This presentation is a continuation of my 2014 Dissertation Study
- Cultural Mismatch and Silenced Voices: Experiences of Historically
Marginalized Elementary Students Within School-Wide Positive Behavior
Supports
Riddle, R. (2014). Cultural mismatch and silenced voices: Experiences of historically
marginalized elementary students within school-wide positive behavior supports. D. Carter-
Andrews, K. Cooper, D. Kirkland and C. Rosaen, ProQuest Dissertations Publishing.

K-4 positive behavior intervention support (PBIS) literature tells us that proactively
implementing a school-wide process whereby school staff teach students explicit
behavioral expectations and reward them for adhering to those expectations
significantly decreases negative student behaviors in schools. Additionally, K-4 school-
wide positive behavior intervention support (SWPBIS) has shown to be effective in
decreasing negative student behaviors and office referrals when SWPBIS is implemented
with fidelity (Bradshaw, Debnam, et al., 2009; Bradshaw, Reinke, et al., 2008; Mass-
Galloway et al., 2008; Nersesian et al., 2000). We are becoming rich in our
understanding of SWPBIS implementation and student' behavioral success. However,
the literature does not account for groups of students who despite the promise and
success of SWPBIS continue to struggle with behavior needs. This question becomes
even more salient when we look at the disproportionate discipline rate of historically
marginalized students occurring in schools at a national level. A body of literature exists
that theorizes why some students have difficulties in schools where proactive strategies
are used to support student behavioral success. This study utilizes cultural mismatch
theory to examine this phenomenon and asks three questions: (1) How do African
American and Latino students, identified by schools as being in Tier III and needing
tertiary behavioral supports, experience the school and classroom climate in a SWPBIS
context? (2) How do teachers describe and understand how they support African
American and Latino students in Tier III needing tertiary supports? By utilizing semi-
structured interviews, this study seeks to understand the overarching question, (3) in
what ways do the experiences of African American and Latino students identified by the
school as needing tertiary supports converge and diverge with teacher descriptions and
understandings of those experiences? Data collection methods include 45-minute
interviews with each student participant and 60-minute interviews with adult
participants who regularly interact in the various areas of the school during the school
day with student participants. Results from this study may provide a deeper
understanding of cultural values, behaviors, and norms between historically
marginalized students and teachers that might be unintentionally at odds with one
another. This research could help educators develop strategies within SWPBIS for
supporting students in more proactive and positive ways that also addresses the
discipline gap of historically marginalized students.
Theme 1 - Culturally relevant practices in the following content areas:
in the following content areas: computing sciences, PE, reading, reading interventions


Wallace and Brand’s framing of culturally responsive science teaching through the lens of critical race theory honors the role of social justice in science education. In this article, I extend the discussion through reflections on the particular learning needs of students from oppressed cultural groups, specifically African Americans. Understanding the political nature of education, I explore the importance of transforming science education so that it has the capacity to provide African American students with tools for their own liberation. I discuss Wallace and Brand’s research findings in relation to the goal of liberatory education, and offer ideas for how science educators might push forward this agenda as they strive for culturally responsive teaching with oppressed student groups.

This descriptive study examined whether a computer-based, repeated reading intervention (i.e., Reading Relevant and Culturally Engaging Stories) is associated with improved reading and social behavior for three primary-aged urban black girls who each showed both academic and behavioral risk. The Reading Relevant and Culturally Engaging Stories intervention utilized culturally relevant reading passages for repeated readings delivered through computer software to increase the reading fluency of the young learners. Single-subject data collection procedures (AB designs) were used to measure student performance in reading and behavior during the intervention. Reading and behavioral outcomes improved following implementation of the intervention for all three participants. The benefits of systematic, intensive, and culturally relevant intervention to reduce risk in beginning learners are discussed.

Recent changes in the demographics of urban public schools have presented an opportunity to assess the instructional strategies of teachers of culturally and linguistically diverse (CLD) learners. Given that ethnic minorities represent more than 75% of the student population in 50 of America’s largest public school systems, research on teachers of these students is warranted. This study reports data from a survey designed to gauge urban elementary physical educators use of culturally responsive pedagogy in their instruction. Results suggest that a greater focus should be placed on
teaching culturally responsive practices in PETE programs and in current teacher training.


The effective integration of African American students into previously segregated careers was one of the main goals of the Brown decision and, in turn, the outcomes of such efforts have been the subject of much scholarly interest. This qualitative study, drawing on critical race theorist Derrick Bell’s critique of Brown, makes the case for applying culturally relevant pedagogy theory (CRPT) to positively impact student achievement and career choice, particularly as it relates to the STEM field of computing sciences. Cultural barriers such as early exposure to technology, students’ perceptions of their own potential in the field, and the lack of culturally relevant social support, often deter African American students from pursuing careers in STEM fields, particularly computing sciences. Although there is a dearth in the literature regarding how to expand the pipeline to computing sciences using culturally specific practices, this study produced results that suggest culturally responsive practices as an effective method for broadening participation in computing. Using CRPT, this qualitative study identifies culturally relevant practices that positively affect the persistence of African Americans in the STEM field of computing science.


In the field of elementary reading instruction, educators from varying theoretical perspectives have strived to promote instructional practices that “work” with diverse populations of students, with differing conclusions. In the present study, we examined elementary teachers attempts at blending reading practices reflecting two philosophical perspectives, research-based reading instruction and culturally responsive instruction. We also documented the teachers; views on the feasibility of this practice. There were strong similarities across the teachers in how they implemented the model, with differences corresponding somewhat by grade level. All demonstrated both research-based reading instruction and culturally responsive practice, at times simultaneously blending principles from both perspectives within lessons. However, the teachers viewed the model as feasible for some components of reading but not others. Implications of findings are discussed.


Through building on and extending the metaphor of orchestration, forwarded by reading scholars, this case study research describes and examines how an effective third-grade teacher organizes and facilitates high-quality reading instruction for African American students. Findings suggested that the teacher used three pedagogical strategies to meet African American students social and literacy needs: (a) enacting a
border crossing curriculum (b) making the strategies and skills of good readers transparent and (c) making cross-cultural connections to students through literature. Implications for classroom reading instruction and reading research are discussed.


Culturally responsive science teaching is using knowledge about the culture and life experiences of students to structure learning that is conducive to their needs. Understanding what teachers need to prepare them to be culturally responsive is a matter of continuous debate. As the focus of multicultural education ventures farther away from its roots, advocating the civil rights of historically oppressed groups, concerns about the gravity of racial inequity on schooling continues. How will this shift in focus influence teachers’ capacity to accommodate students’ needs resulting from racial inequities in this society, particularly African American students? What knowledge is essential to their effectiveness? This qualitative study examined the instructional practices of two effective middle school science teachers deemed culturally responsive by their administrator on the basis of classroom observations, students’ responses and standardized assessment results. Both teachers’ classrooms consisted primarily of African American students. Grounded theory was used to analyze the teachers’ beliefs and practices in order to identify existing commonalities. Critical race theory was used to identify whether there was any influence of the students’ racial identities on the teachers’ beliefs and practices. The analysis reveals that the teachers’ beliefs and practices were informed by their critical awareness of social constraints imposed upon their African American students’ identities. These findings communicate the significance of sociocultural awareness to informing the teachers’ instruction, as well as their strategies for managing the varying dynamics occurring in their classrooms. It can be deduced from the findings that an understanding of racial inequities is crucial to the development of sociocultural awareness, and is the foundation for the culturally responsive dispositions and practices of these middle school science teachers.

**Theme 1 - CRP Tenets:** Contextualization & Funds of Knowledge; Relational Processes (Emotional & Connectedness); Student Voice; Cultural Critical Consciousness


The purpose of this article is to examine how and to what extent schools’ responses to accountability policies in the United States influence the ability of new teachers of color to draw on their own and their students’ cultural resources to engage in culturally responsive teaching. A 5-year study of 17 new teachers of color reveals that these teachers identified three principal tensions which correspond to the three dimensions of culturally responsive teaching: (a) cultural and linguistic relevance versus standardization, (b) community of learners versus teacher transmission, and (c) social justice versus enhanced test scores. The teachers also described two mechanisms by which accountability-based programs and policies were enforced: fear of monitoring and internalizing the link between testing and educational opportunity. We applied the metaphor of “double bind” to explain the tensions and enforcement mechanisms encountered by these teachers. The “double bind” forced the new teachers of color to enact contradictory systemic demands promoted by government policy and the teaching profession and exacted an individual toll. We conclude with implications for policy, practice, and research.


• The paper reports Phase 2 of a larger project. • The overall research aims to raise Australian Indigenous students’ academic outcomes. • An instrument for culturally responsive pedagogy was validated via Rasch analysis. • Results show the instrument is unidimensional and reflects seven subscales. • The instrument is sensitive to nuances in pedagogy & can measure quality teaching. This paper presents findings of Phase 2 of a larger three phase study examining culturally responsive pedagogies and their influence on Indigenous student outcomes. Characteristics of culturally responsive pedagogies obtained through interviews with Australian Indigenous parents and students generated characteristics and themes which were distilled into survey items. The resulting instrument was applied to practicing teachers for validation. The survey was piloted on a sample of 141 elementary and secondary teachers from diverse schools. Analyses using Item Response Theory, employing the Rasch model, confirmed that the instrument measured a unidimensional latent trait, culturally responsive pedagogy. Seven subscales, initially qualitatively determined, were statistically confirmed. The instrument proved suitable to measure nuances in pedagogy and to detect significant differences between elementary and secondary teachers.


ABSTRACT A group of preservice and first year teachers share their experiences as new teachers of Color entering the profession in urban public schools. Specifically, these novice teachers discuss the transition from an urban education teacher preparation program into the classroom and their successes and challenges enacting culturally relevant pedagogy. Findings showcase understanding self, community, and collaboration among critical pedagogues and navigating theory and practice as...
emergent themes. These new teachers speak to the journey of becoming the teachers they want to become and the challenges they encounter in public K-12 schools. Implications are presented to highlight the power and passion of these new teachers and how we, as critical scholars, must learn from them and work with them as we seek to disrupt the dominant, middle class, white discourse in teacher education programs and educational research.


The school-to-prison pipeline refers to the practice of pushing students out of educational institutions, primarily via zero-tolerance and harsh disciplinary policies, and into the juvenile and adult criminal justice systems. The pipeline has emerged in part as a response to the media panic over youth violence and the need to keep dangerous students out of schools. To curtail the alleged surge in youth violence, school districts have adopted zero-tolerance policies, which impose harsh disciplinary penalties and sanctions and are applied regardless of the seriousness of the infraction or mitigating circumstances. Research shows that these policies have failed to make schools safer and have been linked to an increased likelihood of academic underperformance as well as increased suspensions and expulsions rates and elevated dropout rates. Latinos and African American students are disproportionately represented at every stage of the school-to-prison pipeline. For example, these students are far more likely than their White peers to face suspension, expulsion, or arrests for the same school-based infraction. This article addresses the history of the school-to-prison pipeline, the negative impacts of zero-tolerance policies on students, particularly African American and Latino students, alternatives to zero-tolerance policies, and both practice and policy recommendations.


Culturally responsive educational practices have arisen as effective means of increasing culturally diverse students’ academic achievement and psychological well-being; however, the relational processes involved are not well understood. Using grounded theory, this study examines the relational processes of one culturally responsive teacher and her fifth grade African American students. A dimension that emerged from the data was emotional connectedness. It includes the connective interactions between the teacher and student, the connective interactions between the teacher and the whole class, and teacher transparency and joining. Rich descriptions of each theme are provided as well as implications for teacher practice and preparation.


Scholars have shown that educational experiences within the classroom may marginalize students of color which may result in psychological distress. However, the
utilization of culturally responsive educational practices (CRE) can create environments in which marginalized students can thrive not only academically, but psychologically. The authors provide a qualitative case study examining the culturally responsive practices of one teacher through a relational cultural theory (RCT) lens. The findings suggest that CRE practices may serve as psychological interventions that are associated with decreased psychological distress and increased psychological well-being amongst students of color. Specifically, students demonstrated behaviors depicting a number of RCT’s five good things, including zest, empowerment, connection, clarity, and self-worth, that improve psychological well-being according to RCT.

Codrington, J. (2014). "Sharpening the lens of culturally responsive science teaching: a call for liberatory education for oppressed student groups." Cult Stud of Sci Educ 9(4): 1015-1024. Wallace and Brand’s framing of culturally responsive science teaching through the lens of critical race theory honors the role of social justice in science education. In this article, I extend the discussion through reflections on the particular learning needs of students from oppressed cultural groups, specifically African Americans. Understanding the political nature of education, I explore the importance of transforming science education so that it has the capacity to provide African American students with tools for their own liberation. I discuss Wallace and Brand’s research findings in relation to the goal of liberatory education, and offer ideas for how science educators might push forward this agenda as they strive for culturally responsive teaching with oppressed student groups.

Coffey, H. and A. Farinde-Wu (2016). "Navigating the journey to culturally responsive teaching: Lessons from the success and struggles of one first-year, Black female teacher of Black students in an urban school." Teaching and Teacher Education 60: 24-33. This exploratory case study examines the experiences of one first-year, Black female English language arts teacher and her Advanced Placement Language and Composition students. Through an exploration of her relationship with her Black students, the data reveal how she faced challenges when finding balance in her classroom management style, encountered cultural dissonance, developed teacher-student relationships, and struggled with how White, middle-class values may have shaped her classroom interactions with her students. The results of this study inform the field of teacher education and have potential implications for pre-service and inservice teachers worldwide working with students from diverse racial/ethnic backgrounds. •We explore how one first-year teacher navigates culturally responsive teaching. •Findings indicate that Black teacher of Black students must evaluate perspectives of culturally responsive teaching. •Novice teachers must learn to bridge the gap between theory and practice. •Teachers from rural/suburban backgrounds might explore the lived experiences of urban students to be more effective.

This descriptive study examined whether a computer-based, repeated reading intervention (i.e., Reading Relevant and Culturally Engaging Stories) is associated with improved reading and social behavior for three primary-aged urban black girls who each showed both academic and behavioral risk. The Reading Relevant and Culturally Engaging Stories intervention utilized culturally relevant reading passages for repeated readings delivered through computer software to increase the reading fluency of the young learners. Single-subject data collection procedures (AB designs) were used to measure student performance in reading and behavior during the intervention. Reading and behavioral outcomes improved following implementation of the intervention for all three participants. The benefits of systematic, intensive, and culturally relevant intervention to reduce risk in beginning learners are discussed.


Recent changes in the demographics of urban public schools have presented an opportunity to assess the instructional strategies of teachers of culturally and linguistically diverse (CLD) learners. Given that ethnic minorities represent more than 75% of the student population in 50 of America’s largest public school systems, research on teachers of these students is warranted. This study reports data from a survey designed to gauge urban elementary physical educators use of culturally responsive pedagogy in their instruction. Results suggest that a greater focus should be placed on teaching culturally responsive practices in PETE programs and in current teacher training.


A critical next step in advancing our understanding of teacher practices that can equitably engage and support learning in diverse classrooms is determining the effectiveness of culturally responsive interventions. Yet, quantitative measurement indicators of the effectiveness of culturally responsive teaching interventions are scarce. Most research relies exclusively on self-reports, with limited attention to issues of social desirability, and few studies observe teacher practices. Data come from 142 K-8 teachers in six schools who were assessed via the Assessing School Settings: Interactions of Students and Teachers (ASSIST), an externally-conducted observation, and who also provided self-report data of cultural responsiveness. Analyses indicated that teachers self-reported higher rates of culturally responsive teaching strategies than were observed on the ASSIST. There were, however, significant associations between observations and teachers ratings of self-efficacy. Findings suggest a need for additional research to develop and validate efficient, multi-informant approaches for assessing cultural responsiveness in the classroom.


The United States is considered the land of immigrants and cultural diversity, and our nation’s ever changing demographics attests to this. Yearly, our nation and schools
become more racially and linguistically different. In what ways, we must ask, are schools welcoming and providing for students who come from different cultural backgrounds, especially Black and Hispanic students? The author contends that schools and educators must be culturally responsive; however, misperceptions hinder their appreciation of and respect for multicultural education and, thus, the adoption of culturally responsive practices is infrequent and/or met with reservations. Several (by no means all) misperceptions are share accompanied by counterarguments.

In this article, the authors argue that developing personal and professional critical consciousness about racial, cultural, and ethnic diversity should be a major component of preservice teacher education. They discuss some maneuvers teacher education students use to avoid engaging with racial issues in education, and suggest some strategies for countering them. The resistance strategies include silence, diversion, guilt, and benevolent liberalism. Techniques to offset these and develop critical cultural consciousness and self-reflection include creating learning expectations of criticalness, modeling, providing opportunities to practice critical consciousness, and translating conceptual multicultural education into K-12 instructional possibilities. Woven throughout the specific suggestions is the general directive that critical consciousness learning experiences should take place within the context of guided practice, authentic examples, and realistic situations.

Griner, A. C. and M. L. Stewart (2013). "Addressing the Achievement Gap and Disproportionality through the Use of Culturally Responsive Teaching Practices." Urban Education 48(4): 585-621. Culturally responsive practices in schools and classrooms have been shown to be an effective means of addressing the achievement gap as well as the disproportionate representation of racially, culturally, ethnically, and linguistically diverse students in programs serving students with special needs. While there has been much research discussing these issues, teachers and school staff lack clear examples and tools for best practices toward addressing these issues effectively. This research provides a practical tool to encourage teachers and school staff to engage in reflective, culturally responsive practice as well as highlighting the need to include a range of stakeholders in the process of developing, implementing, and evaluating tools for educational practice. (Contains 7 notes and 3 tables.)

Jett, C. C., et al. (2016). "Let Our Students Be Our Guides." Urban Education 51(5): 514-533. This case study examines the PreK-16 schooling experiences of nine McNair Post-Baccalaureate Achievement Program Scholars from a large, urban university in the southeast with respect to culturally relevant teaching. This study highlights the experiences of the McNair Scholars in an effort to assist educators in creating spaces that allow culturally diverse learners to thrive. Using students’ experiences to guide this study, the authors discover that the McNair Scholars were successful in their educational pursuits despite some barriers. Furthermore, the authors discuss
implications at the micro- and macro-levels concerning culturally responsive learning environments for ethnically diverse students.


The effective integration of African American students into previously segregated careers was one of the main goals of the Brown decision and, in turn, the outcomes of such efforts have been the subject of much scholarly interest. This qualitative study, drawing on critical race theorist Derrick Bell’s critique of Brown, makes the case for applying culturally relevant pedagogy theory (CRPT) to positively impact student achievement and career choice, particularly as it relates to the STEM field of computing sciences. Cultural barriers such as early exposure to technology, students’ perceptions of their own potential in the field, and the lack of culturally relevant social support, often deter African American students from pursuing careers in STEM fields, particularly computing sciences. Although there is a dearth in the literature regarding how to expand the pipeline to computing sciences using culturally specific practices, this study produced results that suggest culturally responsive practices as an effective method for broadening participation in computing. Using CRPT, this qualitative study identifies culturally relevant practices that positively affect the persistence of African Americans in the STEM field of computing science.


In the field of elementary reading instruction, educators from varying theoretical perspectives have strived to promote instructional practices that “work” with diverse populations of students, with differing conclusions. In the present study, we examined elementary teachers attempts at blending reading practices reflecting two philosophical perspectives, research-based reading instruction and culturally responsive instruction. We also documented the teachers’ views on the feasibility of this practice. There were strong similarities across the teachers in how they implemented the model, with differences corresponding somewhat by grade level. All demonstrated both research-based reading instruction and culturally responsive practice, at times simultaneously blending principles from both perspectives within lessons. However, the teachers viewed the model as feasible for some components of reading but not others. Implications of findings are discussed.


In this article, Django Paris and H. Samy Alim use the emergence of Paris concept of culturally sustaining pedagogy (CSP) as the foundation for a respectful and productive critique of previous formulations of asset pedagogies. Paying particular attention to asset pedagogy failures to remain dynamic and critical in a constantly evolving global world, they offer a vision that builds on the crucial work of the past toward a CSP that
keeps pace with the changing lives and practices of youth of color. The authors argue that CSP seeks to perpetuate and foster linguistic, literate, and cultural pluralism as part of the democratic project of schooling and as a needed response to demographic and social change. Building from their critique, Paris and Alim suggest that CSPs two most important tenets are a focus on the plural and evolving nature of youth identity and cultural practices and a commitment to embracing youth cultures counterhegemonic potential while maintaining a clear-eyed critique of the ways in which youth culture can also reproduce systemic inequalities.


Over the last two decades in many countries, culturally responsive, multicultural and bilingual approaches to teaching have largely been replaced by standardised curricula and pedagogy, rooted in a political shift toward neoliberalism that has pushed business models of school reform. I argue that neoliberal reforms, by negating the central importance of context, culture and racism, are reversing the empowered learning that culturally responsive pedagogy supports. To address these problems, I argue that educators who work with culturally responsive pedagogy must engage in three areas. First, a persistence of faulty and simplistic conceptions of what culturally responsive pedagogy is must be directly confronted and replaced with more complex and accurate views. Second, the research base that connects culturally responsive pedagogy with student learning must be strengthened. Third, the political backlash from work that empowers minoritised communities must be anticipated and addressed.


Globally, over the last two decades, attention to culturally responsive, multicultural approaches to teaching have largely been supplanted by standardized curricula and pedagogy that derive from neoliberal business models of school reform. In this essay, I discuss three factors that contribute to the marginalization of culturally responsive pedagogy: (a) a persistence of faulty and simplistic conceptions of what culturally responsive pedagogy is, (b) too little research connecting its use with student achievement, and (c) elite and white fear of losing national and global hegemony. After discussing these factors, recommendations are offered.


Through building on and extending the metaphor of;orchestration, forwarded by reading scholars, this case study research describes and examines how an effective third-grade teacher organizes and facilitates high-quality reading instruction for African American students. Findings suggested that the teacher used three pedagogical strategies to meet African American students social and literacy needs: (a) enacting a border crossing curriculum (b) making the strategies and skills of good readers
transparent and (c) making cross-cultural connections to students through literature. Implications for classroom reading instruction and reading research are discussed.


Culturally responsive science teaching is using knowledge about the culture and life experiences of students to structure learning that is conducive to their needs. Understanding what teachers need to prepare them to be culturally responsive is a matter of continuous debate. As the focus of multicultural education ventures farther away from its roots, advocating the civil rights of historically oppressed groups, concerns about the gravity of racial inequity on schooling continues. How will this shift in focus influence teachers’ capacity to accommodate students’ needs resulting from racial inequities in this society, particularly African American students? What knowledge is essential to their effectiveness? This qualitative study examined the instructional practices of two effective middle school science teachers deemed culturally responsive by their administrator on the basis of classroom observations, students’ responses and standardized assessment results. Both teachers’ classrooms consisted primarily of African American students. Grounded theory was used to analyze the teachers’ beliefs and practices in order to identify existing commonalities. Critical race theory was used to identify whether there was any influence of the students’ racial identities on the teachers’ beliefs and practices. The analysis reveals that the teachers’ beliefs and practices were informed by their critical awareness of social constraints imposed upon their African American students’ identities. These findings communicate the significance of sociocultural awareness to informing the teachers’ instruction, as well as their strategies for managing the varying dynamics occurring in their classrooms. It can be deduced from the findings that an understanding of racial inequities is crucial to the development of sociocultural awareness, and is the foundation for the culturally responsive dispositions and practices of these middle school science teachers.


The literature on culture and education points to the importance of using students cultural knowledge in the teaching and learning process. While the theory of culturally relevant education has expanded in the last several decades, the practical implementation continues to lag far behind. This disparity points to the lack of tools and other resources available to assist teachers with implementation. By examining the practice of six teachers who scored high on a rubric measuring Contextualization, this pedagogical strategy was articulated into a three-step process. The findings indicate that the role of the teacher in guiding students through tasks that require cognitive processing has been missing from our understanding of this strategy. This study advances the practice of using culture in teaching by operationalizing how to use students cultural experiences to make academic connections.
Culturally Relevant Tools: Measurements, Practice

(Griner and Stewart 2013, Boon and Lewthwaite 2015, Debnam, Pas et al. 2015) (Castillo 2013)


The paper reports Phase 2 of a larger project. The overall research aims to raise Australian Indigenous students’ academic outcomes. An instrument for culturally responsive pedagogy was validated via Rasch analysis. Results show the instrument is unidimensional and reflects seven subscales. The instrument is sensitive to nuances in pedagogy & can measure quality teaching. This paper presents findings of Phase 2 of a larger three phase study examining culturally responsive pedagogies and their influence on Indigenous student outcomes. Characteristics of culturally responsive pedagogies obtained through interviews with Australian Indigenous parents and students generated characteristics and themes which were distilled into survey items. The resulting instrument was applied to practicing teachers for validation. The survey was piloted on a sample of 141 elementary and secondary teachers from diverse schools. Analyses using Item Response Theory, employing the Rasch model, confirmed that the instrument measured a unidimensional latent trait, culturally responsive pedagogy. Seven subscales, initially qualitatively determined, were statistically confirmed. The instrument proved suitable to measure nuances in pedagogy and to detect significant differences between elementary and secondary teachers.


The school-to-prison pipeline refers to the practice of pushing students out of educational institutions, primarily via zero-tolerance and harsh disciplinary policies, and into the juvenile and adult criminal justice systems. The pipeline has emerged in part as a response to the media panic over youth violence and the need to keep dangerous students out of schools. To curtail the alleged surge in youth violence, school districts have adopted zero-tolerance policies, which impose harsh disciplinary penalties and sanctions and are applied regardless of the seriousness of the infraction or mitigating circumstances. Research shows that these policies have failed to make schools safer and have been linked to an increased likelihood of academic underperformance as well as increased suspensions and expulsions rates and elevated dropout rates. Latinos and African American students are disproportionately represented at every stage of the school-to-prison pipeline. For example, these students are far more likely than their White peers to face suspension, expulsion, or arrests for the same school-based infraction. This article addresses the history of the school-to-prison pipeline, the negative impacts of zero-tolerance policies on students, particularly African American and Latino students, alternatives to zero-tolerance policies, and both practice and policy recommendations.

A critical next step in advancing our understanding of teacher practices that can equitably engage and support learning in diverse classrooms is determining the effectiveness of culturally responsive interventions. Yet, quantitative measurement indicators of the effectiveness of culturally responsive teaching interventions are scarce. Most research relies exclusively on self-reports, with limited attention to issues of social desirability, and few studies observe teacher practices. Data come from 142 K-8 teachers in six schools who were assessed via the Assessing School Settings: Interactions of Students and Teachers (ASSIST), an externally-conducted observation, and who also provided self-report data of cultural responsiveness. Analyses indicated that teachers self-reported higher rates of culturally responsive teaching strategies than were observed on the ASSIST. The ratings of self-efficacy. Findings suggest a need for additional research to develop and validate efficient, multi-informant approaches for assessing cultural responsiveness in the classroom.


Culturally responsive practices in schools and classrooms have been shown to be an effective means of addressing the achievement gap as well as the disproportionate representation of racially, culturally, ethnically, and linguistically diverse students in programs serving students with special needs. While there has been much research discussing these issues, teachers and school staff lack clear examples and tools for best practices toward addressing these issues effectively. This research provides a practical tool to encourage teachers and school staff to engage in reflective, culturally responsive practice as well as highlighting the need to include a range of stakeholders in the process of developing, implementing, and evaluating tools for educational practice.

(Contains 7 notes and 3 tables.)

**Theme 1 - Implementation Successes & Barriers to Culturally Relevant Pedagogy:** (Tensions, Misconceptions & Perceptions)


The purpose of this article is to examine how and to what extent schools’ responses to accountability policies in the United States influence the ability of new teachers of color to draw on their own and their students’ cultural resources to engage in culturally responsive teaching. A 5-year study of 17 new teachers of color reveals that these teachers identified three principal tensions which correspond to the three dimensions of culturally responsive teaching: (a) cultural and linguistic relevance versus standardization, (b) community of learners versus teacher transmission, and (c) social justice versus enhanced test scores. The teachers also described two mechanisms by which accountability-based programs and policies were enforced: fear of monitoring and internalizing the link between testing and educational opportunity. We applied the metaphor of “double bind” to explain the tensions and enforcement mechanisms encountered by these teachers. The “double bind” forced the new teachers of color to enact contradictory systemic demands promoted by government policy and the teaching profession and exacted an individual toll. We conclude with implications for policy, practice, and research.


ABSTRACT A group of preservice and first year teachers share their experiences as new teachers of Color entering the profession in urban public schools. Specifically, these novice teachers discuss the transition from an urban education teacher preparation program into the classroom and their successes and challenges enacting culturally relevant pedagogy. Findings showcase understanding self, community, and collaboration among critical pedagogues and navigating theory and practice as emergent themes. These new teachers speak to the journey of becoming the teachers they want to become and the challenges they encounter in public K-12 schools. Implications are presented to highlight the power and passion of these new teachers and how we, as critical scholars, must learn from them and work with them as we seek to disrupt the dominant, middle class, white discourse in teacher education programs and educational research.


This exploratory case study examines the experiences of one first-year, Black female English language arts teacher and her Advanced Placement Language and Composition students. Through an exploration of her relationship with her Black students, the data reveal how she faced challenges when finding balance in her classroom management style, encountered cultural dissonance, developed teacher-student relationships, and struggled with how White, middle-class values may have shaped her classroom interactions with her students. The results of this study inform the field of teacher education and have potential implications for pre-service and inservice teachers worldwide working with students from diverse racial/ethnic backgrounds. • We explore how one first year teacher navigates culturally responsive teaching. • Findings indicate
that Black teacher of Black students must evaluate perspectives of culturally responsive teaching. • Novice teachers must learn to bridge the gap between theory and practice. • Teachers from rural/suburban backgrounds might explore the lived experiences of urban students to be more effective.

Ford, D. Y. (2014). "Why Education Must Be Multicultural." Gifted Child Today 37(1): 59-62. The United States is considered the land of immigrants and cultural diversity, and our nation's ever changing demographics attests to this. Yearly, our nation and schools become more racially and linguistically different. In what ways, we must ask, are schools welcoming and providing for students who come from different cultural backgrounds, especially Black and Hispanic students? The author contends that schools and educators must be culturally responsive; however, misperceptions hinder their appreciation of and respect for multicultural education and, thus, the adoption of culturally responsive practices is infrequent and/or met with reservations. Several (by no means all) misperceptions are shared accompanied by counterarguments.


Over the last two decades in many countries, culturally responsive, multicultural and bilingual approaches to teaching have largely been replaced by standardised curricula and pedagogy, rooted in a political shift toward neoliberalism that has pushed business models of school reform. I argue that neoliberal reforms, by negating the central importance of context, culture and racism, are reversing the empowered learning that culturally responsive pedagogy supports. To address these problems, I argue that educators who work with culturally responsive pedagogy must engage in three areas. First, a persistence of faulty and simplistic conceptions of what culturally responsive pedagogy is must be directly confronted and replaced with more complex and accurate views. Second, the research base that connects culturally responsive pedagogy with student learning must be strengthened. Third, the political backlash from work that empowers minoritised communities must be anticipated and addressed.


Globally, over the last two decades, attention to culturally responsive, multicultural approaches to teaching have largely been supplanted by standardized curricula and pedagogy that derive from neoliberal business models of school reform. In this essay, I discuss three factors that contribute to the marginalization of culturally responsive pedagogy: (a) a persistence of faulty and simplistic conceptions of what culturally responsive pedagogy is, (b) too little research connecting its use with student achievement, and (c) elite and white fear of losing national and global hegemony. After discussing these factors, recommendations are offered.
**Theme 2 – SWPBIS:** The role of counselors in integrating CRPBIS; Addressing bias managing student behavior in culturally sensitive ways; Reshaping school policy & exclusionary practices using PBIS; Using disaggregated discipline data & CRP; Integrations of SWPBIS CRP


Successful implementation of Positive Behavior Interventions and Supports (PBIS) programs should include culturally responsive practices to reduce disproportionality in school discipline referrals and create effective learning environments for all students. Sustaining culturally responsive PBIS programs requires attention to student demographics and the cultural context of a particular school. Recent PBIS research has lacked focus on sustainability and cultural responsiveness within implementation. This case study examines how one school team (principal, school counselors, school psychologist and teachers) infused culturally responsive practices within the PBIS program to meet student social, behavioral and emotional needs in a diverse elementary school. The examination of sustaining the PBIS program over a 5-year period focuses on data sources and interventions that build socially just practices and supports, as well as the role the school counselor plays in the process. Suggestions for school counseling practice also are provided. Keywords: school counselor, Positive Behavior Interventions and Supports (PBIS), culturally responsive practices, case study, in-school discipline


Culturally responsible implementation of School-Wide Positive Behavioral Interventions and Supports (SWPBIS) requires that schools monitor indices of disciplinary practices among minority groups. School teams are encouraged to calculate risk indices and risk ratios to evaluate the extent to which students of all groups are removed from classrooms for behavioral infractions. Additional data sources are offered to understand the nature of disproportionate practices. These data are then used to develop more culturally responsive disciplinary practices in schools. An illustration is then provided using data from an ethnically diverse elementary school.

The task of providing all students an engaging education is a particularly difficult challenge in the middle grades as young adolescents are on the cusp of intellectual thought. Because they are forming their identities as students who will or will not go on to successfully complete high school or postsecondary education, their experiences with discipline in the middle grades can form a positive or negative tipping point. Educators must teach behaviors characterized by respect, possibility, and curiosity. Positive Behavior Interventions and Supports (PBIS) have a rich and lengthy history of setting up environments that promote positive behaviors and increase academic achievement for most students. Questions remain as to the best manner in which PBIS should be implemented with a diverse student body as some researchers have reported the full benefit of PBIS may not be reaching all students (Vincent et al., 2011). However, answers to these questions are appearing in the literature (see Fallon et al., 2012; Sugai et al., 2012). By incorporating the strategies presented in this article into their classrooms, teachers can incorporate culturally responsive practices into the overall design and management of their classes, thereby potentially extending the benefits of PBIS with all middle school students.


The overrepresentation of ethnic minority students, particularly African American males, in the exclusionary discipline consequences of suspension and expulsion has been consistently documented during the past three decades. Children of poverty and those with academic problems are also overrepresented in such discipline consequences. Sadly, a direct link between these exclusionary discipline consequences and entrance to prison has been documented and termed the school-to-prison pipeline for these most vulnerable students. In this article, the authors argue that ethnographic and interview data would support teachers perceptions of loss of classroom control (and accompanying fear) as contributing to who is labeled and removed for discipline reasons (largely poor students of color). Exclusionary discipline consequences are the primary medium used once students are sent from the classroom. The authors recommend substantial revisions to discipline policies consistent with models of positive behavior support.


Within the context of widely documented racially disproportionate discipline outcomes, we describe schoolwide positive behavior support (SWPBS) as one approach that might provide a useful framework for culturally responsive behavior support delivery. We conceptualize cultural and linguistic diversity as the result of a divergence between individual students’ and entire schools’ cultural identities and identify culturally responsive educational practices that might facilitate greater continuity between students from culturally and linguistically diverse backgrounds and school environments. Based on practical recommendations derived from the literature, we
propose an expansion of the key features of SWPBS implementation (practices, data, systems, and outcomes) to facilitate culturally responsive behavior support delivery. We propose (a) systemically promoting staff members’ cultural knowledge and self-awareness, (b) commitment to culturally relevant and validating student support practices, and (c) culturally valid decision making to enhance culturally equitable student outcomes. We provide recommendations for future research and present the efforts of one school district to blend SWPBS implementation with training in cultural responsiveness.

**Theme 2 - Integrating Programs & Initiatives:** Strength-based approach using school based counseling; CR MTSS; CRT; Discussing race in schools; MTSS & counseling; CRT & an integrated services model for dropout prevention; Integrated CR counseling service & academic content areas standards; Restorative Justice as an alternative to suspensions; school-based support system


The American School Counselor Association (ASCA) National Model and a multi-tiered system of supports (MTSS) both provide frameworks for systematically solving problems in schools, including student behavior concerns. The authors outline a model that integrates overlapping elements of the National Model and MTSS as a support for marginalized students of color exhibiting problem behaviors. Individually, the frameworks employ data-driven decision making as well as prevention services for all students and intervention services for at-risk students. Thus, the integrated model allows schools to provide objective alternatives to exclusionary disciplinary actions (e.g., suspensions and expulsions) that are being assigned to students of color at a disproportionate rate. The manuscript outlines the steps within the integrated model and provides implications for school counselors and counselor educators.


Gay (2002) defined CRT as using the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively. Chamberlain (2005) and others have proposed these tips for educators wanting to transform their schools into culturally responsive learning environments: (a)
Implement and encourage policies that view diversity as an asset for schools; (b) provide staff development on best practices for teaching students with and without disabilities from CLD backgrounds; (c) provide teachers with ongoing opportunities to collaboratively explore best practices in culturally responsive pedagogy; and (d) resist political pressures for exempting students from taking tests, and resist pressure to teach to the test. [...] Bazron, Osher, and Fleischman (2005) recommended that schools can serve students from CLD backgrounds better if they (a) set high expectations and provide a scaffold of support rather than tracking them into low-level classes; (b) give students direct instruction in the hidden curriculum of the school (which courses to take, which teachers to seek out, test importance, how to study, etc.); (c) create environments that allow students and teachers to connect with one another, both in and out of the classroom; and (d) help to build a classroom community.


Racial/ethnic stereotypes are deep rooted in our history; among these, the dangerous Black male stereotype is especially relevant to issues of differential school discipline today. Although integration in the wake of Brown v. Board of Education was intended to counteract stereotype and bias, resegregation has allowed little true integration. Thus, old patterns continue to be reinforced through the ongoing processes of implicit bias, micro-aggression, and colorblindness. Thus, to effectively address inequity, the role of race must be explicitly acknowledged in addressing racial disparities in discipline. We close with a set of recommendations for talking about and acting on racial disparities.


Culturally and linguistically diverse (CLD) students with and at risk for disabilities evidence the greatest need for quality instructional programs of all students in our schools because of disproportionate academic underachievement, special education referrals, and disciplinary actions. Authorities on culturally responsive instruction consistently point to the cultural dissonance between the home and school as a contributor to poor educational outcomes. Other researchers argue that these students are least likely to be taught with the most effective evidence-based instruction. This article discusses culturally responsive classrooms for CLD students with and at risk for disabilities within the context of culturally competent teachers, culturally effective instructional principles, and culturally appropriate behavior development. It discusses implications for educators and suggestions for a future agenda.


The school-to-prison pipeline refers to the practice of pushing students out of educational institutions, primarily via zero-tolerance and harsh disciplinary policies, and into the juvenile and adult criminal justice systems. The pipeline has emerged in part as a response to the media panic over youth violence and the need to keep dangerous
students out of schools. To curtail the alleged surge in youth violence, school districts have adopted zero-tolerance policies, which impose harsh disciplinary penalties and sanctions and are applied regardless of the seriousness of the infraction or mitigating circumstances. Research shows that these policies have failed to make schools safer and have been linked to an increased likelihood of academic underperformance as well as increased suspensions and expulsions rates and elevated dropout rates. Latinos and African American students are disproportionately represented at every stage of the school-to-prison pipeline. For example, these students are far more likely than their White peers to face suspension, expulsion, or arrests for the same school-based infraction. This article addresses the history of the school-to-prison pipeline, the negative impacts of zero-tolerance policies on students, particularly African American and Latino students, alternatives to zero-tolerance policies, and both practice and policy recommendations.

This article explores the connection between dropping out of school and being incarcerated, particularly for youth, including students from culturally and linguistically diverse backgrounds, students from poverty, and students with disabilities, who have been shown to be at higher risk for both. This article seeks to shift focus away from a deficit-based perspective and instead creates an integrated learning model that incorporates culturally responsive teaching with an integrated services model in order to promote access, equity, and culturally supported experiences for children. If students are supported and successful in school, then dropout and incarceration should decrease and the pipeline from school to prison can be broken.

The purpose of multicultural education is threefold: (a) to prepare all students for the responsibility of citizenship; (b) to do so by valuing and considering the cultural background of all students in the learning process; and (c) to reform schools to ensure all students, regardless of background (e.g., race, ethnicity, gender, socioeconomic status, etc.) will experience educational success (Banks, 2001; Banks, Cookson, Gay, Hawley, Irvine, Nieto, Schofield, & Stephan, 2001). Efforts to make multicultural education a part of teacher practice is evident in a number of different ways: (a) preservice teacher education programs (Allen & Hermann-Wilmarch, 2004); (b) graduate course work in universities (Gallavan, 1998); (c) high school courses highlighting different cultural groups (Henze, 1999); and (d) considering common school practices from a cultural perspective (e.g., referral to special education) (Chamberlain, 2005).

Now that the Individuals with Disabilities Education Improvement Act (IDEA, 2004) has been reauthorized, states have the option of discontinuing the use of IQ-achievement discrepancy formulas and using Response to Intervention (RTI) criteria as part of the special education identification process. This change has dramatic implications for culturally and linguistically diverse students who historically have been disproportionally overrepresented in special education programs. In this article, the authors discuss their perspectives on culturally responsive literacy instruction.

According to Moje and Hinchman, all practice needs to be culturally responsive in order to be best practice. This view is especially relevant when considering that culture is involved in all learning. Culture is not a static set of characteristics located within individuals, but is fluid and complex. Thus, culturally responsive teachers make connections with their students as individuals, while understanding the sociocultural-historical contexts that influence their interactions. Culturally responsive literacy instruction includes the skills deemed necessary for acquiring the ability to read and frequent opportunities to practice reading with a variety of rich materials in meaningful contexts. But it goes beyond these basic components. In conceptualizing culturally responsive literacy instruction, the authors draw upon Wiley’s (1996) framework that includes accommodation, incorporation, and adaptation. These three courses of action are specific ways in which researchers have suggested working with students and families. The authors propose a four-tiered RTI model that represents a new and needed direction for research.


This article illustrates standards blending, the integration of core academic and school counseling standards, as a culturally alert responsive services strategy to assist in closing the achievement gap while also enhancing employability skills and culturally salient career competencies. The responsive services intervention described in this article resulted in knowledge gains in both the school counseling and language arts curriculum competencies for a diverse group of 78 high school students. The article includes implications for school counseling practice.

**Theme 2 - Professional Development:** Cross cultural communication PD pilot; CR Instruction Observation Protocol (CRIOP) PD; Program Teacher/Coaching


Teachers may have difficulties communicating effectively with parents from cultures different from their own, and may not perceive the importance of culturally sensitive teaching. [...] the long-term goal of this research project was to implement and evaluate the impact of professional development programs designed to develop teachers skills for effective cross-cultural communication with parents.


Black students are issued school discipline sanctions at rates higher than members of other racial and ethnic groups, underscoring the need for professional development that addresses this gap. In 86 secondary school classrooms, a randomized controlled trial examined the effects of a 2-year teacher-coaching program, My Teaching Partner Secondary (MTP-S). Results from the second year of coaching and from the year after coaching was discontinued replicated previous findings from the first year of coaching-intervention teachers had no significant disparities in discipline referrals between Black students and their classmates, as compared with teachers in the control condition, for whom racial discipline gaps remained. Thus, MTP-S effects were replicated in the second year of coaching and maintained when coaching was withdrawn. Mediational analyses identified mechanisms for these effects; Black students had a low probability of receiving disciplinary referrals with teachers who increased skills to engage students in high-level analysis and inquiry.


Background: Many scholars have espoused the use of culturally responsive instruction (CRI) for closing achievement gaps, yet there is a paucity of research supporting its effectiveness. In this article, we share results of a mixed methods study that examined the use of the Culturally Responsive Instruction Observation Protocol (CRIOP) as a framework for teacher professional development. The CRIOP is a comprehensive model and evaluation tool that operationalizes culturally responsive instruction around seven elements: Classroom Relationships, Family Collaboration; Assessment; Curriculum/Planned Experiences; Instruction/Pedagogy; Discourse/Instructional Conversation; and Sociopolitical Consciousness/Diverse Perspectives. Focus of Study: This study was designed to answer the following questions: (1) Do teachers increase their use of culturally responsive practices as they participate in CRIOP professional development? (2) What is the relationship between implementation of culturally responsive instruction and student achievement in reading and mathematics?, and (3) What are teacher's perceptions of their successes and challenges in implementing culturally responsive instruction? Participants: Twenty-seven elementary teachers participated in this study. Of the 27 participants, all were female, 26 were White, and all were native speakers of English. Student achievement data were collected from students enrolled in classrooms of participating teachers at the two schools in the study that administered the Measures of Academic Progress (MAP) test. Of the 456 students who were participants, 397 (87.3%) received free or reduced lunch, and 128 (28% of
total sample) were classified as English Language Learners (ELLs). Intervention: Three training sessions were held before school began and during the fall semester. Additionally, throughout the school year teachers received individual classroom coaching, on-site professional development, and instructional planning support. Participating teachers received an average of 50.4 hours of classroom-based coaching and mentoring during the intervention, which included observations, meetings with individual teachers and teacher teams, curriculum planning sessions, and collaborative creation of individualized action plans. The CRIOP was used as a professional development framework. The intended outcome of on-site support was to increase the incorporation of culturally responsive instruction in teachers' daily practices, resulting in more culturally responsive classroom relationships, assessment and instructional practices, and use of discourse. Research Design: This study utilized a concurrent triangulation mixed methods design. Data sources included classroom observations, student achievement results, and post observation teacher interviews. The CRIOP instrument was used for classroom observations to determine the extent of implementation of culturally responsive practices. Following each classroom observation, field researchers conducted an audio-recorded semistructured interview using the CRIOP Post-Observation Teacher Interview Protocol and The CRIOP Family Collaboration Teacher Interview Protocol. These protocols were designed to elicit additional information that might not have been readily apparent from data gleaned during the observation. In addition, participants were interviewed to determine their perceptions of culturally responsive instruction. Three interview questions and responses were transcribed and coded for analysis: How do you define culturally responsive instruction? What are your biggest successes with using Culturally Responsive Instruction with your students? What are your biggest challenges with using Culturally Responsive Instruction with your students? Integration of quantitative and qualitative data occurred during data collection and interpretation. Findings: Results of classroom observations showed that teachers had significantly higher levels of CRI implementation in the spring compared to fall. Data on student achievement indicated that students of high implementers of the CRIOP had significantly higher achievement scores in reading and mathematics than students of low implementers. The results of this study also suggest that teachers face several challenges in implementing CRI, including constraints imposed by administrators, high-stakes accountability, language barriers in communicating with families, and the sheer complexity of culturally responsive instruction. Conclusions/Recommendations: Although numerous scholars have espoused the value of culturally responsive instruction (CRI), there is limited research on its effectiveness. The results of this investigation suggest that the CRIOP shows promise both as a framework for teacher professional development and as an observation instrument in investigations of culturally responsive instruction. Findings also indicate that one of the biggest challenges in implementing CRI is its multidimensionality in that it includes several components (e.g., student relationships, family collaboration, assessment practices, instructional practices, discourse practices, and sociopolitical consciousness), which together comprise the CRIOP model. Future research including an experimental design is needed to determine the effectiveness of
the CRIOP as a measure of culturally responsive instruction and as a framework for intervention.

**Theme 2 - Preservice Teachers:** Cultural Critical Consciousness; Integrating Direct Instruction & Multicultural Education; Service Learning to build CRP; Recruiting & retaining teachers of color


This case study reports on the outcomes of a collaborative service-learning project that connected a teacher educator of color and her 19 racially diverse university students with 26 urban elementary students and their teacher. The purpose is to explicate how the service-learning experience impacted the university students' awareness of, commitment to, and understanding of culturally responsive practice as a challenging aspiration with real-life implications for serving diverse children and youth. The findings illustrate how this collaborative service-learning project, while mutually rewarding in many respects, came with several challenges. While the elementary school was selected because its mission explicitly promoted culturally relevant learning experiences as essential to each child's success, it, in practice, ultimately predicated academic readiness based on students' adherence to the dominant culture's language and literacy practices. The final section will offer implications that further explicate the intersections between service-learning and teacher-preparation programs, particularly focusing on possible curricular, pedagogical, and programmatic solutions.


In this article, the authors argue that developing personal and professional critical consciousness about racial, cultural, and ethnic diversity should be a major component of preservice teacher education. They discuss some maneuvers teacher education students use to avoid engaging with racial issues in education, and suggest some strategies for counteracting them. The resistance strategies include silence, diversion, guilt, and benevolent liberalism. Techniques to offset these and develop critical cultural consciousness and self-reflection include creating learning expectations of criticalness, modeling, providing opportunities to practice critical consciousness, and translating conceptual multicultural education into K-12 instructional possibilities. Woven throughout the specific suggestions is the general directive that critical consciousness
learning experiences should take place within the context of guided practice, authentic examples, and realistic situations.


multicultural education This quasi-experimental, mixed model study explored the use of an instructional approach that provided direct instruction and experiences in multicultural education while empowering preservice teachers to examine their perspectives using a hybrid classroom format. The purpose of the study was to explore preservice teachers' attitudes and dispositions toward the integration of multicultural education and multiliteracies to promote literacy among struggling readers. For the purposes of this study, we defined multicultural education as a field of study and an emerging discipline whose major aim is to create educational opportunities for all students, including students who are traditionally disenfranchised, to meaningfully and successfully engage in the education process. The study used a convenience sample of preservice teachers enrolled in a graduate-level educational program at a small private university in the Northeast. Results indicate opportunities for the use of an instructional approach that provides direct instruction and experiences in multicultural education while empowering preservice teachers to examine their perspectives in a hybrid classroom environment.


ABSTRACT National population trends demonstrate a shift in the U.S. ethnic population, similar to changes in the ethnic landscape of U.S. public schools. However, the teaching landscape has not adjusted to align with student demographics. Research highlights the academic and social/emotional benefit for students of color who experience having a teacher of color during their education. Therefore, it is valuable to consider frameworks for increasing the number of teachers of color in the educational landscape. Although there are initiatives for supporting these efforts in urban communities, rural communities often are not seen as having much need in this area. The authors of this article present literature and findings on the impact and needs for diversifying teacher education, and then outline a self-study of the Oregon Teacher Pathway (OTP) as a framework that takes into consideration promising practices for recruiting and supporting preservice teachers of color in rural eastern Oregon and other rural and urban communities.
**Theme 3: School Climate** - Students Perceptions of School Support: Caring & Supportive Relationships; Cultural Discontinuity, The Impact of Psychological Distress on Academic Outcomes; Supportive School Climate and Organizational Health

(Bottiani, Bradshaw et al. 2014, Bottiani, Bradshaw et al. 2016, Chapman-Hilliard and Adams-Bass 2016)


Issue Title: Special Issue: Academic Success: Peer, Parent, Teacher, Ethnic, Community, and Genetic Influences

Supportive relationships with adults at school are critical to student engagement in adolescence. Additional research is needed to understand how students' racial backgrounds interact with the school context to shape their perceptions of school support. This study employed multilevel, latent variable methods with a sample of Black and White students (N = 19,726, 35.8 % Black, 49.9 % male, mean age = 15.9) in 58 high schools to explore variation in perceived caring, equity, and high expectations by student race, school diversity, and socioeconomic context. The results indicated that Black students perceived less caring and equity relative to White students overall, and that equity and high expectations were lower in diverse schools for both Black and White students. Nonetheless, racial disparities were attenuated in more diverse schools. The findings point to the need for intervention to improve perceptions of school support for Black youth and for all students in lower income and more diverse schools.


In response to persistent racial disparities in academic and behavioral outcomes between Black and White students, equitable school climate has drawn attention as a potential target for school reform. This study examined differences in Black and White students' experiences of school climate and explored whether indicators of school organizational health and staff burnout moderated differences in students' school experiences by race. Utilizing hierarchical linear modeling with a sample of 18,397 Black students (n=6228) and White students (n=12,169) and 2391 school staff in 53 schools, we found a consistent pattern of racial inequalities, such that Black students reported less positive experiences than White students across three indicators of school climate (caring $\gamma=-0.08$, p$<$ .001; equity $\gamma=-0.05$, p$=.007$; and engagement $\gamma=-0.05$, p$<$ .001). In addition, we found significant, positive associations between aggregated staff-report of school organizational health and student-reported school climate (e.g., staff affiliation
and student-perceived equity, $\gamma=0.07$, $p<.001$). Surprisingly, a number of school organizational health indicators were more strongly associated with positive perceptions of school climate among White students than Black students, translating into greater racial disparities in perceived school climate at schools with greater organizational health (e.g., supportive leadership by race on student-perceived engagement, $\gamma=-0.03$, $p=.042$). We also found negative associations between staff-reported burnout and students' experience of equity, such that the racial gap was smaller in schools with high ratings of burnout ($\gamma=0.04$, $p=.002$). These findings have implications for educators and education researchers interested in promoting school social contexts that equitably support student engagement and success.


Several scholars suggest that Black history knowledge (BHK) is a significant psychological strength that facilitates mental health for Black people, and Black youth in particular, as they face racial injustice and adversity. Yet no framework has been presented in the psychological literature to advance scholarship regarding the significance of BHK. While other constructs (e.g., racial identity and racial socialization) importantly highlight the significance of history, they are limited in accounting for the multifaceted nature of BHK. The purpose of this article is to present a conceptual framework that demonstrates the utility of BHK in facilitating mental health and psychological liberation among Black youth. Toward this goal, this article highlights theory and research related to definitions of BHK, liberation tasks associated with BHK, and interactional processes significant to coping and mental health among Black youth, particularly as they navigate racial encounters.

**Theme #4 - Constructing and Navigating Racial Identities in Black and CD Students**


In this article, Dorinda Carter examines the embodiment of a critical race achievement ideology in high-achieving black students. She conducted a yearlong qualitative investigation of the adaptive behaviors that nine high-achieving black students developed and employed to navigate the process of schooling at an upper-class, predominantly white, suburban public high school while maintaining school success and a positive racial self-definition. Based on an analysis of interview data, participant observations, and field notes, Carter argues that these students' conceptions of race and
how race operates in their daily lives informs their constructions of achievement beliefs, attitudes, and self-definitions and informs their racialization and deracialization of the task of achieving at various times in the school context. Findings from this study indicate that students with strong racial and achievement identities may develop a critical race achievement ideology and enact resilient, adaptive behaviors in racially challenging contexts. (Contains 1 figure and 8 notes.)


Previous literature has failed to empirically demonstrate the conceptual distinction that social scientists make between dominant and non-dominant cultural capital. This article provides evidence of the coexistence of these two forms of capital within the social and academic lives of poor ethnic minority students. Using indepth interviews with 44 low-income African American youth, I illustrate how these students negotiate their perceptions of the differential values placed by educators on these two forms of capital. Often, scholars research the effects of (dominant) cultural capital in social reproduction across various social classes, but not the influence of (non-dominant) cultural capital on status relations within socially marginalized communities. By taking into account the interplay between these two forms of capital in the lives of low-income minority students, researchers might develop a more complete and nuanced understanding of how culture ultimately affects the prospects of mobility for lower status social groups.


School-based practitioners (e.g., school psychologists, school counselors) are becoming more knowledgeable about mental health disorders, making schools well suited environments for the delivery of early intervention and prevention-oriented efforts. Formal practices for racial socialization may include opportunities for individuals to learn about their racial history, celebrating African American culture and holidays (e.g., Kwanzaa, Black History Month), curricular units devoted to documenting the historical struggles of African Americans within the United States, and safe spaces to discuss past and present discrimination—all of which can all positively nurture identity development (Brown & Tylka, 2011; Aldana & Byrd, 2015).


An enduring finding is that marginalized young men of color aggressively seek “respect,” or masculine status. Drawing on ethnographic fieldwork at an all-boys public high school, the author found that respect—a desire to “be known”—offers an incomplete explanation for how young black men claim recognition in an era of surveillance. These findings reveal an alternative and more complex portrait of criminalized young black men in search of multiple dignities. With the help of adults, the young men in this study made claims to the right to grow as individuals. They also continued to yearn for a form of respect that rejected a sexually victimized identity, in a manner rarely captured in
previous research. Their yearnings also highlight claims to a third form of dignity: to “be unknown,” or the privilege of anonymity.

Rodriguez, J. and C. Park (2004). "Promoting Academic Achievement and Identity Development Among Diverse High School Students." The High School Journal 87(3): 44-53. This paper describes how a university outreach program promotes academic achievement and identity development among culturally diverse tenth-grade students. The primary goal of the outreach program is to advance student engagement and competency in mathematics and science learning. A secondary goal of the program is to promote the development of students' academic and cultural identities. This paper describes how a university outreach program meets both goals of advancing participants' engagement and competence in mathematics and science while promoting the development of their academic identity and cultural awareness through the implementation of culturally responsive teaching practices. Qualitative data collected through student interviews will be examined to illuminate the program's effectiveness in promoting identity development and achievement in math and science. In addition, outcome data from the program's first four years (1998-2001) are presented to demonstrate its effectiveness at enhancing participants' academic competencies.