

Transforming Urban Charter Schools Through Reality Pedagogy: A Case Study of Teachers' Confidence, Competence, and Connection

Folakemi Williams
The City College of New York/CUNY

Abstract: To evaluate the effectiveness of professional development in raising cultural sensitivity among teachers in an urban charter school, I used a mixed-method case study to investigate how teachers of culturally and linguistically diverse populations develop self-efficacy in enhancing students' engagement in study of curriculum. Findings show an increased understanding among teachers of students' cultural differences increased teacher confidence in managing culturally diverse classes. Findings also highlight professional development in reality pedagogy as a process that combines study and practice in cultural competence. Culturally appropriate methods help lead to enhanced learning conditions free from prejudice against students, especially those from vulnerable groups.

Delivery of education in the United States of America exhibits deep inequalities, with learners of color being among the most ill-affected by typical educational practice (Gee et al., 2023). Black, Latine, and Indigenous children face challenges, such as limited access to educational opportunities, relevant curriculum, and quality tutors and teaching resources, that negatively affect educational achievement (Belando-Montoro et al., 2022; Wirtz, 2021). Educational disparities are even more pronounced in urban areas where socio-economic factors — both relative and absolute poverty — further widen the achievement gap (Goudeau et al., 2021). Black and Hispanic students perform poorly on standardized tests and drop out of school at alarming rates compared to their White counterparts (Cabral-Gouveia et al., 2023). Moreover, teacher populations comprise mainly White persons who tend to remain culturally distant from the students of color they serve. Cultural disconnect is a major contributor to educational disparities (Arar & Tlili, 2024; Alam & Mohanty, 2023). Cultural competence is imperative in addressing educational disparities because culturally competent teachers can create learning environments that enhance students' academic and socio-emotional development, particularly when students originate from culturally diverse backgrounds. (Van Pham, 2024; Pandey, 2024). Nevertheless, teacher education programs provide little preparation for educators to successfully instruct students of color, which results in ineffective teaching (Singun, 2025). Lack of culturally relevant practice prevents educators from promoting educationally sustaining relationships with children of color (Henshaw, 2022; Thomas & Larwin, 2023). I investigate the promise of reality pedagogy (Emdin, 2016), an approach to curriculum delivery that respects students' lived experiences, as a way of enhancing cultural competence among teachers and improving teacher self-efficacy in narrowing the achievement gap for students of color, especially in culturally diverse urban contexts. Because more students attend urban schools as part of the general trend of urbanization across the globe, teachers must be ready and able to address cultural differences that students bring into the classroom (Roshanaei et al., 2023).

The Role of Cultural Competence in Addressing Educational Disparities

Despite longterm recognition of the cultural/racial achievement gap, its sources and possible solutions are still subject to debate (Rochmes, 2024). What is needed for resolution of the debate is a conceptual framework rich enough to support exploration of existing difficulties and challenges surrounding instruction of culturally diverse students that moves us towards a theory

of school transformation. To explain enhancement of instruction in ways significant for diverse learners I combine Emdin's (2016) reality pedagogy, Bandura's (2001) social cognitive theory (SCT), and Rogers' (1983) diffusion of innovation theory to provide a comprehensive perspective on the development of cultural competence among a group of urban teachers. The reality pedagogy proposed by Christopher Emdin examines traditional teacher-student relationships and casts students, particularly those from marginalized groups, as holders of cultural knowledge. Emdin helps teachers consider students as significant stakeholders in the learning process, and makes everyone in the classroom responsible for learning. Albert Bandura's social cognitive theory presupposes that factors such as cognition, behavior, and environment play significant roles in learning, and proposes that self-reflective observation improves educators' knowledge, skill, and self-efficacy as culture-sensitive teachers. SCT positions educators to assess the effectiveness of professional development in contributing to inclusion of diverse students when planning and carrying out instruction (Sümen & Öncel, 2021), a factor that leads to improvement in students' academic achievement and social development (Dignath et al., 2022). Everett Rogers' diffusion of innovations theory helps explain how innovative ideas such as reality pedagogy spread throughout educational organizations. Rogers describes five stages of adoption of innovation: pre-adoption, incipient adoption, adoption decision, adoption, and post-adoption (Oyelana et al., 2021). I use these three theorists — Emdin, Bandura, Rogers — to describe how teachers at Brilliant Charter School [a pseudonym] embraced and then integrated reality pedagogy into their teaching practice based on professional development that promoted cognitive and behavioral changes in instruction to match a reconstructed school environment instituting a policy of reality pedagogy. Perceived educational benefits and policy compatibility with changes in instructional environment facilitated diffusion of innovation.

Cultural competence is a recognized term in professional practice that refers to mastering cultural variability in carrying out job responsibilities. From the education perspective, cultural competence encompasses not only appreciation of ethnic origins of students but also addressivity of students' needs in classroom practice. Teachers adept at cultural competence are more effective for learners of color (Liu et al., 2021; Mgonja et al., 2021). According to Hosseini et al. (2025), educators who learn to appreciate cultural diversity among students tend to obtain better results from learners because they allow students to appreciate themselves and feel welcome in a culturally diverse classroom. A sense of belonging boosts student performance, self-esteem, and interest (Van Pham, 2024) Even though teachers may not be conscious of it, their prejudices and biases manifest within classrooms. Teachers who originate from privileged White backgrounds are not ready to address cultural and socioeconomic realities of students in urban schools (Gómez-Redondo et al., 2024). Brown et al. (2022) also notes that White teachers who practice in urban settings often unintentionally adopt a cultural model of education based on their own upbringing that is incompatible with their students' cultural norms and perspectives, resulting in a cultural modeling mismatch. Wirtz (2021) acknowledged that there was discrimination when Black students received more punishment for the same misconduct as White students. But bias exists not only in discipline but in other domains, as well, including academic behaviors and manners, and even in classroom social dynamics (Rimban, 2024). Educators may have stereotypical beliefs that could cause them to expect less from students of color and these assumptions decrease minoritized students' chances for academic achievement (Fox Tree & Vaid, 2022). Kaufman and Killen (2022) show that even when teachers thought they were being fair with students, implicit prejudice still affected their behavior regarding support and discipline

of students.

Cultural competence is more than awareness of cultural facts; it also requires willingness and ability to question oneself, break down prejudices, and support students equitably in the classroom (Liu et al., 2021). Urban schools, populated with racially integrated students and students from prominent subgroups, pose several complexities that hinder efforts to mainstream versatile, culturally appropriate teaching practices (Franco et al., 2024). Schools in urban areas tend to serve underprivileged populations and are mostly overcrowded and poorly equipped, making it difficult for teachers to attend to cultural difference among students (Aijaz et al., 2024; Leithwood, 2021). Furthermore, teachers in urban settings experience stress and burnout from managing students' behavior and attending to students' needs, including poverty, trauma, and other forms of familylessness (Wolbring & Lillywhite, 2023). Such challenges block teachers from practicing the reflective process required when cultivating cultural consciousness. In addition, curriculum studied in numerous urban schools remains focused on majority group standards and content while ignoring students' cultural backgrounds (Ramirez et al., 2021). As a result, students of color are further distanced from the curriculum since it does not do justice to the viewpoints and experiences of minoritized peoples (Thomas & Larwin, 2023). Deculturation of schooling is the result when students see no relevance to their own cultural reality in what is taught. Culturally responsive teaching, therefore, requires a shift in teacher and learner practices and enrichment of the content of curriculum to reflect the experience of cultures with which learners identify (Anugrah et al., 2024).

The Need for Transformative Teacher Professional Development

Continuation among educators of biased tendencies is directly related to absence of cultural sensitivity curriculum from teacher preparation courses (Yip & Ji, 2024). Despite the various benefits of cultural competence, most teacher preparation programs fail to adequately prepare educators to handle diversity (Yip & Chakma, 2024), a shortcoming most apparent in urban schools where large numbers of learners come from minority racial and ethnic backgrounds. Teachers do not always have the capacity to assess bias within themselves or to understand how their interactions might positively or negatively impact students from culturally diverse groups (Berson et al., 2025). Continual professional development is particularly important in addressing the cultural competence gap (Matschiner, 2023). However, many traditional professional development programs do not equip teachers with materials needed to address multicultural classrooms (Egara & Mosia, 2025), nor do they provide advice on how cultural sensitivity can be practically put into use (Al-Kamzari & Alias, 2025; Kouijzer et al., 2023). Thus, professional development does not lead to more effective teaching because it fails to change teachers' attitudes and beliefs about diversity. The importance of sustained, first-hand professional development in helping improve teachers' working practices cannot be overly emphasized (Romijn et al., 2021; Zhou et al., 2023). Teachers who undertake extended professional development programs designed to promote cultural competence have better relations with learners in multicultural classrooms (Holmqvist & Lelinge, 2021). However, cultural competence programs cannot merely be named diversity training: Professional development has to provide a way for faculty to learn to teach in light of students' own culture and experiences to address structural factors that impact educational attainment (Marshall, 2024; Medvide, 2022).

That teacher professional development works best when based on understanding of students' lived reality is a core principle of Emdin's (2016) concept of reality pedagogy. Reality pedagogy

helps teachers change their mindset and see their students not as empty vessels to be filled with knowledge but as engaged participants in the knowledge construction process (Ling et al., 2025). Using students' culturally relevant identities and encouraging students to co-construct knowledge as they study curriculum, reality pedagogy denies traditional models of teaching and learning and creates a more fair and culturally sensitive classroom experience (Vespone, 2023). Reality pedagogy provides a perspective from which power relations may be levelled in a classroom (Bae et al., 2021). While scholars have documented the need for cultural competence in teacher preparation and personal development (Anugrah et al., 2024; Romijn et al., 2021), there remains a gap in the literature regarding the specific impact of reality pedagogy in fostering cultural competence in urban teachers (Soto et al., 2024). Most research on culturally responsive teaching focuses on negative teacher attitudes, the implementation of diversity training, or the design of culturally relevant curricula (Wojuade, 2025). However, there is limited empirical research on how specific teaching frameworks, such as reality pedagogy, influence teachers' practices and their ability to navigate complexities of teaching students of color in urban schools (Hosseini et al., 2025; Rowan et al., 2021). I address this gap by focusing on how an urban charter school used reality pedagogy as a framework for transforming its teaching practices and school climate.

A Case Study of Cultural Competence Development

Two research questions — one broad and quantitative, the other detailed and qualitative (Sopory et al., 2022; Taherdoost, 2022) — guided my mixed-methods case study of processes of change in an urban charter school seeking to enhance the cultural competency of its faculty:

1. To what extent did the professional development program based on reality pedagogy (Emdin, 2016) lead to measurable improvements in teachers' perceptions of self-efficacy and cultural competence, as measured by pre-and post-training surveys?
2. How did teachers perceive the impact of reality pedagogy on their teaching practices, particularly in terms of building relationships with students and implementing culturally responsive strategies?

The qualitative question sought detailed insights into teachers' experiences with the intervention, while the quantitative question allowed for estimating effectiveness of the professional development program in terms of changes in teachers' perceptions of their self-efficacy and cultural competence.

Context of the Study: The study was conducted in an urban charter school located in a multicultural area of a major city where the majority of students are Black and Latine. The school commenced its operations over a decade ago and has experienced many challenges in addressing academic and socio-emotional needs of students from disadvantaged backgrounds. Recently, the institution has been working to tackle educational disparities by incorporating culturally relevant pedagogy into its approach to instruction. At the time of the study, school leadership agreed to undertake a professional development program based on Emdin's reality pedagogy to sensitize teachers and other school staff to cultural competence in hopes of improving learning conditions for students from diverse cultural backgrounds.

Participants: The participants were 47 school employees including classroom teachers(22), out-of-classroom teachers and staff (18), administrators (4), and specialists (3). Forty-four of the participants were born in the U.S., while 3 had immigrated to the country. The study population included both male (8) and female (39) employees of the school, and included both experienced

teachers and those with little working experience in a school environment. Among participants, years in the profession of education ranged from 2-12 (Mean = 6.4 years with a Standard Deviation of 2.3 years) and years in current position ranged from 2-10 years (M = 6.2 years with SD = 3 years). Subjects were selected using purposive sampling to capture as many elements of the school's workforce as possible. Purposive sampling is a non-probability sampling technique that selects participants based on specific characteristics or knowledge deemed relevant to the research study (Nikolopoulou, 2023). The sampling approach ensures that the results are generalizable to similar sets of participants due to the sample being representative of the target population. The response rate was 63% of the total staff, which is an adequately large and diverse sample size to generalize the findings to similar target populations. Table 1 gives further demographic details of the study participants.

Age	N	%	Race/Ethnicity	N	%
21-25	1	2.1	White/Caucasian/European American	18	38.2
26-30	11	23.4	Black/African	13	27.6
31-35	10	23.1	Hispanic/Latine	11	23.4
36-40	10	23.1	Ashkenazi Jew	1	2.1
41-45	6	12.8	Culturally Jewish	1	2.1
46-50	4	8.5	White/Hispanic	1	2.1
51-55	4	8.5	Other	2	4.2
56-60	0	0			
61-65	1	2.1			
Education Level			Household Income		
High School	1	2.1	\$20,000	1	2.1
Certificate Program	2	4.2	\$30,000	1	2.1
Associate's Degree	2	4.2	\$40,000	1	2.1
Bachelor's Degree	3	6.3	\$50,000	18	38.2
Master's Degree	39	82.9	\$100,000	24	51.0
			\$200,000	2	4.2

Table 1: Further Demographic Characteristics of the Study Population

Instrument: A pre/post-self-efficacy survey, Our School Survey (See Appendix.), was used to assess teachers' perceived competence and confidence in interacting with culturally diverse students before and after the reality pedagogy intervention. The instrument includes open-ended questions for the qualitative part of the study where teachers were asked to describe in their own words what they had gone through when undertaking the training, how their perception the school environment changed, and how the program influenced their teaching. In addition, survey results were complemented by analysis of training documents, such as workshop agendas, reading materials used, and reflective prompts.

Analysis: For the quantitative component of the study, paired t-tests were performed to assess changes in self-efficacy scores between the pre- and post-training periods. The t-tests enabled direct comparison of changes in teachers' self-ascriptions of competence and confidence about specific aspects of cultural competence, such as multicultural student interactions, dealing with diverse student behaviors, and teacher capacity to create a favorable learning environment.

Bonferroni correction was used to reduce the possibility of type I errors (false positives) and validate results (Francis & Thunell, 2021). Analysis yielded t-values and p-values for each item to establish statistically significant differences between the pre- and post-training. Responses to the open-ended questions were coded using Braun and Clarke's (2024) thematic analysis. The coding process involved two researchers who coded the data and extracted common themes regarding how effective the teachers considered the training to be, the problems they met along the way, and how the program affected interaction with students. Disagreements in coding were settled by researchers involved to ensure reliability of results. Codes were then grouped into categories and sorted into more general themes describing aspects of the teachers' experiences. Themes concerned alterations in instruction, social intermediation, and teacher-student relationships. Quantitative and qualitative results were triangulated to ensure validity and reliability. Triangulation was achieved by comparing the survey results with the qualitative data obtained from the open-ended questions to help get a systemic view of how reality pedagogy affected teachers' self-efficacy, classroom cultural competence, and instructional practice.

Results: Utilizing paired t-tests, the quantitative analysis of the pre- and post-training self-efficacy (confidence) and knowledge (cultural competence) surveys revealed significant improvements across behaviors targeted by the professional development program. Bonferroni adjustment applied to control for type I errors set the significance level at $p = 0.003$, indicating the effectiveness of the reality pedagogy professional development program. For instance, knowledge on "interactions with students from varied cultural backgrounds" demonstrated a mean score increase from 7.17 (SD = 1.880) pre-training to 8.28 (SD = 1.499) post-training, with a t-value of -7.389. The mean score for self-efficacy on "interactions with students from varied cultural backgrounds" improved from 7.1 (SD = 2.0) to 8.1 (SD = 1.5), with a t-value of -6.448. Mean score on "engagement with diverse students" rose from 7.17 (SD = 1.88) to 8.26 (SD = 1.44) with a t-value of -6.699. Self-efficacy on "engagement with diverse students" increased from 7.17 (SD = 1.85) to 8.19 (SD = 1.48). Similarly, mean score on "valuing cultural difference" rose from 7.79 (SD = 1.78) to 8.26 (SD = 1.44) with a t-value of -5.118. Self-efficacy on "valuing cultural difference" increased from 7.60 (SD = 1.84) to 8.49 (SD = 1.50). Also, when comparing scores for staff of color and White staff, staff of color demonstrated significantly higher post-training self-efficacy. The mean score for staff of color was 8.93 (SD = 1.254) versus 7.63 (SD = 1.023) for White staff.

Results from the quantitative aspect of my study showing improved scores on both self-efficacy and competence among teachers learning about reality pedagogy align with Holmqvist and Lelinge's (2021) findings that participation in professional development programs designed to promote cultural sensitivity among educators improves teacher-learner relations in multicultural classrooms. While lack of culturally sensitive curriculum identifies a deficiency in teacher training (Pandey, 2024; Singun, 2025), culturally sensitive teachers provide classroom conditions that lead to better academic performance (Liu et al., 2021). Most importantly, results of my study confirm the strength of organizational strategy combining reality pedagogy with social cognitive theory (Bandura, 2001) and diffusion of innovation theory (Rogers, 1983). Bandura posited that self-efficacy catalyzes the behavior change process. Increased self-efficacy in handling diverse students' needs in culturally sensitive ways enhanced use of culturally responsive pedagogy. Rogers helps explain why teachers from minority groups were more likely to incorporate reality pedagogy into their practice. Reality pedagogy relates to the experiences of minoritized teachers and their experiences are already similar to those of the students they teach (Egara & Mosia, 2025). That is to say, in terms of Rogers' five-stage sequence of diffusion of

innovation — pre-adoption, incipient adoption, adoption decision, adoption, and post-adoption — teachers of color at Brilliant Charter School, given their insider understanding of student culture in the school, were able to begin the process of adoption of reality pedagogy at Rogers' third stage, whereas White teachers, less familiar with student culture at the school than their minority colleagues, were more likely required to go through the first two stages of Rogers' process as they contemplated adoption of reality pedagogy.

Analysis of the qualitative data revealed five key themes offering insights into the personal and professional transformations teachers experienced as a result of the professional development program based on reality pedagogy.

- 1) A recurring theme across responses was the teachers' recognition of the value and importance of the training activities for considering new perspectives on working with urban students in ways that had significant emotional and instructional impact on pedagogical practice. One teacher noted, "I think the work has been important..." while another shared, "This was enlightening." Several teachers also reflected on the generative nature of the discussions, with one participant stating, "I feel like the discussions that I participated in were thought-provoking." Viewing training activities as valued emphasizes the positive attitude most teachers had toward the professional development, especially when they were involved with one another in critical analysis and meaningful topical conversations about working with urban youth of color. Consonant with Mgonja et al.'s (2021) argument that teachers appreciate professional development programs that promote metacognition via working through real-world issues, participants' perception of the value of reality pedagogy for their practice also supports Pandey's (2024) assertion that culturally relevant professional development helps teachers understand and plan for students' cultural differences. In addition, Emdin's reality pedagogy requires teachers to participate in self-reflective practice combined with co-constructed learning to bring more mindfulness to their practice.
- 2) A prominent theme was the impact of the professional development on pedagogical practice, specifically in relation to tailoring teaching to urban youth of color. Teachers reported the professional development sessions helped them critically examine and functionally adapt their teaching approaches to students' interests, needs, and abilities. One teacher shared, "I had already started shifting my practice to be more reflective about how I unconsciously centered White models of teaching and learning in my practice." Another teacher mentioned, "I appreciated all of the discussions because many people need to be aware of some of the things that affect urban children [and prevent them from] learning in schools." Teachers' growing awareness of their students' life worlds and deepening commitment to adapting pedagogy to students' lived experiences marked a critical change in faculty approach to urban education. Incorporation of student perspective into pedagogical practice concurs with Emdin's reality pedagogy which encourages teachers to recognize students as knowledgeable about themselves and their community. Teachers' use of reality pedagogy promotes culturally sustaining pedagogy that positively affects academic achievement among diversified learners (Liu et al., 2021). Teachers' readiness to implement strategies relying on knowledge of students' cultural characteristics demonstrates development of a student-centered teaching-learning process sensitive to learners' cultural profiles (Berson et al., 2025).
- 3) Teachers also highlighted the importance of bonding with colleagues during small group discussions in professional development sessions. One teacher shared, "I felt like the conversations where we broke into focus groups to discuss different aspects of the book were

really great. We met with the same group of people multiple times and developed some trust and comfort that way...." Another teacher expressed, "I appreciated the discussion groups that strategically paired White teachers in groups with teachers of color to hear our experiences in teaching." Small, focused group work provided teachers with opportunities to connect more deeply with one another, share experiences, and build collegiality, which facilitated more meaningful conversations about race and culture. Teachers valued continued discussion. They "looked forward to continuing the [group] work," which helped deepen their understanding of issues affecting students. Teachers also realized the themes of smaller group discussions and racial affinity groups are particularly useful for in-class instruction with students. Teachers described the benefit of having students interact with one another in small affinity groups, noting that meaningful and intimate discussions on race, culture, and identity could occur in such forums. Rogers' diffusion of innovations theory emphasizes the role of shared talk in diffusion of new practices. Teachers indicated they felt much more at ease in more intimate settings when addressing sensitive issues such as racial identification and prejudice. The value of intimate interactions can be explained by social cognitive theory, as well, which observes learning transpires through common experiences shared in group settings. Interaction in small groups supports appreciation of how culture affects knowledge acquisition and facilitates transfer of knowledge to new contexts (Holmqvist & Lelinge, 2021).

4) Teachers also emphasized the value of racial affinity groups that worked on issues of racial identity during the training. One teacher shared, "I thought the interest groups, particularly the sessions in racial affinity groups, brought up some powerful stories and gave teachers a space to talk them through." Another teacher stated, "I particularly enjoyed our discussions on racial identity...." These discussions were seen as opportunities for teachers to explore their own racial identities and gain deeper insights into how these identities impacted their interactions with students." Perceived value of racial affinity groups and the discussions of racial identity they facilitated proves teachers need to examine their own culturally related biases to build better teaching environments. Teachers discovered the relevance of self-reflection for understanding racial status, thus affirming Emdin's emphasis on awareness of racial identity as important to successful cultural responsiveness. Kaufman and Killen (2022) state that teachers need to come into conscious contact with their prejudices to be sensitive to students from backgrounds different from theirs. Exploring racial identity enhances educators' feelings of empathy for students from other cultural groups which, in turn, enhances teaching practice by creating empathetic school classroom climates (Van Pham, 2024).

5) The training fostered greater empathy for urban youth of color among White teachers. One teacher noted, "This has helped me view/relate/attempt to understand and empathize better with students." Teachers reported heightened awareness of challenges their students face and expressed stronger commitment to supporting students *in situ*. Cultivation of greater empathy for students underscores the emotional and cognitive shifts teachers experienced as a result of the professional development on reality pedagogy. Teachers began to see their students' cultural backgrounds as integral to academic success and social-emotional development. While considering the need for eradicating prejudice and promoting diversity led White teachers to develop greater empathy towards urban youth of color, it also improved the empathy of teachers of color towards students (Wirtz, 2021) at Brilliant Charter School. Most teachers stated they understood students of color and problems of youth living in cities better than before participating in the professional development about reality pedagogy. Emotional comprehension significantly boosts teachers' self-efficacy and promotes self-control in relation to student

classroom behavior by improving the cultural sustainability of the teaching-learning environment and the educative process (Bandura, 1997).

Despite the focus of my study on a short-term professional development for faculty of only a single charter school, results highlight the importance of integrating cultural competence training into teacher education. By utilizing texts like Christopher Emdin's *Reality Pedagogy* to emphasize the value of aligning instruction with students' lived experiences, teachers were able to develop deeper connections with diverse students. Professional development in reality pedagogy fostered culturally responsive teaching practices, making classrooms at Brilliant Charter School more culturally inclusive and student-affirming. My study underscores the need for sustained professional development integrating personal reflection and community engagement to promote long-term growth in cultural competence as a way of addressing systemic inequalities in power and privilege that negatively affect the quality of educational experiences in schools. My study demonstrates the significant potential of reality pedagogy for enhancing cultural competence among urban teachers, improving their self-efficacy as instructors and honing their ability to engage with diverse students. My findings indicate reality pedagogy offers a useful model for transforming urban schools into inclusive, culturally responsive environments that address the achievement gap for marginalized students (Goudeau et al., 2021; Henshaw, 2022). Future studies of effectiveness of reality pedagogy should include larger samples of participants across a variety of schools. Furthermore, reliance on self-reported data should be replaced in subsequent studies with external assessment of the effectiveness of reality pedagogy in the final stage of Rogers' (1983) theory of diffusion of innovation, namely, post-adoption of new practices. Therefore, future research should include longitudinal studies to ascertain long-term impact of cultural competence/reality pedagogy training. Considering how reality pedagogy may be integrated into teacher education programs would also add value to effectiveness of assessment by permitting study of pre-service teachers' use of Emdin's theory early in their teaching careers. Although more a pilot study than a definitive treatment, my research clearly indicates how essential it is to integrate cultural competence into teacher education and professional development, as it fosters equitable educational outcomes for students of color (Singun, 2025; Van Pham, 2024). By continuing to incorporate cultural competence into long-term professional development, schools create sustained changes in teaching that improve student success in diverse classrooms (Liu et al., 2021; Mgonja et al., 2021).

References

- Aijaz, U., Lodhi, K. S., Shamim, M. A., & Mughal, S. (2024). Economics of Education and Digital Learning for Human Capital Development in Pakistan: A Critical Review. *Qlantic Journal of Social Sciences*, 5(1), 217-234. <https://doi.org/10.55737/qjss.349367331>
- Alam, A., & Mohanty, A. (2023). Cultural beliefs and equity in educational institutions: exploring the social and philosophical notions of ability groupings in teaching and learning of mathematics. *International Journal of Adolescence and Youth*, 28(1), 2270662. <https://doi.org/10.1080/02673843.2023.2270662>
- Al-Kamzari, F., & Alias, N. (2025). A systematic literature review of project-based learning in secondary school physics: theoretical foundations, design principles, and implementation strategies. *Humanities and Social Sciences Communications*, 12(1), 1-18.
- Anugrah, D. S., Supriadi, U., & Anwar, S. (2024). Multicultural Education: Literature Review of Multicultural-Based Teacher Education Curriculum Reform. *The Eurasia Proceedings of Educational and Social Sciences*, 39, 93-101. <https://doi.org/10.55549/epess.875>

- Arar, E. A. Z., & Tlili, A. (2024). Research on teachers of colour and minoritized teachers in majoritarian education systems: A scoping review of the literature in the last two decades. *Review of Education*, 12(3), e3488. <https://doi.org/10.1002/rev3.3488>
- Bae, C. L., Mills, D. C., Zhang, F., Sealy, M., Cabrera, L., & Sea, M. (2021). A systematic review of science discourse in K–12 urban classrooms in the United States: Accounting for individual, collective, and contextual factors. *Review of educational research*, 91(6), 831-877. <https://doi.org/10.3102/00346543211042415>
- Bandura, A. (1997). Self-efficacy: The exercise of control. New York: W.H. Freeman.
- Bandura, A. (2001). Social cognitive theory: An agentic perspective. *Annual review of psychology*, 52(1), 1-26. <https://doi.org/10.1146/annurev.psych.52.1.1>
- Belando-Montoro, M. R., Naranjo-Crespo, M., & Carrasco-Temino, M. A. (2022). Barriers and facilitators to the retention and participation of socially, economically, and culturally disadvantaged university students. An international systematic review. *International Journal of Educational Research*, 113, 101968. <https://doi.org/10.1016/j.ijer.2022.101968>
- Berson, I. R., Berson, M. J., & Luo, W. (2025). Innovating responsibly: ethical considerations for AI in early childhood education. *AI, Brain and Child*, 1(1), 2. <https://doi.org/10.1007/s44436-025-00003-5>
- Braun, V., & Clarke, V. (2024). A critical review of the reporting of reflexive thematic analysis in Health Promotion International. *Health Promotion International*, 39(3), daae049. <https://doi.org/10.1093/heapro/daae049>
- Brown, M., Altrichter, H., Shiyan, I., Rodríguez Conde, M. J., McNamara, G., Herzog-Punzenberger, B., & Sánchez, L. (2022). Challenges and opportunities for culturally responsive leadership in schools: Evidence from Four European countries. *Policy Futures in Education*, 20(5), 580-607. <https://doi.org/10.1177/14782103211040909>
- Cabral-Gouveia, C., Menezes, I., & Neves, T. (2023, May). Educational strategies to reduce the achievement gap: a systematic review. In *Frontiers in Education* (Vol. 8, p. 1155741). Frontiers Media SA. <https://doi.org/10.3389/feduc.2023.1155741>
- Dignath, C., Rimm-Kaufman, S., van Ewijk, R., & Kunter, M. (2022). Teachers' beliefs about inclusive education and insights on what contributes to those beliefs: a meta-analytical study. *Educational Psychology Review*, 34(4), 2609-2660. <https://doi.org/10.1007/s10648-022-09695-0>
- Egara, F., & Mosia, M. (2025). Equipping pre-service mathematics teachers for diverse classrooms: Best practices and innovations. *Open Books and Proceedings*, Nine-138. <https://doi.org/10.38140/obp3-2025-09>
- Emdin, C. (2016). *For White folks who teach in the hood... and the rest of y'all too: Reality pedagogy and urban education*. Beacon Press.
- Fox Tree, J. E., & Vaid, J. (2022). Why so few, still? Challenges to attracting, advancing, and keeping women faculty of color in academia. *Frontiers in Sociology*, 6, 792198. <https://doi.org/10.3389/fsoc.2021.792198>
- Francis, G., & Thunell, E. (2021). Reversing bonferroni. *Psychonomic Bulletin & Review*, 28, 788-794. <https://doi.org/10.3758/s13423-020-01855-z>
- Franco, M. P., Bottiani, J. H., & Bradshaw, C. P. (2024). Assessing teachers' culturally responsive classroom practice in PK–12 schools: A systematic review of teacher-, student-, and observer-report measures. *Review of Educational Research*, 94(5), 743-798. <https://doi.org/10.3102/00346543231208720>

- Gee, K. A., Asmundson, V., & Vang, T. (2023). Educational impacts of the COVID-19 pandemic in the United States: Inequities by race, ethnicity, and socioeconomic status. *Current Opinion in Psychology*, 52, 101643. <https://doi.org/10.1016/j.copsyc.2023.101643>
- Gómez-Redondo, S., Plaza Gómez, N., Obregón, L. J., Coca, J. R., & Paramá Díaz, A. (2024). Urban Transformations for Universal Accessibility: Socio-Educational Dialogue. *Urban Science*, 8(4), 161. <https://doi.org/10.3390/urbansci8040161>
- Goudeau, S., Sanrey, C., Stanczak, A., Manstead, A., & Darnon, C. (2021). Why lockdown and distance learning during the COVID-19 pandemic are likely to increase the social class achievement gap. *Nature Human Behaviour*, 5(10), 1273-1281. <https://doi.org/10.1038/s41562-021-01212-7>
- Henshaw, L. A. (2022). Building trauma-informed approaches in higher education. *Behavioral Sciences*, 12(10), 368. <https://doi.org/10.3390/bs12100368>
- Holmqvist, M., & Lelinge, B. (2021). Teachers' collaborative professional development for inclusive education. *European Journal of Special Needs Education*, 36(5), 819-833. <https://doi.org/10.1080/08856257.2020.1842974>
- Hosseini, N., Leijgraaf, M., Gaikhorst, L., & Volman, M. (2025). Navigating challenges and tensions in social justice-oriented teacher education: A review of the literature. *Review of Educational Research*, <https://doi.org/10.3102/00346543251325572>
- Hossain, K. I. (2024). Reviewing the role of culture in English language learning: Challenges and opportunities for educators. *Social Sciences & Humanities Open*, 9, 100781. <https://doi.org/10.1016/j.ssaho.2023.100781>
- Kaufman, E. M., & Killen, M. (2022). Children's perspectives on fairness and inclusivity in the classroom. *The Spanish Journal of Psychology*, 25, e28. <https://doi.org/10.1017/SJP.2022.24>
- Kouijzer, M. M., Kip, H., Bouman, Y. H., & Kelders, S. M. (2023). Implementation of virtual reality in healthcare: a scoping review on the implementation process of virtual reality in various healthcare settings. *Implementation Science Communications*, 4(1), 67. <https://doi.org/10.1186/s43058-023-00442-2>
- Leithwood, K. (2021). A review of evidence about equitable school leadership. *Education sciences*, 11(8), 377. <https://doi.org/10.3390/educsci11080377>
- Ling, X., Chen, Y., Zhao, S., & Zheng, D. (2025). What do we know: positive impact of hip-hop pedagogy on student's learning effects. *Frontiers in Sports and Active Living*, 6, 1490432. <https://doi.org/10.3389/fspor.2024.1490432>
- Liu, J., Gill, E., & Li, S. (2021). Revisiting cultural competence. *The Clinical Teacher*, 18(2), 191-197. <https://doi.org/10.1111/tct.13269>
- Marshall, H. (2024). Reimagining religious education: integrating ethnographic and anthropological perspectives. *British Journal of Religious Education*, 46(4), 534-548. <https://doi.org/10.1080/01416200.2024.2373778>
- Matschiner, A. (2023). A systematic review of the literature on inservice professional development explicitly addressing race and racism. *Review of Educational Research*, 93(4), 594-630. <https://doi.org/10.3102/00346543221125245>
- Medvide, M. B. (2022). Teaching cultural competence and social justice in a mental health counseling graduate course: Reflection and review of the literature. *Journal for Social Action in Counseling & Psychology*, 14(1), 94-105. <https://doi.org/10.33043/JSACP.14.1.94-105>

- Mgonja, T. A., Marx, S., & Moyer-Packenham, P. (2021). A review of culturally relevant pedagogy for students of color in mathematics. *Multicultural Education*, 7(6). <https://doi.org/10.5281/zenodo.5013858>
- Nikolopoulou, K. (2023). What is purposive sampling? Definitions and examples. *Scribbr* <https://www.scribbr.com/methodology/purposive-sampling/>
- Oyelana, O., Kamanzi, J., & Richter, S. (2021). A critical look at exclusive breastfeeding in Africa: Through the lens of diffusion of innovation theory. *International Journal of Africa Nursing Sciences*, 14, 100267. <https://doi.org/10.1016/j.ijans.2020.100267>
- Pandey, D. P. (2024). Multicultural classroom: Challenges and opportunities for teachers. *Population Dynamics: Navigating the Educational Landscape*, 8-15. <https://doi.org/10.25215/1304536564.02>
- Ramirez, T., Brush, K., Raisch, N., Bailey, R., & Jones, S. M. (2021, August). Equity in social emotional learning programs: A content analysis of equitable practices in PreK-5 SEL Programs. In *Frontiers in Education* (Vol. 6, p. 679467). Frontiers Media SA. <https://doi.org/10.3389/feduc.2021.679467>
- Rimban, E. (2024). The psychology of classroom observation: A literature review and metacognitive analysis. *Available at SSRN 4994367*. <https://dx.doi.org/10.2139/ssrn.4994367>
- Rochmes, J. (2024, September). Educational inequality as a consequence and cause of race. In *Sociological Forum* (Vol. 39, No. 3, pp. 231-249). <https://doi.org/10.1111/socf.13016>
- Rogers, E. M. (1983). *Diffusion of innovations* (3rd ed.). New York, NY: Free Press.
- Romijn, B. R., Slot, P. L., & Leseman, P. P. (2021). Increasing teachers' intercultural competences in teacher preparation programs and through professional development: A review. *Teaching and Teacher Education*, 98, 103236. <https://doi.org/10.1016/j.tate.2020.103236>
- Roshanaei, M., Olivares, H., & Lopez, R. R. (2023). Harnessing AI to foster equity in education: Opportunities, challenges, and emerging strategies. *Journal of Intelligent Learning Systems and Applications*, 15(4), 123-143. <https://doi.org/10.4236/jilsa.2023.154009>
- Rowan, L., Bourke, T., L'Estrange, L., Lunn Brownlee, J., Ryan, M., Walker, S., & Churchward, P. (2021). How does initial teacher education research frame the challenge of preparing future teachers for student diversity in schools? A systematic review of literature. *Review of Educational Research*, 91(1), 112-158. <https://doi.org/10.3102/0034654320979171>
- Singun, A. J. (2025). Unveiling the barriers to digital transformation in higher education institutions: a systematic literature review. *Discover Education*, 4(1), 37. <https://doi.org/10.1007/s44217-025-00430-9>
- Sopory, P., Novak, J. M., Day, A. M., Eckert, S., Wilkins, L., Padgett, D. R., & Gamhewage, G. M. (2022). Trust and public health emergency events: a mixed-methods systematic review. *Disaster medicine and public health preparedness*, 16(4), 1653-1673. <https://doi.org/10.1017/dmp.2021.105>
- Soto, J. E., Colón, A., Barrios, J., & Llinas, J. (2024). Developing an Interdisciplinary Research Agenda in Intercultural Competence for Rural Teacher Training. *Available at SSRN 4907367*. <https://dx.doi.org/10.2139/ssrn.4907367>

- Sümen, A., & Öncel, S. (2021). The Use of Social Cognitive Theory in Nursing Graduate Theses in Turkey: A Systematic Review. *Nursing*, 2, 3. <https://doi.org/10.5152/jern.2021.05657>
- Taherdoost, H. (2022). What are different research approaches? Comprehensive review of qualitative, quantitative, and mixed method research, their applications, types, and limitations. *Journal of Management Science & Engineering Research*, 5(1), 53-63. <https://doi.org/10.30564/jmser.v5i1.4538>
- Thomas, D. R., & Larwin, K. H. (2023). A meta-analytic investigation of the impact of middle school STEM education: where are all the students of color?. *International Journal of STEM Education*, 10(1), 43. <https://doi.org/10.1186/s40594-023-00425-8>
- Van Pham, S. (2024). The influence of social and emotional learning on academic performance, emotional well-being, and implementation strategies: A literature review. *Saudi J. Humanities Soc Sci*, 9(12), 381-391. <https://doi.org/10.36348/sjhss.2024.v09i12.001>
- Vespone, B. (2023). Co-constructing teaching and learning in higher education: a literature review of practices and implications. *Journal of Learning Development in Higher Education*, (27). <https://doi.org/10.47408/jldhe.vi27.997>
- Wirtz, E. R. (2021). Racial disparity in educational punishment. *Modern Psychological Studies*, 27(1), 4. <https://scholar.utc.edu/mps/vol27/iss1/4>
- Wojuade, J. I. (2025). Culturally responsive teaching (CRT) in the United States of America as a pathway to a new order in teaching social studies in diverse society: A literature review. *Gen-Multidisciplinary Journal Of Sustainable Development*, 3(1), 1-14. <https://gmjdsd.org/journal/index.php/gmjdsd/article/view/72>
- Wolbring, G., & Lillywhite, A. (2023). Burnout through the lenses of equity/equality, diversity and inclusion and disabled people: a scoping review. *Societies*, 13(5), 131. <https://doi.org/10.3390/soc13050131>
- Yip, S. Y., & Chakma, U. (2024). The teaching of Indigenous knowledge and perspectives in initial teacher education: a scoping review of empirical studies. *Journal of Further and Higher Education*, 48(3), 287-300. <https://doi.org/10.1080/0309877X.2024.2327029>
- Yip, S. Y., & Ji, J. S. (2024). Diversifying the teaching workforce: challenges and opportunities in initial teacher education (ITE). *Globalization, Societies and Education*, 1-13. <https://doi.org/10.1080/14767724.2024.2409230>
- Zhou, X., Shu, L., Xu, Z., & Padrón, Y. (2023). The effect of professional development on in-service STEM teachers' self-efficacy: A meta-analysis of experimental studies. *International Journal of STEM Education*, 10(1), 37. <https://doi.org/10.1186/s40594-023-00422-x>

Appendix

OUR SCHOOL SURVEY

This is a survey that asks you questions about you, and your reactions to some of the professional development and special trainings held at this school over the past two years.

You are NOT being asked any questions that can identify you, such as your name. Your answers will be kept confidential. The information will be used to evaluate some of the school's professional development and special trainings, including their value and impact on you and the school—given your confidential sharing of your personal views.

Please answer the following questions as honestly as you can. Thank you.

PART I. ABOUT YOU

- 1-I am: ☐ Female ☐ Male ☐ Other (meaning _____)
- 2-My age is: _____
- 3-My race/ethnicity is as follows: (Please mark all that apply)
- ☐ White / Caucasian / European American
- ☐ Black/African American
- ☐ Hispanic / Latino (including Puerto Rican, Mexican, Mexican American, Chicano, Cuban, other Spanish)
- ☐ Asian (Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese, or other Asian)
- ☐ American Indian / Alaska Native
- ☐ Native Hawaiian / Pacific Islander
- ☐ Arab American / Middle Eastern
- ☐ Other group(s) (Please specify _____)
- 4-Were you born in the United States? ☐ Yes ☐ No
- If answered "No," Where was your place of birth or your country of origin? _____
- If you answered "No," for how many years have you lived in the US? _____
- 5-My yearly household income is:
- ☐ Less than \$10,000
- ☐ \$10,000 to \$19,000
- ☐ \$20,000 to \$39,000
- ☐ \$40,000 to \$49,000
- ☐ \$50,000 to \$99,999
- ☐ \$100,000 to \$199,999
- ☐ \$200,000 to \$299,000
- ☐ \$300,000 to \$399,000
- ☐ \$400,000 or More
- ☐ I do not know
- 6- My highest education level is:
- ☐ Grade School (please indicate your grade completed) _____
- ☐ High School
- ☐ Certificate Program
- ☐ Associate Degree
- ☐ Bachelors Degree
- ☐ Masters Degree
- ☐ Doctoral Degree
- ☐ Other Degree (Please explain _____)
- 7-My current position in this school is:
- ☐ Classroom staff
- ☐ Out of Classroom staff
- ☐ Specials teacher
- ☐ Administration staff
- ☐ Leadership
- 8-I have been working at the school for _____ years.
- 9-I have been in my profession/role (here or at other schools, places) for _____ years.

PART II. MORE ABOUT YOU

Read each item below and decide whether the statement is true or false as it pertains to you personally. Circle T for True or F for false.

1. It is sometimes hard for me to go on with my work if I am not encouraged.
__T__F
2. I sometimes feel resentful when I don't get my way. __T__F
3. 3. On a few occasions, I have given up doing something because I thought too little of my ability. __T__F
4. There have been times when I felt like rebelling against people in authority even though I knew they were right. __T__F
5. No matter who I'm talking to, I'm always a good listener. __T__F
6. There have been occasions when I took advantage of someone. __T__F
7. I'm always willing to admit it when I make a mistake. __T__F
8. I sometimes try to get even rather than forgive and forget. __T__F
9. I am always courteous, even to people who are disagreeable __T__F 10. I have never been irked when people expressed ideas very different from my own. __T__F
11. There have been times when I was quite jealous of the good fortune of others. __T__F
12. I am sometimes irritated by people who ask favors of me. __T__F
13. I have never deliberately said something to hurt someone's feelings __T__F

PART III. ABOUT THE SPECIAL SCHOOLS TRAININGS

Are you aware of the professional development/special training activities that went on at this school—going back about two and half years ago—with a focus on students' cultural (racial, ethnic, religious) backgrounds?

This included several activities:

- staff reading from the book by Christopher Emdin (2016) entitled *Reality Pedagogy: For White teachers who work in the hood...and the rest of y'all too*
- interest groups with a focus on varied issues, such as any incidents of bias one may have witnessed or experienced
- watching and sharing reactions to a video clip of Dr. Christopher Emdin giving a talk
- discussions with a focus on racial identity issues, etc.

1-Would you say you are aware of these professional development/special training activities?

__Yes__No __I'm not sure__Other (explain)_____

2-Did you participate in any of this special training?

__Yes__No __I'm not sure__Other (explain)_____

3-What was your level of participation in this special training?

__None at all__Low level__Moderate level__High level

__Very high level__Extremely high level

4-Did you personally read from the Emdin (2016) book?

__Yes__No __I'm not sure__Other (explain)_____

5-How much of the book did you personally read?

__none__less than 1 chapter__about 1 chapter__more than 1 chapter

__few chapters__most of the chapters__nearly all chapters__entire book

6-How would you rate the special training with a focus on the Emdin (2016) book?

__not valuable at all__somewhat valuable__not sure/unable to judge

____valuable ____very valuable ____extremely valuable

7-How would you rate the other activities and discussions (i.e., interest groups with a focus on varied issues, such as any incidents of bias one may have witnessed or experienced; watching and sharing reactions to a video clip of Dr. Christopher Emdin giving a talk; and, discussions with a focus on racial identity issues, etc.)?

____not valuable at all ____somewhat valuable ____not sure/unable to judge

____valuable ____very valuable ____extremely valuable

8-Please take your time and answer these 3 questions (A, B, C), below: (You can continue writing on the back of this paper)

A-What would you like to share about the special training with a focus on the Emdin (2016) book?

B- What would you like to share about the other activities and discussions (i.e., interest groups with a focus on varied issues, such as any incidents of bias one may have witnessed or experienced; watching and sharing reactions to a video clip of Dr. Christopher Emdin giving a talk; and, discussions with a focus on racial identity issues, etc.)?

C-What impact did it have on you or how you function in this school

ART IV. ABOUT ANY CHANGES SINCE THE SPECIAL TRAININGS

When it come to the following behaviors, I rate myself as follows:

1-FOR: My interactions with students reflecting consideration of the cultural background (i.e. race, ethnicity, religion) of my students...

BEFORE THE TRAINING

My level of knowledge for doing this was:

0 1 2 3 4 5 6 7 8 9 10

0 = Lowest level

10=Highest level

My level of confidence for doing this, given my skill/ability was:

0 1 2 3 4 5 6 7 8 9 10

0 = Lowest level

10=Highest level

AFTER THE TRAINING

My level of knowledge for doing this was:

0 1 2 3 4 5 6 7 8 9 10

0 = Lowest level

10=Highest level

My level of confidence for doing this, given my skill/ability was:

0 1 2 3 4 5 6 7 8 9 10

0 = Lowest level

10=Highest level

2-FOR: My interactions with students reflecting effective engagement of students from varied cultural backgrounds

BEFORE THE TRAINING

My level of knowledge for doing this was:

0 1 2 3 4 5 6 7 8 9 10

0 = Lowest level

10=Highest level

My level of confidence for doing this, given my skill/ability was:

0 1 2 3 4 5 6 7 8 9 10

0 = Lowest level

10=Highest level

AFTER THE TRAINING

My level of knowledge for doing this was:

0 1 2 3 4 5 6 7 8 9 10

0 = Lowest level

10=Highest level

My level of confidence for doing this, given my skill/ability was:

0 1 2 3 4 5 6 7 8 9 10

0 = Lowest level

10=Highest level

3-My interactions with students reflecting how all cultures (races, ethnicities, religions) are valued—with an appreciation of differences, while differences are not treated as deficits, dysfunctions, or disadvantages

BEFORE THE TRAINING

My level of knowledge for doing this was:

0 1 2 3 4 5 6 7 8 9 10

0 = Lowest level

10=Highest level

My level of confidence for doing this, given my skill/ability was:

0 1 2 3 4 5 6 7 8 9 10

0 = Lowest level

10=Highest level

AFTER THE TRAINING

My level of knowledge for doing this was:

0 1 2 3 4 5 6 7 8 9 10

0 = Lowest level

10=Highest level

My level of confidence for doing this, given my skill/ability was:

0 1 2 3 4 5 6 7 8 9 10

0 = Lowest level

10=Highest level

4- My interactions with students reflecting fairness and consistency in how diverse students are disciplined (corrected, or punished)—so there are no differences by cultural background (race, ethnicity, religion) in how students are disciplined

BEFORE THE TRAINING

My level of knowledge for doing this was:

0 1 2 3 4 5 6 7 8 9 10

0 = Lowest level

10=Highest level

My level of confidence for doing this, given my skill/ability was:

0 1 2 3 4 5 6 7 8 9 10

0 = Lowest level

10=Highest level

AFTER THE TRAINING

My level of knowledge for doing this was:

0 1 2 3 4 5 6 7 8 9 10

0 = Lowest level

10=Highest level

My level of confidence for doing this, given my skill/ability was:

0 1 2 3 4 5 6 7 8 9 10

0 = Lowest level

10=Highest level

5- My interactions with students reflecting my affirming (supporting) them, their culture, and the history of their cultural group

BEFORE THE TRAINING

My level of knowledge for doing this was:

0 1 2 3 4 5 6 7 8 9 10

0 = Lowest level

10=Highest level

My level of confidence for doing this, given my skill/ability was:

0 1 2 3 4 5 6 7 8 9 10

0 = Lowest level

10=Highest level

AFTER THE TRAINING

My level of knowledge for doing this was:

0 1 2 3 4 5 6 7 8 9 10

0 = Lowest level

10=Highest level

My level of confidence for doing this, given my skill/ability was:

0 1 2 3 4 5 6 7 8 9 10

0 = Lowest level

10=Highest level

6- My interactions with students reflecting a greater empathy and acceptance of students from diverse cultural backgrounds

BEFORE THE TRAINING

My level of knowledge for doing this was:

0 1 2 3 4 5 6 7 8 9 10

0 = Lowest level

10=Highest level

My level of confidence for doing this, given my skill/ability was:

0 1 2 3 4 5 6 7 8 9 10

0 = Lowest level

10=Highest level

AFTER THE TRAINING

My level of knowledge for doing this was:

0 1 2 3 4 5 6 7 8 9 10

0 = Lowest level

10=Highest level

My level of confidence for doing this, given my skill/ability was:

0 1 2 3 4 5 6 7 8 9 10

0 = Lowest level

10=Highest level

7- My interactions with students reflecting appreciation for what it means to live in an urban environment

BEFORE THE TRAINING

My level of knowledge for doing this was:

0 1 2 3 4 5 6 7 8 9 10

0 = Lowest level

10=Highest level

My level of confidence for doing this, given my skill/ability was:

0 1 2 3 4 5 6 7 8 9 10

0 = Lowest level

10=Highest level

AFTER THE TRAINING

My level of knowledge for doing this was:

0 1 2 3 4 5 6 7 8 9 10

0 = Lowest level

10=Highest level

My level of confidence for doing this, given my skill/ability was:

0 1 2 3 4 5 6 7 8 9 10

0 = Lowest level

10=Highest level

8- My interactions with students reflecting my creating a safe space and trusting environment for students from diverse cultural backgrounds

BEFORE THE TRAINING

My level of knowledge for doing this was:

0 1 2 3 4 5 6 7 8 9 10

0 = Lowest level

10=Highest level

My level of confidence for doing this, given my skill/ability was:

0 1 2 3 4 5 6 7 8 9 10
 0 = *Lowest level* 10 = *Highest level*

AFTER THE TRAINING

My level of knowledge for doing this was:

0 1 2 3 4 5 6 7 8 9 10
 0 = *Lowest level* 10 = *Highest level*

My level of confidence for doing this, given my skill/ability was:

0 1 2 3 4 5 6 7 8 9 10
 0 = *Lowest level* 10 = *Highest level*

9- My interactions with students helping to create a more positive school climate

BEFORE THE TRAINING

My level of knowledge for doing this was:

0 1 2 3 4 5 6 7 8 9 10
 0 = *Lowest level* 10 = *Highest level*

My level of confidence for doing this, given my skill/ability was:

0 1 2 3 4 5 6 7 8 9 10
 0 = *Lowest level* 10 = *Highest level*

AFTER THE TRAINING

My level of knowledge for doing this was:

0 1 2 3 4 5 6 7 8 9 10
 0 = *Lowest level* 10 = *Highest level*

My level of confidence for doing this, given my skill/ability was:

0 1 2 3 4 5 6 7 8 9 10
 0 = *Lowest level* 10 = *Highest level*

PART V: YOUR FINAL REFLECTIONS

1-For all school staff, what thoughts, feelings or final reflections might you share, given your taking this survey? And, specifically, for teachers, please also answer this question: Did you make any modifications to the curriculum that were inspired by the training? (Feel free to continue on the back of the page)

THANK YOU FOR TAKING THIS SURVEY!

Please place this completed survey in the envelope provided, seal it, and submit it by placing it in the SLIT IN THE BOX at the Office of the Director of Student Support.