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"But Have We Had Enough?": An Exploratory Examination of Teachers' Exposure to Culturally Responsive Classroom Management Professional Development

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Abstract

This exploratory study examined teachers' culturally responsive classroom management self-efficacy beliefs using the Culturally Responsive Classroom Management Self-Efficacy Scale (CRCMSE) (Siwatu et al., 2017). In-service teachers with various dosage and exposure to culturally responsive professional development were examined and data was collected from a small sample (n=26) of PreK-12 classroom teachers. Initial results found positive correlations between professional development experiences and teachers' beliefs in implementing essential culturally responsive classroom management practices. Implications for culturally responsive professional development in teacher education are discussed.

Keywords: self-efficacy, culturally responsive classroom management, professional development"

Teacher burnout remains a leading cause in teacher attrition rates (Aloe et al., 2014; Mullen et al., 2021). Since the 1990's teacher turnover rates have continued to rise and vary widely across the U.S. (Carver-Thomas & Darling-Hammond, 2017). Researchers note that one of the leading causes for teachers leaving the profession is that they are unprepared in the area of classroom management, particularly those teachers serving in high need and culturally, ethnically, and linguistically diverse schools (Melnick & Meister, 2008). As a result, poorly managed classrooms not only lead to high teacher turnover but severe racial disparities in student outcomes which disproportionately impact students of color in the domains of academic achievement, school discipline, and overall educational attainment (Milner, 2020; U.S. Government Accountability Office, 2018). Furthermore, these educational lags lead to byproducts such as the school-to-prison pipeline, homelessness, underemployment, suicide, and homicide (American Civil Liberties Union, 2020; Milner et al., 2019).

As Black, Latinx, and Native/Indigenous students are suspended at rates disproportionate to their total population and significantly higher rates than their White peers; these trends must be redressed

(American Psychological Association Zero Tolerance Task Force; 2008; Williams et al., 2018; Heilbrun et al., 2018). Schools need effective educators who can support the cultural assets of a diverse student population while reducing the negative outcomes of poorly managed classroom environments which rely heavily on punitive discipline practices. A transformative learning experience such as Culturally Responsive Classroom Management Professional Development (CRCM PD) is essential in forging pathways which interrupt past and current negative discipline trends in education which continue to adversely affect culturally and linguistically diverse students.

The adverse effects of punitive school discipline practices and policies have been documented extensively in school discipline research over the past three decades (Gregory et al., 2010; McCarthy & Hodge, 1987; Raffaele Mendez & Knoff, 2003). Researchers revealed these "zero-tolerance" policies intended to create safe and compliant schools ended up exacerbating suspension rates, drop-out rates, worsened school climates, and lowered student achievement (Hanselman, 2019; Hoffman, 2014; Raffaele Mendez & Knoff, 2003; Skiba & Rausch, 2006). Black students, in particular, carry significant weight in representations of discipline referrals, in-school and out-of-school suspensions, and law enforcement referrals than any other racial or ethnic group (Blad & Harwin, 2017; Heilbrun et al., 2018). Studies have also shown that Black students are not only subject to more frequent discipline referrals but also receive harsher consequences for the same infractions committed by their White and sometimes Asian counterparts (Milner et al., 2019; Skiba et al., 2002). Addressing the classroom management issues which exacerbate the occurrence of punitive discipline practices that not only disproportionately affect Black students, but all students, is of utmost importance.

To begin, all educators need to understand the important connections between culture and behavior so they may make more informed decisions when responding to diverse students' perceived misbehavior (Siwatu et al., 2017). Additionally, managing a culturally diverse classroom is complicated by the lack of CRCM PD available for today's teachers (Weinstein et al., 2004). In U.S. public schools, students of color make up most of the student population, yet the teaching force remains predominantly White, affluent, and female (Rychly & Graves, 2012; U.S. Department of Education, 2020). This is concerning as a historical analysis of schools in the U.S. illuminates, our educational institutions are not places of racial neutrality. Race, culture, class, language, and other social characteristics are intricately tied together to opportunities for learning and discipline practices (Anderson, 1988; Tyack, 1974).

Nurturing a culturally responsive teaching force must become a national priority. Educators must be effective in understanding the cultural aspects of student behavior; they must also view the diverse behavioral practices of their pupils through a culturally responsive lens (Hilaski, 2020; Umultu & Kim, 2020; Weinstein et al., 2003; Weinstein et al., 2004;). Increasing teachers' understanding of students' diverse behavioral practices will have a profound and positive impact in overturning current disparities in discipline rates for diverse students. CRCM practices seek to reduce and eliminate the harmful effects of the current cultural conflicts reproduced by culturally unaware teachers (Weinstein et al., 2004). Unfortunately, in-service educators have few opportunities to receive authentic, comprehensive, and on-going professional development in culturally responsive practices. There are even fewer with a CRCM focus (Austin et al., 2019; Gay, 2010; Lakhwani, 2019).

Teachers' self-efficacy or their beliefs regarding actualizing CRCM practices is a critical consideration as well (Bradshaw et al., 2018; Jackson & Boutte, 2018; Siwatu, 2007; Siwatu et al., 2017). Theoretical support for this assertion is based on Bandura's social cognitive theory (Bandura, 1977). Bandura's (1977) social cognitive theory examined the cognitive factors at play in individual behavior. This theory describes two particular beliefs individuals can possess—self-efficacy and outcome beliefs; both can be used as solid predictions of individual behavior. In this study, teacher self-efficacy is the focus and grounds the theoretical underpinnings of the following findings. As Bandura (1977) defines *self-efficacy* as the belief in one's capabilities, teacher's self-efficacy can be described as the belief in their ability to perform specific teaching tasks (Tschannen-Moran et al., 1998). This present study examines how teachers' prior experiences with culturally responsive professional development shape their self-efficacy about enacting CRCM.

This exploratory study examines the possibility of reduction and elimination of the disproportionate discipline outcomes marginalized students experience when educators participate in transformative learning experiences through CRCM PD. This study also connects to the transformative learning possibilities educators can experience when their professional development opportunities are grounded in not only culturally responsive but transformative learning as well. Such transformations resemble the work of late educator Jack Mezirow (1978, 1991) and his Transformative Learning Theory. He describes this theory as a liberatory framework which can be utilized to engage educators and students in learning which challenges assumptions, critically analyzes concepts from multiple perspectives and ultimately leads to a transformative change where the learner embarks on new understandings and deeper, more meaningful, connections. For educators, such transformation is essential, even critical to educators re-thinking their approaches to classroom management and allowing them to embrace practices which result in more positive, uplifting, and culturally inclusive experiences for their students.

While research on the effects of culturally responsive professional development exist, there is limited research on the impact of variations in dosage and exposure of professional development on teachers' self-efficacy related classroom management (Lakhwani, 2019; Penner-Williams et al., 2019; Siwatu, 2007). This study will contribute to the growing empirical research regarding the impact of CRCM PD on in-service teachers' efficacy and enactment of these practices. This analysis will proceed with a brief review of literature related to the history of assimilation to White cultural norms in schools, CRCM, critiques of culturally responsive pedagogy, and increasing empirical support for culturally responsive teacher professional development. Next, a review of the CRCM self-efficacy scale developed by Siwatu et al. (2017) and the associated methodologies. After the presentation of the findings, this article will conclude with the implications for schools and school districts.

Literature Review

Whiteness as the Norm

America's history of education rests on the utilization of the public school as a mechanism for "Americanization" and assimilation into White society for nondominant groups (Adams, 2020; Anderson, 1988). After the abolition of slavery and the onslaught of large-scale immigration from Eastern and Southern Europe (Hirshman & Mogford, 2009), changing economic and demographic conditions in the north loomed as a perceived threat to "American" life. With foundations in The Doctrine of Discovery and Manifest Destiny (Nash, 2019), the promises of industrialization and centralizing education for greater efficiency helped policy makers and education reformers reimagine mechanisms of maintaining their cheap labor force and racial hierarchies by turning to "schooling" as an institution of assimilation (Ramsey, 2018; Rury, 2005; Tyack, 1974). Assimilationist ideologies are not exclusive to education but have ruled Western thought for centuries making its claim that individuals or groups from diverse racial, religious, ethnic, or linguistic backgrounds must relinquish their cultural identities and conform to Western, Eurocentric manifestations of "civilized" cultural practices (Postman, 1995; Schlesinger, 1991). This desire for a singular "common culture" in the U.S. has often come by way of dominance, subordination, and control of historically oppressed groups through racial violence and other means of force as common methods of coercion (Golemboski, 2018). As far back as the nineteenth century, U.S. schools have committed to the institutional practice of cultural erasure of diverse student identities, voices, experiences, knowledge, and histories (Adams, 2020; Blanton, 2004; Tamura, 1994).

Educators unaware of this history can consciously and unconsciously reinforce the negative narratives and harmful practices which support assimilation and further continue the marginalization of their diverse students. Though educators who utilize the pedagogy of assimilation often believe they are giving diverse students "better" educational opportunities, they are instead harming students by demonizing their personhood and separating them from their home and community knowledge (Watts, 2021). Furthermore, as doctrines of assimilation rule in schools, race-evasive or colorblind ideologies

combine in the minds of many educators to form a melting pot of simultaneous colorblind racism heaped upon the heads of diverse students, their families, and communities (Jupp et al., 2019). These ideologies are traditionally assumed to be singularly held by White educators; however, White teachers should not be tasked with all the heavy lifting in this area, as educator and scholar Lisa Delpit (2006) explains:

> Indeed these views are not limited to white adults. In my experience in predominantly black school districts, the middle-class African-American teachers who do not identify with the poor African American students they teach may hold similarly damaging stereotypes (p. xxiv).

For all educators, when instructing "other peoples' children" (Delpit, 2006), *all* teachers should be regularly self-reflecting on deeply-held beliefs (Gay & Kirkland, 2003) and ensuring their thoughts and actions are not furthering the harmful, degrading, and devastating assimilatory practices of nineteenth and twentieth century schools. For better educational outcomes to occur for diverse students, educators of the twenty-first century need the knowledge and skills to interrupt the centuries-old tradition of assimilating students into the status quo of whiteness as the norm. The development of a culturally competent teacher force is the means to this end and the future of education in a multiracial, multiethnic, and pluralistic society.

Culturally Responsive Classroom Management

Essential to working with culturally and ethnically diverse students in the classroom setting are understanding how culture influences students' classroom behavior. When teachers filter students' behaviors through the lens of mainstream socio-cultural norms, as Weinstein et al. (2003) point out, discrimination against culturally diverse students becomes common, especially as the cultural gap between students and teachers widens. Working with culturally diverse students requires a level of intentionality on the part of classroom teachers to understand and implement specific approaches and strategies when managing a classroom of culturally diverse students (Ebersole et al., 2016; Gay, 2013). Building on research on culturally relevant pedagogy (Ladson-Billings, 1995) and scholarship on culturally responsive teaching (Gay, 2010), Weinstein et al. (2003) affirms that guidelines for managing a culturally diverse classroom—referred to as CRCM—is pertinent to creating culturally inclusive and affirming learning spaces. Implementing CRCM is a process that should be foundational to any teachers' journey from preparation to practice.

As Weinstein et al. (2003) explain, CRCM is a process that requires frequent examination of the tasks that make up a classroom management plan. These tasks include examining the classroom environment's physical organization, collaborating with students to establish expectations for behavior, communicating with students in culturally consistent ways, creating caring and inclusive classrooms, working with families, and appropriate ways to deal with problem behavior. Before establishing a CRCM plan, three prerequisites are required, which "begins with an understanding of 'the self,' 'the other,' and the context" (Weinstein et al., 2003, p. 270). To be effective culturally responsive classroom managers, Weinstein et al. (2003) emphasizes that we must

> recognize that we are all cultural beings, with our own cultural beliefs, biases, and assumptions about human behavior, acknowledge the cultural, racial, ethnic, and class differences that exist among people, and understand the ways that schools reflect and perpetuate discriminatory practices of the larger society. (p. 270)

that frequently lead to cultural conflicts in the classroom. As Evans et al. (2020) explain:

> Genuinely embracing culturally responsive pedagogies challenges both teacher educators and preK-12 educators to critically reflect on the ways they operate within institutionalized systems towards perpetuating the academic marginalization and social disenfranchisement of Students of Color. This task not only takes a significant amount of personal reflection, cultural humility, and

> emotional vulnerability for a predominantly white teaching force, but challenges educators to dismantle social hierarchies, discourse, and power systems that have favored whiteness for centuries. (p. 63)

In response to issues of cultural conflict which can result from teachers' misinterpretation of culturally diverse students' behaviors due to a lack of culturally competent knowledge and skills, CRCM seeks to equip teachers with the skills and mindset necessary to reverse these trends (Weinstein et al., 2004). There are five components of CRCM that are essential in managing classrooms in culturally responsive manners. These components consist of recognizing one's ethnocentrism and biases; being knowledgeable of students' cultural backgrounds; understanding the social, political, and economic contexts of the educational system; being willing and able to utilize culturally appropriate classroom management; and committing to building caring classroom communities. Such components constitute the essential critical self-reflection needed for truly transformative learning experiences among educators (Mezirow, 1991, 1997; Negi & Jain, 2021). As Bondy et al. (2007) unpack in their research, the main objective for CRCM is to create learning environments that encourage success and resilience through practices that embrace and affirm, instead of rejecting and devaluing, the cultural differences of all students.

Critics of Culturally Responsive Pedagogy and Practice

However beneficial current research suggests culturally responsive education may be; criticism regarding topics of race, class, religion, and politics remains unrelenting. As the social norms surrounding these topics have changed drastically during the age of social media, more people are feeling more comfortable discussing these issues and challenging those they disagree with. Although pedagogies of culturally responsive education seek to remedy many of the issues of inequity in public schools; its essential components and pathways for progress are constantly attacked or misinterpreted by those who often benefit from school systems that marginalize and oppress others (Ladson-Billings, 2006).

In Alan James' (1982) *What's Wrong with Multicultural Education?*, James' argument focuses on his perceived flawed assumptions within culturally responsive practice. James (1982) argues eight points in his critique of multicultural education asserting that multicultural education supports crude and ill-defined concepts of culture; falsely assumes a banking concept of education; is dangerous; is a form of indoctrination; it is superficial; it ignores the need for a common culture; conflicts with equitability of educational opportunity; and poses a danger of becoming institutionalized and bureaucratized.

Although James is speaking from a British perspective in terms of culture, his claims align with other critics of culturally responsive and multicultural education in the U.S. Prominent multicultural education critics such as Postman (1995) and Schlesinger (1998) both hold dearly to the idea that U.S. schools should teach students to have a common understanding of what it means to be an "American." Unfortunately, these beliefs are always professed outside the context of the U.S.'s founding on racism, sexism, and classism and do not take into account the ideology of white supremacy, which is at the helm of all that is "American" (Kendi, 2016; Takaki, 2008; Zinn, 2003). However, culturally responsive education is assumed not to promote a common culture because it allows for the inclusion, respect, and representation of all cultures. Moreover, contemporary critics pick up where traditional condemners leave off. Groups such as Moms for Liberty (Herald Reports, 2021), and elected officials like Representative Adam Neimerg, of Illinois, and U.S. Senator Marsha Blackburn, of Tennessee, similarly condemn culturally responsive teaching as "not education" but "indoctrination" or an attempt to insert "progressive politics" into the classroom (Szalinski, 2021).

Critics are also concerned with the liberties of classroom teachers. Their opposition stems from their beliefs that while affirming the identities and "ideas" of culturally diverse students, teachers will be forced to go against their personal religious beliefs in an attempt to create a culturally inclusive learning space (McKinney, 2020). Critics claim to not be opposed to teaching students to think critically or the development of students' socio-political awareness through community engagement. However, they

believe instructional time should be used to "focus on improving mastery of subjects," versus teaching students how to "go to protests" (Szalinski, 2021). Beliefs as such show a failure to realize that culturally responsive practices will move culturally and linguistically diverse students closer to mastery of subjects when educators are challenged to disrupt deficit beliefs held regarding the academic potential of socially, culturally, and economically diverse students.

To these critics and others' dismay, as previously discussed, implementing culturally responsive practices in the classroom requires examining worldviews on the practitioner's part (Jackson & Boutte, 2018). Limiting teaching and learning to focusing on mastery of subject matter and teaching students to be mere "active participants" within their local communities will not meet the goal of transformative learning especially if educators fail to acknowledge the historical and racial factors that have contributed to the education debt which has devastated communities primarily populated by marginalized students (Ladson-Billings, 2006). Students must be empowered to challenge and disrupt the very systems that once kept them in bondage. Overall, teachers must understand that the goal of CRCM is not to achieve compliance or control, but instead to create a positive learning environment where all students can be successful (Weinstein, et al. 2003, p. 275). Culturally responsive professional development will prepare educators to guide students in relevant and meaningful learning experiences that will not only have a positive impact on their academic performance but also their ability to meaningfully exercise their civic duties in the same manner of those who critique culturally responsive pedagogy.

Increasing Empirical Support for Culturally Responsive Teacher Professional Development

Providing educators with adequate professional development opportunities in CRCM increases the chance of utilizing such approaches in place of punitive discipline practices currently in place (Acquah & Szelei, 2020). Effective professional development is "structured professional learning that results in changes in teacher practices and improvements in student learning outcomes" (Darling-Hammond et al., 2017, p. v). Darling-Hammond et al. (2017) analyzed decades of literature to determine seven features of effective professional development. These features include professional development which is content-focused, active in learning, supports collaboration, models effective practice, provides coaching and support, offers feedback and reflection, and is sustained and on-going. Unfortunately, many educators do not receive this kind of professional development. In the U.S., 80 percent of teachers' workday is devoted to classroom instruction. The amount of time U.S. teachers spend on instruction is a stark contrast to other nations, where teachers spend 60 percent of their workday instructing (Darling-Hammond et al., 2009).

U.S. teachers' access to and participation in culturally responsive professional development is also lacking because there are few empirically-based research initiatives on the benefits of culturally responsive professional development practices (Brown & Crippen, 2016). Although quantitative research on the effectiveness of these practices on students' outcomes is emerging (Brenneman et al., 2019; Byrd, 2016), decades of qualitative studies on the need for these approaches suggest an imbalance (Gorski et al., 2012). Although larger-scale culturally responsive programs are still needed, individual studies show that when teachers are engaged in effective culturally responsive education, teacher effectiveness in these practices, student achievement, and discipline rates improve (Austin et al., 2019; Byrd, 2016; Lakhwani, 2019).

Studies by Kelly et al. (2015) and Portes et al. (2018) provide evidence of culturally responsive professional development effectiveness and support these methods to increase diverse students' achievement. In Lakhwani (2019), the retrospective test administered to teacher participants after only a 2-hour professional development session showed moderate growth in teachers' knowledge and skills. In Siwatu (2007), after teachers participated in a self-efficacy and outcome beliefs survey, strong correlations were found between teachers' beliefs in their abilities to perform in culturally responsive ways and their expected outcomes. Similarly, in Austin et al. (2019), teachers and students showed significant gains in knowledge, skills, academic achievement, and gap closure after a 2-year participation in a culturally responsive practice program. Williams & Glass (2019) found that teachers' participation in multicultural education courses increased their ability to create culturally responsive classroom

environments. Finally, Main & Hammond (2008) found positive correlations between teachers' classroom management self-efficacy beliefs and their ability to maintain on-task behavior from students. More research is also emerging on the effectiveness of culturally responsive professional development on teachers' attitudes, beliefs, and overall effectiveness in culturally responsive practices, student achievement, and discipline outcomes (Cruz et al., 2020; Darling-Hammond, 1993; Charity Hudley & Mallinson, 2017; Lawrence, 2020).

Incorporating culturally responsive pedagogies into the training and professional development opportunities for in-service teachers is a critical first step to increasing teacher effectiveness and reversing decades of educational malpractice of culturally diverse students. This project utilized Siwatu et al.'s (2017) Culturally Responsive Classroom Management Self-Efficacy Scale (CRCMSE) in an effort to guide such efforts. The research team used this scale to assess teachers' self-efficacy beliefs and collect necessary data to design professional development (PD) opportunities for K-12 educators. In particular, the scale assesses the effects of various doses and exposure to culturally responsive professional development for teachers. In utilizing the CRCMSE, we aimed to determine which areas of CRCM were educators most proficient in and how these areas correlated with professional development (PD) exposure throughout their careers. This exploratory study seeks to add to this body of research by considering the following research questions:

1. What is the association between participants' responses on the CRCM scale and the dosage (# of hours) of PDs they attended?
2. What is the association between participants' responses on the CRCM scale and their exposure (how many years) to CRCM PDs?

Methods

Data Collection

An Institutional Review Board (IRB) approved survey was administered nationally in the Fall of 2020. This survey included demographic items seeking to obtain information on respondents' race and gender. Additionally, the survey asked respondents pertinent questions on current school district, teaching experience, and if they attended professional development on CRCM. Participants were also questioned on their exposure to CRCM professional developments and the number of professional development hours in this particular area. Finally, respondents were required to complete the CRCM self-efficacy scale developed by Siwatu et al. (2017), provided in Appendix A.

Participants

Participants for this exploratory study included in-service teachers (n=26) in Texas and across the U.S. in states such as California, Kentucky, Oregon, and Maryland, along with others. Each of the participants' school districts were matched with the National Center for Education Statistics database to determine their urbanicity. The sample included 16 respondents from urban school districts, three from suburban school districts, and seven from rural school districts. Of the 31 sample responses collected, five opted out of the survey leaving 26 (83%) participant responses in total. Included in the sample were 3 males (11%) and 23 (88%) females. Participants were asked to provide identifying demographic features such as race/ethnicity: 9 (34%) indicated that they were White, 2 (7%) were Hispanic/Latinx, and 15 (57%) identified as African American/Black.

Measures

The research team utilized Siwatu et al. (2017) Culturally Responsive Classroom Management Self-Efficacy Scale to assess teachers' self-efficacy beliefs regarding their ability to engage in CRCM tasks. Built on prior work on teachers' self-efficacy beliefs and CRCM (Siwatu, 2007; Siwatu et al., 2017), this study sought to contribute to scholarship by determining associations in teacher responses based on their prior experiences with culturally responsive professional development and other factors.

The scale consisted of 35 items that indicated how confident participants were in performing CRCM behaviors. The confidence ratings ranged from 0–10 on a Likert-type scale, with 0 indicating no confidence to 10 indicating complete confidence. Siwatu et al., 2017 used a Pearson product-moment correlation coefficient to determine the scales' validity. This scale has a reliability of and internal validity of ($r = .77$, $n = 370$, $p < .001$).

Data Screening & Analysis

Initial screening of the data found no missing responses on either the demographic questions or the CRCM self-efficacy scale. The variables of the number of years teaching, exposure to CRCM professional development, the dosage of professional developments attended, and the number of hours of professional development seminars attended was dummy coded, with 0 either indicating no or the minimum response for those items. The researchers performed an exploratory descriptive analysis to ascertain the respondents' differences and similarities regarding demographics (Table 1) and their overall self-efficacy ratings (Table 2). Lastly, in an effort to ascertain whether an association existed between variables, two separate Pearson correlations were conducted. The first correlation opted to establish an association between the prompt the number of professional development hours obtained by a participant and each of the survey prompts from the CRCM survey prompt. The second correlation analysis was used to determine a relationship between the number of professional development session attended and the CRCM survey prompts

Findings

Researchers sought to determine the relationship between the dosage of CRCM PD (# of hours), exposure to CRCM PD (# of years), and teacher's self-efficacy in utilizing culturally responsive practices in their classrooms. Descriptive results are located in Table 1.

Table 1

Descriptive Statistics of Teacher Demographic and Experience Variables

Variable	*n*	*M*	*SD*
Urbanicity			
Urban	16		
Suburban	3		
Rural	7		
Number of Years		1.46	1.27
0–5 Years	9		
5–10 Years	4		
10–15 Years	5		
15+ Years	8		
CRCM Attended?			
No	9		
Yes	17		
Number of PD Seminars		1.03	1.4
0	8		
1	7		

Note. PD = professional development

Table 1 Continued

Descriptive Statistics of Teacher Demographic and Experience Variables

Variable	*n*	*M*	*SD*
Number of PD Seminars		1.03	1.4
2	7		
3	4		
PD Hours	26	1.27	1.08
No Exposure	9		
0–3 Hours	12		
0–6 Hours	4		
More than 6 Hours	1		

Note. PD = professional development

Other identifying factors included the number of years of teaching in which 9 (34%) indicated they had 0–5 years of experience, 4 (15%) had 5–10 years, 5 (19%) had 10–15 years, and 8 (30%) had 15 or more years of teaching experience. Participants were also asked to include whether or not they had any prior experience with professional development in culturally responsive practices, in which 17 (65%) replied yes, while 9 (34%) indicated they had no prior experience. Finally, participants were asked to include the number of culturally responsive professional development hours they received (dosage). For dosage, 6 (23%) indicated they had 0–3 hours, 8 (30%) had 3–6 hours, and 3 (11%) of those with prior experiences had six or more hours. For exposure or the number of academic years participants reported taking training in culturally responsive teaching, 12 (46%) indicated they had one year of exposure, 4 (15%) had two years of exposure, and 1 (3%) had two years or more of exposure.

According to Table 2**,** the participants reported a high sense of self-efficacy for each of the items. The participants reported the highest mean ($M = 9.08$) on items 9 (encourage students to work together on classroom tasks, when appropriate) and 6 (clearly communicate classroom policies), and had the lowest mean ($M = 7.31$) on items 28 (use culturally appropriate methods to relate to parents from culturally and linguistically diverse backgrounds), 31 (modify aspects of the classroom so that it matches aspects of students' home culture), and 32 (implement an intervention that minimizes a conflict that occurs when a student's culturally based behavior is not consistent with school norms).

Table 2

Mean and Standard Deviation of Responses from CRCM Self-Efficacy Scale

Question	*M*	Std. Dev.
1. Assess students' behaviors with the knowledge that acceptable school behaviors may not match those that are acceptable within a student's home culture.	8.54	1.77
2. Use culturally responsive discipline practices to alter the behavior of a student who is being defiant.	7.92	1.79
3. Create a learning environment that conveys respect for the cultures of all students in my classroom.	8.58	1.33
4. Use my knowledge of students' cultural backgrounds to create a culturally compatible learning environment.	8.31	1.76

Table 2 Continued

Mean and Standard Deviation of Responses from CRCM Self-Efficacy Scale

Question	*M*	Std. Dev.
5. Establish high behavioral expectations that encourage students to produce high-quality work.	8.65	1.77
6. Clearly communicate classroom policies.	9.08	1.02
7. Structure the learning environment so that all students feel like a valued member of the learning community.	8.96	1.04
8. Use what I know about my students' cultural background to develop an effective learning environment.	8.77	1.34
9. Encourage students to work together on classroom tasks, when appropriate.	9.08	1.09
10. Design the classroom in a way that communicates respect for diversity.	8.88	1.03
11. Use strategies that will hold students accountable for producing high-quality work.	8.81	1.44
12. Address inappropriate behavior without relying on traditional methods of discipline such as office referrals.	8.54	1.77
13. Critically analyze students' classroom behavior from a cross-cultural perspective.	7.81	1.83
14. Modify lesson plans so that students remain actively engaged throughout the entire class period or lesson.	8.50	1.61
15. Redirect students' behavior without the use of coercive means (i.e., consequences or verbal reprimand).	8.15	1.87
16. Restructure the curriculum so that every child can succeed, regardless of their academic history.	8.38	1.63
17. Communicate with students using expressions that are familiar to them.	8.19	1.86
18. Personalize the classroom so that it is reflective of the cultural background of my students.	8.27	1.64
19. Establish routines for carrying out specific classroom tasks.	8.81	1.63
20. Design activities that require students to work together toward a common academic goal.	8.69	1.29
21. Modify the curriculum to allow students to work in groups.	8.62	1.33
22. Teach students how to work together.	8.73	1.28
23. Critically assess whether a particular behavior constitutes misbehavior.	8.35	1.52
24. Teach children self-management strategies that will assist them in regulating their classroom behavior.	8.15	1.67
25. Develop a partnership with parents from diverse cultural and linguistic backgrounds.	7.88	1.63
26. Communicate with students' parents whose primary language is not English.	6.96	2.52
27. Establish two-way communication with non-English speaking parents.	6.92	2.31
28. Use culturally appropriate methods to relate to parents from culturally and linguistically diverse backgrounds.	7.31	2.09
29. Model classroom routines for English Language Learners.	8.27	1.82
30. Explain classroom rules so that they are easily understood by English Language Learners.	7.88	1.93

Table 2 Continued

Mean and Standard Deviation of Responses from CRCM Self-Efficacy Scale

Question	*M*	Std. Dev.
31. Modify aspects of the classroom so that it matches aspects of students' home culture.	7.31	2.31
32. Implement an intervention that minimizes a conflict that occurs when a student's' culturally based behavior is not consistent with school norms.	7.31	2.56
33. Develop an effective classroom management plan based on my understanding of students' family backgrounds.	7.69	2.19
34. Manage situations in which students are defiant.	7.81	2.00
35. Prevent disruptions by recognizing potential causes for misbehavior.	8.15	2.07

Correlational Matrix

Moreover, researchers focused on two research questions: 1) What is the association between participants' responses on the CRCM scale and the dosage of PDs they attended? 2) What is the association between participants' responses on the CRCM scale and their exposure to CRCM PDs? The first inquiry considers the relationship between dosage or the number of hours reported in CRT professional development, and teachers' self-efficacy in CRCM. Also, of the 35 questions, researchers found that only 8 questions gave statistically significant results: Questions 8, 13, 28, 31, 32, and 33. After conducting correlations, only four out of 35 questions had a positive association with the variable number of hours of PDs attended. According to the data, there was a positive association between participants' dosage to culturally responsive PD and their responses to the scale items in Table 3. Participants with higher dosage reported greater self-efficacy on question 8, 31, 32, and 33, with statistically significant *r* values ranging from 0.411 to .475 ($p < .05$) for the aforementioned variables indicating a moderate positive relationship.

Table 3

Correlational Matrix of Dosage of Professional Development Seminars on CRCM Attended and Significant Items

	1	2	3	4	5
Number of hours in CRCM professional development	1				
Use what I know about my students' cultural background to develop an effective learning environment	0.411*	1			
Modify aspects of the classroom so that it matches aspects of students' home culture	0.475*	0.788***	1		
Implement an intervention that minimizes a conflict that occurs when a student's culturally based behavior is not consistent with school norms	0.460*	0.853***	0.944***	1	

*p<0.05 **p<0.01 ***p<0.001

Table 3 Continued

Correlational Matrix of Dosage of Professional Development Seminars on CRCM Attended and Significant Items

	1	2	3	4	5
Develop an effective classroom management plan based on my understanding of students' family background	0.430*	0.824***	0.890***	0.926***	1

*p<0.05 **p<0.01 ***p<0.001

The second inquiry examined the relationship between exposure or the number of years participants had professional development related to CRT and their self-efficacy in enacting CRCM practices in their classrooms. Results from a correlational analysis are reported in Table 4 and overall data suggest a positive correlation between exposure and four items on the survey.

Table 4

Correlational Matrix of Professional Development Session Attend and Significant Items

	1	2	3	4
Number of professional development sessions attended	1			
Critically analyze students' classroom behavior from a cross-cultural perspective	0.393*	1		
Use culturally appropriate methods to relate to parents from culturally and linguistically diverse backgrounds	0.392*	0.735***	1	
Modify aspects of the classroom so that it matches aspects of students' home culture	0.417*	0.826***	0.840***	1
Develop an effective classroom management plan based on my understanding of students' family background	0.409*	0.793***	0.826***	0.890***

*p<0.05 **p<0.01 ***p<0.001

For each of the four items (items 13, 28, 31, and 32) as the number of years with professional development increased so did teacher's self-efficacy in CRCM. For instance, teachers report a greater sense of efficiency to "develop an effective classroom management plan based on my understanding of students' family background" with greater frequency the more of CRT training they reported. Table 4 records statistically significant *r* values ranging from .392 to .417 for the aforementioned variable indicating a moderate positive relationship.

Discussion

This particular study sought to determine how and if dosage and exposure to professional development in culturally responsive pedagogy was associated with practitioners' self-efficacy in managing culturally diverse classrooms. Our descriptive analysis revealed that the highest mean scores were in areas that involved creating a culturally responsive learning environment that fostered community among diverse learners. A sense of community is essential to a culturally responsive learning environment. Within this community, all students must feel valued, respected, and empowered. Teachers need to know how to design a classroom that communicates respect for diversity yet emphasizes collectivism and mutual aid (Gay, 2002). Participants were also confident in their abilities to create a culturally compatible learning environment and in their abilities to create learning environments that convey respect for all students. This confidence was confirmed in the mean scores for descriptive items associated with core components of a culturally responsive learning space—high expectations for all students, bringing students' culture into the classroom, modifying curriculum to meet students social, cultural, and academic needs, and communicating with students in a manner that acknowledges their cultural and ethnic communication styles (Gay 2002; Gay 2013).

The findings illustrate the lowest mean scores in areas that involved validating students' home language by establishing culturally appropriate communication methods with students and families whose primary language is not English. The research team found this concerning because effective cross-cultural communications are pivotal to culturally responsive teaching. Effective communication is critical to any classroom, as communication is the heart of the classroom community (Anderson et al., 2021). Additionally, modifying aspects of the classroom to match students' home culture and implementing interventions to minimize conflict when students' behavior is inconsistent with school norms had low means. American public schools are breeding grounds for forced assimilation. In these academic spaces, students of color are required to reject their ethnic and cultural home identities and languages and replace them with American Standard English and customs deemed as foundational to the "American" identity (Watts, 2021). Educators in public schools have become the upholders of the values and customs aligned with this ideal "American" identity and, as a result, struggle to find culturally appropriate ways to embrace students' authentic ethnic and cultural identities when managing culturally diverse classrooms. The key to culturally relevant and responsive practices is bringing students' home cultures and cultural frames of reference and lived experiences into the academic space (Gay, 2010). A disconnect between school and home cultures of culturally and linguistically diverse students can lead to negative teacher expectations, which will negatively impact a students' ability to perform at their highest potential (Gay, 2013). In reference to the low means scores of understanding and managing students' behavior, this is troubling considering current schooling practices and policies often mirror the institutional discrimination outside of schools (Weinstein et al., 2004).

Within this lack of understanding of students' home culture, misinterpretations of culturally appropriate and inappropriate behavior can harm classroom management efforts and the ability to create a caring classroom community. Williams et al. (2018) is correct in asserting that teachers' perception of their students' actions or inaction plays a critical role in their classroom environment. To be an effective and culturally responsive educator, practitioners must understand the cultural contexts of students' behavior and culturally appropriate ways to intervene.

Our study discovered that the dosage of professional development hours was positively associated with educators' abilities to use students' cultural backgrounds to create a culturally compatible learning environment, use students' cultural backgrounds to develop effective learning environments, and modify aspects of the classroom so that it matches aspects of students' home culture. From the professional development received, participants with a high dosage of professional development felt they were proficient in their abilities to use their students' cultural content knowledge, which is pertinent to culturally responsive teaching (Gay, 2010; Weinstein et al., 2004). Participants in our study who received a higher dosage of culturally responsive professional development felt confident in their ability to resort to culturally responsive management practices over traditional and potentially harmful discipline practices such as office referrals and in-school suspension.

Implications

Although much research directs its attention to the racial disparity between students and White teachers and the negative cultural implications that can ensue, our study participants were majority Black/African Americans in urban school districts. This is important because it is often assumed that only White teachers need training in culturally responsive practices and teachers of color (particularly Black) do not need it or need less of it. There is an assumed cultural competence that comes with being a teacher of color; however, as our study discovered, this should not be presumed universally true. Potentially, *cultural pedagogical divergence* can be present and teachers who are members of the same marginalized group as their students can still demonstrate cultural incompetence when they adhere to dominant (White, middle-class) forms of teaching and instruction. Due to this potential occurrence, it is our stance that *all* educators should be considered in need of development in CRCM practices as it is key in preparing teachers to engage in preventative classroom management practices, not simply just responding or reacting to them. The possibilities that this kind of transformative learning can render among educators at large should not be dismissed and garner great consideration for classrooms and schools looking to implement authentic culturally responsive practices and pedagogies (Evans et al., 2020).

Limitations

Two major limitations in this study should be noted. First, the sample size does not provide enough power to assume these findings can be generalized to the teacher population. Future studies exploring this topic can lean on larger sample sizes from a diverse group of teachers to glean results that are transferable to specific school regions/locales (i.e., urbanicity, and/or traditional/charter schools. Second, as the current social and political climate remains polarizing surrounding race and social justice issues in education (Aguilera, 2020; Daniels, 2019), we caution that participants in this study could have been susceptible to *social desirability bias* in their responses. *Social desirability bias* describes a tendency for research participants to respond to self-reports in ways that they deem socially acceptable rather than reflective of their true feelings (Holtgraves, 2004; Paulhus, 1984). This kind of bias shows up most often in self-reports, surveys or interviews involving sensitive issues such as religion, politics, drug use, and race issues (Larson & Bradshaw, 2017). For practitioners seeking to assess teachers' culturally responsive practices to inform professional development planning, this can pose challenges. Future researchers must be cautious when using these results to make conclusions regarding teachers' culturally responsive effectiveness (Chu, 2013).

Conclusion

Beginning this study, the research team sought to understand if dosage and exposure to culturally responsive professional developments would have positive associations on practitioners' self-efficacy in implementing culturally responsive practices in their classroom management. The data gathered from the administered survey confirms that educators who had a higher exposure and dosage of culturally responsive professional development felt confident in their abilities as culturally responsive educators. Existing research confirms that quality professional development sessions have a positive relationship to the quality of education and teachers' effectiveness in working with culturally diverse students (Lakhwani, 2019). For practitioners to internalize the components of CRCM, the amount of dosage and exposure must be substantial to accomplish what Weinstein et al. (2004) describe as a practice that leads to the application of CRCM strategies. Failure of teacher preparation programs to provide these critical CRCM practice opportunities to pre-service teachers has placed this responsibility on local school districts and individual schools. As Siwatu (2007) notes, pre-service teachers enter the profession feeling less efficacious in their abilities to implement culturally responsive practices proven effective when working with culturally diverse students. Because they lack confidence in this area, they will not utilize practices that they do not believe will lead to positive outcomes with students, leading to

harmful learning experiences for marginalized students. Such missed opportunities for transformative learning experiences for educators ultimately results in harmful school practices for students. To build the confidence of pre-service and in-service educators, efficacy-building interventions—targeting specific culturally responsive teaching competencies and components of CRCM—must be prioritized at the campus or district level.

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