

Appendix A

Culturally Responsive Teaching Self-Efficacy Scale

Directions: Rate how confident you are in your ability to successfully accomplish each of the tasks listed below. Each task is related to teaching. Please rate your degree of confidence by recording a number from 0 (no confidence at all) to 100 (completely confident). Remember that you may use any number between 0 and 100.

0	10	20	30	40	50	60	70	80	90	100
No				Moderately			Completely			
Confidence				Confident			Confident			
At All										

I am able to:

- _____ 1. adapt instruction to meet the needs of my students.
- _____ 2. obtain information about my students' academic strengths.
- _____ 3. determine whether my students like to work alone or in a group.
- _____ 4. determine whether my students feel comfortable competing with other students.
- _____ 5. identify ways that the school culture (e.g., values, norms, and practices) is different from my students' home culture.
- _____ 6. implement strategies to minimize the effects of the mismatch between my students' home culture and the school culture.
- _____ 7. assess student learning using various types of assessments.
- _____ 8. obtain information about my students' home life.
- _____ 9. build a sense of trust in my students.
- _____ 10. establish positive home-school relations.
- _____ 11. use a variety of teaching methods.
- _____ 12. develop a community of learners when my class consists of students from diverse backgrounds.
- _____ 13. use my students' cultural background to help make learning meaningful.
- _____ 14. use my students' prior knowledge to help them make sense of new information.
- _____ 15. identify ways how students communicate at home may differ from the school norms.
- _____ 16. obtain information about my students' cultural background.
- _____ 17. teach students about their cultures' contributions to science.
- _____ 18. greet English Language Learners with a phrase in their native language.
- _____ 19. design a classroom environment using displays that reflects a variety of cultures.
- _____ 20. develop a personal relationship with my students.
- _____ 21. obtain information about my students' academic weaknesses.
- _____ 22. praise English Language Learners for their accomplishments using a phrase in their native language.
- _____ 23. identify ways that standardized tests may be biased towards linguistically diverse students.
- _____ 24. communicate with parents regarding their child's educational progress.
- _____ 25. structure parent-teacher conferences so that the meeting is not intimidating for parents.
- _____ 26. help students to develop positive relationships with their classmates.
- _____ 27. revise instructional material to include a better representation of cultural groups.
- _____ 28. critically examine the curriculum to determine whether it reinforces negative cultural stereotypes.

- _____ 29. design a lesson that shows how other cultural groups have made use of mathematics.
- _____ 30. model classroom tasks to enhance English Language Learner's understanding.
- _____ 31. communicate with the parents of English Language Learners regarding their child's achievement.
- _____ 32. help students feel like important members of the classroom.
- _____ 33. identify ways that standardized tests may be biased towards culturally diverse students.
- _____ 34. use a learning preference inventory to gather data about how my students like to learn.
- _____ 35. use examples that are familiar to students from diverse cultural backgrounds.
- _____ 36. explain new concepts using examples that are taken from my students' everyday lives.
- _____ 37. obtain information regarding my students' academic interests.
- _____ 38. use the interests of my students to make learning meaningful for them.
- _____ 39. implement cooperative learning activities for those students who like to work in groups.
- _____ 40. design instruction that matches my students' developmental needs.
- _____ 41. teach students about their cultures' contributions to society.

Appendix B

Responses to CRTSE Scale: Means and Standard Deviation

Question	Mean	Standard Deviation	Question	Mean	Standard Deviation	Question	Mean	Standard Deviation
1	7.65	1.51	16	7.2	1.82	31	6.31	2.57
2	7.94	1.49	17	5.94	2.22	32	8.42	1.35
3	8.11	1.65	18	6.42	2.60	33	7.74	1.54
4	7.51	1.85	19	7.97	1.80	34	7.08	2.22
5	7.51	1.83	20	8.57	1.42	35	7.4	2.01
6	6.65	1.78	21	7.82	1.46	36	8.25	1.46
7	8.0	1.53	22	6.48	2.79	37	8.0	1.47
8	6.51	1.83	23	7.38	1.94	38	8.25	1.31
9	8.37	1.43	24	7.41	1.91	39	8.17	1.38
10	7.8	1.71	25	7.26	1.81	40	7.51	1.50
11	8.0	1.57	26	7.82	1.65	41	7.14	1.92
12	8.08	1.33	27	7.17	1.66			
13	7.85	1.47	28	7.65	1.64			
14	8.08	1.72	29	6.25	2.71			
15	7.4	2.01	30	7.37	1.88			

Appendix C

Semi-Structured Interview Questions

1. Describe the strategies you used to foster a personal relationship with your students.
2. Were you able to successfully tap into students' background information in order to use those assets in your planning and instruction? Describe specific examples.
3. Were you able to successfully forge a home-school connection? How so? or what obstacles did you encounter?
4. Were you able to recognize areas in the curriculum where the voices of minoritized groups were not represented? Or where stereotypes were reinforced? If so, how did you overcome that?
5. Describe ways in which you were able to include various cultures' contributions to math, science, literacy, technology, the arts, society, or other areas within your instruction.
6. Describe how your submitted edTPA lessons specifically incorporated elements of CRP.
7. Take a look at your score for rubrics 3 & 7 on your Pearson scored edTPA report. Do you think these numbers accurately reflect your skill level in implementing CRP practices?
8. How prepared do you feel to implement CRP practices now that you've completed the edTPA in your student teaching semester?