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Preservice teachers' self-perceptions and attitudes toward culturally responsive teaching

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Keywords

Cultural awareness; Multicultural education; Student teachers; Teacher education

Abstract

When infusing Culturally Responsive Teaching (CRT) concepts in preservice methods classes, teacher candidates (TCs) begin a journey that involves understanding the cultural contributions of the students in the classroom, as well as becoming aware of the possible disconnects between their cultures and the culture of the school. To help preservice teachers learn how to bridge these gaps, teacher education faculty integrated history, literacy, and art into a literacy methods course as a first step in helping teacher candidates develop the necessary competencies to successfully implement culturally responsive teaching in their own classrooms. Four university faculty members administered an adapted version of The Culturally Responsive Teaching Self Efficacy and The Culturally Responsive Teaching Outcome Expectancies Scales (Siwatu, 2007) to 55 teacher candidates (n=55), and had them self evaluate and rank their beginning competencies, and define what strategies and knowledge they wanted to gain during the semester. At the end of the semester, TCs re-evaluated themselves on the same survey, and then reflected on their experiences. Teacher candidate responses on the survey indicate that they perceived themselves as gaining knowledge and skills in their ability to understand and implement culturally responsive pedagogy. The TCs were also positive about their experiences in this project.



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All items in Digital Scholarship@UNLV are protected by original copyright, with all rights reserved, unless otherwise indicated. Preservice Teacher Development of Culturality. Relevant Read-alouds using Traditional Children's Books and E-books; PTI: Dr. Gary

Bingham). Not only do teachers' attitudes influence children's perceptions of themselves as learners, but teachers' attitudes and teaching practices primarily through self-reporting methods such as questionnaires and surveys (Pettit, 2011). Findings from this survey based research suggests that teachers' attitudes are important to the way they approach teaching DLLs and are influenced by such factors as teachers' experience, contact with DLLs, place of employment, and educational backgrounds (Byrnes Kiger, & Manning, 1997; Karabenick & Noday, 2004). Download Now. SaveSave Exploring Preservice Teachers Attitudes Towards In For Later. 0 ratings0% found this document useful (0 votes). 62 views17 pages. Exploring Preservice Teachers Attitudes Towards Inclusion. Uploaded by. JeanYan. Teacher-preparation programmes should be responsive to these problems and the challenges faced by new teachers. Effective preparation needs to address these critical issues and foster positive attitudes and teaching strategies for inclusive classroom settings. Existing teacher-education programmes need to be researched in terms of their impact on teacher candidates' human qualities, attitudes and practices (Falkenberg 2008). This chapter explores the research on attitudes toward science and learning science as Smith-Walters, Cindi and Heather L. Barker. "Pre-Service Teachers' Self-Efficacy and Attitudes toward Learning and Teaching Science in a Content Course." STEM Education: Concepts, Methodologies, Tools, and Applications, edited by Information Resources Management Association, IGI Global, 2015, pp. 1397-1415. <http://doi:10.4018/978-1-4666-7363-2.ch075>. APA. Smith-Walters, C., & Barker, H. L. (2015). Pre-Service Teachers' Self-Efficacy and Attitudes toward Learning and Teaching Science in a Content Course. In Management Association, I. (Ed.), STEM Education: Concepts, Meth Preservice teachers' perceptions of their middle schooling. Teacher preparation: a sample of the Australian context. Suzanne Hudson. Reviews into teacher education and reform measures, such as implementing professional standards for teachers, are designed to raise the quality of education. Such reviews and reforms also target preservice teachers; hence universities examine their teacher education programs to address these issues, including developing programs that are current with the literature. Over the past fifteen years, concerns have arisen about Australian early adolescents and their disengagement from the schooling system, their "at risk" behaviour and their need for social, emotional and academic support. • Culturally responsive teaching strategies support the constructivist view of knowledge, teaching, and learning. As teachers assist students to construct knowledge, build on their personal and cultural strengths, and examine. What Are the Implications for a Culturally Responsive Curriculum? • Place preservice teachers with cooperating teachers who have a thorough knowledge of and extensive experience with culturally responsive education. • Provide authentic experiences in culturally diverse schools and communities over an extended period of time. Prospective teachers' attitudes toward urban schools: Can they be changed? Multicultural Education, 6(4), 9–13. Morey, A., & Kilano, M. (1997).