

ABSTRACT

Tremaine Ronnell Young. NOVICE TEACHERS' PREPAREDNESS TOWARDS SUCCESSFULLY INTERACTING WITH CULTURALLY DIVERSE STUDENT POPULATIONS. (Under the direction of Crystal R. Chambers), July 2019.

Teacher effectiveness is the most influential factor to student achievement. Systems of public education in the United States have traditionally centered on White, middle class norms, as suggested by the founding arguments of Critical Race Theory. However, in the past decade, national population trends show an increase in minority populations, particularly in the southeastern United States. This trend has resulted in a cultural mismatch between teachers who are not trained in strategies that are responsive to the needs of a diverse student population. Novice teachers in a rural school district in eastern North Carolina participated in a study to examine the degree to which they were prepared to successfully interact with their culturally diverse student populations through the lens of culturally relevant classroom management (CRCM), based on their training at either predominately White or Black postsecondary institutions.

The study found that teachers trained at PWIs, although well-intentioned, enter the classroom far less prepared than their HBCU-trained counterparts due primarily to a lack of exposure to culturally diverse experiences both personally and within their teacher education programs. This inadequate preparation manifests itself through increased frustration and a disproportionate reporting of disciplinary incidents toward African American students. To address the training gap between PWI- and HBCU-trained teachers, the findings of this study suggests taking candidate dispositions toward diversity into account in the teacher selection process, providing ongoing, community-based diversity training, and professional coaching models to support the unique needs of novice teachers and their diverse student populations.

NOVICE TEACHERS' PREPAREDNESS TOWARDS SUCCESSFULLY INTERACTING
WITH CULTURALLY DIVERSE STUDENT POPULATIONS

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by

Tremaine Ronnell Young

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DEDICATION

First and foremost, I must thank my Lord and Savior for his continued grace and providing me the strength to finish this process. Throughout this process, I have been shown how powerful you are.

To my beautiful wife and soulmate Racheal, words cannot express how much your support and encouragement means to me. This has been a journey that has strained our family at times, and I could not have made it without your encouragement. You have walked with me through the good and bad times and through it all, we have been able to laugh and persevere as one. Thank you for your understanding and modifying your life to help me achieve this goal.

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CHAPTER 1: INTRODUCTION

Introduction

Teachers face the task of providing students with an atmosphere in which students feel valued and supported. The degree to which teachers are able to do so is reflective of their ability to implement effective classroom management skills. Quality teachers who are able to inculcate a culture of value and support for all students is something that all students, parents, schools, and districts desire (Adoniou, 2013). The development of a quality teacher in this vein is often molded at the teacher education program of their choosing.

Unfortunately, teachers are entering the field unprepared regarding the challenges associated with the profession. Schools are becoming more diverse culturally and racially due to the shift in student demographics (Aud, Fox, & KewelRamani, 2010). Cultural diversity has become more prevalent in the educational sector and more students are now entering the classroom with increased diverse makeups (Sturz & Kleiner, 2005). There has been an increase of non-White students in the field but the teaching workforce remains stagnant, which are usually White, female, and middle class (Hrabowski & Sanders, 2015). Teacher education programs would be improved by altering their methods of training for novice teachers to prepare them to teach a more diverse population of students. However, many novice teachers indicate that their respective teacher education programs were unsuccessful in being able to provide the skills necessary to succeed in a diverse, classroom setting (Beaudry, 2015).

There is a discrepancy in the success of teacher education programs in training pre-service teachers in reference to making cultural partnerships with their students which may negatively affect the learning environment in culturally diverse classrooms (Moore, 2007). When teachers are successful in creating bridges among students' knowledge and culture, students are

more inclined to excel in all areas academically (Gay, 2000). In order for pre-service teachers to interact with and teach culturally diverse students, they must have the tools necessary to reach these students (Barnes, 2006). Culturally responsive teaching provides teachers with the opportunity to employ the relationship amongst the culture of education, the home, and school to improve efforts in classroom management.

Background to the Problem

A main challenge that often faces novice teachers is being able to handle evolving diverse classroom environments. In order to be successful in the classroom environment, teachers must enter the classroom equipped to handle different learning and cultural styles of students (Milner & Tenore, 2010). According to demographic trends, minority populations continue to increase in United States public schools, particularly among Hispanics/Latino(a) students (Bryant, Triplett, Watson, & Lewis, 2017). More specifically, the United States Office of Civil Rights reports that in the last decade, minority student populations have increased in every region in the country, with the most growth in the southeastern states, which experience more than double its population of Hispanic/Latino(a) students (Bryant et al., 2017). Despite the “browning” of public schools, that reflects the changing demographics of the country at-large, the majority of American teachers are white, reflecting a racial “mismatch” in our classrooms (Bryant et al., 2017).

Teacher education programs have been historically geared towards teaching Caucasian students (Goodwin, 1997; Howard, 2016). These programs are responsible for providing students with theory and hands on knowledge. The challenge that these programs face is how to modify training to provide novice teachers the skills to instruct and develop positive relationships with diverse student populations improve their ability to engage these students in ways that support

academic achievement (Ford & Quinn, 2010). Traditionally, classroom management training that beginning teachers receive focuses on a management approach that reflects the viewpoints of the dominant culture and does not take into account the cultural and ethnic needs of the students that they serve (Milner & Tenore, 2010). This type of training leaves novice teachers ill prepared to work with these students and are often spending a majority of their interaction managing student what is perceived of misbehavior due to cultural mismatch (Shin & Koh, 2007). This results in teacher expression of frustration towards classroom management expectations that they were not exposed to prior to entering the field (Garrett, 2015). It also fuels teacher turnover in the early years with 40% of teachers leaving the field three years after entry (Garrett, 2015). To be successful, novice teachers require a detailed hands-on experience in classroom management to successfully transition into the classroom. When taught, they are able to apply learned classroom management theories into practice when afforded this opportunity (Garrett, 2014).

There are two significant concepts of teaching education programs preparing students to educate diverse student populations: culturally relevant classroom management. Both concepts are vital when evaluating a program's effectiveness (Morrier & Gallagher, 2010). Teacher-education graduates have indicated that classroom management was an aspect of their program in which they wished more time was dedicated towards. Beginning teachers educating culturally diverse student populations also indicated how the cultural aspect of classroom management training would assist in their ability to develop more positive student relationships. These teachers indicated that knowing how to reach culturally diverse students, would greatly facilitate a positive learning environment (Gay, 2002). Positive learning environments are areas in which the teacher and student work jointly, interact, teach, and gain knowledge from each other. The environment should be a warm and welcoming space for teachers and students. The teacher is

able to connect to their students and the students are able to acquire and internalize content (Abbott, 2014).

Culturally Responsive Teaching in Teacher Education Programs

Standards were created by the Council for the Accreditation of Educator Preparation (2015) for teacher education programs that call for teachers to meet the needs of the students that they serve. Prior to this, the National Council for Accreditation of Teacher Education (2014) required teacher education programs to provide a course to address diversity with pre-service teachers. These courses provided theory-based and pedagogical knowledge but did not provide pre-service teachers the opportunity to apply techniques in a classroom setting. There have been recent efforts by some programs to integrate the concepts of culturally responsive teaching practices throughout the required courses to promote cultural awareness throughout the curriculum (Gay, 2013). Novice teachers who received course-work and field experience, indicate higher levels of preparedness when dealing with diverse populations of students (Brevik, 2009).

Teacher Perceptions of Preparedness to Handle Diverse Student Populations

Research has shown various conclusions regarding teachers' perceptions of preparedness in regards to teaching diverse student populations (Koedel et al., 2015). Results often differed due to teachers using their own personal culture to evaluate program effectiveness. Despite this, the trends indicated that novice teachers often felt that they were not adequately prepared to handle the needs of these students (Howard, 2012). In order for higher levels of student engagement to take place, novice teachers training which assists with modifying their methods of engagement through learning about their students' culture should be standard in teacher education programs (Sturz & Kleiner, 2005). One of the skills needed by teachers in order to be

prepared to handle diverse student populations, which is culturally responsive classroom management that should be included in teacher education programs.

Problem Statement

Despite many novice teachers having little or no training in the area of cultural diversity, they comprise a huge population of teachers who work in student populations with dramatically varying cultures from their own (Ingersoll et al., 2014). In addition, novice teachers entering the field teaching diverse populations and tend to have difficulty with being able to employ effective classroom management, dependent on their training and cultural background. The perceptions of novice teachers in respect to their preparedness and effectiveness in the use of culturally responsive teaching and the implementation of culturally responsive classroom management models are currently unknown. There is a need to explore the perceptions of teachers on their preparedness and effectiveness in their implementation of cultural responsive classroom management to ensure that all students from different cultural backgrounds learn in a conducive setting.

There is a greater need for these teachers to receive adequate classroom management training which focuses on establishing meaningful relationships, classroom rules and routines, and addressing misbehaviors appropriately, all of which are essential when teaching diverse populations. Teachers who facilitate classroom environments that encourage student learning readiness are important in fostering student achievement (Allen et al., 2013). Classroom management is one of the most strenuous aspects of teaching that a beginning teacher will often struggle with. As such, it is important for new teachers to learn how to strengthen decision-making skills regarding best practices in classroom management (Allen et al., 2013; Ingersoll et al., 2014).

In the present study, I will observe teachers for CRCM use and see whether there is a difference by teacher education preparation program, particularly between PWIs and HBCUs. It is suspected that HBCUs, because of their history and ongoing commitments to minority populations, would more likely train teachers to have a better handle of CRCM and be more effective in their classroom management as novices.

Theoretical Framework

The theoretical framework undergirding this study is CRCM. The historical antecedents of CRM can be traced to Critical Race Theory, which has several tenets. The first tenet states that racism is normalized and embedded in the practices and policies of all institutions (Crenshaw, Gotanda, & Peller, 1995; Ladson Billings, 1998). It is essential to question what appears to be the norm and to examine these norms to uncover racial inequalities. The second tenet states that racism can be understood by listening to the voices of those who experience it. Through the use of narratives of people of color, teachers become aware of the existence and the harmful impact of racism – psychologically, emotionally, socially, professionally, academically, and fiscally. The third tenet states that liberalism is a belief that is based upon freedom and equality and (unfortunately) justice cannot always be served through the legal system. The fourth tenet of critical race theory states that those who are privileged will work for racial justice if it benefits them. As critical race theory requires the examination of the lived experiences of people of color from their vantage, culturally responsive teaching provides a way to do so within the context of a classroom. This is both in terms of curricular content as well as pedagogical techniques including classroom management.

Culturally responsive teaching provides teachers with the opportunity to connect academic and environmental delivery to the student's cultural practices and beliefs (Gay, 2000).

Culturally responsive teaching practices attempt to address contradictory attitudes regarding color-blindness, deficit thinking, and myth of meritocracy. According to Ebersole, Kanahele-Mossman, and Kawakami (2016), culturally responsive teaching counters assimilation approached endemic to mainstream pedagogies. The concept of culturally responsive teaching also endeavors to contradict the notion of color-blindness, or the belief that race does not play a role relative to instructional delivery, thus devaluing the importance student and teacher interactions (Ebersole et al., 2016). Culturally responsive teaching responds to deficit oriented thinking. Deficit thinking manifests when teachers do not consider the cultural background that a student brings to the educational environment. Thus, rather than assessing students situationally by their assets, from a deficit orientation students are measured against mainstream, dominant norms that are foreign to student cultural contexts (Ebersole et al., 2016). This is particularly pernicious when considering race wherein student lack of measuring up to the mainstream is viewed negatively. Culturally responsive teaching also responds to the myth of meritocracy in which teachers' beliefs regarding student worthiness are centered on a lack of understanding of institutional and systemic barriers (Milner, 2010).

Howard (2010) defined the following precepts of cultural responsiveness as follows: cultural congruence amongst the home and school formulating positive relationships, culturally responsive teaching ruptures the normalization of Eurocentric, middle class knowledge, language, history, and culture, the student's culture corresponds with instructional delivery, and the student is able to develop an attitude of challenging inequity and injustice. Culturally responsive instruction challenges deficit thinking and color blindness

Ebersole et al. (2016) synthesized the origins of culturally responsive teaching, culturally responsive instruction, and culturally relevant pedagogy to identify three major dimensions of

culturally relevant teaching that will be examined in this study: First, students' cultural backgrounds are connected to pedagogy and cultural relevance. Second, the social construct of knowledge requires the inclusion of all students in a learning community; and third, culturally relevant teaching is based on a social justice perspective and challenges the assumptions of the status quo.

Statement of Purpose

The purpose of this qualitative study is to determine the extent to which novice teachers are prepared to establish culturally relevant learning experiences for diverse student populations as a result of training from historically Black colleges and universities versus predominately white institutions. The areas of the focus relative to culturally responsive classroom management models will focus on employing the use of culture to facilitate a positive learning environment. The responses provided by the study's participants will provide data to address the gap that exists with teacher education programs addressing the need to provide novice teachers with training in relation to the culturally responsive classroom management model. This study will take place in a small rural district in North Carolina, and all participants will be in their first, second, or third year of teaching. The application of the data from this study may assist teacher education programs in efforts to strengthen curriculum in the area of culturally responsive classroom management. The participants in the study will provide insight regarding this aspect in their teacher educational programs.

Research Questions

Two research questions were formulated for the purpose of this upcoming study:

RQ1. To what extent do novice teachers understand and use culturally responsive classroom management practices?

RQ2. What difference, if any, is there between the teacher education programs preparation in the area of culturally responsive practices from historically Black colleges and universities versus predominately white institutions?

The first question will examine the knowledge and understanding of novice teachers regarding about culturally responsive instructional practices, before entering environments of culturally diverse students, and what they actually apply in their daily professional practice.

The second research question will identify similarities and differences in the teacher education programs handling of the cultural component from the defined institutions. It may be the case, given the cultural grounding of HBCUs, they may be better able at preparing teachers to effectively engage students of diverse ethnic backgrounds.

Nature of the Study

The researcher will follow a qualitative design in order to depict the environment and experiences of beginning teachers from their perspectives (Rudestam & Newton, 2007).

This research will be guided using a case study approach, which is a form of qualitative research that attempts to obtain meaning, investigate processes, and gain deep understanding of an individual group or situation (Yin, 2009).

The qualitative research methods utilized for this study are motivated by the research questions and emergent themes from the literature. Participants in the study will be beginning teachers who work with culturally diverse students and who are in the first three years of their teaching assignment. The selected methods will seek to design research devices that will uncover how beginning teachers view their training relevant to cultural diversity and improvements that could take place to strengthen their interaction with culturally diverse populations. Teacher participants will answer open-ended interview questions adapted from the web-based Culturally

Responsive Teacher Self-Efficacy Scale (CRTSES) survey Putman, Starker-Glass, and Lewis (2017). The researcher will also observe classroom interactions between novice teachers and their culturally diverse students based on the relevant standards within the *Rubric for Evaluating North Carolina Teachers*. Observation, according to Kawulich (2005) has increased in the number of qualitative studies in the educational field as a way to collect data. Document analysis, also identified under the ethnographic umbrella of qualitative approach (Kawulich, 2005), will be used to examine discipline referral data of selected novice teachers to identify patterns that indicate the extent to which the underlying principles of CRCM are practiced.

Significance of the Study

The proposed study will provide additional research to the current body of research analyzing the effectiveness of teacher education programs in providing pre-service teachers with the necessary skills to handle the needs of culturally diverse student populations. Many teachers find it difficult to navigate the challenge of both managing classroom behavior and creating an environment conducive to learning (Farinde-Wu, Glover, & Williams, 2017). This problem is compounded by the pressures of standardized testing, making it necessary for teachers to develop the competencies needed to teach students from diverse backgrounds (Farinde-Wu et al., 2017). Research produced various results when analyzing teacher education programs effectiveness in addressing cultural diversity and the impact on classroom management (Lawary, 2014). Few studies have been done to understand new teachers' classroom management practices, and this study further fills the gap with data on new teachers' beliefs and practices in the area of classroom management (Lew & Nelson, 2016). I also plan to analyze culturally responsive teacher training relative to historically Black colleges and universities and predominately white institutions. There is little research comparing/contrasting the methods of training in regards to

cultural responsive teaching. Research on preservice teacher preparation and development for engaging in culturally relevant pedagogy is also limited (Christ & Sharma, 2018). I plan to add additional insight regarding personal perceptions of cultural training preparedness and the differences that may be evident amongst to the two institutional bodies.

Definition of Terms

An understanding of several terms is necessary to comprehend this study. Definitions of terms integral to this study's research focus are included below.

Beginning teachers: Teachers who are in the first three years of teaching and who hold a Standard Professional I license (McREL, 2009)

Classroom Management: Classroom management is a combination of teacher organization, affinity, planning, and respect. It is the teacher's ability to manage a learning environment (Wong, Wong, & Seroyer, 2009).

Culture: Culture is defined as a group's history, language, values, norms, rituals, and symbols (Irvine, 2003). Culture pertains to the shared traits and behaviors amongst a group of individuals who share a common set of beliefs that have been learned. This helps to contribute to maintaining the group identity (Sugai et al., 2012). This definition of culture can be applied to school settings.

Cultural Diversity: Cultural diversity is a cluster of social identities (Banks, 2013).

Culturally Responsive Pedagogy: Culturally responsive pedagogy describes effective teaching that takes place in culturally diverse classrooms (Irvine, 2010).

Culturally Responsive Teachers: Teachers who display awareness and regarding the effect that culture has on the way a student learns (Brown, 2007).

Pre-service teachers: Any teacher that is enrolled in a teacher-credentialing program.

Scope of the Study

The proposed study will examine the extent of teacher preparation in the area of cultural diversity as it relates to culturally responsive classroom management in teacher education programs. The objective will be to determine how much training novice teachers received in Culturally Responsive Classroom Management. The focus of the study will be to analyze the differences in teacher education preparation programs at PWIs and HBCUs in this domain. Some of the components to consider will be the specific classroom practices that novice teachers implement based on their training to interact with students from culturally diverse backgrounds. The participants will be fully licensed who are within their first three years of teaching.

Limitations and Delimitations

The study will include beginning teachers from accredited teacher education programs. Only the teacher's experience from their teacher education program, in reference to the amount of multicultural education they received during their pre-service training, will be evaluated. The participants in the study will be female and male elementary, middle, and high school teachers who currently work in diverse school settings. An additional delimitation was the possibility of unsuccessfully acquiring pre-service teachers' thoughts regarding diversity amongst their student population.

The framework for this study will focus on the need for teacher education programs to prepare pre-service teachers in the areas of CRCM. The number of participants will be limited to those that the researcher will make contact through networking and district personnel assistance. Purposive sampling will be applied because the sample is selected based on the characteristics of the population and the objective of the study (Miles, Huberman, Huberman, & Huberman, 1994). Data collection will be limited to a two-month time period during which the researcher will make

contact, allocate, and collect surveys before beginning to the code open ended question responses to identify possible trends in survey answers.

Assumptions

The researcher will assume that all participants in the study will answer all questions honestly based on their preparation and the feelings of preparation towards culturally diverse students. Participant anonymity will be maintained to promote honest responses. Researcher bias will be eliminated through implementation of anonymous electronic surveys and the coding of open responses. The researcher will be the only data collector and will not participate in the study.

Summary

Schools and classrooms continue to evolve as the demographics of society continue to trend towards being more diverse. Teacher education programs increasing multicultural and diversity education could possibly help pre-service teachers understand knowledge regarding the various cultures that may be present in the school environment. To make sure that pre-service teachers are receiving the adequate training to handle diverse populations, teacher education programs should be adamant about developing and maintaining a bedrock composed of the necessary information, skills, protocols and knowledge vital for instructing students from culturally diverse backgrounds. The main purpose of this qualitative study was to determine whether there is a difference with the CRM training of teacher education preparation program between PWIs and HBCUs. Ultimately, this data from this study will be used to create a culturally justified and responsive classroom management pedagogy that teacher education programs could implement. Chapter 2 will provide the literature to validate the absence of

teacher training in culturally responsive pedagogy and multicultural education from teacher education programs.

Chapter 1 began with a description of the background of the problem including brief discussion on the relationship between culture and classroom management followed by the problem statement. The theoretical framework of culturally responsive teaching was briefly described to provide familiarity of the theory that lays the groundwork for the proposed study. The chapter continued with an explanation of the purpose, research questions, and significance of the study which will be followed by assumptions, definition of key terms, and a summary.

CHAPTER 2: LITERATURE REVIEW

Quality teachers' immersion in the field often begins at a teacher education program of their choosing. While each program differs in their delivery of training, research continues to show that teachers entering the field are not prepared to handle the stressors associated with the profession (Weems & Rogers, 2010). Predominately Caucasian, middle class teachers enter the profession without the personal experience or preparation in the area of cultural diversity. Despite this, a majority of these teachers often teach in settings whose cultures vary from their personal culture (Gay, 2013; Ingersoll et al., 2014). These teachers receive training from various coursework and practicum experiences through their teacher preparation program. If their respective teacher education programs do not prepare the students in the area of cultural sensitivity and awareness, the teachers they produce are more prone to have difficulty providing the appropriate classroom environment for the served population (Cochran-Smith et al., 2014). Cultural diversity is a reality in today's schools and culturally responsive pedagogy is important to provide all students the education that they deserve. Also, linguistic diversity of students must be considered, as well as self-awareness to understanding and counteracting negative views that hinder learning opportunities (Sturz & Kleiner, 2005).

In this chapter, I synthesize a comprehensive review of the available literature on the problem, topic, and theory underpinning the study. The purpose of the literature review is to provide a well-informed understanding of how multicultural education at teacher education programs prepare pre-service teachers to enter culturally diverse classrooms. The discussion in the first section is the theoretical foundation of the study, beginning with the origins of Critical Race Theory, and how it applies to education and provides the foundations for the Culturally Responsive Teaching framework, ultimately resulting in the development of Culturally

Responsive Classroom Management theory. A background on the challenge of classroom management and practices recommended for implementation of CRCM to address these challenges will be discussed. Then, the discussion will be about multicultural education in teacher preparation programs. The penultimate section contains a discussion about teacher education programs and the extent to which they are preparing preservice teachers to manage classrooms in accordance with CRCM best practices. The last section discusses the importance of this study in relation to newcomer adjustment theory. The chapter will end with a summary.

Theoretical Framework

The theory that will be used in this study is Critical Race Theory (CRT). In the 1970s, CRT evolved out of the work of legal scholars who were conducting a reexamination of the persistence of racism in America as well as the absence of racial reform in the civil rights legislation. CRT was founded on the criticism of the Critical Legal Studies (CLS) movement that probed the traditional working of the legal system at that time. CLS failed to include race and racism in their arguments that failed to remove the existing oppressive social structure. CRT became an outgrowth of the dissatisfaction of legal scholars of color. Individuals who developed Critical Race Theory sought to understand how White supremacy and its oppression to individuals of color had been established and continue to perpetuate (McCoy & Rodrick, 2015). While CRT does not have a specific set of rules, scholars have presented specific themes. There are five tenets of CRT: counter-storytelling; the permanence of racism; Whiteness as property; interest conversion; and the critique of liberalism (DeCuir & Dixson, 2004; Ladson-Billings, 1998; Museus, 2015; McCoy & Rodrick, 2015). The tenets important to the current study are: racism is permanent and counter-storytelling. According to DeCuir and Dixson (2004), counter-stories are a resource that not only exposes the dominant male ideology, which

perpetuates racial stereotypes, but also critiques it. Counter-stories are narratives of people of color. Counter-stories support the permanence of racism. The tenet that racism is permanent suggest that it is a structural phenomenon that exists in the political, social, and economic aspect of the U.S. society (Anderson & Dixson, 2016; DeCuir & Dixson, 2004). In CRT, it is recognized that racism is an inherent part of the American civilization, where White individuals have privileges over people of color in most areas of life, which includes education (DeCuir & Dixson, 2004; Ladson-Billings, 1998).

CRT in Education

In order to make changes in the educational system, educators are encouraged to examine curriculum, pedagogy, teaching and learning through a CRT lens. When done so, it becomes apparent that the educational system in America is heavily influenced by White supremacy. Ladson-Billings (1998) posits that CRT school curriculum is designed to maintain a White supremacist master script. From the educational standpoint, CRT has six major foundational beliefs: racial inequities are a result of a system of achievement based on competition, the examination of how educational policy and practices build upon racial inequity and perpetuates white norms, rejection of the notion of white superiority and the inferiority of people of color, acknowledgment of the pattern of racial oppression and contemporary educational practices, analyzes how race aligns with other disparate characteristics, such as gender, class, sexuality, linguistic background, and citizenship status, and advocacy for meaningful outcomes that redress racial disparity, as opposed to simply documenting the issue (Dixson & Anderson, 2018). Ledesma and Calderon (2015) express the need for educators to examine their attitudes that they bring into the classroom. Many of their attitudes mimic the larger system of White supremacy. This prevents them from teaching in ways that are culturally

relevant, which results in the cultural reproduction of inequity. These authors encourage the use of distributive justice that shifts the attitudes of educators from being savior to a call for social justice activism.

Ledesma and Calderon (2014) shares with the reader that CRT in education can be divided into two groups: K-12 education. In the area of K-12 education, the authors identified several themes: (a) curriculum and pedagogy; (b) teaching and learning; (c) schooling; and (d) policy/finance and community engagement.

In a perfect world, equal opportunity in education would ensure that students from marginalized groups would have access to the same curriculum, instruction, funding and facilities as White students (Ladson-Billings, 1998). Unfortunately, the world we live in is not perfect. The prevalence of race and racism can be found throughout the K-12 continuum. CRT, according to Ledesma and Calderon (2015), provides educators with tools to identify these issues found in the curriculum and pedagogy, teaching and learning, schooling, policy, school finance and community engagement. However, in the classroom, CRT is not as easy for many educators to use. There is a need to bridge theory and practice through culturally responsive classroom management, which should be included in teacher education and training programs.

Although there have been many historical attempts to even the playing field for marginalized students, the attempts have had questionable effectiveness. Students who come from marginalized groups based on race, sexuality, social and economic factors, have more negative experiences in the education system than White, middle to upper income, hetero, cisgender male students. Many of these students are found more in special education programs, are under-represented in programs for gifted and talented students, lack of basic resources, have high dropout rates and low academic outcomes. Okhremtchouk (2015) summed up the impact on

society as it is important not to lose sight of the fact that the nation is losing generations of talent that students bring into a classroom. In fact, Okhremtchouk (2015) argued that the nation is stagnating its own collective progress by not ensuring equality of opportunity for these students, so they are well positioned to demonstrate many merits they bring to our social structure.

In the school setting, educators can use knowledge about CRT to create a space where all students are empowered to ensure that learning is experiential and engaging. The call to act can be daunting to some educators and leaders. Goodman (2011) points out that there are difficulties that are associated with praxis. The author encourages educators/leaders to find opportunities in growth when faced with the difficulties and disappointments that come with social justice activism. McMahon and Armstrong (2015) suggest that social justice action should be "a joint responsibility that is shared by administrators, teachers, parents, students, and the community" (p. 203).

Climates within schools are affected by public policy, school finance and community engagement. Unfortunately, public policy and school finance impact marginalized communities disproportionately from White communities (Ladesma & Calderson, 2015). The authors suggest that educators use CRT to "expose, highlight, and challenge" these disparities (Ladesma & Calderson, 2015, p. 213). Ladson-Billings (1998) posits policies and school finance highlight inequity and racism and that CRT argue that this inequality is a direct function of institutionalized racism. The impact of this is devastating to marginalized students who suffer the consequences of this form of racism. CRT supports that without a commitment of redesigning policies and funding, racial progress cannot be made. Without recognizing and altering White supremacy and privilege, inequities of schooling will remain in place and guarantee the continuation of the status quo (Ladson-Billings, 1998; Lopez, 2003).

Ledesma and Calderon (2015) point out that the majoritarian framework that has historically shaped educational access and opportunity for marginalized students has been exposed by Critical Race scholarship. This scholarship has reinforced the fact that race and racism matter. The authors further explain that the exposure of the prevalence of White supremacy continues to shape the culture on many college and university campuses. In fact, it is usually in the guise of colorblindness (Ledesma & Calderon, 2015, p. 214), which is rooted in the belief that claiming to see skin color and race leads one to be a racist. Unfortunately, the concept of colorblindness tends to ignore the fact that it continues to support White supremacy, the privileges it affords, and the continuation of discrimination against students of color. The denial of a system of privilege and oppression minimizes of the disparities that exist between Whites and marginalized groups, resulting in the blame of shortcomings being placed on the students of color (Diggles, 2014).

The CRT tenet referring to the normality of racism, helps educators understand that the majority on college campuses are advocating for colorblindness and race-neutral policies. Counter-stories of students of color can help remind the majority of the history of unequal K-12 schooling, hostile racial climates on campus, and the limited access to higher education for members of their community (Yosso et al., 2005).

Although attention may be given to race when it comes to admissions policies, there is still much room for changes to be made to the racial climate on school campuses across the country. Students from marginalized groups continue to experience micro- and macro-aggressions. CRT scholars find that the counter-stories of these students usually reveal intense racial climates in and out of the classroom, struggles with self-doubt, frustration and isolation (McCoy, 2015). In this vein, culturally responsive teaching is helpful to ensuring that students

from different cultures are included in the development of instructional practices and teaching materials.

Culturally Responsive Teaching

Culturally responsive teaching is a teaching approach in which the teacher uses knowledge regarding students' cultural backgrounds to make teaching more relevant (Gay, 2006). Culturally responsive teaching consists of interrelated parts amongst the educational culture, school culture, and student culture. The dynamics of culture are developed from consolidating individual beliefs, values, social/economic factors, and environmental structures (Hollins, 2011). Characteristics of culturally responsive teaching involves the teacher implementing culturally responsive lessons that empower students due to the cultural references. The teacher is able to set high academic expectations due to the ability to infuse culture into the classroom environment (Weinstein, Curran, & Tomlinson-Clarke, 2003). The teacher is able to reflect on cultural actions and viewpoints which affects teacher-student interactions. The primary goal of culturally responsive teaching is to create an environment which fosters academic achievement amongst diverse learners (Weinstein et al., 2004).

In order for teachers to facilitate an environment in which culturally responsive teaching takes place, one must construct awareness of students' culture and base gained knowledge into instructional strategies and lessons. The gained cultural knowledge should include the values, communication techniques, and learning styles of the diverse learners. By taking this knowledge, teachers should utilize instructional strategies which utilize the students' cultural norms and values. Effective culturally responsive teaching involves the teacher valuing the students' abilities, and the teacher relaying their belief through high expectations and accountability

(Tomlinson-Clarke, 2003). Culturally responsive teaching is grounded in four layers of practice: caring, communication, curriculum, and culturally congruent instructional activities (Gay, 2010).

Culturally responsive teaching provides teachers with the opportunity to connect academic and environmental delivery to the student's cultural practices and beliefs (Gay, 2000). Culturally responsive teaching practices attempt to address contradictory attitudes regarding color-blindness, deficit thinking, and myth of meritocracy. Color-blindness is the belief that race does not play a role relative to instructional delivery. Student and teacher experiences are not considered during classroom interaction. Deficit thinking takes place when teachers do not consider the cultural background that a student may bring when providing instruction. Finally, the myth of meritocracy belief centers on teachers not considering the effect of institutional and systemic barriers (Milner, 2010).

Howard (2010) defined cultural responsiveness precepts as: cultural congruence amongst the home and school formulating positive relationships, culturally responsive teaching ruptures the normalization of Eurocentric, middle class knowledge, language, history, and culture, the students culture corresponds with instructional delivery, the student is able to develop an attitude of challenging inequity and injustice, and culturally responsive instruction challenges deficit thinking and color blindness.

Culturally Responsive Caring Teachers

One important aspect of culturally responsive teaching centers on the teacher being able to foster an environment of caring. Teachers who display care and concern for their students are proven to increase opportunities for success in the classroom. When teachers display concern for the student's academic, personal, and emotional needs, the students are more motivated to participate and achieve in the classroom (Gay, 2010). When teachers display a caring attitude,

they hold students to high standards by understanding their individual learning needs; respecting their culture; social class, and ethnicity. By doing this, the student is empowered to put forth more effort in the school setting (Gay, 2010). Teachers that are unwilling to display cultural awareness are at risk for passing on their cultural values and dismissing the students' background in relation to effectively managing their classroom (Weinstein et al., 2003). It is important to mold or change teachers' viewpoints regarding their ability to influence the cultural environment in their classroom and their desires towards interacting with students from various backgrounds. By doing this, the academic and behavioral expectations for diverse students are positively influenced. Teachers must be proactive in learning how to become more culturally aware, by learning about cultural diversity. Teachers must engage in conversation to learn about their cultural contrast and self-examine how their own culture may prohibit educational opportunities for their students (Gay, 2010). Open conversation regarding cultural differences will assist in addressing the teachers' pedagogical outlook and behaviors that they may exhibit which negatively impact students. Through the teacher holding the students to a high level of accountability and relaying the importance of valuing their culture, diverse populations of students are able to excel in the classroom. Further, a caring environment creates a high level of personal responsibility because students tend to hold each other to a higher level of accountability (Gay, 2002). In this vein, care creates a classroom environment that allows students a safe and supportive space to learn (Gay, 2006).

In their qualitative analysis, Farinde-Wu et al. (2017) examined the culturally responsive classroom practices of seven educators designated as "teachers of the year" in urban schools. From the interviews with their participants, several practices were described to provide an optimal learning environment for diverse learners. These include establishing mutual respect

among teachers and students, taking immediate action on behalf of their students, communicating concern for students' well-being, encouraging students, and celebrating success. Teachers who were successful in establishing positive environments for culturally diverse students created a familial atmosphere in the classroom, while also maintaining accountability. In an effort to implement a "student-first" approach to learning, the award-winning teachers in this study constructed student-driven lessons that acknowledged students' perspectives and interests (Farinde-Wu et al., 2017). Christ and Sharma (2018) supported this and argued that teachers should construct lessons that would motivate the student. One way to do so is to present text selection that mirror the life experiences of the students.

Multicultural Education

Multicultural education was America's response towards the changing demographics due to desegregation in the public-school sector (Banks, 1999). During the late 1970s and early 80s, social movements advocated the importance of cultural diversity training in the public schools. Literature was published regarding the importance of multicultural education as a method of addressing the influx of cultural diversity in the schools (Gorski, 2010). Banks (1997) research indicated that all school areas needed to evolve to provide equal educational opportunities to all students. The instructional materials, instructional styles, and teacher attitudes needed to undergo change to handle the culture shift (Gorski, 2010). Despite the aforementioned research regarding the importance of multicultural education, there were many critics to this approach. Critics indicated that multicultural education was (a) against Western civilization and rules, (b) harmful for the unity of society, (c) for only minority groups, and (d) was not instructionally sound enough to improve student outcomes (Rios & Staton, 2011). In consideration of the continued

influx of diverse populations in the past decade, researchers maintain the need for the implementation of culturally responsive teaching (Kalano & King, 2015; Khan et al., 2014).

Multicultural Education in Teacher Education Programs

Many teacher education programs often struggle to train pre-service teachers how to effectively handle diverse student populations. Kalano and King (2015) asserted the importance of preservice teachers to reflect upon their beliefs about how to successfully support the learning of minority students. Foundational courses often have some aspect of multicultural components where students receive pedagogy or field experience courses. Many curriculum based attempts to address culture are often confined to study about ethnic groups (Desrochers, 2006).

Cultural Factors

Schools are more diverse and teachers must be able to reach students culturally (Sturz & Kleiner, 2005). In order to reach diverse populations, teachers must modify their methods of instruction and familiarize themselves with the culture of their students. Cultural diversity continues to be a major issue in the classroom which influences the environment, student level of engagement, and interaction within the classroom and school community (Sturz & Kleiner, 2005). Johnson, Musial, Hall, and Gollinick (2010) noted that the dominant culture has been crafted around the customs of mostly white Protestants, who arrived from Europe. Culture encapsulates more than the identifying group, and many educators have difficulty being able to handle diverse groups of students (Boneshefski & Runge, 2014). Culture is defined by many factors such as the way individuals interact, the way one perceives their environment, and the dialect that associated with one's environment. Teachers and students each have their own set of cultural values and beliefs, which in turn affects the classroom environment in which the teacher has to manage. The lack of cultural awareness within the classroom from the teacher, contributes

to a disconnect that results in classroom management difficulties. When students feel that their teacher cannot relate to them, disinterest takes place (Irvine, 2003).

Monroe and Obidah (2004) indicated that culture greatly influences the classroom environment. Their research stressed the importance of the teacher infusing culturally-based classroom management strategies as a means of maintaining an effective classroom environment. Their study was set at a public school in a large urban, southeastern city in the United States. The school was composed of 420 African Americans, 222 Caucasians, and 8 Hispanic students. Fifty-four percent of the students participated in the free and reduced lunch program. The participants in the study consisted of one eighth-grade science teacher with 22 students: 12 African American boys, 9 African American girls, and 1 Caucasian girl. The African American teacher had 10 years of teaching experience.

The data consisted of classroom observations and interviews with the teacher. The final analysis of the data indicated that the teacher was able to appropriately interact with the students who were considered disruptive according to guidelines set forth by the classroom code of conduct. As issues occurred, the teacher was able to engage in conversation with the student(s), which resulted in the students altering behavior in a positive manner. The teacher was able to emphasize the importance of excelling academically and used that as a means of maintaining a positive environment. Findings ultimately stressed the importance of cultural flow between the teacher and students and how this affects disciplinary practices (Monroe & Obidah, 2004).

Culturally Responsive Classroom Management (CRCM)

To address the challenges that novice teachers experience with classroom management due to cultural misunderstandings amid increasing student diversity, Weinstein, Tomlinson-Clark, and Curran (2004) conceived five key components of Culturally Responsive Classroom

Management (CRCM). This framework requires teachers to: a) recognize one's own ethnocentrism; (b) have knowledge of students' cultural backgrounds; understand the broader social, economic, political context; (d) demonstrate an ability and willingness to use culturally appropriate management strategies; and (e) commit to building caring classrooms.

In their development of the Culturally Responsive Classroom Management Self-Efficacy Scale, Siwatu et al. (2017) drew upon previous qualitative and quantitative studies to identify the following key strategies and approaches to managing classrooms in culturally diverse educational settings, which will provide the theoretical basis for this study:

1. Develop and maintain relationships with students that are positive, meaningful, caring, and trusting;
2. Creating a classroom environment that is warm, inviting, supportive, safe, and secure, conveying a genuine respect for all cultures represented;
3. Understand differences in students' cultural norms for behavior and those of traditional school norms;
4. Know how to eliminate language barriers to communicate with all parents about student academic progress;
5. Design classrooms that allow students to visualize themselves in classroom displays
6. Clearly communicate expectations for behavior and consequences for noncompliance, while consistently and equitably enforce the rules;
7. Distinguish between behaviors which are genuinely intolerable for the classroom and those that result from differences in cultural norms;

8. Set high expectations for academics and behavior. This includes the expectation for students to be actively engaged in a respectful atmosphere, while producing high quality work on critical thinking instructional tasks.

Culturally Responsive Communication Techniques

Teachers must be able to understand the relationship between effective communication and culture in order to increase student engagement (Cartledge et al., 2015). Teachers must receive exposure to various types of language and communication styles that they may encounter in the classroom. Teachers who are well versed in this area are able to display respect towards the various communication styles of their students and make efforts to integrate familiar communication techniques within the class setting (Brown, 2004). Teachers must gain familiarity with verbal and nonverbal means of communication relative to various ethnic groups.

Deep reflection from teachers is another factor of effective implementation of culturally responsive teaching (Cochran-Smith et al., 2009). This reflection focuses on the teaching analyzing the ethical and moral aspects of their teaching. The teacher is required to take an honest look at their personal thoughts which affect their teaching. Through this, teachers are able to develop and maintain awareness of how their own attitudes and beliefs contribute to the success or failure of the students they serve (Howard, 2003). Culturally responsive teaching was formulated in order for teachers to positively impact behavioral and academic achievement of diverse populations of students. The development of a curriculum based on student culture and diversity provides students the opportunity to feel connected to one another. An engaging classroom environment based on cultural awareness strengthens the teacher's ability to implement effective culturally responsive classroom management techniques. Culturally responsive teaching is an important foundation of culturally responsive classroom management

due to addressing student diversity (Weinstein et al., 2004) and teachers must be well versed in the area of culturally responsive classroom management.

Gay (2002) indicated that teachers must alter instructional and classroom management methods to match the learning styles of their diverse students. Gay (2002) noted eight components of ethnic learning styles that are vital for cultural competency relative to diverse populations: ways of working through learning tasks, techniques for organizing and conveying ideas and thoughts, structural arrangements of work, study, and performance space, preferred content, physical and social settings for task performance, motivations, incentives, and rewards for learning, interpersonal interaction styles, and perpetual stimulation for receiving, processing, and demonstrating comprehension and competence.

Culturally responsive pedagogy positively affects student learning and alters inequities posed by institutions of power (Solomon, 2013). Culturally responsive pedagogy describes effective teaching processes that take place in culturally diverse classrooms (Irvine, 2010). Teachers are able to provide students with classroom processes that allow for them equal opportunities to achieve academic and social success in school environments (Banks et al., 2001). Teachers are influenced by past and present cultural experiences. Culturally equitable teachers acknowledge this and address their prejudices in order to objectively interact and teach their students. When culture incompatibility exists amongst the teacher and student population, it is often very difficult for teachers to facilitate positive learning environment. When teachers do not implement the use of culturally responsive pedagogy, students are often unable to learn and difficulties arise due to culture interpretation (Mester & Spruill, 2015). According to Farinde-Wu et al. (2017), the integration of real-world, multicultural content such as literature, music, and pop-culture is important in the design of lessons and activities. Culturally aware and competent

teachers indicated that selecting text based on student interests builds students' self-awareness and communicates an appreciation for the students as both individuals and members of a cultural group. Christ and Sharma (2018) further emphasized the idea that culturally relevant text selection and pedagogy support motivation, engagement, positive self-image academic outcomes for students. It is imperative that teachers develop academic content that is both relevant and help students make real-world cultural connections (Farinde-Wu et al., 2017).

Research has indicated that effective classroom practices employ the use of the teacher employing their students' culture and diversity as a framework for learning (Banks et al., 2001).

The purpose of the proposed study is to decide if there is a correlation between novice teacher preparation regarding cultural diversity and the effect on their ability to meet the needs of diverse student populations. The researcher will provide questionnaires to beginning teachers who work in settings with diverse student populations. The participants will access feelings regarding the level of training in the area of cultural diversity from their respective teacher education program.

Teacher Education Programs

The primary objective of teacher preparation programs is to provide prospective teachers with the appropriate coursework and field experiences to become highly-qualified, licensed teachers. Teacher preparation programs often have challenges such as being able to provide prospective teachers with the skills necessary to handle diverse populations. *A main concern is that these programs is that the Caucasian teacher* workforce who makes up a huge majority of the teaching population, enters the field void of knowledge in reference to cultural awareness and the ability to relate to diverse student populations (Hollins, 2011). The ongoing change in the student population presents challenges to these programs regarding their methods of training in methods to handle diversity (Howard, 2012).

The persistent gaps between a largely white profession and ethnically diverse school populations have ignited renewed calls to support critical engagement of teachers with race (Flintoff, Dowling, & Fitzgerald, 2015). Existing programs that examine the effects of racism have had limited impact on practice with pre-service teachers and new teachers responding with guilt, denial, or fear (Flintoff et al., 2015). In addition, these contribute to a deficit view of racialized students to the white norm as well as position white teachers outside of race. Flintoff et al. (2015) suggested that white teachers should be positioned within the processes of racialization. Flintoff et al. (2015) examined the operation of whiteness within physical education teacher education (PETE). Flintoff et al. (2015) aimed to answer two main research questions. The first research question is how race, anti-racism and whiteness are constructed through everyday experiences of families, schooling and teacher education. The second research question is how collective biography can be used to excavate discourses of race, racism and whiteness as the first step towards challenging them. The methodology for this study involves a collective biography work where all the authors wrote about their embodied experiences and memories about race, racism, and whiteness as educators who are advocating for social justice. The narratives of the three authors reveal that ways whiteness operates within PETE through processes of naturalization, universalization, and ex-denomination. One of the reflections is that professional discourse about race remains focusing on understanding the racialized other and at worse there will be no professional discourse. The findings in this study highlight the challenges in addressing anti-racism within PETE and argued that focusing on whiteness might be more productive as a starting point. Flintoff et al. (2015) also recommended that White teacher educators must critically examine their roles in these processes if they want student teachers to do the same.

Educational Coursework

Teacher education programs requires the student to complete self-contained coursework. The pre-service teacher is provided with courses in a restrained setting with no pairing of fieldwork or student teaching (Carr, 2013). Self-contained courses provide the student with content knowledge and theory-based practices. However, this type of preparation does not provide the student opportunities to apply learned theories and practices. Teacher education programs that rely solely on this type of training are not adequately preparing students to handle diverse student populations (Carr, 2013).

Coursework Complemented with Field Experience

Field experience provides pre-service teachers the opportunities to put learned theories into practice. Field experience can consist of observations, monitored student group work, or student teaching (National Council for Accreditation of Teacher Education, 2010). Teacher education programs provide the student with opportunities to observe actual teacher settings to gain knowledge regarding the dynamics of a classroom setting. During student teaching/practicum, the teacher education program places the pre-service teacher in a classroom setting under direct supervision of a certified teacher. The student teacher is given the opportunity to deliver instruction and engage in tasks the supervising teacher deems necessary. The student teaching experience allows the student teachers to apply the knowledge gained from their respective program (Sleeter, 2001).

In Kolano and King's (2015) qualitative study exploring the attitudes of teacher education candidates after completing a semester-long course that focused on the educational experiences of English Language Learners (ELLs), most of the 43 preservice teachers indicated having limited knowledge of and experience interacting with this student population prior to the

course. The participants further identified the clinical experience component of the course as the most influential in changing their perceptions and beliefs toward working with ELLs, particularly in regards to gaining confidence and feeling more equipped to work with a diverse population of students.

Program Delivery Towards Culturally Responsive Teaching

During the 1970s, teacher education programs were faced with the task of providing evidence regarding the implementation of multicultural education during the accreditation process (Nieto, 2000). Four standards dedicated towards the multicultural component of education were developed: (a) field based experiences, (b) professional studies, (c) student admission, and (d) faculty assignments. It was the intent for these multicultural standards to facilitate the process of multicultural education in the teacher education programs (Villegas & Lucas, 2002). As a result of their qualitative study examining new teachers' conceptual understanding of culturally responsive teaching and preparedness to effectively manage their classrooms, Lew and Nelson (2016) found a significant gap in the teacher education curriculum and the practical application of these competencies in the reality of the school environment.

In a quantitative study of preservice teachers' beliefs about factors contributing to their personal and professional beliefs about diversity, Khan et al. (2014) concluded preservice teachers believed that significant cross-cultural relationships are the most significant contributing factor to their cultural competence. As a result of these findings, Khan et al. (2014) suggested teacher education programs engage preservice teachers in projects that provide opportunities to interact with culturally diverse groups of individuals, both within their coursework and field experiences to develop an increased level of cultural competence.

In an examination of a learning module on creating culturally responsive and relevant classrooms for beginning teachers in Ontario, Canada, West-Burns, Murray, and Watt (2013) asserted that novice teachers are important partners in the emergence of equity education. They further posit that beginning teachers are concerned with issues such as achievement, graduation, representation, discipline, and overall experiences of students who are historically subject to racial marginalization. The key insights that emerged from West-Burns et al.'s (2013) collaborative inquiry indicated that beginning teachers: want to talk about race and class, need to learn theory for culturally relevant pedagogy, observe it in practice, and have reflective discussions about it, want to know that other colleagues share in their goal to create more equitable educational student experiences, need to talk to and observe mentors to garner support for shared understandings of equity issues, and need administrators who support the cause of culturally relevant education.

In an analysis of qualitative data from 17 preservice teachers, Christ and Sharma (2018) explored the successes and challenges of selecting culturally relevant texts and pedagogy. They identified resistance, limited view of culture, lack of knowledge about students' cultures and identities as barriers to their preparation to deliver culturally relevant instruction for diverse student populations. Again, the provision of culturally relevant instruction as a shared professional development goal is supported by Christ and Sharma (2018), who also found in addressing challenge of shifting teachers' beliefs and practices, it is critical to identify ways to counter deep resistance by implementing a systemic focus on culture and culturally relevant pedagogy in teacher preparation programs. Christ and Sharma (2018) recommended that preservice teacher training should focus on supporting teachers' learning about their students'

cultures and identities, applying this knowledge to text selection and pedagogy, and explicitly guiding this development over time.

Christ and Sharma (2018) identified the following five needs for preservice teachers to adequately address culturally relevant pedagogy. First, the belief that providing culturally relevant instruction is important. Second, they need to participate in effective ways to learn about their students' cultures, identities, life experiences to inform selection of culturally relevant instructional materials. Third, they need to know and analyze the multiple dimensions of culture and identity when considering instructional methods. Fourth, they need to include open-ended and a conversational tone to facilitate instructional presentations, which increase student participation and engagement in instructional conversations as opposed to less interactive techniques. Finally, they need to develop the ability to use instructional conversations to help students develop social action and critical thinking skills.

Background of Classroom Management

Teacher education programs are often debated regarding effectiveness due to educators' feelings of unpreparedness (Eisenman, Edwards, & Cushman, 2015). Classroom management has been identified as the primary area of weakness for new teachers entering the field, and as a result, these teachers often spend a majority of their time handling behavioral issues which negatively impact their ability to effectively manage their classroom (Eisenman et al., 2015). Teacher education programs are supposed to prepare the novice teacher with the skills to effectively handle difficulties from day one. However, many teachers report that their training left them wholly unprepared to classroom management issues such as behavior. Chesley and Jordan's (2012) findings from novice and mentor teachers indicated that teacher education program deficiencies in the area of classroom management, caused major difficulties in the

classroom during initial years. Every novice teacher identified classroom management as their top concern, and presented coursework regarding classroom management had no effect when dealing with students (Chesley & Jordan, 2012). Mentor teachers indicated that these teachers were unable to handle minor disruptions, which in turn affected their ability to effectively instruct. Due to the feelings of unpreparedness, these teachers displayed extreme anxiety and frustration when challenging situations arose. Similarly, Oral's (2012) findings indicated that there was a direct correlation between the pre-education classroom management teaching and pre-teaching anxiety. Teachers who felt that their training exposed them to various situations that they may encounter, experienced lower levels of stress when entering the classroom for the first time. The more prepared a teacher feels prior to entering the classroom, the lower the associated stress levels are.

In addition, Cabaroglu's (2012) study focused on pre-service teachers and their perceptions of classroom management and ability to handle difficult classroom environments. Interview data indicated that their classroom management training centered on rules and rewards. Teachers expressed lack of awareness in regards to what behaviors to look for in the classroom. The teachers expressed high levels of stress due to their lack of knowledge in the area. However, they were aware that being a manager of student behavior would play a huge role in their profession (Cabaroglu, 2012). Teacher education programs are struggling in their ability to prepare their students for the level of disruption that often occurs in the classroom. Berridge and Goebel (2013) conducted a study which focused on the challenges that student teachers faced during their practicum. Teachers indicated that they felt that their level of training in the area of classroom management was not adequate. Teachers expressed disbelief regarding the lack of respect towards them in the setting. This feeling of inadequacy with being able to control their

classroom, caused many to question their calling in the field. The teachers indicated that the lack of practical training exposure affected their ability to adapt to meet the needs of their students (Berridge & Goebel, 2013).

Classroom management is one of the many essential responsibilities new teachers are tasked with mastering upon beginning their careers. Garland, Garland, and Vasquez (2013) studied teacher preparation in the areas of content and classroom management readiness. Kratochwill (2011) indicated that some equated classroom management with classroom discipline. Classroom management has been viewed as the foundation of rules which nurture academic learning and student engagement. Despite there not being a universal definition of classroom management, classroom discipline and engagement are two areas that present challenges for novice educators (Evertson & Weinstein, 2013).

Desimone and Bartlett's (2013) study focused on the effect of cultural factors and the relationship with effective classroom management. The study focused on high school teachers and their apprehensive feelings towards being able to lead a classroom. The teachers indicated their classroom management challenges would have been lessened if they had the training to handle diverse cultural populations. Dealing with diverse student populations exposed these teachers to various behavioral challenges that formal classroom management training did not address, such as behavioral issues, which greatly impacted their ability to provide effective instruction. They were having difficulty adjusting and were overwhelmed at the various aspects associated with effective classroom management of students with low socioeconomic backgrounds and diverse populations. The teachers indicated that working with populations of culturally diverse students brought forth behavioral and academic challenges that they felt substantially unprepared for. Handling diverse populations can be a difficult task for any teacher,

and is further compounded with lack of experience and specialized training for novice teacher to serve populations that are culturally different than their own.

Culturally Responsive Classroom Management Model (CRCM)

Teachers who work in environments that vary from their own are often subjected to academic and behavioral difficulties and challenges (Goldenberg, 2014). Being able to understand the variable associated with culturally responsive teaching and culturally responsive classroom management models (CRCM) allows the teacher to address these difficulties (Bondy, Ross, Gallingane, & Humbacher, 2007). The CRCM effectively builds upon the tenets associated with CRT. Culturally responsive classroom management model focuses on the classroom teacher's ability to increase student engagement by exploring cultural backgrounds and effective pedagogy implementation. This model takes into account how the teacher is able to anticipate how cultural backgrounds influence expectations (Bondy et al., 2007). During CRCM implementation, the teacher is able to question why certain behaviors occur in order to apply appropriate reinforcement. The CRCM allows the teacher to connect to students individually, which positively influences student accountability. CRCM implementation allows teacher's to actively reflect on their own culture and how other cultures are viewed. Teachers must be vigilant in their efforts to understand their own beliefs which may affect their ability to treat their student in a more equitable fashion (Weinstein et al., 2004). Reflecting on one's own attitude allows the teacher the opportunity to minimize cultural misunderstandings (Gay, 2006). When a teacher's cultural awareness increases, they are able to better understand themselves and their students. Novice teachers must have the opportunity to develop self-awareness. Novice teachers must also be given the opportunity to engage in college courses which provides the opportunity to build cultural awareness and competency. They must have the opportunity to receive exposure

relative to creating classroom management plans which are constructed on the framework of a CRCM. Novice teachers should also be exposed to classrooms which would assist in the application of CRCM strategies (Weinstein et al., 2004).

Model implementation allows for the teacher's classroom management procedures to focus on the classroom as a community. It is vital for students' well-being that schools provide them with a sense of community and belonging. Research has shown that CRCM presents a classroom community perspective that allows the teacher to project feelings towards every student (Gay, 2006). The teacher is able to work more closely with students who feel that their culture is being valued (Milner & Tenore, 2010). The teacher is able to display more awareness regarding involvement within the classroom setting. The heightened level of awareness towards cultural sensitivity allows the classroom environment to foster student feelings of purpose and meaning. To this end, Marrun (2018) argues that a teacher's first step in becoming a culturally responsive teacher is to demonstrate respect toward ethnically diverse students by learning how to correctly pronounce their names. In qualitative study exploring the perspectives of students of color, Marrun (2018) explains how re-naming, mispronouncing, and Anglicizing the names of minority students demonstrates an unconscious bias and reinforces racial hierarchies in the classroom.

The teacher fosters an environment for students to learn about various backgrounds and opportunities that are provided in which students work together with those who are different. Cholewa et al.'s (2012) research determined that when the classroom success depended on the teacher's attention to each individual student, the teacher was able to ensure that a personal relationship was developed with each, and the ability to build rapport centered around the teacher's understanding of the individual and collective culture of the classroom occurred.

Effective communication skills are a vital component of positive classroom environments. Teachers who often work with students of varied cultural backgrounds, often have difficulty with being able to communicate in a manner that reaches their students. Communication practices of effective culturally responsive teachers include compatible communication, comicality, and assertiveness (Ullucci, 2009). Compatible communication includes communication that is compatible with the learners' feelings. Teachers are able to use methods of communication that allow them to find viable options to punishment. Teachers implement the use of praise in an effort to solve problems as they arise. "I" messages of feelings are used to convey feelings that may arise out of inappropriate behaviors (Charles, 2011). Teachers who employed the use of humor was also listed as a factor of a culturally responsive classroom environment. Humor assists with strengthening relationships and allows teachers to redirect students who are off-task more effectively (Ullucci, 2009). Teachers who employ the use of CRCM models communicate assertiveness by demanding serious, "business like" environments (Bondy, 2007). Teachers who create "business like" environments are able to display more directness towards students while relaying high expectations. These teachers are able to provide discipline quickly but are always cognizant towards maintaining the dignity associated with their students (Ullucci, 2009). Bondy et al. (2007) findings indicated that assertive communication relayed security and entrenched the teacher as a respectful authority figure.

Summary

The review of the literature in this chapter included a discussion of the major research concerning novice teachers' preparedness to implement culturally responsive classroom management practices. First, Critical Race Theory was discussed in regards to its role in

establishing the foundations for the tenets of Culturally Responsive Teaching and the theoretical framework for this study, Culturally Responsive Classroom Management (CRCM). After the discussion of the theoretical framework and its origins, the discussion goes on to synthesize the research on multicultural education and the extent to which teacher preparation programs prepare its candidates to successfully teach students from diverse cultural backgrounds. The chapter proceeds to elaborate on providing culturally responsive pedagogy and specific classroom management strategies recommended to successfully implement the necessary components of CRCM. Finally, the chapter closes with a discussion of newcomer adjustment theory and how it relates to new teacher preparation to implement the recommended professional competencies within the CRCM framework. The next chapter will describe the appropriateness of the selected qualitative methodological approaches, participant selection, data collection, and ethical concerns in answering the research questions.

CHAPTER 3: METHODOLOGY

The purpose of this qualitative study is to identify and describe the perceptions of novice teachers in respect to their preparedness and effectiveness in the use of culturally responsive teaching and the implementation of cultural responsive classroom management models. This qualitative study will use a case study research design to investigate the phenomenon investigated (Cozby, 2009). The phenomenon will be investigated through qualitative interviews using open-ended questions to obtain the perceptions of novice teachers about culturally responsive classroom management. This study will address the following research questions:

RQ1. To what extent do novice teachers understand and use culturally responsive classroom management practices?

RQ2. What difference, if any, is there between the teacher education programs preparation in the area of culturally responsive practices from historically Black colleges and universities versus predominately white institutions?

This methodology section will include the research design overview and the justification of the chosen research design, the discussion of the research sample, the data collection procedures, the data analysis procedures, and the issues associated with ethical considerations and trustworthiness of the participants.

Research Methods

This study will employ a qualitative research design. Qualitative research designs are employed to explore a particular phenomenon within its natural environment (Creswell, 2009). The specific problem in this study is that it is unknown whether teacher education programs prepare novice teachers in culturally responsive classroom management. This study will explore novice teachers' perceptions in respect to their preparedness and effectiveness in the use of

culturally responsive teaching and the implementation of cultural responsive classroom management models.

Quantitative research will provide us with the “if” and qualitative methods will supply us with the “how” or “why”. The goal of quantitative research is to “explain, predict, or control phenomena through focused collection of numerical data” (Borland, 2001, p. 112). The phenomenon being studied requires detailed information about how novice teachers perceive culturally responsive teaching and the implementation of cultural responsive classroom management models.

A qualitative study is conducted to understand the attitudes, behaviors, concerns, and motivations of the targeted research group (Babbie & Benaquisto, 2009). Qualitative research methodology is used to explore a phenomenon in an in-depth manner (Patton, 2002). A qualitative study is more appropriate in generating findings based on the experiences of the interview respondents. The qualitative approach will illuminate how participants feel regarding a topic (Hatch, 2002).

Research Design

A case study research design will be used in this study. The use of a case study research design allows for the investigation of the perceptions of participants to provide evidence of a structured analysis and gain meaningful insights (Yin, 2013). A case study is an appropriate research design because the purpose and the research questions are focused on investigating perceptions (Yin, 2013). Yin (2013) provided four criteria in choosing a case study approach: (a) the study aims to answer *how* or *why* questions, (b) the behavior of the individuals cannot be manipulated, (c) contextual conditions are covered because they are important to the phenomenon, and (d) the phenomenon and context have unclear boundaries. The research

question in the study satisfy the first of the four criteria. The phenomenon explored in this study satisfied the second to the fourth criteria. Thus, a case study is an appropriate research design in this study. Additionally, case study is a method for conducting research that is appropriate when there is a need to develop valid inferences from events that do not involve controlled environments such as laboratories, while remaining true to the goals of shared knowledge from laboratory science (Yin, 2013). Baxter and Jack (2008) also stated that a case study research design will offer rich data because of the different sources of data, which is also the case in this study, which will use multiple sources of data. Data will be gathered from three sources: (a) interviews with novice teachers, (b) document analysis of disciplinary data, and (c) observation data using the North Carolina Educator Evaluation System (NCEES).

In this qualitative case study research design, the phenomenon that will be explored are the perceptions of novice teachers in respect to their preparedness and effectiveness in the use of culturally responsive teaching and the implementation of cultural responsive classroom management models.

Site Selection and Sample Criteria

A North Carolina school district will be selected as the main site for this study. North Carolina's educational directory currently identifies 115 LEAs. The school district that will be selected for this study is located in the southeastern region of North Carolina. It has 6 schools (4 elementary, 1 middle school, and 1 high school). The researcher will also seek to acquire participants from surrounding counties to increase sampling size. The researcher will focus on three schools. There will be 4 teachers at each school. Two teachers who are trained at predominantly White institutions and two teachers trained at Historically Black Colleges and Universities.

The prospective group of teachers that will be initially invited to participate will be based on their status as beginning teachers as well as their availability due to being in the researcher's home district. The sample will be useful for addressing the research question and furnishing additional information regarding teacher preparation for culturally diverse student populations (Palinkas et al., 2015). Participants will be obtained through the human resource department of the researcher's home school district. The researcher will possibly inquire from about other beginning teachers who may be willing to participate to gain a possible bigger representative population (Creswell, 2013). The researcher will inquire about surrounding school district contacts from human resources director regarding additional participants. All participants will be beginning teachers, traditionally certified and teacher at schools with diverse student populations. Participants will indicate the types of students they teach and school demographics from teacher demographic questionnaire.

Instrumentation

Interviews will be the main data collection method used in this proposed study. The researcher will be the sole data collector. Data collection will take place when permission is granted from the Institutional Review Board at East Carolina University. In particular, face-to-face interviews will be conducted. The information needed for this proposed study will include interview responses and observation data on the experiences of novice teachers. The interview questions will be mostly open-ended questions to encourage the participant to elaborate and provide rich-responses. Using open-ended questions will result to open-ended responses (Bynner & Stribley, 2010). The researcher of this proposed study will be the interviewer and will frame the discussion in the interviews based on the prepared interview questions. The interview

questions will be based on the research questions of the study and the best practices identified in Siwatu et al.'s (2017) Culturally Responsive Classroom Management Self-Efficacy Scale.

The researcher will conduct a classroom observation of the teacher participants in this study. Observation is an effective way for researchers to check for nonverbal expression of feelings, determine who interacts with whom, grasp how participants communicate with each other (Kawulich, 2005). The observations will focus on competencies listed in the *Rubric for Evaluating North Carolina Teachers*, specifically, Standard II: Teachers Establish a Respectful Environment for a Diverse Population of Students. According to these criteria, professional educators must demonstrate the following elements of proficient practice:

- Element II a: Establishes an inviting, respectful, inclusive, flexible, and supportive learning environment
- Element II b: Demonstrates knowledge of diverse cultures, their histories, and their roles in shaping global issues
- Acknowledges the influence of race, ethnicity, gender, religion, socioeconomics, and culture on a student's development and attitudes
- Element II c: Communicates high expectations for all students
- Element II d: Collaborates with specialists who can support the special learning needs of students
- Provides unique learning opportunities such as inclusion and research-based, effective practices for students with special needs
- Element II e: Communicates and collaborates with the home and community for the benefit of students (McREL, 2009)

In a qualitative case study, the researcher is key in exploring the viewpoints of other's opinions and beliefs regarding their experiences (Vivar, 2007). To assist in gaining knowledge, the researcher must be able to develop a rapport with research participants. Individual interviewees will be selected through purposeful sampling. The researcher will attempt to ensure that the participating teachers are practicing a variety of grade levels and school demographics within the school district will be included.

Data Collection

Data will be gathered from three sources: (a) interviews with novice teachers, (b) document analysis of suspension data, and (c) observation data using NCEES. Consent forms will be collected from each participant prior to interview sessions. Data collection will include collection of data in paper and electronic form. Data will be collected from an initial, purposeful sample as well as through connections with human resources director who could garner access with teachers from surrounding counties.

Participants that will be interviewed will be recruited through contacting them via email to solicit their participation in the study. The e-mail contains the nature and significance of the study and then an invitation to participate in the study as a respondent of an interview. The recipients of the e-mail will be given seven days to reply to the invitation. Once four teachers at each school have accepted the invitation they will undergo the process of informed consent for them to agree to participate in the study. They will be given an informed consent form which is a form that provides information on the process and offers confidentiality and anonymity in the study. The participants will be required to sign the informed consent form as proof of their agreement to participate in the study. Participants will only be allowed to undergo the interview if they provide consent by agreeing and signing the informed consent forms.

Data will be collected through interviews to gain detailed information on the perceptions of novice teachers about how they were prepared and how effective they are in implementing culturally responsive classroom management. The participants will be interviewed face-to-face and in one-on-one interview sessions. The time of the interview will be 60 to 90 minutes.

The interview will take place at an agreed location and specific time agreed by the interviewer and the participants. The location of the interviews will be private and convenient. It is important that the participants be comfortable and relaxed with the chosen interview settings. During the interview, the interview participants will be given the freedom to express their personal experiences and opinions about the phenomenon and the interview will be interactive to obtain in-depth responses.

All interviews will be audio-recorded. The recording will be transcribed for data analysis. The participants will be aware that that they are being recorded and notes are being taken.

Data Analysis

For data analysis, the researcher will use NVivo qualitative analysis software, which is usually used for content analysis in qualitative studies. Analysis would begin by reading through the transcripts and responses of the participants (Silverman & Seidman, 2011). Thematic analysis will be used to analyze the data. Thematic analysis starts with codes.

The codes that emerged from each participant will be arranged into themes. As the analysis progresses, the number of categories might increase or decrease. The result of the content analysis will support the emergent themes.

Ethical Considerations

This case study will ensure that the researcher will follow an ethical approach before, during, and after the interviews. Ethical approval will be obtained from the IRB. Data collection

will not start without the approval of IRB. This process ensures that the research methodology was deemed ethical and there will be no physical or psychological harm to the participants.

Before the start of the interview process, participants are required to sign a letter of informed consent. An informed consent form summarizes the phenomenon being explored, the purpose of the study, and the research questions. An informed consent is a document that provides a summary of the study, showing proof of assurances that there will be no ethical issues, and discusses how interviews will be conducted.

Only the researcher will have access to the recording of the interviews as well as the transcripts to protect the identity of the participants. Each recording and transcript will be given a unique number to represent the names of the participants. The data collected will be locked in a password-protected computer and will be kept for three years. after three years, the data will be deleted permanently.

Summary

This section discussed the design of the research methodology based on the research question of the study. The population and sample selection methodology were also discussed. The type of instrument used to collect the relevant data for the analysis was also discussed. This section also provides details about the data collection procedure and the process of data analysis. A qualitative methodology involving a case study research design will be used for this proposed study using face-to-face interviews.

CHAPTER 4: FINDINGS

Introduction

This qualitative study sought determine the extent to which novice teachers are prepared to establish culturally relevant learning experiences for diverse student populations as related to their educational experiences at historically Black versus predominately white institutions. The study sought to answer the following research questions: (1) To what extend do novice teachers understand and use culturally responsive classroom management practices and (2) What difference, if any, is there between the teacher education programs preparation in the area of culturally responsive practices from historically Black colleges and universities versus predominately White institutions. This case study design employed purposive sampling to identify participants comprising full-time classroom teachers with three or fewer years of experience. The data were collected through one-on-one interviews with each of the nine participants, a classroom observation of each participant, and an existing set of disciplinary data from the first semester of the current 2018-2019 school year.

Participants in this study included nine novice teachers within their first three years in teaching, at the elementary, middle, and high school levels in a variety of subject areas who were interviewed regarding their knowledge of and experiences with implementing the practices of Culturally Relevant Classroom Management (CRCM). Additional data were collected through a classroom observation of each teacher interactions based on Standard II of the North Carolina Professional Teacher Standards, which requires teachers to establish a respectful environment for a diverse population of students. To achieve triangulation, an additional source of data was analyzed in the form of individual teacher disciplinary data submitted for students from the first semester of the current 2018-2019 school year. Chapter 4 describes the common themes and

answers to the research questions elicited from the multiple data sources and presented from the standpoint of the guiding principles of culturally responsive classroom management (CRCM) practices as indicated in the seminal literature on this approach.

Setting and Participants

The setting of this study was a small, rural school district in eastern North Carolina. According to NCDPI (2018), the student racial demographics of the district are as follows: White-48%, Black-40%, Hispanic- 9%, and 3% Multiracial/Other. With little geographic or economic diversity, each school site generally reflects the overall demographics of the district. According to state data, approximately 20% of the teachers in the district have three or fewer years of experiences and about 20% of the teachers who were employed last year, are no longer employed, as indicated by the turnover rate (NCDPI, 2018).

A total of nine teachers with three or fewer years of experience participated in this study (see Table 1). Five of the teachers received their teacher training in predominantly white institutions (PWIs) and four completed undergraduate teacher education programs at a historically Black college or university (HBCU). Each teacher provided written consent to participate in individual face-to-face interviews, which were facilitated by a semi-structured interview guide and to allow me to observe their classroom a maximum of forty-five minutes, specifically looking for CRCM practices in use. Finally, general disciplinary data describing offense categories and student demographics from the current school year was examined. Each participant was assigned a pseudonym to ensure anonymity. As added measure, only the grade level (elementary, middle, or high) will be used to identify area of teaching, rather than the specific grade taught, due to the small size of the district.

Table 1

Participant Overview

| Participant | Race | Gender | Years of Teaching Experience | Grade Level | Teacher Training |
|-------------|------|--------|------------------------------|-------------|------------------|
| Amy | W | F | 3 | Middle | PWI |
| Becky | W | F | 3 | High | PWI |
| Ashley | W | F | 3 | Elementary | PWI |
| Mark | W | M | 1 | High | PWI |
| Sally | W | F | 3 | Elementary | PWI |
| Rhonda | B | F | 1 | Middle | HBCU |
| Faye | B | F | 1 | Middle | HBCU |
| Cheryl | B | F | 1 | High | HBCU |
| Bobby | W | M | 3 | High | HBCU |

Each participant was assigned a pseudonym to protect his or her identity. The following information provides a context for each participant relevant to consider when analyzing the data from the lens of culturally responsive practices. The first five participants all completed their undergraduate teacher education degrees at predominately White institutions. Amy, a white female, is a middle school mathematics and science teacher with three years of experience. She is a native of a small, affluent suburban community in the Northeastern United States. Becky, also a white female with three years of experience, teaches English in the district's high school. She was raised and attended college in an area that is almost exclusively comprised of White individuals. Ashley is a white female in her third year as an elementary teacher. The majority of her undergraduate coursework was completed through online instruction, which limited exposure to diverse cultures. Mark, who is in his first year of teaching experience, teaches physical education at the high school level, was the only male participant among the PWI-trained participants. Although he is White, his experience is unique in that he reports being reared in an economically disadvantaged community and gravitated socially towards those of different racial backgrounds, particularly Black peers. Sally, the final participant educated at a PWI, has three years of teaching experience at the elementary level. Similar to Ashley, she is also a white female who completed the majority of her teacher preparation coursework through an online undergraduate program, with limited personal interactions with individuals of diverse cultural backgrounds.

Four participants completed their undergraduate teacher education programs at a historically Black college or university. All of the participants in this category completed their studies through face-to-face classroom instruction during all four years of their undergraduate programs. Rhonda is a Black female in her first year as a middle school mathematics teacher.

Her experience is unique in that her mother was also a teacher, which added to her level of preparation. Faye is also a Black female completing her first full year of teaching at the middle school level. In addition to the HBCU experience, she attributes her advanced level of preparation to having had the experience of being educated in schools with predominately Black students and teachers. Cheryl, another first-year, Black female teacher, teaches high school students in the exceptional children program. She acquired much of her preparation to address the unique needs of students from various cultures through the intensive training provided within the special education department in her undergraduate program. The final participant, Bobby, provided a unique perspective because he is a White male who completed studies at an HBCU. He has three years of teaching high school mathematics and also serves as a coach. He did not indicate having any extensive personal background with diverse populations prior to his enrollment in his undergraduate institution, clearly making a distinction between how personal experiences and the components of the HBCU teacher education program contributes to the preparation of teachers to implement culturally responsive practices.

Research Question One

The first research question sought to answer, “*To what extent do novice teachers understand and use culturally responsive classroom management practices?*” Questions 9-15 on the semi-structured interview guide (see Appendix B), along with the observation and disciplinary data were used to measure the extent to which the participants understand and use culturally responsive classroom management practices. Key themes that emerged from the participant data were: sensitivity while communicating with students, creating a supportive environment, relationship and trust building, understanding students’ backgrounds, the influence

of external factors to student behavior, willingness to use culturally appropriate management strategies, and disparate disciplinary practices toward African American students.

Sensitivity while Communicating with Students

Sensitivity while communicating with students emerged as a major theme among the teacher participants, as all expressed an awareness of the importance of how their verbal communication impacts the classroom environment. In particular, several teachers noted that their tone of voice greatly influenced students' perceptions. For example, Mark explained, "I try to interact with all types of students without coming off as demeaning or offending someone. I have to be very mindful of what I say and how I say it." Becky added to this theme stating, "I learned how to change my tone but still be firm and directive towards them." This was also a challenge for Ashley, who noted, "I eventually learned how to be more assertive with students without turning them off [and] making demands clearer."

The notion of treating all students fairly and demonstrating respect was noted as a major component of the teachers' communication style toward diverse student populations. As Cheryl explained,

I just believe in speaking to and treating all of my students the same. I talk to all my students in the same voice and they realize that. They often indicate that they respect me because I do not show favoritism."

Rhonda echoed this sentiment asserting,

I don't believe in favoritism, so I communicate with all my students in the same voice. I speak to Black, white, [and] Hispanic students on the same plane. They seem to respect that. I believe it is important to speak the same way to all my kids.

Faye also stated, “My students, regardless of their color, see that I speak in the same voice to them all.” She further explained, “It is important not to talk over their head[s] or belittle them. I speak to them all in the same language in order to limit confusion.”

Classroom observation data supported the teachers’ practice of speaking to all students in a respectful manner. While observing Cheryl, I noted that she redirected four different students for talking out of turn during the instructional presentation and independent practice activities. In doing so, she used the same tone of voice when speaking to the three Black students and one white student, some responded “Yes, ma’am,” and all immediately corrected their behavior.

Among the participants, it is noteworthy that although all understood the significance of effective verbal communication towards students, those who were educated at PWIs indicated experiencing more challenges in this area. The PWI-educated participants in this study expressed a hesitance toward speaking to students of color, particularly when addressing inappropriate behavior, thus indicating a lack of culturally relevant classroom management practices. The data supports that this challenge is more specific to PWI-educated teachers based on participant responses and the classroom observations.

This challenge is perhaps best illustrated by Amy, educated at a PWI, who lamented, “I walk on eggshells most of the time because I don’t want to make something seem racial. It seems like nothing works though. You’ve seen the way they act.” In her response, the teacher referred to the data collected during the observation phase of this study. The raw observation data showed that students were cursing towards each other and roaming about the classroom as the teacher attempted to begin the lesson. Additionally, students were on their phones and chatting about a recent fight that had taken place. As the teacher tried to garner their attention, one student mocked her accent. During the lesson, few students were engaged, several with the heads down

and asleep. Although the teacher, who was white, maintained a professional, respectful tone towards the students, effective classroom management was not displayed, largely due to the teacher's hesitance to address inappropriate behavior among the offending students, all of whom were Black.

Hesitation to address inappropriate behavior among culturally diverse students was also evident in the classroom observation for Becky, also a PWI-educated teacher. Although she stated that she had learned assertive communication, this was not demonstrated based on the teacher techniques employed during the lesson. The teacher used a calm tone as she attempted to settle student behavior down at the beginning of the lesson, which took several attempts. During the observation, I noted that several student misbehaviors were ignored, notably students using derogatory language such as the "N-word" towards each other. As she explained in the interview,

I am not well with my methods of response at times to my Black students because I do not know what to say to get them to behave better. It's hard for me to relate to them and I don't want to seem fake or turn them off with my responses or ways of interacting.

On the surface, sensitivity when communicating with students was touted as positive aspect of classroom management by the participants. However, upon deeper analysis, a lack of knowledge among the majority of both PWI- and HBCU-educated teachers was demonstrated from the standpoint of CRCM. To this point, one of the factors for preparedness toward culturally responsiveness is that teachers "use non-traditional discourse styles with culturally diverse students in an attempt to communicate in culturally responsive ways" (Hsiao, 2015). An outlier among the novice teachers recognizing this as a CRCM strategy is Faye, who explained differing uses of verbal and nonverbal communication to respond culturally to a diverse group of students. According to this first-year, HBCU-educated teacher,

My Black kids, I can just look at them and they get it. With my white students, I have to explain certain things to them so they get it. Some of the slang that I may use with my Black students, they [white students] do not understand, so I have to explain it to them.

To a lesser extent, Bobby explained that he “had to alter the way [he] talked or delivered instruction based on the population.” The third-year high school teacher further expressed, “Sometimes my Black and white students respond to the same questions in a totally different manner. In the past, I would send them out to avoid conflict, but now that I have a couple more years under my belt, I try to use their energy and redirect it in a positive manner.”

It is noteworthy that unfamiliarity with African-American vernacular can also cause misunderstandings from the teacher perspective, as Amy recalled the following incident in her classroom.

One time a big argument broke out about some student’s ‘edges.’ The student was ready to fight and I did not even know what ‘edges’ were until another student explained to me that they were joking about her hairline! Sometimes I am not aware of things that may cause conflict and situations escalate so fast.

Amy’s recollection of this event demonstrates how a teacher’s lack of understanding of how various cultures communicate can result in conflict among students and inaccurately reflect their intentions to address issues, such as teasing, that could eventually escalate into more major instances of misbehavior.

Based on the data collected from the interviews and classroom observations, the use of non-traditional communication styles and establishing expectations for appropriate classroom behavior indicate a knowledge gap between PWI-educated and HBCU-educated teachers.

Among the participants in this study, PWI-educated teachers experience more difficulty communicating in culturally responsive ways and considering students' cultural backgrounds to maintain a conducive learning environment. According to the Metropolitan Center for Urban Education (2008), gaining overall knowledge about a cultural or ethnic group can give teachers perspective about behavior, norms for decorum and etiquette, learning styles, and communication.

The North Carolina Professional Teacher Standards (2008) charges teachers to establish a supportive and respectful environment for all students, also recognized as a cornerstone of CRCM (Weinstein, et al., 2004; Metropolitan Center for Urban Education, 2008). Both PWI and HBCU-educated teachers indicated recognition and genuine efforts to ensure this principle is evident in the interactions between themselves and their students. When questioned about their interactions with students from different cultures than their own, the participants expressed a desire to establish personal relationships and mutual respect with students.

Creating a Supportive Learning Environment

As Mark explained, "I try to relate to them [students]. They get to know me personally, and I let them know how much I respect their opinions and ideas." Encouraging the freedom of student expression as a core value of creating a supportive and respectful learning environment is a sub-theme that prevailed with both PWI and HBU-educated novice teachers who participated in this study. Students respond more positively to teachers who care their well-being and respect them as individuals (Weinstein, 2004). A major part of implementing this component of CRCM for this study's participants is creating an environment in which students are comfortable freely expressing themselves. This notion in Sally's description of her approach,

I try to relay to the students the importance of having perspective. I talk a lot about how everybody has their own opinion [and] viewpoint...and that is okay. I also emphasize the importance of respecting others' opinions when we're having class discussions, particularly about some controversial subjects.

Toward this same goal, Becky elaborated,

I try to open dialogue concerning situations that may cause discord and get students to engage in constructive conversation surrounding local and world events. I allow my students to express themselves without me being judgmental or allowing others in the classroom to display judgement.”

Although the aforementioned examples came from PWI-educated teachers, it is noteworthy that the notion of students being encouraged to express their viewpoints was shared by both PWI and HBCU-educated teachers in this study. For instance, as one teacher shared, “I give everyone the opportunity to express themselves. I just want the student to feel that their voice matters”

(Rhonda). Another HBCU-educated teacher, Cheryl, elaborating further on this idea, explained,

I just try to constantly remind my students that everyone is entitled to their own opinion [and that] we don't have to agree with them but that we need to at least listen and hear where they are coming from. I don't want them to feel like I am tearing them down and that I value their feelings and thoughts. I try to keep my opinions about certain things out of the classroom because I want to limit possible conflicts that may arise by doing that. Students try to bait me into discussing controversial subjects that others may find offensive, and I just reiterate to them that I want an environment in which everyone feels safe and valued.

The CRCM-based practices and dispositions described by the novice teachers in this study are supported as characteristics measured in Hsiao's Culturally Responsive Teacher Preparedness Scale. The specific item assessed relevant to the theme of student expression were the teacher's ability to "create a warm, supporting, safe, and secure classroom environment for culturally diverse students" (Hsiao, 2015). The concept of "expression of voice" is also specifically noted in Weinstein et al.'s (2004) discussion of awareness of the broader social, economic and political context to the extent that is not be confused for defiance in school, which is identified as a "social institution that denies some students outlets for authentic expression."

Relationships and Trust-Building

A closely related theme resulting from the novice teachers' responses is positive *relationships and trust-building* between themselves and students as a technique to practice CRCM. The Metropolitan Center for Urban Education (2004) identified a commitment to building caring classroom communities as one of the essential elements of CRCM. The teacher's ability to "develop and maintain positive, meaningful, caring, and trusting relationships with students" was also assessed by Hsiao (2015) in his exploratory study of preservice teacher's preparedness to implement culturally responsive practices.

In this study, both PWI- and HBCU-educated teachers demonstrated an understanding of the benefits of building trust and establishing positive relationships. In explaining the steps taken to create a climate that is supportive and respectful, Amy asserted, "I let [the students] know that they can trust me and that I am there for them. I might be the northern white girl, but at least I can show them that I respect them and value what they have to say." Whereas Cheryl stated, "I just treat all of my students respectfully and make them all feel comfortable with me on a personal level." When PWI-educated Becky was asked what she learned about classroom

management that she was not taught in her teacher preparation program, she immediately replied citing the ability “to build relationships first and then worrying about the material later” and “learning how to make students feel that they are appreciated and being able to pull the best out of them.”

As Ashley stated, “I just try to make them feel welcomed and feel that I am not judging them. I want them to feel comfortable enough to talk with me and trust me.” The trust established among the teacher and her elementary students was evident during the observation, as both Black and white students eagerly greeted her with a hug upon entering the classroom. Establishing trust and building relationships was practiced across the grade levels studies, as Mark, a high school teacher, expressed, “I try to be open and honest with my students so they know that I love all of them and want what’s best for them. I try to have a classroom where students uplift each other and value their differences.” To this end, when asked how she ensures that communication is effective with students from a different cultural background than her own, Faye responded, “by getting personal with them and building relationships.” She further explained,

Kids want to know that you know something about their background and if don’t know, that you will take the time to learn something about their background. You gain more trust by doing this...letting them know that regardless of where they came from, I want them to have the tools to be successful.

This point was present in a brief to the New York State Education Department, which supported the conclusion that positive teacher-student relationships are both important to effective classroom management and improved learning (Metropolitan Center for Urban Education, 2008).

Understanding Students' Backgrounds

The next theme that emerged in regards to novice teachers' knowledge and implementation of CRCM strategies is *understanding students' backgrounds*. Based on seminal research on the pedagogical approach to CRCM, possessing a general knowledge of students' cultural backgrounds helps them to develop cross cultural interaction skills and curtail inappropriate discipline referrals based on behavior (Weinstein et al., 2004). The novice teachers who participated in this study understand the importance of being familiar with their students' backgrounds.

When questioned about the steps taken to create a climate that is supportive, respectful, and that values differing perspectives and experiences, Cheryl replied, "just getting to know the students and their backgrounds—showing a mutual respect for them." Faye explained what she learned from a faculty mentor in her HBCU teacher preparation program,

He would always preach that 'you got to know your problem in order for you to solve it.' He was a young Black man and taught me that student problems often start outside of school and they bring it into the classroom. He wanted me to value the importance of knowing the population that I would serve.

Although the novice PWI-educated teachers in this study were aware of the need to understand students' cultural backgrounds, they experienced more difficulty in doing so. Amy explained, "I try to find *something* that I can relate to them. It's hard to communicate at times because of being white and trying to relate to kids who experience stuff I was never exposed to." She went further to explain in a sympathetic tone,

I had parental support and just did not deal with the things that they are dealing with. I was not exposed to certain things. They sheltered me. You know this is the

first year that I have not had to deal with a pregnant student, and I only teach freshman. Everything I thought about was based off of the white experience.

From the standpoint of CRCM, another challenge is presented in this participant's remarks, which imply that teenage pregnancy is exclusive to African-Americans. That the teacher does not recognize teenage pregnancy as an issue that is also a part of the "white experience," in itself, indicates a lack of cultural understanding and may call for a more thorough examination of personal biases. The first and foremost tenet cited in the approach to CRCM requires that teachers recognize one's own cultural lens and biases (Weinstein et al., 2004). The concept of cultural lens will be discussed further in the analysis of the degree to which a teacher's personal experiences background influences their preparation to serve culturally diverse student populations.

As Becky described, challenges can emerge from the standpoint of modifying classroom management techniques to work more effectively with students from different backgrounds.

I had a difficult first semester because my students were out of control. They did not respect me and I spent most of the time dealing with behaviors. Most of my students were Black and I think they just viewed me as the 'white girl.' Since I didn't know anything about them personally, they did not take it well when I was firm and directive towards them. I took a step back and realized that I needed to have a more nurturing role. The way I presented my feelings changed from being defensive to being curious as to why they were displaying certain behaviors. I think it worked well, because my students are less defiant and confrontational.

These findings indicate that a teacher's lack of direct training in culturally relevant classroom management strategies can result in even greater challenges when there is a cultural mismatch

between teacher and student. Once this teacher understood how culture impacts communication, she was able to employ a greater level of sensitivity towards addressing students of different cultural backgrounds.

Teachers who lack an understanding of their students' cultural background experience more difficulties in the implementation of CRCM strategies. When discussing the most challenging aspects of an increasingly diverse school environment, Sally cited, "how to engage students who lack appropriate economic and social support." The PWI-educated teacher with three years of experience further explained, "It is tough to meet these kids' academic needs when their basic needs aren't being met and they bring a lot of the frustration into the classroom." The prevailing thought in relation to the importance of teachers understanding the cultural background of students is clear, "especially because most [teachers] serve populations that they can't relate to, and it makes it harder to run a class" (Mark).

External Factors Influencing Student Behavior

The penultimate theme that emerged in regards to novice teachers' understanding and use of CRCM strategies was the external factors that influence student behavior. According to several participants in this study, these contribute to cultural misunderstandings and challenges interacting with a diverse school environment. In describing these external challenges, both PWI- and HBCU-educated teachers specifically cited *parents* and *the media* as specific sources, which emerged as sub-themes.

The attitudes of the parents and the media makes it harder. I try to open dialogue concerning situations that may cause discord and get students to engage in constructive conversation surrounding local and world events. It is difficult

sometimes because of the race factor, but students are often receptive (Becky).

Ashley (PWI-educated) revealed, “parents and the things that kids see on TV or on the Internet concerning other races or cultures cause the biggest problem. It is truly disheartening the negativity that they are exposed to towards others who are different.” Rhonda, an HBCU-educated teacher, echoed,

The things that they hear outside of the school walls does the most harm. They hear a lot of things that could make them view diversity in a negative manner. I try to speak on the importance of diversity and expose them to situations that celebrate diversity.

Faye corroborated the novice teachers’ frustration with external factors influencing student behavior adding,

I think that it is difficult to control things that sprout up from their homes. They bring a lot of that stuff to school. The way their parents view certain groups of people or what they see on television about groups of people can shape the student’s viewpoint. I have to be careful on how I correct them because a lot of the situations recently have centered on race, and it contradicts what they are being taught at home. It can be very touchy.

Providing similar feedback, Cheryl named “the media and the attitudes of their parents or significant others” as the primary challenge to diversity in the classroom. She elaborated, “a lot of times they bring in the negative viewpoints of society based off of their parents. Sometimes it is very difficult overcoming that barrier.”

The extent to which teachers are able to effectively implement CRCM is based partially on their ability to understand the broader social, economic, and political context (Metropolitan Center for Urban Education, 2008; Weinstein et al., 2004). To this point, Hsiao (2015) also identified a teacher's ability to "provide students with knowledge and skills needed to function in mainstream culture" as one of the indicators of preparedness to demonstrate cultural responsiveness. Although no specific strategies were discussed to overcome the challenges to implementing CRCM in relation to these factors, at the very least, the novice teachers who matriculated from both PWI- and HBCU-educated institutions are aware of the different ideologies that their students are exposed to vis-à-vis the significant adults in their lives and various mass media outlets.

Willingness to Implement CRCM Strategies

A final theme, specifically emerging from the interviews, was the willingness to implement CRCM strategies. All nine participants, consisting of both PWI- and HBCU-educated novice teachers expressed interest in professional development to learn more about CRCM. This was true among the few teachers who had received specific instruction within their coursework about CRCM or diversity training, and those who did not. To further describe their disposition towards learning more about CRCM, the participants responded as follows.

"I think it would help me to better relate to the students that I am serving" (Amy). Ashley asserted, "I believe this is something that every teacher should have." Rhonda stated, "I feel that it is important for teachers to be more prepared in handling diverse classrooms." Both Faye and Cheryl expressed interest in professional development on CRCM "to know how to interact appropriately" and "relate to" the population [they are] serving."

A teacher's ability and willingness to use culturally appropriate management strategies is identified as a tenet of CRCM (Weinstein et al., 2004). This conception of CRCM includes a teacher's knowledge of "the kinds of conflicts that can occur when home and school cultures collide." To this extent, the participants' acknowledgement of the aforementioned external factors influencing teacher interactions with diverse student populations aligns closely with their willingness to use culturally appropriate management strategies.

Observed Classroom Practices

Gleaning from specific practices described in the Metropolitan Center for Urban Education (2008), most of the participants in this study practice some degree of CRCM, based on the classroom observations, thus demonstrating the "ability" component of this approach. Based on observations of the classroom environment and interactions between teacher and student, and amongst students, these practices were most evident among novice teachers who indicated having experience with culturally diverse populations, through either personal experience or HBCU-training. Specifically, among the CRCM practices demonstrated in the observed classrooms include: (1) posters depicting people of various cultural groups, (2) display of books that promote themes of diversity, tolerance, and community, (3) desks arranged in clusters to allow students to work together on activities, share materials, have small group discussions, and help each other with assignments, (4) greeting students at the door with a smile and a welcoming comment, (5) being aware of and commenting on important events in students' lives, such as participation in extracurricular activities, and (6) modeling behavior they expect.

Of the five PWI-educated teachers in this study, two demonstrated clear use of CRCM practices. Specifically, Mark, a PWI-educated teacher in his first year, displayed charts and posted throughout the classroom highlighting student accomplishments and progress toward their

goals, which contributed to creating a supportive environment indicated through his interview responses. The teacher also had posters with encouraging phrases, such as “Know Your Self Worth” and “All our dreams can come true if we have the courage to pursue them.” This teacher was also observed correcting a student who used a derogatory term toward his classmate. Based on the observed student interactions, they were not upset with each other, but the teacher privately reinforced to them that he did not want to hear the use of the offensive term in the classroom. The students, who were Black, responded in a positive manner towards the teacher, saying, “Yes, sir,” and continued working. The teacher navigated throughout the classroom, making small talk with students and motivating them to keep up their work pace. In a later classroom discussion, the teacher announced to some of the students that he would be holding training sessions for student athletes interested in football. Several students indicated that they would not have rides home, which would be the only factor preventing them from participating. The teacher responded by ensuring the students that he would take them home or secure transportation for them. One noteworthy aspect for Mark is that inasmuch as he demonstrated several components of CRCM, he also indicated having extensive personal experiences interacting with the African-American culture, which contributed to his preparation to work with this population, a concept that will be discussed in more detail in the forthcoming analysis of the second research question regarding preparedness to implement culturally responsive practices.

Sally, a PWI-educated teacher with three years of experience, also demonstrated awareness of culturally responsive practices. Her classroom displayed pictures of influential Americans of various racial backgrounds throughout the classroom. Students were seated in groups of four and were composed of heterogeneous members, both in terms of race and student achievement levels. The bookshelves in the classroom featured reading materials that

emphasized character traits of diversity and fairness. Reading selections included grade-level appropriate texts including biographies of individuals of color. During the instructional presentation, the teacher encouraged student participation and provided sustaining feedback to students providing incorrect answers to questions posed. In response to her reminder to the class regarding reaching their achievement goals for the year, one student told the teacher how well he did on his latest assessment and that he would score a “Level 5” on his end-of-grade test. The teacher patted him on the shoulder and encouraged him to “keep up the good work.” During this instructional period, two students, one Black and one white, were particularly active, to which the teacher responded by redirecting them. In her interaction, the teacher spoke in a calm voice, and did not display preference.

Overall, more examples of CRCM-recommended strategies were present in the HBCU-educated teachers’ classrooms from the perspective of comfort level with facilitating open dialogue during class discussions. For example, in a discussion of the reading selection, in addition to displaying posters that featured individuals of color and forming heterogeneous groups during guided practice activities, Rhonda allowed students the opportunity to relate their personal experiences to those presented in the book. Students were attentive, engaged, and respectful as some classmates discussed personal situations that related to the book. During independent practice, Rhonda navigated throughout the classroom, providing students with individual feedback on their work.

Faye also walked around the room and engaged students in conversation and provided individual feedback. The teacher facilitated a conversation about career choices. As a part of the class discussion about innovators in various fields from different cultural backgrounds, one particular conversation involved a Hispanic student sharing that his family had worked in the

farming industry for years and that he was expected to do the same. She expressed frustration about the possibility of not being able to attend college and enter the workforce immediately after high school, like her siblings had to do, despite being straight-A students. The teacher praised the student for her ambitious attitude and offered support in reaching her goals. One white student encouraged her classmate exclaiming, “We can go to college together!” This teacher also made a special point to acknowledge to students that they were learning about pioneers in the science field, such as Madam CJ Walker and George Washington Carver, despite Black History Month having already passed. Another noteworthy interaction between Faye and a student is when she had a private conversation with a student who had expressed during the earlier class discussion that the adults in his life were not showing concern about his future goals. Although I was not in earshot of the conversation, the student walked back to his seat with a big smile on his face, indicating that the teacher had provided the appropriate reassuring feedback. Finally, near the end of class, the teacher reminded students about an upcoming field trip, to which two students privately expressed to the teacher that they would not be able to pay for the trip. The teacher responded by assuring the students that she would “take care of them.”

Cheryl demonstrated CRCM strategies by standing by the door and greeting each student as they entered her classroom, also shaking hands with several of them. One student complimented the teacher on her attire, joking that she was “finally getting some style.” In Cheryl’s classroom, displays of student work were present, which featured a completed assignment about world leadership from various cultures, which was a part of the thematic unit of study. During the class discussion on government uprising, students related recent events to the topic. The teacher probed students to express their viewpoints. Students participated in a

positive manner, without any personal attacks toward each other. One student, while discussing a personal hero who displayed leadership, similar to the figure being discussed, shared about his grandfather responded to instances of racism. The teacher, in turn discussed personal interactions with community leaders she had met whom had also combatted racism. The teacher complimented the students on their ability to remain civil while discussing “hot topics.” The quality of interaction amongst the students and between the teacher and students from a CRCM-perspective was particularly evident due to the highly diverse demographic makeup of the class, which consisted of 8 White, 5 Black, 3 Hispanic, and 3 Multiracial students.

The final observations of CRCM-based practices among the HBCU-educated teachers was from Bobby’s classroom, comprised of fourteen Black students and five White students. The teacher discussed how the content area relates to many aspects of life when one student questioned why learning the information was important. Throughout the instructional period, the teacher circulated amongst the students, and redirected misbehavior, as necessary. Students responded positively when corrected. After hearing the extreme noise level coming from the adjoining classroom, one student remarked, “There is no way those kids would act like that in this class.” This led to a brief discussion among students about other substitute teachers they would have later in the day, and one student commented that she wanted to curse the teacher out, to which Bobby firmly told the student that he expected her to behave in all her classes, to which the student assured the teacher she would “act right.” In another conversation, a student was concerned because he would not be able to purchase the materials needed for an upcoming project. The teacher reassured the student that he would provide the materials for him to complete the assignment.

The practices demonstrated by the teachers who participated in this study through opening their classroom for observation are supported as those which uphold the tenets of CRCM. Of these participants, the HBCU-educated novice teachers demonstrated a stronger understanding and use of CRCM strategies. As compared to the PWI-educated teachers in this study, HBCU-educated teachers appeared to be more comfortable interacting and communicating with students of racial backgrounds different than their own. Additionally, the HBCU-educated teachers engaged with students on a more personal level, circulating amongst the classroom more, and being able to more quickly engage students through informal conversations. It is noteworthy that these effective practices related to engaging students on a personal level were also demonstrated by Bobby, the white HBCU-educated teacher because it makes the distinction between race and the quality of teacher preparation at predominately Black versus predominately white institutions. This was particularly evident as several students shared emotional and financial challenges, for which the teachers offered support. The relationships established between the teacher and the students contributed to the overall more positive learning environment, evidenced through fewer observed disruptive behaviors. Those practices include “creating a physical setting that supports academic and social goals, establishing and maintaining expectations for behavior, and working with families” (Metropolitan Center for Urban Education, 2008).

Disparate Disciplinary Practices

In order to triangulate the data as it relates to novice teachers’ understanding and use of culturally responsive practices, I collected disciplinary data from the first semester of the current (2018-2019) school year for each of the participants in the study (see Table 2). These data were collected from PowerSchool, the state database for disciplinary data collection. It is important to

Table 2

Summary of Classroom Disciplinary Data

| Teacher | PWI/HBCU Graduate | Class Size | Non-White Students Total | White Students Total | Total Incidents Reported | Non-White Student Incidents Reported (%) | White Student Incidents Reported (%) |
|---------|-------------------|------------|--------------------------|----------------------|--------------------------|--|--------------------------------------|
| Amy | PWI | 15 | 9 | 6 | 12 | 100 | 0 |
| Becky | PWI | 18 | 11 | 7 | 4 | 100 | 0 |
| Ashley | PWI | 12 | 3 | 9 | 0 | 0 | 0 |
| Mark | PWI | 4 | 2 | 2 | 0 | 0 | 0 |
| Sally | PWI | 17 | 4 | 13 | 3 | 100* | 0 |
| Rhonda | HBCU | 21 | 16 | 5 | 7 | 71 | 29 |
| Faye | HBCU | 18 | 16 | 2 | 5 | 40 | 60 |
| Cheryl | HBCU | 19 | 11 | 8 | 6 | 83 | 17 |
| Bobby | HBCU | 19 | 14 | 5 | 17 | 59 | 41 |

Note. Hispanic was the only other non-White student race reported for disciplinary incidents.

note that the participants were not questioned regarding any specific disciplinary incidents, in order to maintain a level of comfort during the interview process. Therefore, the findings related to disciplinary data are taken into consideration alongside the two other data sources—the interviews and classroom observations.

In their detailed discussion on the CRCM approach, Weinstein et al. (2004) urges educators to examine which children are being disciplined most often, specifically pointing to African American boys, to “determine if there are patterns of racial or gender profiling and to reflect on which behaviors are targeted as needing disciplinary attention.” The disciplinary data collected from the teachers participating in this study revealed the following patterns.

An examination of the disciplinary data from PWI-educated teachers indicate 15 of the 19 incidents reported (approximately 80%) were for infractions in the categories of (1) insubordination, (2) disrespect, and (3) vulgar language. All of the students reported for disciplinary infractions by the PWI-educated teachers were identified as African-American, with the exception of one Hispanic student. From the disciplinary data collected from the HBCU-educated teachers, 22 of the 35 total reported incidents (approximately 60%) were for the aforementioned “*big three*” infractions, which emerged as a subcategory. Interestingly, HBCU-educated teachers also reported a proportion of 60% African-American and 40% White students for total number of disciplinary incidents during the data collection period. This data represents a *disparity in disciplinary practices toward African-American students*, particularly by PWI-educated teachers, who by incidents reported, indicate 100% of the disciplinary infractions come from a population that represents 40% of the student population in the district. However, both PWI- and HBCU-educated teachers in this study demonstrated at the minimum, an initial struggle with establishing clear expectations for how students respond to redirection, as

evidenced by the high volume of incidents both teacher groups reported for insubordination, disrespect, and vulgar language. As recommended in the report by the Metropolitan Center from Urban Education (2008) detailing specific strategies for CRCM implementation, all novice teachers may benefit from additional support to explicitly discuss class norms with students, provide multiple opportunities for students to practice expectations, and to be aware of inconsistency in application of disciplinary consequences.

Research Question Two

The second research question sought to discover to what extent there are differences in Predominantly White Institutions (PWIs) and Historically Black Colleges and Universities (HBCUs) in the preparation of teachers to implement culturally relevant classroom management (CRCM) strategies. This was measured through the participants' responses to the interview questions, specifically from questions 1-6 on the semi-structured interview guide (see Appendix B). Since one's degree of preparation is largely reflected by an individual's perceptions, the interview data were the primary sources used to answer this research question. The themes that emerged from the interview participants' recollections of their prospective teacher education programs were: emphasis on content versus classroom management, quality of field experiences, quality of program instructors, lack of formal coursework in diversity and CRCM, and the influence of the teachers' personal backgrounds on their preparation to serve diverse student populations.

Emphasis on Content versus Classroom Management

Upon being asked to the highlights from their undergraduate teacher education programs, most of the novice teachers remarked on the focus on content, as opposed to classroom management. Teachers educated at PWIs indicated a strong emphasis on content knowledge in

their respective areas, as compared to HBCU-educated teachers, whose program emphasized more practical experiences. For example, according to Amy,

We had a lot of emphasis placed on content. During my senior year, we had a couple of courses outside of our content. I had one solid year of education[al pedagogy] classes out of my four years. I only had one semester in the classroom itself. I feel comfortable content-wise...but I do not know how to reach the kids.

It is difficult not being able to reach them.

Becky also specified having “a strong content side,” similar to Ashley, who stated, “I *only* feel like I received the content piece. I had absolutely no training in classroom management—it was never mentioned.” One outlier in the data emerged from Mark, a PWI-educated teacher, who indicated having “a good mix of coursework and field work, even in the beginning stages of the program.”

While most PWI-educated teachers in this study recalled a focus on content, the majority of HBCU-educated teachers focused their conversation on their personal development as a result from their experiences in the program. As Rhonda explained,

In my program, was used to a lot of noise and active environments. Through role-plays involving different scenarios, the program exposed me to a lot of issues that I deal with now in the classroom. They taught me how to deal with Black children who were brought up in a certain way, and not all of those ways were good ways. They taught me how to be no-nonsense and to deal with those issues head-on.

Elaborating on the personal development attained from the HBCU teacher education program experience, Faye fondly recalled lessons learned from a university mentor, stating,

He always taught me to know who I am as a person and how it was important for me to know who I am before beginning to enter the field. He taught me how to think about solving problems by thinking critically. He broke down situations for me daily and opened my eyes as to how to handle very difficult situations.

Similarly, Cheryl remarked, “The professors worked with us on a personal level and we received a lot of hands-on experience.” Although Bobby served as somewhat as an outlier among the HBCU-educated teachers by citing classroom management as the “least-covered” area in the program, except an emphasis on establishing routines, he still concluded, “They did a good job of exposing me to what may encounter in the classroom because my instructors were pretty open. Nothing shocks me now and I feel that I am equipped to handle most situations.” To the development of personal skills, he also stated,

When I went to college, they pretty much prepared me for the paperwork aspect of how to plan out lessons correctly, how to differentiate instruction by using different teaching methods. I just remember being hammered with paperwork and that showed us how poor planning would lead to chaos. That helped me become more organized when I actually got my own classroom.

Additionally, in the area of developing other practical job-related skills, Rhonda stated that her HBCU teacher education program “gave [her] the opportunity to practice public speaking, which has made [her] more confident when teaching [her] students.” While Cheryl explained, “the program provided me with a lot of resources. The professors worked with us on a personal level and I received a lot of hands-on experience.”

Quality of Field Experiences

While recalling their university teacher preparation programs, both PWI- and HBCU-educated teachers explained that they benefitted most from *participating in field experiences*.

Becky explained,

Observing the classrooms actually made me realize that I wanted to be a teacher even more. I often doubted myself, but as I was observing teachers, I just thought about how I could do what they were doing, although I knew I would have a lot of trial and error situations.

Discussing the benefits of field experiences, she further elaborated,

I feel like the observations prepared me more than anything I learned in class. It was nothing better than actually seeing a teacher versus reading about what a teacher was supposed to do. The observations from the program taught me how to interact with students and how to handle situations that could cause chaos.

Similarly, Mark, a PWI-educated high school teacher, recalled the positive outcomes of visiting elementary and middle schools throughout the program.

I knew that these settings were not for me due to the emotional nature of the kids. I enjoyed going out into the schools in the city and getting actual experience versus sitting in the classroom. It was good to put what we were learning into practice.

Participants specifically noted that early field experiences were particularly helpful in preparing them for the realities of teaching, which is recognized as a major subcategory that emerged in the data. This conclusion is based statements such as,

During my first year, we were actually in the schools watching teachers work with students. I enjoyed my field experience because I was at several schools and my professors and lead teachers gave me a lot of feedback. I had so many opportunities to observe teachers who were viewed as effective or ineffective (Cheryl).

In regards to how the field experiences prepared her for classroom management, Cheryl added, “I just had a great experience because I received so much exposure to different settings. I was placed in high and low performing schools in which the students varied.” Mark expressed having a more comprehensive PWI teacher education program than his counterparts in this study, stating, “There was a good mix of coursework and field work even in the beginning stages of the program. We were encouraged to go out into the schools and volunteer, which was great for me.”

In contrast, Amy, who had field experience at the end of her PWI teacher preparation program asserted, “I only had about six weeks of classroom time, which was ridiculous. I did not receive the training that I should have before entering the field. I have been totally overwhelmed with all the aspects of teaching.” While Ashley, who also had limited field experience remarked, “I only feel like I received the content piece. Once I got into the classroom, everything was totally different.” Sally also recalled little exposure to realistic school settings from her PWI education training.

All I was told was to get a book on it [classroom management] while taking this course. I do not recall us discussing how to handle behaviors in the classroom. It was like everything was catered to addressing situations you may encounter with well-off students.

In response to the question, “Do you feel prepared to teach culturally diverse student populations?” Ashley said,

No, because I did not receive the adequate training. Honestly I knew I would have a difficult time handling a classroom full of various cultures due to only being exposed to white and a few Hispanic in the school where I did my clinical experience.

Based on the data collected in this study, PWI-educated teachers have less focus on the practical aspects of classroom management and fewer opportunities for a variety of field experiences, which contributes to the novice teachers who graduate from their programs being less prepared to successfully implement CRCM strategies. In contrast, HBCU-educated teachers indicate a greater focus on the development of the whole teacher by providing their undergraduates opportunities to observe and interact within diverse classroom settings and demonstrate practical classroom management skills. The exposure described by HBCU-educated teachers resulted in better preparation for the classroom overall, which is necessary to implement CRCM.

Quality of Program Instructors

The data collected from the participants in this study indicates the quality of teacher education programs is impacted by the extent to which their candidates experience quality of program instructors at their institution. To this end, HBCU-educated teachers indicated a great deal of support through the development of personal rapport with their instructors. For instance, Cheryl explained that “the professors worked with us on a personal level and I received a lot of hands-on experience.” While Rhonda proudly remarked,

Being that I was on an HBCU campus, I feel that I was exposed to things that others were not. My instructors were real and provided me with real-life situations that they felt I would encounter entering the field. They let me know what I would be dealing with and did not hold anything back.

In contrast, most of the PWI-educated participants in this study expressed a disconnectedness with the instructors in their teacher preparation program, which in turn, resulted in less preparedness to interact within diverse classroom settings, particularly in regards to classroom management. Ashley explained, “I went to school mostly online. My interactions with my professors was very limited. It was hard for me to interact with my professors due to having a hectic work schedule and not being able to meet with them face-to-face.” While Sally, who had a similar experience, stated,

I felt that the instruction was not the best. I received most of my instruction online. Most of my instructors were not really involved. When I struggled in specific areas, they never walked us through things. When I really did not understand things related to the teaching process, I never received any feedback.

Amy stated, “I only recall having one involved instructor for an education course because she took the time to explain the art of teaching—how to be effective in reaching kids. I really enjoyed her class.”

The extent to which teacher education candidates are prepared to enter the classroom is greatly influenced by the degree to which instructors are able to relate their own *professional* experiences to exemplify course content, emerging as a subcategory as it relates to the quality of instruction in teacher education programs. In this study, the majority of HBCU-educated teachers

indicated having benefitted from this aspect of their education programs, while most of the PWI-educated teachers did not.

When asked about receiving strands of information regarding CRCM woven throughout course content, Rhonda, educated at an HBCU, explained,

I feel like I did. My professors would take side roads during class—outside of what was covered in the book—to discuss how to handle situations with different pockets of students. They mostly gave us information regarding Black students because most of us were headed to work at mostly Black schools.

To further support this theme, Faye added, “I always received real world examples. None of my instructors were putting up things for show. Everything was real and they emphasized that I had to be real in order to successfully interact with students.” In response to the question about exposure to CRCM content, this HBCU-educated teacher further stated, “Most of my instructors discussed their personal experiences, which touched on how to handle diversity.” Cheryl also recalled, “Not only did my professors teach, but they visually showed us how to use effective methods in the classroom. We observed them implementing skills in the actual school settings.”

The response from Bobby is noteworthy in that it provides a unique perspective from a white male, but also synthesizes the experiences relayed by the other HBCU-educated teachers in this study.

I recall going over many situations that we would expect with the job that focused on race. They seemed to be going ‘all in’ to prepare us for what we would deal with regarding distinct populations. The professors would usually tie in personal experiences which jumpstarted conversation. I learned a lot just listening to the professors’ personal experiences. I had a professor with over 20 years of

experience and would talk about his experiences more than what was in the textbook.

However, teachers educated at PWI institutions indicated a much different experience with the quality of their instructors. Most indicated that instruction in their education preparation courses were devoid of exposure to real-world situations related to effectively interacting with diverse student populations. When asked to discuss feelings about her preparation with respect to classroom management, Amy responded,

Absolutely no preparation. We did not get offered any kinds of tips on classroom management. It seems that schools are now doing absolutely nothing when it comes to this. We did not even have training on lesson planning. It is torture feeling like I am so unprepared.

When I asked Amy to explain what she wishes she was taught but was not, especially as it relates to classroom management, she added,

Anything related to classroom management...I was not taught how to reach difficult students. I wish we were given scenarios regarding classroom management and more hands-on experiences. I was not given ideas on how to handle the population that I currently serve, which is mostly Black. It has been so difficult.

In response to the same question, Becky revealed that she wished that she had known how 'real deal' the teaching experience could get in regards to interacting with a diverse population of students. She elaborated on this response discussing the cultural aspects that were discussed in her classes.

It was weird because no one in the classroom could relate to what was discussed

regarding diversity. In the area I grew up and went to college in, it was close to 100-percent white, so we were definitely not a reflection of a diverse world.

Mark also expressed dissatisfaction with the PWI's role in preparation toward interacting within diverse school settings, as he explained one course.

I took a class in diversity but it wasn't worth two cents. To be honest, it was just a class in which a white woman talked about how white people were more privileged than everybody else. I really didn't learn anything. She never went into how to control certain situations—how you do this and that. It was always about how another race affected her. I wanted to know how she could help me with teaching, not just hearing her stories.

Sally also remarked that her PWI teacher education program did not prepare her for teaching in the real world, explaining,

Some of the aspects of teaching that they promoted were not realistic. They made me feel like most of my classes would be on grade level that I would have a couple above and a couple below. That is far from true. A majority of my kids are struggling regardless of their color. So much that I was fed was not true. Everything I was taught did not really address how to handle behaviors. It was a monster when I first entered the classroom.

Both Participants 4 and 5, educated at different PWIs had strikingly similar remarks regarding the idealistic view their institutions portrayed of real-world classrooms. Specifically, regarding field experience placements, Mark said,

To be honest, most of the schools were nice schools with well-mannered kids. Each setting had its knuckleheads, but nothing like what I experience now. In

college, I was fed *roses* about the school experience, but I was realistic. I think that was mostly due to the fact they do not want to scare people, and keep them enrolled, so it was kind of avoided as far as going into detail.

Using similar language, Sally stated,

I wish I was taught how to handle severe behaviors. Everything was made to look like sunshine and *roses* regarding how to deal with behavioral issues. We never talked about how to interact with Black or Hispanic students. If we did talk about student interaction, it would basically focus on high-achieving students. Like all the techniques were cookie cutter and would apply to all students. It was ridiculous.

From the data collected, this study found that the quality of instruction in teacher education preparation programs at HBCUs, particularly in the exposure to practical classroom management skills and supplementing course content with professional experience of the instructors, result in their graduates feeling better prepared to interact within culturally diverse student settings, as compared PWI-educated teachers.

Among both PWI- and HBCU-educated novice teachers in this study, there appears to be an overall lack of formal diversity courses and training on CRCM, particularly the latter. Of the five PWI-educated teachers in this study, two indicated having any explicit coursework in diversity or receiving strands of information about CRCM. It is important to note the quality of the diversity coursework and training experienced at PWI's did not accomplish the goal of preparing teacher education candidates to interact more effectively with the diverse student groups they would serve. This notion is evidenced by the aforementioned response of Mark, who expressed dissatisfaction with the single mandated diversity course offered in his institution.

Becky represented an outlier among the PWI-educated participants, indicating having discussed “cultural aspects” in various classes, although no one in the classroom could relate to the content presented. She also described a diversity class that she took as “very interesting” because her “eyes started opening up.” When probed for more details about the “eye-opening” information, she explained,

We concentrated a lot on stereotypes about the different races, but focused mainly on African-American and Hispanic students—especially about how many of the stereotypes that we are familiar with are not true and this causes us to enter the classroom with bias. One example is that actually more white people are on welfare than African Americans.

The HBCU-educated teachers indicated having more extensive training in diversity and CRCM as compared to the PWI-educated teachers. All teachers indicated having taken a course in diversity, with Participants 8 and 9 recollection of several such courses. Similarly, all HBCU-educated teachers indicated having received strands of information about CRCM woven throughout their coursework or field experiences.

The teachers’ perceptions over their diversity and CRCM training were positive. Rhonda described her diversity course as “fun because [her] professor was very open with” their class. Although she did not have a formal class in CRCM, Faye explained that the information she received was “not on paper, but definitely by experience.” She further stated, “You know, just like if I was in class and a student came in and was out of order, I got experience firsthand due to observing how my mentor and other Black instructors handled the situation.” As a part of her CRCM training, Cheryl recalled receiving “a lot of training through the EC department concerning this.” She went on to say,

We worked closely with that department learning about diversity and the application of research-based strategies were discussed. Being educated in EC, I believe, helped me be more prepared for diversity because we are always having think out of the box about how to respond to the needs of each student as an individual and not as the whole group.

The comments of Bobby regarding his courses in diversity that focused on overcoming biases and being able to relate to the students and CRCM information that was enriched by the experience of one particularly experienced professor was discussed as a part of the preceding theme regarding instructional quality.

From the data collected in this study, HBCU-educated teachers receive more explicit instruction in both diversity and CRCM strategies, and a better quality of instruction in these courses, when compared to PWI-educated teachers, which contributes to the former being more prepared to successfully interact with diverse groups of students during their initial years in the classroom.

Teacher Personal Experiences

The final theme that emerged from the data is the extent to which the individual teacher's personal experiences with diversity influences their level of preparation to interact successfully within diverse student populations. The participants indicated having varying levels of interacting with other people from diverse backgrounds, with teachers educated at HBCUs having more experience in this area, compared to PWI-educated teachers, who had fewer experiences with diverse populations prior to entering the classroom.

According to the four HBCU-educated teachers in this study, two in particular indicated having extensive backgrounds interacting with individuals from cultures different than their own,

and more importantly with those whose cultural backgrounds are similar to the students they currently serve. This theme was identified as the teachers responded to a question about how prepared they feel in regards to classroom management and teaching diverse student populations.

In regards to the former, Rhonda stated,

I feel that I am prepared in this area. I am firm with my students and my experience outside of school prepared me. I have not had any major issues with classroom management despite this being my first year, although I sometimes struggle with getting students to see the importance of doing their work and looking down the road.

In regards to preparedness to teach culturally diverse students, she said,

I work around students who go through mostly the same struggles regardless of color. I feel that my experiences growing up with a single mother, especially with some of the financial struggles, along with going to an HBCU have prepared me to handle all students.

Similarly, referring to classroom management preparedness, Faye exclaimed,

Oh goodness, that came pretty easy to me because most of my students are African-Americans—and those who are very poor! I can relate to them and they often tell me that I am ‘real.’ It makes it a whole lot easier to address problems when they arise. I always attended predominantly Black schools and loved the way my teachers related to us. I kind of follow in their footsteps when it comes to handling my class. I also think that my culture prepared me.

In regards to interacting among diverse students groups she explained,

I do [feel prepared] because I have ventured out and had lots of experience with

diverse groups from all walks of life. It really helped me to see what others are going through and better relate to my students, so I don't have a problem with having a diverse classroom.

Amy, educated at a PWI, indicated a lack of preparation to teach culturally diverse student populations due to her own limited personal experiences. She explained,

Before I came here, I thought I was okay. I had never experienced anything like I have here. Coming from my area up north, everybody was white. I hardly saw any Black or Hispanic kids. Down here there is really no socioeconomic scale because everybody is poor. Not having experienced what my students have has created the biggest gap for me being able to reach them. I just don't understand what they have been through or what they are going through.

On interacting with diverse student populations, Becky, who had described her home and college towns as "definitely not a reflection of a diverse world" stated, "It is difficult being able to engage and relate to [her] students because we are so different." While Ashley admitted that she knew she would have difficulties handling a classroom full of various cultures due to "only being exposed to white and a few Hispanic [people]."

Mark represented an outlier in the responses among PWI-educated teachers in that he indicated having a more extensive background interacting with diverse cultures. In regards classroom management preparation, he explained, "I grew up in a rough community, so I kind of knew what to expect. I wanted to work with the rough group of kids and I knew what I was getting into." He elaborated further indicating his preparedness to teach culturally diverse students,

I do [feel prepared] but that comes from my personal experience. I always surround myself with diverse people, especially Black, so I was used to the culture. A lot of the things that bother fellow teachers did not bother me because I was used to it. I could also relate to [the students] because despite being white, I grew up poor and experienced some of the same things they experienced.

The provision of this outlying response in regards to PWI-educated teachers provides further support for the notion that a teacher's personal experiences influence his or her level of preparedness to teach in culturally diverse classrooms, perhaps more than teacher education coursework, regardless of the institution's identification as PWI or HBCU.

Summary

In this study, qualitative research methods included individual interviews, observation field notes, and document analysis of disciplinary reports. Nine full-time teachers who have fewer than three years of experience participated in individual face-to-face interviews. Five of the participants were educated at PWIs and four are graduates of HBCU teacher education programs. The participants include representation from the elementary, middle, and high school levels and were employed in the same small, rural eastern North Carolina school district.

As the researcher, I served as the primary tool for collecting data, by conducting all interviews, guided by a semi-structured interview protocol. I audio recorded all interviews, which allowed me to take detailed field notes, which captured body language and tone of participants, adding to the rich, thick descriptions of their experiences and perceptions surrounding interacting with students from a CRCM perspective and their preparedness to teach a diverse population of students. Anecdotal notes were also taken in regards to the interactions

between the teachers and their students, and students among each other, during the classroom observations.

I obtained disciplinary data for each individual teacher from the PowerSchool, the statewide student data reporting system. This data included the number of incidents, race, gender, and a brief description of disciplinary infractions reported by each teacher during the semester preceding the study. These data were analyzed to provide a further sense of objectivity to the perceptions shared by the teachers and practices noted during the observation period.

After the interviews were transcribed, I conducted a member check with each participant, who reviewed their interview transcript to ensure accuracy. These data were then analyzed to identify themes from the lens of answering the research questions. Table 3 summarizes the themes and subcategories identified in the data analysis process and discussed in this chapter relating to each research question.

Table 3

Summary of Research Questions Themes

| Research Question | Themes/Subcategories |
|--|--|
| <p>Research Question One: To what extent do novice teachers understand and use culturally responsive classroom management practices?</p> | <p>Theme 1: Sensitivity while communicating with students Subcategories: tone of voice, treat students fairly, demonstrating respect, speak to students in the same voice, challenges of PWI-educated teachers communicating with non-White students</p> <p>Theme 2: Creating a supportive environment Subcategories: encouraging student expression, non-judgmental classroom, classroom displays of diversity, relationship and trust building, informal interactions with students</p> <p>Theme3 : Understanding students’ backgrounds Subcategories: Relating to students, difficulty of PWI-educated teachers</p> <p>Theme 4: External factors influencing student behavior Subcategories: Media/social media, attitudes of parents/family, negative stigmas about race</p> <p>Theme 5: Willingness to use culturally appropriate management strategies Subcategories: relating to students, student learning groups, classroom displays of diversity, encouragement/motivation of students, personal interactions with students</p> <p>Theme 6: Disparate disciplinary practices toward African American students Subcategories: PWI-educated teachers discipline of Black students, “big three” infractions: insubordination, disrespect, vulgar language</p> |

Table 3 (continued)

| Research Question | Themes/Subcategories |
|---|--|
| <p>Research Question Two: What difference, if any, is there between the teacher education programs preparation in the area of culturally responsive practices from historically Black colleges and universities (HBCUs) versus predominately White institutions (PWIs)?</p> | <p>Theme 1: Emphasis on content versus classroom management PWIs focus on content, HBCUs supplement content with real-world examples</p> <p>Theme 2: Quality of field experiences HBCUs provided more diverse field experiences, PWIs provided less realistic view of classrooms, early field experiences result in better preparation</p> <p>Theme 3: Quality of program instructors PWI instructors less accessible, impersonal HBCU instructors supplement course content with professional experiences, HBCU instructors focus on personal development of teacher degree candidates, HBCU instructors provide a realistic view of classrooms, PWIs attempt to avoid scaring away teaching degree candidates</p> <p>Theme 4: Lack of formal coursework in diversity and CRCM HBCUs provide more formal coursework in diversity and CRCM, HBCU-educated teachers observed CRCM strategies in field experiences</p> <p>Theme 5: Influence of the teachers' personal backgrounds on their preparation to serve diverse student populations HBCU-educated teachers have more personal experience with diverse populations; PWI-educated teachers have less personal background with diversity; HBCU-educated teachers' backgrounds more similar to those of students currently teaching; Teachers from both PWIs and HBCUs from less affluent backgrounds relate easier to students they are teaching</p> |

CHAPTER 5: DISCUSSION AND CONCLUSIONS

This chapter begins with a review of the purpose of the study followed by a summary of the key findings. The summary of key findings presents the information in analysis of the data gleaned from the site selected for this study, disaggregated by the research questions. Limitations of the study are presented followed by a discussion of its implications for practice. The chapter concludes with directions for further research.

Review of Purpose of the Study

The purpose of this study was to discover the extent to which novice teachers understand strategies associated with culturally relevant classroom management (CRCM) and what differences exist in the preparation of teachers educated at HBCU and PWIs to teach diverse student populations. Specifically, this study included full-time teachers who have fewer than four years of classroom experience. With student populations becoming increasingly diverse in the southeastern United States (Bryant et al., 2017) and teacher education programs that design its content based on serving the dominant white culture (Howard, 2016), novice teachers often struggle with effectively engaging all students to support increased academic outcomes. The lack of frustration often leads to increased attrition rates among teachers, particularly within their first three years of practice (Garrett, 2015).

In recognition of this problem, national teacher preparation standards have been updated in the past five years to mandate coursework in diversity in the curriculum. Previous research found various conclusions regarding teachers' perceptions of their preparedness to serve diverse student populations (Koedel et al., 2015). This study builds upon that by exploring the perceptions of novice teachers on their preparedness and effectiveness in their implementation of

culturally responsive classroom management and interacting with their diverse student populations.

To fulfill these purposes, this study specifically sought to answer the following research questions:

RQ1. To what extent do novice teachers understand and use culturally responsive classroom management practices?

RQ2. What difference, if any, is there between the teacher education programs preparation in the area of culturally responsive practices from historically Black colleges and universities versus predominately White institutions?

To answer these questions, this study took on a phenomenology research approach. Purposive sampling was used to identify five teachers educated at PWIs and four teachers educated at HBCUs, who participated in interviews, opened their classrooms for observation, and were the subjects of the collection of individual classroom disciplinary data. The questions used in the semi-structured interview guide were aligned to the research questions. Triangulation was achieved through further analysis of the observation and disciplinary data. Open coding was used to identify themes related to both research questions. These methods were used to better understand the extent to which teachers understand how to implement CRCM strategies and their perceptions of their preparation to teach diverse student populations.

Summary of Key Findings

With the goal of discovering PWI- and HBCU-educated teachers' understanding of CRCM strategies and their perceptions of their training related to diversity, the findings were presented in detail, organized by the research questions. All data sources from the interviews,

classroom observations, and disciplinary data were considered as they provided insights on each research question, and were used to develop the major themes presented.

The first research question asked, “*To what extent do novice teachers understand and use culturally responsive classroom management practices?*” This question was proposed because the strategies delineated in the Culturally Responsive Classroom Management (CRCM) approach are widely regarded to effectively address the unique needs of culturally diverse students. This research question sought to identify which specific CRCM practices novice teachers are aware of and use in their classrooms. This information was gleaned through the participant responses in addition to their classroom observations and disciplinary data.

A major finding in this study suggests the willingness of novice teachers to receive additional training in diversity and CRCM, regardless of the extent to which they were exposed to this content in their undergraduate institutions. Both PWI-educated teachers, who indicated having less training to prepare for culturally diverse students, and HBCU-educated teachers, who had more overall exposure to diverse student environments, expressed an interest in furthering their professional development in the areas of diversity and CRCM. From the lens of CRCM, the willingness of a teacher to use culturally appropriate management strategies is a foundational disposition to successfully implement the practices therein, alongside a commitment to building caring classroom communities (Metropolitan Center for Urban Education, 2008; Weinstein et al., 2004).

Although novice teachers enter the classroom with the intent of serving their diverse student populations, negative attitudes toward diversity originating from parents and the media presents a challenge to encouraging positive interactions among culturally diverse groups. An overall lack of depth within formal coursework, particularly at predominantly White institutions,

creates an additional challenge to positively engaging with non-White students. The higher comfort level of the HBCU-educated teachers in this study was evidenced in the extent to which they interacted personally with students, circulated amongst the students, and verbally expressed feeling prepared to teach a diverse classroom of students. The informal interactions of the HBCU-educated teachers appear to model their experiences in their teacher preparation program, where their instructors were markedly more accessible and provided exemplars of real-world practical application of course content from their personal backgrounds. Similarly, the classroom discussions of the HBCU-educated teachers included more informal, personal interactions, and resulted in more positive interactions and fewer behavior infractions. In contrast, PWI-educated teachers, although aware of the need to build trusting relationships through knowledge of teacher background and sensitivity toward tone of voice, demonstrated a lack of comfort with and preparedness to interact positively among diverse student populations. More disciplinary incidents were reported and observed in practice in PWI-educated teachers' classrooms. This was particularly found to be true among teachers who indicate having a lack of personal experiences interacting among culturally diverse individuals prior to and during their teacher education programs.

Another major finding was the disproportionate reporting of disciplinary infractions toward African-American students by PWI-educated teachers. Based on the disciplinary data collected from the semester prior to the collection of interview and observation data, PWI-educated teachers in this study only reported disciplinary infractions from African-American students, who represent less than half of the total student population. Although African-American students comprise the majority of the disciplinary infractions among HBCU-educated teacher, the proportion of sixty percent of all reported infractions, versus the 100% reported by

PWI-educated teachers represent an alarming trend, if generalized to the entire population. In the context of the implementation of CRCM strategies, this data shows a lack of preparedness to do so, based on major tenets of the classroom management approach, particularly (1) the recognition of one's own ethnocentrism and biases, (2) knowledge of students' cultural backgrounds, and (3) awareness of the broader social, economic, and political context (Metropolitan Center for Urban Education, 2008; Weinstein et al., 2004). In that novice teachers in this study indicate challenges handling the three main disciplinary infractions of disrespect, insubordination, and vulgar language, all would benefit from additional training in establishing and maintaining expectations of behavior and using appropriate interventions to assist students with behavior problems, which demonstrates the component of CRCM that requires that teachers are not only willing, but are able to use culturally appropriate management strategies (Metropolitan Center for Urban Education, 2008; Weinstein et al., 2004).

The second research question sought to answer, *“What difference, if any, is there between the teacher education programs preparation in the area of culturally responsive practices from historically Black colleges and universities versus predominately White institutions?”* Although some indication of how prepared a teacher is to implement CRCM can be demonstrated through classroom observation, and to a lesser extent, the disciplinary data, in this study, concept of preparedness was primarily measured through the teachers' reported accounts and perceptions of the training recently received in the teacher education program at their respective institutions.

The findings indicate several aspects related to program quality as major factors of a teacher's preparedness to successfully engage students of diverse cultural backgrounds. HBCU-educated teachers in this study overwhelmingly indicated feeling more prepared to teach diverse classrooms of students compared to their PWI-educated counterparts This increased level of

preparation is attributed to the quality of the teacher education programs at HBCUs that were characterized by the provision of early and diverse field experiences, course content complemented by the personal experiences of their instructors in the field, and strands of information on diversity and CRCM woven throughout courses. Experiences such as simulations, observations, and real-world anecdotes characterized the most helpful activities towards the preparation of new teachers. As a result, HBCU-educated teachers entered the classroom with a realistic expectation of interactions amongst a diverse student population. To this end, graduates of PWIs indicated dissimilarities in their teacher education program in that fewer and shorter field experiences were provided, instructors were overall less accessible and knowledgeable about diversity, and lacked formal training in classroom management or diversity. As a result, most PWI-educated teachers started their new careers with an unrealistic expectation of the real-world classroom experience.

Just as important as the quality of teacher education programs in the preparation of its graduates to meet the needs of diverse student populations is the teacher's individual background with diversity. The findings of this study indicated that amongst both HBCU- and PWI-educated teachers, those who had personal experiences with individuals of cultural backgrounds different than their own felt more prepared to use culturally relevant practices. For example, the PWI-educated White male teacher in this study, who had the unique experience of growing up in a low-income, African-American community, indicated being much more prepared to interact with diverse cultures due to his personal background. However, most PWI-educated teachers indicated having personal experiences devoid of extensive interactions with cultures other than their own, which lead to a sense of hesitation and inability to appropriately manage classroom behavior among diverse student populations. These findings support the CRCM research of

Weinstein et al. (2016), who address this issue citing earlier works on portraits of effective teachers, which described effective Black teachers as strong, but compassionate authority figures, whereas White teachers were described as “less comfortable” with their roles as classroom disciplinarians. The findings suggest that PWI-educated teachers, due to their personal inexperience with diversity, may neglect to hold African-American students to high standards of deportment, in an attempt to avoid being perceived as uncaring.

Limitations

One limitation of this study was the availability of participants. This study included novice, full-time teachers, distinguished by the institution in which they completed their teaching degree program as either a predominantly White or historically Black. In spite of time constraints due to after school activities, such as professional meetings and extracurricular duties, I made every effort as researcher to accommodate the participants’ schedules to allow for an open and honest sharing of their experiences with implementing CRCM and preparing for a diverse population of students. The study was designed with the intent of including an equal number of PWI- and HBCU-educated teachers—five each—however, time became a barrier and limited participation in the study to include four HBCU graduates. A final limitation is that this study included no Black teachers taught at PWIs, which makes it difficult to disentangle race from education.

This study examined novice teachers in various schools within an LEA in rural eastern North Carolina. A limitation of this study is the lack of transferability of these cases to other environments. Because school environments and cultures vary, what occurs in one context may not occur in others, and what works in one situation may not work in another. As Fullan (1999) noted, transferability is complex because the successful implementation of best practices in one

place can be partially attributed to the effective ideas, and largely due to the conditions under which the ideas flourished.

The limitations presented did not compromise the findings of the study. As the researcher, I recognized the limitations and took safeguards, namely via triangulation of data, to ensure the validity of the study.

Recommendations for Practice

For schools to provide better supports for new teachers develop their competence in the implementation of culturally relevant practices, including CRCM, and facilitation of a supportive environment for diverse student populations, several conditions should be established at the district and school levels and at undergraduate teacher education programs. The following provides a rationale and specific suggestions on how these recommendations can be implemented to improve the process for professional growth of novice teachers.

District and School Level Recommendations

At the district and school levels, administrators can provide a number of support mechanisms for novice teachers to ensure appropriate handling of diverse student populations, the first being to establish an understanding of each teacher's level of cultural competency. Ideally, this should take place during the selection process for all new teachers hired in a school. Research has shown that a teachers' awareness of his or her own personal beliefs, biases, and ethnocentrism is key to being able to use culturally responsive classroom management practices (Weinstein et al., 2004). As such, it would benefit administrators to ask specific questions during the interview process to assess potential teachers' dispositions towards and experience working with students of various cultural backgrounds. Careful consideration should particularly be given in districts and schools with high minority populations in the cultural assessment of PWI-

educated teachers who may not have extensive experience interacting with non-White individuals as a part of their personal experience or professional training.

Novice teachers can be further supported by providing in-depth, ongoing professional development in diversity. Activities within such a professional development program focused on diversity should include a self-assessment similar to the Culturally Responsive Teacher Preparedness Scale administered to preservice teachers which assessed factors such as curriculum and instruction, establishing relationships and expectations, and group belonging formation (Hsaio, 2015). Such an assessment would promote self-reflection and indicate specific areas in which teachers may be lacking in the knowledge of culturally responsive practices. Based on my professional experience, I also recommend that activities designed for teachers to gain an awareness of students' cultural backgrounds. One such activity could include providing the teachers bus tours of the communities they serve. Ideally, such a tour would be facilitated by a guide knowledgeable about the community, such as an experienced school bus driver. Such an activity would particularly help PWI-educated teachers, such as those in this study, who prior to teaching in their current school, had limited exposure to groups of various socioeconomic status and ethnicity. This would provide a cursory level of knowledge about students' cultural backgrounds and develop an awareness of the broader social, economic, and political context, both of which are tenets of CRCM identified to develop skills for cross-cultural interaction (Weinstein et al., 2004).

To further support novice teachers in the development skills to positively interact with diverse student populations, administrators can establish a system of peer observations to provide opportunities for teachers who lack experience or have difficulty managing their classrooms in a culturally responsive manner. In a multi-site case study examining the perceptions of principals

and teachers, Jones (2015) suggested peer observation of teaching is particularly beneficial for beginning teachers to collaborate on school-wide goals and learn new instructional strategies. As such, it would be helpful for principals to pair teachers who may have challenges with diverse student groups with teachers who have more positive student interactions and classroom management. This type of ongoing, job-embedded, professional development would help to address the concern that several PWI-educated teachers expressed as the result of not having an adequate length of time or a diverse range of undergraduate field experiences.

A paramount recommendation for practice at the district and school level is the regular collection, analysis, and presentation of disciplinary data at both the individual classroom level and schoolwide. The analysis should be focused on trends in the reporting of disciplinary infractions, both in regards to the type of offenses and student racial demographics. The results of this study support the national trend indicated in decades of research citing racially disproportionate exclusionary discipline practices against African-American students, particularly male, in the United States (Bradshaw et al., 2018). When administrators recognize patterns of disproportionality at the school or individual classroom level, conversations should be initiated with the purpose of bringing awareness to and setting professional development goals related to improved management of culturally diverse students.

The culminating recommendation for district or school level practice combines elements of the aforementioned suggestions vis-a-vis a coaching check-up model. This specific coaching model includes an interview of the teachers regarding various domains of cultural competence, collection of data, providing teachers with feedback, goal setting, and ongoing progress monitoring. The periodic coaching of novice teachers, in conjunction with professional development, was found to increase student cooperation and reduce disruptive classroom

behaviors (Bradshaw et al., 2018; Pas, Larson, Reinke, Herman, & Bradshaw, 2016). Therefore, school districts, particularly those with instances of cultural mismatch due to highly diverse populations, should consider analyzing teacher evaluation and student achievement data to identify teachers to serve as coaches specializing in culturally relevant classroom management strategies to support new teachers.

Postsecondary Level Recommendations

The recommendations for practice at the postsecondary level for teacher preparations emerged from the results of this study based on the perceptions of novice teachers regarding their preparation to effectively interact with diverse populations of students. Most of these practices were in place according to the graduates of HBCUs, and are also recommended for the improved preparation of teachers at predominately White institutions.

Similar to the first recommendation at the district and school levels, careful attention should be paid in the selection process of the instructional faculty for teacher education programs. It is important to employ a diverse faculty, comprised of instructors who have had extensive practical experiences to draw upon. The participants in this study whose programs included the supplementation of course content by anecdotal information from instructors, simulations, and engaging class discussions based on real-world experiences, felt more prepared to successfully interact with students from diverse cultural backgrounds. In the absence of instructors able to provide these learning experiences, efforts should be made to enlist the services of practitioners to serve as guest speakers or who would be willing to open their classrooms for observation in order to provide preservice teachers with the appropriate context as it relates to what to expect in today's diverse classrooms.

The provision of early and various field experiences prior to program completion is critical to a teacher's preparation for effectively managing a diverse classroom of students. Field experiences should include numerous opportunities for education majors to visit schools located in diverse communities and observe classrooms comprised of students of various cultures and achievement levels. Early field experiences should also afford preservice teachers the opportunity to interact with diverse student groups through monitoring instructional and noninstructional activities, tutoring, or serving as volunteers for extracurricular activities.

A final recommendation is to infuse training on diversity and culturally responsive classroom management strategies throughout the teacher education curriculum. This recommendation is based on the data collected from PWI-educated teachers in this study who indicated a lack of experience interacting with various cultural backgrounds. When teaching candidates enter profession with a lack of experience with the population they will serve, it is clear that such teachers find it more challenging to develop positive relationships. Whitaker and Valtierra (2018), evaluated a teacher preparation program designed to examine preservice teachers' motivation to teach minority students. The study found that diverse practicum experiences, culturally-oriented self-inquiry, and ongoing instruction on culturally responsive practices enhance teachers' preparation to teach diverse students. Specifically, providing preservice teachers multiple opportunities to teach different students in a variety of settings, along with being prompted to journal have explicit discussions about "hot topics," such as race, class, and religion, gave them the opportunity to challenge their preconceptions about diverse students (Whitaker & Valtierra, 2018). Furthermore, data collected from participants in a diversity course at a predominately White teacher education program found that exposure to diversity discourse through coursework, modeling, mentoring, and field-based practices can help

prepare teachers to respond to the needs of the increasingly racially and linguistically diverse population (Dyce & Owusu-Ansah, 2016). One implication from a study of classroom management strategies of beginning teachers is that teacher educators should provide instruction to preservice teachers about the connections between behavioral, academic, and interpersonal strategies for classroom management (Kwok, 2019). To this end, it is important that multicultural education, particularly with an increased focus on classroom management is incorporated throughout the teacher preparation curriculum, rather than being presented as a single course in diversity and a lack of explicit instruction on classroom management, as was the case amongst the majority of the PWI-educated teachers who participated in this study.

Recommendations for Future Research

A major finding of this study supports the decades of academic literature exists about the disproportionality in the exclusionary discipline of African American youth; however, there is a lack of research on interventions to reduce the discipline gap (Bradshaw et al., 2018; Pas et al., 2016). As an extension of this study, future studies could be conducted to evaluate the use and effectiveness of CRCM strategies, particularly among teacher graduates from PWIs who teach in culturally diverse classrooms, based on reported disciplinary incidents. Potential study design could include pre- and post-intervention studies using CRCM strategies for beginning teachers who report disproportionate disciplinary practices. Research in this area would hone into the most effective classroom management strategies that facilitate improved performance of novice teachers in providing further insight into supportive and inclusive learning environments for students of color.

Although the findings of this study suggest most HBCU-educated teachers enter the classroom with more experiences interacting with diverse populations of students when

compared to their PWI-educated counterparts, novice teachers from all institutions indicated that positive cultural relations among diverse student populations are threatened by attitudes of the significant adults in students' lives and the negative ways in which various media outlets portray race-related content. Those who participate in the preparation and supervision of novice teachers in the 21st century would benefit from the knowledge gained from studies that delve deeper into identifying the ideals that students are being exposed to which are counterproductive to promoting diversity. Such information would open critical discourse concerning strategies that both novice and veteran teachers can use to confront these external challenges to providing culturally responsive instruction.

A final recommendation for future research focuses on the disparate preparation of teachers in predominately White institutions compared to that of historically Black colleges and universities. Since the majority of the teaching force is comprised of White teachers prepared at PWIs, more research is needed to identify areas of improvement in teacher education programs at those institutions. Namely, a distinction should be made between those programs that are completed mostly through online instruction versus face-to-face classroom environments. For the purposes of this study, PWIs included online undergraduate education programs, unlike HBCUs, whose education programs were exclusively face-to-face. This seemed distinguishing factor in the preparation of teachers, especially as it relates to partaking in program elements such as early, diverse field experiences and enriching discourse about diversity from instructors, that provided a real-world context to classroom management as specified by the exclusively HBCU-educated teachers in this study. Further studies should be conducted to provide recommendations on how predominately White institutions, particularly those comprising online program delivery,

can close the preparation gap of their graduates when compared to those of historically Black postsecondary institutions.

Conclusions

As mentioned in Chapter 2, the underpinnings of Critical Race Theory (CRT) recognizes that racism is an inherent part of the American civilization, where White individuals have privileges over people of color in most areas of life, which includes education (DeCuir & Dixson, 2004; Ladson-Billings, 1998). Simply put, the public education system was not designed with students of color in mind. However, national demographics continue to trend toward increased minority populations in the southeastern United States (Bryant et al., 2017). Because of this pattern, teachers working with diverse populations should be competent in providing learning environments that are culturally responsive and effective at teaching and working with students from various cultural backgrounds. Subsequently, teacher education programs struggle with the task of equipping its mostly White, middle class, preservice teachers with the knowledge, skills, dispositions, and sensitivities needed to teach in diverse settings. (Dyce & Owusu-Ansah, 2016). This study serves to address the existing need of research on beginning teachers' classroom management actions that also extends to a lack specific focus on whether they incorporate strategies that are culturally relevant (Kwok, 2019).

This study concluded that historically Black colleges and universities produce teacher graduates who are more prepared to successfully meet the learning needs of diverse populations of students. Most teacher candidates enrolled at these institutions have had the life experience of having to assimilate to various aspects of Caucasian, middle class cultural norms as a part of the education system and other public institutions, and have therefore, had more experience interacting with and oftentimes, conforming to a culture much different than their own. However,

predominantly White institutions tend to graduate teachers who are less prepared to meet the challenges of being outnumbered by a student body different racial and cultural backgrounds. Teacher education programs at HBCUs are characterized by personally engaging instructors, who complement standard postsecondary pedagogical curricula with early and diverse field experiences along with anecdotal information from their own experiences with diverse classroom environments. In contrast, PWI-educated teachers, who report having experienced more racially and culturally isolated backgrounds, also did not gain the necessary exposure to those aspects of HBCU teacher education programs, resulting in their feeling inadequately prepared to serve their diverse student populations, which is reflected in their classroom management, which lack essential application of CRCM strategies, and disproportionate exclusionary discipline practices toward Black students. This study recommends that all postsecondary teacher education programs consider including those aspects that were reported to improve teacher preparation for successfully interfacing in diverse classroom environments.

To ensure that teachers are prepared to meet the needs of all students, it is contingent upon school administrators to assess how well their new teaching candidates are prepared to do so, based on the unique cultural demographics of its communities and schools. When administrators discover that teachers come to them ill-prepared to successfully interact with students of different cultural backgrounds, provision of on-site diversity training catered to the unique needs of the community and ongoing professional development through peer observation and coaching models is recommended. Furthermore, administrators are charged with consistently examining and reporting disciplinary data, being particularly cautious to extrapolate cases of disciplinary practices that disproportionately affect Black students, and provide targeted assistance to teachers responsible for contributing to this trend. As recommendations for future

research toward identifying specific culturally responsive classroom management (CRCM) strategies that are most effective, it is possible for all novice teachers to face the realities of the classroom better equipped to establish more supportive and cultural learning environments for a diverse population of students.

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APPENDIX A: INSTITUTIONAL REVIEW BOARD APPROVAL LETTER



EAST CAROLINA UNIVERSITY
University & Medical Center Institutional Review Board
4N-64 Brody Medical Sciences Building· Mail Stop 682
600 Moye Boulevard · Greenville, NC 27834
Office [252-744-2914](tel:252-744-2914) · Fax [252-744-2284](tel:252-744-2284)
www.ecu.edu/ORIC/irb

Notification of Initial Approval: Expedited

From: Social/Behavioral IRB
To: [Tremaine Young](#)
CC: [Crystal Chambers](#)
Date: 2/25/2019
Re: [UMCIRB 18-002611](#)
Novice Teachers' Preparedness Towards Successfully Interacting with Culturally Diverse Student Populations

I am pleased to inform you that your Expedited Application was approved. Approval of the study and any consent form(s) occurred on 2/25/2019. The research study is eligible for review under expedited category # 6, 7. The Chairperson (or designee) deemed this study no more than minimal risk.

Changes to this approved research may not be initiated without UMCIRB review except when necessary to eliminate an apparent immediate hazard to the participant. All unanticipated problems involving risks to participants and others must be promptly reported to the UMCIRB. The investigator must submit a Final Report application to the UMCIRB prior to the Expected End Date provided in the IRB application. If the study is not completed by this date, an Amendment will need to be submitted to extend the Expected End Date. The Investigator must adhere to all reporting requirements for this study.

Approved consent documents with the IRB approval date stamped on the document should be used to consent participants (consent documents with the IRB approval date stamp are found under the Documents tab in the study workspace).

The approval includes the following items:

| Name | Description |
|---|---|
| Revised Tremaine Young Informed Consent.doc | Consent Forms |
| Tremaine Young Dissertation Proposal | Study Protocol or Grant Application |
| Tremaine Young Interview Guide | Interview/Focus Group Scripts/Questions |
| Tremaine Young Permission.pdf | Dataset Use Approval/Permission |

The Chairperson (or designee) does not have a potential for conflict of interest on this study.

APPENDIX B: SEMI-STRUCTURED INTERVIEW GUIDE

Novice Teachers' Preparedness Towards Successfully Interacting with Culturally Diverse Student Populations

1. Tell me about your teacher preparation program. What are some of the highlights as you recall?
2. Did you feel your program prepared you for teaching in the real world? In what way?
3. How do you feel about your preparation with respect to classroom management?
4. Is there anything you wish you were taught but weren't, especially as it relates to class room management?
5. Do you feel prepared to teach culturally diverse student populations?
6. In your teacher preparation program, did you receive explicit instruction in culturally responsive classroom management?
7. In your teacher preparation program, did you receive strands of information regarding culturally responsive classroom management woven throughout a variety of courses?
8. In your teacher preparation program, were you required to take a course in teaching students of culturally diverse backgrounds?
9. If you did not have any formal coursework including crcm, would you have enrolled in any had it been available?
10. Would you participate in professional development regarding crcm?
11. When interacting with a student from a different culture than your own, how do you ensure that communication is effective?
12. Tell me about a time when you changed your classroom management techniques to effectively work with students from different backgrounds?
13. What is your method of communication with student who are different from you? How do you convey thoughts, ideas, or adverse conclusions?
14. What steps have your taken to create a climate that is supportive and respectful and that values differing perspectives and experiences?
15. What do you see as the most challenging aspects of an increasingly diverse school environment? What initiatives have you taken to meet such challenges?

APPENDIX C: NORTH CAROLINA OBSERVATION PROTOCOL FOR STANDARD II

North Carolina Teacher Evaluation Process

Standard II: Teachers Establish a Respectful Environment for a Diverse Population of Students

| Observation | Element IIa. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults. Teachers encourage an environment that is inviting, respectful, supportive, inclusive, and flexible. | | | | |
|---|--|--|---|--|--|
| | Developing | Proficient | Accomplished | Distinguished | Not Demonstrated (Comment Required) |
| ✓ | <input type="checkbox"/> Appreciates and understands the need to establish nurturing relationships. | ... and <input type="checkbox"/> Establishes an inviting, respectful, inclusive, flexible, and supportive learning environment. | ... and <input type="checkbox"/> Maintains a positive and nurturing learning environment. | ... and <input type="checkbox"/> Encourages and advises others to provide a nurturing and positive learning environment for all students. | |
| Element IIb. Teachers embrace diversity in the school community and in the world. Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures. Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality. Teachers strive to understand how a student's culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction. | | | | | |
| ✓ | <input type="checkbox"/> Acknowledges that diverse cultures impact the world. | ... and <input type="checkbox"/> Displays knowledge of diverse cultures, their histories, and their roles in shaping global issues. | ... and <input type="checkbox"/> Uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures. | ... and <input type="checkbox"/> Promotes a deep understanding of cultures through the integration of culturally sensitive materials and ideas throughout the curriculum. | |
| ✓ | <input type="checkbox"/> Demonstrates awareness of the diversity of students in the classroom. | <input type="checkbox"/> Acknowledges the influence of race, ethnicity, gender, religion, socio-economics, and culture on a student's development and attitudes. | <input type="checkbox"/> Consistently incorporates different points of view in instruction. | <input type="checkbox"/> Capitalizes on diversity as an asset in the classroom. | |
| Element IIc. Teachers treat students as individuals. Teachers maintain high expectations, including graduation from high school, for students of all backgrounds. Teachers appreciate the differences and value the contributions of each student in the learning environment by building positive, appropriate relationships. | | | | | |
| ✓ | <input type="checkbox"/> Holds high expectations of students. | ... and <input type="checkbox"/> Communicates high expectations for all students. | ... and <input type="checkbox"/> Encourages and values contributions of students, regardless of background or ability. | ... and <input type="checkbox"/> Helps students hold high expectations for themselves and their peers. | |

| Observation | Element III. Teachers adapt their teaching for the benefit of students with special needs. Teachers collaborate with the range of support specialists to help meet the special needs of all students. Through inclusion and other models of effective practice, teachers engage students to ensure that their needs are met. | | | | |
|--|--|---|---|---------------|-------------------------------------|
| | Developing | Proficient | Accomplished | Distinguished | Not Demonstrated (Comment Required) |
| <input checked="" type="checkbox"/> Recognizes that students have a variety of learning needs. <input checked="" type="checkbox"/> Is knowledgeable of effective practices for students with special needs. | ... and <input type="checkbox"/> Collaborates with specialists who can support the special learning needs of students. <input type="checkbox"/> Provides unique learning opportunities such as inclusion and research-based, effective practices for students with special needs. | ... and <input type="checkbox"/> Understands the roles of and collaborates with the full range of support specialists to help meet the special needs of all students. <input type="checkbox"/> Effectively engages special needs students in learning activities and ensures their unique learning needs are met. | ... and <input type="checkbox"/> Anticipates the unique learning needs of students and solicits assistance from within and outside the school to address those needs. <input type="checkbox"/> Adapts instruction for the benefit of students with special needs and helps colleagues do the same for their students. | | |
| Element IV. Teachers work collaboratively with the families and significant adults in the lives of their students. Teachers recognize that educating children is a shared responsibility involving the school, parents or guardians, and the community. Teachers improve communication and collaboration between the school and the home and community in order to promote trust and understanding and build partnerships with all segments of the school community. Teachers seek solutions to overcome cultural and economic obstacles that may stand in the way of effective family and community involvement in the education of their students. | | | | | |
| <input type="checkbox"/> Responds to family and community concerns. | ... and <input type="checkbox"/> Communicates and collaborates with the home and community for the benefit of students. | ... and <input type="checkbox"/> Recognizes obstacles to family and community participation and conscientiously seeks solutions to overcome them. | ... and <input type="checkbox"/> Promotes trust and understanding throughout the school community. | | |

Comments:

Examples of Artifacts:

- | | | |
|---|---|--------------------------------|
| <input type="checkbox"/> Student profiles | <input type="checkbox"/> Communications w/parents/community | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Student surveys | <input type="checkbox"/> Professional development on cultural attitudes and awareness | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Cooperation with ESL teachers | <input type="checkbox"/> Use of technology to incorporate cultural awareness into lessons | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Lessons that integrate international content | | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Documentation of referral data and use of IEPs | | <input type="checkbox"/> _____ |

