as increasing engagement, providing a sense of identity, and increasing self-esteem. Thus, future practice should include intentional

implementation of CRT professional development that includes consistent feedback to improve pedagogy.

Limitations and Delimitations

Limitations in qualitative research refer to study constraints that cannot be controlled and may impact the research design, data analysis, and conclusions (Theofanidis & Fountouki, 2018). In contrast, delimitations are self-imposed limitations the researcher sets to ensure that the study's objectives are achievable and focused on the research question (Coker, 2022; Theofanidis & Fountouki, 2018). Limitations and delimitations help the reader to consider opportunities for improvement by sharing gaps in the current research, thereby presenting a basis for future research (Coker, 2022; Ross & Bibler Zaidi, 2019).

Limitations

Three limitations of this qualitative single case study were focus group size, diversity of the participant sample, and limited document submissions for data analysis. Due to the IRB and site approval timing, the researcher could not secure more participants for the focus groups. As a result, the utilized group was recommended by a participant from the individual interview who suggested using the teachers in his lunch group since they already gather daily and often engage in robust discussion. This may have impacted dialogue because participants may have already discussed some of the ideas presented in the focus group during their regular meetings.

One of the design goals was to have a diverse sample that reflected the teacher population at Wyatt Elementary School. Since the participant sample mostly mirrored the teacher demographics, the study consisted of veteran teachers with 14–26 years of experience. As a result, the researcher did not gather any data from novice teachers whose perceptions of the impact of professional development on their implementation of CRT, self-efficacy, and student

outcomes may have differed from the veteran participants. It is to be noted that some participants did reflect on their early years during the interviews and focus groups.

A third limitation was the number of documents received for analysis as the third data source. Participants were asked to provide documentation relating to the research questions; however, only three provided personal documentation. Since the researcher was employed at the study site, she was able to secure other documents, such as PD agendas. Participants were then asked to answer the document analysis questions based on the provided agendas. This limitation may have influenced participants' responses since they did not select the documents included in that portion of the analysis.

Delimitations

There were two delimitations to this study. The first delimitation was the selection of the research design. A qualitative study was preferred because it allowed for a detailed and thorough description based on the researchers' interpretation of the participant's responses in the natural setting where contextual variables are present (Creswell & Poth, 2018; Ochieng, 2009). The decision to utilize a single case study design over a multiple case study also placed a self-imposed limitation on the diversity of study participants. A multiple case study would have included a more diverse sample, which could have provided more context about teachers' perceptions in the district. Therefore, the findings are not generalizable to all teachers in locations similar to the research site or throughout the United States.

A second delimitation was the three sources of data collection. The researcher chose these sources to ensure triangulation; however, this excluded information that could have been gathered from other qualitative sources, such as direct observation or journals. Since the researcher worked at the study site, it was essential to engage in bracketing prior to the start of

the study to eliminate preconceived notions and biases (Creswell & Poth, 2018). The researcher chose to eliminate direct observation because colleagues may have perceived it as intrusive or strictly the function of an administrator. Direct observations have yielded valuable data about participants' implementation of CRT instead of relying on responses during interviews and focus groups.

Recommendations for Future Research

The need to improve academic and social outcomes for historically marginalized students from culturally linguistic and diverse backgrounds reinforces the importance of continued development of teachers' cultural competence and use of CRT. While there is a significant body of research about culturally responsive pedagogy, there is limited research about how teachers develop self-efficacy as culturally responsive educators. Thus, more research is needed to fully understand teachers' perceptions of the impact of professional development on their implementation of culturally responsive pedagogy, self-efficacy, and student outcomes.

Future research should include a more diverse sample size of novice and veteran teachers. Cruz et al. (2020) noted that novice educators were less comfortable implementing CRT. These studies could occur in similar geographic locations or extend to more diverse locations across mid-Atlantic states or throughout the United States. A multiple case study design could also yield relevant information by comparing multiple sites within the same district or throughout the state. The researcher recommends that future studies consider how PD can include the factors teachers believed contributed to their overall self-efficacy, such as robust conversation with colleagues, understanding students and community demographics, and life experiences.

Considering the outliers in this study, future research should examine social media's role in developing teachers' cultural competence since it can be used to gather data about students'

lives and personal experiences. Appel et al. (2020) noted that social media influences all areas of society, so its impact on education should be studied. Another possibility for future research could include the second outlier about how mentoring programs can provide CRT outside of school hours. Since these programs have been shown to improve outcomes for diverse students (Young et al. (2019), they may yield significant information that could be incorporated into the school day.

Conclusion

The purpose of this qualitative single case study was to explore teachers' perceptions of the effectiveness of the professional development program on their implementation of culturally responsive pedagogy, self-efficacy, and student outcomes at Wyatt Elementary School. The dissertation is presented in five chapters. Chapter One provided an overview of the study's historical, social, and theoretical context, followed by the problem, purpose statement, and guiding research questions. In Chapter Two, the researcher reviewed the current literature on self-efficacy theory and culturally responsive pedagogy and synthesized related themes. A gap in the literature was also presented as a basis for conducting this research study.

Chapter Three focused on the methodology and research design of the study. The researcher described why a qualitative case study was selected and presented information about the participants, setting, data sources, and data analysis process. Data were collected from interviews, focus groups, and site documents and were analyzed using Yin's (2018) five-step approach. In Chapter Four, the study results were presented for each data source and synthesized to reveal the overarching themes of the study. The chapter also included responses to the central research question and three sub-questions. Finally, Chapter Five discusses the findings, implications, limitations, delimitations, and recommendations for future research.

The study's significant findings led the researcher to conclude that policies and practices should be in place to ensure that professional development includes specific and intentional content on culturally responsive pedagogy to improve teacher self-efficacy and student outcomes. In addition, consideration should be given to the various factors that teachers believe contribute to self-efficacy outside of professional development.

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Appendix A

Hello Educators,

As a graduate student in the School of Education at Liberty University, I am conducting research as part of the requirements for a Doctor of Philosophy degree. The purpose of this study is to explore teachers' perceptions of the effectiveness of professional development on their implementation of culturally responsive pedagogy, self-efficacy, and student outcomes.

If you meet my participant criteria and are interested, I invite you to join my study.

Participants must be 18 years or older and currently employed certified teachers with a minimum of one year of experience. Participants, if willing, will be asked to:

- Participate in a semi-structured interview that will take no more than 45 minutes. The interview may be in-person (preferred) or virtual and will be audio and video-recorded.
- Participate in a focus group that will take no more than 1 hour. The focus group will consist of other participants and will be audio and video recorded.
- Review interview transcripts and develop themes to confirm the accuracy of statements and agreement. This process will be completed within two weeks of the individual interview and the focus group.
- Provide documents that reflect your implementation of culturally responsive pedagogy, self-efficacy, or student outcomes. These documents may include lesson plans, evaluations, PD certificates, or other artifacts.

Names and other identifying information will be requested as part of this study, but the information will remain confidential.

To participate, provide your name and contact information on the sign-up sheet, which will be available at the end of this meeting. If you need further information, a written copy of the study details and requirements is also available, along with my email and phone number.

A consent document will be provided by email for your review, and a hard copy will be given to you at the time of your interview. The consent document contains additional information about my research. If you choose to participate, you will need to sign the consent document and return it to me at the time of the interview/focus group.

Thank you for your time. Do you have any questions?

Dear Educators:

As a graduate student in the School of Education at Liberty University, I am conducting research as part of the requirements for a Doctor of Philosophy degree. The purpose of this qualitative single case study was to explore teachers' perceptions of the effectiveness of professional development on their implementation of culturally responsive pedagogy, self-efficacy, and student outcomes at Wyatt Elementary School.

Participants must be certified teachers with a minimum of one year of experience. Participants, if willing, will be asked to:

- Participate in a semi-structured interview that will take no more than 45 minutes. The interview may be in-person (preferred) or virtual and will be audio and/or video-recorded.
- Participate in a focus group that will take more than 1 hour. The focus group will consist of other participants and will be audio and/or video recorded.
- Review interview transcripts and develop themes to confirm the accuracy of statements and agreement. This process will be completed within two weeks of the individual interview and the focus group.
- Provide documents that reflect your implementation of culturally responsive pedagogy, self-efficacy, or student outcomes. These documents may include lesson plans, evaluations, PD certificates, or other artifacts.
- Participation will be completely anonymous, and no personal, identifying information will be collected.

To participate, please contact me at ***-***-**** or *****@liberty.edu for more information.

A consent document is attached to this email for your review, and a hard copy will be given to you at the time of your interview. The consent document contains additional information about my research. If you choose to participate, you will need to sign the consent document and return it to me at the time of the interview/focus group.

Sincerely,

Cala M. Allison
Doctoral Candidate

Appendix B**LIBERTY UNIVERSITY.**
INSTITUTIONAL REVIEW BOARD

April 26, 2023

Cala Allison
Sharon Michael-Chadwell

Re: IRB Exemption - IRB-FY22-23-1189 A Case Study Exploring Teachers' Perceptions of the Effectiveness of Professional Development on their Implementation of Culturally Responsive Pedagogy, Self-Efficacy, and Student Outcomes

Dear Cala Allison, Sharon Michael-Chadwell,

The Liberty University Institutional Review Board (IRB) has reviewed your application in accordance with the Office for Human Research Protections (OHRP) and Food and Drug Administration (FDA) regulations and finds your study to be exempt from further IRB review. This means you may begin your research with the data safeguarding methods mentioned in your approved application, and no further IRB oversight is required.

Your study falls under the following exemption category, which identifies specific situations in which human participants' research is exempt from the policy set forth in 45 CFR 46:104(d):

Category 2.(ii). Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording). Any disclosure of the human subjects' responses outside the research would not reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, educational advancement, or reputation.

Your stamped consent form(s) and final versions of your study documents can be found under the Attachments tab within the Submission Details section of your study on Cayuse IRB. Your stamped consent form(s) should be copied and used to gain the consent of your research participants. If you plan to provide your consent information electronically, the contents of the attached consent document(s) should be made available without alteration.

Please note that this exemption only applies to your current research application, and any modifications to your protocol must be reported to the Liberty University IRB for verification of continued exemption status. You may report these changes by completing a modification submission through your Cayuse IRB account.

If you have any questions about this exemption or need assistance in determining whether possible modifications to your protocol would change your exemption status, please email us at ***@liberty.edu.

Sincerely,

G. Michele Baker, Ph.D., CIP
Administrative Chair
Research Ethics Office

Appendix C

Consent

Title of the Project: A Case Study Exploring Teachers' Perceptions of the Effectiveness of Professional Development on their Implementation of Culturally Responsive Pedagogy, Self-Efficacy, and Student Outcomes

Principal Investigator: Cala M. Allison, Doctoral Candidate, School of Education, Liberty University

Invitation to be Part of a Research Study

You are invited to participate in a research study. To participate, you must be 18 years or older and be a currently employed certified teacher with at least one full year of experience. Taking part in this research project is voluntary.

Please take time to read this entire form and ask questions before deciding whether to take part in this research.

What is the study about, and why is it being done?

The purpose of this study is to explore teachers' perceptions of the effectiveness of the professional development program on your implementation of culturally responsive pedagogy, self-efficacy, and student outcomes.

What will happen if you take part in this study?

If you agree to be in this study, I will ask you to do the following:

1. Participate in a semi-structured interview that will take no more than 45 minutes. The interview may be in-person (preferred) or virtual through Zoom and will be audio and video-recorded unless participants would only like to be audio recorded.
2. Participate in a focus group that will take no more than 1 hour. The focus group will consist of other participants and will be audio and video recorded.
3. Review interview transcripts and develop themes to confirm the accuracy of statements and agreement. This process will be completed within two weeks of the individual interview and the focus group.
4. Provide documents that reflect your implementation of culturally responsive pedagogy, self-efficacy, or student outcomes. These documents may include lesson plans, evaluations, PD certificates, or other artifacts.

How could you or others benefit from this study?

Participants should not expect to receive a direct benefit from participating in this study.

Benefits to society include contributing to the existing literature regarding culturally responsive pedagogy, professional development, and teacher self-efficacy. Administrators and professional

development designers may draw upon the findings of this study to implement meaningful PD experiences that will benefit stakeholders, such as teachers, students, and community members.

What risks might you experience from being in this study?

The expected risks from participating in this study are minimal, which means they are equal to the risks you would encounter in everyday life.

I am a mandatory reporter. During this study, if I receive information about child abuse, child neglect, elder abuse, or intent to harm self or others, I will be required to report it to the appropriate authorities.

How will personal information be protected?

The records of this study will be kept private. Published reports will not include any information that will make it possible to identify a subject. Research records will be stored securely, and only the researcher will have access to the records.

- Participant responses will be kept confidential by replacing names with pseudonyms.
- Interviews will be conducted in a location where others will not easily overhear the conversation.
- Confidentiality cannot be guaranteed in focus group settings. While discouraged, other members of the focus group may share what was discussed with persons outside of the group.
- Data collected from you may be used in future research studies and/or shared with other researchers. If data collected from you is reused or shared, any information that could identify you, if applicable, will be removed beforehand.
- Electronic data will be stored on a password-locked computer, and hardcopy data will be stored in a locked cabinet. After five years, all electronic records will be deleted, and all hardcopy records will be shredded.
- Recordings will be stored on a password-locked computer for five years and then deleted. The researcher will have access to these recordings.

How will you be compensated for being part of the study?

Participants will not be compensated for participating in this study. Light refreshments or snacks may be provided during the interviews or focus group sessions.

Is study participation voluntary?

Participation in this study is voluntary. Your decision to participate will not affect your current or future relations with Liberty University. If you decide to participate, you are free not to answer any questions or withdraw at any time.

What should you do if you decide to withdraw from the study?

If you choose to withdraw from the study, please contact the researcher at the email address/phone number included in the next paragraph. Should you choose to withdraw, data collected from you, apart from focus group data, will be destroyed immediately and will not be included in this study. group data will not be destroyed, but your contributions to the focus group will not be included in the study if you choose to withdraw.

Whom do you contact if you have questions or concerns about the study?

The researcher conducting this study is Cala M. Allison. You may ask any questions you have now. If you have questions later, **you are encouraged** to contact her at ***-***-**** or *****@liberty.edu. You may also contact the researcher's faculty sponsor, Dr. Sharon Michael Chadwell, at *****@liberty.edu.

Whom do you contact if you have questions about your rights as a research participant?

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, **you are encouraged** to contact the IRB. Our physical address is Institutional Review Board; our phone number is ***-***-****, and our email address is ***@liberty.edu.

Disclaimer: The Institutional Review Board (IRB) is tasked with ensuring that human subjects research will be conducted in an ethical manner as defined and required by federal regulations. The topics covered and viewpoints expressed or alluded to by student and faculty researchers are those of the researchers and do not necessarily reflect the official policies or positions of Liberty University.

Your Consent

By signing this document, you are agreeing to be in this study. Make sure you understand what the study is about before you sign. You will be given a copy of this document for your records. The researcher will keep a copy with the study records. If you have any questions about the study after you sign this document, you can contact the study team using the information provided above.

I have read and understood the above information. I have asked questions and have received answers. I consent to participate in the study.

The researcher has my permission to audio-record/video-record me as part of my participation in this study.

Printed Subject Name

Signature & Date

Appendix D**Participant #:** _____**Date:** _____**Individual Interview Questions**

In your own words, how would you describe culturally responsive teaching?

1. Has your school provided training on culturally responsive pedagogy?
 - a. If yes, please describe the training.
 - b. If not, have you sought out training on your own?
2. What types of professional development are offered at your school?
3. What role has professional development, provided by your school, played in developing your understanding and implementation of culturally responsive pedagogy?
4. How does the professional development program at your school help you meet the diverse needs of students?
5. How does culturally responsive teaching impact student outcomes, academic and/or social?
6. How has the professional development program at your school contributed to your overall teacher self-efficacy?

Appendix E

Focus Group Questions

1. Based on your understanding of culturally responsive pedagogy, describe examples in your school? RQ, SQ2
2. How have the professional development programs offered by your school helped improve your pedagogy? RQ, SQ1, SQ2
3. Describe the conversations or strategies for implementing culturally responsive pedagogy that you may have had with your colleagues or administrators during PLC, coaching, or PD sessions. RQ, SQ3
4. What in-service training have you received on cultural diversity, cultural competence, or culturally responsive pedagogy? RQ, SQ2
5. How could your school strengthen its culturally responsive practices? RQ1, SQ2
6. What type of feedback have you received from an administrator about culturally responsive practices in your classroom? SQ3

Appendix F

Document Review Questions

1. What was the primary purpose of this document? CRQ, SQ3
2. How does this document relate to the professional development program at your school? CRQ, SQ2
3. How did the information contained in this document impact or reflect your implementation of culturally responsive pedagogy? CRQ, SQ1, SQ3

Appendix G

	1. In your own words, how would you describe culturally responsive teaching? SQ1		
2		Understanding Students (8)	Inclusive practices (7)
3	worldview		
4	understanding students/ knowledgeable about students		
5	student culture at the center		
6	awareness of audience/demographics/ environment		
7	variety/diversity		
8	fairness		
9	inclusion		
10	tolerance		
11	acceptance		
12	sensitivity		
13			
	2. Has your school provided training on culturally responsive pedagogy? RQ		
	a. If yes, please describe the training. CRQ		
14	b. If not, have you sought out training on your own? SQ2	Spoken About It / no implementation (4)	No training received (8)
15	None		
16	District mandates		
17	Not purposeful		

1	ET 3	Outliers	Dominant Theme
2	Awareness of Environment (6)	None	Understanding Students
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14	Sought their own training (9)	District Provided Training based on specific role (1)	Teachers seek out their own training
15			
16			
17			