The Influence and Impacts of Critical Literacy Intervention in Preservice Teachers Culturally Responsive Teaching Self-Efficacy: A Mixed Methods Study

Heather Lynn Hall

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THE INFLUENCE AND IMPACTS OF CRITICAL LITERACY INTERVENTION IN PRESERVICE TEACHERS CULTURALLY RESPONSIVE TEACHING SELF-EFFICACY: A MIXED METHODS STUDY

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Submitted in Partial Fulfillment of the Requirements
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DEDICATION

An exact year to the day after the Emanuel Church massacre occurred, I was with a student at a summer reading camp, when an educator handed the student a book and said, “This is a good book for little black girls.” The book was about the 16th Street Alabama church bombing that occurred in 1963. Why would anyone say this to any child?

This dedication is to humans who have endured racism from another human based on the color of their skin or any other discriminatory measure that people choose. This dedication is to all educators who will be obliged to affirm ways to support that no child will be seen as a negative in a classroom due to the color of their skin or any other discriminatory measures.

This dedication also goes out to every educator and human who is willing to acknowledge and take action to end the perpetual cycle of systemic injustices in our educational systems.
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I would like to extend my heartfelt thanks to all my students, their families, their supporters, and my colleagues in the K-12 public schools with whom I’ve had the privilege to work over my 23 years of classroom teaching. You are at the core of my
professional endeavors, and without your dedication to education, I would not have been inspired to tread this path. I am cognizant of the fact that there is always more to learn, and this awareness is crucial to maintaining the privilege of being a teacher. Thank you for being a source of inspiration and motivation, pushing me to consistently show up as the best teacher I can be for all of you.

To all my students and colleagues at my current university, you are the future and the driving force of progress in education! I am committed to doing my utmost to prepare you for the extraordinary journey ahead in the teaching profession. You are both inspiring and immensely encouraging. I am profoundly grateful to my students for their applause and cheers when I shared stories from my doctoral journey. You all will be exceptional educators, and it is truly an honor to work alongside you.

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To my family, who are my everything: I fervently hope that my children, Tula, and Avi, will accomplish all they aspire to in life and discover the happiness they truly deserve. You are the center of my universe, and I am profoundly grateful for the space you've given me to fulfill my own potential. To my remarkable parents: you are the bedrock of everything I have and all that I’ve become. You are the most wonderful and loving people, and I consider myself the luckiest person in the world to have parents like you. Thank you for your unending love and support, and for nurturing my independence, allowing me to grow in ways and explore realms far beyond your hometown of Chester, SC. Despite my adventurous spirit probably sending chills down your spines more than once, you’ve stood by my dreams. Thank you for being the unwavering pillars of support.
that you are. I am deeply proud of my family history of mill workers, and I wish to
acknowledge the love and influence of my late grandparents, Harry Good, fiddle player
extraordinaire, and Izell Good, the enthusiastic dancer to Harry's fiddle playing.

Lastly, I must express my profound gratitude to Dr. Ajay Sood, the wonderful
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endeavors, whatever I chose to imagine. Often, you've been the last to learn about my
spontaneous whims; I might have been a year or two into this doctoral program before I
chose to tell you. Yet, when I finally shared the news, you unfailingly supported my work
and life choices. Thank you for your unwavering support.
ABSTRACT

Critical Literacy (CL) is a teaching strategy that is designed to promote critical consciousness and enact social justice change as learning occurs. Critical literacy can promote and included in teacher education programs as a tool to increase Pre-Service Teachers (PST) Culturally Responsive Teaching Self-Efficacy (CRTSE). The researcher examined the impact of implementing CL instruction as an invention in teacher education programs to study their self-efficacy in culturally responsive teaching in this mixed methods study. The participants (n=90) reported a statistically significant in CRTSE, along with an increased understanding of terms and frameworks of CRT and CL as well as increased individual critical consciousness. Results also showed that participants viewed authentic application of the examination of CL and CRT in lesson plans as a viable strategy to increase CRTSE. The study results indicate that addressing CRT in teacher education programs through explicit strategy instruction increases CRTSE.

KEYWORDS: critical literacy, preservice teachers, culturally responsive teaching, self-efficacy, teacher education programs, mixed methods
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LIST OF ABBREVIATIONS

CRT ................................................................. Culturally Responsive Teaching

CRTSE ....................................................... Culturally Responsive Teaching Self-Efficacy

PST ........................................................................... Pre-Service Teacher
CHAPTER 1
INTRODUCTION

Over the last three decades, research and peer-reviewed literature have shared many definitions of critical literacy. Critical literacy is based on Freire's (1970) critical theory and is evidenced to aid in creating instructional strategies that engage students in "unjust power relationships and promote equity and social justice for subordinated groups" (Weng, 2021, p. 2). Luke (2000) defined Critical literacy as a teaching strategy that promotes academic development in curricula through analysis of texts to address social issues and to promote social justice. Nine years later, Luke and Woods (2009) defined critical literacy as the use of a text to evaluate point of view identification, cultural identification, and engagement from various human expressions and social standings. Critical literacy is founded upon a practice that transforms power within a text to promote critical thought and social justice leading to transformation for mankind (Villegas & Lucas, 2002). As a teaching strategy, critical literacy provides educators with a “sociocultural view of language teaching and learning to support culturally responsive teaching” (Villegas & Lucas, 2002, p. 27). Essentially, critical literacy gives a voice to the voiceless and transforms their position of power in society by acknowledging the story of those who are often the nondominant social group (Gay, 2002).

Many researchers have highlighted how critical literacy has been enacted in classroom settings to explore texts to promote critical thought and transform social equity (Gay, 2002; Lewison, Flint, & Van Sluy, 2002; Pollock et al., 2022; Villegas & Lucas,
The various definitions of critical literacy have been synthesized into four accepted dimensions: a disruption of commonplace, an interrogation of various points of view, action taken for social justice, and taking a stand on sociopolitical current issues (Lewison, Flint, & Van Sluy, 2002). These dimensions serve to both construct and dismantle the dominant social views to obtain social justice through literacy and the critical examination of texts (Luke and Woods, 2009).

As it relates to educators, critical literacy is a practice for educators to transform power to marginalized social groups and promote social justice in education teaching (Gay, 2002). This practice aligns with the principle of culturally responsive teaching, an approach in which teachers affirm that students' cultures are a resource that serves to benefit student learning in classrooms (Gay, 2002). Critical literacy in education works “to sustain students' linguistic and cultural pluralism, ensuring that all students experience academic success while also being supported to become more socio-politically conscious and sociocultural responsive" (Pollock et al., 2022, p. 179).

Teachers who effectively incorporate culturally responsive strategies in literacy teaching have an opportunity to incorporate and promote equity among all students in their classrooms (Cruz et al., 2020). Critical literacy as a teaching strategy has provided a way for teachers to become more culturally responsive in their pedagogy (Ladson-Billings & Tate, 2006). Educators who increase culturally responsive strategies in literacy practice not only increase students' literacy skills but also create a way to transform power and increase social justice for all students (Freire & Macedo, 1987). Culturally responsive teachers establish a learning environment where students are validated and feel worthy as
individuals, which in turn increases academic achievement for students (Ladson-Billings, 2006).

Curriculum programs that enhance culturally responsive teaching are imperative for pre-service teacher higher education programs (Cruz et al., 2020). Programs dedicated to specific training on culturally responsive teacher practice are an important way to create successful teachers (Cruz et al., 2020). Research shows that current pre-service teacher programs are seeking ways to meet the growing demands to provide culturally responsive teaching (Cruz et al., 2020). Embedding a curriculum in higher education pre-service teacher programs that supports culturally responsive pedagogy may promote increased social justice and academic achievement for students (Paris & Alim, 2014). Programs can enhance curricula by including critical literacy strategies that broaden the focus beyond foundational literacy skills to more critical and transformative approaches, thus enhancing culturally responsive pedagogy (Weng, T. (2021). Pre-service teacher education programs have the potential to engage educators with culturally responsive pedagogy through the implementation of curriculum programs (Lewis-Pratt, 2021).

**Statement of the Problem of Practice**

The identified problem of practice centers on the inadequate instruction and support pre-service teacher candidates receive in the sphere of culturally responsive teaching and engagement with diverse student populations. Many pre-service teacher education training programs seem to fall short in delivering effective strategies that enhance the self-efficacy of these teacher candidates in terms of culturally responsive teaching. This deficiency hampers their preparedness to handle the ever-increasing
diverse student population in the United States (Chu & Garcia, 2014; Polleck, Spence, Rapatalo, & Yarwood, 2022; Cruz et al., 2020).

Understanding and executing culturally responsive teaching practices are crucial as they can significantly boost both academic and socio-emotional support for students (Gay, 2002; Ladson-Billings, 2014; Paris & Alim, 2021). Even though recent research underscores the value of critical literacy in teacher education programs and its potential to enrich CRT, a substantial gap remains in the examination of how the adoption of critical literacy by pre-service teachers influences their efficacy in culturally responsive teaching.

Understanding these dynamics is essential in preparing future educators to effectively reach and engage a diverse student body, fostering inclusive learning environments that bolster students’ academic and interpersonal skills (Briceño & Rodriguez-Mojica, 2022). Despite numerous strategies available to enhance educators’ CRT, obstacles persist when teachers lack confidence in their ability to implement these approaches (Villegas & Lucas, 2002). This problem is particularly acute during the early stages of teacher preparation, creating an urgent need to boost PSTs’ self-efficacy (Chu & Garcia, 2014). This research seeks to address the gap in the existing literature by studying the effects of integrating critical literacy as an intervention in teacher preparation programs, aiming to elucidate the contributing factors that enhance PSTs’ self-efficacy in CRT (Weng, 2021). By exploring these factors, the study aspires to develop strategies and curricula that empower PSTs, ensuring they are equipped with the skills and confidence to apply CRT methods effectively. It also aims to illustrate how critical literacy can serve as a catalyst in promoting both academic literacy and social justice,
thereby establishing a more comprehensive, equitable, and effective teaching practice (Woods & Jocius, 2013).

There are many strategies that educators can utilize to increase their ability to effectively engage in culturally responsive teaching. Data has shown that teacher candidates in pre-service teacher programs can increase culturally responsive self-efficacy when strategic interventions and curricula are embedded (Moore, 2018). Difficulties can arise when educators are not confident in their abilities to utilize culturally responsive strategies (Villegas & Lucas, 2002). This study focused on increasing pre-service teachers' knowledge and expertise in critical literacy to assist educators to develop and implement culturally responsive practices in their classrooms and to improve relationships among people (Luke & Woods, 2009). Critical literacy can develop a classroom that not only is conducive to academic literacy but supports social justice (Woods & Jocius, 2013). Pre-service teachers' self-efficacy of their cultural responsiveness in teaching practices may broaden educational opportunities to engage all students in literacy and improve reading skills (Villegas & Lucas, 2002).

Research Questions

This action research mixed methods study examined the potential benefits of implementing critical literacy strategies with pre-service teachers through critical literacy instruction (McLaughlin & DeVoogd, 2004). The following three research questions guided this study:

1. To what extent does the incorporation of critical literacy instruction in PST programs influence PST’s self-efficacy as it relates to CRT?
2. To what extent does PST at the researcher's college of HU College have an understanding of culturally responsive teaching and critical literacy?

3. How did the intervention of critical literacy instruction impact the participants’ ability to identify and understand the benefits of culturally responsive teaching?

**Theoretical Framework**

The theoretical perspectives informing this approach are Bandura’s notion of self-efficacy, Freire’s Critical Theory, and Ladson-Billings’ Culturally Responsive Teaching. The combined theoretical perspectives from Freire’s Critical Theory, Bandura’s notion of self-efficacy, and Ladson-Billing’s Culturally Responsive Teaching provide a framework for this action research study.

*Bandura’s Notion of Self-Efficacy*

Self-efficacy refers to an individual’s confidence in their abilities to plan and carry out actions or performance tasks to effectively manage potential scenarios (Bandura, 1995). In the context of education, a teacher’s self-efficacy is their conviction in their teaching competence and the impact of their teaching on fostering desirable student outcomes (Siwatun & Starker, 2010). In this study, PSTs aimed to explore their self-confidence concerning the utilization of CRT methods. The purpose was to analyze how the integration of critical literacy into teacher training interventions in higher education impacts these PSTs’ sense of self-efficacy. Following Bandura's (1977) perspective, the study anticipated that an enhancement in PSTs’ self-efficacy would consequently improve their teaching practices.
Freire’s Critical Theory

Critical theory, coined by Freire in Pedagogy of the Oppressed (1970), is a guiding framework for understanding critical political and educational constructs that exist for the oppressed and marginalized people in society. This framework emphasizes that education is a valuable tool to transform our political systems and create a more balanced political and educational system for everyone (McLaren, 2000). Freire (1985) was the first to pose that education is an act of political gain for the oppressed, as it provides either "domestication of learners" or "liberation" (p. 131). Freire has contributed more than any other educator to the realization that a school is a place where more than a formal curriculum is acquired (Govender, 2020). This theory has aided in formulating access to educators to utilize classroom pedagogy that seeks to gain knowledge of societal power constructs and work against the suffrage of the oppressed by evaluation of the ideology of dominance (Stromquist, 2014).

Culturally Responsive Teaching

Culturally responsive teaching is a framework that was theorized by Gloria Ladson-Billings (1995). This framework is founded on an approach that shifts the paradigm of learning from a view that diversity is not a deficit to one that uses cultural affirmation to increase student engagement and achievement by perceiving student differences as assists and not deficits (Ladson-Billings, 1995). This theory has been acknowledged as beneficial for pre-service teacher training (Hayes & Juarez, 2012). When pre-service teachers’ practices embody culturally responsive teaching, student achievement increases (Ladson-Billings, 1995). More will be shared on each of the frameworks in Chapter 2.
The framework of culturally responsive teaching, Bandura’s self-efficacy, and Freire’s Critical Theory all combine to support, theorize, and demonstrate the value of pre-service teachers developing culturally responsive self-efficacy to affirm culture and ethnicity and promote learning in classrooms (Chu & Garcia, 2014). There is a need for pre-service teaching programs to include strategies that promote self-efficacy and culturally responsive teaching programs (Siwatu, 2007). Pre-service teachers who gain strategies that promote culturally responsive teaching can increase self-efficacy (Golden & Couffer, 2022).

**Purpose of Study**

This research aims to foster a robust understanding of culturally responsive teaching in pre-service teacher training to bolster their self-efficacy by applying principles of critical literacy in their teaching practices. Centered around the tenets of Freire’s (1970) critical theory, the study integrates critical literacy as a foundational element in the pedagogical instruction. By offering a lens to examine and navigate the sociopolitical landscapes that impact marginalized populations in educational settings, critical literacy provides a comprehensive approach for teachers to engage students in a dialogue that challenges power dynamics, promotes equity, and advocates for social justice.

**Overview of Methodology**

Action research is research conducted by an educator who follows a systematic process of inquiry to improve conditions in a school (Mertler, 2014). Action research is significant in that its methodology guided my study in a participatory and collaborative way to work toward change in teacher training programs (Herr and Anderson, 2015).
This study utilized a mixed-method explanatory design to address the research questions and elaborate on both the quantitative and qualitative data results (Herr and Anderson, 2015).

Mixed methods research is a way to support both quantitative and qualitative data to inform and integrate one another (Creswell & Creswell, 2017). This mixed methods study aimed to address the need to improve culturally responsive self-efficacy of pre-service teachers. Qualitative and quantitative data were collected in a higher education classroom setting, providing in-depth data analysis, and presenting new theories for pre-service teacher self-efficacy pedagogy (Creswell, 2014). Quantitative data were collected through a survey and qualitative data were collected through questionnaires. This design allowed the researcher to be an active part of the group of participants that were being studied. A pre-post survey was also used for the teacher participant to triangulate the data. This created an opportunity to validate the quantitative data and attempted to connect it to the qualitative data. The researcher was a faculty member that taught in the Teacher Education program that the student participants were enrolled in at the time of this study (Creswell & Creswell, 2017).

The study took place at HU College, a liberal arts college in Any State, USA during the Spring 2023 semester. The outlined research took place in a pre-service teacher instructional class, EDFS 303, Human Growth and Development. The researcher collaborated with the professor of this course to outline syllabus dates for the pre-and post-surveys and the intervention. This course is an in-depth study of research-based teaching methodologies for K-12 students to study human growth and development. Content included the general principles of lifelong human growth and development from
conception through death as they relate to the educational and learning theories of physical, social, personality, and cognitive development (3 credit hours). This is an introductory course that covers motivational theories, including self-efficacy. It also introduces cultural influences on learning and development. There are three sections of this course taught every fall and spring, and a minimum of 75 students enroll each semester. This is a mandatory course required for the major and teacher certification.

**Significance of Study**

As diversity among students continues to increase, and as culturally responsive teaching enhances student achievement levels, pre-service teacher programs will need to provide curricula that develop culturally responsive teaching practices in pre-service teachers (Pollock et al., 2022). Even as diversity in our student population grows, the teacher population is mostly middle-class Caucasian women (The National Center for Education Statistics, 2020). The population of white middle-class women who enter the teaching profession has little experience with teaching students from diverse socioeconomic and sociocultural homes (Lee, 2016; Kirylo, 2013; Pollock, et al., 2019; Sleeter, 2011). This study was significant in that it was designed to promote culturally responsive teaching in pre-service teacher training programs in higher education. There is currently a need in teacher education programs to prepare teachers to become culturally responsive to meet the needs of the robust and quickly changing diverse population of students in schools (Martin-Kerr, Rombalski, & Israelson, 2022). Even though culturally responsive practice is known to increase teacher preparation, pre-service teacher programs must include curricula that promote culturally responsive teaching in their teacher preparation programs (Acquah & Szelei, 2020).
Pre-service teacher education programs have the potential to engage educators with culturally responsive pedagogy through the implementation of curriculum programs (Villegas & Lucas, 2002). Pre-service teachers can receive substantive curriculum support and interventions in their training programs to increase self-efficacy in cultural responsiveness and prepare them for the vast and rapidly increasingly culturally diverse students represented in our nation's schools (Rueda & Stillman, 2012). According to the National Center for Education Statistics, there will be a 6% decrease in white students and an 8% increase in Black students by 2028. Hispanic students are the fastest-growing population in schools and are predicted to show a 14% increase from 2017 to 2028 (U.S. DOE, 2022). Teacher training can help pre-service teachers develop an understanding of culturally responsive teaching and its importance (Heineke, 2014). Teacher training can be enhanced to provide strategies that promote culturally responsive teaching to increase self-efficacy in their practice (Golden & Couffer, 2022). The focus of this dissertation was to review how educational researchers have conceptualized culturally responsive teaching and to study how critical literacy as a curriculum can be implemented to develop pre-service teachers' perceptions and self-efficacy of their culturally responsive pedagogy.

**Positionality**

With a professional journey rooted in education, my career has spanned over two decades, where I initially dedicated 22 years teaching students from preschool to the 12th grade in Title One inner-city public schools before transitioning to an instructional role at HU College for the past five years. As a practitioner in urban settings, my focus was
primarily on students requiring special education service plans and support, a unique experience that significantly shaped my perspective and approach to education.

Having earned a bachelor’s degree in special education and a master’s degree in literacy education, with an emphasis on CRT practices, my academic endeavors have only enriched my understanding of education. Further complementing these qualifications, my extensive classroom tenure provided opportunities to mentor numerous pre-service teachers from local colleges in clinical field settings, experiences which I carried into my current role in higher education.

My diverse educational experiences have not only familiarized me with research processes but have also positioned me as an insider in the education field. My master’s degree in literacy education was instrumental in refining my own CRT practices and enabled me to guide my colleagues with evidence-based research in the same domain. Reflecting on my teaching journey, I observed that students thrived when their racial identities were acknowledged as assets rather than deficits.

Synthesizing my personal experiences with my academic pursuits, I became deeply invested in CRTSE in PSTs. Now, as a doctoral candidate with over 25 years of teaching experience and extensive exploration of CRT practices, I propose integrating critical literacy into teacher education programs. This approach, I believe, can boost the culturally responsive self-efficacy of PSTs, better equipping them to affirm and engage students from diverse cultures and backgrounds (Rueda & Stillman, 2012).

Positioned at this intersection of experience and insight, I am uniquely equipped to expand the practice of culturally responsive teaching among pre-service teachers by investigating the effects of incorporating critical literacy into their teacher education
programs. I believe that PSTs who are exposed to curricula that weave critical literacy into their training courses will exhibit higher CRT self-efficacy scores. Thus, this study strives to contribute valuable insights to the pedagogical preparation of future educators.

**Limitations of Study**

This study is subject to certain limitations that should be factored into the interpretation of its findings. First, the demographic makeup of the participant pool did not reflect a diverse cross-section of the population. Specifically, 76% of the participants identified as White, while a significant majority of 80% were female. This lack of diversity might limit the generalizability of the findings to other populations.

Another limitation arose from the participants' understanding of key terms used in the study. Data from the questionnaire administered after the pre-survey indicated that more than 80% of the participants conflated "self-efficacy" with "efficacy". This misunderstanding might suggest that participants overestimated their comprehension of self-efficacy, raising concerns that post-survey results might reflect a drop as participants grasped a more accurate understanding of the terminology.

Furthermore, it is crucial to acknowledge that both the qualitative and quantitative data were derived from participants' subjective perceptions. This subjectivity may introduce bias and potentially skew the data, constituting another limitation of this study. It is therefore essential to exercise caution when applying these findings to wider contexts, bearing in mind the potential for the influence of individual bias (Trochim & Donnelly, 2006).
Dissertation Overview

This dissertation is structured into five comprehensive chapters, each serving a specific purpose in elucidating the research objectives. Chapter 1 lays the groundwork for the study, establishing the research context and framing the key questions that the dissertation seeks to answer, thereby setting the tone for the ensuing exploration. In Chapter 2, a detailed literature review is presented to provide a solid theoretical foundation for the study. It examines the core concepts of critical literacy, self-efficacy, and PST training, serving as a bridge between established knowledge and the current research endeavor. Chapter 3 outlines the research methodology, detailing the strategies and processes employed to gather and analyze data. This chapter offers insight into the research design, the choice of data collection methods, and the rationale behind these choices, providing transparency and the potential for reproducibility. Chapter 4 focuses on the empirical findings, presenting a thorough analysis of the data collected. The results are meticulously interpreted in light of the research questions and the theoretical framework, offering valuable insights into the phenomenon under study. Finally, Chapter 5 discusses the implications of the study’s findings. It outlines how the results were disseminated and offers recommendations for future research, suggesting avenues for further exploration and creating a springboard for continued discourse in the field. The final chapter closes the dissertation by reflecting on its contributions to the academic understanding of CRTSE in PSTs.

Definition of Terms

**Action Research**: This is a type of research conducted by educators who use systematic inquiry to improve their school's conditions (Mertler, 2014).
Critical Literacy: This is a pedagogical approach where students are encouraged to analyze and question the cultural relevance of texts and stereotypes, promoting a deeper understanding of the material and societal norms (Jocius & Woods, 2013).

Culturally Responsive Teaching Self-Efficacy (CRTSE): This concept relates to a teacher’s confidence in their ability to implement teaching strategies that are sensitive and responsive to the cultural backgrounds of their students (Ladson-Billings, 1995).

Pre-Service Teacher (PST): These are students enrolled in higher education programs seeking licensure for teaching in PK-12 schools. They participate in courses and clinical experiences, such as practicums, fieldwork, and student teaching, to earn their teaching licenses.

Self-Efficacy: This term refers to an individual's belief in their ability to carry out actions needed to achieve certain outcomes. It involves the elements of personal achievement, vicarious experience, and emotional states (Bandura, 1995).
CHAPTER 2
LITERATURE REVIEW

The Problem of Practice examined in this action research study stems from the idea that teacher education training and development can provide strategies that contribute to pre-service teacher candidates' culturally responsive teaching self-efficacy by using critical literacy as a teaching strategy (Chu & Garcia, 2014; Polleck et al., 2022; Cruz et al., 2020). There is a growing consensus that educators who understand and apply teaching practices that are supportive of culturally responsive self-efficacy can improve the academic and social-emotional support of students (Gay, 2002; Ladson-Billings, 2014; Paris & Alim, 2014). Minority students in United States educational systems are performing lower than their white counterparts in schools throughout the country (Briceno & Rodriguez-Mojica, 2022). There is an urgent need to prepare teachers to be culturally responsive to meet the needs of minority students (Au, 2006; Weiner, 2005).

Hillary Janks (1991) emphasized that using critical literacy in education organizes students to use language to understand oppression and unequal power relationships in society. Janks (1991) described critical literacy as a teaching strategy that enables students to "deconstruct discourse" through language (p. 192). Critical literacy is a teaching strategy that can prepare teachers to increase their culturally responsive teaching self-efficacy (Janks, 1991). Embedding critical literacy as a practice for educators can transform power to marginalized social groups and promote social justice in education teaching strategies (Janks, 1991).
The practice of critical literacy aligns with the principle of culturally responsive teaching, which is an approach in which teachers affirm that students' cultures are a resource that benefits student learning in classrooms (Briceno & Rodriguez-Mojica, 2022; Gay, 2002). Educators who increase culturally responsive strategies in literacy practice not only increase students' literacy skills but also create a way to transform power and increase social justice for all students (Freire & Macedo, 1987). Teachers who are culturally responsive in their teaching practice create classrooms where students are validated and feel worthy as individuals, which in turn increases academic achievement for students (Ladson-Billings, 2006).

Culturally responsive teaching practices and increased self-efficacy can assist pre-service teachers in examining the impact of their effectiveness in teaching practices (Chu & Garcia, 2014). Data has shown that teacher candidates in pre-service teacher programs can increase culturally responsive self-efficacy when strategic interventions are embedded into the curriculum (Moore, 2018). Difficulties can arise when educators are not confident in their abilities to utilize culturally responsive strategies (Villegas & Lucas, 2002). This study focused on increasing pre-service teachers' knowledge and expertise in critical literacy to help educators develop and implement culturally responsive practices in their classrooms and improve relationships among people.

The purpose of this action research study is to investigate the effect of including comprehensive training on critical literacy as a teaching strategy that facilitates pre-service teachers' self-efficacy of Culturally Responsive Teaching at the researcher's college at HU College. The following research questions will be examined:
1. To what extent does the incorporation of critical literacy instruction in PST programs influence PSTs’ self-efficacy as it relates to CRT?

2. To what extent do the PSTs at the researcher's college of HU College have an understanding of culturally responsive teaching and critical literacy?

3. How did the intervention of critical literacy instruction impact the participants’ ability to identify and understand the benefits of culturally responsive teaching?

This review of the literature is organized into six sections. The review begins by identifying the theoretical framework used for this action research study. The next five sections include discussions of the following topics: 1) Understanding Critical Literacy, 2) Critical Literacy as a Strategy in Teacher Education Pre-service Programs, 3) Culturally Responsive Teaching in Pre-service Teacher Programs, 4) Reconstructing Higher Education Teacher Education Programs to Include Critical Literacy, and 5) Related Research Studies. The review concludes with a summary.

**Theoretical Framework**

The combined theoretical perspectives from Freire's Critical Pedagogy, Bandura's notion of self-efficacy, and Ladson-Billing's Culturally Responsive Teaching provide an understanding of how pre-service teachers can increase their abilities to become more reflective in their teaching practices and pedagogy and more effectively practice critical literacy in their classrooms. Freire's Critical Pedagogy (1970) encouraged critical consciousness and promote radical love to enhance social justice. Gloria Ladson-Billing's (1995) culturally responsive teaching aimed to affirm all children in a classroom to promote well-being and academic achievement for all students. Bandura's (1977) notion of self-efficacy promoted that if educators feel confident in a task, then educators will
believe in their abilities to be efficacious. These combined theories guided this study on
the impact of pre-service teachers' culturally responsive teaching self-efficacy.

Freire’s Critical Pedagogy

Freire's Critical Pedagogy is when learners take note and become aware of the
social constructs that create inequities and take action to mitigate these injustices (Freire,
1970). Critical pedagogy is a practice in which students can use literacy to reflect and
take action to empower the oppressed (Cheu-jey, 2019). Teachers can apply critical
literacy to classroom instruction to help students develop an understanding of power
inequalities that exist, which can create discourse and action for social change within a

Critical pedagogy lays a foundation to liberate and transform societal views to
create better conditions of educational practice (Frere, 1970). It aims to provide
individuals with ways to change society, which aligns with Bishop's (2014) definition of
critical literacy to mobilize learners to become social actors to disrupt the commonplace.
Critical pedagogy allows individuals to deconstruct the complex societal levels of
humanity to liberate humans in their roles as both the oppressed and the oppressor (Frere,
1970). The act of internalizing the image of the oppressor and analyzing their acts of
oppression can be humbling and enlightening (Mayo, 2004). Educators can help students
question texts using critical literacy to foster activities that question oppression and
oppressive acts.

Paulo Freire (1993) defined the role of an educator as someone who assists
students in using critical analysis. His critical pedagogy theory extended the notion that
critical reflection, along with the concept of problem-solving and discussion, could
deepen the learner's critical consciousness in education and increase social praxis (Freire, 2016). This model provides teachers an opportunity to assume the role of an expert or one who holds information for students to accept (Freire, 2016). This model creates a way for students to internalize knowledge through critical consciousness (Martin-Kerr et al., 2022).

Critical pedagogy provides educators with an outlet for lessening the inequalities that exist in our society through educational practices in the classroom and informs the culturally responsive practice of pre-service teachers (hooks, 1994; Freire, 2016). Learners are liberated through inquiry and a process of methods that exposes oppression through problem-solving, and through a conscious declaration of societal systems that are fixed on a narrative of oppression (Freire, 1970). Teachers have the opportunity in this model to be a vessel to deliver students to their self-discovery of information (Freire, 1970).

Bandura's Notion of Self-Efficacy

Self-efficacy is a well-accepted theory that has been utilized to examine teachers' perception of their ability to teach effectively (Bandura, 1977). Bandura's theory explains that teachers' beliefs about their teaching and competency levels can help them increase engagement in teaching strategies so that they are more confident in their teaching (Malo-Juvera & Cantrell, 2018; O'Byrne et al., 2021). If educators are confident in their culturally responsive teaching practice, they will incorporate culturally responsive classroom practices (Chu & Garcia, 2014). Educators who have a strong pedagogical knowledge of culturally responsive teaching practices through strategies such as critical literacy will incorporate and engage students in critical teaching activities (Hanks, 2014).
Another consistent finding from Bandura's (1995) research is that when teachers demonstrate self-efficacy, their motivation and effort increase. Teachers who have strong beliefs about their ability to teach effectively have increased confidence in their ability and increased engagement and motivation in their teaching practices (O'Byrne et al., 2021). When educators understand their own beliefs on CRTSE, they are more understanding of the worldview of others and have stronger abilities to provide culturally responsive teaching (Chu & Garcia, 2014).

Teachers who have high levels of self-efficacy in teaching practices are poised to generate positive academic achievements and create better learning environments for students (Chu & Garcia, 2014). Gibson and Dembo (1984) wrote:

> If we apply Bandura's theory to the construct of teacher efficacy, outcome expectancy would essentially reflect the degree to which teachers believed the environment could be controlled, that is, the extent to which students can be taught given such factors as family background, IQ, and school conditions. Self-efficacy beliefs would indicate teachers’ evaluation of their abilities to bring about positive student change. (p. 570)

Therefore, when teachers have increased self-efficacy, not only do their beliefs about their teaching levels improve, but student achievement and positive academic results are also obtainable (Cruz et al., 2020). One-way critical literacy can increase positive academic outcomes is by creating an outlet so that students' perspectives and lived experiences can be recognized through literacy practice (Fecho et al., 2010). Pre-service teachers who develop self-efficacy in culturally responsive teaching can generate positive educational impacts for their students and improve teaching practices (Clark,
These practices can be improved by many factors in pre-service teacher training programs including curriculum supports and clinical experiences, and through the use of self-efficacy reflection and assessment (Lamorey & Wilcox, 2005). Self-efficacy inventory scales are noted to improve interventions to increase self-efficacy in culturally responsive teaching practices of pre-service teachers (Siwatu, 2007).

*Culturally Responsive Teaching*

Culturally responsive teaching is a well-developed pedagogy that has been formed over the last twenty years (Gay, 2002; Ladson-Billings, 1995; Villegas & Lucas, 2002). This teaching practice is centered around the incorporation of a critical perspective (Norris, 2012). The three tenets that Ladson-Billings (1995) developed were formed by how teachers view themselves, their students, and their families, and how educators perceive learning and the acquisition of learning. Ladson-Billings (1992) asserted that "culturally relevant teaching serves to empower students to the point where they will be able to examine critically educational content and process and ask what its role is in creating a truly democratic and multicultural society" (p. 106). The integration of culturally responsive teaching is a strong connection to the principal purpose of critical literacy as a strategy to analyze texts that "invite examination of unequal power relationships and disrupt the commonplace" (Murray-Orr & Milton, 2021, p. 252).

*Historical Perspectives of Critical Literacy*

Critical literacy has roots in the 1920s Frankfort School in Germany, where the notion of theory was initiated. The Frankfort School was developed as a center for academics who were interested in further developing a Marxist view of independent political parties (Habermas, 1975). The goal to develop critical theory and approaches to
support a Marxist approach employing "criticism and critique of society with a commitment to social change" (Borsheim-Black et al., 2014, p. 123). Although this theory was created based on the struggle of Marxist social class, it has been noted as a direct pathway to Paulo Freire's development of critical pedagogy, which is identified as the most influential theory for the development of critical literacy (McLaren, 2000).

Freire’s theory of critical pedagogy and critical consciousness developed a way for learners to become aware of the unequal power dynamics that exist within society. The theory advanced ideology to promote equality and increase social justice for those oppressed in society (Freire, 1970). Freire and Mercado (1970) further advanced the theory by incorporating strategic literacy supports and discourse in literacy practice that seek social justice by promoting readings that engage in discourse and give students a way to explore viewpoints that challenged the power systems and status quo. The notion of language and reading of literary texts was expanded to include the implementation of strategies that promote equality in social relations and social justice (Freire and Mercado, 1970).

**Understanding Critical Literacy and Its Core Principles**

The first use of critical literacy based on Freire’s critical pedagogy and critical theory was in adult education (Luke, 2012). There was an initiative in Brazil led by Paulo Freire that focused literacy efforts on supporting social justice power reform for the disenfranchised and oppressed sugar cane farm workers (Vasquez et al., 2019). This first noted liberatory literacy movement aimed to deconstruct literacy education and examine the societal power relations to create a more equitable society for all individuals (Vasquez et al., 2019). Critical pedagogy promotes the idea that teachers can provide
students with strategies to examine viewpoints that differ from their own and that challenge students to critically reflect on relations in society (Weng, 2021). Critical pedagogy formed the contextual basis of critical literacy as a teaching practice (Borsheim-Black et al., 2014; Chey-Jey, 2020; Weng, 2021).

According to Vasquez et al. (2019), the current model of critical literacy has been shaped and defined for education over the past 60 years in poststructuralist theory, post-colonist theory, critical race theory, queer theory, and critical discourse and analysis. The combined efforts of these theories have resulted in what now is seen as an educational approach that is comprised of four dimensions (Lewison et al., 2002). Chey-jey (2019) defined the four dimensions of critical literacy as “1) disrupting the commonplace, (2) interrogating multiple viewpoints, (3) focusing on sociopolitical issues, and (4) taking action and promoting social justice” (p. 80). Critical literacy is an approach that empowers readers to engage in a “reshaping of political consciousness, material conditions, and social engagement” (Luke, 2012, p. 7). The four dimensions of critical literacy all seek to provide readers an opportunity to understand various texts through a process of “reading the world” (Freire, 1970, p. 42). Readers can analyze the text and think beyond the text for nondescript meaning found through their evaluation (McLaughlin & DeVoogd, 2004). The goal is for readers to take a critical stance to discover perspectives they may have otherwise neglected (Janks, 1991).

The first dimension of critical literacy is using a text to deepen a learner’s understanding by questioning the status quo. For example, if a learner is reading "Ocean Levels Rising in Charleston, SC," they will identify the issues and develop ideas through discussion or written response on the negative effects of rising sea levels. Readers are
empowered to analyze and examine the issues that could be affecting this geographic area and the commonplace. This critique and examination by the reader are what Freire (1970) deems as "praxis," which is when the reader is "active, challenging and disrupting the idea" of the commonplace to seek justice and equality (McLaughlin & DeVoogd, 2004, p. 54).

The second dimension of critical literacy is when a reader incorporates multiple perspectives to analyze a text and looks beyond their familiarity (Borsheim-Black et al., 2014). Readers will actively engage in examining texts seeking to understand all perspectives that are presented. For example, in the text "Ocean Level Rising," the water rising would be explored by examining the perspective of both the residents living on shore and the counter perspective of those living on the mainland (Chey-jey, 2020). McLaughlin and DeGood (2004) shared that one-way readers can use texts to think about multiple perceptions through juxtapositioning, which is a way to contrast the counter-narratives. Another way that readers can explore multiple perspectives is by using what Huang (2011) describes as an alternative text, which is used to reject the text’s meaning to “create alternative texts, to produce various points of view” (Weng, 2021, p. 4).

Examining texts through multiple perspectives and viewpoints can help readers develop new perceptions in a critical way that offers an alternative meaning from the text (Borsheim-Black et al., 2014; Cheu-jey, 2019; McLaughlin and DeGood, 2014; Cheu-jeym, 2019; 2004; Weng, 2021).

The next principle of critical literacy is prompting readers to go beyond the text and reflect on injustices to help them understand and analyze sociopolitical systems and inequality in the text. Readers will question the political positions being supported
through the text to challenge the viewpoints presented (Woodbridge, 2001). When examining a text, the reader can seek the voice that is missing and become "critically aware" (McLaughlin & DeGood, p. 55) of developing their own personal "sociopolitical system views" (Cheu-jey, 2019, p. 81). Teachers who have higher self-efficacy in culturally responsive teaching are more likely to use critical literacy practice in the classroom to engage with students on sociopolitical issues (Schieble, 2012).

The fourth principle of critical literacy is that the reader makes positive changes to alleviate injustice and inequality. When the reader promotes social justice through action, they become empowered as an activist who supports the greater good of humanity (Berhrman, 2006). Student action can directly benefit society and its conditions (Freire, 1970). Freire (1984) states that when humans become "actors instead of spectators," than "true praxis" is achieved (Chey-jey, 2019, p. 82). Students can take action and have the opportunity to be a "vehicle for social change” through the examination and practice of literacy (Berhrman, 2006, p. 485). Critical literacy provides learners with skills to analyze the world through texts and take action to better their community on a larger scale (Bishop, 2014).

Critical literacy differs from critical reading in that it enables students to develop skills that question the status quo of societal concepts (Vasquez et al., 2019). Teachers use critical literacy in their practice to support ways for students to "use language, text, and discourse structures to disrupt and transform inequitable ideologies" (Benke et al., 2022, p. 3). Critical literacy is still in the process of growing and changing as literacy changes through the use of digital texts and media (Coiro et al., 2009; Vasquez, et al., 2019). The principles and dimensions vary in scope and sequence, but the premise is that
teachers can use this approach to examine the everyday dynamics of power, their practical challenges, and conflicts (Luke, 2014). Critical literacy is one way that educators can create a space for students to critically reflect on literacy in their circles and help them develop critical reflection skills (Janks, 1991). Educators who implement critical literacy can provide students with opportunities to understand current societal oppressions and act for social action projects (Bishop, 2014). Critical literacy is a strategy for learners to analyze their relationships by examining social constructs that create inequities (Freire & Macedo, 1987).

**Critical Literacy as a Strategy in Pre-Service Teacher Education Programs**

Teachers have used numerous strategies to support culturally responsive practices in their classrooms. Gay (2010) stated that culturally responsive teaching practice validates student diversity and improves students’ academic and social-emotional learning. Paris and Alim (2014) called on educators to build on their ability to understand students’ diverse literacy backgrounds and be culturally responsive in their teaching practices. With the ongoing evolution of literacies and demographic changes in our country, it is important for educators to stay attuned to the varying literacy levels of students, as well as their multicultural and multilingual backgrounds (Polleck et al., 2022). PST education programs should help educators build understanding and awareness of others by using CRT practices (Ladson-Billings, 1995).

One problem in pre-service teacher education programs is that even as diversity in our student populations grows, the teacher population is mostly middle-class Caucasian women (The National Center for Education Statistics, 2020). The population of white middle-class women who enter the teaching profession has little experience with teaching
students from diverse socioeconomic and sociocultural homes (Lee, 2016; Kirylo, 2013; Polleck, et al., 2019; Sleeter, 2011). The lack of diversity among U.S. teachers results in a loss of opportunity for minority students, as their teachers do not understand or have an awareness of their identities, which impacts their education (Heineke, 2014). Pre-service teachers must develop culturally responsive teaching practices in higher education to develop an awareness that diversity in student populations is an asset and not a hindrance (Ladson-Billings, 2014). Teachers must develop culturally responsive teaching practices that will "enable them to read and act upon the world around them" (Bartolomé, 2004).

One strategic way to prepare pre-service teachers to increase culturally responsive teaching practices in their classrooms is by implementing critical literacy programs in higher education curricula (Chu & Garcia, 2014). Freire and Mercado (1987) stated that teachers can use literacy as a "set of practices that functions to either empower or disempower people" (p. 187). The goal of critical literacy is to transform the reader to enact social change (Norris et al., 2012). Incorporating critical literacy in pre-service teacher education programs enhances culturally responsive teaching practices by building on the notion that when teachers shift their position to understand awareness and understanding of others from various sociocultural backgrounds to address injustices of societal constructs (Janks, 1991).

Culturally Responsive Teaching as a Strategy in Pre-service Teacher Education Programs

The National Center for Education Statistics (2020) shows that teachers in the United States are 80% White and 77% female. Their data also shows that the population of students in the United States has a vastly different composition of teachers, as only
46% of students enrolled in k-12 public schools are White, 15% of students are Black, 28% are Hispanic, 5% are Asian, 1% are Pacific Islander, 1% are Native American, and 5% are students who are comprised of two or more races.

White teachers who differ from their students hold the view that students' sociocultural differences and backgrounds are seen as a deficit (Ladson Billings, 2006; Bartolomé, 1994; Briceno & Rodriguez-Mojica, 2022). Pre-service teacher programs could combat this in higher education by providing strategies that increase culturally responsive pedagogy (Cruz et al., 2020). Pre-service teaching programs have a responsibility to prepare teachers to meet the needs of all students and to establish a framework of equity and inclusion in their classrooms (Cruz et al., 2020).

The gap in racially disproportionate teachers in the United States creates less access and opportunity for minority students that are being taught by a predominately White middle-class teaching workforce (Heineke, 2014). One way to assist teachers with skills to provide equal opportunity and educational access to all students is for them to develop an understanding of culturally responsive teaching practices (Cruz et al., 2020). Teachers will most likely be serving minority students as well as students from marginalized communities that are unlike their backgrounds (The National Center for Education Statistics, 2020). Teacher education programs can address the growing need for culturally responsive teaching to promote social justice for all learners by including culturally responsive curricula in their frameworks (Picower, 2009).

Pre-service teachers must be trained in implementing culturally responsive teaching practices to meet the 21st century's growing diversity numbers (Chu & Garcia, 2014). Pre-service teachers not only need to recognize that this pedagogy is meaningful,
but they also need to develop self-efficacy in their ability to skillfully use culturally responsive teaching practices (Cruz et al., 2020). If pre-service teachers do not develop self-efficacy in culturally responsive teaching practices, the perception that minority students and their sociocultural backgrounds are a deficit will only continue to cause unequal opportunities in education (Nelson & Guerra, 2014). Pre-service teaching programs must prepare teachers to incorporate self-efficacy in culturally responsive teaching practices to prepare teachers to meet the educational access of all students (Ladson Billings, 2006; Sleeter, 2012; Villagas & Lucas, 2002).

**Culturally Responsive Teaching Self-Efficacy Scale**

Understanding the degree to which teachers feel equipped to engage in CRT is crucial in an increasingly diverse educational landscape. To aid in this assessment, the Culturally Responsive Teaching Self-Efficacy (CRTSE) scale was developed. Built on Bandura’s theory of self-efficacy (1977), this scale, developed by Siwatu (2007), is an important tool specifically designed for teachers to assess their abilities in the field of CRT. This instrument serves as a measure of self-efficacy based on one’s belief in their ability to organize and introspectively manage situations (Bandura, 1995).

The CRTSE scale has 40 items that measure various aspects of culturally responsive understanding and knowledge of curriculum and instruction, student assessment, classroom management, and cultural enrichment (Siwatu, 2007). This scale has been used in many research studies to measure self-efficacy in culturally responsive teaching (Chu & Garcia, 2014; Cruz et al., 2020; Siwatu, 2007; Chestnut et al., 2015; Siwatu & Starker, 2010). The results of the studies conducted using the CRTSE concluded that there is an increase in teacher performance in culturally responsive
teaching practices when self-efficacy is high, which has positive outcomes for student education (Capera et al., 2006; Cruz et al., 2020). There have been numerous studies that utilized the CRTSE to measure self-efficacy in culturally responsive teaching with various teacher populations that will be examined.

Research that has examined the impact of self-efficacy on culturally responsive teaching is important in its quest to meet the rapidly growing diverse populations of students in U.S. educational settings (Cruz et al., 2020). There is a need to conduct further research to increase pre-service teachers' self-efficacy in culturally responsive teaching practices (Cruz et al., 2020).

**Restructuring Higher Education Teacher Education Programs to Incorporate Critical Literacy**

Pre-service teachers in higher education programs incorporate opportunities for teachers to develop goals in literacy and linguistic work that support culturally responsive practices (Weng, 2021). Teacher education programs are skillfully designed to develop teaching abilities in language and learning literacy (Richards, 2005). The current research is designed to emphasize the importance of incorporating critical literacy into higher education pre-service teacher education programs.

Incorporating critical literacy into pre-service teacher higher educational training programs is a way to develop social transformation. Shor (1999) shared that critical literacy is a way to develop an educational practice that reflects its nature. Teachers can create a means for students to challenge the current societal forces and hierarchical structures that impose injustice and inequity in our society (Weng, 2021). Teachers who incorporate critical literacy practice promote social action and social justice (Weng,
Educators who practice critical literacy can create learning environments that foster social change to create a better and more just society (Hayik, 2015a). Teachers who are confident in their abilities to provide critical literacy as teaching practice can promote classroom activities that “challenge existing structures of inequalities and oppression” (Cummins & Sayers, 1995, p. 23). Incorporating critical literacy into pre-service teacher education programs can transform social inequities and take action to promote social justice (Weng, 2021).

### Related Research Studies

Numerous studies have examined and discussed CRTSE. For this study, an in-depth analysis was conducted on nine distinct research studies that explore teachers’ beliefs in their self-efficacy in implementing CRT practices. The studies include works by prominent authors such as Chu and Garcia (2014), Cruz et al. (2020); and Siwatu and Starker (2010). Each of these studies provides a detailed exploration of CRTSE, offering valuable insights that enhance our understanding of Bandura’s Social Learning Theory, with a special focus on the concept of self-efficacy.

Interestingly, all of these scholarly works share a focus on PSTs’ confidence and efficacy in employing CRT methods. However, Cruz et al. (2020), in their unique approach, expanded the scope of their investigation to include both pre-service and in-service educators. This dual-focus approach enriches the discussion and helps provide a comprehensive understanding of self-efficacy across different stages of a teaching career. Table 2.1 provides a summary of nine key studies that have significantly contributed to the current understanding of CRTSE and related themes such as critical literacy and social justice.
Table 2.1
Overview of CRTSE and Critical Literacy Research

<table>
<thead>
<tr>
<th>Author, Year</th>
<th>Themes</th>
<th>Distinct Features</th>
<th>Relation/Intersection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Siwatu (2007)</td>
<td>Self-Efficacy, Culturally Responsive Teaching</td>
<td>Investigated preservice teachers' culturally responsive teaching self-efficacy and outcome expectancy beliefs</td>
<td>Laid the groundwork for the focus on self-efficacy in culturally responsive teaching, referenced in several of the other studies.</td>
</tr>
<tr>
<td>Chu &amp; Garcia (2014)</td>
<td>Self-Efficacy, Culturally Responsive Teaching</td>
<td>Focused on in-service special education teachers' beliefs in their culturally responsive teaching efficacy</td>
<td>Expands on Siwatu's (2007) exploration of self-efficacy, but with a focus on in-service special education teachers.</td>
</tr>
<tr>
<td>Cruz et al. (2020)</td>
<td>Self-Efficacy, Culturally Responsive Teaching</td>
<td>Examined teachers' culturally responsive teaching self-efficacy</td>
<td>Further explores the theme of self-efficacy in the context of culturally responsive teaching, providing a more recent perspective and referencing earlier works like Siwatu's (2007).</td>
</tr>
<tr>
<td>Polleck et al. (2022)</td>
<td>Culturally Responsive-Sustaining Literacy Instruction</td>
<td>Explored the use of a lab model to prepare and empower alternative school district educators for culturally responsive-sustaining literacy instruction</td>
<td>Expands the conversation to include strategies for preparing educators for culturally responsive literacy instruction, tying in themes from previous studies on both self-efficacy and critical literacy.</td>
</tr>
<tr>
<td>Briceño &amp; Rodríguez-Mojica (2022)</td>
<td>Critical Literacy, Pre-service Literacy Methods</td>
<td>Explored critical literacy in a pre-service literacy methods course</td>
<td>Continues the exploration of critical literacy, drawing on concepts from Skerrett (2010) and Sánchez-Peña &amp; Chapetón (2018), but within the context of a pre-service literacy methods course.</td>
</tr>
</tbody>
</table>
Pre-Service Teachers Self-Efficacy Research

Extensive research has been conducted on PST candidates within teacher education programs, with a particular emphasis on their CRTSSE (Chu & Garcia, 2014; Siwatu, 2009; Siwatu & Staerker, 2010). Each of these investigations utilized the CRTSE scale (Siwatu, 2007), which is the same measure that was employed in the current study. Siwatu’s study (2007), which first introduced the CRTSE scale, had a significant sample size of 275 participants and displayed a high measure of reliability (a=.96). The CRTSE scale has since become a critical tool in analyzing the self-efficacy of PSTs (Siwatu, 2007).

For instance, a study by Siwatu (2009) revealed that PSTs demonstrated a heightened level of CRTSE when they actively participated in practices implementing CRT strategies. However, the study also found that PSTs exhibited lower self-efficacy levels when they failed to scrutinize the curriculum for culturally responsive practices. This finding suggested a direct correlation: PSTs who engaged with the curriculum, identifying and incorporating teaching strategies for CRT, showed greater self-efficacy in this area (Siwatu, 2009).

A different study by Siwatu and Staker (2010) utilized the CRTSE scale (Siwatu, 2007) to examine PSTs, involving 84 participants and over 300 case studies of Black students in classroom settings. The PST participants in this study assessed their self-efficacy concerning CRT (Siwatu and Staker, 2010). One significant finding was that the teachers’ perceptions of student behaviors could influence their CRTSE (Siwatu and Staker, 2010).
These studies bring to light the significance of the CRTSE scale, underlining the substantial impact of hands-on involvement and individual perceptions on PSTs' self-efficacy (Chu & Garcia, 2014; Siwatu, 2009; Siwatu & Staerker, 2010). In addition, they suggest that proactive engagement in CRT strategies and the way teachers perceive student behaviors can profoundly shape their self-efficacy. This underscores the importance of practical exposure and mindful observation in PSTs' educational journey. Moreover, these studies offer valuable insight into the dynamic interplay between theory and practice in education, stressing the need for an integrative approach to optimize PSTs' preparedness for diverse classrooms. Together, these findings constitute a robust theoretical base, paving the way for further exploration and research in this field.

**Culturally Responsive Teaching Research**

Research consistently proposes that advancing CRT practice enhances educators’ abilities to cater to diverse student populations (Skerrett et al., 2018). A key investigation led by Polleck et al. (2022) explored the potential for improving educators’ CRTSE; they discovered that such ability could be strengthened via literacy interventions.


A core tenet of Polleck et al.’s (2022) study required participants to critically examine their instructional curriculum and assessments and integrate literacy-enriched lessons. This approach aimed to increase students’ critical consciousness, nurturing them...
to become “agents of positive social change” (p. 197). This intervention demonstrated remarkable sustainability post-study, with 17 out of 24 follow-up observations replicating the intervention in the subsequent year (Polleck et al., 2022, p. 198). Notably, educators who successfully amplified their students’ critical consciousness through literacy instruction displayed more effective CRT practices (Polleck et al., 2022).

A study by Chu and Garcia (2014) scrutinized both professional and personal variables influencing in-service special education teachers’ CRTSE. A crucial research question was, “To what extent do personal characteristics, teaching assignments, and professional preparation predict special education teachers’ CRTSE and culturally responsive outcome expectancy?” (Chu & Garcia, 2014, p. 220). Echoing Siwatu’s (2009) findings, Chu and Garcia’s (2014) study suggested that PSTs exhibited higher CRTSE when they received extensive training through interventions. Therefore, teacher education programs should review and potentially expand their offerings in professional development (PD) to enhance the relationship between the curriculum, teacher education, and PD programs (Chu & Garcia, 2014, p. 230).

Meanwhile, Cruz et al. (2020) conducted a study involving 245 in-service PSTs to identify areas where teachers feel confident about their CRT and what characteristics predicted CRTSE. The study employed Siwatu's (2007) CRTSE scale and discovered that teachers exhibited self-efficacy in “building trust and personal relationships with students” (Cruz et al., 2020, p. 11). Despite the promising results in relationship building, a core component of CRT, teachers were less confident about “using culturally responsive techniques and incorporating specific cultural elements into the curriculum” (Cruz et al., 2020, p. 11). The authors suggested implementing strategies in PST
education that include practical application and community experiences to enhance CRTSE (Cruz et al, 2020, p. 12).

**Critical Literacy as an Intervention to Increase Culturally Responsive Teaching**

Briceno and Rodriguez-Mojica's (2022) study made a significant contribution by demonstrating the potency of critical literacy interventions in PSST training programs. The researchers aimed to cultivate a “critical lens” in PSTs, focusing on enhancing literacy teaching to meet the needs of diverse student populations in the U.S (Briceno & Rodriguez-Mojica, 2022, p. 290).

To achieve this, they devised a two-part intervention model. First, they introduced participants to critical content analysis assignments, anchored on the four tenets of critical literacy (Briceno & Rodriguez-Mojica, 2022). The goal was to infuse critical thinking into regular teaching methodologies and to encourage active engagement with various literary content (Briceno & Rodriguez-Mojica, 2022). Second, the participants underwent intensive study sessions focusing on children’s books, with the objective of generating assignments incorporating critical literacy (Briceno & Rodriguez-Mojica, 2022). This innovative approach led to encouraging results; PSTs displayed improved “awareness and understanding of underrepresented communities” (Briceno & Rodriguez-Mojica, 2022, p. 303). Moreover, these newly cultivated perspectives resulted in the adoption of more inclusive teaching strategies. As such, Briceno and Rodriguez-Mojica (2022) advocated for the wider integration of critical perspective strategies in all course platforms in teacher education programs, to provide PSTs with the necessary tools to embrace diverse student identities (p. 303).
Complementing this, Sanchez and Marcela (2021) explored a similar path, underscoring the importance of integrating critical literacy interventions in PST training. Their study employed a 15-week critical literacy intervention within a small group of 17 participants (Sanchez & Marcela 2021). The researchers used this opportunity to capture a deeper understanding of teachers’ experiences and the evolution of their teaching practices amidst the intervention (Sanchez & Marcela 2021). The participants engaged in a series of workshops designed to foster an environment conducive for the development of critical literacy skills (Sanchez & Marcela 2021). Sanchez and Marcela (2021) observed the transformative power of critical literacy, as it expanded the pedagogical repertoire of these PSTs.

Echoing Briceno and Rodríguez-Mojica's (2022) conclusions, Sanchez and Marcela (2021) stressed the importance of extending the development of critical literacy beyond the confines of teacher education programs. They argued for the inclusion of these critical literacy strategies in teacher training placements in school settings, where theory and practice intersect, providing a comprehensive platform for PSTs to refine their skills and understanding (Sanchez & Marcela 2021).

**Summary**

The essential role of CRT strategies in higher education teacher education programs is increasingly recognized (Cruz et al., 2020). Empirical evidence from numerous studies indicates that educators trained in culturally responsive teaching acquire the necessary skills to bolster their self-efficacy in this pedagogical approach (Chu & Garcia, 2014; Cruz et al., 2020; Siwatu, 2007; 2015; Siwatu & Starker, 2010).
Educators who are competent in implementing culturally responsive practices and possess the required knowledge and skills to effectively apply these practices are well-equipped to "critically engage" with their students, thereby enhancing their self-efficacy in CRT (Briceno & Rodriguez-Mojica, 2022, p.290). To offset the persistent racial biases in our educational systems, teacher education programs necessitate active participation in culturally responsive teaching workshops and ongoing training initiatives that prioritize culturally responsive teaching (Orr & Mitton, 2021).

Following the comprehensive review of relevant literature, underscoring the importance and possible effects of CRT strategies, Chapter 3 transitions to delineate the methodologies implemented in the study. This subsequent section entails a comprehensive review of the research design, alongside data collection and analysis procedures, highlighting the systematic approach adopted to address the research questions posed in this investigation.
CHAPTER 3

METHODOLOGY AND METHODS

Creswell (2011) wrote, “Good, sound research projects begin with straightforward, uncomplicated thoughts that are easy to read and understand” (p. 23). The belief that research should be easily understood has shaped this study to offer readers a clear understanding of its purpose (Mills, 2019). The current study examined the potential benefits of implementing critical literacy strategies in a higher education teacher training program to evaluate PSTs’ CRTSE.

The problem of practice examined in this action research study stemmed from the idea that teacher education training and development programs should provide strategies that contribute to pre-service teacher candidates' self-efficacy of culturally responsive teaching to meet the needs of growing diverse populations of students in the United States (Chu & Garcia, 2014; Polleck, Spence, Rapatalo, & Yarwood, 2022; Cruz et al., 2020). There is a growing consensus that educators who understand and apply teaching practices that are demonstrative of culturally responsive self-efficacy improve the academic and social-emotional support of students (Gay, 2002; Ladson-Billings, 2014; Paris & Alim, 2014).

Review of Research Questions

Three central research questions guided this research study:

1. To what extent does the incorporation of critical literacy instruction in PST programs influence PSTs’ self-efficacy as it relates to CR
2. To what extent do PSTs at the researcher's college of HU College have an understanding of culturally responsive teaching and critical literacy?

3. How did the intervention of critical literacy instruction impact the participants' ability to identify and understand the benefits of culturally responsive teaching?

**Review of the Purpose of the Study**

This study intended to evaluate the self-efficacy of teacher candidates in pre-service teacher programs as it related to their comfortability with culturally responsive teaching. To that end, the intervention for this study incorporated critical literacy instruction within a higher education pre-service teacher course. This study was conducted in response to difficulties in teacher self-efficacy that can arise when educators are not confident in their abilities to utilize culturally responsive strategies (Villegas & Lucas, 2002).

Educational research builds upon a community working “alongside community rather than at or for them” (Mills, 2019, p. 101). This framework promoted the concept of radical human love, where people work alongside one another to promote equity and justice in the human condition. Teachers and principals have the opportunity to gather information about the ways schools operate, the way that teachers teach, and the way students learn (Mills, 2019). This process was democratic in that we gathered information to make positive changes through reflective practice and to improve student outcomes and the lives of individuals (Efron and Ravid, 2020).

**Research Design and Rationale**

Efron and Ravid (2020) shared that action research is organized to address a problem in a community. Action research can help solve problems at schools and in a
school community's daily routine (Herr & Anderson, 2015). It also allows teachers to critically look at their teaching and make positive changes (Mills, 2019). The use of action research can liberate individuals by gathering knowledge (Efron and Ravid, 2020). Action research can further pave the way for improvements, as teachers can draw upon their knowledge to explain and share information with other educators (Herr & Anderson, 2015).

For this action research study, the researcher employed a mixed methods approach to study culturally responsive teaching self-efficacy. This approach guides inquiry and provides the procedures to collect, analyze, and combine both quantitative and qualitative data. This design is outlined by Creswell (2003) with four criteria in its design strategy (p. 211). The criteria are (a) a sequential and concurrent time frame of the quantitative and qualitative data procedures; (b) priority given to one data collection and analysis; (c) a combination of the quantitative and qualitative data; and (d) a defined theoretical or conceptual perspective used in the study. The quantitative results helped form the qualitative follow-up focus group research (Creswell, 2014). The qualitative participant sample was chosen to give this study a variant that "focused qualitatively on examining the phenomenon but needs initial quantitative results to identify and purposefully select the nest participants" (Creswell & Clark, 2011, p. 86).

**Intervention**

This research was conducted by an instructor from the researcher's college at HU College (pseudonym) Teacher Education Department. The researcher provided the intervention, workshops, and training on critical literacy and culturally relevant pedagogy to participants in the study. To accomplish this goal, the researcher planned and created
two online modules and three in-person course lectures that informed participants of the historical importance of the history and background of culturally responsive teaching and self-efficacy, and ways in which critical literacy is applied in classrooms to increase culturally responsive teaching. The researcher-implemented critical literacy interventions in the course curriculum over a four-week period, which encompassed three class sessions and two online sessions. Table 3.1 informs the intervention procedures and schedule used in this study.

Table 3.1

**Intervention Procedures and Schedule**

<table>
<thead>
<tr>
<th>Module</th>
<th>Lesson Objectives</th>
<th>Lesson Activities</th>
<th>Assessments</th>
</tr>
</thead>
</table>
| Class Presentation Module 1: Week 2 Introduction to Culturally Responsive Teaching Self-Efficacy. | Students will identify, write, and state the components of culturally responsive teaching and self-efficacy. | Class Lecture on CRT (see Appendix)                    | 1. What is the historical context of CRT?  
2. What are ways that educators can increase self-efficacy in culturally responsive teaching?  
3. Can you name examples of culturally responsive teaching practice from your k-12 or higher education experience? |
| Online Follow-Up Module on CRTSE Week 3          | Students will analyze and reflect upon lesson plans (See Appendix) to identify their effective use of incorporating or not incorporating CRT | 3 Discussion Posts that ask students to analyze one lesson plan that demonstrated understanding of CRT. | Discussion Post Responses  
1. Identify CRT practice within the lesson plan  
2. Provide suggestions for CRT activities in the lesson plan  
3. Discuss how the lesson plan lacks culturally responsive pedagogical strategies. |
The first module included a lecture where the researcher presented the class with information about the definition and meaning of culturally responsive teaching self-efficacy (See Appendix E for class PowerPoint Lecture on Culturally Responsive Teaching Self-Efficacy). A second component of this module on CRTSE was an online virtual workshop where students analyzed and reflected on additional research and articles on culturally responsive teaching practice (See Appendix H). The online workshop was available in the participants’ online course learning system. After the online module was completed, the researcher spent two additional 60-minute course periods in the classroom with participants to provide training on how to incorporate critical literacy into their daily teaching strategies (See Appendix F, for the workshop provided to the participants). The in-class module following the CL informational module workshop provided participants time to analyze lesson plans to identify critical literacy strategies (See Appendix G, for lesson plan samples). Specific target strategies were
introduced, including an analysis of a text shown to students to question the status quo. A discussion post was also included in this module where students provided the researcher with a description of the critical lesson practices, they identified in the lesson plans. This lesson plan was created for students to go beyond the text and analyze sociopolitical systems to promote reflection of injustices and inequality in text, which speaks a great deal to CRP.

In summary, this multifaceted, four-week intervention aimed at fostering critical literacy to enhance CRTSE, blended traditional lectures, online workshops, in-person training, and targeted strategy introductions. This comprehensive approach was designed to equip PSTs with the necessary skills and knowledge to critically analyze and incorporate CRT practices into their daily strategies, emphasizing the interrogation of sociopolitical systems and promoting a reflective approach towards injustices and inequality in text, thereby contributing significantly to the overall goals of CRP.

**Setting and Context of the Research Study**

This study was conducted at HU College, a public liberal arts university of mid-size stature situated in the southeastern United States. Upholding a mission to cultivate ethically centered, intellectually versatile, and globally fluent citizens, HU College aims to encourage innovative solutions to social, economic, and environmental challenges. The college caters to a diverse student body of 10,500 individuals, offering 67 majors and 81 minors. The demographic composition of HU College consists of 66.5% females and 33.5% males, with a minority enrollment rate of 20%. Additionally, 67% of the students are residents of the state.
The research context was an undergraduate teacher education course, EDFS 303 Human Growth and Development, with a sample size of 90 participants who were enrolled in this course. The researcher, also an instructor at HU College, was not directly teaching the course but provided the intervention as a guest lecturer and collaborator with the course's professor. Additional information on the participant demographics will be discussed in detail later in this chapter.

In essence, the study unfolded within an academic setting that values diverse perspectives, aiming to enhance the understanding and application of culturally responsive teaching practices among pre-service teachers.

**Role of the Researcher**

Academic faculty are expected to manage teaching responsibilities alongside research (Kyvik, 2013). Academic research as well as teaching are therefore the primary roles of the researcher of this study. The researcher has been an instructor of teacher education at HU College for five years. As an instructor, the researcher covers a 4/4 course load each semester and, even though research is not required for an instructor position, it is preferable to produce some publications. The researcher has taught 16 varied courses and clinical courses over the past five years. The courses taught were all in the field of special education and literacy instruction. The researcher has an undergraduate degree in Special Education and an M.Ed. in Literacy Education.

The researcher serves on many committees at HU College and collaborates with other researchers in various areas of literacy throughout the Southeast region of the US. Currently, the researcher serves on several committees at HU College, including the Slavery Curriculum Committee, the Hall Contemporary Art Education Committee, the
Hall Contemporary Art Advisory Board, and an ad-hoc committee for the creation of a new Ed.D. program beginning in the fall of 2024. The researcher also serves on a research board that promotes Literacy in Education and research in the Southeast US. This board is a collaboration between public school teachers and academics in higher education literacy education. In addition to academic committees, the researcher has served as a Governor appointed board member for the country's Board of Disability Services for the last eight years.

The researcher is a first-generation college student and white female who has served in the field of education as a special education teacher in public schools for 21 years before transitioning to higher education. All the researcher’s years of public-school teaching were in urban school settings, and Title One schools.

In this study, the researcher interacted with pre-service teachers and provided the intervention. The researcher sought IRB approval, provided the intervention as a guest lecturer to EDFS 303, Human Growth and Development, served as the data collector, and managed all surveys and data collection. Furthermore, the researcher collaborated with the professor of the courses in which the intervention was being applied. Collaboration was critical in this study because the researcher was providing the intervention in another professor’s courses and had to ensure that the course syllabi were connected to the intervention that was embedded in this study.

**Participants**

The student body at HU College has a slightly elevated female-to-male population, and most students identify as white. Within the teacher education department, the plurality of students identified as female and white with a desire to teach elementary
Most students also hail from within the state, but their backgrounds vary widely (e.g., educational experiences, exposure to diverse cultures, and socioeconomic status). For the present study, the following demographic characteristics were collected (see Table 3.2): student self-identification of gender, ethnicity (students had the opportunity to identify across multiple ethnicities), location of K-12 educational experience, student rank (e.g., freshman-senior), and student major (e.g., early childhood, elementary, middle grades, secondary, special education, etc.).

Table 3.2

Participant Demographic and Educational Characteristics

<table>
<thead>
<tr>
<th>Sample Characteristics</th>
<th>Total Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Student Gender</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>72</td>
</tr>
<tr>
<td>Male</td>
<td>18</td>
</tr>
<tr>
<td>Non-Binary/Other</td>
<td></td>
</tr>
<tr>
<td>Student Ethnicity</td>
<td></td>
</tr>
<tr>
<td>White/Caucasian</td>
<td>68</td>
</tr>
<tr>
<td>Black/African-American</td>
<td>12</td>
</tr>
<tr>
<td>Hispanic/Latinx</td>
<td>4</td>
</tr>
<tr>
<td>Asian</td>
<td>3</td>
</tr>
<tr>
<td>Native American</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Rank</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>4</td>
</tr>
<tr>
<td>Sophomore</td>
<td>60</td>
</tr>
<tr>
<td>Junior</td>
<td>25</td>
</tr>
<tr>
<td>Senior</td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Major</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood</td>
<td>26</td>
</tr>
<tr>
<td>Elementary</td>
<td>41</td>
</tr>
<tr>
<td>Middle Grades</td>
<td>2</td>
</tr>
</tbody>
</table>
Data Collection Instruments

To investigate the extent to which the incorporation of critical literacy instruction in pre-service teacher programs influenced pre-service teachers' perception of self-efficacy of culturally responsive teaching, the researcher used a variety of data collection instruments. This study utilized action research and the researcher collected quantitative data through pre- and post-surveys using the CRTSE (Siwatu, 2007, 2011). Additionally, qualitative data was collected through questionnaires and students’ work samples.

This study utilized the method of triangulation, which, according to Efrom and Ravid (2019), is a process of using multiple data sources or perspectives to increase the validity of the study. In the case of this research, three distinct sources of information were used, ensuring a more comprehensive understanding of the subject matter. The process of triangulation for this study is visually represented in Figure 3.1.

Figure 3.1 encapsulates the process of triangulation for this study, illustrating how the different strands of data — CRTSE pre- and post-survey data, questionnaires, and students’ work samples — were interwoven to form a more robust and reliable analysis.
The first phase in the data collection was the administration of a pre-test using an online Culturally Responsive Teaching Self-Efficacy (CRTSE) scale developed by Siwatu (2007) that was based on Bandura's theory of self-efficacy (1977). The notion of self-efficacy refers to someone's ability to evaluate their abilities. The CRTSE scale was developed for teachers to specifically identify their ability levels in culturally responsive teaching, as well as measure their self-efficacy and their beliefs on self-efficacy (Bandura, 1977, 1995). This scale was transferred into a Google survey and answers were given on a linear scale. Siwatu granted the researcher permission to use this scale in this study (see Appendix D).

The 40 items scale was developed by Siwatu in 2007 and later adapted by Chu and Garcia (2014). The items measured various aspects of culturally responsive understanding and knowledge of curriculum and instruction, student assessment,
classroom management, and cultural enrichment (Siwatu, 2007). When educators have higher CRTSE, there are positive outcomes for student educational outcomes (Capera et al., 2006; Cruz et al., 2020). The CRTSE is based on a rating of 0-100 scale for this study that converted the 0-400 scale developed by Siwatu (2007). A score of "0" is equivalent to "no confidence at all," and a score of "100" is equivalent to "completely confident" per each test item. The CRTSE has a two-factor analysis and an internal reliability of .96 using Cronbach's alpha (Siwatu, 2007). Many studies have used this scale with reported reliability ranging from 0.94-0.96 (Siwati, 2007, 2011).

Participants in this study were given the CRTSE again as a post-test measure after they completed the four-week intervention on critical literacy and culturally responsive teaching (outlined in Table 3.2 Intervention Procedures and Schedule). This survey was the same version as the pre-survey and was created using a Google form (see Appendix B). The scale contained academic and demographic information about the participants involved in the study. It gathered information on participants' education majors, race, coursework, the practicums they completed, their experience in diversity, and their measured feelings of preparedness in teaching diverse students. The CRTSE scale included 40 Likert-type items and measured the participants' confidence level in culturally responsive teaching practice.

**Qualitative Data Collection**

*Open-Ended Student Questionnaires*

Qualitative data were collected utilizing four open-ended questionnaires distributed among the student participants. The questionnaires comprised open-ended questions, purposefully designed to be general in nature, thereby enabling the participants
to derive meaning from the study based on their personal experiences and interpretations (Creswell & Creswell, 2017). The incorporation of open-ended queries provided an opportunity for the researcher to gain an in-depth understanding of the participants' perspectives, rooted in their subjective responses and personal experiences, in addition to their insights regarding the study’s intervention objectives (Creswell & Creswell, 2017). Open-ended questionnaires are advantageous as they offer rich, detailed responses, fostering a broader understanding of participant perspectives (Dörnyei, 2007). These open-ended questions were formulated by the researcher with the intent to yield a more profound understanding of the problem of practice under investigation in this study (Creswell & Creswell, 2017). Subsequent to obtaining signed consent forms for the research study from all participants and their participation in the pre-post surveys, an assignment was published on the course’s online learning page inviting all students to partake in the questionnaire.

Table 3.3
Schedule and Content of Open-Ended Student Questionnaires

<table>
<thead>
<tr>
<th>Stage and Questionnaire Type</th>
<th>Questions</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Qualitative Data Questionnaire</td>
<td>1. What is culturally responsive teaching?</td>
<td>Administered in Week 1, Pre-Intervention</td>
</tr>
<tr>
<td></td>
<td>2. What is self-efficacy?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Name at least two components of culturally responsive teaching that you have observed in your personal K-12 experience or utilized in lesson plans.</td>
<td></td>
</tr>
<tr>
<td>Module 1: CRTSE Qualitative Questions</td>
<td>1. How does self-efficacy in CRT impact education and educational practice?</td>
<td>Administered in Week 3, during the CRTSE part of the intervention period</td>
</tr>
</tbody>
</table>
| Module 2: Critical Literacy Questions | 1. Explain your understanding of Critical Literacy.  
2. Do you feel that Critical Literacy impacts CRTSE? If so, explain how. If not, explain why not. | Administered in Week 5, after participants engage in the Critical Literacy Modules |
|-------------------------------------|------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| Post-Intervention Qualitative Questions | 1. How did the CRTSE and CL workshops impact your understanding of these topics?  
2. How did the CRTSE and CL workshops impact your future teaching?  
3. Should teacher education training programs support interventions on CRTSE? Why or why not? | Administered in Week 6, after the conclusion of CRTSE and CL intervention |

**Participant Work Samples**

Participant work samples were collected in the intervention period of this study. The work samples were collected to serve as an additional data collection instrument to triangulate the data (Herr & Anderson, 2014). The incorporation of participant work samples gave an additional data point to support qualitative analysis (Creswell & Cresswell, 2017). During the intervention module 2, during the critical literacy workshop (see Appendix F) the participants analyzed lesson plans (See Appendix I) for the work
samples. This data collection point shares a story to support themes discussed in this study’s findings (Efron & Ravid, 2019). The researcher gathered the lesson plan work samples that the participants created in class and reviewed the data to support themes in the qualitative findings.

**Research Procedures**

This research study began with a collaboration between a professor and the college of the researcher at HU College. This study attempted to recruit at least 75 participants to increase validity. In all, a total of 90 pre-service teachers participated in the research study. The professor of EDFS 303 and the researcher of this study both reviewed the current curriculum and syllabus for the course (EDFS 303). The researcher received IRB approval from both the University of South Carolina and HU College and ensured that this study was taking place in an appropriate course setting. The researcher agreed that the research procedures of this study would align to course objectives numbers 1-5, 7 & 9. Table 3.4 outlines the course objectives for EDFS 303 and highlights the objectives that were covered by this research study in bolded print.

Table 3.4

<table>
<thead>
<tr>
<th>Course Objectives EDFS 303 with Research Study Alignment in Bolded Print</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Objectives</strong></td>
</tr>
<tr>
<td>1. <strong>Students will comprehend concepts and theories of educational psychology and apply those theories and concepts to teaching.</strong></td>
</tr>
<tr>
<td>2. <strong>Students will experience informed decision-making and reflection as they analyze individual student and classroom scenarios.</strong></td>
</tr>
<tr>
<td>3. <strong>Students will understand theories of human development and their learning application.</strong></td>
</tr>
<tr>
<td>4. <strong>Students will demonstrate knowledge of learning theories and their implications for teachers.</strong></td>
</tr>
</tbody>
</table>
5. **Students will comprehend critical elements of teaching and how those elements mesh with theories of development and learning**

6. Students will understand the role of the various psychological processes including attention, perception, language, memory, and cognition in learning

7. **Students will examine individual differences and their impact on teaching and learning**

8. Students will develop a knowledge of assessment and evaluation and the roles of each in teacher decision making

9. **Students will understand the role of motivation in the psychology of learning and will develop concepts and approaches to classroom management as building an optimal environment for student learning**

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**Pre-Intervention Data Collection Week One**

*CRTSE Pre-Assessment -Week One*

During week one, students learned about informed consent and decided whether or not to participate in the research portion of the intervention. Students who enrolled in the study gave informed consent. The students who agreed to participate in this study then completed the pre-test CRTSE survey in an electronic format. This survey was designed to measure the culturally responsive teaching self-efficacy of teachers. This survey was sent to all 90 participants, which included every student enrolled in EDFS 303. The survey was sent to students with a hyperlink and the first page of the survey asked participants to fill out an Informed Consent Form. If students selected the “I do not consent” option, they were directed to a page that read “Thank you for considering participation in this research study” and did not continue with the survey. Students’ participation was encouraged by offering two bonus points in the course that they were enrolled in. The professor of the course also allotted the students 30 minutes of class time
to complete the survey to encourage participation. The pre-test survey was completed by participants within 30 minutes.

**Week Two - Three**

*Module 1- Introduce the Concept of Culturally Responsive Teaching Self-efficacy*

During week two of the intervention, the participants began the two modules that introduced the concept of culturally responsive teaching efficacy. The first module was an in-class lecture in CRTSE (see Appendix E) and the second intervention was a follow-up activity located on the participants' classroom website (see Appendix H). A questionnaire was included in the online module for the researcher to collect additional qualitative measure (see Table 3.3). In the online learning module, students were given three specific tasks with a checklist to ensure their participation and completion. The instructor encouraged participants to complete the modules by assigning a course credit of three points for the completion of each module. The researcher planned and created one in-person class session and one online module that informed participants of the historical significance theories, background, and ways in which culturally responsive teaching self-efficacy is applied in classrooms. The online learning module was available in the participants' online course learning system and are included in the Appendix H of this study. The participants were given the questionnaire during this phase (see Table 3.3).
Week Four-Five

Critical Literacy Workshop Module 2, Day 1 of Week Three

Participants attended a workshop on critical literacy as a way to implement culturally responsive teaching practices in a classroom. This workshop lasted approximately 60 minutes in length. The researcher spent the first of the two 60-minute course periods in the classroom with participants to provide training on how to incorporate critical literacy in teaching strategies. During this workshop, the researcher provided students with an opportunity to define critical literacy and its purpose. Students analyzed a text provided with guided questions. Students were allowed to respond to the text while the researcher asked students to question the status quo and engage in problem-solving of the chosen text. The researcher provided a background of critical literacy as a teaching strategy (see Appendix F). Work samples of the lesson plan analysis were collected for further data analysis.

Critical Literacy in Lesson Planning Application, Module 2, Day 1 of Week Four

Participants applied what they learned in the critical literacy workshop and analyzed lesson plans incorporating critical literacy as a teaching strategy to increase culturally responsive teaching practice. This lesson was completed in an in-person course and provided students with all materials needed (lesson plans, suggestions, and samples). The lesson plans analyzed are located in Appendix G. Work samples of the lesson plan analysis were collected for further data analysis.
Week Six

Post-Intervention CRTSE Survey and Qualitative Data Collection

The research study concluded in week 6 with the post-survey assessments using the CRTSE scale. Participants then completed the CRTSE as a post-assessment after the culturally responsive teaching self-efficacy and critical literacy curriculum were provided through in-class and online workshops in the four modules. To encourage all participants to complete the post-assessment, the professor of EDFS 303 offered students 2 bonus points and gave students 30 minutes of class time to complete the survey. The researcher also provided a raffle of a $20 gift card to a local coffee shop that was open to all students who participated in the study, completed all surveys and critical literacy online modules, and completed the curriculum within the requested timeframe of this study. Students who did not give informed consent to participate were still eligible to participate in the raffle and earn a bonus point for completing the post-CRTSE survey to reduce the introduction of bias.

Following the post-assessment using the CRTSE, the quantitative data analysis was organized and analyzed, and the qualitative data collection began. The qualitative data was collected in this phase using open-ended questionnaires with students who agreed to participate in a follow-up portion of the study. The results from modules 1 and 2 of study informed the follow-up questions. The questions were open to all students to serve as a natural sample. Three broad questions were posed in each module (see Table 3.1) with the opportunity to follow up on themes as they emerged. The goal of conducting the qualitative portion of the study sought to answer the second and third research question: What factors do special education pre-service teachers describe as
impacting their culturally relevant self-efficacy beliefs after critical literacy is implemented? And How did the intervention of critical literacy instruction impact the participants' ability to identify and understand the benefits of culturally responsive teaching?

The research took place over a six-week period. Table 3.5 outlines when and what was completed each week.

Table 3.5

Research Procedures

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before the Study</td>
<td>The researcher and the classroom professor planned and discussed course syllabus objectives. IRB approval.</td>
</tr>
<tr>
<td>Week One</td>
<td>The researcher gave students the pre-survey, and the CRTSE, and the researcher explained the research study to participants. The teacher explained the research project to the students. Students began online modules 1 &amp; 2. Student questionnaire posted on course learning page.</td>
</tr>
<tr>
<td>Week Two-Three</td>
<td>The researcher presented an in-class workshop on critical literacy to students on Day 1. The researcher provided an in-class application workshop on critical literacy on day 2. The researcher calculated scores from the pre-survey to identify students with the lowest confidence and self-efficacy levels and highest anxiety levels during the research process. Student work samples were collected for additional data analysis.</td>
</tr>
<tr>
<td>Week Four-Five</td>
<td>Informed Consent Collected. The researcher gave students the post-survey, CRTSE.</td>
</tr>
<tr>
<td>Week Six</td>
<td>Informed Consent was Collected for Qualitative Questions. Qualitative questions were posted on the course's online learning. Students complete the qualitative questionnaire.</td>
</tr>
<tr>
<td>After the Study</td>
<td>The researcher shared the results with the participants.</td>
</tr>
</tbody>
</table>
The professor of the course encouraged participants to complete the surveys and questionnaires by assigning it as a weekly assignment on their course learning page. The professor had already been assigning weekly discussion questions in their online learning system, so this activity was routine and students were in the habit of completing discussion post assignments using this digital platform. After the study, the researcher thanked all students and the professor of the course.

Data Analysis

This study used a mixed methods approach. The researcher collected quantitative and qualitative data from pre- and post-surveys and questionnaires. The quantitative data were collected using the CRTSE. The qualitative data was collected through an online questionnaire that was embedded in the course's online learning platform system. Additional qualitative data was collected in open-ended questions that supported the results of the CRTSE scale.

Quantitative Data

Culturally Responsive Teaching Self-Efficacy (CRTSE) Pre- and Post-Survey

The pre-and post-data collected from the CRTSE pre- and post-survey were reported in the form of descriptive statistics, including group frequencies, means, standard deviations, and ranges. Total scores from the CRTSE survey range from 0 to 100, and the higher scores were an indication that participants had higher competence in culturally responsive teaching self-efficacy. The scores were converted to a sum score that was then divided by the number of survey items. The strength index scores could range from 0-100. Higher index strength indicated higher participant CRTSE.
T-Tests were performed to detect any statistically significant changes in pre-service teachers’ self-efficacy in culturally responsive teaching. Findings were considered statistically significant if they had $p (less than) .05$.

**Qualitative Data**

*Open Ended Questionnaires and Work Samples*

The qualitative data were collected using open-ended questionnaires distributed to the participants four times during the six-week study, along with the work samples completed during the intervention. The questionnaires and work samples data were classified and coded to seek themes from the participants’ perspectives (Creswell & Cresswell, 2017). The researcher interpreted and explained the patterns and themes that emerged. The data collected was analyzed and organized and continually reviewed and coded to support the themes of this action research study (Herr & Anderson, 2014). Verification occurred through triangulations of the data that was collected from the questionnaire and work samples (Efron & Ravid, 2019). The data collection yielded several key themes that emerged from the data. The multiple data sources were analyzed by the researcher with the intent to yield a more profound understanding of the problem of practice (Creswell & Creswell, 2017).

**Summary**

This chapter explored the findings of the research questions: To what extent do pre-service teachers understand the concepts of culturally relevant teaching and self-efficacy? Also, to what extent does the incorporation of critical literacy instruction in pre-service teacher programs influence pre-service teachers perceived self-efficacy of culturally responsive teaching? Lastly, how did the intervention of critical literacy
instruction impact the participants’ ability to identify and understand the benefits of culturally responsive teaching? This study had a sequential explanatory design, and the researcher collected data through pre- and post-surveys in the quantitative phase. Qualitative data collection was conducted through questionnaires.
CHAPTER 4
PRESENTATION AND DATA ANALYSIS FINDINGS

This study explored the potential impact of critical literacy on pre-service teachers' (PSTs') self-efficacy regarding culturally responsive teaching (CRT) in higher education programs. Luke (2000) defined critical literacy as a pedagogical strategy that fosters academic growth by leveraging text analysis to address societal issues and advance social justice. Ladson-Billings (1995) provided the CRT framework, which promotes a learning paradigm that values diversity as a strength and uses cultural affirmation to enhance student engagement and achievement. PSTs, who are positioned to learn effective teaching strategies in higher education programs, are the focus of this study. The dearth of literature surrounding critical literacy as an intervention in PST programs to bolster CRT self-efficacy underscores the significance of this study. The data gathered herein aims to enrich the curriculum and instruction for PSTs and disseminate findings to higher education colleagues and stakeholders. By incorporating critical literacy into teacher education programs, PSTs can increase their culturally responsive self-efficacy and become better prepared to affirm and support students from diverse cultural backgrounds (Rueda & Stillman, 2012).

This dissertation employed mixed methods of action research to enhance educational practice, with a specific focus on improving the CRT of PSTs in a higher education setting (Mertler, 2014). Mixed method research integrates "qualitative and
quantitative data to yield insight beyond the information provided by either the quantitative or qualitative data alone" (Creswell & Creswell, 2017, p. 4). This research design allowed for comprehensive data analysis and the proposition of new theories on PST self-efficacy pedagogy (Creswell, 2014). Both quantitative survey data and qualitative questionnaire data were collected in a higher education classroom setting. For the quantitative component, a larger sample size (N=90) was used to enable the identification of statistically significant results (Creswell & Creswell, 2017). This study used a sequential explanatory research design where quantitative data were collected and subsequently complemented with qualitative data to elucidate the quantitative findings. The data collection tools included pre-and post-surveys, questionnaires, observational data, and participant work samples. Quantitative data were analyzed using descriptive statistics, such as measures of central tendency, and an inductive approach was applied to qualitative data analysis.

The findings presented in this study will be organized by the three central research questions that guided the investigation:

1. To what extent does the integration of critical literacy instruction within PST programs affect PSTs' self-efficacy about CRT?
2. To what extent do PSTs at HU College understand culturally responsive teaching and critical literacy?
3. How did the intervention of critical literacy instruction impact the participants’ ability to identify and understand the benefits of culturally responsive teaching?
**Research Question 1: Data Analysis and Findings**

Research question 1 asked, "To what extent does the integration of critical literacy instruction within PST programs affect PSTs' self-efficacy about CRT?" To evaluate the culturally responsive teacher self-efficacy (CRSTE) of PSTs, both pre-and post-CRTSE survey responses were aggregated to establish each participant's overall CRSTE score. The means of pre- and post-surveys were computed to discern the efficacy perceived by the PSTs before and after the critical literacy intervention. The forthcoming section will discuss descriptive statistics of the participants, survey items, and the influence of critical literacy on CRTSE. The quantitative outcomes provide insight into the significance of the participants' experiences presented in this study.

*Pre- and Post-Survey Analysis*

Participants' attitudes and perceptions of their self-efficacy, confidence, and anxiety in CRT were gauged using a 40-item survey, before and after the six-week study. PSTs were selected for questionnaires based on their pre-survey scores regarding self-efficacy, confidence, and anxiety. The CRTSE survey included statements and response options on a Likert-type scale. Analysis of pre- and post-survey results was performed using R to calculate descriptive statistics. Measures of central tendency were then computed, and the pre-and post-survey means were compared to obtain the p-value, which confirms that statistically significant differences are not merely coincidental. The survey was converted to a scale of 0-100 for responses. The lowest score possible on measuring CRTSE would be 0 and the highest would be 100.
Pre-Survey Results

For the pre-survey data, measures of central tendency including mean (M), median (Mdn), and standard deviation (SD) were determined for all items (see Figure 4.1). Given that the survey used Likert scales, the median was considered the central measure. The median for the pre-survey answers was based on a 0-100-point scale.

![Histogram of CRTSE Pre-Survey Data](image)

Figure 4.1 Measures of CRTSE Histogram Pre-Survey 0-400 Scale Before Conversion to 0-100

The median score of the pre-survey was M=74.01, and the results from the Shapiro-Wilk test were W = 0.92916, (p< 0.0001; SD=14.67) (see Table 4.1).
Table 4.1
Pre-Survey R Scoring Data and Central Tendency Measures for Self-Efficacy Statements in CRTSE

<table>
<thead>
<tr>
<th>Median</th>
<th>Mode</th>
<th>$P$ Score</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>91</td>
<td>0.23</td>
<td>0.0001168</td>
<td>14.67</td>
</tr>
</tbody>
</table>

**Post-Survey Results**

The mean CRTSE post-survey score was $M=79.44$, indicating a heightened belief in CRT self-efficacy among participants. The median score of the post-test was $M=79.44$ with the Shapiro-Wilk test showing $W = .92298, p< 0.0004; SD=14.67$, see Table 4.2).

Table 4.2
Post-Survey R Scoring Data and Central Tendency Measures for Self-Efficacy Statements in CRTSE

<table>
<thead>
<tr>
<th>Median</th>
<th>Mode</th>
<th>$P$ Score</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>79.44</td>
<td>0.92298</td>
<td>0.00043079</td>
<td>14.67</td>
</tr>
</tbody>
</table>
Comparison of Pre- and Post-Survey Data

A comparison of the pre-and post-survey data demonstrated a greater level of CRT self-efficacy among the participants. The participants' confidence in culturally responsive self-efficacy increased from their pre-survey mean score of 74.01 to 79.44 in the post-survey. In addressing the first research question, the results of the CRTSE pre- and post-surveys indicated that the integration of critical literacy instruction in PST programs did enhance the participants’ CRT self-efficacy within the six-week study period.
The pre- and post-survey scores were analyzed using a two-tailed paired sample t-test. Results indicated there were statistically significant from pre- to post-survey (t=1.987, p<.05).

Table 4.3
Comparison Chart of the Pre- and Post-CRTSE Pre-Survey R Scoring Data

<table>
<thead>
<tr>
<th>Test Phase</th>
<th>Median</th>
<th>Mode</th>
<th>P Score</th>
<th>Standard Deviation</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>81</td>
<td>0.92916</td>
<td>0.0001168</td>
<td>14.671</td>
<td>74.01</td>
</tr>
<tr>
<td>Post-test</td>
<td>79.44</td>
<td>0.92298</td>
<td>0.00043079</td>
<td>14.657</td>
<td>79.44</td>
</tr>
</tbody>
</table>

Building on the analysis offered in Table 4.3, Table 4.4 provides an in-depth look at the CRTSE measures used in both pre- and post-surveys. This table focuses on the mean CRTSE scores of each measure, allowing for a detailed comparison of how participants’ perceptions of their teaching abilities have shifted over the course of the intervention.

Table 4.4 displays the means of the pre-survey and post-survey results, the difference in these means for each CRTSE measure, and a comprehensive picture of participants’ shifts in self-efficacy across various aspects of CRT. The table also identifies measures where pre-survey scores were below 70 and post-survey scores above 85, highlighting the areas of the most significant growth and persistent challenges.

Table 4.4
Comparative Analysis of Pre-and Post-Survey Mean CRTSE Scores

<table>
<thead>
<tr>
<th>CRTSE Measure</th>
<th>Pre-Survey Mean</th>
<th>Post-Survey Mean</th>
<th>Difference in Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I can adapt instruction to meet the needs of my students.</td>
<td>71.3</td>
<td>77.8</td>
<td>+5.5</td>
</tr>
<tr>
<td>2. I am able to obtain information about my students' academic strengths.</td>
<td>74.3</td>
<td>81.1</td>
<td>+6.8</td>
</tr>
<tr>
<td></td>
<td>Description</td>
<td>Percent</td>
<td>Ideal</td>
</tr>
<tr>
<td>---</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------</td>
<td>-------</td>
</tr>
<tr>
<td>3</td>
<td>I am able to determine whether my students like to work alone or in a group.</td>
<td>79.2</td>
<td>83.8</td>
</tr>
<tr>
<td>4</td>
<td>I am able to determine whether my students feel comfortable competing with other students.</td>
<td>73.9</td>
<td>78.1</td>
</tr>
<tr>
<td>5</td>
<td>I am able to identify ways that the school culture (ex: values, norms, and practices) is different from my students' home culture.</td>
<td>70.7</td>
<td>76.52</td>
</tr>
<tr>
<td>6</td>
<td>I am able to implement strategies to minimize the effects of the mismatch between my students' home culture and the school culture.</td>
<td>*62.5</td>
<td>78.1</td>
</tr>
<tr>
<td>7</td>
<td>I am able to assess student learning using various types of assessments.</td>
<td>71.5</td>
<td>76.5</td>
</tr>
<tr>
<td>8</td>
<td>I am able to obtain information about my students' home life.</td>
<td>*69.5</td>
<td>74.8</td>
</tr>
<tr>
<td>9</td>
<td>I am able to build a sense of trust in my students.</td>
<td>83.1</td>
<td>83.1</td>
</tr>
<tr>
<td>10</td>
<td>I am able to establish positive home-school relations.</td>
<td>75.7</td>
<td>77.2</td>
</tr>
<tr>
<td>11</td>
<td>I am able to use a variety of teaching methods.</td>
<td>73.6</td>
<td><strong>86.6</strong></td>
</tr>
<tr>
<td>12</td>
<td>I am able to develop a community of learners when my class consists of students from diverse backgrounds.</td>
<td>75.5</td>
<td>79.3</td>
</tr>
<tr>
<td>13</td>
<td>I am able to use my students' cultural backgrounds to help make learning meaningful.</td>
<td>73.7</td>
<td>81.1</td>
</tr>
<tr>
<td>14</td>
<td>I am able to use my students' prior knowledge to help them make sense of new information.</td>
<td>77.8</td>
<td>80</td>
</tr>
<tr>
<td>15</td>
<td>I am able to identify ways how students communicate at home may differ from the school norms.</td>
<td>73.2</td>
<td>79</td>
</tr>
<tr>
<td>16</td>
<td>I am able to obtain information about my student’s cultural backgrounds.</td>
<td>72.3</td>
<td>80.2</td>
</tr>
<tr>
<td>17</td>
<td>I am able to teach students about their cultures' contributions to science.</td>
<td>*66.3</td>
<td>78.7</td>
</tr>
<tr>
<td>18</td>
<td>I am able to greet English Language Learners with a phrase in their native language.</td>
<td>*58.3</td>
<td>79.5</td>
</tr>
<tr>
<td>19</td>
<td>I am able to design a classroom environment using displays that reflect a variety of cultures.</td>
<td>74.8</td>
<td>76.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>20.</td>
<td>I am able to develop a personal relationship with my students.</td>
<td>84.7</td>
<td><strong>86.5</strong></td>
</tr>
<tr>
<td>21.</td>
<td>I am able to obtain information about my students' academic weaknesses.</td>
<td>77.2</td>
<td>78</td>
</tr>
<tr>
<td>22.</td>
<td>I am able to praise English Language Learners for their accomplishments using a phrase in their native language.</td>
<td><em>60.8</em></td>
<td>87.7</td>
</tr>
<tr>
<td>23.</td>
<td>I am able to identify ways that standardized tests may be biased toward linguistically diverse students.</td>
<td>78</td>
<td>80.2</td>
</tr>
<tr>
<td>24.</td>
<td>I am able to communicate with parents regarding their child's educational progress.</td>
<td>77.7</td>
<td><em>67.2</em></td>
</tr>
<tr>
<td>25.</td>
<td>I am able to structure parent-teacher conferences so that the meeting is not intimidating for parents.</td>
<td>75.1</td>
<td>79.8</td>
</tr>
<tr>
<td>26.</td>
<td>I am able to help students to develop positive relationships with their classmates.</td>
<td>80.4</td>
<td>80</td>
</tr>
<tr>
<td>27.</td>
<td>I am able to revise instructional material to include a better representation of cultural groups.</td>
<td>73.2</td>
<td>79</td>
</tr>
<tr>
<td>28.</td>
<td>I am able to critically examine the curriculum to determine whether it reinforces negative cultural stereotypes.</td>
<td>75</td>
<td>82</td>
</tr>
<tr>
<td>29.</td>
<td>I am able to design a lesson that shows how other cultural groups have made use of mathematics.</td>
<td><em>60.1</em></td>
<td>76.3</td>
</tr>
<tr>
<td>30.</td>
<td>I am able to model classroom tasks to enhance English Language Learners' understanding.</td>
<td><em>69.1</em></td>
<td>77.6</td>
</tr>
<tr>
<td>31.</td>
<td>I am able to communicate with the parents of English Language Learners regarding their child's achievement.</td>
<td><em>64.1</em></td>
<td>70.4</td>
</tr>
<tr>
<td>32.</td>
<td>I am able to help students feel like important members of the classroom.</td>
<td><strong>86.4</strong></td>
<td>75.6</td>
</tr>
<tr>
<td>33.</td>
<td>I am able to identify ways that standardized tests may be biased toward culturally diverse students.</td>
<td>76.7</td>
<td>74.3</td>
</tr>
<tr>
<td>34.</td>
<td>I am able to use a learning preference inventory</td>
<td>71.4</td>
<td><strong>87.6</strong></td>
</tr>
<tr>
<td>35.</td>
<td>I am able to use examples that are familiar to students from diverse cultural backgrounds.</td>
<td>69.3</td>
<td>79.8</td>
</tr>
<tr>
<td></td>
<td>I am able to explain new concepts using examples that are taken from my students' everyday lives.</td>
<td>80.3</td>
<td><strong>85.5</strong></td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>------</td>
<td>----------</td>
</tr>
<tr>
<td>37.</td>
<td>I am able to obtain information regarding my students' academic interests.</td>
<td>81.3</td>
<td>75.2</td>
</tr>
<tr>
<td>38.</td>
<td>I am able to use the interests of my students to make learning meaningful for them.</td>
<td>83</td>
<td>80.8</td>
</tr>
<tr>
<td>39.</td>
<td>I am able to implement cooperative learning activities for those students who like to work in groups.</td>
<td>81.7</td>
<td>82</td>
</tr>
<tr>
<td>40.</td>
<td>I can design instruction that matches my students' developmental needs.</td>
<td>77.7</td>
<td>84.4</td>
</tr>
<tr>
<td><strong>Overall Mean</strong></td>
<td></td>
<td><strong>74.01</strong></td>
<td><strong>79.44</strong></td>
</tr>
</tbody>
</table>

*Note.* *mean scores below 70; **highest mean scores <85*

An in-depth investigation into the data revealed notable changes in participants' self-assessments through the identification of CRTSE measures with the most significant shifts from pre- to post-survey. Specific pre-survey items, particularly CRTSE 31 (64.1), CRTSE 30 (69.1), CRTSE 29 (60.1), CRTSE 22 (60.8), CRTSE 17 (66.3), CRTSE 18 (58.3), CRTSE 8 (69.5), and CRTSE 6 (62.5), showed mean scores below 70.

This identification demonstrated that lower scores on the pre-survey were predominantly associated with challenges in teaching English Language Learners (ELLs) and in developing effective classroom lesson plans. A shift was observed in the post-survey results, where the only item registering a score under 70 was CRTSE 24 (67.2), which pertains to communication with families.

When considering the highest mean scores, it was evident that participants displayed a strong sense of self-efficacy in specific areas. In the pre-survey, CRTSE 32 (86.4) had the highest mean score, indicating participants’ confidence in their ability to make students feel valued in the classroom. Post-survey results indicated increased self-efficacy in different areas with the highest mean scores above 85 observed in CRTSE 36,
(85.5), which states I am able to explain new concepts using examples that are taken from
my students' everyday lives., CRTSE 34 (87.6), which states I am able to use a learning
preference inventory CRTSE 22 (87.7) which states I am able to praise English Language
Learners for their accomplishments using a phrase in their native language, and CRTSE
11 (86.6), which states, I am able to use a variety of teaching methods. These related
respectively to the explanation of new concepts using familiar examples, utilization of a
learning preference inventory, affirmation of ELLs in their native language, and adoption
of a variety of teaching methods.

In response to research question 1, “To what extent does the integration of critical
literacy instruction within PST programs affect PSTs' self-efficacy about CRT?” the data
revealed the top three items that exhibited the highest increase between the pre- and post-
surveys. The top three items with the highest mean scores above 85 were CRTSE 36
(86.5), CRTSE 34 (87.6), and CRTSE 22 (87.9).

CRTSE 36 corresponds to the participants’ ability to explain new concepts using
examples that are taken from their students’ everyday lives. The significant increase in
self-efficacy in this area suggests that the integration of critical literacy instruction
enabled participants to effectively connect classroom content to the lived experiences of
their diverse student population. Thus, this notable increase highlights the potential of
critical literacy instruction in enhancing pre-service teachers' capability to draw
meaningful connections between academic concepts and the real-world contexts of their
students, thereby fostering more engaging and effective learning experiences.

CRTSE 34 focuses on the participants' ability to utilize a learning preference
inventory. During the CRTSE workshop (see Appendix E) the students were introduced
to the tenet of CRT that focuses on building on students' background knowledge and competencies in the classroom curriculum. The researcher’s lecture shared information on interest inventories that educators can use to collect information on their student's personal stories. Additionally, during the online CRTSE workshop participant viewed an “I am From” poem activity that serves as a tool to collect an inventory of students’ personal cultural backgrounds. Tools like the learning preference inventory were introduced to help PSTs’ understand and develop their skills to design more personalized, inclusive, and effective teaching strategies.

CRTSE 22 involves praising ELLs for their accomplishments using a phrase in their native language. The notable improvement in self-efficacy in this aspect suggests that the integration of critical literacy instruction provided participants with strategies to authentically acknowledge and appreciate the achievements of ELL students in a culturally sensitive manner. During the CRTSE workshop (see Appendix E) the researcher played a non-English song that no participants recognized. The participants analyzed what the words in the song meant and then applied their inability to interpret the language that they could not speak to relate to possible classroom experiences that ELL students may encounter. The participants were provided with lecture-discussion from the researcher on building upon students' cultural background, including linguistics increased CRT.

The aforementioned intervention, which involved both experiential learning and reflective discussion, directly contributed to the increased self-efficacy seen in the post-survey results. It provided participants with practical strategies and a deeper understanding of how to validate and incorporate the linguistic diversity of their students.
in the classroom, thereby strengthening their confidence and self-efficacy in culturally responsive teaching.

Overall, the top three items with the highest increase in mean scores between the pre- and post-surveys demonstrate that the integration of critical literacy instruction within PST programs positively influenced PSTs’ self-efficacy in explaining concepts using real-life examples, adapting instruction to different learning preferences, and affirming ELLs in their native language. These findings highlight the effectiveness of incorporating critical literacy instruction in PST programs to enhance PSTs’ self-efficacy about CRT practices.

**Research Question 2: Data Analysis and Findings**

Research question 2 asked, "To what extent do PSTs at HU College understand culturally responsive teaching, self-efficacy and critical literacy?" To inform this question, the researcher analyzed the two specific open-ended questionnaire (See Table 3.1) from both pre- and post-intervention periods. A third data point was analyzed to triangulate the data, which was the participant work samples (See Appendix I). These data collection points were carefully examined by identifying recurring categories and constructs for the qualitative data analysis (Efron & Ravid, 2019). Additionally, these data points were examined separately to seek connections and differences among the questionnaires and work samples to triangulate the data (Creswell & Creswell, 2017).

The pre- and post-questionnaire aimed to understand participants' knowledge of CRT, self-efficacy, and critical literacy, which was completed following the administration of the CRTSE pre-survey as well as post-intervention. To further examine this question, participants' work samples that were completed during day 2 of the critical
literacy module were analyzed. Student responses from the pre-intervention questionnaires suggested that participants needed to have a clear understanding of the concept of CRT; this theme was derived from the frequency and nature of the participants' comments.

The questionnaires and work samples collected in the intervention period followed qualitative data analysis protocol and were organized, prepared, and read to be analyzed to identify the themes of this study (Creswell & Creswell, 2017). The process of coding then provided the findings of the six themes that appeared in this study. The themes of this study will be illustrated in Figure 4.4 of this study and an additional narrative for each theme is provided with specific headings for each theme Figure 4.3 displays a visual overview of the study’s six emergent themes that informed research question 2, as well as research question 3 which will be discussed in a later section of the chapter.

Figure 4.3 Visual Overview of the Six Emergent Themes that Informed RQ2 and RQ3
**Theme 1: PSTs’ Insufficient Understanding of Self-Efficacy**

After the researcher analyzed and coded the data, several themes emerged. Notably, despite 83.3% of participants stating that they understood self-efficacy, the researcher discovered that many of the participants confused “efficacy” with “efficiency.” The following examples represent typical participant responses evidenced in 80% of the responses: “I have heard of the term self-efficacy before, but I don’t quite know what it means. I imagine it to mean something along the lines of being very on top of things and organized with yourself.” Another participant stated, “Yes, I have heard of self-efficacy before. To me, it means one’s ability to be self-sufficient and not need direction or strong support from others. To me, it means being able to guide and support yourself in whatever ways are necessary for you and the goals you are trying to reach.” Interestingly, the researcher also noted that participants, despite their unclear understanding of self-efficacy, scored quite high on the self-efficacy pre-survey.

**Theme 2: Understanding Self-Efficacy and the CRT Framework Increased CRTSE**

Building on the participants’ initial confusion regarding self-efficacy, Theme 2 explores the impact of gaining a deeper understanding of self-efficacy and the CRT framework on participants’ CRTSE. Several responses indicated that despite their stated unfamiliarity when participants gained an understanding of CRT from both personal experience and the study's intervention, they improved in their culturally responsive teaching self-efficacy. For example, one student noted, "This makes sense that teachers should affirm all students and find ways to connect to their personal lives to have the best learning environments. The term self-efficacy in culturally responsive teaching is now
This response supported the theme that participants gained a contextual understanding to increase CRTSE. One participant wrote,

I have not heard of the term CRT before, but after I had the workshops, then I came to an understanding that I had been in classrooms that were inclusive of all students' cultural backgrounds and focused on cultural identities of all students. This was a class where we all felt welcomed. This was my favorite class in elementary school. I want to learn more about using CRT in my future classrooms to have a classroom like this one.

The participants felt more confident in self-efficacy when they were confident with understanding the terms and this increased CRTSE. As one participant wrote,

After I had the CRT workshop and learned more about how to incorporate it in teaching, I am feeling more self-efficacious in using CRT because now I know what the terms mean and the theory behind these approaches helps me understand. I want to foster a classroom that supports all races, cultures, and linguistic differences. The speaker asked us to share a time when CRT was used in our k-12 classes, and I immediately remembered my favorite third-grade teacher who asked us to all examine the perspective of Native Americans at Thanksgiving. That was a powerful and meaningful learning experience. I knew CRT was important, but now I understand the terms and theory more and have some ways to incorporate it in teaching.

Participants indicated a strong and positive understanding of CRT from their connection and related it to the concepts presented in the study interventions as an opportunity to increase their self-efficacy of CRTSE when they gained an understanding of the terms and theories. One such response was: "Self-efficacy is being confident in
using teaching pedagogies and I am glad to learn the meaning of this word so that I can incorporate these culturally responsive teaching in my future class" Again, learning what these terms meant increased PSTs' development of CRTSE.

**Theme 3: Understanding Tenets of Critical Literacy Increased CRTSE**

Building on the participants’ improved understanding of self-efficacy and the CRT framework, Theme 3 focuses on the impact of participants’ comprehension of the tenets of critical literacy on their CRTSE. Another questionnaire that asked participants to answer questions about their understanding of the tenets critical literacy was posted after the participants completed the in class and online modules on critical literacy. The questionnaire was posted on the course online learning platform page, The questionnaire asked the participants to describe their knowledge of critical literacy and how this understanding impacted their CRTSE (see Table 3.1).

Participants perceived an understanding of critical literacy as a valuable tool for examining literature to increase CRTSE. This perspective surfaced in, where one participant interpreted critical literacy as a means for students to scrutinize, interpret, and evaluate text and improve their culturally responsive teaching. Additionally, one participant noted:

> For me, learning about the tenets of critical literacy was a way to improve my culturally responsive teaching. I can use this strategy to have students look critically at texts and images to deconstruct social injustices. Students can take action to make changes to improve the injustices in society.

The synthesis of these findings reveals a deepening understanding of tenets of critical literacy among participants, recognizing it as an avenue for expansive for
culturally responsive teaching, The intervention and workshop of critical literacy advanced participants thinking of critical literacy as a means to extend beyond traditional literacy boundaries along with a strategy to increase CRTSE. As noted in the response that a participant wrote, “Learning about critical literacy was a new strategy that I can now use this in my classroom to enhance culturally responsive teaching to examine and disrupt norms to promote social justice, which improves culturally responsive pedagogy.” To further evidence claim that participants gained an understanding of CL to increase CRTSE, another participant wrote:

I understand that critical literacy is a teaching strategy that I can use to help students learn about sociopolitical issues and then take action to make changes. I could imagine using critical literacy to create a lot of cool projects in my classroom that students could find meaningful. It does help me provide more culturally responsive opportunity as well.

Participants gained additional understanding of critical literacy from the workshops and gained understanding of the meaning that critical literacy as a way to increase CRTSE, as indicated in the following response:

During the workshop, I learned that it’s important to implement teaching strategies that involves questioning texts for who voice is being represented and to question whose voice is missing. There is truth that there is always underrepresentation of some voices and I want to make my classroom a place where all voices are heard. This strategy is a tool that I can use across disciplines. In summary, the analysis of the data revealed three significant themes. First, Theme 1 highlighted the participants’ initial confusion between “efficacy” and
“efficiency,” indicating an insufficient understanding of self-efficacy. Despite this confusion, participants scored high on the self-efficacy pre-survey. Theme 2 demonstrated that participants’ understanding of self-efficacy and the CRT framework increased their CRTSE, as they recognized the importance of affirming students’ cultural identities and connecting classroom experiences to students’ personal lives. Finally, Theme 3 emphasized the positive influence of participants’ comprehension of critical literacy on their CRTSE, as they recognized its potential for examining societal norms and promoting social justice. These themes collectively illustrate the transformative impact of integrating critical literacy instruction within PST programs on PSTs’ CRTSE. The findings highlight the importance of addressing misconceptions, fostering a comprehensive understanding of self-efficacy and the CRT framework, and providing opportunities for participants to engage with critical literacy as a powerful tool for promoting culturally responsive teaching.

**Research Question 3: Data Analysis and Findings**

Research question 3 asked, "How did the intervention of critical literacy instruction impact the participants' ability to identify and understand the benefits of culturally responsive teaching?" The themes that informed research question 3 are presented in the following sections.

**Theme 4: Understanding Societal Constructs Increased Critical Consciousness**

The researcher, who also functioned as the intervention instructor, collected student work samples during in-class sessions, and analyzed questionnaires and this was utilized to answer the third research question. The initial analyzation indicated that participants were unable to identify societal constructs at the beginning of the
intervention, recognizing power structures only within their home, family, and school lives. During the critical literacy-focused session, the researcher engaged all groups with questions about societal norms and power structures, stressing the critical literacy tenet that fosters critical consciousness.

As the participants engaged in a class discussion about societal power structures, the researcher collected observational data from participant responses. Initially, participants primarily identified "teacher-student" and "parent-child" power structures, suggesting they perceived societal power structures as internal or personal. However, after engaging in the critical literacy workshop (see Appendix E), there was a noticeable shift in understanding. Participants began to accurately comment on societal constructs related to socioeconomic groups, government issues, and colonization. For instance, one participant noted disparities in resources and facilities between local Title I schools and those serving higher socioeconomic populations. Another shared insight on colonization after examining an art piece representing Native Americans. Post-intervention questionnaires revealed this transformation toward critical consciousness. For example, Participant A shared, "I was biased in my thoughts about what inequality meant and my ability to look at social structures with a critical lens can help me provide more culturally responsive teaching opportunity and academic success to students." In addition, Participant B stated, "As an educator, I have to ensure that my classroom supports and affirms students of all backgrounds to support culturally responsive practice, but it's important to not overlook the critique of the dominant culture that impacts societal constructs." Participant C added, "Culturally responsive teaching and learning in my class must seek to perpetuate and foster linguistic, literate, and cultural pluralism as part of the
democratic project of schooling." This perspective of cultivating experiences to foster critical consciousness and boost culturally responsive teaching self-efficacy was further echoed in another participant's response:

I had not thought much about power and societal constructs outside of my family and school life till today. My privilege of being White and affluent puts me in the dominant perspective. I can see that my biases and assumptions must be questioned to bring critical questions that examine and seeks to hear every voice in the classroom to promote culturally responsive pedagogy. It can be uncomfortable to face some truths, but it's necessary to create a positive and inclusive learning environment for every student.

The collective thoughts on increasing critical consciousness emerged from the participants' responses after they participated in the critical literacy workshop.

**Theme 5: Using Authentic Instruction to Examine Curriculum Increased CRTSE**

Following the professional development workshop on critical literacy, PSTs examined and reflected upon lesson plans (see Appendix G) to identify instances of incorporating or not incorporating CRT through an activity using authentic instruction. Authentic instruction is a strategy that involves using real world application to heighten new skill acquisition through practice (Dwyer, Hamilton & Bowles, 2020). The participants were asked to work in small groups to analyze lesson plans for culturally responsive teaching strategies. The participants all shared that they had not analyzed lesson plans for CRT previously in their coursework. Since this is most of the participant's first year in teacher education courses, they also had not written or developed lesson plans. The collected work samples contributed to the overarching
themes found in the post-survey data, showing that participants had increased their self-efficacy regarding CRT through engaging with and analyzing lesson plans.

The lesson plans that the participants analyzed in the workshop are evaluated as work samples (See Appendix I). These work samples suggest that through participants were able to broaden their perception of CRT by acknowledging that curriculum can address CRTSE through authentic instruction provided in the intervention. For example, during this workshop, one group of PSTs recognized that students could teach lessons that incorporate culturally responsive teaching by evidenced in the response “Looking at the lesson plans gave me a better understanding of CRT and how it can be applied in classroom teaching.” Participants examined how lesson plans and curriculum has the ability to incorporate culturally responsive teaching practice in lesson plans” (see Figure 4.3 for work sample).
Post-intervention, further data were collected to answer the research question of how the intervention of an authentic instruction in critical literacy instruction impacted the participants' ability to identify and understand the benefits of culturally responsive teaching. The theme that that using authentic instruction to examine critical literacy was impactful to CRSTE was evidenced as one participant wrote:

Analyzing the lesson plans to examine how I can use culturally responsive teaching practices in my classroom was helpful to understand and apply ways to increase my understanding of the tenets that the instructor shared of culturally responsive teaching. This opportunity to carefully look at lessons plans to analyze them for CRT gave me a chance to apply what I learned and practice this new skill my peers.
This participant’s response indicated an understanding that the integration of culturally relevant strategies after they applied the skills in the authentic instructional activity to significantly enhance teaching efficacy of culturally responsive teaching.

Building upon the exploration of authentic instruction, the subsequent theme highlights the significance of promoting quality training in culturally responsive teaching strategies for pre-service teachers. This theme underscores the importance of comprehensive and effective teacher training programs in equipping PSTs with the necessary knowledge and skills to implement culturally responsive teaching practices, thereby enhancing their CRTSE.

*Theme 6: Promoting Quality Training in Culturally Responsive Teaching Strategies to Pre-Service Teachers Increased CRTSE*

An additional theme emerged: PSTs felt that one factor affecting their self-efficacy in CRT was the quality of teacher training in teaching strategies that include culturally responsive teaching during their teacher training programs. This view posits that superior training in teaching strategies, including culturally responsive ones, is crucial for PSTs. Participants’ belief that there was a need for culturally responsive teaching strategies became apparent as they described culturally responsive teaching self-efficacy. This theme was noted when one participant highlighted the importance of integrating CRT into all teacher education courses. This viewpoint resonated with several respondents who considered CRT training to be essential in fostering academic and socio-emotional success for all students and therefore they felt more access would improve upon their teaching abilities. Another participant expressed that their confidence in CRT self-efficacy was dependent on attending the critical literacy workshop and
receiving appropriate training. The workshop, which focused on recognizing the foundational principles and theories of culturally responsive teaching, proved beneficial in enabling participants to adopt a perspective that involved critically analyzing CRT within their lesson plans as noted by one participant who shared “I think adding critical literacy and culturally responsive teaching component should be standard in all lesson plans and would like to see this utilized more formally in my courses that teach lesson planning” The synthesis of these findings revealed that PSTs gained knowledge regarding the integration of CRT into their teacher training courses. Here is an example of this theme:

The primary premise of culturally relevant pedagogy is to introduce information about all cultures seen in a classroom and create lessons to add more knowledge to students’ previous understanding of other cultures. Teacher education courses need to incorporate a lot training in using CRT in classrooms. This is compatible with what we know about good teaching in two ways, in my opinion. One is because it includes the process of building on previous knowledge and experiences. It also emphasizes the importance of still getting to know the student as an individual, instead of categorizing them. The dilemma is the chance that teachers may make the mistake of treating culture and race as the same. Some students may not have as strong ties to their cultures than others, this could then cause differences in the way they learn. By teaching them in the same way just because they are the same race, you can be benefitting one student while also causing detriment to the other student's learning process. We need a lot of
information in culturally responsive training in our courses to help increase this in our practice.

These insights highlight the crucial role of quality training programs in equipping PSTs with the knowledge and skills necessary for culturally responsive teaching, thus boosting their confidence and competence in implementing CRT strategies and curricula in their future classrooms.

**Summary**

This chapter presented the findings of a sequential exploratory study in response to the following central research questions:

1. To what extent does the integration of critical literacy instruction within PST programs affect PSTs' self-efficacy about CRT?
2. To what extent do PSTs at HU College understand culturally responsive teaching, self-efficacy, and critical literacy?
3. How did the intervention of critical literacy instruction impact the participants’ ability to identify and understand the benefits of culturally responsive teaching?

A total of 90 participants were surveyed for this quantitative research study to collect and analyze PSTs' CRT self-efficacy. Quantitative data were analyzed using inferential statistics via the R software, employing a repeated-measures t-test on items 1-40 of the pre-and post-surveys. Complementarily, an inductive approach was used to analyze the qualitative data.

Taken together, the quantitative and qualitative data substantiate that explicit instruction in critical literacy pedagogical is linked to improvements in PSTs' self-efficacy concerning CRT. The qualitative data revealed a spectrum of prior knowledge
and experiences, with many participants reporting limited exposure to the term and tenets of critical literacy, the theoretical framework of CRT, and the understanding of self-efficacy. The themes that supported culturally responsive teaching self-efficacy with increasing pre-service teaching in this study include the development of critical consciousness, the promotion of using authentic lesson plans to analyze culturally responsive teaching, and the establishment of connecting with students and families who are different from their backgrounds to enhance academic outcomes. The data also highlight the participants’ belief that rigorous training in CRT strategies is vital for augmenting self-efficacy in CRT. For example, one participant shared:

I think there were only a select few voices heard. Most students at my school were of a similar race. I do remember one time that we had a culture day, and each station of the cafeteria was different foods from different countries. I think the material in K-12 schooling is way too clean and doesn't give enough history of different cultures. I think exposure to diversity is very important and allows children to open their minds and be more inclusive. There are many things that I had no idea even happened before coming to college, which I think is sad. I think by having our classrooms be more diverse it will enhance the education community and provide a more inclusive environment.

The quantitative findings suggest that participants who engaged in critical literacy and CRT workshops exhibited a statistically significant increase in their reported CRT self-efficacy. Furthermore, qualitative findings indicate notable progress in participants’ understanding of CRT self-efficacy. This educational process helped participants grasp the tenets of critical literacy, reflect on their personal experience in K-12 educational
experiences, and devise strategies for enhancing responsive teaching practices in K-12 settings. Lastly, the intervention increased PSTs’ knowledge of and familiarity with critical literacy and CRT, thereby reinforcing the idea that self-efficacy can be enhanced through explicit instruction and opportunities for practical application. Overall, these findings highlight the need to equip PSTs with a deep understanding of CRT, critical analysis skills, and explicit instruction to enhance their self-efficacy and prepare them for diverse classrooms.
CHAPTER 5
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

This final chapter provides a summary of the study’s key elements, including the identified problem, research questions, and objectives. It discusses significant findings and emergent themes from this mixed methods study and revisits the employed methodology. The chapter concludes with an action plan, practical recommendations, and future research implications.

Review of Problem of Practice

Amid increasing cultural diversity in the United States (Cruz et al., 2020), the authentic integration of CRT into PST programs is critical. This study addressed this necessity by examining the impact of critical literacy intervention on CRTSE. A dedicated curriculum fostering CRT in PST programs holds the potential to bolster social justice and enhance student outcomes (Chu & Garcia, 2014). Consequently, the following central research questions guided this study:

1. To what extent does the integration of critical literacy instruction within PST programs affect PSTs' self-efficacy about CRT?
2. To what extent do PSTs at HU College understand culturally responsive teaching and critical literacy?
3. How did the intervention of critical literacy instruction impact the participants’ ability to identify and understand the benefits of culturally responsive teaching?

**Purpose of Study**

Building on the demand for CRT (Cruz et al., 2020), this mixed methods study aimed to expand the research on PSTs' CRTSE through a critical literacy intervention. Training programs dedicated to CRT are crucial in producing successful educators considering these growing demands (Lee, 2016). Furthermore, this study intended to incorporate a curriculum into higher education PST programs that reinforce culturally responsive pedagogy, an approach that could meaningfully engage educators (Cruz et al., 2020).

The specific objective of the study was to assess the impact of critical literacy instruction as an intervention on PSTs’ CRTSE. The overarching goal was to bolster educators’ CRT self-efficacy, thereby improving their understanding and support of students from diverse backgrounds (Malo-Juvera, & Correll, & Cantrell, 2018). This strategy is anticipated to not only enhance students’ academic achievements but to also cultivate stronger interpersonal relationships within the educational environment (Picower, 2009).

**Overview of Methodology**

The methodology for this research study was grounded in an action research mixed methods approach, facilitating the collection and analysis of both quantitative and qualitative data (Creswell & Creswell, 2017). This approach enabled triangulation, thereby enhancing the robustness of the research design and findings (Mertler, 2017).
The study was conducted at the researcher's home institution where they serve as an instructor. The setting was a general education course for teacher education majors, with the course objectives being closely aligned with the instructional intervention at the heart of this study. Over six weeks, participants were exposed to both online and in-person lectures centered on CRTSE and critical literacy. Initially, participants found it challenging to comprehend societal constructs beyond their personal experiences within family and school contexts. However, the introduction of the tenets of CRT and critical literacy significantly advanced their critical consciousness.

**Summary of Findings**

For the quantitative component of this study, 90 total participants were surveyed to collect and analyze data concerning PSTs’ CRTSE. The quantitative data were analyzed using inferential statistics through the R software, which involved a repeated-measures t-test on items 1-40 of both the pre- and post-surveys. Complementarily, an inductive approach was adopted for qualitative data analysis.

The combined insights from the quantitative and qualitative data strongly suggest that explicit instruction in critical literacy pedagogy is associated with enhanced CRTSE among PSTs. The qualitative data unveiled a spectrum of participants’ prior knowledge and experiences, with many reporting limited exposure to the principles of critical literacy, the theoretical framework of CRT, and the concept of self-efficacy. Therefore, the incorporation of explicit instruction in critical literacy pedagogy not only broadened their theoretical understanding, but also empowered participants with practical strategies, leading to increased confidence and self-efficacy in implementing culturally responsive teaching.
Emergent themes that reinforced the idea of enhancing self-efficacy in CRT among PSTs included the development of critical consciousness, the promotion of using authentic lesson plans to analyze culturally responsive teaching, and the importance of high-quality CRT training in teacher education programs. The participants’ responses also underscored the value they placed on rigorous training in CRT strategies to boost CRTSE. These themes were carefully extracted after a close examination of the study’s surveys, questionnaires, and work samples to inform the data results (Cresswell & Cresswell, 2017).

The CRT workshops resulted in a statistically significant uptick in reported CRTSE. Moreover, qualitative data suggested significant strides in participants’ understanding of CRTSE. This educational approach allowed participants to grasp the fundamentals of critical literacy, reflect on their personal K-12 educational experiences, and devise strategies to amplify responsive teaching practices in similar contexts. The intervention also broadened PSTs’ understanding and familiarity with critical literacy and CRT, thereby reinforcing that self-efficacy can be enhanced through explicit instruction and opportunities for practical application.

The findings of this study emphasize the crucial role of enhancing self-efficacy in CRT among pre-service teachers PSTs. Several key themes emerged from the data, highlighting the development of critical consciousness, the use of authentic lesson plans for analysis, the establishment of connections with diverse students and families, and the value of rigorous CRT training. Initially, participants found it challenging to comprehend societal constructs beyond their personal experiences within family and school contexts. However, the introduction of the tenets of CRT and critical literacy significantly
advanced their critical consciousness. Through engaging in workshops and interventions, PSTs showcased significant improvements in their understanding of CRTSE and gained a deeper comprehension of how critical literacy can be applied in their future classrooms. These findings underscore the significance of providing explicit instruction and offering practical experiences to enhance PSTs’ self-efficacy in implementing CRT practices. Consequently, it is crucial to equip PSTs with a comprehensive understanding of CRT during their teacher training, with a specific focus on enhancing critical analysis skills and delivering explicit instruction (Lewis-Pratl, 2021). By doing so, PSTs will be effectively prepared to meet the demands of diverse classrooms and foster inclusive educational environments.

**Implications of the Study**

The findings underscore the urgent need for reform in teacher education curricula, professional development programs, and educational policy, particularly with stronger incorporation of CRT. This reaffirms Briceño and Rodriguez-Mojica's (2022) assertion that teacher education programs should enable PSTs to critically evaluate curriculum and state standards to foster equity and enhance their CRT competencies. This view aligns with Hooks’ (2014) call for educators to counteract systems that perpetuate racism, advocating for an approach that supports all students in achieving their full academic and social potential. Furthermore, Gay (2002) and Ladson-Billings (2014) contend that effective teacher education involves equipping PSTs with tools for CRT, necessitating critical self-reflection, curriculum examination, and the development of inclusive teaching strategies. Paris and Alim (2017) further reinforce this by emphasizing the need for understanding and applying culturally responsive pedagogies to meet the diverse
educational needs of all students. Thus, by enhancing PSTs’ self-efficacy through explicit CRT instruction, educators can more effectively prepare for the escalating diversity in their classrooms. This study’s implications highlight the imperative need to overhaul current teacher education curricula to ensure PSTs’ proficiency in CRT amidst growing classroom diversity.

Additionally, this study carries implications incorporating critical literacy as an effective teaching strategy that supports CRSTE (Cruz et. al, 2014). This study’s findings suggest that the intervention of critical literacy created a substantially significant increase of CRTSE. To mediate the problem of pre-service teachers entering the profession with little understanding of how to engage with diverse student populations, teacher training programs and incorporate interventions and training that supports CRTSE. Teacher education programs can learn from the results of this study and its results. Providing pre-service teachers with effective strategies to increase culturally responsive teaching practice can increase teacher self-efficacy, which will lead to increased academic success of students (Gay, 2002; Lewison, Flint, & Van Sluy, 2002; Pollock et al., 2022; Villegas & Lucas, 2002).

Furthermore, the study carries implications for practitioners concerning support strategies for English Language Learners (ELLs), specifically, using critical literacy to engage multiliteracies texts (Amgott, 2023). As a powerful vehicle for connecting students with sociopolitical issues and catalyzing social justice action, critical literacy plays a pivotal role in pedagogical practice (Luke, 2004). By incorporating elements of students' personal cultural backgrounds and languages into the curriculum, educators can enhance critical engagement, fostering a more inclusive and motivational learning
environment for ELL students (Stornaiuolo et al., 2017). Such adaptations can ultimately instill confidence in these learners, encouraging active participation and a deeper understanding of the content.

Professional development programs stand to gain immensely from the observed effectiveness of explicit instructional strategies in improving CRTSE. It is recommended that such programs be meticulously designed to equip in-service teachers with comprehensive knowledge and skill sets, thus aligning their pedagogical approaches with recognized CRT best practices. This realignment will allow teachers to better address the unique needs of their increasingly diverse classrooms.

From a policy standpoint, the outcomes of this research study suggest a strong need for policymakers to initiate endeavors that stimulate teacher education programs to integrate CRT more profoundly in their curricula. This could be achieved through various measures, such as the provision of funding incentives, the establishment of policy guidelines that champion the importance of CRT, or even the creation of new accreditation prerequisites that necessitate comprehensive CRT training in teacher education programs.

It was also discovered that PSTs frequently possessed a limited understanding of the fundamental concepts and theories underpinning CRT. This highlights the need for a more accessible and clearer exposition of these concepts in both academic literature and practical teaching contexts. Simplifying complex concepts and making them more digestible could enhance the understanding and application of CRT principles.

The observed boost in PSTs’ self-efficacy as a result of integrating CRT into teacher education programs illuminates the potential advantages of such integration. High
self-efficacy levels have been associated with increased teacher effectiveness, job satisfaction, and retention (Cruz et al., 2020). This has far-reaching implications for teaching success and the overall health of the education profession.

Lastly, in the sphere of equitable student outcomes, the study implies that an improved CRTSE could be a harbinger of better outcomes for students from diverse backgrounds. Teachers who are confident in their ability to implement CRT strategies are more likely to effectively support the learning of all students. This implication is in line with the broader objective of promoting educational equity in the face of rapidly increasing societal diversity.

Limitations

This study is subject to certain limitations that should be factored into the interpretation of its findings. First, the demographic makeup of the participant pool did not reflect a diverse cross-section of the population. Specifically, 76% of the participants identified as White, while a significant majority of 80% were female. This lack of diversity might limit the generalizability of the findings to other populations.

Another limitation arose from the participants' understanding of key terms used in the study. Data from the questionnaire administered after the pre-survey indicated that more than 80% of the participants conflated "self-efficacy" with "efficacy". This misunderstanding might suggest that participants overestimated their comprehension of self-efficacy, raising concerns that post-survey results might reflect a drop as participants grasped a more accurate understanding of the terminology.

Furthermore, it is crucial to acknowledge that both the qualitative and quantitative data were derived from participants' subjective perceptions. This subjectivity may
introduce bias and potentially skew the data, constituting another limitation of this study. It is therefore essential to exercise caution when applying these findings to wider contexts, bearing in mind the potential for the influence of individual bias (Trochim & Donnelly, 2006).

**Recommendations for Future Research Studies**

Recommendations for future research are crucial for advancing our understanding and practice of CRT in PST programs. First, continuous evaluation of PST programs that integrate CRTSE should be conducted to gain a deeper understanding of their effectiveness. This evaluation can help identify the most effective components of the programs and inform improvements to enhance PSTs’ CRTSE (Valencia et al., 2018). Second, further investigation into diverse CRT strategies is needed to identify and explore powerful techniques that can effectively enhance CRTSE in PSTs. Lastly, critical literacy can be used in pre-service teacher training to increase CRTSE. This research can contribute to the development of evidence-based practices and instructional approaches that promote CRT (Ladson-Billings, 2014) and well as critical literacy (Janks, 1991). Third, to address the issue of overconfidence in CRT self-efficacy observed in this study, future research should involve in-service teachers as well. Comparing the self-efficacy levels of PSTs and in-service teachers at different stages of their careers can provide valuable insights into the development and sustainability of CRTSE throughout a teacher’s professional journey (Cruz et al., 2020). Finally, expanding the diversity of participants by including multiple universities and teacher education programs can enhance the generalizability of the findings and provide a more comprehensive understanding of the effectiveness of CRT interventions across various contexts and
populations (Ladson-Billings, 2014). Another recommendation could be adopting a longitudinal study by following up with the research participants to assess the long-term effects of this study. By adopting the methodological strengths of this study, such as using pre- and post-CRTSE surveys and incorporating diverse qualitative data sources and utilizing critical literacy as an intervention in teacher training, future research can generate more robust and nuanced outcomes that contribute to the field of culturally responsive teaching and critical literacy.

*Action Plan*

The researcher, a full-time tenure-track instructor at HU University, is committed to continuing her teaching roles in the Teacher Education department for both graduate and undergraduate students. As part of the action plan following this study, the researcher will first share the findings with her fellow departmental professors, promoting a wider understanding and discussion of the study's implications. The second step will involve presenting the results to a broader audience at a professional conference in the fall of 2023, facilitating wider engagement within the educational community. Additionally, the researcher will continue to incorporate CRT and critical literacy interventions into all her course syllabi, thereby prioritizing the integration of CRTSE into her teaching practices. Current courses taught by the researcher include EDEE 407, Creating Classroom Environments, EDFS 425 and EDFS 525, Literacy for students with Special Education Services, and EDEE 495, Literacy Assessment in the Field. Finally, the researcher plans to share the study's outcomes more formally by publishing the data results in an educational journal, contributing to the larger body of scholarly knowledge in this field.
Conclusion

This action research study examined the impact of integrating a critical literacy model within an undergraduate teacher education program, specifically focusing on its influence on PSTs’ CRTSE. Participants clearly articulated the advantages of incorporating teaching strategies that bolstered CRTSE into their teacher education program. These benefits, elucidated through this study, will be shared with other university faculty, disseminated through conference presentations, and encapsulated within forthcoming publications. Thus, this study served not only as an intervention promoting social justice and CRT but also as a beacon for spreading these crucial insights to a wider audience.

This study provided significant benefits to the participants involved. By integrating a critical literacy model into their teacher education program, participants had the opportunity to deepen their understanding of CRT and develop critical consciousness. They gained knowledge and skills in applying critical literacy strategies, analyzing lesson plans through an authentic lens, and establishing connections with diverse students and families. Through workshops and interventions, participants experienced a significant increase in their self-efficacy in implementing CRT practices. This enhanced self-efficacy empowers them to create more inclusive and equitable learning environments for their future students. Additionally, the study fostered a sense of community and collaboration among the participants, as they engaged in meaningful discussions, shared personal experiences, and supported each other’s growth. These benefits not only contribute to their professional development as future educators but also equip them with
the tools and mindset necessary to address the needs of diverse learners and promote social justice in education.

Additionally, one powerful example that highlights the impact of this study was the enthusiasm expressed by a student who developed a newfound interest in the work of Gloria Ladson-Billings, a prominent advocate for CRT. This student's excitement and curiosity validated the efforts of the researcher and exemplified the transformative potential of this study. The researcher recognizes and appreciates the participants' eagerness to learn and grow and hopes that the impact of this study extends beyond academia.

The goal is to inspire and encourage everyone to affirm and value diverse voices and students in classrooms, regardless of their race, sexual orientation, ability level, socioeconomic status, or any deviation from the dominant norms. This commitment to inclusivity aligns with the concept of “radical love” advocated by Paulo Freire, which represents a transformative force that this study seeks to promote within the field of education (Freire, 1970).
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# APPENDIX A: DATA COLLECTION AND INTERVENTION TIMELINE

Table A.1 Data Collection and Intervention Timeline

<table>
<thead>
<tr>
<th>Week #</th>
<th>Intervention</th>
<th>Data Collection</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>(Pre-assessment Phase)</td>
<td>CRTSE pre-assessment 3 qualitative questions (open-ended assessment of current understanding of terms: culturally-responsive teaching, critical literacy, and self-efficacy)</td>
</tr>
<tr>
<td>2</td>
<td>Module 1: In-Person Professional Development Workshop (1 hour 15 min x 3 sessions)</td>
<td>Small groups discuss and brainstorm historical context of culturally responsive teaching</td>
</tr>
<tr>
<td>3</td>
<td>Module 2: Virtual Professional Development Workshop</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Module 3: In-Person Professional Development Workshop (1 hour 15 min x 3 sessions)</td>
<td>Small groups discuss and brainstorm critical reviews of lesson plans, learn how to apply critical literacy and how it supports culturally responsive teaching</td>
</tr>
<tr>
<td>5</td>
<td>Module 4: Virtual Professional Development Workshop</td>
<td>3 critical reviews of lesson plans, demonstrating 4 dimensions of critical literacy</td>
</tr>
<tr>
<td>6</td>
<td>(Post-assessment Phase)</td>
<td>CRTSE post-assessment 3 qualitative questions (open-ended assessment of current understanding of terms: culturally responsive teaching, critical literacy, and self-efficacy)</td>
</tr>
</tbody>
</table>
APPENDIX B PRE-CRTSE QUESTIONS

1. I am able to adapt instruction to meet the needs of my students.
2. I am able to obtain information about my students' academic strengths.
3. I am able to determine whether my students like to work alone or in a group.
4. I am able to determine whether my students feel comfortable competing with other students.
5. I am able to identify ways that the school culture (ex: values, norms, and practices) is different from my students' home culture.
6. I am able to implement strategies to minimize the effects of the mismatch between my students' home culture and the school culture.
7. I am able to assess student learning using various types of assessments.
8. I am able to obtain information about my students' home life.
9. I am able to build a sense of trust in my students.
10. I am able to establish positive home-school relations.
11. I am able to use a variety of teaching methods.
12. I am able to develop a community of learners when my class consists of students from diverse backgrounds.
13. I am able to use my students' cultural backgrounds to help make learning meaningful.
14. I am able to use my students' prior knowledge to help them make sense of new information.
15. I am able to identify ways how students communicate at home may differ from the school norms.
16. I am able to obtain information about my students' cultural backgrounds.
17. I am able to teach students about their cultures' contributions to science.
18. I am able to greet English Language Learners with a phrase in their native language.
19. I am able to design a classroom environment using displays that reflect a variety of cultures.
20. I am able to develop a personal relationship with my students.
21. I am able to obtain information about my students' academic weaknesses.
22. I am able to praise English Language Learners for their accomplishments using a phrase in their native language.
23. I am able to identify ways that standardized tests may be biased toward linguistically diverse students.
24. I am able to communicate with parents regarding their child's educational progress.
25. I am able to structure parent-teacher conferences so that the meeting is not intimidating for parents.
26. I am able to help students to develop positive relationships with their classmates.
27. I am able to revise instructional material to include a better representation of cultural groups.
28. I am able to critically examine the curriculum to determine whether it reinforces negative cultural stereotypes.
29. I am able to design a lesson that shows how other cultural groups have made use of mathematics.
30. I am able to model classroom tasks to enhance English Language Learners' understanding.
31. I am able to communicate with the parents of English Language Learners regarding their child's achievement.
32. I am able to help students feel like important members of the classroom.
33. I am able to identify ways that standardized tests may be biased toward culturally diverse students.
34. I am able to use a learning preference inventory to gather data about how my students like to learn.
35. I am able to use examples that are familiar to students from diverse cultural backgrounds.
36. I am able to explain new concepts using examples that are taken from my students' everyday lives.
37. I am able to obtain information regarding my students' academic interests.
38. I am able to use the interests of my students to make learning meaningful for them.
39. I am able to implement cooperative learning activities for those students who like to work in groups.
40. I am able to design instruction that matches my students' developmental needs.
APPENDIX C: POST-CRTSE QUESTIONS

1. I am able to adapt instruction to meet the needs of my students.
2. I am able to obtain information about my students' academic strengths.
3. I am able to determine whether my students like to work alone or in a group.
4. I am able to determine whether my students feel comfortable competing with other students.
5. I am able to identify ways that the school culture (ex: values, norms, and practices) is different from my students' home culture.
6. I am able to implement strategies to minimize the effects of the mismatch between my students' home culture and the school culture.
7. I am able to assess student learning using various types of assessments.
8. I am able to obtain information about my students' home life.
9. I am able to build a sense of trust in my students.
10. I am able to establish positive home-school relations.
11. I am able to use a variety of teaching methods.
12. I am able to develop a community of learners when my class consists of students from diverse backgrounds.
13. I am able to use my students' cultural backgrounds to help make learning meaningful.
14. I am able to use my students' prior knowledge to help them make sense of new information.
15. I am able to identify ways how students communicate at home may differ from the school norms.
16. I am able to obtain information about my students' cultural backgrounds.
17. I am able to teach students about their cultures' contributions to science.
18. I am able to greet English Language Learners with a phrase in their native language.
19. I am able to design a classroom environment using displays that reflect a variety of cultures.
20. I am able to develop a personal relationship with my students.
21. I am able to obtain information about my students' academic weaknesses.
22. I am able to praise English Language Learners for their accomplishments using a phrase in their native language.
23. I am able to identify ways that standardized tests may be biased toward linguistically diverse students.
24. I am able to communicate with parents regarding their child's educational progress.
25. I am able to structure parent-teacher conferences so that the meeting is not intimidating for parents.
26. I am able to help students to develop positive relationships with their classmates.
27. I am able to revise instructional material to include a better representation of cultural groups.
28. I am able to critically examine the curriculum to determine whether it reinforces negative cultural stereotypes.
29. I am able to design a lesson that shows how other cultural groups have made use of mathematics.
30. I am able to model classroom tasks to enhance English Language Learners' understanding.
31. I am able to communicate with the parents of English Language Learners regarding their child's achievement.
32. I am able to help students feel like important members of the classroom.
33. I am able to identify ways that standardized tests may be biased toward culturally diverse students.
34. I am able to use a learning preference inventory to gather data about how my students like to learn.
35. I am able to use examples that are familiar to students from diverse cultural backgrounds.
36. I am able to explain new concepts using examples that are taken from my students' everyday lives.
37. I am able to obtain information regarding my students' academic interests.
38. I am able to use the interests of my students to make learning meaningful for them.
39. I am able to implement cooperative learning activities for those students who like to work in groups.
40. I am able to design instruction that matches my students' developmental needs.
APPENDIX D: PERMISSION TO USE INSTRUMENTS

Fig D.1 Permission Form to Use Instruments
APPENDIX E: CULTURALLY RESPONSIVE TEACHING WORKSHOP

Figure E.1 Culturally Responsive Teaching Workshop Slides 1
Figure E.2 Culturally Responsive Teaching Workshop Slides 2
A news story about culturally responsive teaching

Let's look at some teaching lessons or current news media that may reflect culturally responsive teaching.

A news story about culturally responsive teaching

Educators must have proper access to training and opportunities to learn to implement and enhance their own cultural responsiveness in culturally responsive teaching.

References

Figure E.3 Culturally Responsive Teaching Workshop Slides 3
APPENDIX F: CRITICAL LITERACY WORKSHOP

https://docs.google.com/presentation/d/1mKQ3XMt_LndXITCbnFKpR14Oehzfn8B/edit#slide=id.g1846100c386_1_444

Figure F.1 Critical Literacy Workshop Slides 1
Figure F.2 Critical Literacy Workshop Slides 2
Figure F.3 Critical Literacy Workshop Slides 3
APPENDIX G: LESSON PLAN SAMPLES

https://www.learningforjustice.org/classroom-resources/lessons

LESSON PLAN SAMPLES

DIFFERENT COLORS OF BEAUTY

Grade Level: K-2, 3-5

Topics: Race & Ethnicity
Subject: Reading & Language Arts, Social Studies, SEL, Arts, ELL/ESL
Social Justice Domain: Identity

The overall goal of these lessons is to help students develop their racial or ethnic identities in a safe and open classroom environment. Each lesson capitalizes on a slightly different modality of learning. The lessons offer questions and conversation starters to help build understanding and community.

Because issues of skin color, race and racial identity can be complicated, each lesson offers additional guidance for teachers in a section on professional development. These sections will help you build a safe, open and accepting classroom and school community.

Looking Closely at Ourselves
Students paint self-portraits and use visual arts to begin exploring skin color.

Looking at Race and Racial Identity Through Critical Literacy in Children’s Books
Students look critically at the literature in their school and classroom libraries and develop an understanding of racial stereotypes.

Sharing Our Colors: Writing Poetry
Students explore their own sense of racial identity by reading and writing poetry.

Family Colors: Interviewing Our Families

Figure G.1 Lesson Plan Sample 1
 Lesson

SHOULD YOUR HAIRSTYLE BE A CONSTITUTIONAL RIGHT?

This lesson uses the strategies of "student questioning for purposeful learning" (SQPL) and jigsaw grouping to engage students in examining constitutional issues related to school-based grooming policies.

Grade Level: 6-8, 9-12

Subject: Reading & Language Arts, Social Studies, Civics, ELL/ESL

Social Justice Domain: Identity

OBJECTIVES

In this lesson, students will:

- Develop a deeper understanding of freedoms guaranteed by the First and Fourteenth Amendments of the Constitution;
- Understand how government interests (the interests of public schools) can sometimes conflict with those freedoms;
- Read and interpret informational texts with purpose, and
- Share what they've learned verbally and in writing.

ESSENTIAL QUESTIONS

- Does living in a free country mean we should be able to do anything we want?
- How should we balance the need for social order against the need to protect individual liberties?
After working through this module, you will be able to:

- **Describe** asset-based pedagogical approaches including Culturally Relevant Pedagogy (CRP) and Culturally Sustaining Pedagogy (CSP).
- **Assess** ways in which lesson plans, teaching practices, and schools incorporate CRP/CSP.

Historically, schools have seen the home cultures of students of color and English-language learners as deficits to be overcome or resources to be treated as a bridge to preferable, dominant practices. Current pedagogies, including culturally sustaining and revitalizing pedagogies, take an asset-based approach, viewing students’ home and community cultural practices as resources “to honor, explore, and extend” (Paris 2012, p. 94). In this module, we will explore this asset-based approach to students’ home and community cultural practices. The most well-known asset-based approach is culturally relevant pedagogy (CRP).

**CRP's goals:**

- Students achieve academically.
- Students demonstrate cultural competence (maintaining their own heritage and community practices while gaining access to dominant practices).
- Students understand and critique the existing social order. (Ladson-Billings, 1994)

Culturally sustaining pedagogy retains these goals but goes a step farther. In addition to ensuring BIPOC students maintain their own heritage and community practices while gaining access to dominant practices, culturally sustaining pedagogy engages with students’ youth culture practices and recognizes that youth are producers of culture as well as consumers. Culturally relevant pedagogy sees BIPOC students’ heritage and community cultural practices as resources to honor and explore; culturally sustaining pedagogy sees them as resources to honor, explore, and extend.

*Information from https://ready.web.unc.edu/section-2-transforming-practice/module-17/

**How will you learn in this module?**

1. Start with the formative assessment section- Listen to the podcast where Dr. Paris describes CRP (10 minute)
2. Answer discussion questions from podcast in discussion post
3. View Content posted in PLT Content section

**Figure H.1 Online Module Sample**
4. Contribute to the discussion post to assess your knowledge of what you learned about culturally responsive teaching through this module.

Figure H.2 Online Module Sample 2
Figure H.3 Online Module Sample 3
Figure H.4 Online Module Sample 4
APPENDIX I: PARTICIPANT WORK SAMPLES

Different Colors of Beauty
Lesson Plan & Work Samples

https://www.learningforjustice.org/classroom-resources/lessons/different-colors-of-beauty

Fig. I.1 Work Sample 1
Should Your Hairstyle Be a Constitutional Right?

Lesson Plan & Work Samples

https://www.learningforjustice.org/classroom-resources/lessons/should-your-hairstyle-be-a-constitutional-right

Fig 1.2 Work Sample 2
I See You, You See Me: Body Image and Social Justice

Lesson Plan & Work Samples

https://www.learningforjustice.org/classroom-resources/lessons/i-see-you-you-see-me-body-image-and-social-justice

Work Sample 1

Fig I.4 Work Sample 4

James Baldwin: Art, Sexuality and Civil Rights

Lesson Plan & Work Samples

https://www.learningforjustice.org/classroom-resources/lessons/james-baldwin-art-sexuality-and-civil-rights
What is a Hate Crime Lesson Plan & Work Samples

https://www.learningforjustice.org/classroom-resources/lessons/what-is-a-hate-crime

Work Sample 1

What is a Hate Crime?

[Handwritten notes and annotations]

Work Sample 2

What is a hate crime?

[Handwritten notes and annotations]

Fig I.5 Work Sample 5