

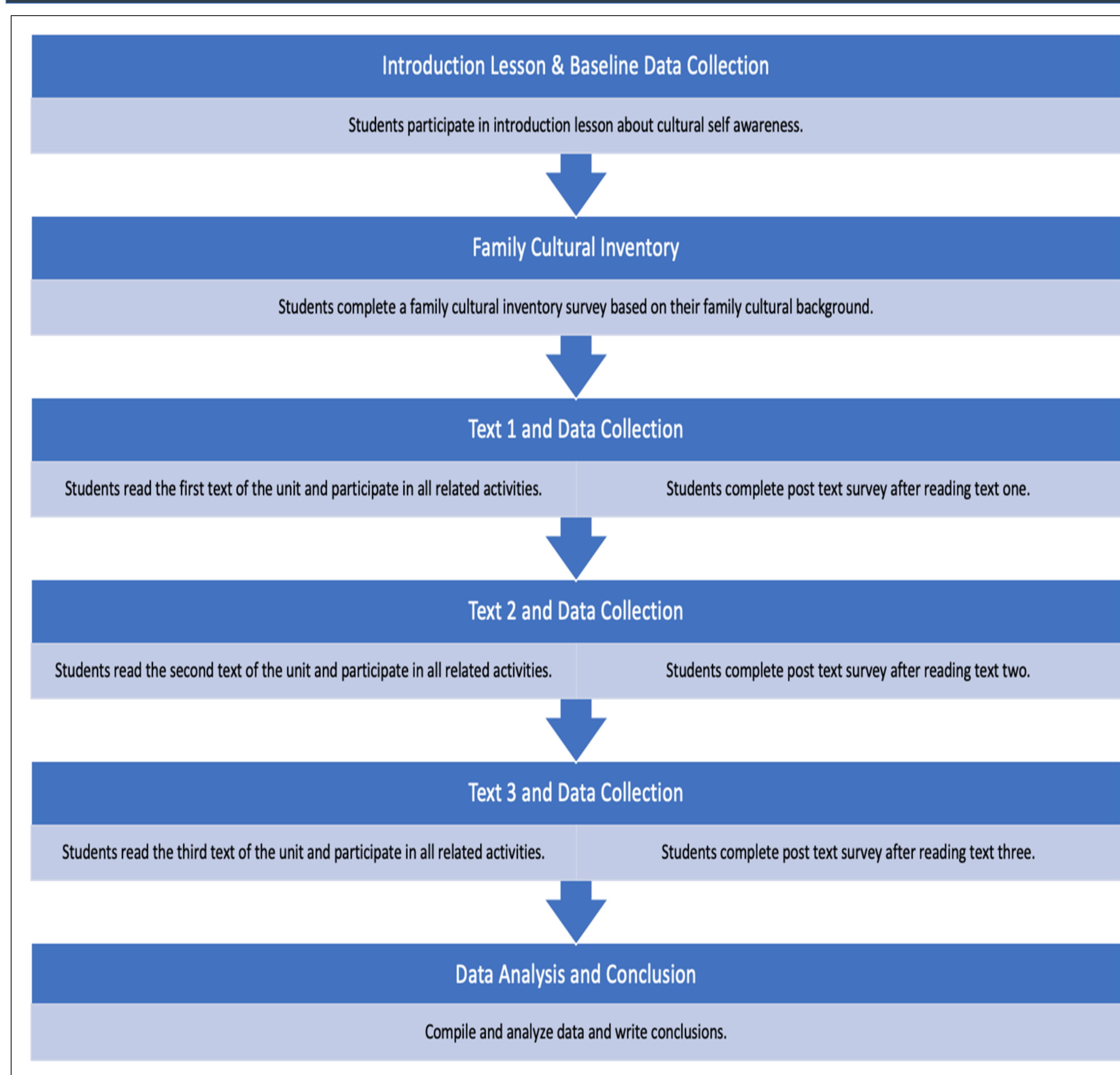
Research Question

To what extent can the incorporation of a transformational leadership PLC model with a cultural focus impact self-awareness for students?

Rationale

- Historically, the diversity of literature in secondary public school classrooms fails to reflect the diversity of the student population in 21st century American schools (Juvonen et al. 2018).
- Students lack exposure to diverse, relevant texts that mirror their lives and offer a window into the world around them. In our research study we examine how the incorporation of a transformational leadership professional learning community (PLC) model with a cultural focus impacts self-awareness for middle school students.
- The project incorporates social emotional learning elements from the Collaborative for Academic, Social, and Emotional Learning (CASEL) Framework. Specifically, the research focuses on self-awareness: the ability to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.
- This includes capacity to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose. Such as *integrating personal and social identities, identifying personal, cultural, and linguistic assets, linking feelings, values, and thoughts, and examining prejudices and biases.*

Research Design



Data

Figure 1: Data from the Cultural & Self Awareness Baseline Survey

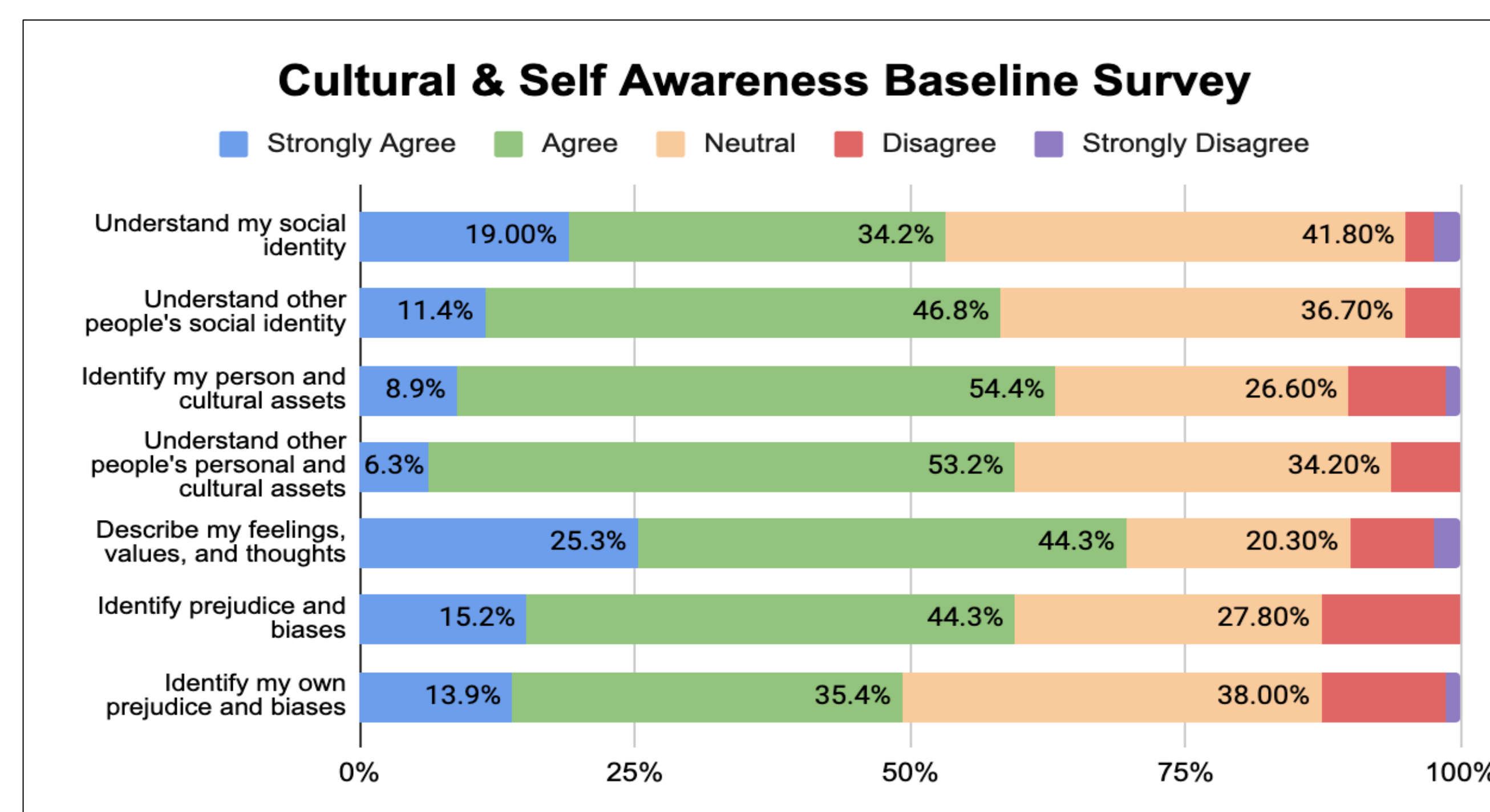


Figure 2: Data from the Cultural & Self Awareness Post-Text Survey

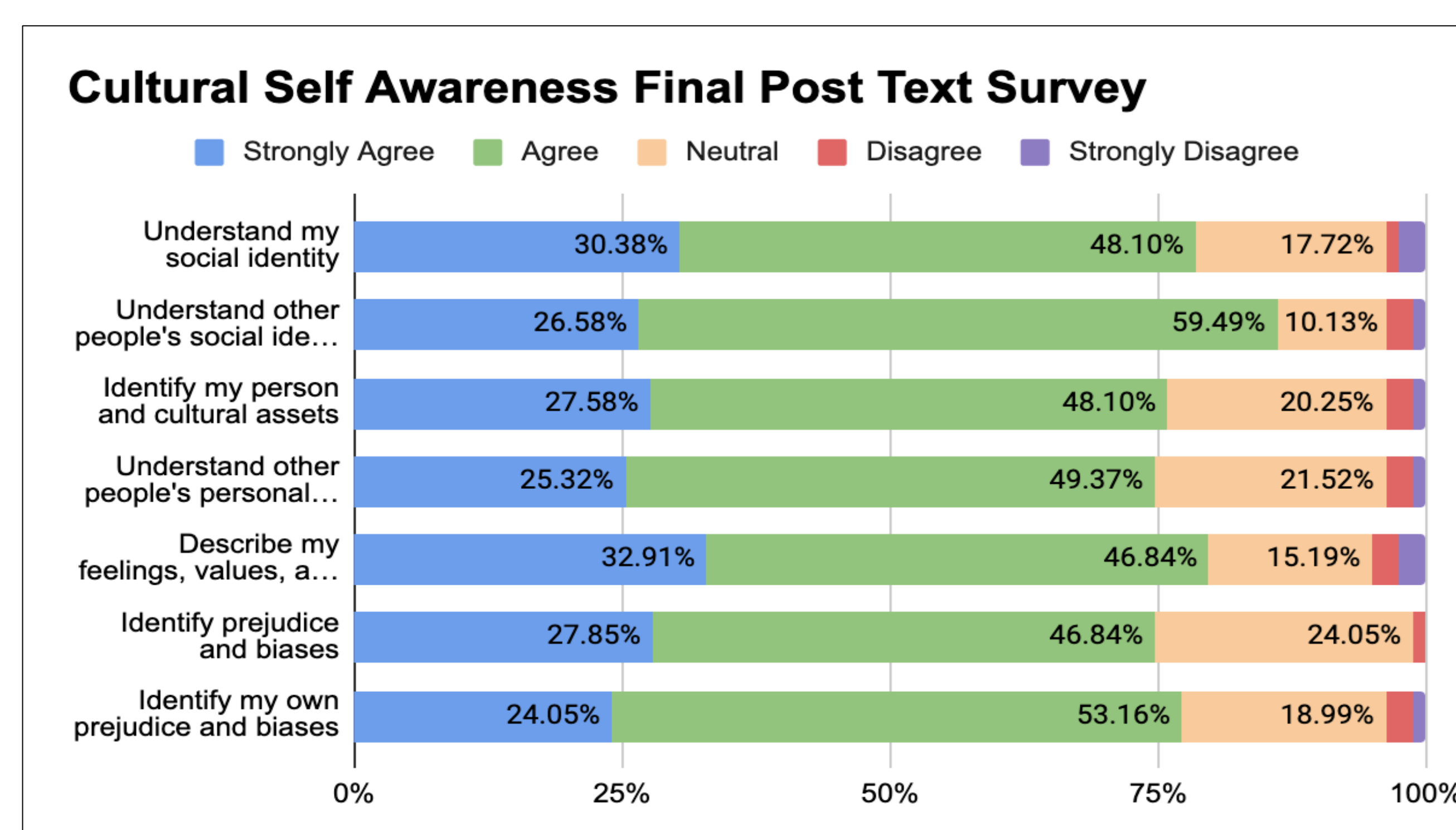
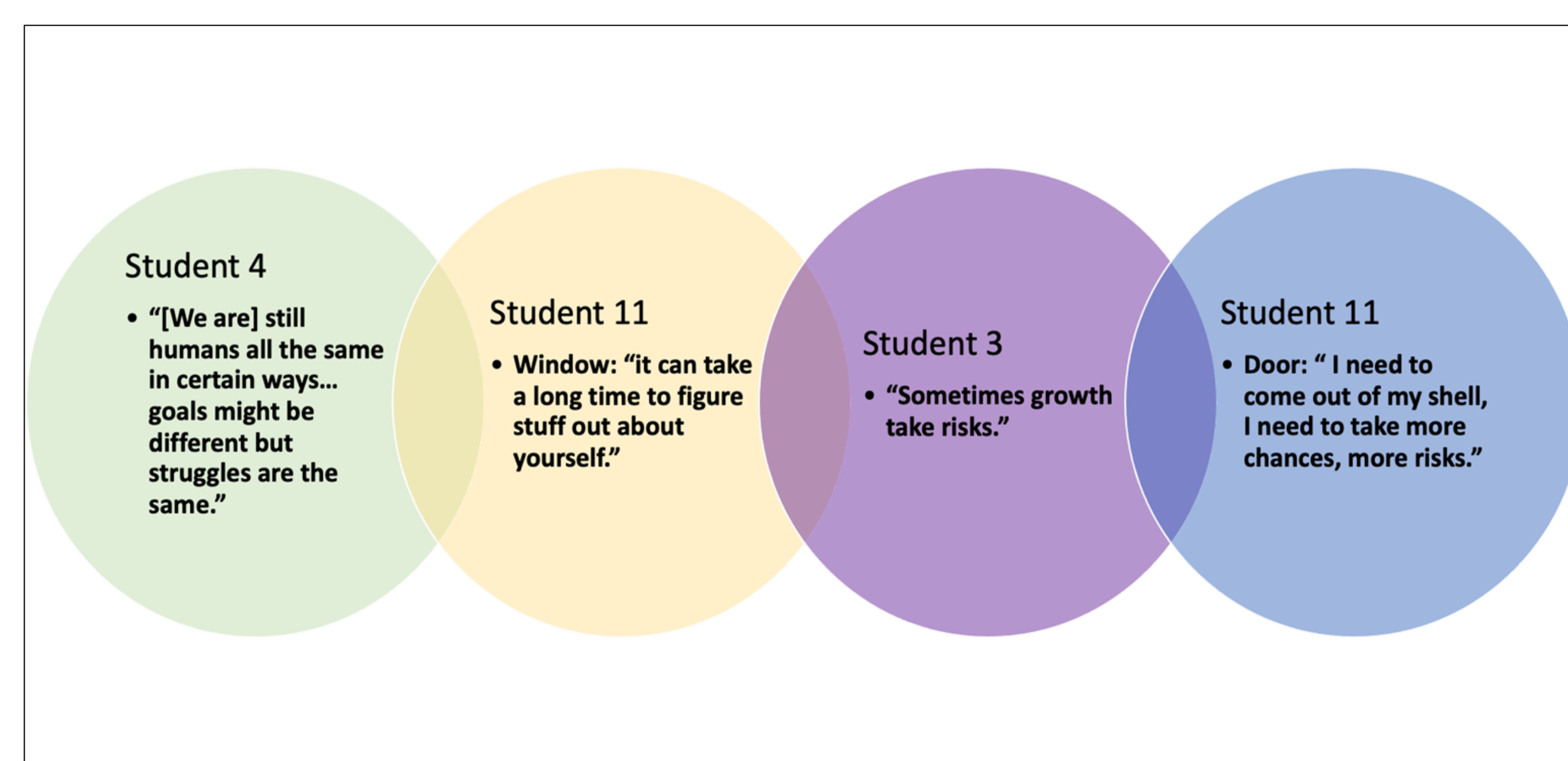


Figure 3: Quotes from students during post-text activities



Findings

- Growth in all areas is evidenced by the increased percentage of students reporting agree and strongly agree in all areas after reading the first text of the Cultural and Self-Awareness unit.
- After reading all three texts in the Cultural and Self-Awareness unit, the percentage of students who responded with agree and strongly agree **increased significantly** for the following questions:
 - "I have a good understanding of my social identity." (25.28% increase)
 - "I feel like I can relate to and understand other people's social identities." (27.87% increase)
 - "I can identify my own prejudices and biases." (27.91% increase)
- The majority of the students (74.69%) report being able to identify prejudices and biases (including their own 77.21%) and understand their social identity as well as the social identities of others.

Implications

Next Steps

- Compare diagnostic reading achievement data with survey data to identify possible correlations between the two variables.
- Implement cultural self-awareness unit in 6th-8th grade starting with summer assignment 2022
- Consider school-wide implementation K-9 by expanding PLC model

References

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