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HOW DO TEACHERS WITH DIFFERENT CERTIFICATION STATUSES DESCRIBE THEIR ABILITY TO DELIVER CULTURALLY RESPONSIVE INSTRUCTION?

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Abstract

Culturally Responsive Teaching is an approach that attempts to integrate students' cultural backgrounds and experiences into learning processes. Some education reformers argue that student needs are best met when teachers utilize Culturally Responsive Teaching Practices (CRTP). In recent years, traditional teacher preparation programs have also begun to incorporate CRTP into pre-service teacher coursework, whereas alternative and emergency certified teachers are thought to have less formal training in CRTP. Yet very few empirical studies have investigated how prepared teachers of different certification statuses feel when it comes to delivering CRTP. The purpose of this study is to investigate how teachers with different certification statuses describe their ability to deliver CRTP. The data for this research was collected by drawing on a stratified random sample of teachers with traditional, alternative, and emergency certifications as well as snowball sampling (n=30). The main findings from this study suggest that traditional preparation programs increase a teacher's ability to deliver CRTP. However, certification pathway was not the only factor that teachers identified. Teachers also described mentorship experiences, school district structures and culture, as well as personal experiences that influence preparedness to deliver CRTP. This study advances existing literature by bringing nuance to the literature on perceived preparation based on different teaching certification statuses. It may also help inform supports that leaders provide to teachers of varying certification statutes.

Keywords: Culturally Responsive Teaching, Culturally Responsive Teaching Practices, teacher preparation programs, teacher certification, student-centered teaching methods, teacher supports, diverse student populations, mentor relationships, mentorship.

Chapter 1: Introduction

Public schools nationwide are becoming increasingly diverse as reflected in national data on student demographics (National Center for Education Statistics, 2023). The National Center for Education Statistics reports that between Fall of 2010 and Fall of 2021, the percentage of Hispanic students in public schools increased from 23% to 28%, while the percentage of White students in public schools decreased from 52% to 45% (NCES, 2023). NCES data also show that Black/African American students in public schools decreased from 16% to 15% (NCES, 2023). Over the last 14 years, census data also reflect a dramatic shift in student demographics in public schools. This national shift has produced changes in schools across America as projections continue to predict a decrease in populations of White, Black, and American Indian/Alaska Native students and increases in Hispanic and Asian students (NCES, 2023).

This growing diversity of public school students is important to monitor and understand, in part, because of the achievement gap observed between students of different racial and ethnic backgrounds (Hung, Smith, Voss, Franklin, Gu, and Bounsanga, 2020). Hung et al. (2020) describe that the achievement gap between non-Hispanic White students and Hispanic and Black students has been a concern for decades. This longstanding gap is observed in state test scores (Reardon, 2013), overall GPA (Cohen, Garcia, Purdie-Vaughns, Apfel, and Brzustoski, 2009), and graduation/dropout rates (Hartney and Flavin, 2014).

Even though there is growing diversity within the student populations, the demographics of public school teachers have been more stable. From recent national data, the percentage distribution of public school teachers' racial and ethnic backgrounds was 79% White, 7% Black, 9% Hispanic, 2% Asian, 1% American Indian/Alaska Native, and 2% (National Center for Education Statistics [NCES], 2019).

With the current public school model, students are expected to assimilate their beliefs and attitudes to the norms of the public school setting (Irving & Hudley, 2008). Irving and Hudley (2008) describe this shift in culture for students as a potential stressor. This is not the goal of public school but a consequence of mainstream culture. Irving and Hudley (2008) describe this phenomenon as Cultural Distrust. They share that Cultural Distrust has many consequences, some of which are low or poor educational growth outlook, a belief that students from diverse cultural backgrounds cannot do well in school, and student-chosen behaviors that are not favorable for academics, such as "personal dress and grooming, athletic prowess, and dating success" (Irving & Hudley, 2008). In an earlier 2005 study, Irving and Hudley sought to measure the relationship between outcome expectations, outcome value, and cultural mistrust among African American male students and found a significant relationship between cultural mistrust and outcome value (Irving & Hudley, 2005). Their study outlined that cultural mistrust and outcome value were significant predictors of academic outcome expectations which in their study meant that when teachers were underprepared or undermotivated, they placed a negative outlook on culturally diverse students which led to lesser academic achievement than teachers who were prepared to meet student needs and hosted positive academic outcomes for students (Irving & Hudley, 2005). One method of mediating these challenges for students is a set of teaching practices that center student culture to the learning process, Culturally Responsive Teaching Practices (Ladson-Billings, 1994).

Baker (1994) argues that education that is not structured on the ethnic and cultural experiences of children, in other words, education that is not multicultural - carries a subtle but devastating message to children. Education reformers believe that teachers must meet their students' cultural needs to promote academic and social success (Cruz, Manchanda, Firestone, &

Rodl, 2020; Fitchett & Salyers, 2012; Lambeth, 2016). This outreach to student needs is the foundation for Culturally Responsive Teaching (Rhodes, 2017). Culturally responsive teachers utilize their lived experiences and sharpen their teaching practices by upholding the importance of their student's lived experiences. It is thought to be an essential way to differentiate instruction in the classroom and school environment (Ladson-Billings, 1994). Culturally Responsive Teaching Practices aim to bring student cultures, backgrounds, and family experiences to their classroom environment when students can identify with the curriculum, instructional methods, class discussions, and their perception of family involvement (Gay & Kirkland, 2003).

Culturally Responsive Teaching (CRT) is used as the guiding concept for this research. CRT first emerged as an educational reform in the 1970s to describe the set of attitudes, values, and actions a teacher would model and provide in the classroom setting to meet student needs (Rhodes, 2017). The Culturally Responsive Teacher is one who identifies the subtle and overt differences between the normed curriculum, classroom, and interactions and develops culturally sensitive and appropriate learning environments (Rhodes, 2017). Gay and Kirkland (2003) pose that several skills are required to deliver CRTP effectively, Still, most importantly, teachers must also develop an awareness of their own bias and consciousness through participation in preparation programs. Effective preparation programs will have teachers use guided practice, authentic examples, and realistic situations so that CRTP skills may be cultivated through reflection (Gay & Kirkland, 2003). The CRTP practices seen in research today are a culmination of the practices outlined in studies from the last several decades. Though Culturally Responsive Teaching has roots from the 1960's multicultural education movement, Gloria Ladson-Billings is generally considered the founder of what is known today as Culturally Responsive Teaching (1994). In 1994, Ladson-Billings submitted the proposal for what she coined "Culturally

Relevant Pedagogy". Culturally Relevant Pedagogy had roots in identifying the failures and then achievements of students when teachers utilized more culturally appropriate teaching practices with African American students (Ladson-Billings, 1994). Culturally Responsive Teaching as known today hosts items regarding English Language Learners, incorporating students' first language in the classroom setting, and teaching different learning styles (Vavrus, 2008).

Bandura's Self-Efficacy Theory was used as a lens in this research to examine how teachers describe their ability to deliver CRTP. This theory informed the interview protocol as each question derived from a source of self-efficacy and helped to build a foundation for describing the findings from this study. Bandura's Self-Efficacy Theory emerged in 1977 and has been characterized as an individual's sense of ability to complete a task under certain conditions or within a certain context (Bandura, 1977). Findings will be categorized into three groups: traditionally certified teachers, alternatively certified teachers, and emergency certified teachers. When applied to this study, it may indicate that teachers indicate their ability to deliver CRTP through sources of Mastery Experiences, Vicarious Experiences, Verbal Persuasion, and Emotional State (Bandura, 1977). For example, a traditionally certified teacher may describe their ability to deliver CRTP by sharing that they utilize these practices and have seen student growth which promotes increased utilization of these practices which would be defined here as a Mastery Experience (Bandura, 1977). Or an alternatively certified teacher may share that they know they can use these practices because they have a strong tie to a mentor who they observe utilizing these practices, which would be defined here as a Vicarious Experience (Bandura, 1977). An example of how Verbal Persuasion could be identified here is if a teacher described their ability to deliver CRTP as strengthened by continued support from their administrator to use these practices (Bandura, 1977). Finally, Emotional State could emerge in the findings if a

teacher shared a heart-felt story about how a teacher connected with them when they were a student and they grew up wanting to be that connection for other students (Bandura, 1977).

Much of the literature on CRTP has been collected quantitatively from studies attempting to validate measures of CRTP: The Culturally Responsive Teaching Survey (Rhodes, 2017), the Culturally Responsive Teaching Self-Efficacy Scale (Siwatu, 2005), and the Culturally Responsive Teaching Outcome Expectancy Scale (Siwatu, 2006). These surveys and scales seek to identify to what extent teachers are utilizing CRTP, how well they believe they are using these skills, and if they believe that these practices are promoting student personal growth and education, respectively (Rhodes, 2017; Siwatu 2005; Siwatu, 2006). Qualitative information has been gathered in studies primarily on the self-efficacy of preservice teachers to identify their confidence in using CRTP and to show their willingness to teach in diverse schools (Fitchett & Salyers, 2012; Gustein, 2003; Lambeth, 2016).

Emphasis on Teacher Preparation

There is evidence to support that teachers feel the responsibility to create welcoming spaces for students and that this is shared with pre-service teachers during teacher preparation programs (Cruz, Manchanda, Firestone, & Rodl, 2020; Chu & Garcia, 2014; Donahue-Keegan, et. al. 2019; Fitchett & Salyers, 2012; Gustein, 2003; Lambeth, 2016). During these traditional programs, pre-service teachers review instructional practices, lessons about classroom climate, and social-emotional learning and are taught strategies to use when including parents and community members (Freeman, Simonsen & MacSuga-Gage, 2013).

There is little evidence of what support is provided to teachers who have not participated in traditional teacher preparation programs. The distinction is made between certification statuses

in the study because the body of literature surrounding CRTP suggests that a teacher's sociodemographic characteristics and the teacher preparation program quality are the two strongest indicators for confidence in delivering CRTP. Published studies on CRTP include information about traditionally certified teachers and pre-service teachers completing traditional preparation programs. This means that we are missing a wealth of knowledge from alternative and emergency certified teachers. This study aims to fill this contextual gap. It is thought that alternatively certified teachers receive a more truncated preparation program and may be missing some of these competencies, while emergency certified teachers are not participating in a formal preparation program and would not receive training surrounding classroom management, pedagogy, or instructional practices. However, it can be suggested that people coming to the teaching field who are not traditionally certified bring lived experiences to the classroom that can promote culturally responsive teaching practices.

Empirical research suggests that the sociodemographic characteristics of an individual can be a great indicator of their level of CRTP competency. Also, effective alternative certification programs consider school context factors such as leadership, school community, and adequate teaching resources; therefore, those placements should succeed overall (Humphrey, Wechsler, & Hough, 2008). However, it is unclear how teachers, both traditionally and non-traditionally certified, feel about the support provided by schools and the structures embedded in schools to meet student needs. It is important to identify these factors so that more support can be provided or the types of support most favored can be strengthened and provided in higher dosage to all teachers. These tasks are based on student relatedness, autonomy, and a sense of belonging, which returns the learning and responsibility to the student. This shift in attitude and engagement with students does come with additional work if it is not embedded in the school climate.

Therefore, if there is no support and intentionality from the school or district, this set of practices may get lost down the list of priorities for a teacher's ever-growing list of responsibilities.

CRTP exists so that teachers can work to break barriers to student connectedness and success. However, Au & Blake, 2003; Gay, 2002; Tintiangco-Bulables, 2015 pose that teachers experience barriers to building their skills of CRTP due to low teacher preparation, school district resistance to interrogating race and privilege, and an overall lack of confidence in the classroom to meet students through these practices. Identifying teacher self-efficacy with delivering CRTP is crucial as illuminating factors influencing teacher ability and motivation can deepen the understanding of teacher areas of need in providing effective learning experiences (Cruz et al., 2020). For many community members, public education is a welcoming learning space for students to thrive. For communities with culturally diverse backgrounds, public education can be a place of distrust. Many people experience poorly maintained and underfunded schools that house under-prepared teachers. In these spaces, culturally diverse groups may not trust public schools to provide their children with adequate education (Irving & Hudley, 2008; Ogbu, 1991).

Certification status ties in with student demographic shifts and plummeting socioeconomic structures between school districts, as many education researchers believe that underfunded and understaffed schools are the focal point for where alternatively certified teachers are placed through their internship programs (Chin, Young, & Floyd, 2004). The lift here for these participants is that they are learning instructional methods and behavior management skills in a challenging environment, which will help them to make those skills transferrable across multiple environments. At the same time, schools are encouraged to accept these placements as these teachers may find interest in staying in these environments as they

know how to interact within them now (Chin et al., 2004). This is an interesting sentiment but could have devastating results for students who are being taught by a new-to-teaching teacher while they are also navigating an environment in which they are unfamiliar. This situation could pose many problems for both the teacher and student as both are not receiving the level of support afforded to them by the education system itself.

Current empirical research suggests that self-efficacy in culturally responsive teaching practices can be indicated by the teacher's quality of preparation program, teacher beliefs, and teacher sociodemographic characteristics. This body of literature represents traditionally certified teachers (Fitchett, Starker & Salyers, 2012; Lambeth & Smith, 2016; Reyes, 2020; Siwatu & Chesnut, 2014; Siwatu, 2006; Siwatu, 2007; Straub, 2016). The literature does not represent groups of teachers that have not completed or are not engaging in some form of the formal teacher preparation program. This gap is outlined in this research because the literature largely treats teachers uniformly. Studies that attempt to seek information regarding the relationship between teacher preparation and self-efficacy of Culturally Responsive Teaching practices fail to recognize that there are many pathways to becoming a teacher. This literature does not represent teachers who have not participated in traditional teacher preparation programs. This is a large gap because many studies suggest that the quality of teacher preparation is a significant indicator of a teacher's perceived ability to deliver Culturally Responsive Teaching Practices. In the limited research that is available, teachers who have participated in traditional teacher preparation programs report higher scores on the Culturally Responsive Teaching Self-Efficacy Scale than teachers who are alternatively certified.

Purpose of the Study

This study investigates how teachers with traditional, alternative, and emergency teaching certificates describe their ability to deliver Culturally Responsive Teaching Practices. This study asked the following research question: *How do teachers with different certification statuses describe their ability to deliver CRTP?* A qualitative research design was selected for this study as a semi-structured interview-style inquiry, which would allow me to investigate further the underlying mechanisms of how teachers with different certification statuses describe their ability to deliver CRTP. The research design is described as a stratified random stratified sampling and snowball sampling of Oklahoma teachers who participated in interviews regarding their delivery of CRTP. In total, 10 traditionally certified teachers, 10 alternatively certified teachers, and 10 emergency certified teachers were interviewed for this study. These groups of teachers were diverse in the school locales, subjects taught, teaching experience, and teacher preparation experience. Bandura's Self-Efficacy Theory informed the interview questions. Responses were grouped by the teachers' certification status and analyzed for a priori codes and emergent themes.

Study Limitations

One of the limitations of this study is self-selection bias. Self-selection bias is when potential participants choose to join a study because they identify with what will be researched. This study, for example, could have been impacted by self-selection bias if participants chose to respond to the research invitation based on whether they felt they would do well in the study or because they had a personal stake in CRTP. One of the ways this study reduced this risk was by inviting several thousands of potential participants to participate in this study while only aiming to obtain 10 participants for each subgroup. This study includes information gathered and

analyzed from participants who teach in Urban, Suburban, and Rural school districts. This may have implications for the level of the district or school-based oversight due to the sociopolitical climate of the area or the state at the time of information gathering. The study setting is used as a contextual gap and, therefore, may have limited transferability to other states due to economic variables or state department certification variables.

Study Contributions

These analyses contribute to the literature by advancing the understanding of themes supporting Culturally Responsive Teaching Practices within groups of in-service teachers who have and have not participated in traditional and alternative teacher preparedness programs. The findings may suggest to school districts how to support their teachers in meeting student needs or could add to the wealth of knowledge about teacher perceptions of their efficacy in meeting student needs. Adding to the understanding of teacher self-efficacy in utilizing CRTP may be synonymous with how they feel prepared to deliver other practices in the classroom and their level of confidence in their work overall. These findings could contribute to what we know about alternatively certified teachers and how school districts can best support teachers early in their career who have participated in alternative pathways to teaching.

Overview

The remainder of this dissertation is organized as follows. Chapter 2 will review the current empirical literature on Culturally Responsive Teaching, how it is being used, and what gaps may be associated with the literature. The literature review will include cross-disciplined information as motivation, ethics of care, and sense of belonging play a significant role in this research. In Chapter 3, the reader will review the conceptual framework of the study to examine

the guiding concepts and theories used to frame this work. This work was framed by the shared knowledge of Culturally Responsive Teaching and Bandura's Self-Efficacy Theory. This chapter will discuss how these theories are used as a lens to posit the interview questions and motivate the reader to examine the results. Chapter 4 will overview the study setting, data sources, participants, interview protocol, and data analysis procedures. This chapter will describe the methodology utilized for the research. Chapter 5 will review the findings from the study and will group the analysis into six emergent themes. Chapter 6 will discuss the findings and any possible implications for leadership and future research.

Chapter 2: Literature Review

Overview

Some education reformers describe Culturally Responsive Teaching Practices as a dynamic framework in education that emphasizes the individuality and community of students and supports teachers in recognizing students' cultural backgrounds while leading them through their education (Ladson-Billings, 1994; Rhodes, 2017; Siwatu, 2005; Vavrus, 2008). This literature review seeks to explore and synthesize existing research on CRTP, including the history of Culturally Responsive Teaching, how CRTP is measured throughout literature, student and teacher perspectives, outcomes, utilization, and the current information surrounding CRTP and teacher certification statuses. In summary, CRT was the founding framework for this set of practices, founded in the 1960's by Gloria Ladson-Billings. Over the years, several scholars have aimed to measure teachers' perceptions of CRTP, including their perceived self-efficacy, overall utilization, and outcome expectations. Several studies suggest that teachers and students have a sense of urgency and responsibility to implement and engage in CRTP. Though there is limited information about CRTP and teacher certification statuses, findings suggest that when pre-service teachers are exposed to direct instruction and mentorship about these practices, they perform well on CRT/CRTP research instruments.

History of Culturally Responsive Teaching

Current empirical research on Culturally Responsive Teaching falls into three buckets: teacher beliefs about CRTP (Cruz, Manchanda, Firestone, & Rodl, 2020; Hawke, 2022; Michaelec & Wilson, 2022), exposure to CRTP in teacher preparation programs (Gay, 2000; Gustein, 2003; Lambeth, 2016), and the utilization of CRTP to engage the disproportionality gap

for African American students and English Language Learning students (Ladson-Billings, 1994; Ladson-Billings, 1995; Rhodes, 2017; Vavrus, 2008). Culturally Responsive Teaching has many names throughout literature: culturally responsible pedagogy, culturally compatible teaching, culturally appropriate teaching, culturally congruent pedagogy, culturally relevant teaching, and multicultural education (Irvine & Armento, 2001). The first mention of this set of beliefs started in the 1960s during the Civil Rights Movement and due to many contributing factors, there was a gap in student achievement regarding student demographics (Martin, 1997). Multicultural education was needed, as it was coined at the time, to meet student needs (Martin, 1997). Three ideologies emerged, including teaching racially different students differently, using insights into ethnic or cultural pluralism to improve all educational decision-making, and teaching content about ethnic groups to all students (Gay, 2000, 2010).

In 1994, Gloria Ladson-Billings culminated the works of multicultural education and its goals and packaged it as Culturally Relevant Pedagogy (Ladson-Billings, 1994). Her research specifically investigated the pedagogical differences between teachers who taught to African American males that demonstrated academic achievement and those who did not (Ladson-Billings, 1994). Ladson-Billings' (1994) goal was to outline the practices of "exemplary teachers of African American students" to define and recognize Culturally Relevant Pedagogy. In her 1995 article, Ladson-Billings acknowledges other researchers and education reformers stance that teacher educators may make marginal differences in the outcomes for working in urban spaces but strengthens her argument that researchers are obligated to "re-educate the candidates we currently attract" toward a more culturally responsive and expansive view of pedagogy (Ladson-Billings, 1995). Her charge to teacher educators is to not rely on multicultural education humanities courses to frame pre-service teacher views but to pose teaching and pedagogy as

continuous improvement and problem solving to promote teachers' deeper understanding of their own culture and the cultures of the students they will serve (Ladson-Billings, 1995).

Measuring culturally responsive teaching

Culturally Responsive Teaching covers a broad spectrum of attitudes, practices, and interactions that teachers can foster in their classrooms. In the validated Culturally Responsive Teaching survey, a qualitative survey for teachers to complete to identify their areas of strengths and areas to grow, a few items consider "I use peer tutors or student-led discussions", "I provide rubrics and progress reports to students", "I make an effort to get to know my students' families and backgrounds" as indicators of a culturally responsive teacher (Rhodes, 2016). While other publications, such as the Southern Poverty Law Center: Learning For Justice, give the Teaching Tolerance Award to teachers who they describe teaching allyship for the LGBTQ community, using children's books to teach about ethnic studies, piloting a student group to rewrite the school dress code policy to be more inclusive of cultural differences, and leading projects with their students to reduce food waste in the school community (Southern Poverty Law Center, Teaching Tolerance Award, 2020).

A bulk of literature on Culturally Responsive Teaching Practices preparation relies on the experiences of pre-service teachers (Lambeth & Smith, 2016; Siwatu & Chesnut, 2014; Siwatu, 2006; Siwatu, 2007), traditionally certified teachers (Reyes, 2020; Straub, 2016), Math and Science teachers (Fitchett et al., 2012), and finally Special Education teachers (Chu & Garcia, 2014). The teachers outlined in this section of the literature are all expected to have completed a traditional teacher certification program through a University or College (Lambeth & Smith, 2016). This literature describes that Caucasian teachers outnumber teachers of color and teacher

candidates can expect to be teaching to diverse communities. When the teacher preparation program is examined, University faculty assume that teacher candidates understand and take on this responsibility. However, findings from research about the perspectives of preservice teachers suggest that those teacher candidates feel frustrated, unprepared, and wary to build on their skills without mentor support (Lambeth & Smith, 2016).

There are a few primary tools people use to measure CRTP. These tools have been validated over the years and are greatly represented in the literature surrounding CRTP. These surveys can be identified in the literature surveying preservice teachers in traditional teacher preparation programs, alternative teacher preparation programs and in-service teachers. Studies including these surveys are typically mixed methods as the researchers will have a large group take the survey and then choose several teachers from that sample to interview when their answers are outliers or if their sociodemographic characteristics are representative of the goal of the research. The Culturally Responsive Teaching Survey is a survey that includes 17 practices in which teachers self-report their frequency of use in the classroom with a scale of *never, rarely, sometimes, usually,* and *always*. The CRT Survey was the first validated tool to measure teachers' self-efficacy in implementing Culturally Responsive Teaching (Rhodes, 2017).

Table 1

Culturally Responsive Teaching Survey Item Prompts

Item #	Item Prompt
1	I include lessons about the acculturation process.
2	I examine class materials for culturally appropriate images and themes.
3	I ask students to compare their culture with American culture.
4	I make an effort to get to know my students' native languages.
5	I learn words in my students' native languages.

6	I use mixed-language and mixed-cultural pairings in group work.
7	I use peer tutors or student-led discussions.
8	I use surveys to find out about my students' classroom preferences.
9	I elicit students' experiences in pre-reading and pre-listening activities.
10	I encourage students to speak their native languages with their children.
11	I have students work independently, selecting their own learning activities.
12	I spend time outside of class learning about the cultures and languages of my students.
13	I include lessons about anti-immigrant discrimination or bias.
14	I supplement the curriculum with lessons about international events.
15	I ask for student input when planning lessons and activities.
16	I encourage students to use cross-cultural comparisons when analyzing material.
17	I provide rubrics and progress reports to students.

The Culturally Responsive Teaching Self-Efficacy Scale (CRTSE) is a survey that assesses the teacher's level of comfort and confidence that they can and do use CRTP in the classroom (Siwatu, 2006). The CRTSE is another validated scale that is typically used in mixed method studies. There are a few studies that pair this scale with the Culturally Responsive Teaching Outcome Expectancy Scale. Both surveys are descriptive and generally assume follow-up interviews with participants. The CRTSE was based on Bandura's Self-Efficacy Theory and the Ethic of Care.

Table 2

Culturally Responsive Teaching Self-Efficacy Scale Prompts

Item #	**Item Prompt**
1	Adapt instruction to meet the needs of my students
2	Obtain information about students' academic strengths
3	Determine whether my students like to work alone or in a group

4	Determine whether my students feel comfortable competing with other students
5	Identify ways that the school culture is different from my students' home culture
6	Implement strategies to minimize the effects of the mismatch between my students' home culture and school culture
7	Assess student learning using various types of assessments
8	Obtain information about my students' home life
9	Build a sense of trust in my students
10	Establish positive home-school relations
11	Use a variety of teaching methods
12	Develop a community of learners when my class consists of students from diverse backgrounds
13	Use my students' cultural background to help make learning meaningful
14	Use my students' prior knowledge to help them make sense of new information
15	Identify ways how students communicate at home may differ from the school norms
16	Obtain information about my students' cultural background
17	Teach students about their cultures' contributions to science
18	Greet English Language Learners with a phrase in their native language
19	Design a classroom environment using displays that reflects a variety of cultures
20	Develop a personal relationship with my students
21	Obtain information about my students' academic weaknesses
22	Praise English Language Learners for their accomplishments using a phrase in their native language
23	Identify ways that standardized tests may be biased towards linguistically diverse students
24	Communicate with parents regarding their child's educational progress

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

The Culturally Responsive Teaching Outcome Expectancy Scale (CRTOE) has 26 items and can be used to assess to what degree a teacher believes that engaging in CRTP will positively affect student outcomes and the learning environment. It can be utilized with teachers

from kindergarten through twelfth grade. Of the three validated CRTP surveys, the CRTOE is the least utilized across literature and rarely the stand-alone data gathering tool for a study.

Table 3

Culturally Responsive Teaching Outcome Expectancy Scale Prompts

Item #	Item Prompt
1	A positive teacher-student relationship can be established by building a sense of trust in my students.
2	Incorporating a variety of teaching methods will help my students to be successful.
3	Students will be successful when instruction is adapted to meet their needs.
4	Developing a community of learners when my class consists of students from diverse cultural backgrounds will promote positive interactions between students.
5	Acknowledging the ways that the school culture is different from my students' home culture will minimize the likelihood of discipline problems.
6	Understanding the communication preferences of my students will decrease the likelihood of student-teacher communication problem.
7	Connecting my students' prior knowledge with new incoming information will lead to deeper learning.
8	Matching instruction to the students' learning preferences will enhance their learning.
9	Revising instruction material to include a better representation of the students' cultural group will foster positive self-images.
10	Providing English Language Learners with visual aids will enhance their understanding of assignments.
11	Students will develop an appreciation for their culture when they are taught about the contributions their culture has made over time.
12	Conveying the message that parents are an important part of the classroom will increase parent participation.

13	The likelihood of student-teacher misunderstandings decreases when my students' cultural background is understood.
14	Changing the structure of the classroom so that it is compatible with my students' home culture will increase their motivation to come to class.
15	Establishing positive home-school relations will increase parental involvement.
16	Student attendance will increase when a personal relationship between the teacher and students has been developed.
17	Assessing student learning using a variety of assessment procedures will provide a better picture of what they have learned.
18	Using my students' interests when designing instruction will increase their motivation to learn.
19	Simplifying the language used during the presentation will enhance English Language Learners' comprehension of the lesson.
20	The frequency that students' abilities are misdiagnosed will decrease when their standardized scores are interpreted with caution.
21	Encouraging students to use their native language will help to maintain students' cultural identity.
22	Students' self-esteem can be enhanced when their cultural background is valued by the teacher.
23	Helping students from diverse cultural backgrounds succeed in school will increase their confidence in their academic ability.
24	Students' academic achievement will increase when they are provided with unbiased access to the necessary learning resources.
25	Using culturally familiar examples will make learning new concepts easier.
26	When students see themselves in the pictures that are displayed in the classroom, they develop a positive self-identity.

Student perspectives

One study examining student perspectives on culturally responsive teaching and their connection with academics found that practices and promotion of culturally responsive teaching were positively associated with academic outcomes (Byrd, 2016). Byrd's study included surveys of 315 students across the nation. Student surveys included two subscales. The first subscale asked questions related to the teacher's practices and whether the teacher was delivering constructionist practices. The second subscale was set to gauge the degree to which teachers delivered instruction with students' culture and home life in the classroom (Byrd, 2016). Their findings model partially confirmed their hypothesis that more constructivist teaching practices that couple culturally relevant teaching and promotion of cultural competence would be associated with both better academic outcomes and more positive racial attitudes (Byrd, 2016). Their model for feelings of belonging explained 23% of the variance in the one and was predicted by perceptions of more constructivist teaching practices and greater promotion of cultural competencies. However, the predictors were not significantly associated with academic self-concept (Byrd, 2016). Byrd (2016) also found that perceptions of greater cultural socialization were significantly aligned with exploring ethnic-racial identity.

Some researchers seek to examine the relationship between perceived school safety or a students' sense of belonging and their academic outcomes. In investigating this potential relationship, scholars often frame their works on theories that could describe the significance of social integration, academic engagement, and psychological well-being. A recent study investigated the relationship between four measures of perceived school climate and total absences among students (Hamlin, 2020). This study reviewed measures of perceived school climate such as school safety, relational environment, personal connectedness, and academic engagement (Hamlin, 2020). Hamlin (2020) linked two consecutive annual administrations of

New York City's Learning Environment Survey from 2011 and 2012 with school-based data including information on student absences and sociodemographic background characteristics. The findings of this study suggested a small association between student attendance and measures of perceived school climate though makes an important addition to the body of literature surrounding perceived school climate and rates of total absenteeism and chronic absenteeism (Hamlin, 2020). With these findings, it could be suggested that when the students in the study felt more connected to or embedded in their school environment, they felt more inclined to attend school or at the very least attend school more frequently than others (Hamlin, 2020). Similarly, Vargas-Madriz and Konishi facilitated research in Canada that examined the relationship between social support and student academic involvement specifically seeking to identify the underlying mechanisms between whether a role of school belonging increases a student's opportunity for academic achievement (2021). This study was conducted utilizing a confidential survey among high school students with items targeting three measures: perceived social support, student academic involvement, and perceived school belonging. Once the survey data was analyzed, they found statistically significant, positive linear correlations between all variables in the study which suggests that when a student feels socially supported, there is an increase in their academic involvement and perceived school belonging (Vargas-Madriz & Konishi, 2021).

CRTP is founded on the responsibility of creating welcoming and safe environments for students to learn and grow in. Similarities between CRTP and the Theory of Care or Ethic of Care can be seen in the practice implementation. One researcher leaned into this work by studying student perceptions of caring behaviors and whether teachers are culturally responsive to their students. This study was designed as a qualitative study to investigate Latino and White

high school students' perceptions of teachers' behaviors associated with caring (Garza, 2009). Garza utilized semi-structured interview questions predetermined by a previous study, classroom observations, and a questionnaire for data gathering. The teachers were interviewed to investigate their use and perceptions of care behaviors towards their students. Classroom observations were conducted to analyze the environment and interactions between teachers and students. Finally, students were given a questionnaire with 10 prompts, such as "I feel that my teacher cares about me because...". The data collected was triangulated to formulate the findings of the study. Garza's study culminated into five themes: provides scaffolding during a teaching episode, actions reflect a kind disposition, always available to the student, shows a personal interest in the student's well-being inside and outside the classroom, and provides academic support in the classroom setting (2009). These actions were suggestions of attributes of caring behaviors exhibited by teachers perceived by students. While Latino students felt more connected to their teacher when exhibiting more academic and non-emotional gestures, white students valued actions that reflected teacher disposition as the highest care behavior (Garza, 2009).

One study conducted in 2016 described student perceptions of Culturally Responsive Pedagogy in Urban choral spaces. This study was implemented amongst three Urban choral programs comprising students of diverse cultural backgrounds. Shaw (2016) designed curriculum mapping and pacing guides with choir teachers to align with the diverse cultural backgrounds of their students. Students participated in the curriculum implementation and were asked for feedback across the lessons. The findings suggested that although students liked the representation of their own cultures and the cultures of their classmates, the barrier of time to dedicate equitable attention to each culture represented was outlined as a negative for students.

Elective content such as music and art has long been identified as the most flexible and most accessible way to provide culturally responsive pedagogy. The findings suggest nuance to an argument for ease of utilization amongst the Fine Arts departments in contrast with standard academic content such as math and sciences.

Teacher beliefs

The Culturally Responsive Teaching Self-Efficacy Scale was created in 2007 by educational scholar, Siwatu. This scale has been used to identify both pre-service and active teachers. It breaks down tasks into concepts or competency sections. Cruz utilized the CRTSE scale to identify the differences in self-reported competencies between general education teachers and special education teachers. She posed that this distinction is significantly important, due to students that present with disabilities are observed to experience lowered expectations, and that special education teachers' perceptions of students can be influenced by the ability of the teacher to accept their own biases and assumptions of the diverse group. Their research questions posited: In which areas do teachers feel most self-efficacious in delivering CRT? And What sociodemographic, teacher, and school characteristics predict higher CRT self-efficacy?' (Cruz, 2020). They found that special education teachers did not differ in CRTSE scores that general education teachers and supported that general education teachers have skills to implement CRT in ways that prevent over-identification of students into the special education program.

Chu and Garcia's 2014 study investigates the CRTP self-efficacy of Special Education teachers by adapting validated CRT surveys. In this study, Chu and Garcia adapted both the CRTSE and CRTOE scales to align more with the verbiage and actions of a teacher servicing

students with special needs. They made these modifications by expanding each item to include disability, reducing the number of items replicated items that both surveys ask, and adding items to reflect the responsibilities of a special education teacher (Chu & Garcia, 2014). Three hundred and forty-four participants responded to the survey online. The findings were procured using correlational analyses, ANOVA, and multiple regression analysis models. The team found that scores were significantly associated with the participant's perception of the quality of their teacher preparation program and their perceived effectiveness of professional development sessions. They also found that teachers who rated their teacher preparation program in addressing diversity as "neutral" had lower CRT self-efficacy scores than teachers who responded, "absolutely effective" (Chu & Garcia, 2014).

CRTP and pre-service teachers

Many studies suggest that dosage of preparation and teacher sociodemographic characteristics are indicators for positive outlooks on CRTP (Fitchett et al., 2012; Straub, 2016). One study conducted by Fitchett introduced several pre-service teachers to a high-quality modeling course on how to implement CRTP in social studies content. The guiding concept for Fitchett's study is that when lacking access to the curriculum, students become ambivalent and uninterested in historical and civic issues, which, in turn, implicitly perpetuates a cycle of racialized disenfranchisement (Kincheloe, 2001). Fitchett chose social studies as a course to provide high dosage CRTP modeling as there are discussions about how the content taught in social studies in K-12 schools is euro-centric, others non-majority groups of people, and extrapolates the dominance paradigm (Fitchett, 2012). The pre-service teachers reported higher competency with CRTP and an increase in willingness to teach in diverse schools.

Lambeth describes good intentions between pre-service teachers and their willingness to enter the teaching profession. He states that “pre-service teachers enter their internship experience wanting to help students advance through the public school system.” Through his research, he came to understand that the diversity of students is ever widening and as such there must be a greater push for teachers to be culturally competent and responsive. Ferguson (2003) argued that not only are teachers' perceptions of race, ethnicity, goals, and expectations for students are part of how they present themselves in the classroom. It is also embedded in how and to whom they teach. He feels that teachers' perceptions of their students have the power to expand the test score gap between black and white student populations. With this frame in mind, Lambeth conducted a mixed methods study to identify how pre-service teachers felt about the level of support they received to learn about how to meet multicultural needs and how they applied lessons learned from their mentors to meet student needs. His findings suggested that “pre-service teachers believe that they are responsible for getting to know students’ interests, personalities, and connecting with them; and, that they believe they must demonstrate belief in students’ academic abilities.

Utilization of CRTP

One study examining teacher self-efficacy with delivering CRTP sought to meet these two research questions: In which areas do teachers feel most self-efficacious in delivering CRT? and What sociodemographic, teacher, and school characteristics predict high CRT self-efficacy? (Cruz et al., 2020). Their research included 245 preservice and in-service teachers that were interns, traditionally certified teachers, and in-service teachers that participate in the Teach for America group. For this study, participants completed the Culturally Responsive Teaching Self-

Efficacy survey online. They noted that to increase the diversity of the sample, the researchers used a convenience sampling strategy (Etikan, Musa, & Alkassim, 2016). The electronic survey was shared with 3,164 respondents. With a 7.7% response rate, they reported that the sample reflected a "range of teacher backgrounds and school types" (Cruz et al., 2020). In addition to the 40 items on the CRTSE, additional questions were asked to gain teacher sociodemographic information, personal professional information, and school information. Cruz et al. (2020) created linear regression models to determine that their participants reported high competency with items related to curriculum and instruction and lowest indices when building cultural connections and cultural enrichment domains. Their findings from the sociodemographic portion of the study found that as years of teaching experience increased by 1, mean CRTSE scores increased by 0.33 points, respondents who self-identified as Latinx was associated with higher overall CRTSE scores, and also found that teachers that had participated in traditional teacher preparation programs were associated with higher mean CRTSE scores than preservice and in-service teachers who had not completed teacher preparation programs (Cruz et al., 2020).

Certification Status and CRTP

Further, regarding Cruz et al.'s 2020 study, the team mentioned in their findings that some of their findings came close to being statistically significant. One of those findings was the gap in self-efficacious reports between traditionally certified and alternatively certified teachers. Alternatively certified teachers in this study were regarded as intern teachers (Cruz, 2020). The study used the CRTSE, which has primarily been used to support the training of preservice teachers. The challenge with using this tool in the study is that the scale was created for teachers with formal teacher preparation training. The intention of the tool is to identify those

competencies and areas to continue training in. The findings suggested that teachers from all other credential program training were associated with lower estimated mean scores when compared with traditionally prepared teachers (Cruz et al., 2020). Cruz (2020) also found a positive relationship between the number of years a teacher had taught and increased self-efficacy. This could be a limitation of the study if the alternatively certified teachers, or intern teachers, and the traditionally certified teachers had a large discrepancy between their years of teaching experience. Alternative teaching pathways are relatively new as we come into teacher retention and teacher shortage challenges (Cruz, 2020). There is also existing research surrounding the challenge of teacher retention when a teacher is alternatively certified (Zhang & Zeller, 2016). Zhang and Zeller (2016) describe a 51% lower predicted retention probability between alternative certified teachers and traditionally certified teachers. These researchers reviewed 7 years of data to drive their study and note that short-term retention rates for alternatively certified teachers are relatively similar to traditionally certified teachers; however, long-term retention rates are far less probable (Zhang & Zeller, 2016). This (2016) study reviewed data from 60 teachers across 7 years. There is certainly room for additional studies that include more teachers and cover the span of developing alternative certification routes (Zhang & Zeller, 2016).

In a 2010 study conducted by Atwater, Freeman, Butler, and Draper-Morris, two participants who were alternatively certified science teachers were interviewed about their understanding and use of culturally responsive teaching and how they perceived their program's promotion of these skills (Atwater et al., 2010). Their research sought to answer four questions with the following topics: perceived importance of CRTP, experiential learning, instructional changes/accommodations, and recommendations for science preparation programs (Atwater et

al., 2010). Atwater's (2010) study used Critical theory as its theoretical framework to build its research questions and interview protocols. Both participants struggled to commit to how they identified the importance of CRTP and how that influences the way they interact with students from diverse cultural backgrounds (Atwater et al., 2010). For example, Anna shared that she does not think race is a barrier to a student's access to science curriculum, so she would not make accommodations for students based on this perceived barrier (Atwater et al., 2010). However, later stated that she does make accommodations for an Asian student who does not have English as their primary language so she provides her with additional time for tests and will tell her vocabulary words when she asks (Atwater et al., 2010). She shared during the same interview that she provides this extra help because she knows that the students work hard and that the language barrier is the only reason they would be struggling (Atwater et al., 2010). Both participants relayed that they felt there were additional steps the alternative program should have taken to provide them with training in how to best instruct students with diverse backgrounds. The second participant shared that she felt they did not have enough time in the training to really learn about CRTP and that the teacher candidates may have only spent one day training these skills. She suggested it would have been more informative for the trainers to take them to more diverse schools to see how those classrooms are managed (Atwater et al., 2010).

In a recent study, Porter examines the relationship between National Board-Certified teachers and their perceived confidence in delivering CRTP (Porter, 2018). This study was conducted qualitatively as their findings were procured through survey and questionnaire methodology. There were twelve NBC teachers who participated in this study and the findings of this study suggested that while NBC teachers described high confidence in delivering CRTP, there were a few sections of the survey where teachers scored lower than their self-reported self-

efficacy (Porter, 2018). A few important themes from Porter's 2018 study were that all teachers had confidence that the use of CRTP could help all students be successful, teachers possess knowledge of the importance of knowing their students and their culture, teachers know culture has a huge impact on students, and teachers do not feel confident the NBC process affected their ability to practice CRTP (Porter, 2018). The strengths of this study were the tools utilized in the study were previously validated surveys used across many other studies, teachers were selected based on their NBC status from a school district with a historical amount of NBC teachers, and there were two rounds of data collection for the study which promotes validity and aims to limit variability across findings (Porter, 2018).

Brown and Howard (2005) designed a case study to study whether service-learning activities with CRTP in mind could yield higher competency in cultural responsiveness. Their study design included a case study of five novice, alternatively certified teachers. These teacher participants had recently matriculated from a one-year alternative certification program and were in their first to fourth year in the classroom (Brown & Howard, 2005). Service learning activities included ten-week projects that would benefit the community and the teacher, including web-based college financial aid information worksheets, school forms being translated into three languages, the creation of a website for home countries of immigrant and refugee students, hanging flags of forty home countries representing the diverse student body, and welcome signs in four languages (Brown & Howard, 2005). The findings of this study suggested that service-learning projects can deepen and expand teacher competencies in cultural responsiveness and instill the responsibility of teachers to create welcoming and inclusive spaces for their students (Brown & Howard, 2005). Brown & Howard's 2005 study demonstrated that there is room for and necessity in activities for the practical use of skills learned in teacher preparation programs.

In summary, there is a sense of urgency among some education reformers, teacher preparation program leadership, preservice teachers (Lambeth & Smith, 2016; Siwatu & Chesnut, 2014; Siwatu, 2006; Siwatu, 2007) and traditionally certified teachers (Chu & Garcia, 2014; Fitchett, Starker & Salyers, 2012; Reyes, 2020; Straub, 2016) that it is important to incorporate all student cultures into the curriculum and instruction and to model cultural diversity in teaching instruction. This is because many people believe that CRTP has supported positive outcomes for students (Au & Blake, 2003; Byrd, 2016; Gay, 2002; Rhodes, 2017; Tintiangco-Bulables, 2015). These studies have shed light on teachers' perceptions of their ability to deliver CRTP, but few studies examine these perceptions across varying certification pathways. Most studies lack nuance and treat teachers uniformly. Few studies attempt to understand perceived preparation by certification status, grade, subject, and school type. The bulk of the literature on CRTP Self-Efficacy denotes four main indicators for significantly higher scores: quality of the teacher preparation program, quality of professional development, the opportunity for mentorship, and teacher sociodemographic factors. The gap in the literature is how teachers who have not participated in or have completed traditional preparation programs describe their ability to deliver CRTP. Limited studies include teachers who have participated in alternative teacher preparation programs, though information suggests their preparation is truncated due to the acted style of participation. While teachers who are emergency certified have not participated in any teacher preparation programs.

Chapter 3: Conceptual Framework

Culturally Responsive Teaching

In 1994, Gloria Ladson-Billings coined the term Culturally Relevant Pedagogy. Culturally Relevant Pedagogy is a theory that is made up of three main components (Ladson-Billings, 1994):

(a) a focus on student learning and academic success,

(b) developing students' cultural competence to assist students in developing positive ethnic and social identities,

(c) and supporting students' critical consciousness or their ability to recognize and critique societal inequities.

These components describe sets of intentional actions taken by teachers to engage in meaningful challenges and create pathways for students to engage with curriculum, instructional materials, and their school community by implementing strategies that contribute to student belonging (Ladson-Billings, 2020). Teachers who participate in Culturally Responsive Pedagogy, as described by Ladson-Billings, utilize backgrounds, heritage, and cultural differences, and incorporate those aspects into the learning of all students (Ladson-Billings, 1994). Her original focus was on teacher interactions and instructional practices with African American students. She looked for what effective teaching looks like and what the differences where in teaching practice delivery for African American students who were thriving in the school environment and other African American students who were not (Ladson-Billings, 1994). Along her research studies, it became evident to her that the teachers who were intentional about celebrating cultural differences and hosting high expectations were creating more successful environments for

students with diverse cultural backgrounds (Ladson-Billings, 2020). Ladson-Billings' work in 1995 opens with the ideas that embedding her theoretical model of Culturally Relevant Pedagogy could be implemented in two ways, first by increasing efforts by local schools and second by "re-educating" preservice teachers during their teacher preparation training programs (Ladson-Billings, 1995). Her article describes what it would look like to engage in a reformation of teacher education. She also describes similar work with students of color representing cultures of Hawaiian children (Au & Jordan, 1981) and Native American children (Mohatt & Erickson, 1981). Both sets of researchers investigated practices around language interactions and "culturally compatible" measures taken to engage students and bridge the gap between mainstream culture and diverse cultures that the students represented (Au & Jordan, 1981; Mohatt & Erickson, 1981; Ladson-Billings, 1994). This set of literature, that of Au and Jordan (1981), Mohatt and Erickson (1981), and Ladson-Billings (1994), hosted common features in identifying the source of failure and subsequent achievement once culturally appropriate practices were delivered (Ladson-Billings, 1995). Scholars have since evaluated and deepened Ladson-Billings' original findings and notions to describe a more comprehensive and observable set of practices in current literature (Gay, 2002; Rhodes, 2017; Siwatu, 2005; Siwatu, 2006; Vavrus, 2008).

Michael Vavrus (2008) describes Culturally Responsive Teaching as an educational reform that strives to increase the engagement and motivation of students of color who have been under-served or marginalized and, therefore, unsuccessful academically. Vavrus (2008) describes the educational setting where students are socially alienated from their public school. In this lens, CRT is best categorized as a shift from traditional curriculum that has been identified as ineffective for students of color, English-language learners, and students from low

socioeconomic families (Vavrus, 2008). CRT calls attention to the mainstream culture of schooling and requires supplemental or revision of current practices that do not meet the needs of all students (Vavrus, 2008). Culturally Responsive Teaching has roots in empowering students by supporting students' sense of belonging by utilizing intentional cultural connections to promote “academic and social knowledge and attitudes” (Vavrus, 2008).

The application of CRTP is seen in cultivating a welcoming and inclusive environment for students through classroom climate and in transforming the curriculum used in the public school system (Ladson-Billings, 1994; Ladson-Billings, 1995; Vavrus, 2008). This process includes helping students to see the importance and strength of their cultures, families, and communities and to support students to see their own lives and perspectives as subjects worthy of study (Vavrus, 2008). Vavrus identifies the following characteristics of a culturally responsive teacher: (1) a positive image of themselves and students, (2) democratic and inclusive culturally sensitive social relations with their students and their students’ communities, and (3) a conception of knowledge as socially constructed and capable of transformation.

Day-to-day, culturally responsive teaching practices can look so many ways. However, Culturally Responsive Teaching concept relies on these five pillars:

(a) developing a cultural diversity knowledge base

(b) developing culturally relevant curricula,

(c) demonstrating cultural caring and building a learning community,

(d) exhibiting effective cross-cultural communications, and

(e) delivering cultural congruity in classroom instruction (Gay, 2002).

Some of these interactions include using peer tutors or student-led discussions, having students engage in lessons about acculturation, eliciting student experiences in pre-reading and pre-listening activities, supplementing the curriculum with international events and activities, and getting to know about students' families and backgrounds (Gay, 2000; Vavrus, 2008).

Current research on culturally responsive teaching suggests that teacher candidates understand that it is their responsibility to be culturally responsive and informed (Fitchett & Salyers, 2012; Gustein, 2003; Lambeth, 2016). Still, there is a lack of training for how to become a well-rounded and culturally responsive teacher in traditional teacher preparation programs (Fitchett et al., 2012). One traditional teacher preparation program was instructed by two professors that share a likeness in promoting CRTP (Lambeth, 2016). These professors scaffolded their course around CRT and provided modeling, examples, and information on student demographics of the schools these teacher candidates would be placed with (Fitchett et al., 2012). The teacher candidates responded in interviews that this form of preparation was helpful, made them feel knowledgeable about their students, and felt overall more confident going into the schools because they had support (Fitchett et al., 2012).

Bandura's Self-Efficacy Theory

When interviewing participants about their confidence in utilizing strategies, it is important to review what confidence and efficacy entail. The Self-Efficacy theory was developed by psychologist Bandura in 1977. This theory was born in relation to behavioral change and is coined as "the conviction that one can successfully execute the behavior required to produce the outcomes" and is used across disciplines to describe self-reported competency relating to a specific subject (Bandura, 1977). Through his research, Bandura (1977) has worked to support

the idea that "human behavior is influenced by the individual's beliefs regarding two classes of expectations" (Coladarci, 1992). Hawke describes that "self-efficacy does not relate to the belief that a certain task can be completed by someone given the right set of circumstances, but rather a belief that they themselves can accomplish the specific task within a specific context" (Hawke, 2022). When applied to teachers, Bandura's self-efficacy theory could be described as their perceived ability to promote student engagement and learning (Barni, 2019).

Bandura's self-efficacy theory (1977) describes four main sources that support an individual's self-efficacy. These four sources are mastery experiences, vicarious experiences, verbal persuasion, and emotional state (Bandura, 1977). In 2008, Bandura argued that mastery experiences are the most effective way to build self-efficacy. He described mastery experiences as having success with a task or skill and being able to analyze overcoming obstacles to reach one's goal (Bandura, 1977; Bandura, 2008). Vicarious experiences, on the other hand, are when an individual experiences another person's success with a task or goal (Bandura, 1977; Bandura, 2008). This experience lends to the individual they can commit to or succeed in this goal because they know someone can. Verbal persuasion is when an influential person strengthens an individual's belief that they can do something (Bandura, 1977; Bandura, 2008). This persuasion is successful because once an individual knows that someone believes they can accomplish something, they will put in more effort to complete the task. Finally, an emotional state can influence an individual's self-efficacy (Bandura, 1977; Bandura, 2008). Bandura (1977; 2008) describes that our moods and emotions can heighten or dampen how we perceive our ability to complete a task or reach a goal. Below, Table 4 includes the source of self-efficacy as outlined in Bandura's self-efficacy theory, how this source may be applied to the teaching experience

broadly, and then a narrative example of what this may look like in the classroom or in a teacher's personal experience (Bandura, 1977; Bandura, 2008).

Table 4

Bandura's Self-Efficacy Theory and the Teaching Experience

Source	Application to Teaching	Narrative Example
Mastery experiences	-Seeing that a formerly struggling student showed growth or improvement -Seeing that you can reach all or most of your students	An in-service teacher with several years of teaching experience describes how she manages communication with parents about upcoming parent-teacher conferences
Vicarious experiences	-Opportunities for mentorship -Principal as an instructional leader	During their plan time, a first-year teacher sits in on her mentor teacher's 5th hour math class to learn about an instructing to small groups
Verbal persuasion	-Encouragement from principals, fellow teachers, parents -Praise from family about your work	The Assistant Superintendent comes to the faculty meeting to share about a great community meeting and the support the community has for teachers during state testing, they bring poster boards to hang around the school made by parents
Emotional state	-Optimism -Commitment to serving the youth in the community	A pre-service teacher describes to her professor her family's background in teaching and how she has always cherished the service that teachers do for the community

Applying notions of self-efficacy to CRTP

Given Bandura's theory of self-efficacy (1977), this theory is the most relevant to the aims of this research as this study investigates how teachers with different certification statuses describe their ability to deliver CRTP. The comparisons Bandura makes between the four sources of self-efficacy will be utilized in this study to identify the facets of support that teachers may describe when reviewing their perception of their ability to deliver CRTP (Bandura, 1977; Bandura, 2008). Teachers utilize Culturally Responsive Teaching Practices to establish supportive and culturally affirming learning environments that foster student success (Ladson-Billings, 1994). The notions of self-efficacy and CRTP for teachers involve practice, interactions with other professionals, interactions with support systems, and intrinsic motivation to engage in these practices (Ladson-Billings, 1994). When educators exhibit self-efficacy in delivering CRTP, they draw upon Mastery Experiences, reflecting confidence gained through repetition and proven successes with students and student interactions within their own classroom (Siwatu, 2011). Additionally, self-efficacy can be improved or supported by experiencing other professionals actively engaging in CRTP and finding meaningful outcomes (Siwatu, 2011). Verbal Persuasion also plays a key role, as teachers reflect positively on affirmations of their work and the work of fellow teachers (Siwatu, 2011). Finally, when teachers experience a positive Emotional State either in serving their students and seeing outcomes or receiving positive feedback from administration, coworkers, or stakeholders (Siwatu, 2011).

In the forementioned 2012 study by Fitchett and others, the preservice teachers who participated in the study shared that when they had completed the teacher training that had CRTP embedded, they felt knowledgeable about their students, and felt overall more confident going into the schools because they had support (Fitchett, 2012). Experiencing this type of support through being taught, supported, and given opportunities to practice these skills in a safe

environment is representative of all four sources of Bandura's Self-Efficacy Theory which in this situation promoted teacher's self-efficacy in delivering CRTP (Fitchett, 2012). Vicarious Experiences were identified in this study as being exposed to the teachings of CRTP and watching the instructors demonstrate best practices in delivering these methods (Fitchett, 2012). Mastery Experiences were shown through the preservice teachers having the opportunity to practice delivering CRTP and reportedly feeling an increase in student engagement, Verbal Persuasion was present in the study because the two instructors were passionate about the delivery of CRTP, and through their teachings Emotional State was touched on through how students may feel a heightened sense of belonging and participants were able to share reflections on how CRTP was connecting to them as well (Fitchett, 2012).

Applying notions of self-efficacy to teacher preparation

It is thought by education reformers that traditionally certified teachers may have more opportunities to experience and learn about CRTP in contrast to their alternatively certified and emergency certified counterparts (Fitchett, 2012; Ladson-Billings, 1995; Siwatu, 2011). These experiences could be applied abstractly as opportunities to gain Mastery Experiences through participating in coursework and activities, Vicarious Experiences through student teaching, and Verbal Persuasion through the support of program advisors, and Emotional State influence if the program is a positive experience for the pre-service teacher. Conversely, alternatively certified teachers could participate in a more truncated preparation program which may provide less opportunity to gain experiences representative of the four main sources of Bandura's Self-Efficacy theory (Bandura, 1997). Alternatively certified teachers largely experience shortened preparation programs regarding prescribed coursework and limited sizes of cohorts (Lambeth & Smith, 2016). This could present with lessened access to experiences to practice CRTP or

observe others engaging in CRTP. The least of these three regarding access to support for these sources is the emergency certification pathway. The emergency certification pathway does not require completion of formal preparation programs or prior experience. When applying the notions of self-efficacy to a typical emergency certified teacher, there is limited structure for an early in-service emergency certified teacher to have access to opportunities to gain Mastery Experiences, Vicarious Experiences, and Verbal Persuasion. The motivations of emergency certified teachers continue to be studied but there is an opportunity for Emotional State to influence an emergency certified teacher's self-efficacy in delivering CRTP (Mobra & Hamlin, 2020).

Chapter 4: Methods

Study Purpose

In reviewing current empirical research on Culturally Responsive Teaching Practices and how teachers describe their ability to deliver these practices, the literature lacks nuance in that researchers have treated teachers uniformly without differentiating teachers according to certification status. At the same time, there are several pathways to becoming a teacher, and not all include formal training. This study is framed with both Culturally Responsive Teaching and Bandura's Self-Efficacy Theory in mind. The foundations of these theories have directly informed the research question and the data collection tool for this study. This study investigates how teachers with different certification statuses describe their ability to deliver Culturally Responsive Teaching Practices. This study utilizes the following research question: How do teachers with different certification statuses describe their ability to deliver CRTP?

Study Setting

Oklahoma is an ideal setting for researching perspectives on Culturally Responsive Teaching Practices for two reasons. First, the United States has seen a shift in the demographics of enrolled public school students nationally. This shift has been gradual but notable over the past 10 years. Oklahoma's student demographic data from the last 10 years closely reflects the shift we are seeing in the United States it reflects the shift we are seeing in the United States closely (NCES, 2021; Hamlin et al., 2023). For this reason, Oklahoma could be a small but important sample to examine. When reviewing these numbers, Oklahoma mirrors the student demographic shift that the United States data reflects with percentage distribution changes ranging from –8.5% to +5.9% (NCES, 2021). The tables below describe the percentage

distribution change between enrollment for Fall 2010 and Fall 2019.

Table 5

Percentage distribution of enrollment in public elementary schools and secondary schools, by race/ethnicity: United States Data

Race/ethnicity	Enrollment fall 2010	Enrollment fall 2019	Distribution change
White	52.4	46.4	-6
Black	16.0	15.0	-1
Hispanic	23.1	27.7	+4.6
Asian	4.6	5.3	+0.7
Pacific islander	0.3	0.4	+0.1
American Indian/Alaskan native	1.1	0.9	-0.2
Two or more races	2.4	4.3	+1.9

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2010-11, 2019-20, and 2020-21 Preliminary.

Table 6

Percentage distribution of enrollment in public elementary schools and secondary schools, by race/ethnicity: Oklahoma data

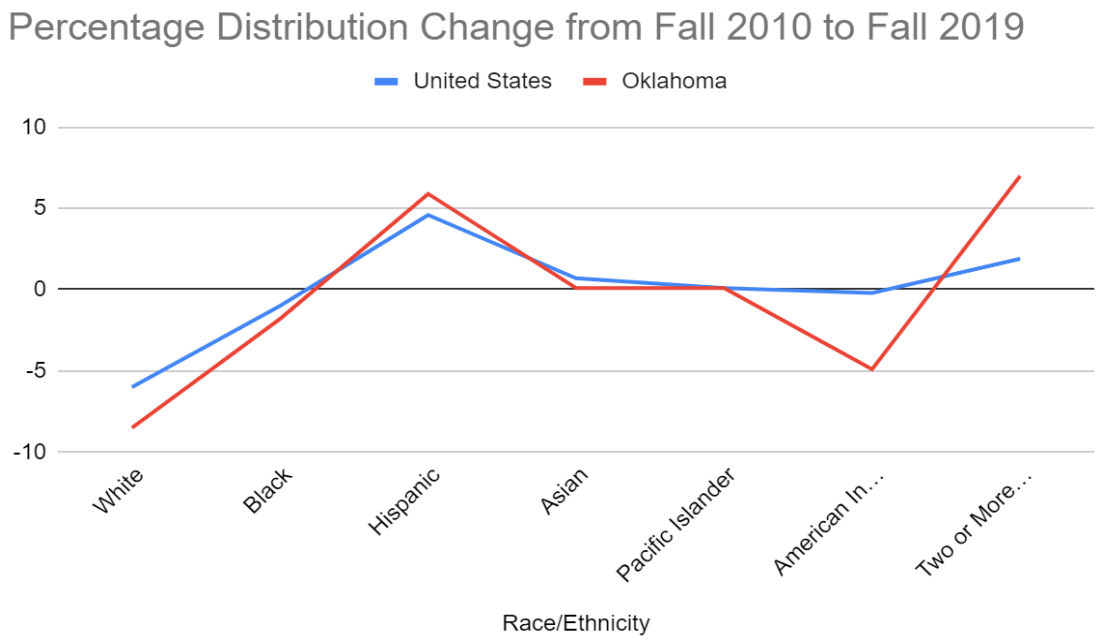
Race/ethnicity	Enrollment fall 2010	Enrollment fall 2019	Distribution change
White	56.4	47.9	-8.5
Black	10.2	8.4	-1.8
Hispanic	12.3	18.2	+5.9
Asian	1.9	2.0	+0.1
Pacific islander	0.3	0.4	+0.1

American Indian/Alaskan native	17.7	12.8	-4.9
Two or more races	3.2	10.2	+7

Source: U.S. Department of education, national center for education statistics, common core of data (CCD), "state nonfiscal survey of public elementary/secondary education," 2010-11, 2019-20, and 2020-21 preliminary.

Figure 1

Percentage Distribution Change from Fall 2010 to Fall 2019: United States and Oklahoma Combined

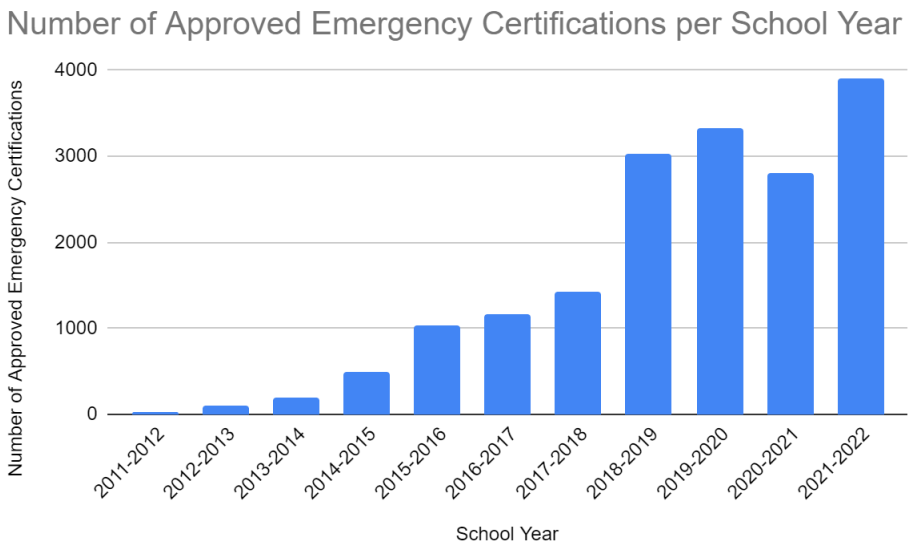


Secondly, due to teacher shortages, the Oklahoma State Department of Education has had to be creative with designing certification pathways to become a teacher. Oklahoma is uniquely present in levels of teacher preparation, teacher certification, and need for systematic review. Research on Oklahoma can be a wealth of information on non-standard teaching pathways and strategies. Therefore, it is imperative to identify structures within the schools that can support or

negatively impact students. Each August-September, it is heavily publicized that there is an increase in State Board-approved emergency certification applications. The media in Oklahoma shares with the community, long-time teachers are brought into the conversation and create a negative light on the first few weeks of school. Figure 2 describes the total number of the state board of education approved emergency certification applications for Oklahoma between 2011 to 2022. The state of Oklahoma saw the largest increase in state board-approved applications between the school years of 2017-2018 to 2018-2019 with a 113% increase. The graph depicts approved emergency certification applications each school year, starting with 32 approvals in 2011-2012 and moving to our current number of 3,914 for the 2021-2022 school year.

Figure 2

Number of State Board Approved Emergency Certification Applications for the State of Oklahoma between the 2011-2012 and 2021-2022 School Years



Because of challenges with teacher retention, teacher recruitment, and enrollment in teacher preparation programs, the Oklahoma State Department of Education has opened several

non-traditional pathways to become certified to teach in Oklahoma. One of these pathways is Emergency Certification. The Emergency Certification program does not require recipients to engage in or graduate from a teacher preparation program (Oklahoma State Department of Education, Office of Certification, 2023). With that in mind, it is difficult to identify what motivation, support, and preparation recipients are experiencing. This research aims to fill this contextual gap in the existing body of literature surrounding Culturally Responsive Teaching Practices.

The interview request will be shared with Urban, Suburban and Rural school districts in Oklahoma to aim to identify teachers from schools that closely represent Oklahoma's student demographics: Hispanic 19.27%, Native American/American Indian 11.58%, Asian 2.15%, Black 7.92%, Pacific Islander/Hawaiian .42%, White (Non-Hispanic) 46.26%, and Two or more races 12.40% (OSDE, 2023). Table 4 describes the demographics of enrolled public school students in School Year 2022-2023 broken down into three categories: urban school districts, suburban school districts, and rural/fringe school districts.

Table 7

Oklahoma public school enrollment by race/ethnic identity by school district locale

School Locale	**White**	**Black**	**Hispanic**	**Asian**	**Pacific Islander/ Hawaiian**	**American Indian/ Alaska Native**	**2 or More Races**
Urban School Districts	26%	18%	38%	1%	1%	4%	12%

Suburban School Districts	47%	10%	29%	5%	1%	5%	13%
Rural/ Fringe School Districts	52%	3%	13%	1%	*	18%	13%

Urban (n=135,902), Suburban (n=213476), Rural/Fringe (n=351,661)

*Rounds to zero

SOURCE: National Center for Education Statistics, Education Demographic and Geographic Estimates and the Oklahoma State Department of Education, State Public Enrollment Totals School Year 2022-2023

Interview protocols

Interviews will be conducted through video conferencing or phone call per the teacher's availability and preference. The interviews will be conducted as semi-structured open-ended questions and will be scheduled for 45 minutes per participant. The interview will be used to gain information about the teacher's lived experiences so additional questions may be asked to procure this information if the conversation allows. The interviews will be recorded after consent has been given by the participant. After the interview has closed, the dialogue will be transcribed by me and analyzed for codes and themes. Additional notes on voice inflections and non-verbal feedback will be taken at the time of transcription.

This is a qualitative study, as I conducted interviews to gain information about teachers' perspectives and review their lived experiences. The interviews were conducted via video conference or phone call between the interviewee and me. The list of interview questions can be reviewed in Appendix C. The interview attempted to gain as much information about the

teacher's instructional practices, self-efficacy in delivering Culturally Responsive Teaching Practices, how the teacher was prepared to meet student needs, the support provided by the school or school district to be culturally responsive in the classroom and how the teacher feels about that support provided. Respondents were sent a quick pre-survey to identify their teaching certificate status, years in the profession, gender, racial/ethnic background, availability for an interview, and other demographic information. This pre-survey is included below as Appendix B. The first pre-survey was shared with educators in September 2023. I conducted interviews from October 2023 to November 2023. I reviewed and transcribed the interviews from October-November 2023 and began analyzing the data for themes, emergent codes, frequency of priori codes, and another supporting narrative from November-December 2023.

Sample Strategy

This study utilized a stratified random sampling strategy to identify and invite potential participants to this research. There is a certified staff directory on the Oklahoma State Department of Education website that lists the following information for certified staff in Oklahoma for the 2023-2024 school year.

a. School email
b. Teacher certification number
c. Certificate code/Type from teacher certification
d. Last name
e. First name
f. Job code
g. Job description

h. School district county
i. School district name
j. County school district code
k. Site code
l. School site
m. Subject code
n. Subject description
o. Program code
p. Program description
q. Project code 1
r. Project description 1
s. Project code 2
t. Project description 2
u. Project code 3
v. Project description 3

The dataset contains each certified staff member's information. Several certified staff have many rows associated with their name due to the nature of the subjects they are slated to teach during the 2023-2024 school year. For example, a high school teacher may be slated to teach biology, zoology, and anatomy; therefore, the teacher would have three rows on this spreadsheet to outline those roles. To create a stratified random sample of these certified staff members, I alphabetized the spreadsheet by column C, Certificate code/Type from teacher certification, and then selected waves of teachers to invite to the study within the three target categories: standard, alternative, and emergency certified. At the close of this study, I emailed

26,739 Oklahoma certified teachers an invitation to complete the initial survey. I received 551 total responses on my initial survey. Of these responses, 166 respondents did not complete the survey. 279 respondents reported they had 4 or more years of teaching experience. Of the teachers who responded with 3 or fewer years of teaching experience, 45 declined the offer to participate in an interview for this research. 61 teachers responded to the initial survey that they had 3 or fewer years of teaching experience and would like to participate in an interview. I contacted each of these teachers with interview time slots and flexibility with a Zoom interview. At the close of this study, all 61 potential participants had been contacted, but only 30 participated in interviews. This study also attempted to utilize snowball sampling. Towards the midpoint of the sampling rounds, I began asking participants to share the research invitation with other teachers at their school or in their professional circles. From my notes, only one participant was recruited through snowball sampling for this research.

Participants

The sample size for this study is represented in Table 8. The goal of this study is to interview 30 total in-service teachers from the following categories: (10) traditionally certified, (10) alternatively certified, and (10) emergency certified. Table 8 describes the Oklahoma State Department of Education's three types of teacher certification statuses along with the certification description. The certification description includes the requirements an applicant must meet for the state department to approve their application to hold a traditional, alternative, or emergency teacher's certification.

Table 9 represents the participant characteristics for this study. These participants were teachers who met the following criteria: hold a current certification with the Oklahoma State

Department of Education, be actively teaching from their district's school start date in August 2023 or September 2023 to the time of the interview, have teaching experience of three years or less and teach at a recognized public school district from either urban, suburban, or rural/fringe areas within Oklahoma. This study did not include individuals who do not meet those qualifications, are long-term substitutes, teach at a charter school governed by a public school district, teach at an independent community such as schools held by their church, and did not include teachers that were originally certified in another state. The sample included teachers from all geographical locales of Oklahoma and attempted to represent equal amounts of geographic diversity amongst the three categorical certification statuses.

Table 8

Description of Oklahoma teacher certification statuses

Teacher Certificate Type	n	Certification Description
Traditionally Certified Teachers	10	(1) a bachelor's degree in early childhood education, Education, Special Education, or any related field, (2) a traditional teacher preparation program, (3) a student teaching program, (4a) passed the Oklahoma General Education Test, (4b) or passed the Praxis Performance Assessment for Teachers, (5) passed a subject area test (OSDE, 2022)
Alternatively Certified Teachers	10	(A) Oklahoma Alternative Placement program, OR (B) Alternative Certification for early childhood and/or elementary, OR (C) Career Development Program for Paraprofessionals, OR (D) Career Tech

		Instructor Certification, OR (E) Troops for Teachers, OR (F) Four-Year-Olds and Younger Certificate, OR (G) Oklahoma Title I Paraprofessional Teaching Credential
Emergency Certified Teachers	10	(1) Completed a four-year degree in any field and (2) their school district's application has been approved by the state department of education
n=30		

Table 9

Participants, demographic information

Certification Status	**Participant #**	**Age**	**Gender**	**Race/ Ethnicity**	**Years taught**	**School locale**
Traditional	2	25-34	Female	White	1	Suburban
Traditional	8	25-34	Female	White	2	Rural
Traditional	11	25-34	Female	Hispanic	2	Urban
Traditional	12	25-34	Female	White	3	Urban
Traditional	17	25-34	Female	White	3	Suburban
Traditional	20	18-25	Female	Hispanic	3	Urban
Traditional	23	18-24	Female	White	2	Suburban
Traditional	27	55-64	Male	White	3	Rural
Traditional	28	35-44	Male	White	1	Suburban
Traditional	29	18-24	Female	Hispanic	2	Suburban
Alternative	5	45-54	Female	White	2	Rural
Alternative	6	35-44	Female	White	3	Suburban
Alternative	9	35-44	Female	White	3	Rural
Alternative	10	25-34	Female	White	2	Suburban

Alternative	13	65 or over	Female	White	2	Rural
Alternative	15	35-44	Female	White	3	Rural
Alternative	16	25-34	Female	American Indian	1	Rural
Alternative	18	35-44	Female	White	2	Suburban
Alternative	19	25-34	Female	White	2	Rural
Alternative	24	25-34	Female	American Indian	3	Rural
Emergency	1	25-34	Male	White	2	Urban
Emergency	3	25-34	Female	White	2	Urban
Emergency	4	18-24	Non-binary	White	2	Urban
Emergency	7	35-44	Male	American Indian	1	Urban
Emergency	14	35-44	Female	White	1	Suburban
Emergency	21	25-34	Female	White	2	Rural
Emergency	22	35-44	Female	White	1	Rural
Emergency	25	45-54	Female	White	3	Suburban
Emergency	26	35-44	Male	White	3	Rural
Emergency	30	35-44	Male	White	2	Suburban

Table 10 describes the participant's certification statuses, current grade taught, current subject taught, and the preparation program type the teacher is currently enrolled in or has completed. Regarding the certification program, traditionally certified teachers represented two categories: state university preparation program and regional college preparation program. The alternatively certified teachers sample group represented teachers participating in master's programs specifically in education fields, teachers completing prescribed coursework from the OSDE, and one teacher who is completing the Paraprofessional to teacher certification pathway.

The teachers represented in this study taught a variety of grade levels. Secondary and elementary teachers participated in the study across the three certification statuses. This sample also represented teachers who taught core subjects such as English, math, and science, as well as teachers who taught enrichment subjects such as music and art.

Table 10

Participants, preparation programs

Participant #	Certification Status	Grade	Subject	Preparation program
2	Traditional	6-12	English	State university
8	Traditional	1-4	Music	State university
11	Traditional	9-12	Spanish	State university
12	Traditional	1	1st grade	Regional college
17	Traditional	5	Reading	Regional college
20	Traditional	8	English	State university
23	Traditional	9-11	English	State university
27	Traditional	9-12	Chemistry	State university
28	Traditional	11-12	English	Regional college
29	Traditional	1	1st Grade	Regional college
5	Alternative	9	English	Master's program
6	Alternative	6-7	English as a Second Language	Master's program
9	Alternative	7-8	Art	Prescribed coursework
10	Alternative	10-12	Geometry, Intermediate Algebra	Prescribed coursework
13	Alternative	8-11	English, Government	Master's program
15	Alternative	9-12	Physical Science, Zoology	Prescribed coursework
16	Alternative	9-12	Choctaw	Prescribed coursework

18	Alternative	9-12	Special Education English	Paraprofessional
19	Alternative	PK-12	Art	Master's program
24	Alternative	4	Special Education	Master's program
1	Emergency	9-12	Orchestra	Application approved
3	Emergency	5	English, History	Application approved
4	Emergency	9	Biology	Application approved
7	Emergency	6	History	Application approved
14	Emergency	6	English, Social Studies	Application approved
21	Emergency	7-8	Science	Application approved
22	Emergency	9	Spanish	Application approved
25	Emergency	1	1st Grade	Application approved
26	Emergency	9-12	History, Government	Application approved
30	Emergency	9	Biology	Application approved

Analysis

The interview data gathered was analyzed in several ways. The first iteration was through qualitative content analysis. This qualitative analysis style represents reviewing the transcript of the interview and looking for themes or emergent codes then representing the frequency this theme was talked about or shared across the sample. Secondly, the information gathered was analyzed through narrative analysis. This reviewed the non-verbal communication or tonal inflections during the conversation. The narrative analysis described how the participants shared their lived experiences during the interview. The number of interviews offered is a sample of 30 participants. As such, it is important to identify *a priori* code list to organize the data clearly and efficiently. The a priori codes represent school locales, Oklahoma teacher certification statuses and motivations, three validated Culturally Responsive Teaching surveys: the Culturally Responsive Teaching survey, Culturally Responsive Teaching Self-Efficacy Scale, and the

Culturally Responsive Teaching Outcome Expectancy survey, and findings from other studies represented in the Literature Review. The *a priori* list is provided below in Appendix A.

The process to analyze data included several coding rounds. This study used a hybrid approach to qualitative analysis including a list of a priori codes derived from relevant literature. Once the interviews had been transcribed, I used this list of codes to organize the responses. Then, I reviewed the transcription line by line to compile a list of emergent codes. These emergent codes are phrases or terms that are repeated throughout the interview that seemed meaningful to them or appeared across several interviews. I then reviewed the narrative comments I made with the transcriptions. These narrative comments will depict voice inflections, body language, or other non-verbal communication that could suggest emotion or a deeper level of understanding during the time of the interview. I analyzed this data for similarities across topics and attempted to derive meaning from those notes. Finally, I analyzed the interviews for similar or dissimilar themes. After this analytical process, I complied the findings with the descriptive information I received from the pre-survey to denote meaning from that collaboration of data.

The data for this study was collected from Oklahoma teachers from the three categories: Traditionally Certified, Alternatively Certified, and Emergency Certified. There were three rounds of teacher recruitment for this study. In the first round, I sent out emails to Superintendents of Public Schools to let them know about my study and ask them to share an invitation to participate in the study with their teachers. The second round of teacher recruitment was a direct recruitment strategy with random sampling. The Oklahoma State Department of Education has a public school certified staff directory online for public access. This directory

includes several descriptors for each certified staff member including their first and last name, school email address, school district, certification type, subject area, etc. From this directory, I could select bulks of teachers from across Oklahoma to email a direct invitation to participate in my study. This round yielded the highest number of survey responses. The third round of data collection included snowball sampling. At the end of a teacher interview, I asked the teacher to pass along the information about my study to their colleagues and invite them to participate. I reached one more teacher who would like to participate in the study from this round.

Teachers who responded to the survey saying they would like to participate in an interview and had been teaching for three years or less were sent the following message:

> *Hello, my name is Emily Gotcher. You recently responded to a survey that said you want to participate in an interview to discuss Culturally Responsive Teaching Practices and your teaching experiences. I have included a few interview times below based on your response that we may be able to connect for a 45-minute online interview via Zoom. Please let me know which interview slot you have chosen or if your availability has changed. I am looking forward to connecting with you!*

The teacher would respond with their time preference and receive a copy of the interview consent document (Appendix E), a calendar invitation, and the Zoom link for the interview.

Teachers who participated in this study engaged in a one-time interview. The interviews lasted between 33 and 45 minutes. The first interview was completed on October 15th, and the 30th on November 30th. The interview included 9 open-ended questions inspired by the four sources of Bandura's Self-Efficacy Theory: mastery experience, vicarious experience, verbal persuasion, and emotional state. Table 11 categorizes the interview questions into the four sources of Bandura's Self-Efficacy Theory.

Table 11

Bandura's self-efficacy theory and interview questions

Interview Questions	Bandura's Self-Efficacy Theory
Tell me about your background and when you knew you wanted to be a teacher.	Verbal Persuasion/Emotional State
What was the process of becoming a teacher like?	Mastery Experience
Knowing what you know about your classroom this year, are there additional preparation steps you might have taken before this school year? Describe ways in which you might positively highlight student racial or ethnic identities in your instruction.	
Tell me about a time you reshaped curriculum or instructional materials to make the information more accessible for your students.	
Would you say that you have students in your classroom who learn in different ways or have diverse cultural backgrounds from your own, and how do you best reach those students?	
What supports do you feel are most available to you to teach diverse student populations?	Vicarious Experience
Do you have a teacher mentor? If so, to what extent are you able to observe their style of teaching?	

Tell me about the types of support you feel are key to a teacher's success from administration.	Verbal Persuasion/Emotional State

Data Preparation

The interviews were intentionally conducted via Zoom as I would be able to video and audio record per the participant's verbal consent. Once I got verbal consent, I would start the recording and engage the Zoom captioning function. With the captions on, Zoom creates a transcript of the conversation. The transcript was about 80% accurate. At the close of the meeting, I would download the interview transcript, listen back to the meeting, and update the verbiage used, de-identified the transcript, and finally name the document with the Participant number and any essential information, including the participant's gender, age range, certification type, school locale type, and race/ethnicity. At the close of de-identifying the data, the interview video and audio files were deleted and removed from my password-protected computer.

Once the interviews were collected, I uploaded them to NVIVO. NVIVO is a software program that has tools to support researchers in analyzing text, audio, video, and image data. For this study, only text was uploaded to the program to be analyzed. In NVIVO, I created my code list with my a priori codes and color-coded the highlight to reflect the literature from which the codes were procured. For further confidentiality, each document was named with the participant number. Each interview transcript took about an hour to analyze for codes, notes about emerging themes were kept throughout the analytical process, and notes about positive and negative sentiments were also prepared.

Coding and Emergent Themes

At the close of the initial coding round, I had 268 references across all interview transcripts toward my 45 a priori codes. The original a priori code list had 54 codes. Codes with less than 1 reference were not used in this final a prori code table to describe the total references throughout the interview transcripts. A priori codes were procured from the literature most pertinent to the goal of this research, including the Oklahoma State Department of Education (2024), the Culturally Responsive Survey (Rhodes, 2017), the Culturally Responsive Self-Efficacy Scale (Siwatu, 2006), the Culturally Responsive Teacher Outcome Expectancy Scale (Siwatu, 2006), and studies with similar inquiries to this research (Cruz, Manchanda, Firestone, & Rodl, 2020; Chu & Garcia, 2014; Donahue-Keegan, et. al. 2019; Fitchett & Salyers, 2012; Gustein, 2003; Lambeth, 2016). 10 codes were referenced most across the 45 utilized. These codes were mentorship, alternative certification, adapt curriculum, emergency certification, teacher preparation program, career changer, tools, students see themselves, student's home culture, and adapt instruction.

There were 10 a priori codes that were referenced most across the 45 utilized. These codes were mentorship, alternative certification, adapt curriculum, emergency certification, teacher preparation program, career changer, tools, students see themselves, student's home culture, and adapt instruction. These were tagged as significant codes. The interviews were then reviewed with these significant codes in mind as themes were noted.

There were a few themes recognized across the interviews during this second coding round. These themes included: distrust for teaching career, concern about the Praxis Performance Assessment of Teachers (PPAT), concern for supplementing curriculum in Oklahoma, and emphasis on training for low socioeconomic communities and poverty.

Limitations and strengths

The limitations of this study are typical limitations for qualitative studies. There is always a level of reliability issues when interviewing participants about their level of competency with their career and the questions about how their employer supports them could be skewed negatively or positively based on the relationship they have with their employer. It is also possible that while we are discussing how interactions go in their classroom represent one thing, we are not conducting classroom observations, so it is difficult to fully assume their perception of how their classroom climate is received is how students receive their reality. One limitation that aligns with many other qualitative studies is that qualitative data is difficult to generalize to the population as there are smaller sample sizes and the type of data collected is based on the participants' perceptions and lived experiences. There are many factors of why a person perceives their reality in the way that they do. The reader must assume the best intention of the researcher and participants to come into the qualitative space. Lastly, self-selection bias is a potential limitation of the reliability of the study. Self-selection bias describes the phenomenon wherein potential candidates are more apt to volunteer for a survey, interview, or participation in a project because the content aligns with a belief they already hold or that the potential candidate is passionate about the content. To use this study as an example, if I interviewed only candidates that strongly believe in CRTP, we would not have reliable information about how the typical teacher might perceive their ability to deliver CRTP that is not passionate about the content.

The strength of the study comes from the data sources identified and explained above. With qualitative research, you can probe for desired information further than you are able to with quantitative studies. I will be able to dig in and try to understand the mechanisms that teachers feel best to support them throughout the school year. It is important to isolate a locale in this study so that the participants respond to questions based on interacting with similar

demographics of students. Another strength of this study is that it relies on teacher preference for interview mode, either video conference or phone interview. This will allow me to reach teachers on their schedule and that is comfortable with the mode of discussion. It is important for the participant to be comfortable and feel in control if they will be sharing their experience.

Chapter 5: Findings

Teachers' responses to interview questions and further discussions provided insight into the underlying mechanisms that instill confidence in delivering Culturally Responsive Teaching Practices, such as differences in confidence across certification pathways, the effects of well-functioning mentorship programs, embedded structures that support inclusivity, supplementing curriculum and reshaping instructional materials, personal interests and motivations, and ongoing professional development. The interview questions for this study were inspired by the four sections of Bandura's Self-Efficacy Theory (1977). They highlighted the strengths and areas for growth in teacher confidence in delivering Culturally Responsive Teaching Practices.

In exploring these themes, the analysis of the interview transcripts produced findings that suggest that traditional preparation programs increase a teacher's ability to deliver CRTP. However, certification pathway was not the only factor that teachers identified. Teachers also described mentorship experiences, school district structures and culture, and personal experiences influencing preparedness to deliver CRTP. This study investigated how teachers with different certification statuses describe their ability to deliver Culturally Responsive Teaching Practices. Qualitative research methods were utilized to investigate the underlying mechanisms that may promote a teacher's perceived self-efficacy through the four main sources of Bandura's Self-efficacy Theory (1977). This theory outlines Mastery Experiences, Vicarious Experiences, Verbal Persuasion, and Emotional State as the four sources of an individual's perceived self-efficacy (Bandura, 1977). These four sources informed the interview tool used in this study. The findings described in this chapter provide examples of how teachers describe their ability to deliver CRTP and some connections between how teachers may be influenced to feel that way. The study's findings suggest that teacher preparation programs provide a great

foundation for teachers to build confidence in delivering CRTP; however, district structure and culture promote confidence as well as the personal interests and motivations of teachers. Though the participants of this study hail from a myriad of backgrounds and personal experiences, seven emergent themes were identified across the interview transcripts.

Differences in Confidence across Certification Pathways

Traditionally certified teachers and alternatively certified teachers drew on the foundations created by prescribed coursework and the connections they made while participating in their teacher preparation programs. One of the six themes from this research was the emphasis on CRTP in teacher preparation programs and how teachers felt prepared because of the foundations that were laid by their teacher preparation program, the professors they had during their teacher preparation program, or the specialized classes they were able to take during their pathway to the teaching career. Specifically, eight of the ten traditionally certified teachers made the most connection back to their formal training when discussing how they deliver CRTP. These traditionally certified teachers drew facets of confidence from their Mastery Experiences in their pre-service period. In other words, they knew they could deliver CRTP because they had seen success in performance in their teacher preparation program. Alternatively certified teachers reflected positively on their training and the connections they made throughout their prescribed coursework. This is also a measure of Mastery Experiences as alternatively certified teachers were exposed to foundations of CRTP in their schooling and had at least limited practice in a supportive environment. Emergency certified teachers did not share foundational training or preparation that included CRTP. When asked about district-specific training, those who participated in the start of school training shared general knowledge about the school district,

reviewing the school curriculum, and general training surrounding procedures for CPR, mandated reporting, etc.

One traditionally certified teacher shared a glowing review of their school district's mentorship program. This teacher is new to teaching and feels very supported with 3 mentors available. They relayed that they have a mentor who observes them and has general knowledge of the school district, a curriculum mentor for their department, and a close relationship with their union representative who also teaches in their department. This traditionally certified teacher had positive sentiments throughout the interview. This teacher shared positive sentiments about the teaching profession, their school district, and their students.

When describing the process of becoming a teacher, one alternatively certified teacher shared that they had the opportunity to work with a professor they highly respected. This professor values students' individuality and how public schools can foster positive relationships between home and school cultures. This alternatively certified teacher further discussed that their professor taught about being open to all people:

> *in public schools, it's public for a reason. It's for all people, not just one person, not just for one type of person.*

When asked if there were any specific tools shared during her training, they responded,

> *She opened our eyes to different books, pedagogies, and textbooks all about being culturally aware, and being aware of people's differences. And that really shaped who I am as a teacher*.

Seven of the ten alternatively certified teachers completing their alternative certification process through a master's program reported that they felt the master's level classes had greatly improved their confidence in the classroom. Some of the classes that were highlighted were a Multicultural Counseling course, Art Therapy, and English as a Second Language. This

sentiment was exulted by one alternatively certified teaching in sharing that they felt the tools and foundations most important to help diversify teaching strategies among students was to have supportive relationships with their professors and advisors in their master's program. Another alternatively certified teacher shared,

> *I don't know how other teachers new to teaching do it and don't have an advisor they can go to who is not in their school district.*

This teacher felt strongly that having a third-party support person was crucial to their work and professional growth as a teacher. They were enrolled in a Multicultural Education course at the time of the interview and shared that they felt the content of this course would benefit other teachers new to the profession. When asked to describe the course, the alternatively certified teacher shared that the professor is vocal about the challenges of teaching, time constraints, and the political concerns around including culturally relevant discussions in class; however, they also promote the emotional connection students have with their cultures and the impact that could be felt from seeing an adult share in celebrating cultures.

They strengthened this claim by stating,

> *I'm taking a multicultural educational class for my alternative certification. I'm still immersed in that and knowing that you have to take extra steps to make sure everybody's getting what they need to get out of it. Some of my key takeaways have been to always keep in mind that not everybody comes from the same place.*

The emphasis on CRTP in teacher preparation programs can be identified as promoting Mastery Experiences and Vicarious Experiences. The facet of Mastery Experiences can be identified as preservice teachers can home in and practice these skills, which promotes self-efficacy when they go into the classroom to implement the practices with students. Conversely, this could be identified as Vicarious Experiences as preservice teachers are experiencing seeing others have success or engage in practices which strengthens their belief that when they attempt

to deliver CRTP, it will be successful because they have seen another professional succeed in this type of student engagement.

The effects of well-functioning mentorship programs

The second theme outlined in this chapter is the effects of well-functioning mentorship programs. This theme highlighted the effectiveness across all certification statuses of Vicarious Experiences. Overwhelmingly, teachers who described positive mentorship experiences shared positive sentiments about their ability to deliver CRTP, their confidence in their school district, and overall positive sentiments across their interviews. When teachers were exposed to positive mentorship wherein they could observe and collaborate with their teaching peers, they gained confidence in their ability to deliver CRTP as they had seen another person in their cohort deliver these practices. One of the important characteristics of this finding was that even though alternatively certified teachers and emergency certified teachers did not have as strong of a foundation in teacher preparation as traditionally certified teachers, if a teacher shared about a positive mentorship experience, they had as many positive sentiments across the interview and as strong of confidence in their ability to deliver CRTP than teachers who did participate in traditional teacher preparation programs. Of the traditionally certified teachers, six of the ten teachers responded that they have a teacher mentor, have a great relationship, and can observe each other frequently. Two of these teachers shared that they had student-taught with their mentor teachers during their program and were thrilled when they were assigned together. Two additional teachers shared that they did not have a teacher mentor. However, they felt confident in their Professional Learning Community (PLC) group and knew they could rely on them for any questions. One teacher described that she did not have a mentor teacher because she was at a small school but had a supportive administrator, and the last teacher said that she did not have a

teacher mentor but that she wanted one and had not observed any other teachers in the building. One traditionally certified teacher shared their story about coming into teaching at a late age and being assigned a mentor,

> *Here I come in as this old guy teacher, and I get assigned this 30-year-old lady to be my mentor, and I was just thinking, you know, 'Wow, what do I need a mentor for?' And I will tell you, I have learned more from her than I had ever imagined. She is the most wonderful teacher. She is a great coworker and mentor. We have a setup where I observe her three times a semester, and every time I go in there, I learn more from her. It has been great.*

This narrative provided great insight into how pre-service and new teachers may feel about coming into a mentorship pair and how this relationship can foster great learning between both the mentor and mentee. This teacher was jovial in sharing how much respect he has for his young mentor. He claims that through church leadership he has always been around teaching skills and instruction but that she brings such a light to the field and options of how to deliver instructional practices. Another traditionally certified teacher shared that their teacher mentor has been incredibly supportive, and she feels that her mentor is just a phone call away if she needs any assistance. These types of mentorship pairings have stuck out to participants, and the listener can tell when they relay these stories of support and guidance they truly feel strong in their position.

Nine alternatively certified teachers described positive, helpful relationships with their mentors. These teachers felt supported by their mentors, and most reported that their school had a good structure for observing other teachers and completing forms about what they saw and how they could implement those strategies in their classrooms. One teacher shared that they had a difficult relationship with their first-year mentor. The teacher said she felt she was not listened to or supported and that the relationship felt like a checklist and not a great introduction to the teaching profession. Conversely, nine alternatively certified teachers described positive

relationships with their administration in that they felt supported and like they could reach out and receive constructive feedback on lesson planning or in situations with parents or students. While discussing the types of support necessary from the administration, one traditionally certified teacher shared,

> *I am supported wholeheartedly. If I am having an issue with the student. I shoot an email to the principal and the counselor of that, of that student's grade. And they say, okay, we will handle it. We'll call you if we have any further questions. And they do. If I say that I need to have a meeting with a parent, but I feel uncomfortable being and not meeting by myself. They say, okay, we'll get a principal, and we'll get a counselor in here. And will support you in that meeting.*

There was a range of responses from emergency certified teachers on their mentor relationship. Some of these teachers shared that they do have a mentor, and they feel the relationship is positive and supportive. The types of support that teachers with different certification statuses may look different. For some, having a mentor to observe and mirror teaching practices is the support they seek. At the same time, other teachers may feel that observation and feedback are not an adequate amount of support compared to what is necessary for entering the profession.

One emergency certified teacher described the following sentiment:

> *And she just taught me. She's the one that I always send my emails to, like to check the voice of a parent. Just to ensure that I'm coming across as saying what I want to say, being gentle enough but making sure they know. I am ridiculously supported and thankful for her.*

In contrast, others felt that their mentorship was merely procedural and felt more like a checklist to their mentor and their school district. Specifically, one emergency teacher shared,

> *Man, I technically had one, but it was just something on paper. It's so much of it; it is just filling in the checkbox. For all of the guidance that I needed and got, I had to step up to be the leadership on that and figure out who to go to that could help me, so no, I wouldn't say there was a real relationship there.*

Teachers who shared related stories were deflated when describing a loss of opportunity to connect with a mentor. This relationship can be such a support for teachers, and they seem to mourn the support they could have received instead of their current situation.

Overall, there was a relationship between having a positive mentor pairing and having positive sentiments throughout the nine structured interview questions. A positive mentor experience in this study can be described as having a connection with a formal mentor pairing, describing positive experiences with individual teachers or professors from teacher preparation programs, or engaging in positive and supportive teaching cohorts, both online and in person.

Whether it was an established mentorship program with their school district, a personal connection made during teacher training, or through personal connections with teachers online, it is evident that the support teachers felt through vicarious experiences was strong in that when teachers see respected cohorts successfully deliver CRTP, they feel empowered to do the same. One alternatively certified teacher shared that they are a part of several teacher Facebook groups and that she intentionally reviews the materials and activities posted in these groups to incorporate more culturally responsive materials in her classroom. Stories like this transcend across interviews and create a wealth of information on how, when a teacher is exposed to this kind of support, they feel more empowered and confident in delivering these practices to their students. Another teacher shared their vote of confidence in their work and acknowledged that she had been successful in meeting student needs because she was able to observe her counterpart, take detailed notes on the interactions between students and the lesson, and then bring those attributes into her teaching style.

Embedded structures that support inclusivity

The third theme from the interviews is school district structures that support inclusivity. This theme seemed to lead in teachers' minds when describing the school environment or the levels of support provided to deliver CRTP. Embedded structures that support inclusivity were another strong indicator of how teachers described their ability to deliver CRTP. Teachers across all certificate types who described district supports and culture shared about their ease of delivering CRTP because they are seen throughout their school's structure. Regarding Bandura's (1977) four sources of self-efficacy, this experience for teachers can be identified as Vicarious Experiences, Verbal Persuasion, and Emotional State. Though this theme was highlighted across several questions in the interview protocol, there was a specific question in the protocol asking participants, "What supports do you feel are most available to you to teach diverse student populations?". One teacher shared that their school had recently adopted textbooks that are more culturally diverse because of the teacher survey from the previous two years asking for more inclusive messaging in the school curriculum. When asked about the indicators for a successful textbook, this teacher replied that the new textbooks not only had content created by professionals from diverse cultural backgrounds but also included that the Teacher's Edition had examples of additional cultural activities or resources the teacher could use when delivering instruction to their students. Having a physical copy of the Teacher's Edition, which included resources for culturally responsive teaching, seemed to strengthen this teacher's confidence in delivering CRTP. The group of teachers shared that they review these resources frequently and have utilized them in their daily instruction. These resources include not only content from diverse voices but also translated worksheets, audiobook links for English language learners, opportunities for small groups, prompts for think-pair-share activities, and other accessible content.

One traditionally certified teacher shared that her school serves a very diverse population of students and does a wonderful job representing their students' cultural backgrounds. This teacher shared that their school hosts an annual event where each classroom does a research project on a country and culture that represents one of the students in their class. At the close of the research, the school puts on a multicultural fair where students, faculty, and staff go around to each booth and learn about a different country and culture. This fair includes project boards, cultural foods, songs, and art. Another traditionally certified teacher also shared,

> *I had a student from Venezuela who was very introverted, and we decided to research their country for our fair. It really brought them out of their shell, and their whole family came to the fair and brought a lot of cultural food and items from their house that were representative of their culture. It was just a great moment for them to feel included and proud of their culture.*

School District Departments for Cultural Diversity

A few teachers shared that one of the strongest supports they have in delivering CRTP is their embedded English Language Learner (ELL) department within their school districts. This support was discussed in interviews with both alternative and emergency certified teachers. One emergency certified teacher shared that their school district not only assigns a teacher mentor to each new teacher but also assigns an English Language Learner coach to each teacher who does not have an ELL certification added to their teaching certificate. They described that this coach supports the classroom by connecting with families, reviewing the lesson plan materials, and holding classroom observations quarterly. This teacher described feeling comforted knowing they could reach out for assistance, especially when needing to supplement curriculum or reshape instructional materials to meet student needs. Similarly, a traditionally certified teacher shared,

> *We have some really amazing ELL directors and teachers who are great resources. For example, once a week, we get an email from someone within that department that says, 'Hey, it's this time of the year for this group of students. We just want to give you these resources. Here's an article on what it means. Here are some activities that you could do,*

maybe some coloring sheets. And here are some videos that you could share with your students so that they understand what's going on while we do this.

Due to the limited population of this cultural background represented in Oklahoma demographics, I cannot share the demographic targeted in this retelling; however, one alternatively certified teacher shared that due to a nearby job opportunity, many families from one demographic had moved to this suburban area and their school district had not previously had the resources to support this community. Because of the situation, the school district contacted members of this community and hired an individual to be their liaison between them. One of the teachers shared this story with me and said it was so powerful to see the leaders of their school district identify a language and cultural barrier between the school system and a community of people and work to rectify this situation swiftly and proficiently. This liaison translates and transcribes between the school district and the community, provides cultural background to the school of members of their community, and empowers students and families to utilize school resources available to them.

Partnerships with the Choctaw Nation

Two alternatively certified teachers from different school districts identified the Choctaw Nation as their greatest support for delivering CRTP. Both teachers shared that their school district demographics were largely made up of Native American students. Through this process, I learned about the school partnerships that the Choctaw Nation hosts. One alternatively certified teacher described the deep connection she felt while on a field trip with her students to the Choctaw Nation Cultural Center. They shared that their students could walk around and learn more about many of the tribes in Oklahoma, specifically about the tribe that many of these students belong to. The teacher also mentioned online and in-person training opportunities for educators through the Cultural Center. Teachers at this school are supported by their

administrators to engage in the cultural training if they want to, as it is held on weekends. These training sessions include educational lessons on beadwork, basket weaving, finger weaving, social dance, history, and cooking. They also mentioned that the Choctaw storytellers are always welcome in the building to share history and drama with their students.

The theme of embedded structures that support inclusivity can be attributed to three main sources of self-efficacy, evident in the interview responses: Vicarious Experiences, Verbal Persuasion, and Emotional State. These three sources were communicated through stories of teachers interacting with other school staff and seeing how they deliver CRTP on a school-wide and district-wide level. Verbal persuasion can be identified in this section as the leading factor in a teacher's perceived self-efficacy in delivering CRTP. Participating in a school environment that celebrates and supports students' diverse cultural backgrounds would invite teachers to engage in similar interactions. It is evident that when environments set expectations, those expectations will be met. In this case, if a school sets the expectation that this is an inclusive and culturally relevant space, then the faculty and staff would feel responsible for meeting those environmental needs. Teachers across certification statuses who teach in these inclusive spaces shared positive sentiments about embedded support for students and faculty.

Supplementing curriculum and reshaping instructional and materials

This study investigated how teachers with different certification statuses describe their ability to deliver CRTP. In this investigation, two practices were largely described across all certification statuses. It is possible that teachers utilize additional CRTP but did not include those due to limited examples or that those practices are deeply embedded in their teaching, so they are not highlights for the teachers. Teachers provided examples of Mastery Experiences and Vicarious Experiences, answering interview questions surrounding their delivery of CRTP and

how they feel supported in delivering these practices. The two most utilized Culturally Responsive Teaching Practices described in this study were supplementing curriculum and reshaping instructional materials. Teachers across all interviews were able to describe in depth at least one time that they supplemented the curriculum and reshaped instructional materials. The examples below describe the experiences of teachers and students.

Teachers described elements of Culturally Responsive Teaching Practices, including supplementing their curriculum with culturally familiar examples or including texts or information from professionals from diverse cultural backgrounds. One teacher shared that their school had recently adopted textbooks that are more culturally diverse because of the teacher survey from the previous two years asking for more inclusive messaging in the school curriculum. When asked about the indicators for a successful textbook, this teacher replied that the new textbooks not only had content created by professionals from diverse cultural backgrounds but also included that the Teacher's Edition had examples of additional cultural activities or resources the teacher could use when delivering instruction to their students. Teachers also emphasized using student and family interests in their learning to increase real-life learning in their classroom. A few teachers mentioned increased student engagement when the lesson's content is more geared toward their interests.

One traditionally certified teacher also shared about their school adopting a textbook that included content from diverse voices as supplemental options to the general curriculum. This teacher reviewed a few options for teachers to implement more culturally relevant articles and stories in their teaching. They provided examples of Native American authors represented in the textbook and authors of Asian descent. They also thoroughly described how the school district

supported them to reach out for additional resources from their English Language Learning department.

This section will be separated into two groups as participants presented with the highest confidence in utilizing the practices in different ways: supplementing the science and math curriculum and supplementing the fine arts curriculum. This description from participants was a notable example of how CRTP can be delivered cross-culturally and cross-academically. The levels of training were apparent when describing the reasoning behind delivering these CRTP amongst the three groups of participants. However, the term ‘students see themselves’ was identified in twenty-two interviews. This is a foundational term for CRTP and was enlightening in review.

Supplementing science and math curriculum

Though it may feel to some teachers that CRTP is difficult to do in the science and math space, there were several areas where participants who teach science and math easily described ways in which they supplement curriculum and reshape instructional materials to meet student needs best. One alternatively certified science teacher confidently shared their experience in supplementing the current curriculum around the history of scientific discoveries. This teacher relayed,

> *For example, Isaac Newton was alive and doing research, then what seems to be painted to the students a lot of times in the textbooks is that men were making the most scientific discoveries throughout the years. My responsibility is to also teach about culturally diverse scientists who have made discoveries. Rosalind Franklin, for example, discovered the structure of DNA and the fact it's kind of almost written out of some of the textbooks. However, nowadays, there's probably more of a chance of her making more of the discoveries with DNA than the two gentlemen she was working with.*

One math teacher who completed the interview, another alternatively certified teacher, began the conversation by sharing that they felt math is multicultural and that highlighting

students' diverse cultural backgrounds is something they stay away from. During this conversation, this teacher shared that they delivered some CRTP in their math class. One example this alternatively certified teacher gave included using student names, especially students with diverse cultural backgrounds, in their word problems. The teacher relayed that they had started this as a 'one-off joke' to see if the students were paying attention but then continued the practice as she noticed increased student engagement to see who would be in the next math problem. She also stated that this practice has become a regular occurrence in their classroom and something other teachers have caught onto. Conversely, another alternatively certified teacher describes a battle they are having at their school in wanting to support other teachers in meeting student needs but having a lack of resources to do so. One alternatively certified teacher shared,

> *We've been fighting really lengthy word problems presented to students with low language proficiency in their math classes. And so, you know, I've been working with the math department on understanding that the state standard goal is for these students to be able to use math in a more applicable way through, like, word problems and reasoning but also understanding that without a solid language base, you know, the playing field is completely unlevel for them.*

Continuing the conversation, the teacher said there was a lack of funding for curriculum and instructional material transcribers and translators. Previously, the school district partnered with a service that could do this for teachers and staff, but the funding had fallen off. The teachers are trialing free or low-cost applications but have had limited success in identifying an appropriate system to produce accurately translated materials for students and families. Mentions of Google Translate and other Google Suite applications were mentioned across several interviews as a last option due to the limited reliability of the application. Teachers who did not have access to appropriate translation systems seemed defeated if there was also no strong presence from the English Language Learner department.

Supplementing fine arts curriculum

Teachers across certification statuses who teach in fine arts departments had notable examples of how to supplement their curriculum with culturally diverse examples and build on what they have to incorporate works from diverse voices. Some of these examples include art teachers who utilize heritage months to build out student knowledge of artists and developers who belong to the heritage that month is dedicated, showcasing artwork that is popular across the globe and identifying certain cultures that the students may represent and discussing the mediums or content of the art, or in displaying types of art that are culturally relevant to the students in the classroom as staples of their classroom environment. One alternatively certified teacher provided an example of some of the ways she promotes learning about artists during heritage months,

> *In February, I always do a major shift of focus to Black History Month. One of my very favorite artists is a black man named Titus Kafar, and we dig into his art because he has some very impactful art. Surrounding like police brutality and the deaths of black men, and so we look at some of that. We look at Kehinde Wiley, who painted President Obama's white house portrait. We also, because of where we are, I felt the need to also focus on females. And so we do that at different times of the year, and we've done a little bit of, of course, Frida Kahlo, who was from Mexico.*

Another emergency certified art teacher shared that they like to partner with the Spanish teacher at their school to promote cross-curricular learning and will identify Hispanic artists for the classes to learn about, or their art class will help to create culturally relevant art for any projects they are doing in Spanish class. She mentioned that this provides a great space for her English Language Learners to partner with other students and teach about their culture or to talk about their experiences or preferences with art and their culture.

Reshaping instructions and materials

Teachers across all certification statuses could describe a few ways in which they reshaped instructions or materials for students with diverse cultural backgrounds. Some of these practices come easily to teachers, while others have been learned through observing their mentor

or guidance from English Language Learning departments. These practices include altering assignments to reduce the number of choices on multiple-choice questions, utilizing modern versions of texts, connecting students with peer tutors, facilitating small group activities, or providing options for some learners to demonstrate their understanding using pictures or presentations instead of drafting formal essays. One traditionally certified teacher described how they had grouped students into small groups based on reading level and differentiated instruction and expectations for each group,

> *We're actually doing Little Women, and over the weekend, I planned out a whole new approach to it where I'm just doing 3 chapters at a time, dividing them into groups, and then giving them questions to find the answers. It's called Scan and Dig, where they have to go find those answers in those short chapters as a group. I also have an accelerated group that I can give projects too about the book since they have already read it and are ready to move on.*

Similarly, one emergency certified teacher shared how they implement their teaching in different learning styles to meet the needs of their students. The teacher demonstrated this practice by describing,

> *Even if we're just learning about numbers or learning about place value, whatever, I will make sure I'll do like a human number line, and they all have numbers, and then they have to put themselves in the least to greatest order or who has the greatest tens place digit. Because I have some students who are aversive to writing, but it doesn't mean they don't know my information. So, I try to do a lot of different manipulatives. And just a lot of hands-on stuff so they don't feel like, 'Oh, I'm not getting it because I can't pick up my pencil and do it.' Okay, that's fine, but you can do it in real life.*

Similarly, a traditionally certified teacher shared that they feel empowered to reshape materials or to find alternative materials for students that will have similar outcomes to the goal of the imposed curriculum. For example, this teacher was slated to read Hamlet in class but felt that the reading was a little 'out of touch' for students and thought it would not be accessible. So, he found a modernized retelling of Hamlet for his class and relayed that the students were engaged and thought the story was funny. Specifically, one traditionally certified teacher described,

> *We just read Hamlet, but we didn't read the text. We read the modernized version. And that was a big thing there, cause I really want, I mean, 'To be or not to be.' Instead, it's, you know, 'Should I live, or should I die? That's what I'm wondering.' You know, some of the impact of the classic quotes were gone. But at the end, these kids were like, 'Man; this play is really funny.' Like, yeah, this play is actually hilarious. You just have to, you know, get past the language.*

Reshaping instructions and materials are practices found in the foundations of Culturally Responsive Teaching Practices. It is part of the groundwork of what teachers can do to create a more culturally responsive space for students to engage in. The teachers across certification statuses relayed notable examples of how they deliver CRTP in this way. These practices specifically required time and thought to meet the needs of the slated curriculum and standards. Few teachers shared that time was a concern for them as being creative with individualizing instructions and instructional materials can bleed over into the teacher's time. Throughout the literature, teachers have cited similar challenges with time constraints and have suggested school districts initially adopt curriculum and materials that are inclusive and have resources to differentiate so that it is not up to the teachers alone to decide if that is what they will be doing for each lesson. Teachers identified engaging in these practices as 'trial and error.' This leads me to believe this can be sharpened and exemplified as Mastery Experiences as teachers see increased student engagement; it promotes self-efficacy and increases the likelihood of the teacher devoting time to continuing these practices.

Similarly, supplementing curriculum can be identified as Mastery Experiences as teachers gain confidence in researching and designing additional activities or content for students to engage in and identify with. These practices could also come from Vicarious Experiences. Still, many of these teachers in the study owned the responsibility and actions to identify the gaps in the curriculum and fill them with additional resources or content from diverse voices. Participants mostly described researching and identifying supplemental information and activities online or

from resources produced by their online communities. This online space with additional resources is a wealth of knowledge for teachers and can be instrumental for teachers who know how to search for supplemental curriculum materials.

Personal interests and motivations

Teachers were asked directly during the interview, "Can you describe a few ways you positively highlight student racial or ethnic backgrounds?". Though it took a moment for some teachers in teachers in the study to respond, they could give at least one example of how they deliver CRTP by incorporating students' diverse backgrounds into their curriculum, instructional practices, or classroom environment. At this question, one alternatively certified teacher perked up and shared a heartfelt story about incorporating the set of Crayola Colors of the World crayons in their lessons. She described this event:

> *There are like 7 different shades of tan, from peach to brown to a taupe to an olive color. And we colored them all on this piece of paper and looked at them. And one of my little kids said, 'This color looks like me!' She was so excited because she was light-skinned and she's not, she's not dark. But she's not white, so the brown marker was always too dark for her, and the peach marker didn't look right. And so, her finding this color marker that looked like her skin was such a cool moment, and then everybody in the room was like, 'Oh my god, that's so cool.' And they all celebrated with her, and it was this huge moment like Crayola did it. They hit it on the head.*

This teacher went on to share about the great activities students could engage in due to this shift in the availability of student-centered materials. Some activities included redoing their 'about me' presentations, drawing pictures of their classmates, drawing characters from books they read, and sharing pictures of their family with classmates. This personalization made the teacher see how a slight change could be so big for a student. They later shared about teaching students to draw different hair textures. They could work from culturally relevant examples of hair and build on their foundational knowledge of representing individuals in artwork.

One traditionally certified teacher responded with an example of how they provide culturally relevant examples for students by intentionally providing materials that represent their students. They relayed,

> *I have a large Barbie house with lots of Barbies, and I try to have them accurately display what my class looks like, so you know, most of my dolls are of color, but like I have 2 that aren't because I have 2 kids that are white.*

The first emergency teacher interviewed, an orchestra teacher, shared that they like to survey the students for music they want to learn about. At first, they responded to this question with an example of their students being interested in learning a beautiful piece that was recently popular with students because of a social media platform. Once this teacher rendered a piece accessible for students and sounded like the piece, they were 'hooked' on creating music relevant to their students. They shared that the orchestra students were very proud to learn and perform this piece with which they had been so familiar. They were excited to share it with their classmates at the following school assembly. This teacher further discussed,

> *Our school is like 80-90% Hispanic. So, I've been looking at Latin music and there are a lot of pieces with orchestra instruments that we can try to play. So, I don't know if you know the movie Coco, but there are some great pieces in there that I am going to try and implement next semester that are going to really highlight their culture but also be really beautiful and purposeful for our class.*

In that same vein, another emergency certified teacher described how their curriculum could easily highlight students' cultural backgrounds as they are an Oklahoma History teacher, and their school has a high population of students and families who belong to the Cherokee tribe. This teacher shared that highlighting student backgrounds is how they frame conversations about Oklahoma History because it is the most appropriate way to instruct native students about what has happened in this state. They also mentioned how important the curriculum is to the school as

it is the heart of their community. This emergency certified teacher teaches in a rural school district.

They stated,

> *So, for me, it's really easy because, well, basically, our school is about 80% Cherokee Indian. Just about everyone has Cherokee in them, so teaching Oklahoma History is really personal to the school and families. So, I work closely with the tribe, and they are so good about giving resources or coming to speak in class.*

As stated in the previous section, participants shared a deep sense of support from Oklahoma tribes to promote education and resources to be utilized in public schools. This emergency certified teacher shared this notion again when discussing how it was easy to highlight students' diverse cultural backgrounds in their teaching because the tribe has provided resources and storytellers to increase student engagement and teacher understanding of the content. One alternatively certified teacher described the deep connections they felt the students who belong to the tribe had with the tribal members who would participate with the schools as literary partners. It was helpful for this teacher to see students create these bonds on their own and find deeper meaning within the teachings from the tribe. Like other teachers, this individual stated that their school partnership with the local tribe fostered greater relationships with the community and families as their community had strong ties with the tribe.

Teachers who described their methods in highlighting student cultural backgrounds in their instruction shared stories of trial and error, feelings of support, and systems they have put in place to create a culturally relevant environment for students. This closely follows the verbal persuasion, vicarious experiences, and mastery experiences functions within Bandura's Self-Efficacy Theory. Verbal Persuasion can be identified from resources provided or embedded within school structures that promote CRTP. Vicarious Experiences can be identified in this section such as watching other teachers deliver CRTP and gaining confidence in utilizing these

practices in their classroom. Mastery Experiences can be identified in these stories as teachers describe systems or mechanisms they have implemented in their class that they continue to uphold due to seeing increased student engagement or feelings of heightened emotional states.

Intrinsic career motivations

In Bandura's original 1977 work, he described the Physiological State or Emotional State as a source of self-efficacy (Bandura, 1977). To gauge a facet of teachers' emotional state and connection to the teaching profession, the first question in the interview protocol was, "Tell me a little about your background and when you knew you wanted to be a teacher." The charge in this study is that a teacher's personal experiences or Emotional State may affect a teacher's connection to the profession and mission of teachers, which could motivate a teacher to utilize supplemental pedagogies or participate in research that would strengthen the work regarding their profession and meet student needs. The findings of this study indicate that teacher preparation programs set teachers up with a strong foundation for delivering CRTP but that district structures and personal experiences are also valuable to a teacher's preparation to deliver CRTP. Many participants described their motivation to be a teacher intrinsically, that they grew up knowing that they wanted to be a teacher because they wanted to help others, or that they had amazing teachers who helped them through challenging times, and that they wanted to be that person for someone else. Teachers who described an internal motivation for teaching shared many positive sentiments across their interview than those participants who had specific categories of extrinsic career motivators. Some teachers in this study shared that they had grown up knowing they wanted to be a teacher, and this field was a natural shift for them from high school to college, and back to their public school systems. One alternatively certified teacher highlighted this in sharing,

> *I probably knew back when I was a little kid because I loved to play teacher; I loved to play school. I love school. However, the true decision of what's your why is that no matter how much I try to do something else, I find myself back in the classroom.*

Other teachers in this study shared their love for teaching through experiencing support and guidance from their teachers while in school. For example, one traditionally certified teacher shared that they had a teacher in high school that they highly respected. They saw themselves in that teacher and appreciated the good that he was doing for the students. The teacher shared that they wanted to be just like him when they grew up. This was the story of a few teachers in the study who struggled during their schooling and had the opportunity to connect with special teachers who later inspired them to enter the teaching profession. Teachers who shared related stories seemed happy and reflective during this portion of the interview. These previous teachers would come up later in the interviews when describing their teaching style or how they meet student needs.

Twelve teachers in this study described growing up in families with teachers and felt they were a part of the school building as much as their mothers or fathers were. They knew they had a place in the teaching community because their parents had great teaching experiences. Specifically, one traditionally certified teacher relayed that they had always known they wanted to be a teacher and that this passion was something that their parents, who were both teachers, had greatly supported. They feel adept in many areas because they have grown up around the profession and have a great support system when they need help. They shared,

> *I feel like I've been in the school for as long as I can remember because my mom had me working with her all the time, and I loved being there. I loved going and playing in teachers' classrooms and playing on the whiteboard and making fake lessons and all this stuff. So, I've wanted to be a teacher since I was, honestly, I think, in first grade. My parents bought me a whiteboard and put it in my bedroom and stuff like that when I was that kid.*

Extrinsic career motivations

Some teachers expressed that outside perspectives or external motivators fueled their journey to the teaching profession. Some external motivators described include experiences in other careers that embedded teaching skills, loved ones sharing that the person would be a great teacher, and having difficulty entering other fields and teaching being a high need in their geographic area. Teachers who described sharpening teaching skills while in other professions shared more positive sentiments overall across their interview than participants who found their way to the teaching career by way of other people telling them they should teach or from needing a job and entering the teaching field. Of the teachers interviewed who described becoming a teacher due to a need for a job, when asked, "When did you know you wanted to be a teacher?" three emergency certified teachers shared,

I didn't know I wanted to be a teacher, and I still don't know if I want to be one.

One emergency certified teacher shared that they had not wanted to be a teacher because they had seen their mom work in the teaching profession and how much of a toll it took on her. This teacher shared their journey to teaching by graduating from high school, transitioning to the college setting, and receiving their bachelor's, master's, and doctorate degrees in the music and fine arts fields. This teacher struggled to find a job within their degree field and found a local music education position with the school district. Though this teacher shared a few negative sentiments about the teaching profession and overall responses to the semi-structured interview questions, this emergency certified teacher described in detail several aspects of their position where they feel confident in delivering CRTP. This was an interesting finding for this study compared to the research discussed in Chapters 2 and 6.

Specifically, they shared,

> *What I really want to do, what I've always wanted to do, is to be a professional musician and be employed full-time in a professional orchestra. Teaching was never something that I really wanted to do. I watched my mom when I was growing up be a teacher and how really hard it was for her, and I always thought like, man, I never want to do that.*

Five of the ten alternatively certified teachers shared that they had previous careers in their teaching profession from the following fields: mental health, business, fish, and wildlife services, and from being employed with the Cherokee tribe. All five teachers reported that they had brought aspects from their previous careers to their classroom and felt that those experiences had positively affected their classroom management strategy, time management, and people skills. For example, one alternatively certified teacher is a career changer and shared their experience in finding their passion for teaching in another field,

> *I worked as a park ranger for the Fish and Wildlife Service and was doing environmental education where I would go into either the schools, like elementary schools or high schools. And do like one-day programs with the students, or they would have field trips where they came out to the refuge where I was a park ranger, and then I would lead him on trails and stuff, and that really got the wheels to turn where I was like I really enjoy what I'm doing.*

Another emergency certified teacher who was a career changer briefly described their experience in delivering teaching practices in another career field,

> *My background is predominantly in providing information through customer service or some other aspect. Such as claims for insurance, but I have always felt that that was a part of education as it's always been something in the back of my mind, wanting to be a teacher. It was just very specific education that I was providing.*

Both examples describe how teaching practices are communicable in many settings. Though the examples above come from an alternatively certified teacher and an emergency certified teacher, both participants describe similar pathways to discovering their passion for and dedication to teaching. This message should be reflected across teaching pathways as there are many skills teachers utilize that are transferable to other career fields and vice versa. Thirteen of the teachers interviewed had identified themselves as career changers or individuals who had previous careers

or career aspirations and had acquired certification or diplomas in areas other than teaching. Career changers in this study had many outcomes and sentiments about the teaching profession as their motivation to join the teaching profession was more of an indicator of their ability to deliver CRTP or to host positive sentiments about the teaching career than their pathway to the teaching career.

This section closely mirrors both Emotional State and Verbal Persuasion. Teachers across certification statuses displayed attributes of Bandura's Emotional State source of self-efficacy when describing their lifelong passion for becoming a teacher. Many teachers wanted to be teachers and felt called to the profession. Participants displayed attributes of Verbal Persuasion when discussing that they came to teaching because loved ones told them they would be good teachers or should become teachers. Verbal Persuasion had less of an impact on the overall sentiments of teachers if they did not also experience positive mentorship or other support. In this section, we see Emotional State being a stronger indicator of positive sentiments across the interviews than groups who came to the teaching profession by ways of Verbal Persuasion.

Ongoing professional development

During interviews, all teachers in this study were asked, "Knowing what you know about your class this year, are there additional preparation steps you might have taken before this school year?". Answers to this question suggested additional training in the following areas was needed. Several teachers identified a need for training on the diverse cultural backgrounds of the students and families at their specific school, training on supporting students from low socio-economic backgrounds, and training for scaffolding curriculum for students post-COVID-19. Teachers generally felt that school leadership should hold more responsibility in knowing the culture of the

students represented and sharing more resources with teachers to prepare them better to meet student needs. One traditionally certified teacher suggested,

> *Our teachers need more training in how to teach English Language Learners and how to talk with families when they are needed at school. I am Hispanic, so I get a better connection with families, but some of my coworkers are at such a loss and such a disadvantage because they don't have to tools to connect with those families.*

Similarly, another alternatively certified teacher shared that they felt like they had received a lot of information in their classes but would have liked the school to host training on their demographics and the ways that the families prefer to be contacted. In an urban setting, a teacher relayed that they would have liked to have had training on accessing the language transcribing services the district had purchased for that school year. They said they had gone the whole previous school year translating notes for home on Google Translate when there was a department within the school district. They could have been sending the documents to a department that would have been more appropriate for families to receive. They did not know about the service until they heard another teacher talking about it at the end of the school year. This teacher shared this frustration during the interview and felt that this could have been avoided.

A few teachers mentioned that they would have liked the school to host a training on serving students from low socio-economic backgrounds. One traditionally certified teacher soulfully shared,

> *I think that teachers should have to take a more realistic course for each school they work at that shows the actual numbers, the real things that are happening to students from, you know, homelessness and food insecurity measures. It's really hard to see how many students just don't eat or can't sleep in a comfortable home every night, and schools should do a better job of preparing teachers for how to support kids in these real situations every day. I have kids tell me some troubling stuff, and if I didn't know how to communicate with students, I think that would be really hard.*

In response to this answer, I asked this teacher to expand on how they felt prepared to have these hard conversations with students as they shared they know how to communicate about these challenges. This teacher shared that they had experienced some challenges similar to their students and had friends growing up who also experienced similar challenges. Personal experiences became known through interviews where teachers could connect with students about challenges outside the school business.

Due to the nature of the requirements to participate in this research, I did not think that similarities and differences between the students in the pre-and post-COVID education setting would arise during the interviews. For most teachers, this did not come up when responding to the questions. However, in a few interviews, it was suggested that school districts should be hosting training for teachers on how to serve best students who have experienced "learning loss" or who are a part of this cohort of students who experienced the COVID-19 Pandemic. When this arose for teachers, they shared that these students are "much different" from how students used to act or learn and that there should be more resources for teachers in the field provided by school districts. One traditionally certified teacher shared her concerns and stated,

> *After COVID, not only did I not know what I was doing, but these kids were all so messed up in so many ways that like even seasoned teachers were like, 'I'm out like I'm not doing this' because when you're inside like I was teaching second grade. I still had kids who were decoding CVC words, you know, and I'm like, what, how the curriculum I have just keeps going.*

This teacher is concerned about the curriculum and pacing guides for grades that continue to build while students are not meeting the baseline for their subjects. This teacher described a deep concern that while the curriculum is moving forward, students are being left behind and that the curriculum will continue to build based on the school district's curriculum mapping but also with Oklahoma Academic Standards that foundationally build on themselves as students matriculate to

higher grades. This is a similar concept that some education reformers feel is detrimental to English Language Learners' growth and achievement in public schools when not given the appropriate tools to master academic skills and goals.

Teachers in this section described a desire for additional teacher training across all certification statuses. Teachers relayed a need for a deeper understanding of the underlying mechanisms of the challenges they see students face and how to support them best. A few topics for additional training were training on the specific backgrounds of students in their school based on the school's demographics, training on supporting students from low socioeconomic backgrounds, and training on scaffolding curriculum for students in a post-COVID-19 school environment. It can be assumed that teachers are asking for this training because they have identified holes in their training that led to their current professional situation and would like to build on their Mastery Experiences.

Summary of findings

The findings of this study suggest that the quality of teacher preparation programs or the effects of well-functioning mentorship programs, also identified as Mastery Experiences and Vicarious Experiences, may be the strongest indicators of how a teacher describes their ability to deliver CRTP across different certification statuses. This mechanism was reviewed with all teachers in this study, and those who shared positive mentorship experiences relayed positive sentiments across the interview, seemed confident in their ability as a teacher, and seamlessly described how they deliver CRTP. Mentorship or vicarious experiences in this study were represented as formal mentorship pairings within the school district and external mentorship opportunities identified by connections with professors or teachers and connections with online teachers' communities. The findings suggest that when a preservice or new teacher is connected

with an individual who demonstrates Mastery Experiences in CRTP, the teacher can more easily describe how they deliver CRTP in the classroom and overall shares a number more positive sentiments about the teaching profession than their counterparts who did not participate in formal teacher preparation programs and did not identify a supportive or positive connection with their mentor.

School district structures that support inclusivity also played a role in how teachers described their ability to deliver CRTP. Participants who described strong school district structures that support inclusivity, such as culturally relevant textbooks, multicultural school events, and strong English Language Learner departments, shared how engaging in these types of culturally responsive environments promotes their delivery and utilization of CRTP. These participants were excited to demonstrate their Mastery Experiences in creating welcoming and inclusive spaces for students to participate in. Specifically, participants who described the adoption of culturally relevant textbooks shared positive sentiments surrounding having resources available to them to deliver CRTP and to create spaces where students could see themselves in the curriculum.

Supplementing curriculum and reshaping instructional materials were a few ways participants described how they deliver CRTP in the classroom. These gestures translated across certification statuses as most participants could share at least one way they had engaged in these practices. Some examples include supplementing the curriculum with stories or art from diverse voices, identifying student interests or culturally relevant media and implementing sources into the curriculum or instructional materials, and utilizing cross-cultural examples in basic lessons. Participants also shared about reshaping instructional materials for students so that they would be more accessible. During these conversations, translation and transcription resources arose as a

great support or a high need for participants. Mostly, participants gave examples of differentiating instruction towards different learning styles: auditory, visual, and kinesthetic. This differentiation was shared as shifts in the typical instructional methodology intended for the curriculum, but many participants felt inclined to offer instructions in many ways to meet student needs.

Highlighting student cultural backgrounds was also a frequent topic of conversation during the interviews, where most participants could give an example of how they deliver these CRTP in the classroom. A few stories stuck out from the interviews while reviewing this section, including the excerpt surrounding Crayola Colors of the World crayon sets, implementing curriculum and activity based on students' diverse cultural backgrounds, and a culturally responsive look delivering information about Oklahoma History. These participants shared their experiences of delivering CRTP expertly through Mastery Experiences. Though overall sentiments regarding the teaching profession varied between these three participants, each could describe a facet of their self-efficacy in delivering CRTP while noting an increase in student engagement.

Teachers in this study represented a myriad of backgrounds and pathways to the teaching profession. Teachers who presented with intrinsic career motivators or found their way to the teaching profession by aligning with teaching through other career paths shared more positive sentiments about the teaching profession and seemed more confident in identifying ways they deliver CRTP than teachers who presented with extrinsic career motivators or shared that they were unsure about engaging in the teaching profession. This could be said for most career settings in that if you are not aligned with the practices of your profession or are in a position that you may not feel passionate about, you might have low outcome expectancy for the duties of the

role. Teachers not experiencing mastery experiences, verbal persuasion, or emotional state when performing work duties could lead to limited outlooks on self-efficacy.

When asked the interview question, “Knowing what you know now about your class this year, are there any additional preparation steps you might have taken before this school year?” teachers responded in several ways. However, three emergent training themes came from this question: training on the diverse cultural backgrounds of the students they serve, training on supporting students from low socio-economic backgrounds and training on scaffolding curriculum for students in a post-COVID-19 educational setting. Teachers shared a desire for more information that would promote their successes in the classroom and increase student engagement and a sense of belonging. This desire translated across the three certification statuses for teachers.

Chapter 6: Discussion

The research question that this study investigated was "How do teachers with different certification statuses describe their ability to deliver Culturally Responsive Teaching Practices?". The study built an investigative foundation on the four sources of self-efficacy described in Bandura's Self-Efficacy Theory: mastery experience, vicarious experience, verbal persuasion, and emotional state. These four sources inspired the interview questions developed for this study to seek information on the underlying mechanisms that may promote a teacher's perception of their self-efficacy in utilizing CRTP. Teachers with different certification statuses were selected for this study because it is typically understood that teachers who have participated in traditional teacher preparation programs might have a stronger foundation in CRTP. In contrast, teachers who are alternatively certified receive a more truncated teacher preparation program that may not strengthen those skills, while emergency certified teachers may not be exposed to training at all.

Summary of Main Findings

In summary, the findings of this study outline six themes where teachers with different certification statuses describe their ability to deliver Culturally Responsive Teaching Practices. These six themes include differences in confidence across certification pathways, the effects of well-functioning mentorship programs, embedded structures that support inclusivity, supplementing curriculum and reshaping instructional materials, personal interests and motivations, and ongoing professional development. A few teachers described the positive experience they had in their teacher preparation programs, wherein they were exposed to a deeper understanding of cultural diversity and equitable teaching practices. Teachers who described a positive relationship with their teacher mentor or professional learning communities had more positive sentiments about the teaching career and their confidence in meeting student needs.

Several teachers viewed school structures and resources as a great support to their delivery of CRTP. Teachers who did not have access to these supports shared that they wished their school had these in place. Of all Culturally Responsive Teaching Practices, supplementing curriculum and reshaping instructional materials were the two most described by all participants. Most teachers described those practices clearly and confidently and provided excellent examples of what they look like in their classrooms. Most teachers shared that they had always wanted to be a teacher, and those who did not always know shared that they had found inspiration in their previous careers. Of the thirty participants, only three shared that they did not feel inspired to pursue a teaching career. Teachers longed for more training from their schools on their specific school context regarding the cultural backgrounds of their students and how to serve students from low socioeconomic backgrounds better.

Comparison with Existing Literature

The literature review chapter of this study reviewed areas of the history of CRTP (Irvine & Armento, 2001; Ladson-Billings, 1994; Ladson-Billings, 1995; Martin, 1997; Rhodes, 2017; Vavrus, 2008), how CRTP has been measured in other studies (Rhodes, 2017; Siwatu, 2006; Siwatu, 2007), teacher beliefs about CRTP (Cruz, Manchanda, Firestone, & Rodl, 2020; Gay, 2000; Gay, 2010; Hawke, 2022; Michaelec & Wilson, 2022), how CRTP has been delivered to preservice teachers (Chu & Garcia, 2014; Fitchett et al., 2012; Lambeth & Smith, 2016; Reyes, 2020; Siwatu & Chesnut, 2014; Siwatu, 2006; Siwatu, 2007; Straub, 2016), the utilization of CRTP (Byrd, 2016; Cruz et al., 2020; Etikan, Musa, & Alkassim, 2016; Garza, 2009; Shaw, 2016), and how certification status has been represented in studies regarding CRTP (Gay, 2000; Gustein, 2003; Lambeth, 2016). A contextual gap was identified when reviewing the literature. This gap represents a lack of nuance as many studies treat preservice and in-service teachers

uniformly. Literature does not consider certified teachers who have taken exterior pathways to the teaching profession. Of the existing empirical and descriptive studies (Atwater et al., 2010; Au & Jordan, 1981; Chu & Garcia, 2014; Ladson-Billings, 1994; Reyes-Aceytuno, 2020; Shaw, 2014; Straub, 2016), there is a lack of attention to the differences in the certification statuses. Findings from studies with preservice teachers suggest that the emphasis on CRTP in teacher preparation programs promotes deeper understanding and readiness to deliver CRTP (Fitchett & Salyers, 2021; Lambeth, 2016; Siwatu, 2006; Siwatu, 2011; Siwatu & Chesnut, 2014; Zhang & Zeller, 2016). The findings from these study share a similar sentiment: When teachers are exposed to training incorporating CRTP in its foundation, they share more positive sentiments about the teaching profession and their ability to deliver CRTP than teachers who did not experience this advantage (Fitchett & Salyers, 2021; Lambeth, 2016; Siwatu, 2006; Siwatu, 2011; Siwatu & Chesnut, 2014; Zhang & Zeller, 2016). One aspect identified in this study that has an equal or greater impact on a teacher's self-efficacy in delivering CRTP is mentor relationships. These mentor relationships were characterized in this study as a relationship between the participant and a support person in their life which was either an established teacher mentor through their school district, an advisor or professor from their teacher preparation program, or a support system such as a Professional Learning Community or an online teacher community. This was not duly executed in other studies, although it was a leading factor in this study. This study identified mentorship as a possible facet of a teacher's self-efficacy due to the foundational sources of self-efficacy outlined in Bandura's Self-Efficacy Theory. Other studies have utilized this theory but have not singled out mentorship as a possible opportunity for Vicarious Experiences (Barni et al., 2019; Chu & Garcia, 2014; Coladarci, 1992; Cruz et al., 2020; Fitchett & Salyers, 2012; Hawke, 2022; Siwatu, 2006; Siwatu, 2011; Siwatu & Chesnut, 2014).

Comparison with Theoretical Framework

This section compares the findings with the theoretical framework and will be separated into three categories: traditionally certified teachers, alternatively certified teachers, and emergency certified teachers. These comparisons are categorized due to the research question focus of the study: to identify how teachers with different certification statuses describe their ability to deliver CRTP. Each section will review how teachers with different certification statuses aligned or did not align with the four sources of Bandura's Self-Efficacy Theory (Bandura, 1977; Bandura, 2008). These sources will be described and reviewed regarding the facets of the responses.

Traditionally certified teachers

Overall, teachers with traditional teaching certificates were positive and hopeful in their interviews and described feeling adept in their work, discussed cultural responsiveness aptly, and felt supported in delivering CRTP. Teachers described their Mastery Experiences in sharing about supplementing the curriculum with content from diverse voices, including student interests in their lesson planning, and instructing students with various teaching methods (Bandura, 1977). Answers to these interview questions came quickly and confidently from this set of teachers. Some teachers described the vicarious experiences as growing up in a family with one or multiple family members who shared that they always knew they wanted to be a teacher (Bandura, 1977). I recognized that these teachers also described having strong mentorship relationships with their mentors or a supportive Professional Learning Community to lean on. Teachers described feeling positive about the verbal persuasion from their family and friends growing up, telling them they should be teachers or from their mentors and administration in their current roles (Bandura,

1977). All ten teachers spoke positively about being a teacher and delivering CRTP to their students.

Alternatively certified teachers

There was a mix of reactions to the interview questions from the teachers with alternative certifications I interviewed. Many teachers described positive experiences and inspiration in their teaching career while some said they were struggling with the profession and feeling supported in their role. When asking questions regarding mastery experiences, I found that many teachers find difficulty in reaching students due to varied levels of needs or behavioral challenges (Bandura, 1977). However, several teachers reported feeling confident in supplementing the curriculum with culturally familiar examples or tailoring their classrooms to students with diverse cultural backgrounds based on the teachings from their master's coursework. Interestingly, when discussing vicarious experiences, I assumed that teachers would gain most of their vicarious experience in their physical school buildings with their colleagues (Bandura, 1977). Still, a few teachers described finding online communities of teachers with whom they share ideas and gain experience that way. Teachers who described this external support felt limited in their relationships with their assigned mentor and had reached out for more support on their own. This limited support could be a loss of opportunity for Vicarious Experiences such as the experiences shared across other interviews with teachers who describe effective mentorship support. Similarly to the group of traditionally certified teachers, this set of teachers had family ties to the teaching profession, and some described that they had always known they wanted to be teachers. Still, life had previously led them to a different path. This could tie to the Emotional State aspect of Bandura's Self-Efficacy Theory as these teachers described excitement to join and participate in a profession they had longed to enter (Bandura, 1977). The two largest areas of frustration for

these teachers were the teacher certification process and administrative support regarding behavioral challenges. Teachers who described frustrations with the teacher certification process or administrative support may have expected more opportunities to gain Mastery or Vicarious Experiences and could be missing the quality of these experiences (Bandura, 1977).

Emergency certified teachers

The sentiment expressed by this many in this group of teachers regarding the certification process was negative, particularly regarding their perceptions of inadequate professional development and preparedness for their school district context. While some of these teachers confidently answered the interview questions as written, some emergency certified teachers interviewed needed help with how they best reach students with diverse cultural backgrounds. I believe that it was most helpful for teachers to utilize programs and partnerships that had already existed within the school district to support students, such as curriculum partnerships with the Choctaw Nation or a school's embedded English Language Learning department. While many teachers cited that time constraints limit their ability to observe their mentor, strong mentorship ties were described, as well as positive outlooks on administrative support.

Limitations

This study has potential limitations regarding data collection, limited diversity amongst the sample, self-selection bias, and possible limited understanding of CRTP by participants. One challenge in this study's methodology was scheduling interviews with potential participants. It is possible that some potential participants were lost between the first and second touchpoint via email, which affected their participation in this study and may have influenced a smaller pool of potential participants. Due to the challenge of low participant interest in a 45-minute interview, if a potential participant had elected to participate in an interview and met the criteria, I scheduled

their interview. This left limited availability for me to create a more culturally diverse group of participants or a participant pool that reflected the demographics of the Oklahoma teacher population. This limitation may have influenced the outcomes or emerging themes, and the findings may have looked different from those of another sample. This aspect inspires future research recommendations as investigating how teachers with diverse cultural backgrounds would be an interesting addition to this research series.

As with many qualitative studies, this study may have been affected by self-selection bias, which could have skewed the results towards the sample having more participants familiar with or connected to Culturally Responsive Teaching Practices. The invitation to participate in the research, as well as the consent documents, clearly outlined that the research would be about Culturally Responsive Teaching. This could have made participants more inclined to participate and those who received the email but did not participate elect to not participate in the research.

That said, one limitation of this study may be that participants had a limited understanding of Culturally Responsive Teaching Practices. It is possible that when teachers were asked about how they best meet student needs, how they feel supported to deliver these practices, and how they utilize these practices in the classroom, they may not have had a firm understanding of the questions wherein they did not share the practices that they do deliver in their classrooms. One way this could be mitigated in the future would be to provide a list of CRTP and ask about their delivery of these practices directly or to conduct a mixed method study where teachers would complete the Culturally Responsive Teaching Survey (Rhodes, 2017), the Culturally Responsive Teaching Self-Efficacy Scale (Siwatu, 2006), or the Culturally Responsive Teaching Outcome Expectancy Scale (Siwatu, 2011) and then conducted interviews to

understand the underlying mechanisms to the scores associated with the quantitative portion of the study.

Questions for Policy and Practice

Bandura's Self-Efficacy Theory was used to inspire the interview questions used in this study. It was important for the study to use this set of beliefs because the theory analyses the external and internal motivations for confidence. There were several instances throughout this study where teachers described feeling hopeless in serving students due to external factors such as administrative support or feeling that they were not professionally prepared by their school districts with best practices for supporting their students' needs. This heightened my dedication to this research as more information should be procured, and recommendations for leadership should be shared so that we can best serve the professionals who serve our students. Teachers who participated in this study described having a dedicated support system, including family, friends, colleagues, mentors, and administrative staff. They had a more positive outlook on the teaching profession and were more confident when speaking about how they best meet student needs. There are many opportunities to build strong mentorship programs within school districts that include intentional mentor pairing and elevated expectations for observing each other and facilitating growth in new teachers. There is much knowledge surrounding the benefits of hosting mentorship in public schools and resources to build on existing mentoring protocols. In this study, I spoke with participants who are emergency certified teachers who are new to the teaching career. Those individuals must have a mentor relationship to build foundational skills of pedagogy, classroom management, and teaching and learning skills.

Future Research in Study Context

While this study focused on seeking how teachers with different certification statuses describe their ability to deliver CRTP, future research in this study context may seek to identify how teachers from diverse cultural backgrounds describe their ability to deliver CRTP utilizing the interview protocol demonstrated in this study. These interview questions, designed with Bandura's Self-Efficacy Theory (1977), may serve the body of literature with a more nuanced look at underlying mechanisms with a more intentional participant pool of teachers from diverse cultural backgrounds. One of the findings from this study was that personal experiences may be an indicator of a teacher's preparedness to deliver CRTP. This facet of preparedness may yield varied results across samples of teachers but finding similarities based on sociodemographic backgrounds may inform teacher preparedness programs on how to best meet the needs of pre-service teachers.

In addition to this idea for future research, the methodology from this study could be applied to other states that have created alternative certification pathways for the teaching profession. The state of Oklahoma was identified as the setting for this study because Oklahoma is uniquely positioned with teacher certification pathways and a shift in the demographics of students that does not align with the demographic shift of in-service teachers. These location aspects can be mirrored across the United States as we are seeing a national shift in student demographics (NCES, 2023) and challenges with teacher retention in many states (NCES, 2023). For these reasons, this study methodology could be replicated in other states to investigate the similarities and differences across teacher preparedness and their self-efficacy in delivering CRTP. The Oklahoma State Department of Education has intentionally kept a public record of alternative pathways to teacher certification, and it would be valuable to see trends across other

states that are new to alternative teaching certification routes and established alternative teaching certification routes.

Finally, my recommendation for future research in this study context would be to replicate the study in several years as the State of Oklahoma continues to strengthen teacher preparedness across teaching certification pathways. As we continue to see teacher training strategies and protocols improve, the findings from future studies may include aspects of training that are not present in our current system of certification pathways. In addition to future research to build on this study, hosting a follow-up study with these participants may be valuable as these teachers continue to build on their sources of self-efficacy: Mastery Experiences, Vicarious Experiences, Verbal Persuasion, and Emotional State.

Conclusion

The qualitative data collected to investigate how teachers with different certification statuses describe their ability to deliver Culturally Responsive Teaching Practices were enveloped in seven emergent themes: differences in confidence across certification pathways, the effects of well-functioning mentorship programs, embedded structures that support inclusivity, supplementing curriculum and reshaping instructional materials, personal interests and motivations, and ongoing professional development. These themes offer valuable insight into understanding the underlying mechanisms that support teachers' self-efficacy in utilizing informed teaching practices. The findings from this research suggest that teacher preparation programs provide a solid foundation for teachers and may promote confidence in delivering CRTP. Still, teachers also described mentorship experiences, school district structures, and culture, as well as personal experiences that may also influence a teacher's preparedness to deliver CRTP. While the findings from this study closely aligned with the findings of other

studies that an emphasis on CRTP in teacher preparation programs has a positive relationship between the teacher's level of exposure to content regarding CRTP and their self-efficacy in delivering CRTP, other studies do not represent as strong of a relationship between mentorship and a teacher's self-efficacy in delivering CRTP. Bandura's Self-Efficacy Theory identifies four main sources of a person's self-efficacy: Mastery Experiences, Vicarious Experiences, Verbal Persuasion, and Emotional State. Though this study encountered facets of these sources of self-efficacy, overwhelmingly, Vicarious Experiences seemed more prevalent in how a teacher described their ability to deliver CRTP. The findings from this study suggest that when a teacher engages in a teacher preparation program with an emphasis on CRPT and/or has a positive mentorship experience with a mentor that delivers CRTP, the teacher describes an elevated level of self-efficacy in delivering CRTP in their classroom. Both notions can be identified as Vicarious Experiences. One suggestion from this student for policy and practice would be for school districts to employ a responsibility to strategically and intentionally integrate mentorship into their practices. For many participants, this relationship was the foundation for their continued effort toward meeting student needs. Participants who expressed negative sentiments about mentorship or the lack of a formal pairing shared a desire for a mentor and a better system of support.

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Appendix A

List of a priori codes derived from the literature:

A priori codes	Literature
Urban school district	U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics
Suburban school district	
Rural school district	
Large school district	
Small school district	
Traditional certification	Oklahoma State Department of Education, Office of Certification
Alternative certification	
Emergency certification	
Teach For America	
Special Education Boot Camp	
Career changer	
Adapt instruction	Culturally Responsive Teaching Self-Efficacy Scale Siwatu, 2006
Adapt curriculum	
Student's home culture	
Various types of assessments	
Student's home culture	
Sense of trust	
Positive home & school relationships	
Community of learners	
Teach about all culture's contributions	
Personal relationship with students	
Praise using a phrase in student native language	
Biased standardized tests	
Communicate with parents	
Encourage student relationships with peers	
Revise instructional materials	
Review curriculum for negative cultural stereotypes	

Model classroom tasks	
Student developmental needs	
Acculturation process	Culturally Responsive Teaching Survey Rhodes, 2017
American culture	
Mixed-language group work	
Mixed-culture group work	
Peer tutors	
Student-led discussions	
Anti-immigrant discrimination or bias	
International events	
Cross-cultural comparisons	
Rubrics	
Progress reports	
Variety of teaching methods	Culturally Responsive Teaching Outcome Expectancy Scale Siwatu, 2006
Communication preferences	
Student prior knowledge	
Learning preferences	
Student's interests	
Simplify language for presentations	
Unbiased access	
Culturally familiar examples	
Students see themselves	
Teacher preparation program	Cruz, Manchanda, Firestone, & Rodl, 2020; Chu & Garcia, 2014; Donahue-Keegan, et. al. 2019; Fitchett & Salyers, 2012; Gustein, 2003; Lambeth, 2016
Mentorship	
Professional development	
Training	
Tools	
Teacher Sociodemographics	

Appendix B

Pre-Interview Survey

1. Name
2. Age
3. Gender
4. Race/Ethnicity
5. Languages: fluent, conversational
6. Certification Status: Traditionally Certified, Alternatively Certified, Emergency Certified
7. Years of teaching experience
8. Current school district
9. Current assignment grade level and subject
10. Subjects taught previously.
11. Grade levels taught previously.
12. Total # of school districts employed with
13. List of all school districts previous employed with
14. Available for interview by phone call or video call (Zoom)
15. Available in the morning (7:30-11:00), afternoon (12:00-4:00), evening (5:00-8:00)

Appendix C

IRB Approval Document

The UNIVERSITY of OKLAHOMA

Institutional Review Board for the Protection of Human Subjects

Approval of Initial Submission – Exempt from IRB Review – AP01

Date: August 01, 2023 **IRB#:** 16204

Principal Investigator: Emily R Gotcher

Approval Date: 08/01/2023

Exempt Category: 2

Study Title: How do teachers with different certification statuses describe their ability to deliver culturally responsive teaching practices? A qualitative inquiry

On behalf of the Institutional Review Board (IRB), I have reviewed the above-referenced research study and determined that it meets the criteria for exemption from IRB review. To view the documents approved for this submission, open this study from the *My Studies* option, go to *Submission History*, go to *Completed Submissions* tab and then click the *Details* icon.

As principal investigator of this research study, you are responsible to:

- Conduct the research study in a manner consistent with the requirements of the IRB and federal regulations 45 CFR 46.
- Request approval from the IRB prior to implementing any/all modifications as changes could affect the exempt status determination.
- Maintain accurate and complete study records for evaluation by the HRPP Quality Improvement Program and, if applicable, inspection by regulatory agencies and/or the study sponsor.
- Notify the IRB at the completion of the project.

If you have questions about this notification or using iRIS, contact the IRB @ 405-325-8110 or irb@ou.edu.

Cordially,

Lara Mayeux

Lara Mayeux, Ph.D.
Chair, Institutional Review Board

Appendix D

Survey Consent Form

Consent to Participate in Research
University of Oklahoma

You are invited to participate in research regarding Culturally Responsive Teaching Practices.

If you agree to participate, you will engage in a 45-minute, recorded Zoom interview. The interview will be audio and video recorded.

OR: You may experience these risks by participating in this research:

Audio or video recorded data collection: There is a risk of accidental data release if we collect your data using audio and video recordings. If this occurred, your identity and the statements you made could become known to people who are not on the research team. To minimize this risk, the researchers will transfer data to, and store your data on, a secure platform approved by the University's Information Technology Office.

Collection of demographic or geographic location data that could lead to deductive re-identification: You will be asked to provide demographic information that describes you. We may also gather information about your geographic location in this research. Different combinations of personal and geographic information may make it possible for your identity to be guessed by someone who was given, or gained access, to our research records. To minimize the risk of deductive re-identification, we will not combine identifying variables, nor analyze and report results for small groups of people with specific demographic characteristics.

Data collected online or by a device and transmitted electronically: You will be asked to participate in an online interview via Zoom as part of this research. The organization hosting the data collection platform has its own privacy and security policies for keeping your information confidential. There is a risk that the external organization, which is not part of the research team, may gain access to, or retain your data or your IP address which could be used to re-identify you. No assurance can be made as to their use of the data you provide for purposes other than this research.

There are no benefits for participating in this research.

Your participation is voluntary, and your responses will be: confidential. Your name will not be included with any quotes.

We might share your de-identified data with other researchers or use it in future research without obtaining additional permission from you.

I will be asking some questions to find out how you want me to report your ideas. You can refuse any that you do not like without any penalty.

Do you agree to being quoted directly, without the use of your name? ___ Yes ___ No

Do you agree for your data to be archived for scholarly and public access? ___Yes ___ No

Do you consent to audio recording? ___ Yes___ No

Do you consent to video recording? ___ Yes___ No

May I contact you to gather additional data or recruit you for new research? ___Yes ___No

IRB NUMBER: 16204
IRB APPROVAL DATE: 08/0

Appendix E

Interview Consent Form

Consent to Participate in Research
University of Oklahoma

You are invited to participate in research regarding Culturally Responsive Teaching Practices.

If you agree to participate, you will complete a 10-minute online survey and will have the opportunity to indicate that you would like to participate in a 45-minute Zoom interview.

You may experience these risks:

Data collected online or by a device and transmitted electronically: You will be asked to complete an online survey as part of this research. The organization hosting the data collection platform has its own privacy and security policies for keeping your information confidential. There is a risk that the external organization, which is not part of the research team, may gain access to or retain your data or your IP address which could be used to re-identify you. No assurance can be made as to their use of the data you provide for purposes other than this research.

Collection of demographic or geographic location data that could lead to deductive re-identification: You will be asked to provide demographic information that describes you. We may also gather information about your geographic location in this research. Different combinations of personal and geographic information may make it possible for your identity to be guessed by someone who was given, or gained access, to our research records. To minimize the risk of deductive re-identification, we will not combine identifying variables nor analyze and report results for small groups of people with specific demographic characteristics.

There are no benefits for participating in this research.

Your participation is voluntary, and your responses will be confidential.

We might share your de-identified data with other researchers or use it in future research without obtaining additional assent from you.

Even if you choose to participate now, you may stop participating at any time and for any reason.

If you have questions about this research, please contact:
Emily Gotcher, Emily.r.gotcher@ou.edu, Principal Investigator and Dr. Daniel Hamlin, Daniel.hamlin@ou.edu, Faculty Advisor.

You can also contact the University of Oklahoma – Norman Campus Institutional Review Board at 405-325-8110 or irb@ou.edu with questions, concerns or complaints about your child's rights as a research participant, or if you don't want to talk to the researcher.

Please print this document for your records. By providing information to the researcher(s), I am agreeing to participate in this research.

Are you 18 years of age or older? ___ Yes ___ No (If no- cannot participate)

IRB #_____ IRB Approval Date_____

IRB NUMBER: 16204
IRB APPROVAL DATE: 08/01/2023

Revised June 2022
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