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TEACHER PREPARATION PROGRAMS**

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CULTURALLY RESPONSIVE PEDAGOGY IN PRE-SERVICE TEACHER
PREPARATION PROGRAMS

A dissertation submitted in partial fulfillment
of the requirements for the degree of

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by

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ABSTRACT

CULTURALLY RESPONSIVE PEDAGOGY IN PRE-SERVICE TEACHER PREPARATION PROGRAMS

Kerri Durante

This descriptive multi case study will describe practices in teacher preparation programs in two urban universities to support Culturally Responsive Pedagogy (CRP) for teachers in the training programs in one of the most diverse cities in America and the outcomes of these practices. Recent alumni, faculty, and administrators of the selected universities were recruited to participate in this study to share their perceptions of CRP as it occurred for them in their course work, syllabi, and assignments while enrolled in the programs. This study will provide an in-depth analysis to explain the current use of CRP in practice, adherence to federal requirements and explain approaches to comply with accreditation standards and university requirements. Associated documents will be analyzed to help understand how CRP is supported. Semi-structured interviews of recent alumni, current administrators, and faculty, coupled with focus groups for the alumni, will also explain the types of experiences shared by the alumni at two universities that support CRP. Both universities were selected as they had the same accrediting board, and the national accreditation documents were analyzed to determine to what extent CRP standards are evident. The study analyzed supporting documents from each university to determine CRP evidence in their frameworks, deliverables, and mission statements.

Course artifacts were analyzed to determine evidence of CRP through the course outlines and syllabi. The implications of this research can contribute to the larger body of research about practices that best support CRP in teacher training programs. This study adds to the research by providing clarity and in-depth exploration of how culturally responsive pedagogy is operationalized in teacher education programs.

DEDICATION

I dedicate this accomplishment to my husband, Stephen, and daughter, Rebecca, who have stood beside me, behind me and never in front of me, and never let me give up. You both are truly a blessing in my life, and this journey wouldn't have been possible without your sacrifice and support. I love you both to the ends of the Earth! This long journey had a destination, and now we begin our next journey together.

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CHAPTER 1: INTRODUCTION

As the U.S. becomes increasingly racially, linguistically, and culturally diverse, the responsibility for educators to teach students from diverse backgrounds grows in necessity. In heterogeneous classrooms, the diversity of culture, languages, socioeconomic status, and social-emotional demands, place the teacher in a unique position to meet the needs of all the students. In addition, the teacher must help the students meet the academic demands placed on them in the classroom with testing and benchmark assessments. Research provides evidence of the negative consequences, such as deficit thinking, for teachers who lack a critical understanding of cultural and racial nuances (Paris, 2012). This disconnect is especially prevalent in the urban classroom. Thus, teacher preparation programs are called upon to provide knowledge, skills, and tools for learning about cultural and racial diversity (Milner, 2007), serving as an intermediary while federal and state laws and accrediting bodies lack codified policies and learning outcomes.

Although there has been a lack of national guidance to support diverse students, laws have been put in place to support all students. The 2002 No Child Left Behind Act (NCLB) was a step towards bringing attention to where students needed support, regardless of their backgrounds and demographics. Although NCLB was a great attempt at highlighting areas and populations of students in need, the achievement gap remained, and in 2010, President Obama's administration revisited the law to improve student outcomes. As a result, in 2015, the Every Student Succeeds Act (ESSA) was signed, with enhanced provisions to support student equity. As a mandate, all schools in America receive high academic standards and offer high-quality Early Childhood access. It also

mentions the accountability and action to improve academics in schools where students are not making progress. The U.S. Department of Education continued working with states to implement the law, funded through the 2021 fiscal year (Every Student Succeeds Act, 2015).

According to the National Assessment of Education Progress (NAEP) (2021), the achievement gap is measured by statistical significance in average scores for two or more groups. The achievement gap for historically marginalized students has steadily increased, even when state requirements acknowledge the need to teach culturally responsive and sustaining practices (NAEP, 2021). The absence of culturally responsive practice requirements from many teacher training programs results in a disproportionate opportunity gap for marginalized students' success (Paris, 2012). As a result, the gap continues to widen. According to Brown-Jeffy and Cooper (2011), "This gap has persisted among various groups throughout the history of the NAEP assessment and is likely to persist as the U.S. becomes increasingly more culturally diverse" (p. 79).

One example of state adherence to CRP requirements can be found in New York (NY) state. In 2019, the NY State Education Department (NYSED) released the Culturally Responsive-Sustaining Education Framework, which provided a framework for all education stakeholders to meet all students' diverse needs under the ESSA. It is a guiding document towards viewing differences as an asset, as opposed to a deficit. This guiding document outlined the four principles of culturally responsive and sustaining practices for students, teachers, school leaders, and higher education to support the development of equitable systems across the NYSED. The four grounding principles are:

- a. to create a welcoming and affirming environment,

- b. to have high expectations and rigorous instruction,
- c. to have an inclusive curriculum and assessments, and
- d. to provide ongoing professional learning (NYSED, 2019).

These four grounding principles currently offer guidance on what CRP can look like when planned and implemented in school districts and between stakeholders that implement and develop curriculum in the districts (NYSED, 2019). Even with the framework in place, teacher preparation accreditation boards vary by accrediting bodies. This variation further proves that even with collegiate programs that adhere to the state requirements, there are substantial differences in the missions of institutions and in the conceptual frameworks that guide programs (Connelly et al., 2008).

Research is necessary to understand culturally responsive pedagogy in higher education teacher preparation programs to support diverse student learners and understand how the concepts currently exist in these programs. The proposed study will examine perceptions of recent alumni and program faculty regarding their experiences in teacher preparation. It will look for practices and understand how standards are implemented and outlined in the accrediting body at two urban Northeast universities that support culturally relevant pedagogy (CRP) according to publicly available education frameworks and mission statements. Research suggests that more work needs to be done in teacher preparation programs to effectively support highly qualified teachers to reach all students using a culturally responsive practice (Bryant et al., 2015; Kane et al., 2007).

White Normative Practices within K-12 Education Curriculums

The K-12 education system centers the White American narrative as normative. A curriculum that relies on a single cultural experience may erase and dismiss cultures that

are not representative, thereby increasing the opportunity gap for these students. Traditionally, White cultural norms inform the development of curriculum and expectations of learning for students, ignoring the disproportionately negative impacts on marginalized students. “Curriculum Violence” (Ighodaro & Wiggan, 2010) is occurring, and the politics surrounding curriculum development for K-12 and higher education ignore this and maintain the current narrative at the expense of an ever-increasing diverse population.

Research shows that culturally responsive pedagogy (CRP) addresses, honors, and preserves students’ and their families’ cultures. CRP supports effectively teaching marginalized groups by engaging students in a responsible way that does not force them to assimilate to the dominant White culture and preserve their own identities (Ladson-Billings, 1995). Framed by Critical Race Theory (CRT) in education, CRP centers historically marginalized students, first in acknowledging the structures and systems that disproportionality disadvantage these populations, and secondly, to reconcile and ultimately change the racist systems that lead to disparate outcomes through active and intentional changes to curriculum design. Ideally, these pedagogical practices help teachers develop transformative practices that create a sense of responsibility to teach all students affirming ways. This process demands retrospection and self-work and may compromise a teacher’s comfort for the students’ comfort. This research is necessary because teachers who cannot effectively teach marginalized groups ultimately fail students, denying them the opportunity to learn. This is particularly evident in urban school districts (Olson & Rao, 2016).

The presence or lack of CRP in teacher preparation programs has additional consequences for teachers as well. Teachers who are not prepared to teach marginalized students effectively find dissatisfaction with the profession (Eckert, 2013). Teacher dissatisfaction can lead to teacher turnover, which impacts student achievement in both English Language Arts (ELA) and mathematics (Ronfeldt & Wyckoff, 2013). According to Eckert (2013), not knowing how to appropriately prepare teachers to teach in high poverty and minority urban areas and the lack of certification requirements as evidenced in teacher licensing exams for teachers to teach these students, has created policy problems that are especially detrimental to these marginalized student populations.

CRP is an approach to teaching that incorporates attributes, characteristics of, and knowledge from students' cultural backgrounds into instructional strategies and course content to improve their academic achievement. Gay (2010) defined it as teaching “to and through [students’] personal and cultural strengths, their intellectual capabilities, and their prior accomplishments” (p. 49-50). Historically marginalized students remain in an increasing achievement gap in K-12 education (Bohrstedt et al., 2015; Brown-Jeffy & Cooper, 2011). In 2018, on the NY State grades 3-8 ELA exam, 45% of students tested proficient (levels 3 and 4) (n=966,661) of which 52% were White, and 34% Black or African American, 35% Hispanic or Latino, 14% were SWD, 9% were ELLs, 35% were low SES, 15% were migrants, 17% in foster care, and 29% homeless (NYSED State Education Department, 2018). Research indicates that one reason for this gap is teachers not being prepared through programs that support these students (Kane, 2008; Sleeter & Stillman 2005). Teachers lacking the content and practices necessary to teach marginalized students are often deficient in racial and cultural consciousness (Milner,

2007), relying on their own biases and personal learning experiences to guide their teaching.

Because of the lack of CRP assessment in teacher certification exams, there is limited evidence and support in teacher preparation programs to prepare teachers to teach using CRP, resulting in unprepared or underprepared teachers educating diverse student populations. Teachers unprepared or underprepared to teach using CRP in diverse urban communities do not remain in the profession. In one example of a northeast urban city, 20% of teachers with fewer than five years of experience left the profession between 2016-17 to 2017-18. (N=198,778) (NYSED, 2019). Furthermore, there is a lack of evidence that teaching programs are accountable for engaging students in experiences that lead to feeling highly qualified to teach diverse urban students. They also neglect to offer opportunities to reflect on their cultural identity and biases to understand the implications of such implicit biases on student achievement (Eckert 2013; Villegas, 2007). This type of work can impact the types of experiences offered in the preparation programs and develop institutional accountability that prepares teachers to teach diverse populations to help teachers meet their students' needs and increase teacher preparedness and satisfaction (Sleeter, 2011; Thompson & Smith, 2004).

The National Commission on Teaching and America's Future (NCTAF) conducted a study in 2003 and found when new teachers were well prepared, their attrition was less than half compared to their less qualified counterparts. According to the NCTAF's (2003) definition:

Well-prepared teachers possess strong content knowledge; they understand how students learn and demonstrate the teaching skills necessary to help *all* students

meet high standards; they can use a variety of assessment strategies to diagnose student learning needs, and they can reflect on their practices to improve instruction in collaboration with their colleagues (NYU, 2017, para. 13).

If there were more opportunities to provide evidence of cultural competency in certification exams for licensing teachers, teacher preparation programs would be further accountable to include more CRP in their curriculums.

Publicly available documents that outline frameworks and course requirements in the teacher training programs show little evidence that the curriculum for these programs is updated and revised to adequately train teachers to support students of color, specifically student populations of lower socioeconomic status (SES) or English Language Learner (ELL) student populations. It is crucial to have clear learning objectives in curriculum alignment, and practical problems often disrupt and challenge this alignment in higher education (Wijngaards-de Meij & Merx, 2018). Some practical problems, including professional development opportunities, unclear course requirements, and misunderstanding course objectives, result in the lack of curriculum alignment and a lack of support for CRP.

CRP in training programs need to be outlined in the curriculum for when they will be incorporated, and the types of practices being offered. According to Wijngaards-de Meij and Merx (2018), the training programs' accountability needs to have a clear measure through teaching candidate outcomes using credentialing exams and the certification process. This responsibility falls in the hands of the higher education departments that oversee the teachers. They need to ensure that they are implementing the course requirements through syllabi and course artifacts, are accountable for their specific

strategies, and that the courses are updated to reflect mission statements and goals that support CRP in the classroom (Goodman et al., 2008; Peck et al., 2010). Ensuring that these practices are in the programs and adhered to will then create highly qualified teachers who find satisfaction in the profession and help students achieve the greatest success.

Teacher training using CRP should include an opportunity to have a cultural inventory to explore students' cultural identities. Cultural inventories help students understand their positionality and the need for CRP practices in their classrooms (Doucet, 2017; Siwatu, 2007, 2011). The opportunities for teaching candidates to have theoretical and practical experiences to develop strategies around CRP in their programs are also needed to teach marginalized groups of students in diverse urban communities effectively.

Evidence supports the need for teacher preparation and culturally responsive pedagogy (Milner & Howard, 2013). The preparation programs prepare teachers by providing educational theory, methods, and traditional instruction and content practices, with little focus on reaching all learners or working with diverse student populations. The diversity of minoritized students is often viewed as deficits, particularly when teachers do not have experience with the diverse backgrounds of their students. According to Paris (2012),

Deficit approaches to teaching and learning, firmly in place before and during the 1960s and 1970s, viewed the languages, literacies, and cultural ways of being of many students and communities of color as deficiencies to be overcome in

learning the demanded and legitimized dominant language, literacy, and cultural ways of schooling (p. 93).

There is evidence that this mindset persists with many teachers today, causing students of color, lower SES students, and ELL's to remain in a deficit as a result of traditional White teaching methods that remain in current preparation programs (Connelly et al., 2008). As a result of educating educators and pre-service teachers without regard to culturally affirming practices, achievement and opportunity gaps persist and widen. By not including CRP in teacher training programs, inclusive of strategies and supports for teachers in the programs, teachers continue to teach in ways that are not inclusive of the diverse student populations.

Purpose of the Study

Preparation programs have a responsibility to prepare teachers to teach using CRP. For teacher preparation programs to effectively prepare teacher candidates, there needs to be evidence that the national accreditation standards, mission statements and course syllabi reflect the language of CRP through the course artifacts and the importance of integrating CRP is evident in teaching candidates' perceptions (Sleeter, 2011). Therefore, the purpose of this descriptive multi case qualitative case study is to explore the use of CRP in teacher education programs as evidenced first by faculty, administrators, and alumni perceptions, and secondly, by an examination of course artifacts, including mission statements and syllabi. This study will describe institutional evidence to support the national accreditation requirements that hold universities accountable for accreditation to prepare pre-service teachers to teach diverse student populations, which will be evident in the experiences, practices, and professional

development opportunities for students and staff. Although the accreditation standards support CRP and are written to support practices and opportunities for pre-service teachers to develop, it is necessary to understand how students and faculty perceive and demonstrate the standards and how CRP is operationalized in the programs. The cases are bounded by institutions' documents and the practices of alumni, faculty, and administrators. According to Creswell (2003), "'Bounded' means that the case is separated out for research in terms of time, place, or some physical boundaries" (p. 485).

This research supports CRP, which is rooted in the Critical Race Theory (CRT), and supports the idea that racism is normalized and embedded in all institutional policies and practices (Ladson-Billings, 1998) within institutions of higher education.

Theoretical/Conceptual Framework

The central theory supporting the proposed study is Ladson-Billings' (1995) culturally relevant pedagogy. The model is derived from Critical Race Theory (CRT), a legal movement towards civil rights for people of color that addressed legal inequities and deficit thinking of people of color. CRT focuses on race and racism and how it is inherent in American society and supports acknowledging the privilege of dominant groups. CRT challenges the perpetuated institutionalized racism in education by supporting the deficit model of thinking and White centrality and norms (Yosso, 2005). "Specific to the field of education, Daniel Solórzano (1997, 1998) identified five tenets of CRT that can and should inform theory, research, pedagogy, curriculum and policy: (a) the inter-centricity of race and racism, (b) the challenge to dominant ideology, (c) the commitment to social justice, (d) the centrality of experiential knowledge, and (e) the utilization of interdisciplinary approaches" (Yosso, 2005, p. 73).

The theory serves as a commitment to social justice to eliminate the subordination of groups of people. Out of this theory, Gloria Ladson-Billings' (1995) culturally relevant pedagogy (CRP) uses three criteria "ability to develop students academically, a willingness to nurture and support cultural competence, and the development of sociopolitical consciousness." (p. 483). CRP is the active representation of culturally relevant pedagogy, a key to understanding the education system's racist and dominant ideologies, including pedagogy, curriculum, and policy. It is necessary to use a CRP lens to evaluate oppressive systems in education and reconcile their damage to historically marginalized groups of students, particularly in diverse urban communities.

Figure 1

Conceptual Framework Diagram

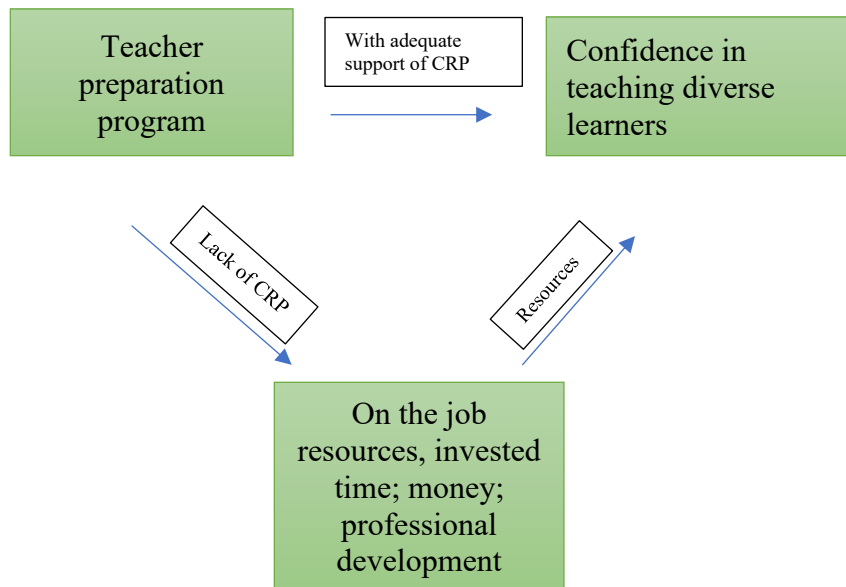


Figure 1 demonstrates the need for additional resources and quality experiences to support teachers in feeling confident when teaching diverse learners. Resources in the form of time and money are needed for in-service professional development (Muniz, 2018) that can take place in preparation programs. The goal of teaching effective CRP

practices is to support teachers and teaching candidates to have confidence in teaching diverse learners. These practices can occur in the preparation programs.

One fundamental issue in the inclusion of appropriate training and experiences in teacher preparation programs is the cost of training of preservice teachers. For example, the proposed fiscal budget for education K-12 in 2019 was \$125 million in one urban north eastern city, of which \$21 million was slated for anti-bias and culturally responsive teaching training (Muniz, 2018). This allocation demonstrates that the city is prioritizing CRP training and support for teachers. This city has responded to perceived deficiencies in teacher education training by investing in opportunities to train teachers in CRP. Given the need and urgency for this training, the state has opted to move forward without intervention from higher education teacher education and leadership programs. This investment in intervention includes money from state funds allotted for teacher's on-the-job training to support students negatively impacted by a pedagogy that does not honor their experiences. The associated cost and budget in place to support the lack of CRP are preventable and might result in teacher education programs not suitably preparing teachers for diverse classrooms. If teachers were prepared adequately in the teacher preparation programs, the allotted funds could be used to directly support students with programs and resources, including curriculum materials.

Significance/Importance of the Study

With national accreditation and the impact of CRP on student success and teacher qualification, satisfaction, and success for teaching all students, it is important to know how training programs support CRP standards. The findings of the proposed study will add to the body of literature on CRP in teacher education programs to develop best

practices and needed strategies to best support teaching candidates, resulting in student success. The current research can support the development of course catalogs and experiences in training programs to ensure that the programs' intended outcomes are meeting the standards. It is important to know if teaching candidates are receiving the intended outcomes of the preparation programs and if the outcomes are occurring in the coursework.

The present research will lay a framework that can be used to update the exams for teacher certification. It will also help universities with preparation programs by looking deeper at their program's practices to support accreditation standards surrounding CRP and translate them into teaching practices. The standards have strong recommendations that support CRP planning, practices, and requirements, but how are they being interpreted by the programs and then by the programs' pre-service teachers? This research will explore how two urban universities, under the same national accreditation are preparing their faculty to teach preservice teachers, and the perceptions of CRP of their recent alumni from the education programs.

Connection With Social Justice and Vincentian Mission in Education Design

The current research aligns with social justice advocacy and the Vincentian mission in educational design in that it supports the education and advocacy for historically marginalized groups. The research will help the faculty and administrators in higher education programs reflect on their practices, plan how to incorporate CRP into their programs, and update course requirements and teaching experiences for candidates. This multiple case study will help to inform the development of reflective practices in preparation programs. It will also investigate these programs to determine areas of

strength in the programs that teach pre-service teachers to teach historically marginalized students. An examination of the strategies and alignment of best practices to the curriculum, the implementation of clear goals, and collaboratively developed agendas will add to the growing body of research on how to best support students that have been victims of curriculum violence. Through this social justice lens, marginalized students will have the opportunity to sit in a classroom with a teacher who understands cultural learning differences and is equipped to understand their students' diverse needs. It can also support teachers in understanding cultural learning and focus on the students' strengths, as an asset-based model.

Research Design and Data Analysis

An explanatory multi-case study (Yin, 2013) will explain the cause-and-effect relationships in a real-world context, specifically to understand the connection between course content, experiences, and understandings by both students and faculty within and between two universities. This qualitative research study will analyze interview data and documents for CRP evidence in experiences, learning outcomes, and artifacts collected upon completion of the preparation program (Creswell & Poth, 2018). The study requires an in-depth examination of the language and learning outcomes to see where CRP is explicitly and implicitly included in curricular frameworks, mission statements, and expected outcomes.

Focus groups and interviews of eight alumni from two institutions were used to gather perceptions about the participants' understanding of CRP and how the program they completed to become a teacher helped to shape that understanding. I also gathered perceptions about the faculty and administration's understanding of CRP and how the

program that they developed reflects the inclusion of CRP in the language and experiences of their teaching candidates. To further situate the study, interviews of two to three faculty, and an administrative representative from each of the programs illustrated the intended outcomes of CRP inclusion and artifacts that support syllabus development.

Research Question

The guiding research question that will be explored is:

1. How do teacher preparation programs actively implement and support culturally responsive pedagogy?
 - a. What artifacts exist that provide evidence of the inclusion of CRP in teacher education curriculum?
 - b. What perceptions do recent alumni have about culturally responsive pedagogy in their undergraduate teacher preparation programs?
 - c. How do college faculty and administrator describe their goals in embedding culturally responsive pedagogy in the curriculum to prepare and support emerging teacher candidates?

Definition of Terms

For this paper, I define the following key terms as follows:

Achievement Gap

The achievement gap refers to the disparities between low-income students of color and their middle-class peers of European descent on standardized measures of achievement, particularly in math and ELA (Ansell, 2011).

Autonomy

Autonomy refers to the ability to exercise decisions based on personal interpretations, that condition when an agent may determine the conception, the articulation and the execution of concepts, ideas and actions for him or herself (Ren & Li, 2013).

Cultural Competence

Cultural competence refers to “a commitment and engagement in activities that encourage and build capacity for the use of practices and strategies that address diverse learners’ needs successfully” (Tervalon & Murray-Garcia, 1998, p. 117).

Culturally Responsive Pedagogy (CRP)

Culturally responsive pedagogy refers to curriculum inclusion and instructional practices that value diverse students’ cultural, ethnic, linguistic, and socioeconomic backgrounds and use these to promote academic achievement (Gay, 2010).

Diverse Learner(s)

Diverse learners are used to signify student(s) who have a history of marginalization and oppression in this country due in large part to their [ability (both learning and physical)], ethnicity, socioeconomic class, linguistic background, racial identity, [and in their gender expression] (Gay, 2010).

Engagement

Engagement is defined as investment in and commitment to learning, belonging and identification at school, and participation in the institutional environment and initiation of activities to achieve an outcome (Christenson et al., 2008).

Every Student Succeeds Act (ESSA)

Signed into law by President Barack Obama in December 2015, the Every Student Succeeds Act (ESSA) replaces No Child Left Behind (NCLB), the 2001 reauthorization of the Elementary and Secondary Education Act that supports the development of teacher expertise and children's reading behaviors (U.S. Department of Education, n.d.).

Highly Qualified Teacher

A highly qualified teacher is one who, according to the No Child Left Behind Act of 2001, holds a bachelor's degree and is certified in the content area in which they teach (PSEA Education Services Division, 2016).

No Child Left Behind Act (NCLB)

No Child Left Behind (NCLB) Act of 2001 is the education legislation passed under the Bush Administration in 2001 to close the achievement gap between low-income students of color and their White, affluent peers on standardized measures of achievement in math and reading by the year 2014 (U.S Department of Education, 2002).

Social Justice

Social justice is an educational philosophy that attempts to "challenge oppressive systems" so that "full and equal participation of all groups in a society" is realized and teacher education for social justice is not a series of methods or activities, but a "coherent and intellectual approach" to teacher preparation that situates teaching, learning, schooling, and ideas about schooling within historical, socio-political contexts (Cochran-Smith, 2010, p. 447).

Teacher Preparation Program

The Department of Education (ED) defines a teacher preparation program as a state-approved course of study, the completion of which signifies that an enrollee has met all the state's educational and/or training requirements for an initial credential to teach in a K-12 school (Congressional Research Service, 2018).

Conclusion

The current state of the nation is calling out and naming the racist constructs that exist and the social inequities for minorities and marginalized groups. Urban northeast cities have begun to invest in their current teaching force to begin to disrupt the narrative and shed light on the major issue of institutionalized racism and achievement gaps for its students. This is also the time to put the responsibility on the teacher preparation programs and the certification process to ensure that teachers are prepared to effectively teach diverse student learners. The current research will help to develop an understanding of what artifacts of practice, methods and curriculum are needed to develop educators to teach using CRP. The present study adds to the research by providing clarity and an in-depth exploration of how culturally responsive pedagogy is operationalized in teacher education programs.

CHAPTER 2: LITERATURE REVIEW

The need for CRP in teacher preparation programs to help teachers facilitate instruction that supports students' needs is evident through the achievement gap that exists for minoritized students in the U.S. As introduced in Chapter 1, Federal laws, such as NCLB and, more recently, the 2015 ESSA law, are intended to close this achievement gap and help every student in America succeed while finding accountability in the education system. Despite these efforts and guiding language from accrediting bodies, research is unclear as to how teacher preparation programs implement CRP, and perhaps more importantly, how pre-service and newly certified teachers make sense of these lessons as they enter diverse, urban school environments. The purpose of this descriptive multi-case qualitative case study is to explore the use of CRP in teacher education programs as evidenced first by faculty, administrator, and alumni perceptions, and secondly, by an examination of course artifacts, including mission statements, and syllabi. This chapter will examine the theory and research related to CRP in teacher education programs, and the importance of its use in the classroom to prepare teachers to teach using a CRP lens effectively.

Overall, a description of the research summarizes the need for a cultural inventory and self-reflection in the programs, the need for practical experience to use CRP experiences practically and theoretically, what is needed to prepare highly qualified teachers, and the need for assessments and accountability. A review of related literature illustrates a gap in how CRP is supported in teacher education programs, both through artifacts and the perceptions of implementation by faculty and students.

Theoretical Framework

According to Milner (2007), race and racism are placed at the center of the narrative and counter-narrative in Critical Race Theory. Ladson-Billings and Tate (1995) agreed that the work of CRT needs to “name one’s reality” in understanding the role and position one holds in their narrative (p. 57). Ladson-Billings’ (1995) CRP theory supports measures of highly qualified teaching practices including the "ability to develop students academically, a willingness to nurture and support cultural competence, and the development of sociopolitical consciousness" (p. 483). CRP serves as a theory of best practice towards educating historically marginalized students who have been neglected and who have suffered the consequences of an oppressive, punitive, and evaluative system, while understanding the skills and practices needed to support these students.

Using CRP as a measure of teacher proficiency ensures that teaching is done in a responsible and effective way, supports closing the achievement gap felt by marginalized groups, and develops a cultural competence and consciousness in teachers that forces them to recognize their own implicit biases and to develop learning experiences that support diverse students. One example of its use in research is in Lew and Nelson’s (2016) case study that investigated how new teachers understood CRP from their teacher training programs and found gaps in teacher preparation programs curriculum and the “real fabric of schools” (p. 12). Teachers felt effective planning and implementing for "students’ individual needs, rather than their race and culture” (Lew & Nelson, 2016, p. 10). Teachers agreed that their understanding of cultural knowledge was developed on the job as professional development and not because of their training programs.

CRP (Ladson-Billings, 1995, 1998) challenges teachers' and curriculum developers' deficit mindset, embraces students' cultural differences as assets, and supports historically marginalized groups by challenging the racist and inequitable education system. CRP should help minoritized students who have suffered from a lack of appropriate instruction due to systematic inequities in the education system to become better learners (Hammond, 2015).

Review of Related Literature

The purpose of this literature review was to focus on the attributes of teacher preparation programs that support CRP practices and determine which strategies are imperative in developing teacher effectiveness in the programs to be able to teach and support historically marginalized students. By focusing on articles that support studies with the inclusion of CRP in teacher preparation programs, the research focuses on the best and most effective CRP practices. Ideally, educators can provide an environment for learning that all students deserve by developing a transformative pedagogy that discards old teaching methods (hooks, 1994).

When considering CRP in the classroom and its impact it has on the achievement gap for marginalized students, it is essential to consider which practices effectively prepare teachers and which practices are standard. In addition, the review concludes with the negative impacts on students, who are not supported with CRP, and a research-based call to action on how preparation programs should be more accountable for preparing teachers.

Methods and Procedures

To conduct the literature review, the researcher used the search engines “EBSCOhost” and “ERIC” with keywords “teacher preparation programs and teaching students of color,” “teacher preparation programs and marginalized students,” and “teacher preparation programs and CRP,” which yielded few results but focused on the deficits that are in teacher programs, and how teacher biases hinder student achievement. Most of the research in the literature focused specifically on White teachers teaching Black students and the need to have cultural reflection and preparation in teacher preparation programs or mentoring and professional development for teachers in urban settings.

The researcher skimmed the articles' abstracts to determine which to retain and organized them by two conceptual frameworks: teacher preparation program deficits and urban school challenges. The articles overwhelmingly supported the idea that a lack of adequate preparation for appropriate culturally responsive pedagogy resulted in teachers being unprepared to teach historically marginalized students. Unexamined teacher bias impacts the classroom, particularly regarding student performance and behavior expectations, thereby limiting students' academic success and achievement, ultimately sustaining the achievement gap. Teachers underscore typically marginalized students, and students remain in a failing cycle of academic under-achievement and performance. Four apparent themes emerged from the frameworks: the need for a cultural inventory and self-reflection in the programs, the need for practical experience to use CRP experiences practically and theoretically, what is needed to prepare highly qualified teachers, and the need for assessments and accountability.

Cultural Inventory and Self-Reflection

One major determining factor of teacher efficacy in teaching diverse student populations is a teacher's preconceived biases. According to Doucet (2017), "teachers must remain vigilant to how the pervasive ideas of White male heteronormative supremacy inform their choices as educators" (p. 199). A teacher's perceptions can limit how they teach marginalized students and prevent them from closing the achievement gap. It is evident from reviewing this literature that a teacher's perceptions can have implications for how they teach marginalized students and what they expect them to achieve in school, which can cause them to lower the bar and maintain the achievement gap unknowingly. It can also impact teachers' ability to form relationships with students and their families, increasing student success. Therefore, it is important to look at the teacher preparation programs and qualifications for teacher candidacy across early childhood through post-secondary education to recognize inequities in the education system as to highlight and defeat them (Doucet, 2017).

Doucet (2017) developed six commitments in order to prepare educators to foster a culturally sustaining classroom that is humanizing and sustaining. Commitment 1 is to increase knowledge about diversity for in-service and preservice teachers to help them understand how their students' experiences and stories differ from their own linguistically, culturally and socioeconomically. Commitment 2 is to build a community of trust in the classroom, where the teachers can model skills of effective communication and encouraging a classroom community where students feel safe to share their own stories. Commitment 3 is to involve the families and communities of the students, with a reciprocal exchange of culture and inclusion. Commitment 4 is to combat prejudice and

discrimination by not only representing different cultures in the classroom, but to also demonstrate how prejudice and discrimination exist in the world. Commitment 5 is to address diversity in its full complexity to understand the intersectionality of race, gender, sexual orientation, and language, and how they all play a role in how people perceive others. Commitment 6 is to promote a global perspective to humanize people across the globe and to combat and minimize the differences that exist between and among people (Doucet, 2017).

It is apparent that social justice in education is lacking in teacher preparation programs, and the need to self-reflect on what students can and can not do and reflect on their biases and preconceived notions is an important step towards CRP. The practice of reflecting on one's own intersecting identities, for both in service and pre-service teachers helps them to see individuals as having more than one identity and to be able to treat them accordingly (Doucet, 2017). Examining one's perceptions and biases and to really evaluate if one has the ability to recognize these biases is essential to being able to equitably teach all students, provided that they can overcome negative and bias views. Cross' (2003) qualitative study examined perceptions of what teachers learned about race through their curriculum that was aimed at teaching in a multiracial classroom and whether the curriculum helped them to learn or to unlearn racism. According to Cross' (2003) findings, there are strategies that would be beneficial to help teachers to effectively teach students outside of their own race and culture, regardless of how different they may be and reflecting on these biases will enable teacher candidates, and preparation programs to overcome these challenges. Teachers must view students outside

of their own “White telescopic lens” and recognize their own positions in teaching and learning in a diverse classroom (Cross, 2003, p. 207).

CRP education, strategies, and techniques need to be included in teacher training programs to help the candidates reflect on their own biases and perceptions of students that influence the how and why they teach students in different ways (Kalchman, 2015; Saffold & Longwell-Grice, 2008; Siwatu, 2007; Villegas, 2007). Without the experiences of teaching in a classroom that demonstrates CRP, the teaching candidates are left with theory without the practice, which prevents them from understanding how to or why they should use effective CRP. According to Villegas (2007), teacher disposition plays a critical role in how students are taught and if a teacher is not forced to reflect on their cultural disposition, they may not have the ability to see how they are increasing the achievement gap with strategies and expectations of students. Teacher preparation programs need to support culturally relevant pedagogy, and teacher evaluation tools should also reflect a teacher’s ability to teach diverse student populations.

Villegas (2007) asked the question:

Is it ethical to assess a teacher candidate in their admission to teacher preparation programs, which at first seemed so outlandish and biased, but then started to reveal how valuable this implication is in educating our students. It is evident that teacher perceptions and biases have a great impact on student achievement, and “assessing teacher candidates' dispositions related to social justice is both reasonable and defensible. (p. 370)

If culturally biased teachers are admitted into teacher preparation programs, they risk becoming teachers that will continue to marginalize students, although there is evidence

to suggest that being aware of biases and its impact on students, can help to change perceptions.

Siwatu (2007) examined culturally responsive teaching self-efficacy (CRTSE) beliefs through a CRTSE survey and face to face interviews inquiring about the types of experiences pre-service teachers received in their pre-service programs in an explanatory mixed methods study (N=192). A combination of quantitative data and a priori thematic analysis were collected. The quantitative data revealed the nature of beliefs around CRP and the qualitative data revealed disparities among preservice teachers regarding CRP. Information was collected about how preservice teachers felt (Self efficacy-assessment) about CRP and what they were exposed to in pre-service preparation programs. Several of the teachers surveyed found value in observing in-service teachers practicing CRP, as opposed to learning about the theories and discussions about CRP in classroom lectures. Therefore, it is important for program administrators to include CRP in course outlines and to include artifacts in education courses for teacher preparation programs that incorporate CRP into the course requirements and content (Siwatu, 2007). Siwatu (2007) suggested that these opportunities or lack thereof can determine self-efficacy for pre-service teachers.

Saffold and Longwell-Grice (2008) conducted a two-year multi case qualitative study of three White women as they described the development of “good urban teaching” using interviews and focus groups as they reflected on their beliefs and identities in light of program demands and classroom realities. The three “traditional” (Caucasian, females between the ages of 20 and 24) students were followed in this longitudinal study and all three exhibited struggles with colorblindness and perceptions and were forced to reflect

on their own cultural identities in this study. This self-reflection has implications about how we perceive urban students and how we treat them, or whether teacher candidates can reflect on their own identity to recognize their own biases and conceptions of ability based on marginalizing factors. “Understanding cultural identities” was an indication of the reflection necessary in teacher preparation programs.

There is a need to have a self-reflection and an understanding of one’s cultural identity to ensure that personal biases and mindset, including dispositions that lean towards racist views, do not impact diverse learners. McIntyre’s (2003) Participatory Action Research (PAR) tool for overcoming some of the challenges of implicit bias can be overcome by using PAR to learn about oneself and their urban communities through engagement. Learning about oneself makes it possible to understand positionality and how this positionality and disposition affect the way a teacher may marginalize students (Cross, 2003; Kalchman, 2015; Villegas, 2007). Once cultural identities are identified, work can begin to recognize where one’s own deficits in experiences and understanding lie and can engage more fully in observing CRP in action.

Kalchman (2015) conducted a case study method with semi-structured interviews to gauge the views about teaching in an urban setting and the impact of a cooperating teacher on those views. The interviews looked at the students’ perceptions of teaching in an urban environment before taking the class; then an intervention was used in the field placement by participating in an urban program that demonstrated support of CRP practices. This study examines and reports on the impact an alternative model of fieldwork can have on teacher candidates’ development as critical reflectors (Kalchman, 2015). Following this alternative fieldwork model, pre-service teachers reported being

more confident in teaching in urban settings as well as having more opportunities to develop critical reflection skills

The opportunity to have guided practice and feedback in an urban environment and reflection about development can help teachers grow and shed light on exactly which experiences in the process of teacher education programs have the greatest impact.

Guerra et al.'s (2013) study examined qualitative data from a larger study that focused on understanding students' experiences with social justice in a reflection on the program elements and how that developed their conceptions of social justice and development as social justice leaders. Purposeful sampling was used to have the faculty nominate former students who completed action research projects focusing on social justice, of which 12 were selected. Focus groups were used to collect information from the participants, and they were grouped homogeneously to support a "safe and welcoming environment" to discuss controversial racial topics. The findings showed that there were some similarities based on racially separated groups; there were differences in their reasoning and response, particularly because many of the participants of color had been exposed to institutionalized racism in their own school experiences, and they had different experiences with the theme of inequity. Both groups realized in their early courses about their own identity and were exposed to literature and readings that highlighted areas of inequity. This reflective practice was informative for both groups.

CRP Experiences in Training Education Programs

The universities training the teachers also need to have CRP to prepare their teacher candidates to teach responsibly. According to Eckert (2013), "The lack of knowledge regarding how to train teachers for high poverty/high minority urban areas

and the lack of distinction in the teacher credentialing process have created a policy problem that is especially detrimental to the urban districts that contain a majority of the high poverty/high minority schools in the US” (p. 75). Teachers that are trained to teach using CRP are better able to support the teaching and learning of students in diverse settings and practice greater reflective practices to support their teaching of diverse students; this supports the need to provide teacher candidates with the tools in a program to support the practice of CRP, especially the experiences associated with field placement and ability to put theory into practice (FERENCE & BELL, 2004). When teachers are not prepared to teach CRP with experiential knowledge, they are unable to put theory into practice in their diverse classrooms and are unable to effectively teach CRP (COFFEY & FARINDE-WU, 2016). Teachers who are taught CRP theory without practice do not understand what CRP looks like; although they are aware of it, the practice of CRP in a classroom is the greatest indicator of successful practices for new teachers, according to research. It is also notable that the field experience of student teaching culturally responsive pedagogy has a greater impact on student efficacy in teaching CRP, than learning the theory alone.

The literature suggests that supervised experiences that connect a mentor teacher with a teaching candidate have a positive outcome on the ability to demonstrate CRP in their curriculum (KALCHMAN, 2015; OLSON & RAO, 2016; SIWATU, 2011). When a teacher candidate is partnered with a mentor teacher during their fieldwork experiences, the mentor’s ability can affect how the candidate is able to understand and address CRP. When provided with a mentor that practices CRP, the candidate expresses greater efficacy in teaching using CRP, whereas candidates that were partnered with teachers not

using CRP reported less efficacy in teaching using CRP. The universities need to consider the partnerships for all field experiences as the partnering mentor has an impact on the students' ability to use CRP in their own practices.

Teacher candidates need to be exposed to classrooms that demonstrate competency in culturally sustaining practices and partnerships with urban schools with CRP are a necessity for teacher preparation. For example, according to Ference and Bell's 2004 case study, reviewing an intervention described as an immersion of preservice teachers into a cross-cultural program. They conducted a two-week cross-cultural immersion experience in for preservice teachers early in their teacher preparation. It was designed to positively affect preservice teachers' attitudes toward Latino students who do not speak English well. As a result of this short, local cross-cultural immersion, preservice teachers enhanced their knowledge, skills, and dispositions about immigration, matching their prior knowledge, culture, preconceptions, misconceptions, and feelings of isolation, with ESOL (English for Speakers & Other Languages) methods and curriculum. The authors found that this type of immersion experience, with the support of a multicultural preparation program can help prepare preservice teachers to address and diversity and support social justice in their own classrooms (Ference & Bell, 2004).

Likewise, internships and field placements in diverse schools are another way to support teacher candidates, particularly through immersion in the cultural community they intend to work. The qualitative research from Ference and Bell (2004) demonstrated that the two-week immersion positively impacted conceptions and misconceptions of teachers in training specifically of English learners and helped them address issues of

diversity and social justice in their own classrooms. Cross (2003) reminds educators to be mindful of their own positionality when being given the privilege to use our position in making such observations and maintain an understanding of our own cultural identity when given the opportunity to observe and not to judge. This study shows that an immersion of this type, along with an infused multicultural teacher preparation program, can help future teachers address issues of diversity and social justice in their classrooms (Cross, 2003).

Taylor and Frankenberg's (2009) 11 month, multi cohort data collection examined changing perceptions of teaching candidates' commitment to teach using CRP. They surveyed four cohorts of students, and the survey was developed by program administrators in consultation with experts in survey design and analysis. The surveys were conducted in each of the four TEP cohorts, where most teaching candidates were White, female, and younger than 30. This was done at several points during the graduate level urban teacher preparation program to determine if their commitments to teach in urban and diverse schools change as they progress through the program. The participants anonymously completed the survey which was designed to provide feedback regarding various aspects of the TEP program and asked questions using a Likert scale about their commitment to teach in urban areas (Taylor & Frankenberg, 2009). Those without previous urban experiences or without a background in teaching prior to their entrance into teacher education program have larger declines in commitment during the fall as they begin their teaching placements. They also found that White teachers, more than teachers of color, present greater declines to their commitment.

As found in Ference and Bell's (2004) study, internships and field placements in diverse schools are another way to support teacher candidates, particularly through immersion in the cultural community that they intend to work. Through this research, they demonstrated that the experiences that the pre-service teacher had been able to inform their own biases and ability to teach CRP, specifically to English language learners. This experience contributed to the participant's ability to teach using CRP.

The literature suggests that the ability to put theory into practice was useful for pre-service teachers. Teacher candidates need to be exposed to experiences and classrooms that demonstrate competency in culturally sustaining practices and partnerships with urban schools with CRP and are a necessity for teacher preparation. Changes in teacher preparation programs to include CRP experiences in field placements with knowledgeable teaching leaders to build upon the theory of teaching in a culturally diverse setting is necessary in order to translate the theory into practice.

Kalchman's (2015) case study gauged the views about teaching in an urban setting and the impact of a cooperating teacher on those views. It was conducted by the professor of the math methods course and participants were selected from her course, of which 18 agreed to participate. The interviews looked at the student's perceptions of teaching in an urban environment before taking the class, then an intervention was used in the field placement, by participating in an urban program that demonstrated support of CRP practices. Self-reflection leads to an awareness that was exposed to the field experiences that supported urban schools and skills needed to teach in an urban school district. This study revealed that it was equally important to have guided practice and feedback to develop the skills needed to teach in an urban environment. The experience

with support along with reflection about one's own development can help teachers grow and shed light on exactly which experiences in the process of teacher education programs have the greatest impact.

These findings support the proposed research when thinking about not only the experiences of teacher training and preparation programs can have on student efficacy in teaching CRP, but the reflective process about efficacy and the experiences that shape our beliefs. They also support the need for having a strong mentor for student teaching experiences. Through the experiences gained in active implementation and observation of CRP, teaching candidates become highly qualified to teach in diverse urban settings and have greater impact on student success and achievement, thereby closing the widening achievement gap.

Preparing Highly Qualified Teachers

According to Hollins (2011), "Teaching is a complex and multidimensional process that requires deep knowledge and understanding in a wide range of areas and the ability to synthesize, integrate, and apply this knowledge in different situations, under varying conditions, and with a wide diversity of groups and individuals." Teachers that enter the teaching profession without the proper training and experience in CRP have greater job dissatisfaction and teacher turnover when teaching in urban, culturally diverse settings. As a result of teacher turnover, resources are wasted on preparing new teachers to fill positions that need to find or train staff to become highly qualified teachers. High teacher turnover and replacement can impact student achievement. (Ronfeldt & Wyckoff, 2013). It maintains the achievement gap in diverse urban schools. Without proper preparation and opportunities to explore self-biases, teachers that are not properly

prepared and do not remain in the profession, and the link between preparedness and self-efficacy and teacher turnover in culturally and linguistically diverse schools are clear. As research has demonstrated, schools with highly qualified teachers are better prepared to teach in diverse urban schools. Teachers with higher efficacy are more likely to remain and to develop into highly qualified teachers, although the research also suggests that the administration also impacts teacher retention (Ronfeld & Wykoff, 2013).

Not knowing or understanding the necessary components of teacher training programs to support CRP is especially problematic for marginalized groups (Eckert, 2013). Eckert's (2013) mixed methods study looked at what the qualities of a highly qualified teacher and was broken into phases and used to understand the link between teacher preparation, efficacy and teacher retention in high poverty, high minority urban schools. It involved phases of data collection including collecting school and school staffing survey for 2009-2010. In the first phase, the variables were self-reported "preparation level," "HQT status," and "Teacher efficacy." The sample "novice" teachers were selected using random and snowball sampling methods where 25 completed the online survey and narrowed to 14 for phone interviews. The results indicated that there is a need to reflect on the level of "teacher quality" for teaching in high poverty/high minority schools through not only test scores, but to also interview and screen new teachers (Eckert, 2013).

Lew and Nelson (2016) conducted a study of new teachers, having graduated from a teacher preparation program within the last two years, were recruited and twelve agreed to participate. Participants were interviewed for 30 minutes and were asked to self-assess their level of effectiveness in the areas of CRT, classroom management, and

classroom assessment. They were asked how well their teacher education program prepared them in these three areas and what types of professional development did they receive from their school district in those areas. Analyzing the interviews, it was concluded that teachers were not well prepared in CRT; they perceived that they were not prepared in classroom management, although almost all of them claim to be proficient, as evidenced in their surveys, and that they had the most support in assessments. The least amount of competency was found in their understanding and application of CRP. This finding suggests that the teachers were not prepared for classroom challenges and that there needs to be a way to assist new teachers in closing some of the gaps left behind in teacher training programs.

In an exploratory case study conducted by Coffey and Farinde-Wu (2016), one Black first year teacher, teaching an AP class comprised of all Black students was evaluated through observations, interviews and examination of implementation of culturally relevant curricula, developing culturally informed relationships and making connections with families and last, evidence of cultural congruity in classroom instruction. It was evident that the black teachers that were teaching black students were able to effectively teach and form relationships with the students in part because of cultural competency. They found that novice teachers need to bridge the gap between theory and practice to be highly effective teachers. Teachers from rural and suburban backgrounds might explore the lived experiences of urban students to be more effective and develop their skills to be highly effective teachers. The more highly effective a teacher is and feels in teaching, the more likely they are to remain in the profession, and highly qualified teachers have a great impact on student success.

Cross (2003) examined the extent of conscious neglect in learning how to prepare teachers by contacting the 12 teachers prepared in their teacher program who taught in the Milwaukee public schools. Teachers were interviewed and asked to reflect on how they were prepared to teach in racially diverse schools. The four most frequent responses to what they learned in the curriculum were to respect children's language, to use diverse literature, to recognize cultural diversity and to acknowledge background knowledge and experiences. According to Cross' (2003) research, there are strategies that would be beneficial to help teachers teach students whose race and culture are different from their students and reflecting on personal biases enabled teacher candidates, and preparation programs, to overcome these issues, to an extent. Again, teachers that are prepared to teach in diverse urban schools are more effective and are more satisfied with their ability to do their jobs. The more prepared, or highly qualified a candidate is, the greater the impact on student success. One question that remains with the accountability on preparation programs to prepare teachers to become highly qualified to teach in diverse urban settings is the teaching assessments and accountability.

In Olson and Rao's (2016) study, qualitative data was collected through surveys and focus groups over the course of a school year from pre-student teaching (clinical period) to student teaching. It was a part of a larger mixed-methods study, but this paper focuses on the qualitative results looking at feelings of preparedness teaching CRP in a university with a focus on teaching CRP and providing support in the training program. The same survey was administered three times throughout the year giving opportunity for students to demonstrate growth mindset. They discovered that connecting with students' cultures and communities, along with the school context, and university-school

partnerships and alignment impacted pre-service teachers' feelings of preparedness on becoming culturally responsive educators. The teaching candidate participants in this study demonstrated the development of cultural competence, although they neglected to focus on the why of developing critical consciousness and the need to become social change agents. The findings did show ways in which field placements can support development of cultural competence using CRP, and the need for formal and structured experiences (Olson & Rao, 2016).

In an attempt to discover what a highly qualified teacher requires, Thompson and Smith (2004) examined the perceptions of teacher candidates while completing their work in an integrative studies program that involves pre-service teachers working in cohorts with their peers and professors and an urban mentor teacher. Through this cohort model, with intensive and authentic field-based experiences and mentoring, the participants indicated that they were prepared to begin teaching, as a result of this intentional program. The urban school placement supported the candidates in developing skills to work in culturally diverse schools and the participants found that their mentors and cooperating teachers had the greatest impact on their feelings of preparedness and ability to effectively teach. The opportunities that are created in preparation programs to help teaching candidates develop practices and give them confidence to work with diverse students will determine how prepared they feel to enter the profession. There is no one way to prepare highly qualified teachers, but through intentional planning of opportunities to participate in specific targeted programs, teaching candidates are given the tools to develop their practice and strengthen their skills. It is clear that the creation of these opportunities is the responsibility of the preparation programs.

Assessments and Accountability

In order to reflect CRP and practices in teacher preparation, there is a need to demonstrate cultural competency by teaching candidates. The programs that support teaching candidates have a responsibility to ensure that they are adequately preparing teaching candidates and that they are assessing this competency of candidates. One way to improve teacher preparation programs is through changing policies and laws that reflect CRP in preparation programs and licensing exams. There is a need to ensure educational responsiveness “does not rest solely at the policymaking level but within higher education as well. That is, without educational researchers and political advocates working hand in hand, educational responsiveness cannot be achieved to meet the needs” (Cadiero-Kaplan & Rodríguez, 2008, p. 385) of diverse student populations.

Teacher preparation programs “must move beyond content and incorporate process, pedagogy, and policy engagement to be educationally responsive” (Cadiero-Kaplan & Rodriguez, 2008). In order to develop highly qualified teachers, the programs that train teachers must be based on policy that encourages CRP and teacher candidates and certifications must assess components outside of the content. With language, race and SES diversity, particularly in urban schools, highly qualified teachers must include practices to support diverse student populations. In teacher certification and evaluations, researchers and policymakers “must remain vigilant to how the pervasive ideas of White male heteronormative supremacy inform their choices as educators” (Doucet, 2017, p.199). There needs to be accountability placed on the programs and the certification expectations.

There is also a need to evaluate the professionals training the teachers in the programs, and the teachers themselves to determine how well prepared they feel to teach in urban environments. According to Saffold and Longwell-Grice (2008), “Unearthing the heterogeneity of “traditional” students is significant as we prepare preservice teachers for the complexities of teaching in urban classrooms” (p. 205). The universities training the teachers also need to have CRT in order to prepare their teacher candidates to teach responsibly. Eckert (2013) stated, “The lack of knowledge regarding how to train teachers for high poverty/high minority urban areas and the lack of distinction in the teacher credentialing process have created a policy problem that is especially detrimental to the urban districts that contain a majority of the high poverty/high minority schools in the US” (p.75). The programs that lack CRP are maintaining the deficits in student achievement in their teacher preparation programs and are not properly preparing urban teachers to support diverse students. It is evident that teacher preparation programs are a good start for the needed CRP as “urban schools continue to struggle to meet the needs of their increasingly diverse student populations, the demand for an adequately prepared teaching force is more pronounced than ever” (Madda & Schultz, 2009, p. 206) and that the programs preparing teachers need to be accountable for the training they provide to ensure that it prepares teachers appropriately.

Teacher accountability and evaluating teachers are and should be a priority for state certification. To that end, teacher preparation programs should also support teachers with achieving “mastery” of teaching skills and help develop proficient teachers that are satisfactory at a minimum in the classroom. It is important to reflect on the evaluation tools and what exactly “satisfactory” and “mastery” look like for teachers. Bartell et al.

(2018) argued that the need to assess teachers' performance is important, but they look at some of the evaluative components and the need for reform. Policies that inform teacher preparation programs are based on "value added scores based on state testing programs" and the "types of measures selected and what they measure is not neutral, however, but rather specific priorities and goals for schooling" (Bartell et al., 2018, p. 426). There is a lack of culturally relevant instruction and training that continues to leave marginalized students at a deficit and there need to be evaluations of teachers and the programs that train them, to evaluate teachers based on knowledge and skill, and socially just practices.

Peck et al. (2010) looked at teacher performance expectations in their 18-month case study exploring policy implementation in a reputable California school district. As a result of new policy mandates to assess teacher performance, they developed an approach to implementation that shifted the tense discourse from compliance to inquiry, thereby creating a meaningful and not punitive approach to the implementation of mandated policies. This approach led them to onboard the stakeholders and gain support for successful implementation and practical evaluation of the program components.

In NY, students preparing to become teachers are well versed in the expectations of the EdTPA certification evaluative tool, and they are even supported in the correct documentation required to complete the assessment piece successfully, but they are not assessed in CRP or teaching practices in order to be evaluated as effective. Evaluations should reflect that "teacher quality must be defined beyond the parameters of content knowledge to include teachers' ability to create optimal learning environments for students marginalized by the system because of their primary language, race/ethnicity, social class, culture, gender, and ability" (Wong et al., 2007, p.10). With the data that

supports the achievement gap of minority students, there needs to be an evaluative part of the preparation programs to determine if they are developing those skills in teachers. According to Goodman et al. (2008), “Increasingly, teacher educators recommend authentic, performance-related measures for evaluating teacher candidates. Nevertheless, more states are requiring teachers to pass high-stakes, minimum-competency exams” (p.24).

Conclusion

Although the literature clearly indicates the need for CRP, teacher training programs have the responsibility to support teacher candidates in greater developing their skills before entering the profession, which can occur through policy change and state requirements on certification programs and exams. Teachers who are not taught using a CRP lens may unwillingly and unknowingly allow their biases towards marginalized students to impact how they teach these students, increasing the achievement gap. While most of the research in this review supports the need for field experiences and student teaching to be conducted in diverse classrooms, Cross (2003) pointed out that the fieldwork and experiences reinforced some racist views for students in field placements, when the cultural inventory and identity were not challenged, and they found evidence to support negative views towards marginalized students. The research from this study will expand on those studies to explain what is currently being done in the two bounded cases. These training programs need to incorporate CRP and reflective practice (self-cultural inventory including identity reflection to examine self-biases) to prepare their candidates to teach in diverse settings effectively, along with the opportunity to experience and

observe CRP practices in their programs (Cross, 2003; Kalchman, 2015; Siwatu, 2007; Villegas, 2007)

The research also suggests that teachers not prepared may also have higher turnover rates due to less job satisfaction because of their inability to teach in urban, culturally, and linguistically diverse schools effectively (Lew & Nelson, 2016; Taylor & Frankenberg, 2009). This maintains and even has the potential to widen the achievement gap for marginalized students and cause greater challenges for these students. If pre-service teachers are offered the opportunity to engage in culturally responsive training programs, they would be highly qualified to teach these marginalized students. The accountability of teacher preparation lies on the university and the policies that are in place to drive curriculum and instruction (Bartell et al., 2018; Peck et al., 2010) The assessments that are used, when not reflective of CRP, allow testing for skills that are not the skills of a highly qualified and culturally competent teaching candidate (Peck et al., 2010)

It is unclear in the literature if CRP training on the job helps to prepare teachers who are currently teaching. This study can inform the practices in school districts and help to inform the types of experiences needed for in service teachers. There are currently movements towards preparing in service teachers to teach using CRP, but these trainings cost the districts valuable resources, and are not part of the evaluative process for in-service teachers. For these reasons, a heightened focus on preservice experience remains necessary.

Another gap that was evident in the literature is how the different universities were training pre-service teachers and whether there were consistencies between universities'

syllabi and course curriculum, along with experiences in fieldwork (Neumann, 2010). Analysis is needed to understand on a granular level what artifacts reflect CRP. This review did not yield evidence to suggest that there were consistencies between schools, within schools and even within departments.

The research illustrates differences in the training between different schools, perhaps public vs. private universities, or even within universities, depending on the instructors of the courses (Neumann, 2010). Comparing the experiences of recent graduates of the teacher preparation education program and their personal feelings of preparedness and self-efficacy towards cultural competence in teaching historically marginalized students through the preparation programs will indicate discrepancies in the programs and can help to inform changes needed in all programs. The current research will illustrate how two urban universities, with similar teaching programs and certification requirements, prepare teachers to teach in urban settings and how the universities support CRP from mission statements, to course outlines and syllabi, all the way down to how it arrives in the hands of their students.

CHAPTER 3: METHODOLOGY

Introduction

Culturally responsive pedagogy (CRP) is an important tool that can be used to close the achievement gap in the American education system. As introduced in Chapter 1, teachers practicing CRP in their classrooms are able to support learning for their students and that training programs have a responsibility to prepare these teachers before entering the field. Because of the need for CRP in teacher preparation programs to close the achievement gap for minoritized students, the purpose of this descriptive multi case qualitative case study is to explore the use of CRP in teacher education programs as evidenced first by faculty, administrator, and alumni perceptions, and secondly, by an examination of course artifacts, including mission statements and syllabi. Guided by the theoretical framework and related literature outlined in Chapter 2, this chapter will provide information about the methods, procedures, and ethical considerations for data collection and analysis for this qualitative, explanatory, multiple case study (Stake, 1995; Yin, 2013).

Methods and Procedures

Qualitative research was the chosen research method because the issue of how schools are preparing teachers to teach using CRP effectively needed to be explored and the stories need to be told. Qualitative research involves “closer attention to the interpretive nature of inquiry and situating the study within the political, social and cultural context of the researcher” (Creswell & Poth, 2018, p. 80). According to Yin (2013), case study research is most appropriate for this research as it is an inquiry that “investigates a contemporary phenomenon in depth and in real word context” (p.13) and

relies on multiple sources of evidence. Using a multiple case study can help the researcher create a larger picture to understand what is being done to support CRP in current teacher preparation programs.

Within case study research, there are different approaches and for this study, explanatory case study will be used. Explanatory case studies not only explore and describe phenomena but can also be used to explain causal relationships (Yin, 2013). How and why questions are explored in an explanatory case study, and this research investigates “how” teachers are being prepared to teach using CRP, in addition to how universities are supporting their faculty and maintaining the CRP standards.

Using the theoretical framework of CRP developed by Ladson-Billings (1995), along with the literature related to CRP, the following research questions were developed.

Research Question

The research question that will be explored is as follows:

1. How do teacher preparation programs actively implement and support culturally responsive pedagogy?
 - a. What artifacts exist that provide evidence of the inclusion of CRP in pre-service teacher education curriculum?
 - b. What perceptions do students and recent alumni have about culturally responsive pedagogy in their undergraduate teacher preparation programs?
 - c. How do college faculty and administrators describe their goals in embedding culturally responsive pedagogy in the curriculum to prepare and support emerging teacher candidates?

Setting

The field setting for this bounded multi case study (Creswell & Poth, 2018) includes two urban universities located in a diverse urban city in northeastern United States. Benson College and Samson University (pseudonyms) have undergraduate programs that prepare pre-service teachers to teach in public schools and lead to teacher certification. These settings were selected because of the relationship that the researcher has with both institutions. As a result of these relationships, preliminary support had been demonstrated by both universities in a willingness to assist with recruitment. Both universities included have been accredited by the same accreditation board, the Association for Advancing Quality in Education Preparation (AAQEP) and both universities outline social justice and elements of CRP in their mission statements and frameworks.

In 2019, Benson College had an enrollment of 1228 students with an acceptance rate of 45% and a 58% graduation rate (DataUSA, n.d.). Of the enrolled 1228 students, 896 reported their race/ethnicity from Black, Indigenous, and People of Color (BIPOC), Asian and two or more races. In 2019, Samson University had an undergraduate school of education enrollment of 512 students in the same year with an acceptance rate of 78% and a graduation rate of 58%. Of the enrolled 512 students, 118 reported their race/ethnicity from BIPOC, Asian and two or more races and 15 were reported as unknown. Additionally, the two universities demonstrated a commitment to social justice in supporting their students. Benson College is an urban public university with a mission to provide equity, access, and affordability to the city residents. Samson University is a private, urban, Vincentian university with a mission that seeks to develop ethical and

compassionate values in their students, which includes a socially just and morally responsible character. Both of these universities seek to be responsible for the development of their students with good moral character. Part of having good moral character is to teach with CRP and to support social justice, which is why they are so closely aligned with the intended goal of seeking to understand how these programs support their pre-service teachers in CRP.

Participants

The participants were selected based on a purposeful sampling method. This method is appropriate because it helps to define the case and “justifies the selection of a particular case in terms of the goals of the study and existing theory” (Maxwell, 2013 p. 88). The researcher selected eight alumni participants from the recent graduates, within the last five years of the teacher education program from their respective universities. The alumni participants participated in individual semi-structured interviews, and four were selected for focus group interviews based on their availability and their shared experiences revealed in the individual interviews. Samson University’s focus group included three participants based on availability and scheduling. One administrator from each of the universities was selected for an individual interview based on their availability and willingness to participate. Three faculty who had taught the education courses that the students were enrolled in as part of the degree requirements were also recruited to participate in semi-structured individual interviews.

For recent graduate/alumni, the criteria were to have successfully completed the education program within the last five years, be state certified, and a cultural representation of student enrollment. There were a total of eight alumni participants from

each university, although one Samson University interview occurred after all faculty and administrator interviews were conducted. The sample of the alumni selected were teachers with positions in urban school districts, in either public or private schools. Once the researcher had collected student samples, 30-45 minute individual interviews were scheduled through Zoom at the participants' convenience. The focus groups were conducted after the individual alumni interviews. The participants participated in the focus groups, using established protocol for focus groups as shown in Appendix H.

Faculty participants consisted of three faculty from both of the universities' teacher preparation programs who taught the required courses needed to complete the preparation program. The faculty recruited taught the required program classes for completion of the program and worked specifically with the undergraduate population. They were recruited based on recommendations from department chairs and availability. The researcher sought to have full time and part time faculty participate in the study to explain the differences, if any, in the experiences and level of support perceived. Individual semi-structured interviews were scheduled using the faculty protocol. The administrator interviews were conducted after the alumni and faculty interviews, to help inform the focus group protocol. All interviews were transcribed using otter.ai and uploaded into Dedoose for coding.

Table 1*Recent Graduate Participant Demographics*

Participant	University Attended	Ethnicity	Gender	Year Graduated	Years Teaching
Joseph	Samson	White	Male	2019	3
Brandon	Samson	White	Male	2020	2
Julie	Samson	White	Female	2020	2
Vicki	Samson	White	Female	2017	4
Jennifer	Samson	White	Female	2020	2
Rebecca	Samson	White	Female	2017	4
Marissa	Samson	White	Female	2017	4
Carl	Samson	White	Male	2020	2
Kevin	Benson	LatinX	Male	2020	1
Jordan	Benson	White	Male	2020	2
Jennifer	Benson	LatinX	Female	2020	1
Stacy	Benson	LatinX	Female	2017	4
Coleen	Benson	LatinX	Female	2017	4
Tara	Benson	BIPOC	Female	2017	5
Nicole	Benson	White	Female	2018	3
Victoria	Benson	LatinX	Female	2017	4

Table 2*Faculty and Administrator Participant Demographics*

Participant	University	Ethnicity	Gender	Role
Jane	Samson	White	F	FT Faculty
Donna	Samson	White	F	FT Faculty
Linda	Samson	White	F	FT Faculty
Stephanie	Samson	BIPOC	F	FT Administrator
Gail	Benson	Asian	F	FT Faculty
Jim	Benson	BIPOC	M	PT Faculty
Danielle	Benson	BIPOC	F	PT Faculty
Jackie	Benson	LatinX	F	FT Administrator

Data Collection

After receiving IRB approval from SJU, the researcher applied for approval from Benson College and Samson University IRB boards. Benson College's IRB process took six months for approval, whereas Samson University's IRB approval was granted within two weeks of applying. Once granted research approval, the researcher contacted one program head from each of the teacher training departments by email to introduce the research and to ask for recruitment assistance. Due to the nature of the research, participants were assured their protection of identity and some data has been generalized to protect participants' identities.

Benson College provided alumni contact information for some recent graduates along with faculty emails to send recruitment information and alumni recruitment fliers. One administrator was recruited using a recruitment email. Emails were sent to faculty in the department to gauge interest in participation. The researcher sent informed consent forms to all participants before scheduling all interviews.

Samson University alumni recruitment was conducted through faculty suggestions and social media recruitment through LinkedIn and Instagram. Preliminary support for recruitment from faculty was unable to be facilitated, so recruitment emails and fliers were used to contact alumni through faculty willing to share the recruitment flier, through their personal relationships with alumni and through social media. The faculty were recruited via email through their posted email addresses from the university's website. The administrator was also contacted through their posted email address on the university's website. All emails and communication leading up to and following the interviews, including the informed consent forms were sent from a secured Saint John's email account to all potential participants.

Semi-structured Interviews

Semi- structured individual interviews were conducted via Zoom using the semi structured protocol. Individual interviews were chosen to allow the researcher to have an "understanding the lived experience of other people and the meaning they make of their experience" (Seidman, 2013, p. 9). Also, semi-structured interviews are often used in case studies and allow the researcher to explore issues and topics that emerge, during the interview, with follow-up questions and immediate clarifications (Seidman, 2013). Each semi-structured interview protocol included major questions, sub-questions, and follow

up questions to obtain detailed and in-depth answers. Semi-structured interviews are often used in case studies and allow the researcher to explore issues and topics that emerge during the interview, with follow-up questions and immediate clarifications (Seidman, 2013).

Alumni interviews lasted between 30-45 minutes each, and they helped capture their perceptions about CRP in their programs and field work experiences. They were asked to identify CRP opportunities in their program and directed to discuss how CRP was supported in their programs (See Appendix B and C). Faculty interviews lasted 30-45 minutes, and faculty responded to six probing questions about their experience with incorporating CRP into their courses and goals. They also had an opportunity to share how they are supported in the goal development and implementation in their courses, syllabi, and expected outcomes (See Appendix D and E). The administrator interviews lasted 30-45 minutes, and they were asked six questions focusing on CRP goals, expectations and how they support faculty and students through their course outlines, and maintenance, and updating the courses (See Appendix F and G). The recent graduate participants followed alumni protocol, faculty followed the faculty protocol, and the administrators followed the administrator interview protocol. All interviews lasted between 30-45 minutes, and the focus groups lasted between 30-45 minutes

Focus Group

Focus groups of 3 and 4 alumni were conducted to systematically provide more insight into the cases being analyzed (Berg, 2007). The focus groups both occurred after all the individual interviews were conducted to gather additional shared and lived experiences among the participants and to gain a better understanding of the perceptions

of CRP that the participants experienced in their programs (See Appendix H and I). The focus group questions were revised based on the responses gathered in the individual interviews to help explain the shared experiences and to explain perceptions of CRP in the programs completed. The information gained from the focus group allowed the researcher to gain more consensus about the experiences, as well as to help understand more about the individual cases themselves.

Benson College's focus group included the following four participants: Lucia class of 2018, Tara, class of 2017, Kevin, class of 2020, and Stella, class of 2020. They were selected based on their shared views on the diversity of the program and their scheduling availability to participate. Samson College's focus group included three participants. Originally there were four, but Joseph was unable to join after several reschedules. Brandon, Julie and Jennifer, all Class of 2020, were selected for their shared experiences in the program.

Document Analysis

Document analysis is part of a systematic procedure for reviewing data and was conducted to look for language of CRP and guiding themes (see Appendices J and K). The data was examined and interpreted to develop knowledge and add to this case through content analysis to look for major themes (Corbin & Strauss, 2008). The Association for Advancing Quality in Educator Preparation's (AAQEP) national accreditation document granting Benson College and Samson University accreditation was analyzed for the language of the standards supporting CRP. Mission statements and frameworks from both of the universities were analyzed next, to see how they outline intended learning outcomes and course work objectives. Two syllabi from each of the

programs that led to the completion of the degree requirements for two required classes were also analyzed. These were intended to illustrate CRP in alignment with the departmental and institutional mission. The mission statements and programs of study information were analyzed last to identify artifacts that support CRP in class outlines, requirements, materials, and objectives.

Trustworthiness

To ensure trustworthiness, several tactics (Miles et al., 2014) were used to test and confirm research findings. The first tactic used was triangulation (Miles et al., 2014; Stake, 2010) to make the data more credible. To confirm the findings, three independent measures, semi structured interviews, focus groups and document analysis were used. Separately coding the data from different types of sources allowed a deeper look to confirm findings and cross-referencing codes between the data sources.

A second tactic to increase the validity of the findings was to look for “researcher effects” (Miles et al., 2014) as “validity in qualitative research is not the result of indifference, but of integrity” (Maxwell, 2013 p. 144). To maintain integrity for the data collection and analysis, the researcher used member checking, auditing, and field notes to control for researcher effects including sharing data with colleagues, conducting interviews off site, and keeping research questions firmly in mind. The researcher looked for areas where researcher bias was evident in making inferences from the data collected and returned to the data with a clearer lens. The researcher also kept the research questions in mind while analyzing the data to ensure that the themes that emerged would help to tell the story and answer the research questions.

The time frame of data collection took eight months to conduct the individual interviews and to conduct the two alumni focus groups. Member checking was conducted. The researcher provided a copy of the transcript from the focus group and interview to each participant for them to review the transcripts. The participants had an opportunity to review what they said, clarify anything they felt was unclear, and edit what they said (Marshall & Rossman, 2017). Having conversations before and after for clarity ensured that the facts were correct and that the story was complete.

Field notes were collected during the interviews and data collection process. According to Bogdan and Biklen (2007), “field notes can be an important supplement to other data collecting methods” (p. 119). Field notes were maintained during all interviews. Focus groups enable the researcher to reflect on and supplement the data collected, to reflect on the meaning making and to capture each interview more completely. These documents were maintained on One Drive, along with the transcripts from all the interviews and the transcripts for the focus groups. All data was uploaded to Dedoose to be coded for analysis.

Research Ethics

During the research process and data analysis, research ethics were practiced through participant contact and the scheduling and collection of interviews. After receiving approval from Samson’s University Institutional Review Board (IRB), the researcher also applied for IRB consent from Benson College. This “permission to recruit” was granted six months later. Contact with the chairs of the teacher preparation programs departments was made to inform them of this research and to ensure participation and interest in the research using recruitment emails that outlined the topic of research and time commitments. Once both IRBs had been approved, students and

staff were recruited for participation through emails on file, recommendations by the chairs, and availability. At that point, letters of consent were sent to all participants from a secure university email. All participants were asked to complete the informed consent form which indicated that participation is completely voluntary and that they could discontinue at any time. Participants were informed that they may review the audio recordings and request that all or any portion of the recordings be destroyed, including their participation in the focus groups and/or interviews. Once consent was received from the participants, alumni and focus group interviews and individual interviews were scheduled. The interviews were all conducted via Zoom at a time that was convenient to the participants, and in a location where they felt safe and secure to speak freely. All recordings, transcripts and field notes collected from the participants were stored in password protected One Drive, on a password protected device and in a locked office. All transcripts were also stored in Dedoose.

Data Analysis

The data from the interviews, focus groups, mission statements, accreditation documents and course syllabi were collected and uploaded onto Dedoose where the data were coded using a start list derived and defined using the theoretical framework and related literature on CRP practices (Appendix H) with “clear operational definitions” (Miles et al., 2014, p. 63). Deductive coding (Miles et al., 2014) was used for the first round of coding, using the start list defining CRP, awareness of CRP through theory and experiences, types of practices with CRP in the programs and if they were through experiences or lectures, efficacy in teaching all learners, student teaching placement choice and self-reflection of cultural identity. Interviews and related content were coded.

For the content analysis, I began by coding the mission statements of both schools. This coding provided the expected outcomes of the syllabi, which were also coded. Next, faculty interviews were coded for their support in planning and implementing CRP in their courses and finally, student interviews were also coded. Descriptors were added to Dedoose to sort the data further to support themes for second round coding. Descriptors included, gender, years teaching, graduate study focus and race, all added to the code list for the second round of coding. A matrix was created (Miles et al., 2014) to display the data with descriptors and inductive coding was used to look for emergent themes from the data and to find pattern coding (Miles et al., 2014).

I used two coding tactics, clustering and pattern coding, to make meaning of the data. Clustering the data through a pattern coding scheme helps to see what information goes together to “better understand the phenomenon better by grouping and then conceptualizing objects that have similar patterns or characteristics” (Miles et al., 2014, p. 219). Codes were clustered to synthesize the big picture of experiences that the participants had in their teacher preparation programs. This coding helped to categorize opportunities, experiences, and background data of the participants to develop a better picture of how their experiences and interpretation of these experiences were able to shape and define their understanding of culturally responsive education in their programs and how they correlate to the artifacts.

Pattern coding was employed as a second cycle method to group the summaries into smaller number of themes. Because of the nature of the multi case study, “pattern coding lays the groundwork for cross-case studies by surfacing common themes and directional processes” (Miles et al., 2014, p. 86). Inductive coding was used as the data

revealed themes through analysis through multiple rounds, including in-vivo and emotive coding (Miles et al., 2014). The codes were refined and categorized first into parent and child codes, and then into larger categories of themes and sub themes. These themes were used to describe the case study and answer research questions. I used direct quotes to best represent the definition and conceptualization of a specific theme to describe the bounded phenomena in full depth.

Researcher Role

The researcher is the key instrument in data collection in a qualitative study (Creswell & Poth, 2018) and as such must recognize the role they play in data collection and interpretation. The researcher must recognize their personal biases and subjective positionality in order to interpret data collected impartially. Before beginning this program, the researcher had not considered their own cultural identity, but now recognize the impact it has on her status in the world as a white, heterosexual, able bodied, middle aged, financially stable woman. As a teacher, the researcher was among many other teachers just like herself. The students, however, were not. The researcher hadn't considered the impact of the racial injustice and cultural biases, that is evident in institutions such as the NYC public schools and the impact of a basic lack of understanding cultural identities has on teaching all students. After reflection, the researcher realized that she didn't know how to teach these students and that her preparation program didn't teach her how to embrace and address culture and its importance in the classroom. Because of this, her position was an external outsider to her students, (Banks, 1998) and she realized that she was not alone.

The researcher recognized that “teachers, like students, also bring to the classroom personal and cultural knowledge that is situated within a set of deeply held values that result from their personal and professional experiences” (Banks, 1998, p.14). As a doctoral student and adjunct lecturer in a teacher training program, the researcher is an indigenous outsider (Banks, 1998) in the eyes of the participants, even though she is also a classroom teacher. There was a chance that participants may know the researcher in their role as a teacher trainer. To avoid a conflict of interest, or the appearance of a conflict, the researcher purposefully selected participants who had completed the program and had graduated. In addition to the interviews and focus groups of recent graduates from the programs, faculty of the respective programs were included to look for evidence of CRP to triangulate the data for inconsistencies and a threat to validity (Maxwell, 2013).

In order to develop trustworthiness, the researcher mitigated bias by carefully selecting questions for data collection. The researcher was mindful to word the questions so that her personal and professional values were not evident. The researcher carefully worded questions to elicit unique and honest answers. Critical friends were used to help ensure that the questions were not biased or leading, by fielding them and receiving feedback from them. The researcher also practiced reading the interview questions in the mirror to ensure that facial expressions weren't leading. Although the researcher felt strongly that CRP is necessary in programs for teacher education programs, and the language that supports it is present in the accreditation standards, the focus of this study was not to prove a necessity. Rather, the researcher was looking for evidence of the

experiences that the subjects had in the classes that they completed as part of the program.

Conclusion

A multiple case study is appropriate to explore how CRP is implemented and understood in undergraduate teacher preparation programs. The analytic conclusions that can be drawn from two cases as opposed to one, are especially powerful (Yin, 2018). As there are specific cases and within the boundaries of space and time, the researcher wanted to “provide an in-depth understanding of the cases” (Creswell, 2013, p. 100). This study’s qualitative research approach is detailed in this chapter along with the methods and procedures for data collection, coding, and analysis. The qualitative data was collected through content analysis of documents related to CRP standards at the national accreditation level and within the framework and mission statements, and course syllabi and artifacts from two urban northeastern universities that prepare teachers to teach in teacher preparation programs, leading to state teacher certification. There were individual interviews with recent alumni of the programs, along with focus groups. Individual interviews with program administrators and faculty from each of the two universities added depth to the data. The data collection and analysis identified in this chapter provide the basis for the findings and conclusions detailed in Chapter 5 of this study.

This study was needed to explore how preparation programs are providing experiences for pre-service teachers to effectively teach marginalized students that meet the standards for CRP written in the accreditation documents. Analyzing documents across universities, including syllabi, course requirements and the types of professional

development offered can help researchers understand the intended outcomes and look for ways to support these standards effectively.

CHAPTER 4: RESULTS

Introduction

This qualitative multiple case study aims to explore and describe how Culturally Responsive Pedagogy is experienced and used in teacher education programs. To gain a deeper understanding of culturally responsive pedagogic phenomenon within a real-life context (Yin, 2003), the researcher employed a bounded multiple descriptive case study in this qualitative research. The units of analysis are the measurement of participants' perceptions, the alignment to the artifacts and the level of cultural competency, and interviews of faculty, recent alumni, and administrative staff responsible for maintaining AAQEP accreditation requirements within two teacher training programs.

Chapter one began with an introduction to CRP. The researcher described the current state of CRP in the education system, the risks of teachers not using CRP, and the need for CRP in teacher training programs to support historically marginalized populations. Using the theoretical framework of the Critical Race Theory, the study findings describe how CRP is used in two teacher training programs, using interviews of faculty and recent alumni. The perspective of administrative staff responsible for maintaining AAQEP accreditation requirements is also included. Understanding how CRP is incorporated in teacher training, and the perceived outcomes of these efforts will provide an example of the role of CRP in addressing the cultural achievement gap in teacher preparation programs.

Chapter two reviewed the literature associated with teacher preparation programs around culturally responsive pedagogy practices. Research supporting necessary practices and skills was evidenced in the literature and four apparent themes emerged from the

frameworks, the need for a cultural inventory and self-reflection in the programs, the need for practical experience to use CRP experiences practically and theoretically, what is needed to prepare highly qualified teachers, and the need for assessments and accountability in teacher preparation programs.

In chapter three, the researcher presented the study design and outlined the methods and procedures used to collect and analyze the data of this qualitative, descriptive case study. The chapter addressed the research setting, participants, data collection instruments and procedures, coding process, meaning making tactics, and data analysis. Finally, the chapter concluded with a section on research trustworthiness, ethics, and researcher role in this study.

To address the achievement gap of historically marginalized populations, the researcher has analyzed accrediting documents, course artifacts and interview transcripts to describe how CRP is operationalized in the two universities included in this study. Using the data listed above, the findings begin with a description of the case, followed by a review of the themes and sub themes discovered in the analysis.

Findings

This research was conducted between two universities that offer teacher preparation programs, leading to state teaching certification. Each institutional case includes representation from an administrator, faculty, and alumni. The administrators of the universities are responsible for overseeing course development, communicating policy and curriculum changes, along with state mandates and adhering to the mission statement and standards set forth by the university, in connection with the accreditation standards and state mandates. Faculty included both full time and part time faculty. All

included faculty participants were instructors of the required courses in the teacher education program. Alumni from both universities completed their teacher preparation programs from 2017 to 2020. Program syllabi and the mission statements from each university were reviewed for explicitly stated evidence of CRP. According to the American Association of Colleges for Teacher Education (AACTE) (2016), “The accreditation process encourages self-evaluation and self-analysis by programs as well as innovation and experimentation in educator preparation, all toward the goal of ultimately improving learning for PK-12 students” (para. 1). Both universities are accredited by the same accreditation board, Association for Advancing Quality in Education Preparation (AAQEP). AAQEP’s mission is to “promote and recognize quality educator preparation that strengthens the education system’s ability to serve all students, schools and communities” (AAQEP, 2022). The accrediting body has clear standards requiring demonstration of culturally responsive practices, which were used to align course artifacts and develop interview protocol.

Table 3

AAQEP Guiding Standards

Standard Number	Standard Name	Standard measure
Standard 1	Candidate/Completer Performance	Program completers perform as professional educators with the capacity to support success for all learners.
Standard 2	Completer Professional Competence and Growth.	Program completers adapt to working in a variety of contexts and grow as professionals.
Standard 3	Quality Program Practices.	The program has the capacity to ensure that its completers meet standards 1 and 2.
Standard 4	Program Engagement in System Improvement	Program practices strengthen the P-20 education system in light of local needs and in keeping with their program's mission.

Four guiding standards provide a framework for understanding the use of culturally responsive practices. Together the standards are used to develop school mission and “leverages collaboration in quality assurance to foster improvement and support innovation” (AAQEP, 2020).

Although AAQEP’s clear standards offer guidance and expectation, the realities of practice are more complex. The interviews and focus groups used in the study indicate varied understandings and usages of CRP. The data offers nuances of the stakeholders’ experiences and outcomes. To understand these findings, the researcher began with a list of codes informed by the theoretical framework and derived from the review of related literature. She then defined this preliminary list of codes. Early codes included broad

topics of understanding such as CRP language, types of exposure, and levels of preparedness. Following this, the researcher identified emergent codes from the collected data. In all, there were 70 codes. The researcher used pattern coding to collapse the codes into larger ideas encompassing similar ideas. For example, using emotive coding techniques, pattern coding allowed the researcher to separate codes by positive and negative connotation. Further patterns were observed, coded, and recoded. The patterns were used to develop three themes: Theme one, “Autonomy” with the sub themes of “standards,” “academic freedom,” and “professional expectations.” Theme two “Engagement” with the subthemes of “types of experience,” “self-reflection,” and “curriculum and coursework.” Theme three “Disconnect” with the subthemes of “content” and “inclusive culture.” A summary of the themes as found in the data follow.

Table 4

Themes with Subthemes

Theme 1 Autonomy		
Subtheme 1	Subtheme 2	Subtheme 3
Standards and Communication	Academic Freedom	Professional Expectations
Theme 2 Engagement		
Subtheme 1	Subtheme 2	Subtheme 3
Types of Experiences	Self-Reflection	Curriculum and Coursework
Theme 3 Disconnect		
Subtheme 1	Subtheme 2	
Content	Inclusive Culture	

Theme 1: Autonomy

Autonomy, in this study, refers to the ability to exercise decisions based on personal interpretations, that condition when an agent may determine the conception, the articulation and the execution of concepts, ideas and actions for him or herself (Ren & Li, 2013). This theme emerged from codes including “standards,” “updates to programs,” “missions,” and “academic freedom.” According to the participants in this study, there is overall autonomy in implementing CRP. Although the AAQEP standards provide standards of measure, they do not prescribe the scripted steps to achieve these standards, leaving this work to the individual institutions.

According to both administrators, each university makes recommendations based on their interpretations of the AAQEP standards, mission statements, and school vision. Administrators communicate these suggested practices to program heads; then the program heads share this information with their faculty. The program heads use this information to inform course catalogs, course requirements, and program requirements. The faculty use this information in developing their syllabi, coursework and course artifacts. These standards are what inform the requirements and updates to the programs and inform the experiences of the alumni and what they practice in their own classrooms.

The responses from the faculty from both universities suggest that decisions around inclusion of CRP in course work, readings and assignments are most often left to the faculty. Full time and part time faculty from both Benson College and from Samson University indicated that they are not required to update their syllabi and course requirements. Incorporating CRP is considered a choice rather than a mandate from administrators. Participants indicated that there were no direct requests to incorporate

CRP. Jim, part time faculty at Benson, described this, stating “I can’t think of a time when we were asked to make a change, but I am not at all the meetings.” His perspective varied slightly for Gail, a full-time faculty from Benson College who described institutional expectations around syllabus design, but like Jim, felt that while incorporating CRP is suggested, it is not evaluated or standardized. Gail spoke to this specifically, stating:

We update them (syllabi) when we have meetings because we must. And then, we do have autonomy. We're not really told you need to do exactly this, or you need to incorporate exactly this amount. But I think the guidance is very clear that we need to infuse it; the cultural lens should be infused in courses. That's my experience and that's how I interpret, you know, have experienced the general guidance to updates.

According to the faculty from both universities, the decision and time frame to update syllabi are at the discretion of the faculty, although recommendations may be made by administration based on institutional priorities. This practice has implications for the experiences of the alumni, including the timeliness of literature, resources and practices are, curricular alignment to the mission and goals of the school, and how CRP is interpreted by the teaching faculty.

The differences in experience were described by the alumni participating in the study. Samson University alumni who completed the programs in 2017 and 2018 reported having little exposure to the formal, explicit language associated with CRP. More recent graduates from Samson University described the inclusion of CRP. They described CRP as a concept that has been supported and developed in their academic

program. All graduates used the same language in support of CRP but acknowledged that universal language was not taught in the classroom, and instead had been developed through their “on the job” experiences, particularly while working in urban school districts.

Alumni from Benson College also had differing experiences supporting CRP throughout their course work. The differences in course implementation for these students were more directly aligned to the instructor of the course, instead of the year of graduation. Benson alumni from 2017-2020 described the importance of culture. The participants in the focus group agreed that culture played a role in “getting to know your students,” “making students feel welcomed,” and “celebrating their holidays and traditions.” When reflecting on their academic experiences, they agreed that each instructor had their own approach; some were more supportive of CRP practices than others. Coleen, described a particularly memorable lesson:

my professors have mentioned about (CRP) but I do remember one always saying culture was important, especially when you're teaching in the classroom. You get to know each child, get to know their backgrounds. I remember he always said you need to display their work around the classroom showing that they are important in the classroom and getting to know one another, but that was the only class that talked about (CRP) except for the multicultural class.

This example also describes the meaning students place on lessons that incorporate CRP and reinforces the notion that faculty differ in their interpretation and implementation of these principles.

There were differences between faculty interviews at both universities in their interpretation and implementation of CRP. Faculty from Samson University referenced specific resources and organizations that support CRP outside of the university, as well as how they depended on their colleagues to develop activities and course materials and readings. Samson University faculty described the importance of disrupting the dominant narrative and supplementing the curriculum with materials and resources. They also described including readings and activities in their courses that develop CRP practices. For example, they included activities for students such as conducting a cultural inventory that helped them reflect on their positionality and power. This helped them to see the power dynamics as well as to reflect on how their lived experiences can inform their biases and implicit biases. They also incorporated opportunities for readings, where the students read scenarios and respond to the degree of cultural responsiveness and make suggestions as to how to be more culturally responsive. In contrast, Benson University faculty participants spoke about CRP support at the institutional level, rather than describing how they support their teaching candidates. Faculty felt that CRP is embedded as a universal goal. Part time faculty Jim described, “(CRP) is already kind of an institutionalized thing...they're just too many people walking around with too many different backgrounds, for it to kind of be anything else but, you know, integral to what we do.” Ultimately, participants shared, an overall sense of autonomy associated with how CRP is operationalized. Students experience these individual choices. Participants in the study note two important indicators: the standards supporting CRP and how they are interpreted and communicated.

Samson University, being a smaller and private university had more inclusion of the faculty in oversight of inclusion of standards and alignment to course artifacts, documents, and activities. They also had the inclusion of focus groups from faculty, program heads, current students, and alumni to monitor and support CRP practices in the program. Samson University also has committees in place to support the vision and goals within the program, which two of the faculty participants included in this interview were part of.

Subtheme 1: Standards and Communication

The two universities are accredited under the same accrediting standards. In this research, standards refer to the language used to support the expected outcomes and accountability. Administrators of both programs agreed that the AAQEP standards are guideposts for accreditation compliance, and, that they inform the mission and vision statements of their school. According to both administrators, the standards in the accreditation are discussed between administrators at each respective university with program heads to look for areas that need improvement and updating. Despite the level of autonomy, administrators have systems for communicating updates according to adherence to the standards, and improvements to the programs as needed within their departments regularly. According to the administrator at Benson, Jackie:

All the department heads in the School of Education meet. We have conversations around specific topics that are happening in those meetings... we have meetings with the chairs of the departments. We provide support to the chairs in thinking about how they would implement the changes that need to happen, or you know what the challenges are to implementing these changes to support the standards.

Suggestions for support and implementation are often seen in changes to curriculum. According to administrators, updates are frequent, and it is a challenge to ensure all faculty members are aware of rapidly changing objectives. The administrator from Samson, Stephanie, described how she communicates course updates and policy changes that address the updates to standards:

There are many updates, so we almost have updates daily from state Ed, or from the University. I provide those in writing via email. I also have what we call *redacted* meetings where all the faculty get together, and we discuss some of the high priority items, or some of the things that are happening, pending issues concerns that we have moving forward. And so, we discuss them as a whole group as well. And then I have meetings, at least twice a month with Chairs on not just high priority items but things that might impact us immediately that might need immediate attention that we can't wait for faculty.

The systems in place offer guidance of priority but are sensitive to both the autonomous nature of faculty life, and the differences that exist in communication to various subsets of faculty. According to faculty interviews, there are differing experiences for full time and part time faculty regarding updates and changes. According to part time instructor, Jim from Benson:

I know that there are meetings. It's a little more challenging as a part time member of the faculty to tap into that stuff because of our other full-time jobs, we don't have access to the campus because we're at work, so we miss meetings you know so and when they have faculty meetings they

tend to have them at times when, you know, adjunct faculty cannot attend, especially if you're a full time teacher.

Jane, full time faculty at Samson agreed, acknowledging both the divide and the consequence of communication gaps:

I also feel like there's a huge divide between full time faculty and adjuncts. Our adjuncts don't attend our faculty meeting so what we discuss sort of almost doesn't matter. We can discuss everything we want to discuss and make decisions...I would say probably like 50% of the teaching force when it comes to our undergrads, they are probably as likely to have a class by an adjunct or a full-time faculty member.

Part time faculty may not always be versed in the standards, or part of the conversations within the department that inform updates to the courses and standards driving them. In an example regarding the standards, Jane said, "To be honest, if Samson has a set of standards for culturally relevant practice in the classroom, I am not even remotely familiar with that. If those existed that would be news to me."

Accreditation updates influence changes that impact courses and are important to embedding practices in the curriculum. Regarding updates, Donna, full time faculty at Samson University said:

We are continually under review for accreditation purposes, and of course when we get the reports based on those reviews, we then go back to the, I wouldn't say the drawing board, but we certainly review what we do and then make changes based on those requirements or suggestions from the accrediting agency, whichever one we're aligned with that year.

As related to CRP, a review of the AAQEP standards revealed two specific standards that support cultural competency:

1.c Culturally responsive practice, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on learning; and 2.b. Engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic community contexts. (AAQEP, 2020, para. 3)

These standards are translated into suggested practices by the program administrators and shared with departments, and it is ultimately the decision of the department and each faculty to develop the extent to which they are supported through course descriptions, syllabi, course work, and keystone assignments. These standards are used to inform course requirements, program updates, course syllabi and professional development within the departments and as well as each university's faculty development offerings. Both Benson College and Samson University administrators indicated that they meet with program heads and faculty after accreditation meetings to update the language and requirements for program completion. One example can be seen in Benson College requiring lesson plans as part of their keystone assignments in advanced teaching courses and the outline requirements are updated by departments to demonstrate competency in lesson planning using CRP including differentiation for diverse learning needs.

When reviewing syllabi from the teacher preparation programs from both universities, there were general course information included in the documents including course descriptions and university academic requirements that satisfy degree requirements. Introductory courses offered lectures in educational theories, background

development, and an understanding of meeting diverse learners' needs. There were also options available to pursue a needed minor to complete the degree requirements. The course offerings had different options based on student interest and offered a variety of elective courses with foci including bilingual studies and special education. Foundational courses offered background and foundational understandings of the history of education, including educational theory and theorists. Both universities offered a course in multicultural education. While there were training pathways for teachers to continue learning methods for teaching English language learners and certification in the teaching of English to speakers of other languages (TESOL), there were few undergraduate courses specifically integrating CRP as a matter of pedagogy. However, the course bulletins of both courses did require observations in teaching methods courses. The observations described offer students the opportunity to observe a mentor teachers' practices and techniques when working with diverse student populations.

Both teacher preparation programs provided a few methods for adapting lessons, but in general, did not offer support for teaching urban students with diversity in cultural differences. There was inclusion of techniques for supporting English language and bilingual learners as well as support for students with disabilities, specifically through differentiation strategies, although they were limited to ability and language. In the course outlines and in the syllabi reviewed, there was limited support in developing proficiency for CRP. There was little evidence in the programs to suggest that they support new teachers' understanding and efficacy of teaching culturally diverse students, particularly teachers unfamiliar with other cultures' languages, traditions, and priorities,

which are necessary components of CRP expected practices aligning with AAQEP standards in the course descriptions for the required courses.

Subtheme 2: Academic Freedom

Academic Freedom translates to the ability and freedom for faculty to pursue resources, support and organizations, to their level of personal interest and commitment, using supports that are within faculty and professional organizations, to the extent that one chooses to follow. Academic freedom is grounded in the ability to make autonomous decisions regarding materials used to teach the courses, the types of activities found in the courses, and in the selection of texts, based on the course requirements. There are intended and unintended consequences that accompany academic freedom, that lead to different experiences at the university level for administrators, faculty, and alumni.

There was evidence that the faculty from both universities demonstrate this freedom in the types of experiences they provide to their teaching candidates. At Samson University, Jane said:

You know there's a lot of academic freedom in my department and in all departments and that's sort of the ethos of working in higher ed. No one tells you what to do in theory, and sort of in practice, you're given a lot of leeway in terms of what you teach and how you teach it as long as you sort of sustain and meet the objectives that have already been set out for a particular course.

All three faculty from Samson University spoke of ways that they support their students' development of CRP based on their own personal identities as White females, and awareness of concepts such as the dominant White narrative, White washing, and the

importance of positionality in teaching and teacher education. Although they all taught different courses, they all reiterated the infusion of these themes differently into their course work, course readings, and syllabi. Linda said, “one of the things that I do is read about culturally relevant pedagogy, culturally sustaining pedagogy, and critical race theory...and take a more an anti-racist approach.” Donna uses her research experience to support CRP in her classroom practices: “I try whenever possible to integrate articles that I choose that relate to the course content, but from a perspective that I'm most familiar with regard to teaching internationally, and also collecting data.”

Faculty lean on their own experiences and desires to incorporate CRP, but also find support from colleagues. Linda spoke about how faculty in her department support at Samson, noting,

In my department, we support each other. So, I would call upon colleagues if I had any questions about texts... what do you think of this text? Is there one you would recommend that we talk all the time, I would say it's more informal than formal.

Participants stated that some faculty pursue departmental and external resources when there is a perceived lack of support around CRP. There is not a guarantee that students will engage with these practices. Even with supports and accreditation imperatives, Jane from Samson suggested,

It's possible to teach a class entirely and never talk about race and never talk about anything ‘touchy’ just teach that class and only talk about the core objectives... but I think that does a disservice to my students and so I

basically take each unit and I infuse some core concept, that is to me a culturally relevant teaching practice into it.

With academic freedom, also comes personal experiences, which translate into different values. The faculty interviewed at Benson College were more culturally and linguistically diverse and as a result, spoke differently about the inclusion of CRP in their courses. Full time Benson faculty Gail stated,

There's a huge emphasis on how we prepare teachers to work with culturally and linguistically diverse children and families, so that's a big thing in my work... culturally responsive teaching or pedagogy in just the terminology perspective, I feel, is less mentioned as (culturally and linguistically diverse) is.

Beyond terminology, participants come to learn and teach with nuanced understandings of cultural relevance based on their own personal identities.

Danielle from Benson College described her understanding of CRP, sharing “Coming from a different culture, I don’t know why (teaching CRP) is such a big deal. In my country, everyone respects everyone, they mean no harm.” Despite her goal to create an environment built of cultural respect, Danielle shared how her views on gender identity and respect of a student’s decision of self-identification, shaped in part by her cultural background led to a student confrontation on gender identity as a cultural norm. She goes on to say, “This student was very upset that I kept calling him a her, but it was not to be hurtful, I’m just not used to it.” Despite feeling respectful, the action described resulted in student harm. Academic freedom and personal experience inform the types of experiences alumni have in their programs, and an understanding of the level of commitment for incorporating instructional content that supports CRP.

Alumni from Samson and Benson both had different experiences, depending on the instructors of the course, resulting from academic freedom. It was evident with the focus group from Benson alumni that students taking the same course with a different instructor had a different experience, even within the same department. Nicole and Jordan both spoke of their syllabi and assignments as being very similar for a course they both took in their junior year, while the assignment requirements looked very different. Nicole had an entire unit plan to write, including four fully developed lessons whereas Jordan had to write only one lesson, and it was a group project and not an individual assignment.

Although the alumni from Samson University shared a similar commitment and language supporting CRP, their individual experiences differed, which could be attributed to whether they were with full time or part time faculty, as well as when the program was completed. Marissa, who completed the program from Samson University in 2017 said

I feel that my teacher education barely scratched the surface in providing resources and experiences to effectively educate diverse learners. There was a great deal of time spent on special education learners. I do hope that colleges are creating more programs to prepare teachers to teach their diverse learners in meaningful ways.

Her statement contrasts greatly with the experiences of more recent alumni of Samson. From the focus group interview, the three participants agreed when Brandon said, “Major themes or conversations throughout your time at Samson University that caused you to reflect on how you identify yourself and how you identify others...which you need to teach others.” Because of academic freedom, faculty and students experienced different

levels of interpretation, and it became evident that there is a level of professional expectation that is left to the discretion of the faculty, as supported by their administrators.

Subtheme 3: Professional Expectations

In this study, professional expectations refer to the expectations of updating course material and requirements as per updates to standards and accreditation. It also refers to the expectation of professionals to seek resources as needed and support in CRP. According to both administrators, suggestions are made, and there is an expectation that faculty are following suggestions. Faculty, however, are not necessarily required to update syllabi, course documents, and assignments to reflect these expectations, and the oversight is at the discretion of the department heads. It is up to the individual to make these changes or seek help in understanding the updates and demands communicated through emails and newsletters. Regarding supporting CRP, administrator Stephanie from Samson said, “I have meetings, at least twice a month with the chairs... and they can bring that (information and updates) to the faculty as well as discuss it in their department meetings.”

When asked about updating course syllabi and assignments, there was a consensus between faculty at Samson and Benson, that they are not necessarily required to update their documents and doing so is a choice. A review of the data from the full-time faculty from Samson, Linda stated, “I feel as though we're in a constant state of refining our programs ... we meet often to update our curriculum map to keep up with the changes that are occurring.” Linda also stated, “I'm always revising my syllabus because I'd never teach the same class twice, ever... certain pieces that remain because they work

well but I always tweak the assignments I update my readings.” Jane stated that with the great flexibility and professional decision making associated with academic freedom, there are also barriers to action “in service of academic freedom which is the ultimate arbiter of all conversations and disagreements, but in service of that freedom things move at like a glacial pace” to making these updates based on the feedback from the administrators. She also spoke about the expectations based on revisions to the program and added, “but no one's checking on that are asking me to do it explicitly.” It is clearly an expectation that faculty will update course content based on updates to the program, but in Jane’s case, it is evident that the administrators rely on faculty to implement those changes without too much oversight. Donna stated

I don't believe that there is a directive that we must (revise syllabi), I think those of us who want to do it we do it, and those of us who don't want to do it I believe they don't, that's just my opinion.

Jackie, the administrator from Benson College had a more reflective look at professional expectations regarding support of CRP:

I cannot necessarily (tell faculty) how they should do things because in my position as an administrator, things are not necessarily seen in terms of equity. I have to wait for faculty to come and ask for assistance, and also to offer the assistance if needed but it has to be the prerogative of the faculty. So ultimately the chairs are the ones that actually hold the most and the major responsibility of what is the culture of the department. With regards to that, their leadership is key. We have some departments with chairs that either, because of the blind spot of their privilege do not

necessarily see some of these things as necessary or think that they are covering them in ways that are okay, even though students tell us otherwise.

Faculty from Benson College depended greatly on their program heads to provide updates, but the level to which they received directive depended on which program department they teach in, who the program heads were, and the level to which those program heads prioritized CRP updates to course requirements and materials. The professional expectations varied, although they all agreed that the expectations were clear. Jim said

I don't think (I've been asked to change or update) because I am part time faculty in my department. I've never had a situation where I've submitted a syllabus and there's been an issue, even after I've modified things in the syllabus to more suit my skill set like if I took on a class that was previously taught by someone. They give me a wide berth when it comes to that.

Because of the autonomy of implementation of standards, academic freedom and the professional expectations found in the two programs, there were also different levels and types of experiences at each of the universities, which led to different understandings of CRP by faculty, administrators, and alumni.

Theme 2: Engagement

According to this research, engagement is defined as investment in and commitment to learning, belonging and identification at school, and participation in the institution environment and initiation of activities to achieve an outcome (Christenson et al., 2008).

This is the second theme I found that emerged from the codes around perception, such as “self-motivation.” activities, including codes such as “experiential practices,” and “placement choice.” Codes such as “explicit CRP,” and “implicit CRP” describe how stakeholders experience engagement.

According to data collected from all participants from both universities, there were different experiences in course assignments, field work, and lectures. This led to differences in engagement with CRP between both university programs, but also within each university. Faculty developed different levels of engagement based on their own engagement with CRP through self-reflection and professional learning experiences.

At Samson University, administrator Stephanie said:

We also need to create an environment that is ...critical and is also inclusive. And so, we need to be a space as an institution where we can have courageous conversations... where we can speak critically, we can identify who we are and our where our perspective is coming from without diminishing or ignoring someone else's (perspective) and so we can have multiple perspectives that exist in one space. And so, I think that modeling that as a leader and as an administrator is also important because we need to be comfortable doing that in the classroom, and so that will also translate to the curriculum.

This was echoed by faculty as they held similar values and beliefs around CRP and the need to disrupt the narrative and develop skills and strategies in their students, who are teaching candidates. As a result, the three faculty participants sought opportunities to engage with resources to develop their own understanding of

positionality and the role it has on teaching in the classroom for both higher education and the p-12 classroom, along with needed strategies and skills to engage with to develop not just the theory of CRP, but also the practices. Linda reflected on CRP practices that she engages her students with to help them learn how to engage their students in being culturally responsive through student-centered classrooms “to kind of embrace the student-driven piece and when they do, it's very exciting to watch that kind of transformation.”

Samson alumni participants relayed that their understanding of culture and culture in the classroom was developed by their experiences in their field placements more than found in the lecture, particularly the students who engaged in the full year of student teaching. The data revealed that the participants were engaged through the experience of working with students and grew in their ability and knowledge to teach diverse students in field placements with diverse student populations and instructional experiences for faculty working directly with teaching candidates. Because of the extended student teaching experience, Julie said,

We had time, so we had something called the Social Justice Book Club, which required us to read a series of different books and novels centering around critical race theory, the political climate and pressing issues that are very relevant to what we see in the school system.

Samson alumni not enrolled in the full year of student teaching were not engaged in the book club and opportunities to develop CRP expertise and practices that were found in the full-year investment.

Benson administrator Jackie spoke about ways she engages faculty, both part and full-time with CRP

so, we try within the best of our resources to offer information and trainings and opportunities from trainings elsewhere. And then with spaces to have the discussions, and then with guidance as much as the chairs, or the program coordinators, ask us to do, we bring in and seek out people who have expertise in these areas, and bring them to our meetings, even from our faculty.

As said previously, the faculty and alumni participants from Benson College were more diverse than Samson, and they offered different viewpoints around engagement by referencing their personal engagement with culture, even including struggles they personally experienced.

Benson part-time faculty, Danielle shared that as an immigrant, she has compassion around engagement for the many international and immigrant working students that she has and engages them differently based on personal needs by being sensitive to students... they do have unnecessary stress in their life, nobody wants that. And I tell them I know that you come to my class and there's a lot of classes, they can be in the school and working and part time if they come in the night. So, I told them I understand that... and my class is not the only thing in the whole world for you. It's just a little teeny-weeny thing in your life, so we talk about what they can do to meet the hours.

As a result of the personal experiences, Jim, part-time faculty of Benson, who is also a practitioner as a STEAM elementary school teacher, ensures engagement based on his prioritization of reaching his learners

I try to be very explicit about certain skills (around CRP) and making sure that as many subgroups have agency and input as possible which is not always easy to plan for because you never know what group might be excluded in your course, but I try very hard, to make it all so very explicit in the teaching, so they are all engaged with the work.

Engagement matters in the context of student understanding. Alumna from Benson, Nicole expressed that she had a lack of engagement in her sequence of courses and even said, “I feel like I've been given mixed information about (CRP) and not a lot of work to understand it.” The focus group, offered conflicting data, demonstrated in disagreement in how alumni were engaged. Alumni who were from marginalized groups found that they were engaged through course activities such as “draw a classmate” and another course where they had to sculpt themselves. The personal experience of the historically marginalized alumni led them to practice observation and “value the differences between themselves and their classmates” that completed the same activities who were not from marginalized groups.

Engagement with CRP and the development of an understanding largely depended on the types of experiences alumni had in the programs. Each of the two programs offered different types of engagement between their respective programs and within their alumni experiences. The outcome of the engagement

around CRP at Samson University focused heavily on providing opportunities for engagement using strategies to develop cultural awareness and building cultural capital, even when some of the opportunities were limited to certain students. The outcome of the engagement at Benson College relied on the diversity of faculty and alumni and the perspectives that they brought to the development of cultural capital as coming from marginalized groups and how that informs practices.

Ultimately, the development of an understanding of CRP and its components came down to the types of experiences the alumni had in their programs, and the types of curricula and coursework they were offered in each respective program.

Subtheme 1: Types of Experiences

The types of experiences here refer to the course experiences, through both lecture and lab courses that were taken as part of the sequence of courses that satisfy the degree requirements from both universities. Through state requirements as well as program requirements, each of the respective universities had criteria for the lecture and practicum regarding course sequence, required observations hours and required fieldwork hours in accordance with teacher certification. While the integration of CRP at all levels is a benefit, there are added benefits to intentional placements in fieldwork, as was evidenced in the literature review.

The experiences offered at Samson University for both lab and lecture courses, according to the data collected in this research, support the idea that CRP theory, practice and observations are supported through a variety of experiences. Their administrator, Stephanie recognized that although there is some diversity in the enrollment in the

programs, students and alumni may not be accustomed to the diversity found in urban areas. Many of them come with not only misconceptions about marginalized groups, but also “fear from stereotypes they’ve been fed most of their lives.” She also said that most of the alumni who finish the program find work within a semester of completing the program and “stay in education for at least three years and so we’re really proud of that.” The faculty participants from Samson supported the importance of providing experiences in supporting CRP skills and strategies and shared some of the work they do.

Full-time faculty Linda offers her students opportunities to engage in CRP practices in her lecture courses by finding “pieces where the research...includes examples of mistakes that the students make in trying to be culturally responsive... and the author explains why the approaches are problematic.” She uses this strategy in the lecture courses to “unpack” what she finds to be superficial cultural practices that deepens her skills and understanding. Jane stated that she finds schools to partner teaching candidates with that have diversity in the students “in schools that are not monolithic in terms of, the identity of the K-12 students who go to the school.” She also stated that she incorporates CRP strategies in the lecture courses, “even if it’s not the stated objective.”

At Samson University, alumni experience with field work and coursework varied; however, their engagement with CRP was evident through the individual and focus group interviews for more recent alumni. Marissa and Becca, who were 2017 alumni, shared that they had limited inclusion in the use of CRP terminology in their programs, but also agreed that in their graduate studies at Samson University, there had been explicit

instruction around CRP strategies and inclusion of opportunities to engage with readings and course material centered on diverse learners.

According to Samson alumni Brandon, his experience with field work was quite unique as he had two full semesters of student teaching, compared with Becca, Marissa, and Carl, who only had one semester. Brandon said

I was part of *redacted* program that was a whole year of student teaching, which combined with like different seminars... and the theme for the whole year was multicultural education or culturally responsive pedagogy... and we read like different social justice books, and we were able to choose them ourselves, which I think was really helpful and kind of also was a good example of how you can even like just put in cultures one's a pedagogy it's all about choice.

He also said that it was because of this program that he had these experiences: “I wish we had more exposure, like I'm just thinking about if I didn't do the *redacted* program, I probably would have gotten a lot less exposure.” Three of the participants from Samson were enrolled in this same program that gave them a full year of student teaching, as opposed to all the alumni from Benson College and the other alumni participants of Samson University. Jennifer, who also had one year of student teaching, reflected on the experience that she had during her last semester of the program when she completed her student teaching and recognized that with all the support of CRP she had during her time studying at Samson, she was not prepared for what happened because of Covid-19, “which highlighted the inequities that they were learning how to dismantle.”

The focus group interview participants with the alumni from Samson included all recent graduates, and their experiences with culturally responsive pedagogy support were similar, which was quite different from what was shared from the earlier graduates of the program. Marissa, Carl, and Vicki shared similar ideas about the lack of CRP, outside of the scope of their programs and the development of those skills to support their students gained from their current teaching positions and from graduate focus.

Benson College administrator Jackie admitted that Benson can do a better job providing experiences in terms of lecture and field placements to support CRP and that the university uses surveys and alumni feedback to regularly assess their requirements and support the faculty in the implementation of appropriate practices. The oversight of implementation and support of CRP experiences for students, according to Jackie, depends on the commitment and follow through from program heads.

According to Benson College full time faculty Gail, students in the program have experiences with culture “because our student body is so diverse, and I typically get at least two thirds of the class speaking another language and coming from another home culture.” She has her students conduct a language survey at the beginning of every semester, and she keeps “looping back to it because I take notice of who actually speak another language.” She views this as an asset to the teaching candidates because they “have a better understanding of the children they will teach” by working with their classmates.

According to alumni participants from Benson College, lecture courses provided different experiences within the same program, depending on the instructor of the course. Most of the alumni participants had the option to select their own sites for their

observation requirements. Nicole expressed disappointment because she conducted all her observation work in the school that she attended as a student, and the students were not diverse, nor were they different from her. Because of her on the job training and graduate school focus, she realized that this experience had no benefit for her with working with diverse student populations. The lack of supervised opportunities and intentional placement were viewed as “missed opportunities to learn how to do my job.”

During the focus group interview, alumni Stella and Jordan discovered that they took the same course in the same semester with different instructors and had different experiences. According to Jennifer, “the professor didn’t care as long as we did the work. We could get our (observation field work) hours any way we chose, and whatever was convenient.” This contrasted with Jordan’s experience because he was placed in a pre-selected school, “which was not convenient to travel to,” but had more “supervised opportunities under the direction of the instructor.” They agreed that although it is less convenient to be put in a school that is not too close to home. Jordan said there were benefits for the “professor picked them on purpose.”

There are differences with the experiences of the alumni and the faculty at both universities. The experiences of the alumni from Samford University varied greatly by the time of their enrollment and the length of their student teaching, but the alumni were all exposed to CRP through course activities, readings, and observations. The experiences of Benson College alumni differed more from which department they were in and which instructors they had. The one thing that was repeated that demonstrated an understanding of cultural competence was self-reflection. All faculty participants recognized the importance of self-reflection in developing activities; the alumni recognized the

importance of self-reflection in their coursework, and even used it as a measure of their comfort and ability to work with diverse populations.

Subtheme 2: Self Reflection

Self-reflection in CRP is a reflection and an inventory of your personal identity based on one's experiences, positionality, and recognition of this identity and the conditions this has on the relations to others. Although this was found in the literature review, it was an evident theme that emerged from the data. Self-reflection includes the ability to identify factors such as one's gender, religion, race, color, and sexual orientation. Self-reflection can determine the level to which one engages with culture and CRP resources to support cultural competency. Participants who reflected on their cultural identity also spoke of positionality and power in education and the types of experiences they had in each respective program.

In both university programs, administrators and program heads offered training for faculty around CRP, and the level of participation had varying factors, including whether faculty were full time or part time, by their personal level of commitment and by their access to resources by the institution. Each university had faculty that demonstrated self-reflection, but the outcomes were different based on how they identified.

Full time Samson University faculty, Jane shared that in her department, there is a core group who are committed to social justice and that they work on revising their course materials and pursuing resources to support CRP, and that those faculty are very aware of their positionality and power in their voices. Of the three faculty that were interviewed from Samson, they all demonstrated a commitment to resources and support of CRP, particularly because of how they identified. Full time faculty Linda stated

I think about my positionality all the time as a white woman, and I'm very short. I'm middle aged. Like, what does that mean, like how, how does that position me in the world but also has positioned me with people I'm around at Samson University.

Self-reflection was practiced by most of the Samson University alumni; five out of the eight participants had experiences with self-reflection as part of their course work. Joseph, Brandon, Julie, Jennifer, and Carl indicated that a cultural inventory was part of their coursework. They all indicated that this was an expectation of understanding positionality and power for the diverse students that they were preparing to work with. Julie said, “knowing who you are is important for understanding how we understand the world,” while Brandon said, “being a white male has given me a different view of the world from my students, and their story is important to hear.”

According to Samson University alumni and faculty participants, self-identity and reflection led to a greater engagement with resources and self-motivation to engage in developing practices and an added level of commitment to seeking out opportunities, which agrees with the literature. Faculty that reflect on positionality and power were the ones that viewed the syllabi and resources as “whitewashed” and tended to seek out resources that were more representative of the students that the pre-service teachers will serve, as well as the students enrolled in their courses.

Benson College faculty had different self-reflections from Samson University because all the faculty participants belonged to historically marginalized groups. Faculty Danielle used self-reflection and identity in her courses as a resource to teach about the injustices of her religion and the inequities of women, which helps students

develop perspectives for inclusion of cultural sensitivity of their students and their families. She also connects people to what other cultures have in common. She demonstrated this by singing a familiar nursery rhyme from her culture, the same tune as one found in the US. She also demonstrated an understanding of knowing other cultures in the classroom by sharing facts about the students' cultures she teaches. Finally, she reinforced the need to “transplant your roots, don’t rip them off to plant in a different place” when discussing the importance of alumni keeping their identity and not assimilating to US “expectations and norms.”

As an English learner, Benson College faculty Gail viewed language acquisition as an area that needs to be examined. Her experiences of language “development and cultural context, and development in multilingual contexts” are the basis for many of her class discussions and discussing what she calls “cultural misunderstandings.” Jim shared his experience as a BIPOC male and the ways in which he has been asked to support teaching candidates at Benson:

The School of Ed at large, through its faculty, and through the deans that they've had the last couple of years have been very, very clear about making sure and very clear that there's a lot of representation and I know for me, my chair and the dean tried to get me involved in “black men teach” and unfortunately our schedules haven't always aligned where I've been able to be as involved as I'd like to be. So, that by itself is also important the fact that I know I'm a bit of a unicorn as a black male teacher in a K-5 position so, you know, to some degree, I bring a different lens.

Benson alumni who had the opportunity for self-reflection in class also felt greater confidence in how to teach marginalized populations. Those participants indicated that knowing who they have helped supports their students in the classroom, and it helps them to find ways to connect with them.

Alumni who reflected on their identity and positions of power were also engaged with resources, such as book clubs, teacher groups, and professional learning opportunities. Samson University alumni Brandon said, “I think we're definitely very blessed with being very open minded to other people's backgrounds and cultures” when reflecting on his positionality as a white male in the female dominated public education system. He stated,

The next couple of years White Anglo Saxons are not going to be the majority anymore in terms of population. And that's going to really shake a lot of people up and that's going to make a lot of people uncomfortable.

Therefore, the curriculum and course work in preparing teacher candidates should share certain goals and components, which is why curriculum and course work within and between programs need to have common language, objectives, and engagement opportunities.

Subtheme 3: Curriculum and course work

Curriculum and course work refer to the content of what is being taught in the program and the requirements for program completion. This is connected to engagement because it demonstrates the ways in which the alumni are engaged in their courses through the outlined curriculum for each department within the school of education. According to alumni participants, there were varying curriculum and coursework

expectations between departments and programs within each university, as well as between the two bounded cases.

The curriculum and content of the courses may change from year to year and even between semesters. Samson University administrator Stephanie said:

Our mission is to prepare teacher candidates to work successfully with diverse learners, so in terms of our current curriculum and our mission, we have to continue to revisit that, because our population consistently changes. One of the things our mission is, is solid, our mission is still consistent. The curriculum has to be flexible. In order to meet the needs (of diversity in public schools) ... we have to expose our students very early on in their curriculum to diverse communities and populations and we have groups that are working to evaluate, not just equity and inclusion in the workplace, but also in the Curriculum as well.

The Samson faculty interviewed indicated that the ‘one off’ course that was required around multiculturalism was not enough to support a curriculum that develops social justice and full-time faculty Jane stated, “And what I tend to draw from is this set of social justice standards that are put forth by teaching tolerance” and that “the curriculum map need places to support pedagogies that support CRP.”

At Samson University, the participants who were enrolled in the one-year student teaching program, that was only offered to select students provided a full year of student teaching experience, along with book clubs and culturally responsive pedagogic resources and activities. This was not the curriculum and coursework experienced by all

the alumni. Even within the same program, there was a difference in the curriculum that the alumni experienced. The alumni participants who were invited to participate in this program recognized the added benefit and need for teaching candidates to have the same type of course work.

Jackie, the administrator from Benson College relied on the faculty to develop the curriculum and course work based on the standards and said, “anything that has to do with the curriculum is heavily guarded by faculty” and reiterates the importance of good leadership from program heads and good communication, although this again points to the different experiences that the alumni have when enrolled in teacher preparation programs at Benson College. Jackie uses student surveys and feedback to gauge the level of CRP inclusion in the curriculum and reaches out to program heads.

Alumni from Benson College shared that there were differences in the course content, but the curriculum was clear and followed the course outline from the bulletins, in contrast to what the alumni from Samson University shared. Benson College alumni shared similar course expectations and sequence, and Victoria recalled taking courses that were focused on content and pedagogic strategies: “I remember one time I took a science course, or two science courses, where they were teaching us how to help students become more engaged in that content.” Her reflection, like most of the Benson College alumni, was focused on the course content and demands of understanding how to teach the content that was focused on, without much reflection about the inclusion of CRP in the curriculum. They all referred to lesson planning and inclusion of English language learners and students with disabilities in all the content courses taken in the course sequence for program completion.

As noted throughout the findings, there were differences in course content, faculty makeup, and alumni experiences. One commonality was that both institutions require a multicultural course for program completion. At Samson University, the greater differences were found between alumni enrolled in the full year program and alumni who were not. Benson College alumni experienced differences in course content and curriculum depending on which program they were enrolled in, and the level of commitment of their program heads, according to their administrator, as they had autonomy in developing their curricula. There is an apparent disconnect within and between the universities' support of CRP in the curriculum and integration in coursework according to the alumni experience and perceptions.

Theme 3: Disconnect

Disconnect refers to the separation of skill set and understanding including application, practice, and language support in education. This research revealed a disconnect between experiences for alumni between Benson College and Samson University. Samson University faculty, administrator and more recent alumni were all using the same language regarding CRP, although there were some differences in how the alumni experienced resources supporting CRP and the length of time they engaged with student teaching. Samson University alumni described a large disconnect to the language and support for social justice, most often depending on the year of program completion. Alumni who completed the program in 2017 expressed a lack of knowledge and skill upon completion of the program and indicated that these skills were developed because of their current teaching position and professional development opportunities surrounding CRP in their school districts. They indicated that they did not feel prepared to work with

marginalized groups upon graduation. In one example, alumna Vicki expressed a lack of skills, particularly in preparing lessons that support diverse learners

I feel like I was well prepared, but I do feel like I could have been more prepared. And I feel like I could have had more exposure to maybe writing lessons for diverse students, and diverse in every sense of the word, family, culture, language abilities.

In contrast, faculty from Samson University describe a clear commitment to developing social justice through their programs, an essential tenant of CRP. Although many of the faculty did not mention lesson planning, it was mentioned by the administrator.

When asked who benefits from CRP, all the Samson University alumni indicated the benefit to students through academic engagement through tailored learning that supports students and their interests. They also indicated the benefit to themselves regarding behavior management through student engagement. Overwhelmingly they agreed that the benefits of CRP were for all stakeholders, including students, teachers, and the families they serve. Samson University alumni also used cultural identity markers such as gender, race, color, religion, language, ability, personal interests, family dynamics, sexual orientation, and socio-economic status. It is important to note that most of the alumni interviews mentioned cultural inventory as part of the program of study and self-reflective experiences, which are many of the identity markers.

Benson College faculty and alumni foci were not as inclusive of these identity markers and mostly referenced CRP language focused on supporting students with disabilities (SWD) and English language learners (ELL), which was also evident in the syllabi. The accreditation standards and mission statement analyzed demonstrated a

commitment to CRP, and social justice, including many more cultural identity markers. Faculty described ways they support their students in developing skills and strategies for working with SWD and ELLs in differentiation in lesson planning, activities for developing content with language supports, and looking at students' cultures, limited to race, nationality, language, and appearance. Some of the activities completed by alumni in drawing a friend and making a self-sculpture offered examples of activities. When Benson College alumni were asked who benefits from CRP, most participants agreed that all students benefit, and teachers can also benefit. However, the language in support of identity markers was less inclusive as the Samson University alumni, and more reflective of their own cultural identities. For example, Kevin spoke more about respecting students' food and culture, as he connected that to his experiences as an immigrant coming to the US and how it made him feel excluded in school. Tara spoke more about gender inclusion, reflecting the lack of gender inclusion in her own culture. Of the eight alumni participants, six were immigrants. All six connected their cultural competency to their own experiences with their own cultures and less on what was learned at Benson. Two of the faculty also connected their native cultural understanding to their own experiences, and it was evident in the interviews that they used their own funds of knowledge to support CRP, which reflects their autonomy in developing their experiences in the courses they teach. As a result, the cultural identity markers for these participants mostly focused on gender, religion, ability, language, and ethnicity. They spoke more reflective of their own experiences.

One thing that became apparent during the interviews is the impact that Covid-19 had on the practices of CRP and the disconnect between the curriculum and practice.

Both administrators of the programs stated that their respective universities found themselves struggling to maintain initiatives and programs supporting CRP as there were apparent deficits in the systems supporting CRP for teacher candidates themselves, as well as supporting them in their ability to support their students during student teaching. Benson administrator Jackie, when talking about measures in place to support faculty in CRP and the development of rubrics to assess CRP support said, “hopefully the conversation will resume once the pandemic slows down a little bit more, because we're not getting back to normal, but it was the pandemic.” Stephanie shared a similar notion saying that “the pandemic reminds us, no matter how strong our work is, trauma, access and equity are challenges.” The lack of readiness led to a disconnect between practice with alumni and the alumni's ability to practice with their students in student teaching.

Subtheme 1: Content

Content refers to what is being taught and supported around CRP in the programs and student teaching. It consists of the implicit and explicit teaching of CRP through the sequence of courses and practicum opportunities. It is connected to the disconnect because of the disconnect between the practices in the courses between the faculty and alumni, and the alumni and the classroom that the alumni serve. Despite there being a requirement for an early multicultural course in the course requirements for both programs, alumni participants noted that the educational theories and theorists were not inclusive of current theories and practices that support CRP and that the experiences that they have “on the job” have introduced them to more current theories and practices that were not the foci in their programs.

Between the two universities, there was a difference in the commitment to social justice, although it was written in the mission statement of both universities. Linda, a full-time faculty member from Samson University said,

Who's the research being done on, how is it being done, and again I now have my researcher lens on, but it's a similar concept of whose voice, how and in what ways are our students. Essentially, in what ways our students' voices, the drivers of curricula?

The alumni of Samson spoke more directly to learning how to teach diverse cultures through their use of language that addressed different cultural identity markers and recognized the inclusion of advocacy and a commitment to honoring their student voices.

Jane, Samson faculty said

In practice I think it comes down to just a few core things for me in the classroom one is embracing discomfort, I think it's really hard to talk about any of this stuff in a meaningful way and keep it completely comfortable so, um, so I just, I try to recognize that and not run from it, which is why I think the desire is to run from the discomfort when it comes up, especially you know when things when classroom conversations can get tricky, or uncomfortable.

Jane stated, "Accountability looks really different in higher ed than it ever looked to me in p-12" when speaking about how data is collected at the different levels and how that data informs policy and decisions, as well as teacher effectiveness." In p-12 Jane referred to changes in the curriculum,

I would then communicate that information and follow up with questions on how it was going and observations to see it implemented and examinations of assessments all kinds of assessments to see that evidence and then make modifications from there as needed.

She contends that in higher education, changes that are needed are “held up” by faculty and administrators. There is evidence of more practitioner-based support at Benson College while the researcher-centered lens that was described by the faculty of Samson University.

One question asked to alumni participants was about how their cooperating teacher missed an opportunity to include CRP and Jennifer, Samson University alumna shared her experience about student teaching:

...they have like different themes for the different months like February’s usually black history Month. March is women's history Month, and we tried to follow those themes. I felt like it like it was good that we acknowledged like hey, like, you know, there's tons of like black and brown writers and other people have cultural writers during the month of February and then there's like a ton of female writers during the month of March, but sometimes felt like we kind of like kept it to close into that. like the idea of only two months, so they can only connect like those ideas and those people and focus on those people during that month. You know, you should be using those writers every single day or not, maybe not every day, but you should do it more than just in the month of February or in the month of March.

This experience was shared by most of the participants from Samson, where they indicated areas for cultural support as missed opportunities in the classrooms that they were observing or even in their current practices. The notion of culture is limited to celebrations and to the cultural month experience was argued against. This was not the same type of conversation found with the participants from Benson.

Benson faculty and alumni shared a more basic commitment to honoring students through cultural celebrations, inclusion of cultural libraries, and inclusion of students' language and culture in the classroom. Gail, the only full-time faculty from Benson College said

we have a lot of valuable adjunct faculty professors who work in (P-12) schools and do this work who can bring the new sort of policy updates to us in terms of standards and good guidelines and even the new language that we need to inform the students of. So, I think that's the sort of the part that we are all informed.

The inclusion of content standards, policy updates, and "new language" needed to inform students of CRP is dependent upon the P-12 practitioners, according to Gail. This puts part-time faculty and full-time faculty from other departments with inconsistent content support in their programs. Teaching candidates are not experiencing the same content in their programs if the content and updates are not universally applied at Benson College, which was evident in the interview with their administrator participant.

Benson College alumna Becca shared, "There was some work on the theories of education and culturally responsiveness, but I was not ready to teach students that were so different from me. I knew I had to, but I didn't know how." This experience was

echoed by the alumni participants who completed the program before 2018 from both Benson College and Samson University, although less so from the Samson University full year student teacher alumni.

Subtheme 2: Inclusive culture

Inclusive culture refers to the understanding of the role that the diverse student enrollment and diverse faculty play in the support of diversity and practices of CRP in the programs. This subtheme connects to the theme of disconnect because of the disconnect between the need for explicit instruction around inclusion in the curriculum and the inclusion of a diverse population that includes one's lived experience but is also inclusive of the experiences of other cultures. This was a common part of the conversation with both the faculty and the alumni from Benson College, but not found in any of the interviews from Samson University.

At Benson College, it was evident that there was an inclusive diversity in student enrollment and in faculty, but there was less evidence of formal inclusive school culture in support of CRP in course curriculum. The faculty had classroom practices that were inclusive of student cultures but lacked the support in the course content and materials that supported teaching CRP and developing cultural competency in the classroom that included cultural identity markers. The syllabi included course descriptions and academic statements, which included statements such as "Understand the various academic needs of students at varying levels, this includes students with disabilities and English language learners." The syllabi foci were about cultural awareness, but lacked the tools to develop cultural competence, such as readings, course assignments, and course activities.

When asked about how he is supported with CRP at Benson, Jim said:

We have faculty that are really into it, that goes across the spectrum of race and gender, and even socio-economic background. So, you know, I felt very supported in that. However, this might sound strange, but I don't even think I needed the support because it's already, it's already kind of Institutionalized thing. Like it's, part of the fabric of the school of Ed, there are just too many people walking around with too many different backgrounds, for it to kind of be anything else but, you know, integral to what we do. The college has been very clear about, you know, making sure this representation, in some ways, the college being, literally, physically, where it is, is a big component of it, you know, being in a major metropolitan area, just through that alone has a lot of representation in the student body.

This demonstration of cultural competency through diversity in faculty and students enrolled in the program is a much different picture of what is seen at Samson University, which has a mostly White faculty and student body. This racial makeup was evident in the sample of participants that were part of this study. The participants from Samson University all spoke about their commitment to disrupting the narrative and a commitment to social justice, which came from a place of power and positionality and developed through self-reflection and cultural inventory. The participants from Benson College spoke more about the diversity in their program and how that developed their ability to teach diverse student populations, although students that were not from

historically marginalized groups shared a differing perspective. The inclusive culture at Benson College was viewed as an asset in their participants.

Conclusions

This study set out to answer the research questions:

1. How do teacher preparation programs actively implement and support Culturally Responsive Pedagogy?
 - a. What artifacts exist that provide evidence of the inclusion of CRP in teacher education curriculum?
 - b. What perceptions do recent alumni have about culturally responsive pedagogy in their undergraduate teacher preparation programs?
 - c. How do college faculty and administrator describe their goals in embedding culturally responsive pedagogy in the curriculum to prepare and support emerging teacher candidates?

The artifacts that exist that provide evidence of CRP in the teacher education programs included the AAQEP standards for accreditation, the course outlines found in the bulletins of each program, the mission statements of both universities sharing their commitment to social justice, and the syllabi that support CRP through embedded activities relating to authors and supporting field work requirements. These artifacts were found in both programs, even though they may look different in their interpretations. The language was evident in supporting and reaching all learners, and the participants from both programs included in the interview had a level of awareness and familiarity with CRP. Two syllabi included from Samson University explicitly stated the commitment towards social justice and one had a statement that included reaching

students with disabilities and English language learners. The three Benson College syllabi had statements for inclusion of skills and strategies focused specifically on supporting students with disabilities and English language learners listed in the objectives for the course.

To address the perceptions of alumni about CRP in their programs, alumni had different experiences due to when they completed the program, which program they completed and which professors they had. The differences were due in part to academic freedom, inclusion and interpretation of standards and the lack of clear curriculum surrounding incorporating CRP. Overall, there was an understanding of the need for CRP and the ways in which to support students in the classroom. Alumni shared varying experiences to support CRP including course readings, book clubs, cultural inventory, and field work opportunities to observe CRP in practice, but those were not consistent between and within the two programs. All alumni shared, to some degree, their struggles with teaching or student teaching during the pandemic and the lack of preparation for CRP in the wake of unforeseen circumstances surrounding equity and access, although they all recognized the need for it.

To answer the question about how college faculty and administrator describe their goals in embedding culturally responsive pedagogy in the curriculum to prepare and support emerging teacher candidates, there was some variation in the interpretation of the standards and implementation of standards. These differences were a result of autonomy and academic freedom, and it looked different, depending on the leadership in each program, based on the interpretation of the standards and the amount of oversight. The Benson College administrator embed her goals in the development of rubrics to align

course artifacts that are inclusive of support of CRP. She regularly meets program heads to discuss the curriculum and goals and suggests revisions according to the standards outlined in AAQEP, accreditation meetings and reflects on how the school of education is doing based on faculty, student, and alumni surveys.

CHAPTER 5: DISCUSSION

Introduction

The purpose of this descriptive multi case qualitative case study is to explore the use of CRP in teacher education programs as evidenced first by faculty, administrator, and alumni perceptions, and secondly, by an examination of course artifacts, including mission statements and syllabi. To gain a deeper understanding of culturally responsive pedagogic phenomenon within a real-life context (Yin, 2003), the researcher has employed a multiple descriptive case study in this qualitative research where the unit of analysis is the measurement of participants' perceptions, the alignment to the artifacts, and the level of cultural competency.

Chapter one began with an introduction to culturally responsive pedagogy. The researcher described the current state of CRP in the education system, the risks of teachers not using CRP, and the need for CRP in teacher training programs to support historically marginalized populations. Using the theoretical framework of the Critical Race Theory, the researcher aimed to present the perceptions of two teacher training programs accredited by the same accrediting body through the lens of the recent alumni, faculty, and administrators to reveal how CRP is operationalized and perceived.

Chapter two reviewed the literature associated with teacher preparation programs around culturally responsive pedagogy practices. Research supporting necessary practices and skills was evidenced in the literature and four apparent themes emerged from the frameworks: the need for a cultural inventory and self-reflection in the programs, the need for practical experience to use CRP experiences practically and theoretically, what

is needed to prepare highly qualified teachers, and the need for assessments and accountability.

In chapter three, the researcher presented the study design and outlined the methods and procedures used to collect and analyze the data of this qualitative, descriptive case study. The chapter addressed the research setting, participants, data collection instruments and procedures, coding process, meaning making tactics, and data analysis. Finally, the chapter concluded with a section on the components of research trustworthiness, ethics, and researcher role in this study.

In chapter 4, the data was analyzed, coded, and recoded to find themes. The themes that emerged from the data were Autonomy, Engagement and Disconnect. This chapter will use the findings, informed by previous research, and guided by the theoretical framework to further describe the case, connect to related literature, and offer considerations for research and practice.

Interpretation of Findings

The research questions that were answered in this study are:

1. How do teacher preparation programs actively implement and support Culturally Responsive Pedagogy?
 - a. What artifacts exist that provide evidence of the inclusion of CRP in teacher education curriculum?
 - b. What perceptions do recent alumni have about culturally responsive pedagogy in their undergraduate teacher preparation programs?

- c. How do college faculty and administrator describe their goals in embedding culturally responsive pedagogy in the curriculum to prepare and support emerging teacher candidates?

Teacher preparation programs actively implement and support CRP in a variety of ways. They support CRP through adherence to the standards that support CRP for accreditation, through alignment of course syllabi and curriculum that support CRP, and through experiences offered in the required course sequences that support CRP.

Theme one, autonomy, describes the phenomenon that answers the question of how college faculty and administrator describe their goals in embedding CRP in the curriculum to prepare and support emerging teacher candidates. The autonomy and professional responsibility to develop syllabi that are inclusive of authors that support CRP and activities that support identity development and strategies for teaching diverse learners relies on academic freedom, which varies depending on factors including personal interpretation of the standards and the level of understanding and interpretation of the administrators. This interpretation is communicated to the departments and then is interpreted and supported, depending on the commitment by the individual faculty. Because faculty have such diversity in experience and personal connection to CRP, it is at the discretion of the individual faculty to provide the support to embed the goals of embedding CRP in the curriculum to prepare and support teaching candidates. Autonomy and academic freedom allow for interpretation of the standards and implementation of standards. As a result, it may look different.

Theme two, engagement describes the types of experiences found in the programs that formed the perceptions of the alumni about CRP in their programs. To answer the

question of perceptions that alumni had about CRP in their programs, there were different ways in which alumni engaged with CRP. Alumni had different experiences due to when they completed the program, which program they completed and which instructors they had. Because of academic freedom, inclusion and interpretation of standards and the lack of clear curriculum surrounding incorporating CRP, the engagement included opportunities to self-reflect on identity for the alumni enrolled in courses that had instructors who valued that technique. The artifacts that support CRP in these two cases included the syllabi, which included specific activities to develop CRP skills and strategies, such as self-reflection. The mission statements of both the universities included a statement about a commitment to social justice and support of cultural diversity, which supports CRP.

Theme three, disconnect, demonstrated that although there were artifacts that exist that provide evidence of the inclusion of CRP in teacher education curriculum from both programs, there were differences in the level of support, the identity markers, and the course content. The course outlines and syllabi, which included embedded activities, readings, and content, did not always demonstrate what was being done in the courses. There was some evidence of mismatch in culturally responsive pedagogic practices in P-12, and higher education, in the experiences of the alumni who are all currently teaching in P-12, and the content that was gained for some alumni and even faculty, were a result of practitioners sharing in their departments or through professional development for the alumni currently teaching. CRP is being supported through both bounded cases, although it looks different.

Framed by Critical Race Theory (CRT), the legal movement towards civil rights for people of color that addressed legal inequities and deficit thinking of people of color, Ladson-Billings' (1995) culturally relevant pedagogy model is derived from CRT focusing on education, CRP centers historically marginalized students, first in acknowledging the structures and systems that disproportionality disadvantage these populations, and secondly, to reconcile and ultimately change the racist systems that lead to disparate outcomes through active and intentional changes to curriculum design. Ideally, these pedagogical practices help teachers develop transformative practices that create a sense of responsibility to teach all students affirming ways. The practices supporting the implementation of standards at the university level, the mission statements and the course outline and descriptions found at both universities demonstrate a commitment to supporting CRP in their programs. This is aligned with the theory of CRP supporting teaching candidates in acknowledging racist systems and to develop transformative practices through curriculum and coursework experiences, although there are varying levels of commitment as evidenced by the data.

Between both cases, there is evidence that marginalized students are centered in both curriculums, despite the level of support for CRP in the program. The course documents, mission statements, and alumni interviews reflect a commitment to supporting teaching marginalized students and preparing teacher candidates to support these students. With this commitment in place, there was also evidence that the intentions are strong, and there is an overall awareness and consensus for the need for CRP, the delivery and support for marginalized populations are supported by structures and systems that are vulnerable. Both cases demonstrated evidence that the structures and

systems in place that disproportionately harm marginalized populations need to be challenged and that transformative teaching and learning is necessary to disrupt the narrative of the oppressive systems in place that support and maintain the achievement gap. That is not to say that it is fully implemented throughout the course work for teaching candidates, or that it is evident in each course, but the conversations and restructuring of language, curriculum and support for faculty and for teaching candidates were evident in both cases.

Implications from Research

Faculty who participate and place personal value on CRP provide support for it in their coursework, regardless of program support. This study found that faculty seek support from colleagues and outside resources, including professional organizations. There is a connection to CRP in transformative practices demonstrated by these faculty and alumni reflect their deeper understanding of CRP and social justice when taking courses with faculty with this deeper commitment.

Resources in the form of time and money are needed for in service professional development (Muniz, 2018) that can take place in preparation programs. The goal of teaching effective CRP practices is to support teachers and teaching candidates to have confidence in teaching diverse learners. These practices can occur in the preparation programs. Figure 1 demonstrated the need for additional resources and quality experiences to support teachers to feel confident in teaching diverse learners. Teaching candidates lacking those experiences depend on a greater investment in the workplace to support marginalized students through funding and resources, including time and funding for professional development on the job.

There is a fragility of the systems at both universities in place to support CRP, evidenced in one example by the reprioritizing of faculty support at the onset of COVID and also points to the need for increased consistency and accountability in programs. Resource and communication scarcity demonstrated the fragility of CRP in practice. This challenging time of digital learning highlighted many of the disparities in education for historically marginalized students and may increase the opportunity gap for students with a lack of access, including disproportionate technology, family support, language support and shelter insecurity. Administrators, faculty, and alumni in the field of teaching all experienced similar challenges in the face of covid regarding equity and access, illustrating systemic challenges. It proved that despite the progress made towards CRP, the systems continue to be less supportive of marginalized groups.

Participants with life and educational experiences outside of the US had different views on CRP as evidenced by their ideologies and personal experiences, which translated into diverse applications of CRP in application and support for faculty and alumni. Faculty and students that were exposed to international culturally diverse experiences differed in expectation and level of understanding and inclusion of cultural identities. Participants who identified as members of marginalized groups tended to lean on their personal experiences and norms for demonstrating cultural competency. This is not an indicator of levels of competency, rather an important consideration of the impact and challenge of communication and culturally responsive practice within diverse groups. Alumni participants chose graduate study foci based on how prepared they were to teach marginalized groups. When thinking about areas that the alumni wanted or needed additional supports, they relied heavily on programs that supported SWD and Ells. There

is an awareness, to an extent, of the need for additional supports to increase understanding of CRP when teaching in diverse urban areas. Teacher training using CRP should include an opportunity to have a cultural inventory to explore students' cultural identity.

Full time and part time faculty have disparate levels of support and communication. The clear difference between engagement with full and part time faculty around department meetings and input to related standards and measures illustrate the need for work in supporting all faculty. The part time faculty, in this study, offer expertise as practitioners who balance theory and the day-to-day realities of diverse classroom settings. Consistency and support are needed in professional learning and development for all faculty supporting teacher preparation. "Successful programs will consistently demonstrate and include (a) the inter-centricity of race and racism, (b) the challenge to dominant ideology, (c) the commitment to social justice, (d) the centrality of experiential knowledge, and (e) the utilization of interdisciplinary approaches" (Yosso, 2005, p. 73) throughout the courses and program completion.

This study also highlighted a few additional problems with CRP implementation and oversight. There is not a single responsible party for CRP oversight, but rather a complex shared responsibility at the national and state level, and there is too much latitude in interpretation of the standards and application without the oversight needed. There is a danger in not addressing the deficits in oversight, but the question remains, whose responsibility, is it?

Review of Related Literature

Theme one, autonomy, describes the assessment and accountability that is found in the literature that supports the need for cultural inventory and self-assessment, as well as assessment and evaluation of the programs and their requirements. All participants recognized the need for CRP, although it was seen differently between and within the programs. The participants in this study agree that CRP is needed to support students and address the achievement gap that exists for historically marginalized students, a finding supported by Cross (2003) and Doucet (2017), who maintained that teacher perceptions based on cultural markers impact student success. To that end, the universities training the teachers should train their faculty to prepare teacher candidates to teach in a manner supporting cultural competency.

Alumni and faculty with shared their cultural identity described similar experiences of understanding cultural identity in preparing teachers to support marginalized students. This was evident in the literature review and supported by this study. Participants who practiced cultural inventory and self-reflections spoke more about commitment to social justice and reaching all learners. This study uncovers that personal experience and identity impacted how CRP was used and received. Faculty, administrative, and student stakeholders describe the ways they engage with colleagues and students and the role certain identities, such as race, gender, are a part of the experience. Saffold and Longwell-Grice (2008) also described the role heterogeneity plays in understanding bias and the nuance of incorporating CRP practice in teacher preparation programs. Cultural inventories, one exemplar practice, was shown to help students understand their positionality and the need for CRP practices in their classrooms

(Doucet, 2017; Siwatu, 2007, 2011). Related literature also supports this study's contention that teachers' perceptions can have implications for how they teach marginalized students and what they expect them to achieve in school, which can cause them to lower the bar and maintain the achievement gap unknowingly.

There was a lack of standardized language and practices in the programs, a finding aligning with previous studies. Programs that lack CRP standard language, support, strategies and techniques maintain the deficits in student achievement in their teacher preparation programs and are not properly preparing urban teachers to support diverse student learners (Madda & Schultz, 2009), and the programs preparing teachers need to be accountable for the training they provide to ensure that it prepares teachers appropriately (Cross, 2003; Kalchman, 2015; Saffold & Longwell-Grice, 2008; Siwatu, 2007; Villegas, 2007).

Theme two, engagement, is directly tied to the experiences that faculty, teaching candidates and alumni have in their programs and the need to engage in specific appropriate practices that support CRP. This theme connects to the literature on the types of experiences needed to support teaching candidates in their ability to develop the skills necessary to support marginalized groups. Several alumni in this study felt unprepared to teach effectively in diverse urban environments and sought out additional training. This aligns with Coffey and Farinde-Wu's (2016) findings that when alumni are not prepared to teach CRP with experiential knowledge, they are unable to put theory into practice in their diverse classrooms and are unable to effectively teach using CRP. Alumni who are taught CRP theory, at the most basic level, without practices to support what it looks like in practice do not understand what CRP looks like, although they are aware of it. The

practice of CRP in a classroom is the greatest indicator of successful practices for new teachers and while this study did not include many examples recalling successful practices, alumni identified practices that could be expanded, such as the commemoration of cultural months. It is also notable that the field experience of student teaching CRP has a greater impact on student efficacy in teaching CRP, than learning the theory alone. The literature suggested that supervised experiences that connect a mentor teacher with a teaching candidate have a positive outcome on the ability to demonstrate CRP in their curriculum (Kalchman, 2015; Olson & Rao, 2016; Siwatu, 2011), although not all alumni participants reported having that support in their field placements. Alumni who were supported to teach using CRP had more confidence in their ability to support their students with the tools in the programs that support the practice of CRP, especially the experiences associated with field placement and ability to put theory into practice (FERENCE & BELL, 2004). When teachers are not prepared to teach CRP with experiential knowledge, they are unable to put theory into practice in their diverse classrooms and are unable to effectively teach CRP (COFFEY & FARINDE-WU, 2016). Doucet (2017) developed his six commitments to prepare educators to foster a culturally sustaining classroom that is humanizing and sustaining. Experiences to support this engagement in participants in field experiences and also alumni, reflected a stronger commitment to social justice.

Theme three, disconnect connects to the literature supporting assessment and accountability in the programs. The accountability of teacher preparation lies on the university and the policies that are in place to drive curriculum and instruction (Bartell et al., 2018; Peck et al., 2010). There were differences in the training between the different programs depending on factors determined by the instructors of the courses (Neumann,

2010). There was varying commitment from faculty, varying types and amounts of support from administrators and quite different experiences for the alumni. Comparing the experiences of the faculty and alumni from each of the preparation programs indicated discrepancies in the programs and can help to inform changes needed in all programs, such as the connection to pedagogic practices in P-12 and higher education, the need for a consistent set of standards across all preparation programs and a measure of the programs that are consistent nationally. According to Eckert (2013), not knowing how to appropriately prepare teachers to teach in high poverty and minority urban areas and the lack of certification requirements as evidenced in teacher licensing exams for teachers to teach these students has created policy problems that are especially detrimental to these marginalized populations.

CRP in training programs needs to be outlined in the curriculum for when they will be incorporated, and the types of practices being offered. According to Wijngaards-de Meij and Merx (2018), the training programs' accountability needs to have a clear measure through teaching candidate outcomes using credentialing exams and the certification process. This responsibility falls in the hands of the higher education departments that oversee the teachers. They need to ensure that they are implementing the course requirements through syllabi and course artifacts, are accountable for their specific strategies, and that the courses are updated to reflect mission statements and goals that support CRP in the classroom (Goodman et al., 2008; Peck et al., 2010). This study supports the need for CRP experiences in practicum and theory and how that connects with what is needed to prepare highly qualified teachers who remain in the profession.

This further proves that even with collegiate programs that adhere to the state requirements, there are substantial differences in the missions of institutions and in the conceptual frameworks that guide programs (Cochran-Smith & Demers, 2008). It also highlights the lack of and need for assessments and accountability in teacher preparation programs and how the lack of that accountability leads to inconsistencies in programs. (Bartell et al., 2018; Cadiero-Kaplan & Rodriguez, 2008; Goodman et al., 2008; Madda & Schultz, 2009; Peck et al., 2010; Saffold & Longwell- Grice, 2008; Wong et al., 2007).

Limitations of the Study

A major limitation of most qualitative research is that the results of studies cannot be transferred or representative of other larger populations (Creswell & Poth, 2018; Miles et al., 2014). This is mainly due to the limited sample size within this study; although it does give an overview of what is being done at two preparation programs in both the public and private sectors, the results cannot be generalized. The inclusion of a larger sample of both full time and part time faculty participants, a greater alumni sample, and inclusion of the department heads from multiple public and private universities is needed to generalize these results.

An additional limitation to this study was that the people who agreed to participate had strong feelings surrounding CRP and may not provide representation of all potential participants. The sample participants from both programs were not representative of all the programs within the school of education and were limited to the faculty and alumni who were motivated by this topic and who access to the digital recruitment information that was shared.

Due to COVID 19, there were limitations to the data collection. The observations were limited to Zoom meetings and not in person meetings, limiting the ability to read body language of participants. Being a sensitive topic, the researcher felt that in person interviews demonstrate a greater emotional connection to the topic and allow the researcher to capture the mood, the tone, and the nuances of the replies to the protocol questions. Due to COVID 19, there was no “in person” opportunity for recruitment at either school, and all recruitment was done digitally and through social media. That, combined with zoom fatigue and the fears surrounding the pandemic made recruitment more difficult.

Recommendations for Future Practice

One recommendation for future practice, based on the data from this research is the development of cultural competency statements using the standards of AAQEP and mission statements in all courses supporting teacher preparation across all institutions. This could inform a universal language that is supportive for preparing all pre-service teachers around culturally responsive pedagogy.

Another recommendation that supports the data and literature review is the development of enrollment and hiring practices that require a self-reflection policy that has applying students and faculty consider a cultural inventory and positionality perspective writing component. This would ensure that people entering both the teaching and teacher preparation fields have reflected on their positionality and the impact of self-identity on others.

An additional recommendation is the creation of professional development requirements that is consistent across both part time and full-time faculty as part of tenure

and professional appointments. With academic freedom and the intended and unintended consequences of that freedom, there are inconsistencies in how information is shared and updated. In addition, practices that are sensitive to the unique needs of full and part time faculty regarding time commitments, professional responsibilities, and access to opportunities for professional development are necessary.

The development of a culturally supporting curriculum that supports CRP with the understanding of CRT and strengthening of social justice at its core would support teacher preparation program faculty in both public and private settings, particularly where there is little evidence of support in these areas.

There is a need to evaluate the professionals training the teachers in the programs, and the teachers themselves to determine how well prepared they feel to teach in urban environments. With the varying levels of experiences with the programs, particularly based on the instructor, from the alumni perspective, the need remains for the instructors to demonstrate that commitment to social justice and purposeful inclusion of practices for candidates is needed,

A final implication of this research is the need for national standards supporting CRP that are part of the US Department of Education, governed in all states that support social justice and closing the achievement gap with practices that support the standards. With the lack of these standards, accrediting bodies determine their language and measure of standard, which is also interpreted individually by each program.

Future Research

This research was able to illustrate that these two universities, one public and one private, had different experiences around culture, cultural competency, understanding,

and practices that support teacher preparation. As a result, there were different experiences for the alumni and their understanding of CRP. The data revealed that autonomy of the programs leads to different types of implementations and understanding by faculty in course assignments and requirements. Interpretation of the standards by administrators and faculty was implemented in different ways and created different experiences for the alumni, even when following the same accrediting standards. The difference in the types of engagement varied based on factors such as who was teaching the course, the instructor's level of commitment to CRP, and the type of course work and experiences that were required. It also illustrated the disconnect between and within the two universities. To extend this study outside of the scope of this paper, this research can be part of future studies examining, evaluating, and extending CRP in preparation programs.

One area of future research based on this paper would be to examine to what extent do different universities prepare pre-service teachers to work with historically marginalized students using quantitative data. This would be an opportunity to look at teacher assessment scores to look for the impact of specific programs on students' preparation and feelings of preparedness for teaching.

Another area for future research would be to conduct a larger qualitative study, including more schools and participants to have a greater representation. A study of several public and private universities would be inclusive of additional perspectives and experiences in hopes of a sample with that is representative of institutional enrollment to gain a better understanding of what practices are being used by the programs that support best support CRP.

Another area for future research would be to compare the experiences between full time and part time faculty to inform hiring practices in teacher preparation programs. This may demonstrate differences in the competency of full time and part time faculty and whether they are research based, or field practitioners and the impact this has on the types of experiences they create for their teaching candidates. A mixed methods study comparing the experiences and commitment of full time and part time faculty can be conducted to determine the differences between time commitments, engagement, cultural competence. Survey data can measure varying degrees of full time and part time faculty engagement.

The present study looked to an accrediting body to understand how standards inform implementation. One additional area of future research would be for researchers to investigate professional organizations that support CRP development in teacher preparation. Such a study may also inform policy regarding program development and assessment. Researchers can collect data to determine the extent that which organizations benefit from the program's development of culturally responsive pedagogies. This can be conducted as a longitudinal study to determine the benefits of each of the organizations. Schools can align themselves with the organizations, and data collection over the course of student four-year enrollment can be used to determine which organizations demonstrated the greatest commitment and can inform policy and assessment supporting CRP.

Conclusions

This study indicates that support for language and practices for CRP in teacher preparation programs is needed to support historically marginalized populations. The lack

of consistency within and between programs and the lack of expectations around the standards to address the achievement gap of marginalized students is providing teaching candidates with a variety of mismatched skills. Without clear national guidance, the standards set by the accrediting bodies, such as AAQEP, are framing the language, which is interpreted by the administrators of programs, not necessarily including the guidance and input of practitioners of P-12. The public and private universities included in this study provided a glimpse into teaching candidate preparation. However, they also illustrate the differences and the varying experiences of teaching candidates. Impactful differences, particularly with the lack of national language, standards, and interpretation of learning outcomes and expectations, create substantial differences in programs. This study suggests that students will receive different experiences in P-12 based on their teachers, and pre-service teachers supported with different types of experiences will provide varied experiences in their own classrooms. Without a set of nationally recognized, clear, and consistent standards, programs that prepare teachers to teach historically marginalized students to perpetuate inequity, impacting the opportunity to close the achievement gap.

APPENDIX A: LETTER OF CONSENT



Consent Form

You have been invited to take part in a research study to learn more about teacher preparation programs and their connection to culturally responsive pedagogy. This study will be conducted by Kerri Durante Administrative Leadership, Education Department, St. John's University as part of her doctoral dissertation. Her faculty sponsor is Dr. Ceceilia Parnter, SJU School of Education.

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

1. Participate in a focus group where the researcher will inquire about your teacher preparation program, expectations and outcomes of that program as a student or supervisor;
2. Participate in an interview where the researcher will inquire about your teacher preparation experiences in culturally responsive pedagogy, with a possible follow up interview, for both student and supervisor

Your interview will be video and audiotaped as they will occur online through ZOOM. You may review these recordings and request that all or any portion of the recordings be destroyed.

Your focus group session will be video and audiotaped as they will occur online through ZOOM. You may review these recordings and request that all or any portion of the tapes be destroyed that includes your participation.

Participation in this study will involve up to One hour and 45 minutes: 45 minutes to complete the interview, 45 minutes for the focus group and 15 minutes for follow up interviews.

There are no known risks associated with your participation in this research beyond those of everyday life.

Federal regulations require that all subjects be informed of the availability of medical treatment or financial compensation in the event of physical injury resulting from participation in the research. St. John's University cannot provide either medical treatment or financial compensation for any physical injury resulting from your participation in this research project.

Inquiries regarding this policy may be made to the principal investigator or, alternatively, the Human Subjects Review Board (718-990-1440).

Although you will receive no direct benefits, this research may help the investigator understand what practices in teacher preparation programs best inform teacher practices for teaching culturally responsive education, and satisfaction in teaching in an urban environment better.

Confidentiality of your research records will be strictly maintained by coding the data in the focus groups and interviews and keeping the consent, videos and transcripts locked to make sure that the subject's name and identity will not become known or linked with any of the information they have provided.

Your responses will be kept confidential with the following exception: the researcher is required by law to report to the appropriate authorities, suspicion of harm to yourself, to children, or to others.

Participation in this study is voluntary. You may refuse to participate or withdraw at any time without penalty. For interviews, questionnaires or surveys, you have the right to skip or not answer any questions you prefer not to answer.

If there is anything about the study or your participation that is unclear or that you do not understand, if you have questions or wish to report a research-related problem, you may contact Kerri Durante at [REDACTED], [REDACTED] The School of Education, Sullivan Hall, 5th Floor Queens, NY 11439 or the faculty sponsor, Dr. Ceceilia Parnter, [REDACTED], [REDACTED]

For questions about your rights as a research participant, you may contact the University's Institutional Review Board, St. John's University, Dr. Raymond DiGiuseppe, Chair [REDACTED] or Marie Nitopi, IRB Coordinator, [REDACTED]

Recording Consent

I consent to audio recording (through ZOOM)

I consent to video recording (through ZOOM)

You have received a copy of this consent document to keep.

Agreement to Participate

Subject's Signature

Date

Kerri Durante
Researcher's Signature

Date

APPENDIX B: REVISED INTERVIEW PROTOCOL RECENT GRADS

Time of Interview

Interviewer:

Interviewee:

Topic: Perceptions of recent graduates on their teacher education training programs regarding culturally responsive pedagogy.

Participants: Recent teacher preparation program graduates from the two selected universities

Protocol for Interview:

The information collected from this research and interview will help to inform teacher preparation programs experiences from the student perspective.

1. Thank you for your time and participation. Tell me about yourself and your teacher preparation program
2. What is your experience with Culturally responsive pedagogy?
3. Were you introduced to CRP in your preparation program? If so, how? Who benefits from CRP and why do you think so?
4. Can you think of a time that your cooperating teacher used CRP in their instruction or planning while you were observing them? Can you explain? If they didn't, can you think of a time when you think they should have?
5. Can you provide me with an example of a time that you used CRP in your classroom, school or even during student teaching?
6. To what extent do you feel like your preparation program prepared you for working with your student population? In what way? Can you share or provide examples or opportunities?
7. Do you feel like your preparation program prepared you for working with your student population? In what way?
8. Tell me about your experiences with culture in your classroom.
9. Please feel free to share any final thoughts you have about your teacher education experience and your readiness to work with diverse learners.

APPENDIX C: ALUMNI QUESTION ALIGNMENT

Alumni Interview Question	Theoretical frame	Related lit	Research Question(s)	Connected Theme
What is your experience with Culturally responsive pedagogy?	CRP	Experiences Field work and theory	What perceptions do students and recent alumni have about culturally responsive pedagogy in their undergraduate teacher preparation programs?	
Were you introduced to CRP in your preparation program? If so, how?	CRP	Experiences Highly qualified teaching Field work and theory Accountability	What perceptions do students and recent alumni have about culturally responsive pedagogy in their undergraduate teacher preparation programs?	Engagement
Who benefits from CRP and why do you think so?	CRP	Experiences Highly qualified teaching	What perceptions do students and recent alumni have about culturally responsive pedagogy in their undergraduate teacher preparation programs?	Engagement

<p>Can you think of a time that your cooperating teacher used CRP in their instruction or planning while you were observing them? Can you explain? If they didn't, can you think of a time when you think they should have?</p>	<p>CRP</p>	<p>Experiences Fieldwork and theory Accountability Highly qualified teaching</p>	<p>What perceptions do students and recent alumni have about culturally responsive pedagogy in their undergraduate teacher preparation programs?</p>	<p>Engagement</p>
<p>Can you provide me with an example of a time that you used CRP in your classroom, school or even during student teaching?</p>	<p>CRP</p>	<p>Experiences Highly qualified teaching Accountability</p>	<p>What perceptions do students and recent alumni have about culturally responsive pedagogy in their undergraduate teacher preparation programs?</p>	<p>Engagement Disconnect</p>
<p>To what extent do you feel like your preparation program prepared you for working with your student population? In what way? Can you share or provide examples or opportunities?</p>	<p>CRP</p>	<p>Experiences Practice and theory Highly qualified Teaching</p>	<p>What perceptions do students and recent alumni have about culturally responsive pedagogy in their undergraduate teacher preparation programs?</p>	<p>Engagement</p>

Tell me about your experiences with culture in your classroom.	CRP	Highly Qualified Teaching Accountability	What perceptions do students and recent alumni have about culturally responsive pedagogy in their undergraduate teacher preparation programs?	Disconnect
Please feel free to share any final thoughts you have about your teacher education experience and your readiness to work with diverse learners.	CRP	Highly qualified teaching Experiences Accountability		

APPENDIX D: INITIAL INTERVIEW FACULTY

Time of Interview

Interviewer:

Interviewee:

Topic: Perceptions of supervisors on their teacher education training programs regarding culturally responsive pedagogy.

Participants: University course supervisors of teacher preparation program

Protocol for Interview:

The information collected from this research and interview will help to inform teacher preparation programs experiences from the supervisor perspective.

- 1- Thank you for your time and participation. Tell me about yourself and why you decided to become a teacher trainer and your educational background? How long have you been in this role?
- 2- How do you incorporate CRP standards into your course documents and activities?
- 3- What is culturally responsive teaching to you? How if at all do you use it in your work?
- 4- How are you supported in incorporating CRP in the course requirements and assignments?
- 5- How often, if at all, are you asked or required to revise course documents and requirements as per updates in the program?
- 6- How are you being supported to incorporate CRP by the university into course work and assignments?
- 7- How do you see the program's mission of educational equity and social justice being operationalized?
- 8- In what ways do you feel your institution meets their mission to prepare teacher candidates to work successfully with diverse learners?
- 9- How familiar are you with the resources offered by the institution to support your development of CRP in teaching candidates?
- 10- Are there any areas that you feel can be developed stronger in supporting teaching candidates in CRP? Or any areas where you feel you excel?

APPENDIX E: FACULTY QUESTION ALIGNMENT

Faculty Interview Questions	Theoretical frame	Related lit	Research Question(s)	Connected Theme
How do you incorporate CRP standards into your course documents and activities?	CRP	Accountability	How do college faculty and administrator describe their goals in embedding culturally responsive pedagogy in the curriculum to prepare and support emerging teacher candidates?	Autonomy
		Field Experiences		Engagement
		Highly qualified teaching		Disconnect
What is culturally responsive teaching to you? How if at all do you use it in your work?	CRP	Curriculum alignment	How do college faculty and administrator describe their goals in embedding culturally responsive pedagogy in the curriculum to prepare and support emerging teacher candidates?	Engagement
		Field Experiences		
		Accountability		
		Self-reflection		
How are you supported in incorporating CRP in the course requirements	CRP	Highly qualified teaching	How do college faculty and administrator describe their goals in embedding	Autonomy
		Accountability		Disconnect
		Curriculum alignment		

and assignments?		Curriculum alignment	culturally responsive pedagogy in the curriculum to prepare and support emerging teacher candidates?	
		Resources		
How often, if at all, are you asked or required to revise course documents and requirements as per updates in the program?	CRP	Accountability	How do college faculty and administrator describe their goals in embedding culturally responsive pedagogy in the curriculum to prepare and support emerging teacher candidates?	Autonomy
		Curriculum alignment		Disconnect
		Highly qualified teaching		
How do you see the program's mission of educational equity and social justice being operationalized?	CRP	Accountability	How do college faculty and administrator describe their goals in embedding culturally responsive pedagogy in the curriculum to prepare and support emerging teacher candidates?	Disconnect
		Curriculum alignment		
		Self-reflection		
		Highly qualified teaching		
In what ways do you feel your institution meets their mission to	CRP	Accountability	How do college faculty and administrator describe their	
		Highly qualified teaching		

prepare teacher candidates to work successfully with diverse learners?		Curriculum	goals in embedding culturally responsive pedagogy in the curriculum to prepare and support emerging teacher candidates?	
How familiar are you with the resources offered by the institution to support your development of CRP in teaching candidates?	CRP	Highly qualified teaching Accountability Resources Curriculum	How do college faculty and administrator describe their goals in embedding culturally responsive pedagogy in the curriculum to prepare and support emerging teacher candidates?	Disconnect
Are there any areas that you feel can be developed stronger in supporting teaching candidates in CRP? Or any areas where you feel you excel?	CRP	Accountability Self-reflection	How do college faculty and administrator describe their goals in embedding culturally responsive pedagogy in the curriculum to prepare and support emerging teacher candidates?	

APPENDIX F: INITIAL INTERVIEW ADMINISTRATOR

Time of Interview

Interviewer:

Interviewee:

Topic: Perceptions of supervisors on their teacher education training programs regarding culturally responsive pedagogy.

Participants: University course supervisors of teacher preparation program

Protocol for Interview:

The information collected from this research and interview will help to inform teacher preparation programs experiences from the supervisor perspective.

- 1- Thank you for your time and participation. Tell me about yourself and why you decided to become an administrator? How long have you been in this role? Tell me about yourself and why you decided to become an administrator? How long have you been in this role? What is your educational background?
- 2- How do you share information with your faculty regarding updates in the program and at the university?
- 3- How do you support CRP in the course requirements as per the mission statement and framework?
- 4- How are you supported in incorporating CRP in the program?
- 5- In what ways do you feel your institution meets their mission to prepare teacher candidates to work successfully with diverse learners?
- 6- When applying for accreditation, which artifacts best support CRP in your teacher education programs?
- 7- Tell me about the demands of teacher certification exams and how your program offers support for teachers.
- 8- Are there any areas that you feel can be developed stronger in supporting teaching candidates in CRP? Or any areas where you feel you excel?

APPENDIX G: ADMINISTRATOR QUESTION ALIGNMENT

Administrator Interview Question	Theoretical frame	Related lit	Research Question(s)	Connected Theme
Tell me about yourself and why you decided to become an administrator? How long have you been in this role? What is your educational background?		Self-reflection		
		Accountability		
How do you share information with your faculty regarding updates in the program and at the university?		Accountability	How do college faculty and administrator describe their goals in embedding culturally responsive pedagogy in the curriculum to prepare and support emerging teacher candidates?	Autonomy
		Assessment		Disconnect
How do you support CRP in the course requirements as per the mission statement and framework?	CRP	Highly qualified teaching	How do college faculty and administrator describe their goals in embedding culturally responsive pedagogy in the curriculum	
		Accountability		Autonomy
		Highly Qualified Teaching		Engagement
		Curriculum alignment		Disconnect

			to prepare and support emerging teacher candidates?	
How are you supported in incorporating CRP in the program?	CRP	Accountability Highly Qualified Teaching Self-Reflection Curriculum alignment Resources	How do college faculty and administrator describe their goals in embedding culturally responsive pedagogy in the curriculum to prepare and support emerging teacher candidates?	Disconnect
In what ways do you feel your institution meets their mission to prepare teacher candidates to work successfully with diverse learners?	CRP	Accountability Highly Qualified Teaching Self-Reflection Curriculum alignment	How do college faculty and administrator describe their goals in embedding culturally responsive pedagogy in the curriculum to prepare and support emerging teacher candidates?	Engagement
When applying for accreditation, which artifacts best support CRP in your teacher education programs?	CRP	Accountability Highly Qualified Teaching Self-Reflection	How do college faculty and administrator describe their goals in embedding culturally responsive	Disconnect

<p>Tell me about the demands of teacher certification exams and how your program offers support for teachers.</p>	<p>CRP</p>	<p>Curriculum alignment</p>	<p>pedagogy in the curriculum to prepare and support emerging teacher candidates?</p>
		<p>Assessments</p>	<p>How do college faculty and</p>
		<p>Accountability</p>	<p>administrator describe their goals in embedding culturally</p>
		<p>Highly qualified teaching</p>	<p>responsive pedagogy in the curriculum to prepare and support emerging teacher candidates?</p>
		<p>Teaching requirements</p>	
<p>Are there any areas that you feel can be developed stronger in supporting teaching candidates in CRP? Or any areas where you feel you excel?</p>		<p>Accountability</p>	
		<p>Highly Qualified Teaching</p>	
		<p>Self-Reflection</p>	
		<p>Curriculum alignment</p>	

APPENDIX H: FOCUS GROUP PROTOCOL

Focus Group Protocol Script/Questions

Time of focus group:

Facilitator:

University group:

Topic: Perceptions of alumni on their teacher education training programs regarding culturally responsive pedagogy.

Participants: University alumni of teacher preparation program

Focus Group Script: Adapted from Bogdan & Biklen, 2007 p. 109)

First, there are no right or wrong answers. I am interested in understanding perspectives of alumni on experiences in their teacher preparation programs

Second, you shouldn't feel that you have to agree with everyone else in this room if that's not how you really feel. There are people in this room, so we expect that people will have different views. And it's important that we learn about all of the views that are represented here. But if you find yourself feeling upset about the talk, you can leave at any time.

Third, we want you to feel comfortable saying good things and critical things. We're not here to promote a particular way of thinking about CRP in education. We just want to understand how graduates completing teacher training programs sense of it.

Fourth, we ask that you talk one at a time so that we can be sure to hear everyone's views and record them

Fifth, when you say something, please say your name first so that the person transcribing the tape will know who is talking. You could say, "This is Molly." Or, "This is Jennifer speaking."

Questions:

1. Thinking back to your time in your teacher preparation program, were there any particular experiences that you had in any of the required classes that had evidence of strategies for CRP that stood out to you?
2. Was there evidence of any major themes or conversations found throughout your time at the university that caused you to reflect on how you identify yourself and others?
3. Were there any components of the program that you felt particularly prepared you for working with diverse students?
4. With working with diverse students, how prepared did you feel, after completing the program, to work with diverse populations?
5. Do you feel that your teacher education program can do more to improve the educational experience teacher candidates receive at your institution to support CRP?

APPENDIX I: FOCUS GROUP ALIGNMENT

Focus Group	Theoretical	Related lit	Research	Connected
Question	frame		Question(s)	Theme
Thinking back to your time in your teacher preparation program, were there any particular experiences that you had in any of the required classes that had evidence of strategies for CRP that stood out to you?	CRP	Cultural	What perceptions do students and recent alumni have about culturally responsive pedagogy in their undergraduate teacher preparation programs?	Engagement
		Inventory and Identity		Disconnect
		Experiences		Autonomy
Was there evidence of any major themes or conversations found throughout your time at the university that caused you to reflect on how you identify yourself and others?	CRP	Accountability	What perceptions do students and recent alumni have about culturally responsive pedagogy in their undergraduate teacher preparation programs?	Engagement
		Cultural		Disconnect
		Inventory and Identity		Autonomy
		Experiences		
Were there any components of the program that you felt particularly prepared you for working with diverse students?	CRP	Self-reflection	What perceptions do students and recent alumni have about culturally responsive pedagogy in their undergraduate teacher preparation programs?	
		Highly qualified teaching		
		Experiences		Disconnect
		Accountability		
		Highly qualified teaching		

undergraduate
teacher
preparation
programs?

With working with diverse students, how prepared did you feel, after completing the program, to work with diverse populations?	CRP	Highly Qualified Teaching Cultural Inventory Accountability	What perceptions do students and recent alumni have about culturally responsive pedagogy in their undergraduate teacher preparation programs?
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Do you feel that your teacher education program can do more to improve the educational experience teacher candidates receive at your institution to support CRP?	CRP	Highly Qualified Teaching Accountability	What perceptions do students and recent alumni have about culturally responsive pedagogy in their undergraduate teacher preparation programs?
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APPENDIX J: DOCUMENT ANALYSIS PROTOCOL

Title of Document: _____
Owner/Authority for Document: _____
Date Accessed: _____

Themes/Concepts Being Looked For:

Themes Found Through Reviewing Document:

APPENDIX K: DOCUMENT ANALYSIS ALIGNMENT

Content type	Theory	Related literature	Research Questions
Mission statements	CRP	Accountability Responsibility Assessments Curriculum	What artifacts exist that provide evidence of the inclusion of CRP in teacher ed curriculum?
Frameworks	CRP	Accountability Responsibility	What artifacts exist that provide evidence of the inclusion of CRP in teacher ed curriculum?
AAQEP Standards	CRP	Accountability Responsibility Assessments	What artifacts exist that provide evidence of the inclusion of CRP in teacher ed curriculum?
Course syllabi	CRP	Accountability Responsibility Assessments Curriculum Experiences	What artifacts exist that provide evidence of the inclusion of CRP in teacher ed curriculum?

APPENDIX L: START LIST

Parent code	Child code	Definition
Culturally Responsive Pedagogy language identifiers :		Use of CRP terms and language Including teaching all students, identifying cultures inclusion of language specific to variety of cultures including ability, race, gender, sexual identity and orientation, SES
Awareness of CRP		How aware are the participants of the term
	Awareness of CRP and practices	Participant is aware of the terms of CRP
	Unaware of CRP	The term CRP is completely unknown
Type of practice with CRP		The two experiences with CRP according to literature are experiential and theoretical
	Experiential Practice	Opportunity during coursework or fieldwork to engage in CRP practices. The opportunities during training to implement beyond learning about a theory, but to observe or practice
	Theoretical Practice	Opportunity during coursework to engage in the theory of CRP, learning about the applications of teaching diverse students-not experience base
Efficacy		Leveled comfort with teaching all students
	Efficacy from Ed	Efficacy was developed in the training program through opportunities designed and planned through teacher training program
	Efficacy from work	Efficacy was developed on the job through opportunities designed and planned through Professional Development
	No feeling of efficacy	Participant has no feeling of efficacy for teaching all students.
Placement Choice		Field placements and student teaching choice and ability to select or to be placed in the program by the professor
	Self-Selected classroom	Selection made by student for field site or observation location based on student criteria for choice including convenience, travel time and comfort in the school.
	Placed in a classroom	The participant was placed in a classroom by the professor based on partnerships and agreements with the cooperating schools and teachers.
	Expectations/Priority in placements	The priority of the experiences and the expectations for the completion of the program- focused on EdTPA filling the requirements
School Choice		What was the reason the school was selected

	School choice based on research	The selected school and program were chosen because of the program meeting the needs and demands of the individual student to help pursue the chosen field
	School choice based on convenience	The school choice was based on convenience or by word of mouth
Self-Reflection		Practice of looking back on personal experiences and connecting it to the current situation and climate regarding culture and cultural identity.

APPENDIX M: CODEBOOK

Type of Data			Location of Data	Rounds of Code	Themes
Interviews	Participant	Pseudonym			
Focus groups	Participants	Date			
Documents	Owner	Date accessed			

APPENDIX N: RECRUITMENT EMAIL (ALUMNI)

4/14/2021

Re: Culturally Responsive Pedagogy in Teacher Training Programs

Dear (potential participant),

I am writing to let you know about an opportunity to participate in a voluntary research study about Culturally Responsive Pedagogy (CRP) in teacher training programs. This study is being conducted by Kerri Durante, Doctoral Candidate at St. John's University in fulfillment of requirements for completion of an EdD.

Participation includes an individual interview lasting 30-45 minutes, which will be conducted and recorded on Zoom, with your consent. It will also include one focus group interview that will last 30-45 minutes on Zoom. Letters of consent will be provided when you express an interest in participation and interviews will be scheduled at your convenience.

I will follow up with transcripts of the interviews for you to clarify any information or details.

If you would like additional information about this study, please email me at

[REDACTED]

Thank you for your consideration, and once again, please do not hesitate to contact us if you are interested in learning more about this Institutional Review Board approved project.

Kerri Durante
Principal Investigator
Doctoral Candidate

St. John's University

APPENDIX O: RECRUITMENT EMAIL (FACULTY/ADMINISTRATOR)

4/14/2021

Re: Culturally Responsive Pedagogy in Teacher Training Programs

Dear (potential participant),

I am writing to let you know about an opportunity to participate in a voluntary research study about Culturally Responsive Pedagogy (CRP) in teacher training programs. This study is being conducted by Kerri Durante, Doctoral Candidate at St. John's University in fulfillment of requirements for completion of an EdD.

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██

Thank you for your consideration, and once again, please do not hesitate to contact me if you are interested in learning more about this Institutional Review Board approved project.

Kerri Durante
Principal Investigator
Doctoral Candidate

St. John's University

APPENDIX P: IRB APPROVAL



Federal Wide Assurance: FWA00009066

May 11, 2021 4:47:18 PM EDT

PI: Kerri Durante
CO-PI: Ceceilia Parnter
Ed Admin & Instruc Leadership

Re: Expedited Review - Initial - **IRB-FY2021-449** *Culturally Responsive Pedagogy in Pre-Service Teacher Preparation Programs*

Dear Kerri Durante:

The St John's University Institutional Review Board has rendered the decision below for *Culturally Responsive Pedagogy in Pre-Service Teacher Preparation Programs*. The approval is effective from May 11, 2021 through May 10, 2022.

Decision: Approved

PLEASE NOTE: If you have collected any data prior to this approval date, the data must be discarded.

Selected Category: 7. Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

Sincerely,

Raymond DiGiuseppe, PhD, ABPP
Chair, Institutional Review Board
Professor of Psychology

Marie Nitopi, Ed.D.
IRB Coordinator

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VITA

Name	Kerri Durante
Baccalaureate Degree	Bachelor of Arts CUNY Brooklyn College Major: Childhood Education
Date Graduated	February 2003
Master's Degree	Master of Science in Education CUNY Brooklyn College Major: Childhood Science and Environmental Studies
Date Graduated	June 2005
Other Degrees and Certificates	Advanced STEAM Certificate New York Institute of Technology
Date Graduated	June 2013
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