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Beginning Teachers & Strategies for Asset-Based Pedagogy

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Abstract

Our study examines roughly 2,000 novice teachers' responses about how they account for students' cultural, ethnic/racial, and linguistic diversity. We qualitatively analyze robust open-ended survey responses to explore teachers' reported strategies for how they integrate asset-based pedagogy (ABP). We identify codes related to these strategies and then investigate them by participant demographics. This illuminates both the predictive validity of our qualitative analyses as well as provides initial evidence as to whether certain characteristics are associated with critical techniques. Our findings inform practitioners of a suite of ABP strategies as well as districts and policymakers about how novice teachers are processing asset-based instruction and who to target support in this vital pedagogical area.

Keywords

Pedagogical beliefs, novice teachers, culture, mixed methods

Introduction

Asset-based pedagogy (ABP) is essential for student achievement (Dee & Penner, 2017). ABP highlights students' background and experiences as a strength to be incorporated throughout their learning (López, 2017). ABP is generally associated and examined through the lens of culturally relevant pedagogy (CRP, Ladson-Billings, 2014), where teachers integrate student culture throughout the classroom—among other tenets—to heighten student engagement. Such pedagogy is vital because it values what students bring to the classroom and is responsive to their individual needs (Carter Andrews, 2021).

With the increased political and societal attention on culture specifically within educational contexts (Parkhouse et al., 2019), it is altogether safer for teachers to distance themselves from CRP. However, because public education consists of a predominantly white teaching force (Raue & Gray, 2015) and stems from a historically colonial background (Lowenstein, 2009; Marom, 2019), prioritizing ABP is an issue of educational equity. Students of color simply cannot receive an equitable education if they are not embedded or represented throughout their learning.

An increasing corpus of qualitative studies has explored how teachers implement (e.g., Ullucci, 2012a) or cultivate ABP-related skills (e.g., Conklin, 2020). Few large-scale studies explore culture within the classroom (Dover, 2009), often focusing on measuring student exposure to ethnic studies curriculum (Bonilla et al., 2021; Dee & Penner, 2017). Yet, a disconnect remains in teachers knowing about or applying ABP strategies throughout K-12 classrooms (Neri et al., 2019; Págan, 2022). This is particularly salient for beginning teachers, who are still developing their professional skills (Parkhouse et al., 2019; Smith & Ingersoll, 2004) and increasingly likely to work in schools with more diverse students (Redding & Nguyen,

2020). Further, there has been no study to our knowledge that systematically examines teachers' beliefs by their characteristics to unveil patterns in asset-based thinking. Such evidence could enlighten the prevalence and understanding of ABP for novices to hone teacher preparation and support to ultimately improve quality teaching for all students.

Our study investigates nearly 2,000 novice teachers' robust responses about how their teaching accounts for student diversity. We qualitatively open code these data to explore self-reported ABP strategies, which contributes to a developing understanding of novice teachers' conceptualization of ABP within K-12 classrooms. We then merge these created strategy codes with participant demographics to provide descriptive evidence of whether teacher characteristics are related to reported ABP strategies. Our study seeks to inform teacher preparation, induction programs, districts, and policymakers about how and with whom to target ABP support. The research questions guiding our study are twofold:

1. How do novice teachers account for students' cultural, ethnic/racial, and linguistic diversity in their reported pedagogy?
2. How do novice teachers' reported asset-based pedagogical strategies vary by teacher characteristics?

Literature Review

Intersecting Culture & Pedagogy

Embedding culture into pedagogy has lingered in the educational zeitgeist for the past several decades. Ladson-Billings' (1995) introduction to culturally relevant pedagogy primed three tenets: academic success, cultural competence, and sociopolitical consciousness. This prompted educators to decide whether and if so how to embed such understanding and eventual skills into preparation, support, and classrooms (e.g., Gist et al., 2019).

CRP has since evolved to spur other theoretical frameworks that similarly integrate and prioritize historically marginalized cultures throughout education. This includes culturally responsive pedagogy (Gay, 2002), culturally sustaining pedagogy (Paris, 2012), and culturally revitalizing pedagogy (McCarty & Lee, 2014) among others. Each pedagogical paradigm provides necessary nuance in positioning students as assets to their learning while requiring teachers to recognize how their backgrounds can shape classroom context. Particularly when drawing on students' backgrounds and experiences, it shortens the gap between school and home by using familiar knowledge and skills (Hogg, 2011; Moll et al., 1992). Each paradigm, then, can be housed under an umbrella term of an asset-based pedagogy (Carter Andrews, 2021), where the objective is to integrate students' experiences—particularly from historically marginalized backgrounds—into their own learning. Whereas culture, race, and ethnicity systematically hinder students of color in educational structures, such as through disciplinary disproportionality (Skiba et al., 2014), the embodiment of an asset-based paradigm is a promising avenue towards systemic change.

Preparing & Supporting Asset-Based Pedagogy

Scholars have recognized that teacher education could be the nexus of educational change (Barnes, 2006; Gay, 2002; Gorski, 2009; Milner, 2006; Sleeter, 2017), but structural roadblocks prevent progress (Achinstein & Ogawa, 2012; Gay & Kirkland, 2003). Teacher education has been traditionally slow to change (Grossman et al., 2009) and integration of diversity or culture-based courses has not been an exception (Banks, 2013). There is often, at most, just one multicultural education course required throughout training (Gorski, 2009; Williams & Glass, 2019), with significant evidence indicating that this minimal amount of preparation is insufficient towards meaningful changes in teachers' actions and belief systems (Milner, 2010).

Thus, novice teachers are entering diverse schools with little training on working and teaching students with backgrounds distinct from their own (Clotfelter et al., 2005; Jupp et al., 2016). With the widening cultural gap within classrooms (Lowenstein, 2009) based on increasing student diversity but a stagnantly high white teaching workforce (Raue & Gray, 2015), students of color are inherently disadvantaged and underserved (Dee, 2005; Redding, 2019).

Rather, it has been incumbent on districts and induction programs to mitigate a lack of preparation to ensure in-service teachers enact ABP. Unfortunately, induction is inconsistently offered (Goldrick et al., 2012) and of the content that is offered, culture and ABP is rarely emphasized (Darling-Hammond et al., 2009; Parkhouse et al., 2019). There are a handful of CRP interventions available for in-service teachers, but even these have been identified as suspect in quality (Bottiani et al., 2018). Instead, districts tend to focus on "survival techniques" such as behavior management and lesson planning (Garet et al., 2001; Kennedy, 2016; Korpershoek et al., 2016), without consideration of student or cultural context. And, even if teachers are prepared and supported in ABP, there remains various individual, social, societal, and institutional barriers that shape their beliefs and eventually, their actions (Kwok & Svajda-Hardy, 2021; Pagán, 2022).

If teachers are not learning or being supported to implement ABP, inequity will persist. Engrained structural issues within the educational system, teacher preparation, and professional support (Young, 2010) will remain. Rather, research on ABP, described next, could offer some optimism, but the evidence base needs to be built up.

Empirical Evidence on Asset-Based Pedagogy

One line of empirical work has focused on the teacher learning and development of ABP. These studies reveal the difficulties of enacting CRP in the current (white-dominated) school

system, often suppressing teachers' abilities and desires to enact this work (Borrero et al., 2016; Gist, 2017). However, there are some glimpses of change (Conklin, 2020; Johnson, 2002; Ullucci, 2011b). For instance, Ullucci (2011a) examined how three expert white teachers gained critical awareness and identified strategies that educators could apply into their classroom. For these teachers, ABP was actualized through redesigning curriculum that embedded student culture alongside various instructional strategies beyond rote learning to engage learners.

Amidst the predominantly qualitative evidence stand only a handful of quantitative studies. Cabrera et al. (2014) and Dee and Penner (2017) examine and find positive effects of high school students taking an ethnic studies course. Bonilla et al. (2021) extend this work to identify that culturally relevant and critically engaged content have positive effects on academic attainment. Together, these large-scale studies suggest that ABP can have a positive effect on student outcomes and provide needed dimensionality in understanding ABP.

However, evidence about ABP is still warranted, most distinctly from the teacher perspective. Most studies draw from individuals predispositioned to cultural competence with little large-scale knowledge about how average teachers conceptualize or operationalize CRP (Sleeter, 2012). Such knowledge is particularly critical from novice teachers, who are still learning about the profession, more likely to be placed in underserved schools (Redding & Nguyen, 2020), tend to be less effective (Kini & Podolsky, 2016), and have an increased likelihood of leaving the profession (Redding & Henry, 2019). Thus, learning about and eventually equipping teachers early in their career could stand to have the largest effect on educating students of color.

Conceptual Framework

We center on *asset-based pedagogy* as a broader, instructionally-focused term that values students' backgrounds—including culture, race/ethnicity, and language—into the classroom. This derives from López (2017), who purports ABP as pedagogy that "views students' culture as a strength, countering the more widespread view that inordinate achievement disparities stem from deficiencies in the child and/or child's culture" (p.193). We foreground ABP for several reasons.

First, we believe that *asset-based* is a broader term that coincides more with our study of novice teachers' reported strategies about student diversity. We distinctly foreground diversity rather than culture because the latter is about customs and the former is inclusive of social, ethnic, and demographic differences.[1] Thus, paradigms such as CRP have an inherent cultural bent that informs yet does not fully encapsulate our work. Rather, culturally sustaining pedagogy (CSP, Paris, 2012) is the closest aligning paradigm because of its incorporation of racial/ethnic, literary, and linguistic differences alongside culture. However, the explicit use of culture in the terminology persuades us to instead draw from López (2017), who found that ABP better represented that study's examination of instructional strategies around culture, resembling data within our study.

Second, we investigate *how* novice teachers pedagogically process and operationalize student differences throughout their classrooms. We believe culturally responsive pedagogies to be more paradigmatic in that teachers embody an understanding about the *importance* of sustaining student diversity. Rather, our study prioritizes teacher strategies to unearth what ABP looks like in practice (Sleeter, 2012). We cannot speak to teachers' broader intentions and

[1] We consider culture as the "customs, arts, social institutions, and achievements of a particular nation, people, or other social group" (Oxford Languages, "Culture," def.2) whereas diversity is "the practice or quality of including or involving people from a range of different social and ethnic backgrounds and of different genders, sexual orientations, etc." (Oxford Languages, "Diversity," def.2).

instead, only about the techniques that they reportedly implement. Additionally, López (2017) identifies three ABP strategies throughout the literature that reiterates our decision: cultural knowledge (understanding of student culture), cultural content integration (integrating students' cultural knowledge into academic content), and language (utilizing students' native language). These strategies coincide with how novice teachers in our study report ABP techniques.

Third, we believe that how teachers view diversity is often defined by whether they consider student differences from an asset- or deficit-based perspective. The converse to ABP is a deficit- or equality-based paradigm (Banks, 1993; Gorski, 2016; Milner, 2012; Kwok et al., 2020), where teachers treat all students equally and ignore their diversity, often citing fairness. Researchers have sought to document and combat these deficit beliefs, often via CRP. Thus, we draw on studies that review and establish the positive effects of culturally relevant education on student outcomes (Aronson & Laughter, 2016; Dover, 2009; Howard & Rodriguez-Minkoff, 2017; Zirkel, 2008). In particular, two recent studies guide and justify our work. Parkhouse et al. (2022) argues that culturally relevant education is an apolitical and ethical professional responsibility largely because the established evidence base is clear: students need to be a part of their learning. However, just because the field states the necessity of such a paradigm, it does not ensure application. Subsequently, we draw on Neri et al. (2019), who note an absence of practical strategies, usable pedagogical models, and high-quality resources (reiterated by Págan, 2022).

We build on this prior evidence in respective ways. Foremost, we focus exclusively on teachers. Previous studies have examined the integration of ABP throughout other important educational structures such as curriculum (Milner, 2020) and school leadership (Khalifa et al., 2016). For work related to teachers, much of the previous work has resided within teacher

preparation (e.g., Gist, 2017) or from expert teachers (e.g., Ullucci, 2011a). Rather, there is little evidence about how new professionals process ABP, particularly as teachers-of-record with limited experience. Our study uses novices and beginners interchangeably and is defined by our context: any individual within their first four years of full-time teaching in the state (i.e., California). While their years of experience may vary (e.g., having taught in a different state), this is their first experience as teachers-of-record within the state.

We also conduct a large-scale analysis of teachers' diversity beliefs. The overwhelming body evidence is built upon qualitative studies, providing little quantitative and large-scale substantiation (Aronson & Laughter, 2016; Dover, 2009; Howard & Rodriguez-Minkoff, 2017; Zirkel, 2008). Previous quantitative studies examine student CRP exposure in intervention-based contexts (e.g., Dee & Penner, 2017), but offers little about teachers' perspective in heterogeneous K-12 classrooms (Morrison et al., 2009). Our study explores both the breadth and depth of teachers' reported ABP strategies.

Finally, we examine teachers' strategies relative to their characteristics. Evidence indicates that teacher race is one characteristic influencing how teachers think about and implement ABP. For example, teachers of color are more likely than their white counterparts to include topics of culture in the classroom (e.g., Kohli, 2012). Teaching experience is another, as expert educators can articulate their cultural competence (Ullucci, 2011b), though burgeoning evidence suggests that certain novice teachers can capably integrate cultural topics into their teaching (Borrero et al., 2016; Milner & Tenore, 2010; Kwok et al., 2020). Two other teacher characteristics are of interest. Female teachers are more drawn to the relational components of teaching than their male counterparts (Müller et al., 2009; Struyven et al., 2013), suggesting similar differences could exist in their cultural beliefs. Additionally, intended retention (Keese et

al., 2022) and whether teachers' thoughts on culture may in fact be more transparent if they are not intending on staying in the profession (Borman & Dowling, 2008). Through these teacher characteristics, we explore the variation in ABP strategies across novice teachers to inform preparation and support.

Methods

Context

The Center of Teacher Innovation (CTI) is one of California's largest teacher induction programs. CTI services approximately 2,500 novice teachers, mostly from local school districts, but they also house districts and individual teachers around the state, country and world through online services. This program provides support and professional learning to beginning teachers holding preliminary teaching credentials, ensuring successful transitions into the classroom. These teachers are required by the state to complete an induction program within five years following the acquisition of a preliminary credential, resulting in a full teaching credential.

CTI offers two sources of professional development: teacher coaching and inquiry cycles. Coaches—often experienced teachers who receive a nominal stipend—are obligated to communicate with their novices at least one hour a week,[2] generally offering just-in-time support and promoting reflection. Beginning teachers also have access to curricular activities through online modules that take approximately four weeks to complete. Each module consists of an in-depth examination of a pedagogical area, application of this information, and self-reflection. Six modules per year (12 total different modules across two years) comprises the teacher induction curriculum.

Data

[2] A handful of districts hire full-time release teachers to assist more novices.

The 2020-2021 Teacher-Coach Match Satisfaction survey was completed by novice teachers and their coaches and electronically administered. This annual survey is given at the conclusion of every academic year to solicit participants' induction experiences and part of their online coursework. Iterations of this survey have been administered since 2013-2014 and used for program and district continuous improvement.

Separate but substantively identical surveys are given to novices and coaches to preserve correct pronoun usage. The surveys have 18 base questions to gather the experiences with their specific coaching match, the frequency/duration of their meetings, and satisfaction with the induction program curriculum. The focus of this study is exclusively on the novice teachers' responses to the open-ended item: "How does your teaching account for students' cultural, ethnic/racial, and linguistic diversity?"[3] We received a total of 2486 surveys. 579 were blank, 12 were non-answers, and 3 were duplicates for a total of 1,892 valid responses, yielding a response rate of 76%.

Data Analysis

The breadth of the sample was matched by the depth of the responses, with an average of 59 words per response, requiring multiple analytical procedures. We first started with establishing our unit of analysis towards creating an eventual coding scheme, with all analyses conducted in Dedoose.

[3] For transparency, this study was conducted during the context of COVID-19 pandemic. We believe that the survey item was not specific to pandemic-related beliefs, though, we cannot rule out whether this context actually effected their response to the survey item. However, the vast majority of participants provide responses at a more global level, which was the intent of the item. There were a handful of responses that mentioned COVID-19 or the inability to incorporate actions because of remote learning: "". Such responses were rare.

Unit of Analysis. We created a unit of analysis to segment our interpretation of the data (Keller, 2012). We defined a unit as a pedagogical strategy accounting for students' cultural, ethnic/racial, and linguistic diversity. This corresponded with the following guidelines.

First, we focused on strategies, defined as reported actions that novice teachers pedagogically incorporated in the classroom. This negated statements about the need or their awareness of diversity-based strategies.[4] Our intent was to focus on *how* teachers incorporated accounted for student diversity to build an applicable pedagogical repertoire. Each stated strategy was considered a separate unit, even if multiple were discussed in the same sentence.[5]

Second, we drew on teachers' self-reported actions. This excluded techniques that they observed at a professional development or actions of mentor and peer teachers. Novices could have learned from one of these sources, but there had to be a clear implication that the stated strategy was part of their personal repertoire.

Third, we negated personal or classroom characteristics throughout responses. This included participants stating their attributes (e.g., being an ELL or SPED teacher) or classroom context (e.g., teaching in schools with mostly students of color). While these data shed potential insight to the technique, such information was not consistently stated. Furthermore, we systematically incorporated teacher characteristics (described below), affording us to negate self-reports of information throughout responses.

[4] For instance, "I rarely focus on this and instead work towards universal teaching strategies" (2214) and "Quite frankly, I don't care what race or ethnicity they are; I just want them all to learn to be critical thinkers and make wise and informed decisions in the real world beyond the walls of the school" (565).
[5] For instance, two separate units of student voice and student representation were identified within this sentence: "Each day, I aim to incorporate student voice and choice, creating a student-driven classroom is very important to me, and making the space for students to feel represented and valued is essential" (1745).

Fourth, we avoided interpretation of whether a strategy accounted for student diversity. Certain actions (e.g., differentiation) could be arguable, but we did not want to restrict novice teacher insight. Thus, we captured all reported strategies indiscriminately.

Coding Scheme. We next constructed an initial coding scheme. We coded 100 random responses independently using an open coding approach (Glaser, 1965).[6] We collectively summarized units and discussed patterns throughout strategies. We decided that units were to be singularly coded because each unit represented one strategy. We then used axial coding (Strauss & Corbin, 1998) by looking across the summarized units to draft initial categories that encapsulated our patterns. We repeated this process two additional times using subsets of 50 data responses, each time editing our scheme as necessary. Then, we established an initial scheme with three categories. We tested this scheme with two additional sets of 50 responses, making necessary updates. For each subset of data, we used fresh data, coding separately and meeting together to update the scheme.

Upon establishing the categories, we tested them on another 200 responses (at this point having tested 500 responses total). We were confident that this random subset of responses represented a theoretical saturation of the sample and that additional responses were not yielding new information (Trotter, 2012). Here, we established three categories of strategies: pedagogical responsive strategies, family and community, and social emotional learning.

We extended the analysis by systematically identifying patterns within category. Although constructing the scheme at the code (sub-category) level was immeasurably more

[6] We initially relied on the previous literature to identify how these responses may have coincided with established evidence. The most relevant of ideas stemmed from culturally responsive pedagogy (Ladson-Billings, 2014), culturally sustaining pedagogy (Paris, 2012), and culturally revitalizing pedagogy (McCarty & Lee, 2014). While there were aspects of these theories that coincided with our data, it only represented a portion of what we were seeing. We even tried coding the data using both preset and a derivation of these theories, but the process did not fit appropriately. Instead, we drew from these terms as the base of our understanding of the data and decided that an emergent perspective utilizing constant comparative methods would be more appropriate.

challenging, we wanted to illuminate the distinct nuance of teacher strategies to better inform practice and promote applicability. We examined 50 responses at a time, focusing on the saliency and frequency of topic within each category to create the codes. We went through a similar process of open coding and axial coding through individual analytic memos and collective discussions (Miles & Huberman, 1994). We conducted this process for each category without issue and then three separate times for the codes within the *Instructionally Responsive Strategies* category.[7]

Once we established the codes and added them to the coding scheme, we went through all 500 responses applying the codes and making edits as appropriate. We utilized constant comparative methods throughout our analysis (Glaser, 1965), iterating between our interpretations of the data (both individually and collectively) and the data itself. Upon completion, we established our final scheme, which includes three categories and eight corresponding codes. We applied this scheme to *all remaining data*, still holding consistent meetings to update to the scheme as necessary. There was a slight nuance in descriptions of codes but otherwise, the final scheme represented all 1,892 pieces of data, shown in Table 1.

[Insert Table 1]

Interrater Reliability. Throughout establishing the coding scheme, we conducted several rounds of interrater reliability. This occurred at designated junctures, in which we would establish at least 80% consensus between ten data pieces coded independently and then compared together (Tinsley & Weiss, 2000). We did it initially by identifying a unit of analysis,

[7] This category was particularly difficult to code. We recognized there were strategies that participants stated specific to their instruction, but to what extent and how it was occurring was challenging to categorize. We changed codes several times, initially grouping by type of learning, then switching to levels of quality, and finally settling on the intent of the strategy. We conducted numerous emergent and confirmatory type of discussions focused exclusively on this category to determine codes of best fit. We eventually came to a consensus of three separate codes that were then tested numerous times. In contrast, creating codes within the other categories were relatively straightforward and required comparatively little discussion or adjustments.

again when coding units to categories, and last when assigning codes. Each round required several attempts to hone our process of analysis and interpretation but was resolved successfully.

Quantitative Analysis

To leverage our data further, we examined whether the presence of these reported strategies is held by novice teacher characteristics. This is important to identify whether certain attributes (e.g., gender) subsumes the majority of responses about a particular strategy (e.g., connecting with family and community). All of our measures are binary, whether an indicator of the presence of a specific code or of any set of codes within a broader strategy category.

Teacher demographic variables include gender (male, female, non-binary, or declined to state) and race/ethnicity (white, Black, Latinx, other or declined to state). Teaching experience is a binary measure distinguishing individuals who are brand new—that is, they are in their first year of teaching and first year of induction—as compared to all others. Teachers' perceived return was measured through three items. One survey item states: "What are your intentions for employment for the 2018-2019 school year?" This self-reported categorical variable had responses of returning to the 1) same school, 2) different school, same district, 3) different district, or 4) not return to teaching. Because most individuals responded as returning to the same school, we recoded the variable into a binary measure of whether the teacher would retain in the same school or not. This is a comparable measure to retention intention (Keese et al., 2022) or self-report of return. Two additional items are measures of intended years teaching and intended years in education (broadly speaking), which we recoded as binary measures of 0-10 years or 11 years or more based on the distribution of responses.

Table 2 provides information about our analytic sample. About 22% of our sample is comprised of new teachers, in their first year of teaching and induction. Nearly 71% of teachers

in the sample are female, 45% identify as white and 31% as Latinx. About 85% of this sample of novice teachers intended on returning to teaching in the same school the next year, while 75% intend to teach for 11 or more years and 92% intend to work in education to some capacity.

[Insert Table 2]

To examine the variation in codes by teacher demographic, we conducted a series of Chi-Squared analyses for within coding group differences. These analyses measure whether there are statistically significant differences in the proportion of individuals stating a category (or code) by each teacher characteristic. We conduct the chi-square tests separately for each strategy category and code for every individual demographic. This allows us to answer identify whether there are statistically significant differences in the proportion of teachers who report a ABP strategy (e.g., *Pedagogical Response Strategy*) across all groups in a teacher characteristic (e.g., experience). In such a way, we can descriptively identify patterns in ABP strategies.

Results

How do novice teachers account for students' cultural, ethnic/racial, and linguistic diversity in their reported pedagogy?

Below, we detail the three categories of strategies that novice teachers described to account for student diversity. Figure 1 organizes these categories in a pyramid based on frequency. That is, the categories of *Pedagogical Response Strategies, Social Emotional Learning*, and *Connecting with Family & Community* are decreasingly prevalent throughout the data. Through illustrative and representative quotes, we explore each category and their corresponding codes.

[Insert Figure 1]

Pedagogically Responsive Strategies

Overwhelmingly, novice teachers explained pedagogical strategies that were responsive to student differences. These were stated techniques towards the preparation or enactment of instruction but had objectives for various areas of student diversity. We document strategies that separately address linguistic, academic, and cultural differences in the classroom.

Supporting Linguistic Diversity. Most often, novice teachers focused on linguistic diversity within classrooms. This likely stemmed from the high percentage of multilingual learners in California and the corresponding strategies used to engage them throughout lessons.

Providing language scaffolds. Teachers described a plethora of resources to support students' language development, each towards ensuring linguistically diverse students could equivalently engage in the classroom. For instance, teachers stated, "I provide scaffolds such as graduated levels of sentence starters for language development" (980) as well as "sentences frames and graphic organizers to assist students especially those who are English Language learners" (917). Other teachers also offered "visuals…and opportunities for them to practice communicating with their peers using academic language" (864), alongside ensuring "the students have modified assignments, chunked assignments, small group instruction, more visual aids and graphics, and more time" (853). Novices similarly incorporated "pictures and graphics to support academic vocabulary and integrate challenging academic language" (2338) as well as "anticipatory guides, graphic organizers, and formulaic expressions" (2165). This range of strategies established a concrete foundation for how to accommodate for linguistic diversity.

Building student vocabulary. Teachers emphasized building vocabulary so that students could actively participate throughout lessons. These teachers explained explicitly teaching—or "front loading" (968)—key terms "to make sure all vocabulary is understood by all students. I provide examples to relate to everyday life to help them to understand the vocabulary" (1440).

These teachers would “always start lessons by teaching vocabulary, which helps all students better learn and understand the terminology of mathematics” (1411) and to teach “vocabulary and reduces use of idioms of ELLs” (2371). Others would include “kinesthetic movements and pictures when discussing vocabulary” (2240), or when possible, “break down new vocabulary by explaining the root word and affixes” (82) and the “origin of words to help guide understanding of new vocabulary” (1897). These techniques opened access to classroom activities for all students.

Speaking in students' native language. Teachers embedded the students' native language throughout lessons to support their language development. Broadly, novices sought to “incorporate students' home language into the curriculum so that they feel included in the learning process” (2119). They recognized that “the very act of considering culture and language skills when developing curricula and activities makes it more likely that lessons will be inclusive” (2460) and that “in some situations, their work is also translated into their first language” so that “their classroom environment is more inclusive and welcoming” (2081). This embedding of culture occurred in various ways. Teachers would “try to incorporate Spanish words into our lessons and conversations. We discuss what it means to be able to speak two languages and how having that skill can help them connect to the world in different ways than just speaking one language” (2375). They would also say “some words or phrases in both English and Spanish to help reinforce vocabulary or understanding of content” (649) or provide “Spanish translations for homework and translator apps” (980) and in “small group instruction, and video assignments in Spanish or Spanish subtitle” (853). Most integratively, one novice teacher enthusiastically mentions, “My students enjoy speaking with me and now it is a part of our daily routine! They enjoy coaching me as my Spanish speaking improves” (1467).

Adjusting Instructional Planning. Novice teachers explained assorted instructional techniques to account for student diversity. Broadly, these teachers repeatedly stated learning about their students to adjust curriculum and lesson plans, mentioning how they were "accommodating the curriculum to fit the student's needs" (2139) or "my curriculum is directly influenced by the diversity found in my students" (1942). More specifically and practically, they commonly portrayed two types of instructional adjustments: integrating students' background knowledge and tapping into students' personal lives.

Integrating students' background knowledge. Novice teachers embedded student background knowledge to create relevant lesson plans. Interestingly, these teachers regularly used the term *funds of knowledge*, defined as students' knowledge and experiences rooted in their cultures, families, and communities. They would "ensure that I use my students' funds of knowledge and apply them to various aspects of my teaching. By doing this, I am ensuring that they can connect their own lives with the lessons which I am providing" (2365). They prepared their lessons for "different funds of knowledge that students have, such as from their culture, ethnic, and linguistic diversity by connecting to my student's prior knowledge before and during a lesson" (900), in which it "informs my lessons plans, particularly when accessing funds of knowledge and connecting subject material to students' personal experiences" (2378). Such use of jargon suggested that they explicitly learned about this topic—likely through an induction module—and prioritized it to some extent in their classroom. For teachers explaining it more plainly, they described how "understanding students' prior knowledge and gaps helped me to create lessons with appropriate entry points and differentiation" (2104) and that "weaving student's background knowledge into my lessons to strengthen their engagement and make it as

relatable to them as possible" (387). Regardless of the terminology used, these novices prioritized student understanding to engage them in class.

Tapping into students' personal lives. Relatedly, novice teachers explained their efforts to weave students' home lives into instruction. Separate from academics, these teachers prioritized "learning more about my students' lives outside the classroom" (2460) and then "try to relate the curriculum material to their life experience within our community, as much as possible" (2130). These novices sought to "design my learning environment and lessons to be culturally relatable to my students, taking into account their diverse experiences and interests to shape my efforts" (2385), because "getting to know WHO they are and what their lives are like outside of school is so important. In my teaching, I always aim to provide experiences that are of interest to the students and culturally relevant to their lives" (1835).

Likewise, teachers facilitated opportunities for students to share about their lives by "taking time to learn about where my students come from and their backgrounds" (2458). Ultimately, these teachers were "open to talking about the students' personal experiences" (294), felt that "whenever there is an opportunity for students to share their perspective and have a discussion in connection with the academic content, it is rich in engagement" (2048), and some even held "daily morning meetings where we talk about how students are feeling as well as students are given questions where they can share about themselves, their families, and their culture" (2012). Altogether, these novices accumulated a breadth of information about their students to create engaging lessons.

Resources for Appreciating Cultural Diversity. Novice teachers shared about accommodating cultural diversity, predominantly by drawing from diverse texts but also through celebrating diverse music and holidays.

Embedding diverse texts. Teachers adopted diverse texts to represent their students' cultural backgrounds. Many teachers "ensure students' cultural backgrounds are represented as well as share with students the different cultural, ethnic/racial and linguistic of their community by using literature and technology when they can be appropriately added to extend the curriculum" (645). Pointedly, these teachers were "more consciously selecting texts that represent the diversity of my students" (1995), that "students are represented in the books we read in class, so that each student can feel included" (2001), and books were "reflective of my students. For example, since all my students in my class are either Hispanic/Latino or black, I made sure that the pictures of people I chose were not blue-eyed blonde children, but children of a variety of ethnicities and colors with whom they could relate with" (1849). Most deliberately, teachers "made sure to incorporate reading content and images in which my students can see themselves. They can see themselves as the main character, whether it's a hero, a kid in a scary story, an inventor, or a historical figure" (2373), as well as strove "to provide students with a variety of texts from various cultural perspectives, in the hope that students get a mirror (see themselves in the text) and a window (see the perspectives of others in the text)" (2136).

Novices also aimed to compile a "diverse library so that my students are able to see culture in books that they read" (2361). They expand their book collection towards representation and thus "bought a lot of new read alouds this year featuring people and kids of color, spanning different backgrounds and languages to ensure each of my students feels represented and seen in our classroom" (2100). This encompassed texts that highlight "Hispanic Heritage, Black History Month, Women's month, and Asian Heritage" (2130); "sign language which we use in class for students to feel represented in lessons and the stories we read" (1040); and stories by "Black, Indigenous, Authors of Color; with some of them having translations in

the author's native language, like Spanish, which my Emerging Bilingual students especially enjoyed" (1030). Authorship was equally important so students "can see themselves in what they are learning about" (2072) and have "short stories, books and articles that have authors and representations that my students will relate to" (1867).

Exposure to diverse customs. Teachers taught cultural diversity through two separate mediums: music and holidays. Teachers incorporated "regional music from Mexico as well as other Spanish speaking countries" (846); "music from different cultures and eras including Mexico, Spain, India, China, Japan, Africa, the United States, and Europe" (1148); and "diverse subjects within music, a few examples being LGBTQ+ anthems, Black classical composers, world music compositions and instrumentations, and listening to diverse artists and concerts from all over the world" (2156). These teachers intentionally "used music and videos with different languages and hand movements and visuals so children could follow along. Preschool videos were chosen very carefully as not to focus on one ethnicity rather a diverse group" (804). Consequently, novices found "that bringing these subjects into the classroom opens them to new experiences" (1148) because "the selection of music covered in class, while still exposing them to other music that they are not used to" (1096).

Novice teachers also exposed cultural diversity through holidays. These teachers "discussed holidays from around the world such as the Lunar New Year and Cinco de Mayo to discuss different cultures and what makes them special" (2375). They felt that "sharing with each other different cultural traditions and learning about different cultures and experiences" (16), including teaching "about different cultures around the world including food, traditions, fashion, and practices" (1599). Practically, they would "discuss about their home life and what kind of traditions they practice with their families and to recognize them and to celebrate differences in

each of us" (1855), where "holidays and traditions are used to correlate with learning activities" (522). Through these traditions, teachers sought to expand their students' perspectives.

Social Emotional Learning

Novice teachers expressed how the importance of students' social emotional or non-academic learning. They believed that students should feel comfortable and integral to the classroom, which then promote engagement. Three types of strategies were affirmed.

Creating a Safe & Inclusive Environment. Novices established a classroom environment for students to feel comfortable and secure to participate, synonymously described as *welcoming, equitable, safe,* and *positive.* This environment promoted academic freedom, where students "will feel like they are in a safe place that is use for learning" (2379), "a safe space for students to ask questions without judgement" (982), and a "safe working environment for all my students to be successful in" (451). Safety also included an atmosphere where "students are comfortable to be who they are" (375), "allow a safe space to share their thoughts and interests" (2171), and "encourage students to express themselves in a respectful way where they will not feel judged" (1795). Teachers crafted this setting "by learning about each student and their diverse needs and meeting them where they are at" (934), using "differences to make them feel secure and use those differences as strengths in the classroom" (644), and "being aware of who my students are and making sure I provide a space for them to have a voice" (906). This intentional work prioritized climate building as a necessary precursor to engagement.

Inclusivity was also integral. Many novices were "inclusive and open to all" (1379) and presented "lessons that are inclusive to all the students in my class" (2276). These teachers felt that "knowing their culture, and diverse needs help me build lessons and structure class in a way that is inclusive and supportive for them" (1450). Most commonly, inclusivity entailed curricular

modifications, such as providing “resources and texts that speak to differences” (805), “making slight adaptations as needed to make the curriculum more accessible” (2395), and “by reviewing the curriculum ahead of time and identify any possible concepts of ideas that may not include all of my learners” (1438), so that “the student relate to the content more creating a more inclusive learning environment” (1343). Inclusivity also facilitated “being inclusive to different cultures, ethnic and linguistic backgrounds. I try to use my students’ names, or names from various cultures, as I create my lessons” (1883), while being “inclusive of all backgrounds and am very specific about how thing are pronounced” (174).

Building Relationships with Students. Teachers invested in learning about their students. They built authentic relationships to “better understand and meet their unique needs as a student” (919) and “getting to know my students prior to teaching, then addressing everyone's needs” (325), to ultimately “better meet their individual needs in the classroom” (965). Novices acknowledged the “need to develop a relationship with them, and only then can I be sure I am being respectful of their background, otherwise I'm throwing out token blanket ideas that don't feel personal to the students” (1207). This latter statement emphasized authentic relationships as opposed to superficial interactions that students could unveil. Most poignantly:

> I am sensitive to my students and who they are. I try to get to know them personally and individually. Even if someone is from the same culture or race etc. that doesn't mean they will be the same. I believe every student has experiences and diversities that should be taken into consideration and I try to do that. (970)

Building relationships was also used to design lessons and make content relevant. Numerous exemplars articulated the connection between these two areas:

- “By focusing on getting to know each student and creating relationships with them, I was able to figure out those needs and use them when planning lessons and adapting them” (1281)
- "By creating these relationships, I am able to properly create lessons that will be engaging for all students in order to meet the needs of everyone" (2420)
- "It is important to know your students to create lessons that will engage them" (2029)
- "By learning more about my students' lives outside the classroom, and let that information inform lessons. For example, try to find examples that are relevant to students with different cultures and backgrounds" (2460).

These teachers recognized the value of cultivating relationships and did so intentionally to inform their instruction.

One mode of systematically learning about students was by administering class surveys. Most plainly: “At the beginning of the year, I sent out a student interest survey, which included questions such as, "what do you do for fun?", "what is most important to you in life?", and "what should I know about you?" (1790). Others would probe further, providing one "to the parent to get to know my students" (1326) and another “to learn about students at the beginning of the year to identify how students culture impacts them, what languages they speak, what ethnicity they identify with, however I know this is not enough" (882). This information provided a baseline for teachers at the start of the year to design lessons. Beyond a one-time survey, others would "constantly survey students to find interests, life events, and other cultural areas students can relate to and integrate these into curriculum" (152), “have them fill out interests surveys to gain more information about them" (299), and “using check-in questions and

providing my students with surveys to receive feedback from them" (2388). These more consistent updates guided teachers in their instruction over time.

Establishing a Foundation of Respect. Teachers sought a tone of respect throughout their classrooms. They expressed this in a multitude of ways:

- "I believe very strongly in respect and tolerance as virtues to use as pillars in the classroom" (2379)
- "All students are treated with respect and love" (2095)
- "I am constantly educating my class about respecting one another's differences" (1633)
- "I treat everyone with respect regardless of who they are because I think everyone is extremely valuable" (1519).

These types of responses were emblematic of how their classrooms would operate and the priority placed on positive student interactions.

Diving into how respect was operationalized was nuanced. This was accomplished through maintaining "an attitude of acceptance to all levels of diversity" (1899), modeling "kindness, acceptance, and thoughtfulness in my classroom and hold my students to a similar standard" (1612), and "being positive, open, and mindful to all students and their cultural diversity" (975). This was reiterated through repeated statements about empathy. Teachers explained how their instruction "always tries to put students' diversity at the forefront.… This approach allows for diversity in the curriculum but also allows me to teach respect and empathy for all individuals" (776). This was enacted when "we acknowledge the cultural identities of our students…these discussions help teach students to be more understanding and empathetic of others" (2376), or through "the representation of different cultures in the different resources I use for reading, watching videos, and writing topics to increase empathy, awareness, and respect

among students and their unique backgrounds" (1825). Amidst these thoughtfully adjusted classroom activities, teachers intended to promote student respect and empathy.

Connecting with Family & Community

Novice teachers wrote about establishing communication between the classroom and home. Strategies pertained to consistent contact with families as well as learning about them to inform classroom instruction.

Family Communication. To accrue familial knowledge, novice teachers shared about directly communicating with families. Many would send "surveys home to parents to have a better understanding of my students as well as what the parent's educational expectations are for their child" (2484). They would dialogue "to gain valuable insight into my students" (2344), "meet their learning needs and provide a safe and healthy learning environment for all students" (1256), "adjust their learning accordingly" (2114), and "learn more about them to plan their services" (823). In connecting with parents, teachers could learn valuable information about their students that they would not otherwise know. Most illustratively, "I take my time to get to know my families. I talk with them about their situation and concerns, their challenges and things that go well. Constant communication and lending an ear to their lives helps me to understand the student as a whole and guide my instruction" (1362).

Communication with non-English speaking households was particularly salient. These teachers expressed how they "always ask my parents about what their expectations are and what language they feel comfortable communicating in. I myself speak Spanish this has proven to be an asset in communicating with my parents who speak Spanish" (1040), which "allowed me to foster relationships with Spanish-speaking parents in an inviting environment" (72). Teachers expressed strategies "by translating, provide them with resources and allow for them to voice

their concerns" (908) or "setting up meetings that include the counselor as a translator, or sending my text messages to them in Spanish with reminders" (636). These teachers were cognizant to not let language barriers derail them from accessing families for student learning.

Learning about Families. Novice teachers learned about students' families to promote engagement and create relatable lessons. Teachers leveraged these interactions because "in creating that initial rapport, there is better engagement with students and parent support" (993). and more poignantly, "If I don't consider their families and other responsibilities I am not fully supporting and understanding my students' needs" (2166). These teachers would invest in activities where "at the beginning of the year, I planned several small projects where students got to share about their family and their identity" (1849) to "learn as much as I can about the student and their family within the first weeks of school. By getting to know the students and their families, I can plan accordingly to offer those real-life connections for the students" (2317).

Novices would "ask students to share about the values they have learned from their families and culture" (2049) and "always strive to get to know my students and their families. I want to understand their experiences so I can relate to them better and create lessons that they can connect to, will resonate with them, and inspire them to give their best effort" (2116). From these interactions, "I can plan accordingly to offer those real-life connections for the students" (2317), "create lessons with material they can connect with on a cultural level" (2316), and "try and bring in various aspects of the students' culture…to help make connections to their home life and their learning" (767). These connections blended school and home, hopefully stimulating student development.[8]

[8] This was particularly true amidst distance virtual learning, where some teachers described, "I am able to ask students to find things in their houses related to topics I am going over in class and I am able to learn more about their backgrounds in an authentic way" (687) and "I communicated constantly with students and their families. Due

How do novice teachers' reported asset-based pedagogical strategies vary by teacher characteristics?

Categories of asset-based strategies illuminate the ways in which novice teachers operationalize student diversity as strengths. Next, we examine whether the presence of these strategies could be accounted by novice teacher demographics. Table 3 indicates the means of categories by teacher characteristics and whether there are statistically significant differences.

[Insert Table 3]

In the first row of Table 3, we display the proportion of all teachers who had any code within a specific category. About 37% of teachers were coded as using any *Social Emotional Learning* strategies, nearly 10% as using any *Connecting with Family and Community* strategies, and 72% any *Pedagogically Responsive Strategies.* As to differences by teacher characteristics, we see that the proportion of teachers who responded within *Connecting with Family & Community* statistically differs by experience and gender. That is, more teachers with any other level of experience and participation in induction (11%) as well as females (11%) provided a response that pertained to family connections compared to first year of teaching and induction (6%) and male (5%) novices. This provides some indication about who could be driving at least some of the responses to this ABP category. We also find a statistically significant difference by teacher experience in *Pedagogically Responsive Strategies*. Here, brand new teachers in their first year of teaching and induction were more likely to have been coded as using one of these strategies than their more experienced peers (78% to 71%). There were no statistically significant differences across teacher subgroups within *Social Emotional Learning*. We wanted to extend these analyses by pinpointing variation at the code-level, as shown in Table 4.

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to the extra communication, I was able to learn more about my students' lives and refer to it during lessons. This helped to engage students more while online" (839).

[Insert Table 4]

We find several demographics of significance within *Connecting with Family & Community* that appear to be driving the category-level differences. Specifically, more experienced (6.9%) and female (7.6%) novice teachers expressed sentiments about *Family Communication* than their peers (4.1% for brand new teachers and 2.4% for males). There is also a difference in by gender in *Learning about Families*, though this appears to be primarily driven by increased reports by individuals identifying as nonbinary or declining to state their gender. We do find a code-level difference in *Learning about Families* by race/ethnicity, too where more Black (4.8%) and other race/ethnicity or those who declined to state their race/ethnicity (6.2%) were coded than their white (3.5%) or Latinx (2.5%) counterparts. However, when combined with the *Family Communication* reports, it is difficult to discern a pattern in this ABP category by race/ethnicity.

When looking at the *Pedagogically Responsive Strategies* category, we also notice some code-level differences, but not necessarily where we would expect based on the category-level analysis. Surprisingly, there are no individual code-level differences in the teacher experience variable, though brand new teachers had a higher degree of code incidence on all individual codes (by 3-5 percentage points) than teachers with more experience. We observed marginal statistically significant differences ($p \leq 0.010$) for *Supporting Linguistic Diversity* and *Adjusting Instructional Planning*, which are likely driving the differences at the group level.

In examining the other teacher differences at the code-level, we see additional areas of significance within *Pedagogically Responsive Strategies*. *Supporting Linguistic Diversity* varied by race/ethnicity, where white teachers (49.7%) were coded in the with this strategy in the greatest frequency and Black teachers the least (41.9%). *Resources for Cultural Diversity*

differed by gender, with 23.3% of females coded compared to 17% of males and gender non-binary and declined to state individuals. This code also varied by intended years teaching (22.5% for 11 or more years versus 17.9% for 10 years or fewer). This is the only code- or category-level instance that a measure of retention intention was statistically different across teacher categories.

Discussion

We conducted a mixed-methods large-scale study to examine beginning teachers' reported ABP strategies. These teachers provide robust responses about how they account for student diversity, in which we identify reported classroom techniques. We then examine how these strategies vary by teacher characteristics to illuminate trends throughout strategies. Our results suggest several main findings.

Beginning teachers account for student diversity overwhelmingly through various instructional or lesson-based strategies. They supported linguistic diversity, instructional planning, and celebrated cultural diversity. Strategies around linguistic diversity coincided with trying to support ELLs (Echevarria et al., 2008). Novices appeared cognizant and confident in recognizing the benefits of incorporating student diversity throughout lesson planning, similar to past findings (Ullucci, 2011a). They made it a point to integrate student background and experiences throughout the content. This promisingly aligns with tenets of CRP (Ladson-Billings, 2014), particularly in terms of integrating cultural relevance and supporting students' academic success. In fact, this result suggests that on average beginning teachers can possess a foundational understanding of CRP and beginning teachers (possibly through induction supports) can responsively engage students.

Albeit less frequent, beginning teachers accounted for student diversity beyond instructional strategies. They connected with students' families and emphasized social emotional

learning. These strategies blended students' backgrounds throughout lessons and facilitated a safe, inclusive classroom space for authentic relationships. This finding reiterates the evidence from López (2017) and others (e.g., Hogg, 2011), but also consolidates and more importantly specifies the importance of connecting with students' homes within the context of ABP strategies.

Initial evidence indicates that ABP strategies statistically vary by some teacher characteristics. At the category and code levels, there are meaningful differences by reported gender and experience. In general, females are more likely than males to use *Connecting with Family and Community* strategies and *Resources for Cultural Diversity.* There are differences by experience level, however, in which strategies tend to be more used. Brand new teachers in their first year of teaching and induction are less likely to use *Connecting with Family and Community* strategies but more likely to use *Pedagogically Responsive Strategies* than their peers with more experience. This suggests that experience may drive what critical strategies novice teachers may utilize, laying the foundation for what otherwise has been an assumption. This finding also illuminates variation within ABP strategies, in which while all are valuable, may not be equivalent. Novice teachers that connect with students' homes may be enacting ABP skills that are comparable to more experienced teachers.

Across strategies, there was little to discern from all other teacher background characteristics. The teachers' race/ethnicity was a particularly difficult demographic to discern in terms of strategy patterns. It appears white teachers were more likely to support linguistic diversity and relatively less likely to learn about families. It could be that they were just more comfortable stating how they could enact strategies within the classroom as opposed to strategies

outside of the classroom. Regardless, additional research could tease this pattern out to identify how teacher race or ethnicity could inform use of ABP strategies.

Limitations

We must acknowledge that this study was conducted throughout the COVID-19 pandemic. We do not believe it played a substantial role, as responses rarely mentioned the pandemic or virtual environments. We believe the large-scale nature of this study overrides the few responses that mentioned one or the other but ultimately, we cannot rule out this global context influencing our findings. Second, this study is based on one year within one induction program. Replication should occur in other contexts, as California requires induction and it would be important to see how preservice or experienced in-service teachers would respond to such a prompt.

Third, we examine reported strategies as opposed to observed teacher behavior. We believe the nature of our question excavates actionable ABP strategies, though we ultimately have no indication whether these actions have or will be implemented by the participant. These beginning teachers could recognize such strategies and falter upon implementation (Neri et al., 2019). However, we argue that recognition of ABP in of itself is positive, given disconfirming evidence of colorblindness throughout the data and from previous studies (e.g., Kwok et al., 2020).

Fourth, our study cannot speak to measures of strategy quality or internalized beliefs. Methodologically, code frequency represents the presence rather than the quality of a response. Whether it was a passive strategy (e.g., sending a survey home to learn about families) or a bolder technique (e.g., adjusting curriculum towards student backgrounds), each skill was measured equivalently. Relatedly, we have no indication of whether strategies were emblematic

of an asset-based or culturally responsive perspective. Future analysis could analyze responses at the individual level to offer discursive interpretations of paradigmatic understandings.

Implications

This work has implications for practitioners throughout preparation and induction programs. Most notably, teachers of all experience levels should draw on ABP strategies. Recognition of the importance of ABP alone is insufficient; rather, educators need to be equipped and supported in enacting the work. In-service teachers should consider implementing techniques immediately; induction programs need to identify ways to support these practices; and teacher preparation must introduce and prioritize this work. Such changes can include embedding ABP strategies throughout teacher education curriculum (Gorski, 2009), facilitating asset-based coaching (Kwok & Svajda-Hardy, 2021), or offering professional development (Bottiani et al., 2018). Integrating ABP strategies requires intentional shifts from the status quo, but such work is necessary to provide all students with a quality education.

We intentionally create an additional column on Table 1 naming specific ABP skills for practitioners to utilize. We boil down the essential actions that our participants used to directly guide teacher and teacher educators to the necessary work. We hope these concrete behaviors can lead direct changes within the classrooms.

For researchers, there needs to be continued examination into ABP beliefs and strategies. There remains a void in understanding how these strategies may compare with experienced teachers or their coaches. Most pertinent, there should be unearthing of how ABP strategies are enacted. These strategies need to be observed and detailed to more authentically replicated.

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Table 1

Final Coding Scheme for the Survey item: "How does your teaching account for students' cultural, ethnic/racial, and linguistic diversity?"

Categories & Codes	Descriptions (*Key Words*)	Quotes	Strategies Used
		Pedagogical Responsive Strategies	
Supporting Linguistic Diversity			
Providing Language Scaffolds	Providing tangible resources to support linguistic development (*word walls; visual supports; word banks; sentence starters*)	"My lessons involve practicing the language aloud, graphic organizers, and a vocabulary wall" (941) "I include visual supports in all my lessons and instructions" (1601)	• Created word walls • Embedded visual supports
Building Student Vocabulary	Methods used to increase student vocabulary (*vocabulary*)	"I incorporated origin of words to help guild understanding of new vocabulary" (1897) "When available I make connections between academic vocabulary and vocabulary in students' native languages" (2038)	• Explained word cognates
Speaking in Students' Native Language	Speaking in students' native language to promote language development (*first; native language*)	"My students felt comfortable enough to speak in their first language when they were unable to express themselves in English (205)" "I sometimes speak to the students in their native language (Spanish)" (1957)	• Spoke or attempted to speak students' native language
Adjusting Instructional Planning			
Integrating Students' Background Knowledge	Building upon students' prior knowledge (*background knowledge; funds of knowledge; schema*)	"I centered my students' experiences, and used their background knowledge to connect them to class content" (1556) "I use the individual student's knowledge and experiences to teach content so it is relevant to them" (2097)	• Learned students' previous learning • Integrated background knowledge in lessons
Tapping into Students' Personal Lives	Getting to know more about students' personal lives such as their interests (*interests; personal lives; preferences*)	"One of the most important parts of my teaching practice is learning about my students and this depth of knowledge of my students has helped me pick lessons that are culturally relevant always" (2160) "I like to learn about with my students' interests and opinions as well as their cultural, racial, and linguistic background in order to plan my lesson and connect the lesson with students' interests" (819)	• Distributed student surveys • Dedicated time to learn about students
Resources for Appreciating Cultural Diversity			
Embedding Diverse Texts	Implementing diverse texts as a classroom resource (*texts; books; diverse authors*)	"I make sure my classroom library is filled with books and materials that reflect the students in my room" (456)	• Stocked diverse texts • Had texts that represent students

Exposure to Diverse Customs	Celebrating diverse customs, holidays, and music (*music; traditions; heritage; holidays*)	"I have purposefully filled my classroom library with stories of characters with diverse family structures, gender identities, racial and linguistic background" (550) "I have taken the time to talk about different types of music" (2282) "I love focusing on my students heritage and not just the commercially recognized holidays or events. But taking a moment to discuss other countries traditions and how we can relate to them, how different/similar they are to our own customs" (387)	• Celebrated diverse cultural holidays
		Connecting with Family and Diversity	
Learning About Families	Learning and drawing from students' home lives and community (*connect; learn from; bring in*)	"I always try to get families to share their culture and customs through family joys, participate in the school blog or in joint activities with the PTA" (8) "I create close relationships and open communication with families so that they can bring themselves and their home-life into school and vice versa" (456)	• Surveyed families
Family Communication	Speaking to parents and families (*talking to families; parents*)	"I always start my year by getting to know each family through phone call, email, text, and meetings" (1643) "I am in constant communication with all of my students' parents" (473)	• Communicated with parents • Included families in school events
		Social Emotional Learning	
Establishing a Foundation of Respect	Building and emphasizing a foundation of respect in the classroom (*respect*)	"I emphasize respect in my classroom, which helps students feel more comfortable expressing their thoughts in whole-class and small-group settings" (897) "Students in my class have a community of classmates that respect and care for one another" (2001)	• Modeled respect
Creating a Safe & Inclusive Environment	Creating a classroom environment in which all students feel safe and included (*safe space; inclusive; welcoming*)	"My teaching practices allow for an inclusive environment in which all students are safe" (1668) "I try to make my teaching a welcoming learning environment for every student in the classroom" (1937)	• Made students feel comfortable making mistakes • Welcomed students to share their culture
Building Relationships with Students	Getting to know students and building a relationship (*building relationships; getting to know students*)	"I have assignments that allow me to get to know students and build up relationships" (413) "One of the most important things I do is build relationships and get to know students" (858)	• Prioritized getting to know students

Notes: Key words are frequent and representative words or phrases rather than definitive of that code.

Table 2

Analytic Sample Descriptive Characteristics (N=1,892)

	Number of Teachers	Proportion of Teachers
Experience		
1st Year of Teaching and Induction	411	0.217
All Others	1,481	0.783
Gender		
Female	1,341	0.709
Male	455	0.241
Nonbinary or Declined to State	96	0.051
Race/Ethnicity		
White	856	0.452
Latinx	591	0.312
Black	105	0.056
Other or Declined to State	340	0.180
Return to Teaching Next Year		
Same School	1,616	0.854
Diff. School/Agency, No, or Unsure	276	0.146
Intended Years Teaching		
0-10 Years	474	0.251
11 or More Years	1,418	0.750
Intended Years in Education		
0-10 Years	154	0.081
11 or More Years	1,738	0.919

Table 3

Any Reports in Code Group by Teacher Background

	Social Emotional Learning	Connecting with Family & Community	Pedagogically Responsive Strategies
All Teachers	0.366	0.097	0.720
Experience			
1st Year of Teaching and Induction	0.387	**0.063**	**0.776**
All Others	0.361	**0.106**	**0.705**
Gender			
Female	0.365	**0.110**	0.733
Male	0.358	**0.053**	0.688
Nonbinary or Declined to State	0.417	**0.125**	0.698
Race/Ethnicity			
White	0.346	0.095	0.738
Latinx	0.374	0.081	0.717
Black	0.362	0.133	0.685
Other or Declined to State	0.406	0.118	0.691
Return to Teaching Next Year			
Same School	0.369	0.100	0.721
Different School/Agency, No, or Unsure	0.351	0.080	0.717
Intended Years Teaching			
0-10 Years	0.363	0.091	0.707
11 or More Years	0.367	0.099	0.725
Intended Years in Education			
0-10 Years	0.299	0.110	0.727
11 or More Years	0.372	0.096	0.720

Note: Reports of codes reported as proportions. **Bold** estimates indicate statistically significant difference between groups through a chi-square test with $p \leq 0.050$

Table 4

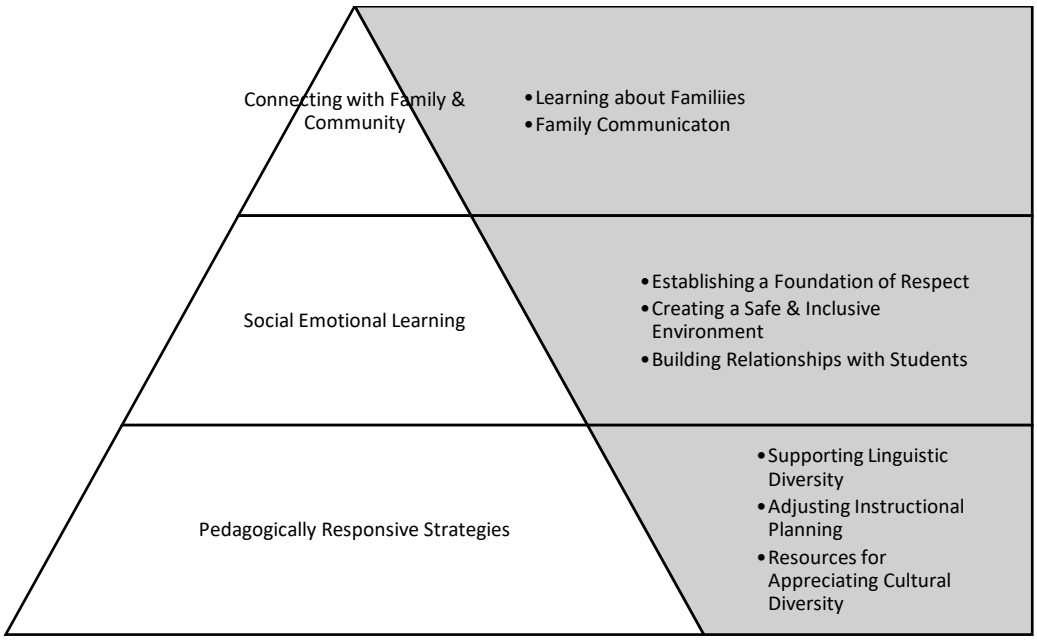
Individual Subcode Reports by Teacher Background

	Social Emotional Learning			Connecting with Family and Community		Pedagogically Responsive Strategies		
	Establishing a Foundation of Respect	**Creating Safe and Inclusive Environment**	**Building Relationships with Students**	**Learning about Families**	**Family Communication**	**Supporting Linguistic Diversity**	**Adjusting Instructional Planning**	**Resources for Cultural Diversity**
All Teachers	0.075	0.205	0.152	0.037	0.062	0.461	0.413	0.214
Experience								
1st Yr. Teach./Induct.	0.061	0.236	0.153	0.029	**0.034**	0.504	0.450	0.241
All Others	0.078	0.196	0.152	0.039	**0.069**	0.450	0.402	0.206
Gender								
Female	0.070	0.209	0.153	**0.036**	**0.076**	0.476	0.411	**0.233**
Male	0.081	0.189	0.150	**0.029**	**0.024**	0.424	0.416	**0.167**
Nonbinary/Declined	0.104	0.219	0.156	**0.094**	**0.042**	0.437	0.428	**0.167**
Race/Ethnicity								
White	0.062	0.199	0.139	**0.035**	0.061	**0.497**	0.405	0.231
Latinx	0.076	0.206	0.164	**0.024**	0.059	**0.428**	0.418	0.222
Black	0.124	0.162	0.162	**0.048**	0.095	**0.419**	0.419	0.162
Other/Declined	0.075	0.229	0.162	**0.062**	0.059	**0.441**	0.421	0.171
Return Teach Next Yr.								
Yes, Same School	0.076	0.204	0.158	0.039	0.063	0.467	0.410	0.212
Different/No	0.065	0.210	0.116	0.026	0.054	0.431	0.428	0.225
Intended Years Teaching								
0-10 Years	0.076	0.200	0.167	0.030	0.061	0.477	0.395	**0.179**
11 or More Years	0.074	0.206	0.147	0.040	0.062	0.456	0.419	**0.225**
Intended Years in Educ.								
0-10 Years	0.065	0.169	0.123	0.026	0.084	0.474	0.390	0.169
11 or More Years	0.075	0.208	0.159	0.038	0.060	0.460	0.415	0.218

Note: Reports of codes reported as proportions. **Bold** estimates indicate statistically significant difference between groups through a chi-square test with $p \leq 0.050$.

Figure 1

Coding Scheme for Novice Teachers' Responses of Self-Reported Strategies Account for Student Diversity



Note: Each section represents a category and bullet point is a code.