

METHODS: INTERVENTION

Session 1:

- PLC examined rationale for CRT PLC participated in Neuwirth's protocol
- Teachers took Common Belief Survey

Session 2:

- PLC examined alternative texts for upcoming unit

Session 3:

- Additional PLC session for evaluating alternative texts and determining success criteria
- Replaced *Minnie and Moo Go Dancing!* By Denys Cazet (1998) with *Anna Hibiscus* by Atinuke (2010)

*I taught the same unit with *Anna Hibiscus* by Atinuke (2010) and updated the PLC with reflections and data

Session 4:

- Shared results of unit reflections and data collected from student interviews and curricular survey
- PLC members took Post-Intervention Common Belief Survey (see Appendix A) in PLC

FINDINGS:

Impact on Personal Practice:

- 1) Increased agency in my responsibility of the literacy content
- 2) Culturally Responsive Teachings as a critical lens rather than a new skill set

Impact on PLC

- 1) Increased awareness of the role of race and equity in literacy

Participant Voice: N stated: I hate *Minnie and Moo* now. I do not know if it was the graphic you showed Erika. But it doesn't feel right reading this book about cows.

K's response: You are right. Why are we reading this silly book about cows when there are much more rich text out there that we could be using?

Impact on Student Attitudes

- 1) Students enjoy books that they relate to on a personal or cultural level
- 2) Students enjoyed the replacement text-especially who the text represented

Participant Voice: B stated: I don't like *Minnie and Moo*. I am bored of the part where they had to visit the farmers. I don't get it. I have never been to a farm.

IMPLICATIONS:

This action research project was the initial effort of my broader goal of becoming more culturally responsive in my own practice. This project allowed me to take a first step into an ongoing stance as a reflective practitioner. I believe immediate next steps should be:

- Revisit the conversation on the role of race in the literacy and overall curriculum prior to each unit
- Find more texts that reflect students' backgrounds
- Advocate for more professional development surrounding culturally responsive teaching, race, and equity
- Join a community that supports discussion surrounding race and equity in the classroom