

1. **Name and contact information:**
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2. **Three Subject Areas:**
 - a. #1 Culturally Relevant Pedagogy/Critical Pedagogy
 - b. #2 Teacher Education/Professional Development/Teachers
 - c. #3 Critical Race Studies/Racism/Anti-Racism
3. **Organizing Level:**
 - a. Intermediate
4. **Type of Session:**
 - a. Presentation
5. **Title of Proposal:**
 - a. Teacher Dispositions and Student Impact After Culturally Responsive Pedagogy Training
6. **Number of Presenters:**
 - a. #2
7. **Abstract (50/50 words):**
 - a. Teachers often rely on their dispositions, or “habits of mind”, when making decisions. If they have negative or misinformed outlooks on culturally responsive pedagogy, then students of diverse backgrounds suffer. This study aims to gauge teacher and student perception of culturally responsive pedagogy and evaluate a new professional development intervention.
8. **Proposal (392/500-700 words):**

Content in Relationship to Conference Theme: The role of multicultural education is to affirm and celebrate diversity, and prepare students to create a more just world. Unless teachers possess the tools necessary to deconstruct their own dispositions and incorporate culturally responsive pedagogy into their practices, then they will not be able to adequately prepare their students to become engaged and informed citizens of the world. On-demand modules offer strategies that teachers can use to work against racial bias, affirm students’ identities, and develop their critical consciousness.

This study measures teachers’ perception of culturally responsive pedagogy before and after completing asynchronous, research-based professional development interventions designed to help teachers identify racial biases, combat racism in their classrooms, affirm students’ background knowledge and help their students develop critical consciousness. The study also examines students’ perceptions of their learning environment and teacher-student relationship through a pre-and post-intervention survey. Without effective professional development, teachers will not know how to implement culturally responsive pedagogy into their practices, and without sound research, proper professional development would not exist.

Significance of Content: Teachers often rely on their dispositions, or “habits of mind”, when taking professional actions. Unfortunately, many teacher preparation programs focus solely on teaching teacher candidates proper professional action without providing them with the opportunity to examine their underlying “habits of mind” or develop their own professional

judgement. This is increasingly troubling as the demographic divide between the teaching force and the students they educate increases. When teachers are not asked to examine their “habits of mind” it not only impacts their students, it also impacts their own sense of self-efficacy (Hollins & Torres-Guzman, 2005; Sleeter, 2001; Helfrich & Bean, 2011). Many attribute this to poor preparation to a lack of quality coverage in teacher preparation programs (Gay, 2009). However, many programs find training on CRP to be uncomfortable, inconsistent, and often a one-time, one-size-fits-all experience. They often do not allow for preservice teachers to fully engage their cognitive dissonance or give them the language to work through deep discussions on the topic.

For this reason, 6 online professional development interventions were designed on the topic of culturally responsive pedagogy. They were created to be highly flexible, researched-based and easily incorporated into a variety of education environments. This study evaluates the impact of these interventions which provide teachers with the resources they need to reflect deeply on their practices and develop critical consciousness, so they can create safe and welcoming spaces at school for all. In addition to pre and post surveys with teachers and students, researchers also had teachers regularly engage in reflective thought. This was added to the design of the study because we know that educators can learn quality professional action through traditional teaching modes. However, the only way to develop quality professional judgement is through regular reflective thought. Therefore, throughout this study, participants engaged in quality reflection, which enhanced the professional judgement and allowed researchers to collect insightful qualitative data.

Audience Interaction and Process: The presentation will open with a discussion about the current state of culturally responsive pedagogy in teacher preparation and professional development programs. Next, presenters will describe the study’s intervention, On-Demand Modules and they will receive handouts of accompanying resources. They will then share details of the study methodology, its findings, participant feedback and possible implications and uses. The presentation will conclude with a Q&A session about how participants might use the findings in their programs.

Organizing Level and Outcomes: The organizing level is intermediate. While the study’s methodology is straightforward, its multi-step approach and incorporation of Theory of Planned Behavior might confuse people who are new to education research. It will also be helpful for participants to have some experience working with CRP and its evaluation.