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Culturally Responsive Classroom Management Techniques and Former Riverside County
and San Bernardino County Teachers of the Year: A Phenomenological Study

A Dissertation by

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Submitted in partial fulfillment of the requirements for the degree of

Doctor of Education in Organizational Leadership

November 2019

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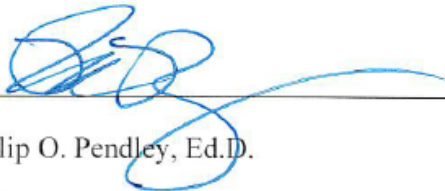
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November 2019

Culturally Responsive Classroom Management Techniques and Former Riverside County
and San Bernardino County Teachers of the Year: A Phenomenological Study

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ABSTRACT

Culturally Responsive Classroom Management Techniques and Former Riverside County and San Bernardino County Teachers of the Year: A Phenomenological Study

by Brian J. Redmond

Purpose: The purpose of this phenomenological study was to determine what former County Teachers of the Year understand and describe as the methods they use for culturally responsive classroom management with respect to Brown's Five Culturally Responsive Factors (developing personal relationships, creating caring learning communities, establishing a business-like learning environment, establishing congruent communication processes and, teaching with assertiveness and clearly stating expectations).

Methodology: This qualitative study used a phenomenological design to discover what former County Teachers of the Year do to identify and describe as the methods they use for culturally responsive classroom management with respect to Brown's Five Culturally Responsive Factors. The data were collected through interviews and artifact analysis.

Findings: Analysis of the data revealed that former County Teachers of the Year used several methods used for culturally responsive classrooms based on Brown's Five Culturally Responsive Factors. Each of the factors yielded three methods that former County Teachers of the Year identifies as methods used for culturally responsive classrooms. Regarding developing personal relationships teachers identified three methods, which included welcoming and greeting student's daily, genuine conversations about personal interests, and connecting students to curriculum. Regarding creating caring learning communities, teachers identified three methods, which included

collaborative learning, learning about each other through curriculum, and self-monitoring. Regarding creating a business-like environment, teachers identified three methods, which included every student has a role, every student experiences success, and soft skills. Regarding congruent communication processes, teachers identified three methods, which included praise students, reprimand in private, no judgment, value them, and be present. Regarding teaching with assertiveness and clearly stating expectations, teachers identified three methods, which included expectations are the same for all, model behavior/expectations, and self-reflection.

Conclusion: The researcher concluded there were five areas of focus based on the data. The five areas included: (a) relationships of trust, (b) collaboration, (c) student self-worth, (d) teachers' words and actions, and (e) teachers modeling behavior and expectations. These areas were key to creating a culturally responsive classroom.

Recommendations: Three areas of further research were recommended to increase the body of knowledge related to these variables.

TABLE OF CONTENTS

CHAPTER I: INTRODUCTION.....	1
Background.....	2
Classroom Management	2
Classroom Management and Culture	4
Cultural Responsiveness	5
Multicultural Curriculum.....	7
Cultural Responsiveness and Classroom Management	9
A Gap in the Research	10
Statement of the Research Problem.....	10
Purpose Statement	11
Research Questions	12
Central Question.....	12
Research Sub-Questions	12
Significance of the Problem.....	13
Definitions	14
Delimitations.....	15
Organization of the Study	15
CHAPTER II: REVIEW OF THE LITERATURE.....	17
Schools in the United States	17
Development of Classroom Structure over Time.....	19
Transition of Classroom Demographics over Time	20
Classroom Management	22
History of Classroom Management.....	22
Characteristics of Good Classroom Managers.....	23
Classroom Management and Culture	24
Cultural Diversity in Classrooms	24
Cultural Proficiency in Teachers.....	25
Cultural Responsiveness.....	25
Cultural Responsiveness in Classrooms	25
Characteristics of culturally responsive teachers	26
Maintaining success in a culturally responsive classroom.....	28
Multicultural Curriculum.....	29
Use of Multicultural Curriculum in Culturally Diverse Classrooms.....	29
Multicultural curriculum and student relationships.....	29
Levels of integration	30
Cultural Responsiveness and Classroom Management.....	30
Culturally Responsive Management Systems.....	31
Conceptual Framework.....	32
Brown’s Culturally Responsive Factors	33
Developing personal relationships and mutual respect through individualized attention.....	34
Relationships and networks.....	34
Trust	35

Creating caring learning communities.....	36
Establishing business-like environments	38
Physical environment.....	38
Business-like environment	39
Establishing congruent communication processes	40
Communication	40
Group discourse styles	41
Teaching with assertiveness and clearly stated expectations.....	41
Teaching with assertiveness	42
Expectations	42
Research Gap	43
Summary.....	44
CHAPTER III: METHODOLOGY.....	46
Overview.....	46
Purpose Statement.....	46
Research Questions	46
Central Question.....	47
Research Sub-Questions	47
Research Design.....	47
Population	49
Target Population	50
Sample	50
Sample Selection Process	51
Instrumentation	53
Reliability.....	54
Pilot Test.....	56
Validity	56
Data Collection.....	57
Human Subject Considerations	58
Interview Procedures	59
Artifact Collection.....	60
Data Analysis	61
Data Coding	61
Inter-Coder Reliability.....	61
Categorizing and Identifying Themes	62
Artifact Analysis.....	62
Depiction of the Findings.....	63
Limitations	63
Summary.....	64
CHAPTER IV: RESEARCH, DATA COLLECTION, AND FINDINGS	65
Overview.....	65
Purpose	65
Research Questions	66
Central Question.....	66

Research Sub-Questions	66
Research Methods and Data Collection Procedures	67
Population and Sample	68
Presentation of the Data.....	69
Research Sub-Question 1	69
Welcoming and greeting each student daily	70
Genuine conversations about personal interests.....	71
Connecting students to the curriculum	72
Research Sub-Question 2	74
Collaborative learning.....	75
Learning about each other through curriculum.....	75
Self-monitoring.....	76
Research Sub-Question 3	77
Every student has a role	77
Every student experiences success	78
Soft skills.....	79
Research Sub-Question 4.....	80
Praise students, reprimand in private.....	81
No judgment, value them	81
Be present with the students.....	82
Research Sub-Question 5	83
Expectations are the same for all.....	83
Model behavior/expectations	84
Self-reflection.....	85
Summary	86
CHAPTER V: FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS	90
Purpose Statement.....	90
Research Questions	90
Central Question.....	90
Research Sub-Questions	91
Research Methods	91
Population and Sample	92
Major Findings.....	92
Research Sub-Question 1	92
Research Sub-Question 2.....	94
Research Sub-Question 3.....	95
Research Sub-Question 4.....	96
Research Sub-Question 5	97
Unexpected Findings	98
Conclusions.....	99
Conclusion 1.....	100
Conclusion 2.....	100
Conclusion 3.....	101
Conclusion 4.....	101
Conclusion 5.....	102

Implications for Action.....	102
Implication 1	103
Implication 2	103
Implication 3	104
Implication 4	104
Implication 5	104
Recommendations for Further Research	105
Concluding Remarks and Reflections	105
REFERENCES.....	107
APPENDICES	115

LIST OF TABLES

Table 1.	Nine Characteristics of Qualitative Research.....	48
Table 2.	Methods for Developing Personal Relationships	74
Table 3.	Methods for Creating Caring Learning Communities	77
Table 4.	Methods for Establishing a Business-Like Environment.....	80
Table 5.	Methods for Establishing Congruent Communication Processes.....	83
Table 6.	Methods for Teaching with Assertiveness and Clearly Stating Expectations.....	85

CHAPTER I: INTRODUCTION

The matter of classroom management has been a quandary for administrators and a point of frustration for many teachers. No matter the grade level or location, every teacher faces classroom management challenges to one degree or another. Although many teachers come from graduate programs that prepare them well for the philosophical and subject matter competencies, most are not trained in classroom management, which can result in a colossal struggle for both the teacher and students.

The significance of the research in this field is becoming more important than ever with the constant demographic changes that are taking place in schools across the United States. As the student demographics change, the teacher demographics have largely stayed the same (Villegas & Lucas, 2007). The need for continued improvement in the way of classroom management strategies, more specifically in culturally responsive strategies, is imperative. The purpose of the study will be to determine how elite teachers, defined as teachers of the year in San Bernardino and Riverside Counties, located in southern California, identify and describe the methods they use for culturally responsive classroom management with respect to Browns theoretical framework for culturally responsive classrooms.

Researchers have been working on the problem of classroom management when it comes to educators' cultural responsiveness for decades. James Baldwin (1963) delivered a speech that was to be known as the "Talk with Teachers," due to his concern for how African-American children were being treated and educated. Students were coming into schools speaking different languages and being told that their language

was the wrong language and they needed to change, indicating that they themselves were wrong as human beings (Haddix, 1963).

C. M. Evertson, Emmer, Sanford, and Clements (1983) realized early on that classroom management was much more than simply discipline and instruction but included all factors to address the whole child. Furthermore, research showed that the two major components to creating an effective classroom environment was learning and order, and the teacher's ability to mesh these two concepts successfully (Doyle, 1985).

Researches have made a call to all educators employ classroom management strategies that are more culturally responsive and address the needs of diverse learners (G. Gay, 2002). Other researchers have taken the idea of addressing the needs of culturally diverse learners and coined the term "culturally responsive classroom management" (C. S. Weinstein, Tomlinson-Clarke, & Curran, 2004).

Background

The background section of this paper will review five areas that are key to the study. Specifically, classroom management, classroom management and culture, cultural responsiveness, multicultural curriculum, and finally cultural responsiveness and how to relates to classroom management.

Classroom Management

C. M. Evertson et al. (1983) describe classroom management as engaging and motivating students to create a safe and educational atmosphere. Although these traits apply to all classrooms, the growing diversity in schools has required researchers to investigate how these traits can be effective in classrooms with different cultures and socioeconomic backgrounds.

R. J. Marzano, Marzano, and Pickering (2003) also found that one of the three factors that made a teacher successful in diversity was being able to successfully implement classroom management strategies. The need for teachers to adopt and master culturally responsive classroom management strategies could determine the future success of students in diverse schools. The absence of classroom management brings undue stress to students as well as teachers (R. J. Marzano & Marzano, 2003).

Researchers Wright, Sanders, and Horn (1997) found that the most important aspect of successful classroom management is the teacher. Ultimately, the teacher's ability and dedication to managing the classroom is going to have the biggest effect on student success. Furthermore, R. J. Marzano et al. (2003) and R. J. Marzano, Pickering, and Pollock (2005) discovered that the three most important characteristics of a good classroom manager are the: (a) identification of instructional strategies, (b) the design and presentation of curriculum, and (c) the successful use of classroom management strategies. In order to reach a culturally diverse student body, teachers must be organized, be engaging in the way that they present the material, and be consistent in their classroom management strategies.

Classroom engagement is possibly the most valuable tool that a teacher can use in a culturally diverse classroom to help to improve classroom management (Cooper et al., 2018; R. J. Marzano, Marzano, & Pickering, 2003; R. J. Marzano, Pickering, & Pollock, 2005). Helping students to become more engaged should lead to more collaboration, higher level questioning, and critical thinking (Yusoff, 2018; C. Youssef, Campbell, & Tangen, 2016a).

Effective classroom management strategies are needed for diverse classrooms and researchers agree that cultural diversity and management should be a top priority for educators (C. S. Weinstein et al., 2004). Most educators share a common socioeconomic cultural background, which continues to persist through the years, whereas the students that they teach are ever-changing (Banks, 2004; Ladson-Billings, 2001; Villegas & Lucas, 2007).

Classroom Management and Culture

C. S. Weinstein, Tomlinson-Clarke, and Curran (2004) concluded that teachers needed to approach classroom management in a more culturally responsive way. D. F. Brown (2003) conducted a nationwide study was the first of its kind that investigated the strategies of culturally responsive of teachers throughout the nation, which resulted in a categorical framework for classroom strategies for culturally responsive teaching in order to better reach students in diverse classrooms. Teachers in culturally diverse classrooms should make exploring and implementing different strategies that are more culturally responsive a priority (Glasgow, 2006). One of the reasons for the urgency for culturally responsive classroom management is the fact that misunderstandings that are a result of differences in cultural backgrounds between teachers and students end in unnecessary disciplinary consequences that could have been avoided (C. S. Weinstein et al., 2004).

One of the problems with cultural understanding and classroom management is a lack of cultural proficiency from teachers, which leads to unnecessary discipline and a lack of a professional environment (G. Gay, 2000; Lindsey, Robins, & Terrell, 2009; C. S. Weinstein et al., 2004). If teachers can better understand the culture in which their students are coming from, have an understanding of their various value systems, and

make a concerted effort to validate their students' own experiences, better academic experiences are sure to follow.

Culture is defined as an overall understanding that each person's life is demarcated by specific categories: (a) styles of communication, (b) convictions, (c) values, and (d) actions (Wlodkowski & Ginsberg, 1995). Each culture is unique in the sense that the set of values and acceptable responses to situations. Therefore, students have their own worldview that may not be shared or even understood by a teacher that doesn't have that same background (Wlodkowski & Ginsberg, 1995).

Cultural Responsiveness

Culturally responsive classroom management is based on cultural norms established by the teacher, which can help or hinder the progress of the students (Bondy, Ross, Galligane, & Hambacher, 2007). Teachers come into the classroom with their own cultural biases, which can lead to harsh judgments or unwarranted discipline towards students of different cultures (Bondy et al., 2007; D. F. Brown, 2003; D. Y. Ford, 2005; G. Gay, 2002). In fact, teachers that are not cognizant about the cultural differences in the classroom can actually show favoritism or give undue advantages to students of the same culture, leaving students of other cultures behind (C. S. Weinstein et al., 2004).

By the year 2000, there were over 30 million foreign-born people in the United States, and nearly a third of that population arrived during the previous decade (Massey, 2008). In fact, over 60% of the growth of the student population in the United States from 1990 to 2006 was comprised solely of Hispanic students (Fry, Gonzales, & Pew Hispanic, 2008). Another study found that 65.5 million residents of the United States speak a language other than English at home in 2016 (Camarota & Zeigler, 2017). Of the

students coming from these homes, most are learning English as a second language in schools (Villegas & Lucas, 2007). The exponentially fast-growing immigration population is also reflected in schools, and clearly outlines the need for a different approach to teaching and classroom management.

Due to this growing population, the need for teachers to be well trained and able to implement culturally responsive classroom management strategies is essential. A culturally responsive teacher employs methods to identify with the students' culture and uses this to build relationships that can work as a pathway to learning. Multiple researchers have discovered that students of color that are subjected to teachers that are able to successfully implement culturally responsive strategies progress academically at a higher rate (G. Gay, 2002; Villegas & Lucas, 2007).

Various researchers have identified specific elements that are necessary to creating a culturally responsive classroom. Teachers should not only build cultural competence, but they should also develop a sociopolitical consciousness when working with students of diverse backgrounds (Ladson-Billings, 2001). Wlodkowski and Ginsberg (1995) were more precise, outlining specific characteristics such as:

- Establishing inclusion – creating a classroom environment in which students feel respected and interconnected.
- Developing attitude – creating a more positive outlook towards learning by creating personal relevance for the students.
- Enhancing meaning – creating meaningful experiences that are relatable to students.

- Engendering competence – students learn something that connects to their values in an effective manner.

Jones (2007) outlines specific factors that should be included to maintain success in a classroom of diverse learners. A teacher must:

- Be caring – working under the premise that students will not care about what the teacher is teaching until they believe that the teacher cares about them.
- Communicate effectively – communicating with parents and students, as well as understanding the cultural communication methods of the students.
- Employ culturally diverse curriculum – the curriculum should reference aspects of the students’ specific cultures in order to create buy-in and help students relate.
- Be fluid in their instruction – if a certain style of instruction is not working, teachers must adapt to what their diverse student body needs.
- Make sure that all instructional time is tied to state standards.

Multicultural Curriculum

The use of multicultural curriculum gives teachers the opportunity to enhance the academic achievements, raised standardized test scores, raise grade point averages, and encourages a diverse student body to become more involved in the class and school environment (G. Gay, 2000). If the curricula is truly culturally diverse, students will respond in a way that gives them more personal control over their education and encourage other students appreciation of the cultures represented (G. Gay, 2000). Multicultural education insinuates that all students, no matter their gender, race, ethnicity, or social class, have an equal opportunity to learn (Banks, 2004).

A multicultural curriculum should be focused on students and student relationships, as relationships and academic success go hand-in-hand in a diverse classroom setting. D. Y. Ford (2005) argues that each lesson plan created for a diverse classroom should be focused on equity, fairness, and reaching students of all backgrounds, which includes activities and assessments. Jones (2007) states that the teachers' mastery of multicultural curriculum and tying that curriculum back to each students' culture to make it meaningful is one of the most essential parts to finding success in a diverse classroom.

Banks (2004) lists four levels of integration to help teachers implement multicultural curriculum:

- Level 1. The contributions approach – focusing on heroes, holidays, and other cultural elements that are relatable to the students present.
- Level 2. The additive approach – content, concepts, or themes are presented along with the curriculum without changing the standards or what the curriculum aims to teach, all the while helping students connect to the curriculum.
- Level 3. The transformation approach – the structure of the curriculum is modified to help students see the material presented from the perspective of diverse and culturally ethnic groups.
- Level 4. The social action approach – students become actively involved in various social issues and take action to help solve them.

Cultural Responsiveness and Classroom Management

In order to develop a strong culturally responsive classroom management system,

C. S. Weinstein et al. (2004) identified five factors:

- The teacher must recognize his or her own ethnocentric biases.
- The teacher must understand the students' cultural backgrounds.
- The teacher must have a broad understanding of the larger political and socioeconomic factors in the system of education.
- The teacher must have the ability and willingness to employ culturally responsive classroom management strategies.
- The teacher must possess the commitment to building caring communities within the classroom.

The groundbreaking study by D. F. Brown (2003, 2004) identified specific elements of culturally responsive management that must be in place, based on interviews with teachers that worked in ethnically diverse schools across the United States. D. F.

Brown lists five characteristics of successful culturally responsive classroom teachers:

- Developing personal relationships with mutual respect through individualized attention.
- Creating caring learning communities.
- Establishing business like environments.
- Establishing congruent communication processes.
- Teaching with assertiveness and clearly stated expectations.

A Gap in the Research

Several studies show that the need for effective classroom management in diverse classrooms is essential to the success of the system of education and the future of students (D. F. Brown, 2003, 2004; Doyle, 1985; C. M. Evertson, Emmer, Sanford, & Clements, 1983; R. J. Marzano & Marzano, 2003). Although there has been progress in the area of classroom management, the ever-changing demographics of the student population and ever-homogenous teacher population shows that there is a constant need for update and improvement in classroom management of diverse populations (Banks, 2004; Ladson-Billings, 2001; Villegas & Lucas, 2007).

Recent studies have examined the way that teachers manage diverse classrooms in effective ways (D. F. Brown, 2003; McGregor, 2012). Understanding the lived experiences of teachers that have been recognized as great classroom managers, specifically teachers that have been recognized as teachers of the year in San Bernardino and Riverside Counties, could contribute to the research and overall understanding of how to effectively manage diverse classrooms and if the literature lines up with the methods that are being used by these highly effective teachers.

Statement of the Research Problem

The United States education system is growing rapidly, with the student population becoming more and more diverse each year (Banks, 2004; D. F. Brown, 2003; Ladson-Billings, 2001; Villegas & Lucas, 2007). However, even though the student demographics are changing at a rapid pace, the demographics of the teachers that educate these students is consistent and has changed very little through the years (Banks, 2004; Ladson-Billings, 2001; Villegas & Lucas, 2007). There is a need to examine further how

the relatively homogeneous teacher population can adapt to the needs of the ever-changing demographics of the student population (D. F. Brown, 2003, 2004; G. Gay, 2002; Glasgow, 2006; R. J. Marzano & Marzano, 2003; R. J. Marzano et al., 2005; Weiner, 2003).

A number of studies have reinforced Brown's version of the Culturally Relevant Classroom Management approach. C. Brown (2019) lists seven culturally responsive classroom management strategies that parallel Brown's work. Those seven culturally responsive classroom management strategies include:

- Building a caring classroom community.
- Embracing cultural diversity.
- Setting a positive tone.
- Knowing students personally.
- Involving families and communities.
- Setting clear expectations.
- Providing continuous support (C. Brown, 2019).

However, despite the numerous studies that have been conducted on classroom management and cultural sensitivity or responsiveness in the classroom, further research is needed to examine if teachers that have been clearly identified as good classroom managers in diverse schools are employing the methods stated in the current research (D. F. Brown, 2003, 2004, C. Brown 2019). This study will examine that problem.

Purpose Statement

The purpose of this phenomenological study was to understand what former county teachers of the year understand and describe as the methods they use for culturally

responsive classroom management with respect to Brown's Five Culturally Responsive Factors (developing personal relationships, creating caring learning communities, establishing a business-like learning environment, establishing congruent communication processes, and teaching with assertiveness and clearly stating expectations).

Research Questions

This qualitative phenomenological study was guided by the one research question and five sub-questions.

Central Question

The central research question asked: *What is the lived experiences of former County Teachers of the Year and methods they use for establishing culturally responsive classroom management with respect to Brown's Five Culturally Responsive Factors?*

Research Sub-Questions

1. What do former County Teachers of the Year understand and describe as the methods they use for culturally responsive classroom management with respect to *developing personal relationships*?
2. What do former County Teachers of the Year understand and describe as the methods they use for culturally responsive classroom management with respect to *creating caring learning communities*?
3. What do former County Teachers of the Year understand and describe as the methods they use for culturally responsive classroom management with respect to *establishing a business-like learning environment*?

4. What do former County Teachers of the Year understand and describe as the methods they use for culturally responsive classroom management with respect to *establishing congruent communication processes*?
5. What do former County Teachers of the Year understand and describe as the methods they use for culturally responsive classroom management with respect to *teaching with assertiveness and clearly stating expectations*?

Significance of the Problem

Classroom management in diverse classrooms is a focal point of educators and researchers due to the fact that the demographics of the student populations in the United States are changing at a rapid pace (Banks, 2004; Ladson-Billings, 2001). This study identifies culturally responsive classroom management strategies used by teachers that have been identified as highly effective classroom managers. These teachers have been identified as highly effective classroom managers as recipients of the county teacher of the year awards for San Bernardino and Riverside counties. Furthermore, this study describes the methods used by these teachers and compares their methods to the literature. The significance of the study lies in the fact that, with classrooms across the country becoming more and more diverse, approaches designed in the past to address classrooms of the past may not be effective in the current classroom environment. This study will provide practical, useable knowledge from experienced classroom teachers regarding strategies and methods to use for the management of culturally diverse classrooms in the present environment.

Definitions

The following definitions were used for this study:

Classroom climate. Classroom climate is the classroom environment, the social climate, the emotional and the physical aspects of the classroom. It is the idea that teachers influence student growth and behavior (Wikipedia, 2019).

Classroom management. The art and actions of managing student behavior to enhance student achievement in the classroom (edglossary.com, 2019).

County teacher of the year. Teachers who have been past recipients of the County Teacher of the Year award in San Bernardino and Riverside Counties. A County Teacher of the Year is a teacher who has been selected from applicants across their county as the best teacher in their respective portions of the teaching population from that county.

Creating caring learning communities. Teachers creating learning environments where students feel valued and part of the classroom ‘family’ (D. F. Brown, 2003, 2004).

Culturally responsive teaching. Student-focused pedagogy that relies on culturally responsive responses to the specific needs of diverse students coupled with culturally pertinent curricula (D. F. Brown, 2003, 2004).

Developing personal relationships and mutual respect through individualized attention. The act of developing personal relationships by communicating with students individually on nonacademic matters and showing personal interest in each child by creating a safe and secure environment (D. F. Brown, 2003, 2004).

Emotional objectivity. The ability of the teacher to interact with the students in a business-like manner regardless of emotional circumstances (D. F. Brown, 2003, 2004).

Establishing business-like environments. Classroom environments that have clearly stated expectations, no excuses are permitted, and where inappropriate behaviors are dealt with immediately.

Establishing congruent communication processes. Teachers allow for communication processes in their classrooms that are consistent with the cultural norms of their students (D. F. Brown, 2003, 2004).

Teaching with assertiveness and authority. Teaching with clear behavioral and academic expectations, assertive behavior, and enforcing expectations (D. F. Brown, 2003, 2004).

Methods. The strategies, approaches, activities, and relationship building interactions used by teachers to develop and maintain culturally relevant classroom management (Lynch, 2019).

Delimitations

This study was delimited to teachers that were recipients of the teacher of the year award in San Bernardino and Riverside counties in southern California. Furthermore, the study was limited to 12 teachers that were recipients of the award.

Organization of the Study

The remainder of the study is organized into four additional chapters, as well as the reference list and appendices. Chapter II provides an in-depth look into the literature that deals with classroom management, multicultural curriculum, cultural responsiveness in diverse classrooms, as well as classroom management strategies and pitfalls of teachers in diverse classrooms. Chapter III provides the methodology of the study, including the data, sample, research design, and the limitations of the study. Chapter IV

looks at the actual findings of the study and provides an analysis of the data. Chapter V presents a summary of the findings, an analysis of the major findings, implications for actions, and recommendations for future research.

CHAPTER II: REVIEW OF THE LITERATURE

Chapter II reviews the relevant literature to establish a framework for the study. The review of the literature is divided into six key sections. First, a history of the development of schools in the United States including the development of classroom structures and the change in demographics over time. Second, the history of classroom management and how it has changed through the years. Third, a review of classroom management as it relates to culture and cultural diversity is presented. Fourth, an overview of cultural responsiveness in classrooms is given. Fifth, an examination of multicultural curriculum is presented. And sixth, a section is provided that connects cultural responsiveness and classroom management. A final section that gives an overview of the gap in the research is also presented.

Schools in the United States

Schools exist in order to present historical and cultural happenings, encourage critical thinking, pass on information to new generations, and create productive and successful citizens. The history of schools in the United States is rooted in its European origins. The first schools in the United States were a result of Protestant revolts in Europe (Cubberley, 1919). Reformers agreed that understanding the gospel was imperative to salvation. Therefore, both girls and boys were taught to read so that they might become familiar with the commandments and what would be required of them (Cremin, 1970; Cubberley, 1919).

The origins of schools in the United States goes back to the original colonies. There were three distinct philosophies during the colonial times that helped to shape what we now recognize as the American education system. The first, and most influential, was

based in New England. The New England model focused on, for the first time, the State's right to require towns to create and maintain public schools for elementary and secondary children (Cubberley, 1919). The state was now able to determine the amount of education required, the standards of that education, and it would be paid for by tax dollars, all because the State would suffer if its citizens were not educated (Cubberley, 1919).

The second model, the parochial school, based in Pennsylvania, was established. Communities in Pennsylvania relied on their local churches, rather than the State (in New England they were one in the same), for educational matters (Cubberley, 1919). The model eventually depended entirely on private society to fund and maintain education, which was eventually also adopted in New Jersey and New York (Cubberley, 1919).

The third model, the pauper-school, was based in Virginia. The settlers in Virginia were mostly faithful to England and the Church of England, and simply came to the United States for economic gain (Cubberley, 1919). They lived on large plantations, focused on private education, which had to be paid for by the families, and even favored sending their children to be educated in England (Cubberley, 1919). The society structure encouraged the employment of white indentured servants, and eventually African slaves, which created a class system that made a compulsory State model, like that in New England, impossible (Cubberley, 1919).

Eventually the different school models in the United States changed and evolved. The Industrial Revolution took place and shaped classrooms into what we recognize today as a typical American classroom. Cubberley (1919) found that schools were essentially factories, and the raw products were the students. The students were to be

molded and shaped to meet the demands of the industrialized economy (Cubberley, 1919). This model worked in a largely racially homogenous society enveloped in the Industrial Age. However, with the advent of the global economy, human travel, and shifting needs, the model for schools in the United States has been changing towards a model that values technological knowledge and problem solving (Schraw & Robinson, 2008).

Development of Classroom Structure over Time

Schools in the United States had the same basic classroom structure, where the teacher would dictate to the students, and the students would listen and take notes. If a student did not comply with this model, they would be punished. This format worked well with an industrialized society. As society began to evolve into a new age of technology and critical thinking, classroom structure began to change. Researchers advocated for schools to provide more enriching experiences to stimulate critical thinking (Reckinger, 1980). Ideas such as small group cooperative learning were shown to improve academic and social gains (Parker, 1985; Reckinger, 1980).

Other models such as “project based learning” began to gain traction, as this type of classroom structure gave students more opportunities and different avenues to demonstrate learning (Bell, 2010; J. W. Thomas, 2000). Educators began to see many students find more meaning in what they were learning through a hands-on, more interactive approach to learning (Hmelo-Silver, 2004).

Both project based learning and small group methods added to the tools that teachers already had. Research then began to focus on how to reach students in urban areas. It was discovered that most teachers struggled in urban schools, even with a

myriad of teaching strategies and seemingly fail-proof classroom structures (Weiner, 2003). Researchers found that urban communities oftentimes did not share the same value system of the middle class, suburban teachers (D. F. Brown, 2003, 2004; G. Gay, 2000; Weiner, 2003; C. Weinstein, Curran, & Tomlinson-Clarke, 2003; Wlodkowski & Ginsberg, 1995).

The culturally responsive classroom structure began to focus on the needs of diverse learners, making their experiences more meaningful. Classroom structures and methods began to focus on recognizing the value systems and communication methods of culturally diverse students (Banks, 2004; Bondy et al., 2007; D. F. Brown, 2003, 2004; D. Y. Ford, 2005; G. Gay, 2000, 2002; Glasgow, 2006). Teachers that began to model their classrooms in a way that would relate to their culturally diverse student body began to see academic and social gains among their learners.

Transition of Classroom Demographics over Time

The United States has experienced major demographic changes over the last 60 years. In fact, since the early 1990s every state population has increased, with a changing racial and ethnic demographic at the forefront of this dramatic change (Logan & Zhang, 2010; Micklow & Warner, 2014). There are various factors that have contributed to this demographic change, including job opportunities, better schools, lifestyle changes, and even housing costs.

These demographic shifts in populations have directly affected the school student population in the United States, especially since the 1950s. The U.S. Census Bureau (2018) showed that the percentage of all students attending elementary school has gone down, but the students enrolled in pre-K programs has increased. The secondary school

population has remained largely the same, while the enrollment in college has surged (U.S. Census Bureau, 2018).

The most populous state in the union, California, has grown by over 10 million people over the last 30 years (U.S. Census Bureau, 2018). During those three decades, the number of students in the state of California grew by about one million. Looking more closely at the subpopulations, the research showed that the number of Caucasian students in California declined from 42% to 24%, African-American enrollment also dropped from 9% to 6%, Hispanic enrollment grew significantly from 37% to 54%, and Asian enrollment grew slightly from 11% to 12% (California Department of Education, 2018).

Schools located in the southern region of the United States have experienced a similar change in student demographics. The south has undergone a decline in enrollment of Caucasian students from 58% to 43%, African-American enrollment dropped slightly from 27% to 24%, the Asian population went from 1.5% to 3%, and Hispanic enrollment jumped from 13.5% to 27% (Frankenberg, Hawley, Ee, & Orfield, 2017).

The second most populous state in the United States, New York, has also experienced a similar demographic shift in the last few decades. From 1989 to 2010, the state of New York experienced a drop in the Caucasian student population from 63% to 51%, no change in the African-American population that hovered at 20%, an Asian population that jumped from 4% to 8%, and a Hispanic population that grew from 13% to 22% (Kucsera & Orfield, 2014).

Although the population of students in schools has been changing over time, and even more drastically over the last 30 years, the demographics of the teachers in these culturally diverse classrooms have largely remained the same, Caucasian, middle class (Villegas & Lucas, 2007). The ever-widening chasm between the demographics of the teachers in the United States and the students in their classrooms has created a need for better cultural understanding and culturally responsive teaching methods to help those students achieve academic and social success (D. F. Brown, 2003, 2004; T. S. Dee, 2005; D. Y. Ford, 2005; D. Y. Ford, Howard, Harris III, & Tyson, 2000; G. Gay, 2000, 2002; Glasgow, 2006; Jones, 2007; Ladson-Billings, 2001; Villegas & Lucas, 2007; Weiner, 2003; C. S. Weinstein et al., 2004; Wlodkowski & Ginsberg, 1995).

Classroom Management

Classroom management has historically been a topic of interest and frustration for teachers and researchers alike. Classroom management can be defined as going far beyond the mere concept of discipline by acknowledging that classroom management encompasses all of the things which educators must do to promote cooperative student engagement in classroom activities, and to create an atmosphere of productivity (C. M. Evertson et al., 1983).

History of Classroom Management

C. M. Evertson et al. (1983) described classroom management as more than just classroom discipline, but taking in the classroom as a whole, realizing that creating an atmosphere where students had a desire to learn and thrive was just as important, if not more so, than classroom discipline. A classroom that is managed well provides opportunities for students to learn and grow together. Doyle (1985) divided classroom

management into two categories: learning and order. The teacher's ability to fuse both learning and order is a major determinant of the success of the students (Doyle, 1985).

Characteristics of Good Classroom Managers

A survey of over 60,000 students found that the most important factor that impacts student learning is the teacher (Wright et al., 1997). Therefore, it is vital that the teacher have a handle on classroom management. The effectiveness of the teacher has a direct impact on student achievement. A meta-analysis of 35 years revealed three roles that effective teachers fill (R. J. Marzano & Marzano, 2003; R. J. Marzano et al., 2003; R. J. Marzano et al., 2005). Effective teachers identify appropriate instructional strategies, design and present curriculum, and use classroom management strategies successfully (R. J. Marzano & Marzano, 2003; R. J. Marzano et al., 2003; R. J. Marzano et al., 2005). R. J. Marzano and Marzano (2003) indicates that effective teaching and learning cannot occur in a classroom where weak classroom management is present. When appropriate classroom management strategies are not being implemented, the stress levels of students and teachers rise, causing disorder and a lack of progress (R. J. Marzano & Marzano, 2003).

A teacher that is able to actively engage students in the learning process is most effective in creating buy-in with students and developing a safe and prosperous learning environment. Classroom engagement is a powerful tool in culturally diverse classrooms and help to improve classroom management (Cooper et al., 2018; R. J. Marzano et al., 2005). When a teacher has the ability to engage students on a high level, more collaboration, higher level questioning, and critical thinking become the norm (C. Youssef, Campbell, & Tangen, 2016b; Yusoff & Mazwati, 2018).

Classroom Management and Culture

Classroom management can be more effective and direct when paired with culturally responsive methods. Teachers that employ culturally responsive methods intentionally respond to the needs of culturally and ethnically diverse students (Glasgow, 2006). The nation's student population is becoming more and more culturally diverse, but the majority of the educators in the United States are English only speaking, socioeconomically middle class, Caucasian teachers (Ladson-Billings, 2001). Oftentimes when a lack of cultural understanding exists between teachers and students, punitive and unnecessary disciplinary actions are carried out, leading to a loss of instructional time and leaves students with a lack of confidence and promotes disruptive or antisocial behavior (C. S. Weinstein et al., 2004).

Cultural Diversity in Classrooms

Culture is defined as the understanding that each aspect of our life is completely saturated with a learned convergence of four characteristics: (a) style of communication, (b) convictions, (c) values, and (d) actions (Wlodkowski & Ginsberg, 1995). Each culture that a student brings to the classroom carries its own versions of each of the characteristics, as well as guidelines on how to act and react in each situation (Wlodkowski & Ginsberg, 1995).

The population of the United States has consistently become more diverse over time. This is also true of the student population in the United States (Villegas & Lucas, 2007). As the diversity of the student body in the United States has grown, the teacher population has largely stayed the same. The need for culturally responsive teaching

methods is needed to meet the demands of the diverse growth in schools (Villegas & Lucas, 2007; C. S. Weinstein et al., 2004; Wlodkowski & Ginsberg, 1995).

Cultural Proficiency in Teachers

One of the roadblocks that many teachers face when attempting to understand how to manage a culturally diverse classroom is a lack of cultural proficiency from teachers, which oftentimes leads to unnecessary and punitive discipline measures as students are sent out of the classroom spend more time outside the learning environment (G. Gay, 2002; Lindsey et al., 2009; C. S. Weinstein et al., 2004). The better the teachers understand the diverse cultures and different viewpoints and value systems of their students, the better they will be at reaching the students academically.

Cultural Responsiveness

American public schools have experienced a large increase in the amount of immigrant students over the past three decades, greatly increasing the need for culturally responsive teaching methods (Villegas & Lucas, 2007). One-fifth of all student in American public schools speak a language other than English in their homes (Villegas & Lucas, 2007). Teachers face a difficult challenge in trying to teach curriculum, build relationships with students, all the while understanding the cultural nuances and expectations that make these students who they are. Culturally responsive teaching methods are needed to bridge the gaps between the homogenous teacher population and the diverse student population (G. Gay, 2000; Villegas & Lucas, 2007).

Cultural Responsiveness in Classrooms

Due to the growing need of culturally responsive teachers, G. Gay (2000, 2002) details the specific characteristics of a culturally responsive classroom, including

teaching strategies that embrace the unique cultural experiences of the students, and perspectives of diverse learners as pathways to reach these populations. Teachers that are well-versed in culturally responsive methods see improved academic achievement of their students of color. These academic gains are due to the connections the students are able to make through the culturally responsive methods employed by the teacher and the culturally based interpretation of that instruction by the diverse student population (D. Y. Ford, 2005; G. Gay, 2000; Ladson-Billings, 2001; McGregor, 2012; Villegas & Lucas, 2007).

Characteristics of culturally responsive teachers. D. Y. Ford (2005) gives five characteristics of culturally responsive teachers and their classrooms:

- Students are placed at the center of teaching and learning and minority students experience a sense of membership, belonging, and ownership.
- Multicultural education is a key component of the curriculum.
- Teachers promote multicultural education at the highest levels.
- Teachers feel compelled to address real world issues with the students.
- Teachers take on the moral responsibility of their students' cognitive, academic, and emotional well-being (D. Y. Ford, 2005; Scherff, 2005).

A culturally responsive framework is presented by Wlodkowski and Ginsberg (1995) that connects that inherent characteristics of motivation and culture. They detail four motivational factors apply to students and teachers:

- Establishing inclusion by creating a learning atmosphere where both the teachers and students show mutual respect for one another.

- Developing a positive and favorable attitude towards learning through personal relevance and choice.
- Enhancing meaning by creating challenging and thoughtful learning experiences that include perspectives and values.
- Engendering competence by creating an understanding that students are capable and effective in learning something they value (Wlodkowski & Ginsberg, 1995).

Researchers G. Gay (2000) and Ladson-Billings (2001) recommend that teachers build cultural competence within themselves and their students by developing a sociopolitical consciousness to better understand where their students come from and their own value systems. Teachers can also focus on five aspects that have been deemed necessary for culturally responsive teaching:

- Developing a cultural diversity knowledge base to understand the perspectives of the various cultures that might be present in the classroom.
- Designing relevant curricula that students from diverse backgrounds can relate to.
- Demonstrating cultural caring and building a learning community that students look forward to being a part of.
- Cross-cultural communications.
- Cultural congruity within the classroom instruction (D. F. Brown, 2003; G. Gay, 2000, 2002; Ladson-Billings, 2001).

Villegas and Lucas (2007) detail their six characteristics of culturally responsive teachers as:

- Sociocultural conscious.
- They have positive views of students from diverse backgrounds or backgrounds other than their own.
- They see themselves as a tool to help make schools more equitable for students.
- They understand how students learn and are capable of helping students understand how to learn.
- They are familiar with the lives of their students and have a relationship of trust.
- They design a learning environment that builds on students' prior knowledge.

Maintaining success in a culturally responsive classroom. When a teacher has gained competence in culturally responsive methods in a diverse classroom, he or she must then work to maintain traction gained in order to experience long-term success. The teacher must:

- Be caring – understanding that students will not care about what the teacher is teaching until they believe the teacher cares about them.
- Communicate effectively – continue to communicate with parents and students, and be aware of cultural nuances in communication methods.
- Continue to use culturally diverse curriculum that references aspects of students' cultures to help students relate to what is being taught.
- Maintain fluidity in instruction and be willing to change if a certain method ceases to be effective.

- Make sure that the diverse curriculum still ties to state standards (Jones, 2007).

Multicultural Curriculum

Teachers have been trained to adjust and modify curriculum to suit the needs of their diverse student populations (G. Gay, 2002). The use of multicultural curriculum in diverse classrooms has a myriad of benefits, including increased test scores, increased grade point averages, greater self-confidence among students, and more student-teacher and student-student engagement (Banks, 2004; G. Gay, 2000; Glasgow, 2006).

Multicultural curriculum is designed for all students, regardless of gender, race, ethnicity, or social class, have an equal opportunity to learn (Banks, 2004).

Use of Multicultural Curriculum in Culturally Diverse Classrooms

Culturally diverse classrooms are best served by multicultural curriculum that appeals to specific cultures and helps students relate to what is being taught (Banks, 2004; Glasgow, 2006). Each lesson plan created for a diverse classroom should focus on equity, fairness, and reaching all students, regardless of backgrounds, including activities and assessments (D. Y. Ford, 2005). Jones (2007) argues that one of the most important parts of teaching multicultural curriculum is being able to tie it back to each of the cultures present in the classroom, giving students a connection to what is being taught and giving the curriculum more meaning.

Multicultural curriculum and student relationships. One of the most powerful tools that a teacher has to reach students in culturally diverse classrooms is the relationships between teacher and students (Banks, 2004; D. Y. Ford, 2005; G. Gay, 2002; Glasgow, 2006). The teacher must be well-versed in the student cultures within the

classroom in order to use multicultural curriculum to build authentic relationships of trust (Glasgow, 2006; Jones, 2007). When students fully trust the teacher because of the realization that the teacher values and respects the students' own culture, academic achievement improves (D. F. Brown, 2004; C. M. Evertson et al., 1983; D. Y. Ford, 2005; G. Gay, 2000; Jones, 2007; R. J. Marzano & Marzano 2003).

Levels of integration. Banks (2004) details four levels of integration to aid teachers in the implementation of multicultural curriculum. These levels are as follows:

- Level 1. The contributions approach – focusing on heroes, holidays, and other cultural elements that are relatable to the students present.
- Level 2. The additive approach – content, concepts, or themes are presented along with the curriculum without changing the standards or what the curriculum aims to teach, all the while helping students connect to the curriculum.
- Level 3. The transformation approach – the structure of the curriculum is modified to help students see the material presented from the perspective of diverse and culturally ethnic groups.
- Level 4. The social action approach – students become actively involved in various social issues and take action to help solve them.

Cultural Responsiveness and Classroom Management

The ability of a teacher to effectively manage a classroom is key to student success (Bondy et al., 2007; C. M. Evertson et al., 1983; R. J. Marzano & Marzano, 2003; R. J. Marzano et al., 2005). Classroom management in culturally diverse classrooms requires a more structure approach that focuses on cultural factors of the

student population. Teachers that master culturally responsive methods create a learning environment that promotes respect, trust, and academic achievement (D. F. Brown, 2004; Jones, 2007; C. S. Weinstein et al., 2004).

Culturally Responsive Management Systems

A strong culturally responsive classroom management system is needed in order to help diverse classrooms reach their academic potential. According to G. Gay (2000), a culturally responsive classroom management system should be based upon academic achievement, cultural competence, and sociopolitical consciousness.

C. S. Weinstein et al. (2004) created an approach to culturally responsive classroom management. In order to develop an effective system of culturally responsive classroom management, C. S. Weinstein et al. categorizes five essential components, including:

- The recognition of one's own ethnocentric biases.
- The knowledge of students' cultural backgrounds.
- Understanding of the broader social, economic, and political context of the educational system.
- The ability and willingness to use culturally appropriate classroom management strategies.
- The commitment to building caring classroom communities.

C. S. Weinstein et al. goes on to explain that the goal of this system is to have students act responsibly and acceptably due to a sense of personal responsibility, rather than longing for a prize or fear or punishment.

Although the system laid out by C. S. Weinstein et al. (2004) gives a good overview of how a culturally responsive classroom management system should operate, the researcher determined that the system lacked specifics for the framework of this study. The groundbreaking study by D. F. Brown (2003, 2004) identifies specific elements of culturally responsible classroom management that the researcher deemed more applicable and practical for teachers.

The nationwide study by D. F. Brown (2003, 2004) identifies key components that must be in place for a culturally responsive classroom management system to function. Based on interviews with teachers that worked in culturally and ethnically diverse schools across the United States, D. F. Brown discovered five characteristics of successful culturally responsive classroom teachers:

- Developing personal relationships with mutual respect through individualized attention.
- Creating caring learning communities.
- Establishing business like environments.
- Establishing congruent communication processes.
- Teaching with assertiveness and clearly stating expectations.

Conceptual Framework

The changing demographics of student populations within the United States, and the static, homogenous teacher population has created a cultural gap in understanding between teachers and students that is negatively affecting educational processes (Villegas & Lucas, 2007). Students that come from diverse backgrounds are oftentimes the subject of punitive and unnecessary discipline rooted in misunderstandings, which leads to more

time out of the classroom for disciplinary reasons and lower academic achievement (G. Gay, 2002; Lindsey et al., 2009; C. S. Weinstein et al., 2004).

C. S. Weinstein's (2004) framework for a culturally responsive classroom is useful and gives a good overview of general characteristics that should be present for a successful culturally responsive classroom. However, the researcher determined that the framework lacked details that would be beneficial to actual application by teachers. D. F. Brown's (2003, 2004) culturally responsive classroom management strategies provides a more detailed approach to creating a culturally responsible classroom management system.

Brown's Culturally Responsive Factors

A nationwide study was conducted that yielded specific elements of culturally responsive classroom management that must be in place, based on interviews with teachers across the United States that worked in culturally and ethnically diverse classrooms (D. F. Brown, 2003, 2004). D. F. Brown (2003, 2004) discovered five components of a successful culturally responsive classroom:

- Developing personal relationships with mutual respect through individualized attention.
- Creating caring learning communities.
- Establishing business like environments.
- Establishing congruent communication processes.
- Teaching with assertiveness and clearly stating expectations.

These five categories will serve as the theoretical framework for the study and will guide the remainder of this literature review.

Developing personal relationships and mutual respect through individualized

attention. The first aspect of D. F. Brown's (2003, 2004) culturally responsive factors is Developing Personal Relationships and Mutual Respect Through Individualized Attention. This factor can be broken down into individual components of relationships and networks, and trust (D. F. Brown, 2003, 2004; McGregor, 2012).

Relationships and networks. Possibly the most important component of creating a successful culturally responsive classroom is the component of trust between the teacher and students (Delpit, 2006). Teachers that begin to view the classroom as more of a relationship system instead of a management system that simply emphasizes operant techniques, begin to gain the skills to address social emotional and management concerns on a more effective level (C. M. Evertson & Weinstein, 2013; Pianta, 2013).

Relationship systems work in a classroom like society as a whole. Members of society constantly negotiate both the restrictions placed on them and opportunities presented to them within the social networks of which they are a part (Stanton-Salazar, 2001). People continually negotiate information and leverage what they can within their networks in order to build greater social capital (McGregor, 2012). These treasured "relationships and networks that transmit vital forms of resources and institutional support...enable young people to become effective participants within mainstream spheres, particularly the school system" (Stanton-Salazar, 2001, p. 20).

Stanton-Salazar (2001) notes that many students have trouble reaching their full human potential because of alienation they experience within nonprotective networks that lack the social, emotional, and institutional resources directly to the student. Emphasis must be placed on the quality of the social interaction within the network and the

engagement of the student within the relationships in that network (McGregor, 2012).

The level at which students engage in relationships within the classroom setting is largely determined by experiences they have regarding social class, race, or gender. This “network orientation” oftentimes determines the amount of trust or distrust in the relationship cultivated between teacher and student (McGregor, 2012; Stanton-Salazar, 2001).

Teacher-student relationships are key to good classroom management and a culturally responsive classroom environment (R. J. Marzano & Marzano, 2003). Classrooms that have a major lack of trust between teacher and students lead to student resistance of established norms and rules, which inevitably leads to in-class or out-of-class discipline (R. J. Marzano & Marzano, 2003). Culturally responsive teachers go beyond what is required in the classroom to develop relationships and make themselves available for neighborhood events, meet with students one-on-one, and even share their lunch period to develop more trust and better relationships with their students (D. Y. Ford et al., 2000).

Trust. For students to experience a healthy social network that uplifts and encourages achievement, there must be trust between teachers and students. D. F. Brown (2004) found in his study that teachers that were successful in culturally responsive practices in the classroom relied heavily on relationships and trust with their students rather than employing threats and punitive measures to gain compliance. Teachers that create trust with their students enjoy better academic and social progress, and students that trust their teachers are more open to learning (Wooten & McCroskey, 1996).

Creating caring learning communities. In addition to building relationships of trust, students must also feel that they are a part of a learning community that cares about each other (D. F. Brown, 2003, 2004). Students that do not feel like they are cared for by the authority figure are less likely to become part of the learning community. G. Gay (2000) pointed out that teachers who care about their students honor their humanity, think highly of them, place high expectations upon them, and use strategies to fulfill their expectations. Teachers that care about their students are cognizant of the fact that they must constantly model academic, social, personal, and moral behaviors and values for their students to emulate (G. Gay 2000).

Students need to feel that teachers are involved with them, that the adults in the school know them and care for them (Klem & Connell, 2004). The knowledge that students are cared for goes hand in hand with student engagement and academic achievement in schools. Students with caring and supportive relationships with their teachers report more positive academic attitudes and experience higher levels of satisfaction with school (Klem & Connell, 2004). Students that feel cared for are more engaged academically (D. F. Brown, 2003, 2004; D. Y. Ford, 2005; G. Gay, 2000; Klem & Connell, 2004).

Students that are from urban areas place more emphasis and value on teachers that show they care for them socially and emotionally (D. F. Brown, 2003, 2004). Interestingly, suburban students place less value on relationships with their teachers compared to urban students, partly due to expectations from home regarding academic achievement (D. F. Brown, 2003). D. F. Brown (2004) indicated that caring learning communities were a top priority for culturally responsive educators across the United

States. One high school teacher that participated in Brown's study stated, "It doesn't matter what good content you have, or what good curriculum you have, or what exciting lessons you have; if you don't care about the students and they know that, you don't have a chance to get them" (D. F. Brown, 2004, p. 276).

Urban students place more value on relationships with their teacher, and that relationship can be used as an indicator for potential academic success (D. F. Brown, 2004). When students want to be in school, they are more likely to succeed academically. A study found that African-American children experienced higher levels of school satisfaction when they perceived their relationship with their teacher as supportive and caring as early as third grade (Baker, 1999). Some teachers perceived relationship building as a waste of instructional time; however, D. F. Brown (2004) showed that the time invested in relationships helped to create productive learning environments. When there is a strong feeling of trust and caring in a classroom, students are more likely to take risks that are important for the learning process (Jones, 2007). Teachers must build personal relationships with each student in order to create a caring learning community where students feel safe and where learning can occur (Glasgow, 2006).

Care and feeling safe in a classroom are the cornerstone to creating a culturally responsive classroom that reaches all students on a social, emotional, and academic level. When teachers create a caring, safe environment, students become more willing to participate and take academic risks because they have a trust with the teacher and the other student that it is safe to do so (D. F. Brown, 2003, 2004; G. Gay, 2000, 2002; Glasgow, 2006; Ladson-Billings, 2001).

Establishing business-like environments. D. F. Brown (2003, 2004) found that the classroom environment was another important factor in the academic and social success of students. The classroom environment must be inviting and honor diversity (D. Y. Ford, 2005). Teachers have the power to design and run their classroom how they please and should remember how powerful the classroom environment can be in reaching students on a cultural level.

Physical environment. The physical environment of the classroom, including placement of desks and chairs, posters on the walls, privacy, noise, and windows are known to be factors that can affect the overall learning that takes place in a classroom (C. S. Weinstein, 1979). Even the teacher-to-student ratio can affect how much students learn and how well they connect to the teacher, and urban schools tend to have higher ratios than suburban schools (Miller & Cunningham, 2011). Culturally responsive teachers should use a “lens of cultural diversity” when organizing the classroom environment (C. S. Weinstein et al., 2003).

A culturally responsive physical learning environment, according to D. Y. Ford (2005), should be thought of as one’s own home being prepared for an important guest to arrive. He suggests that the classroom be clean, safe, organized and prepared to honor and recognize the cultural diversity of the students (D. Y. Ford, 2005). Teachers should be cognizant of cultural stereotypes and avoid them when selecting images or other classroom decorations (C. S. Weinstein et al., 2003).

The physical set up of a classroom also contributes to how much students achieve academically as well as socially and emotionally. C. S. Weinstein et al. (2003) recommend that culturally responsive classrooms are set up in a way to promote social

interaction and prosocial behavior. This approach would encourage students to learn together and build trusting relationships amongst themselves. The culturally responsive teacher should teach tolerance and continue to reiterate its importance throughout the year in order to encourage success (C. S. Weinstein et al., 2003).

Business-like environment. D. F. Brown (2004) also found that successful culturally responsive teachers established business-like environments that emphasized respectful relationships between students and teachers. A major component of establishing a business-like environment is making sure that students know what to expect at every turn, routines are structured, and students are held accountable if they do not do classwork (D. F. Brown, 2004). Teachers should hold their students accountable with a business-like approach that does not accept excuses and focuses heavily on student achievement, and especially does not accept excuses for poor performance (D. Y. Ford et al., 2000).

Culturally responsive teachers do not focus solely on making the classroom inviting to the diverse cultural student body present. Culturally responsive teachers also attempt to create an emphasis on systems and structures, similar to a well-run business so that students know what to expect each day (D. Y. Ford et al., 2000; C. S. Weinstein et al., 2003). From the moment the student walks through the classroom door to the moment that the student leaves, there should not be a question on what is expected of them, and what happens when students do not meet expectations. Students should know and feel that these expectations are uniform for all students, regardless of race, gender, or socioeconomic status.

Establishing congruent communication processes. Congruent communication processes are important to making students feel valued in a culturally responsive classroom setting (D. F. Brown, 2004). The way a teacher communicates with his or her students can determine the effectiveness, and even the destruction, of their relationships with their students (D. F. Brown, 2005).

Communication. G. Gay (2000) explains that languages and communication styles are part of cultural systems and are the means by which thoughts and knowledge are communicated. When students are not allowed to communicate in a manner that is common to their respective cultures, it makes learning difficult for diverse learners and their ability to understand each other and reach their academic potential becomes hindered (G. Gay, 2000; McGregor, 2012).

It is imperative that teachers familiarize themselves with the various linguistic nuances of the students in their classrooms (G. Gay, 2000). Culturally responsive teachers approach the linguistics of their students in a descriptive manner, rather than a prescriptive manner. Culturally responsive teachers understand the culturally based differences in the verbal and nonverbal styles of communication, and they understand the differences between their own style and the style exhibited by their students (D. F. Brown, 2003; G. Gay, 2000; C. S. Weinstein et al., 2004). Oftentimes teachers attempt to establish communication processes that are consistent with their own, rather than their students (C. S. Weinstein et al., 2004). When a teacher establishes congruent communication processes that are in line with their students own culture, that teacher establishes a relationship of trust and connects with students due to authentic exchanges between teacher and student (D. F. Brown, 2003).

Group discourse styles. Different ethnic groups have different ways of communicating with each other. European Americans typically communicate through a logical succession of facts and supporting details, followed by a summative conclusion, which is linear in nature (G. Gay, 2000; McGregor, 2012). A more narrative style, favored by African Americans, Latinos, and Native Americans, is thematic and has overlapping points to increase meaning and emotion (G. Gay, 2000; McGregor, 2012). Asian Americans tend to avoid taking authoritative stands on issues, and lean towards being neutral, oftentimes providing viewpoints and information from both sides of an argument (G. Gay, 2000; McGregor, 2012). Asian Americans also tend to laugh during stressful moments, most likely to diffuse stressful situations, which may be misinterpreted by teachers as disrespect (G. Gay, 2000).

The ability to recognize communication styles among different student populations can be vexing for some teachers but is key to a well-run culturally responsive classroom. Teachers must increase their understanding of communication processes of their diverse student population to invest in the culturally congruent communication of the classroom. Educations must also increase their understanding of the methods of communication among all groups in order to avoid stereotypes or harsh judgments based on cultural differences (Delpit, 2006; G. Gay, 2000; C. S. Weinstein et al., 2003).

Teaching with assertiveness and clearly stated expectations. Culturally responsive classrooms are run by teachers that are assertive in the way they present information and handle situations in the classroom. This is made easier by establishing expectations that are clear to the learners. Delpit (1995) found that diverse student bodies respected teachers that showed their authority through assertive displays of power.

Teaching with assertiveness. Different ethnic groups have different ways in which they determine if an authority figure has power or not. European Americans gave authority to figures based on their attainment of specific positions of power (Delpit, 2006). In other words, a teacher does not have to show they have authority through assertive behavior when the student body is made up of European Americans, as they are granted authority based on title and position. Minority students recognized authority based on displays of power (Delpit, 2006). For a teacher to be viewed as an authority figure in diverse classrooms, he or she must show assertiveness through action. Teachers in culturally diverse schools show their authority through constant communication with the students (D. F. Brown, 2003; Delpit, 2006; G. Gay, 2000). D. F. Brown (2003) found that successful culturally responsive teachers showed authority and assertiveness by constantly reiterating expectations on behavior, academics, discipline, and consistently use parent contact to maintain authority.

D. F. Brown's (2003, 2004) study showed that effective teachers were fully aware of the need to establish rules and expectations and continue to be consistent with their enforcement throughout the school year. Some teachers find this difficult when trying to give students choice, as the teachers find the need to become authoritarians. However, teachers need not become authoritarians, but must behave assertively and be consistent with classroom procedures and expectations to create a safe climate where students can excel socially and academically (D. F. Brown, 2004).

Expectations. The foundation of a good culturally responsive classroom is the expectations laid forth by the teacher. Establishing high expectations for students is key to reaching diverse student bodies (D. F. Brown, 2003; Delpit, 2006; G. Gay, 2000;

Ladson-Billings, 2001). In fact, the overall academic achievement of students is tied directly to the expectations of the teacher (G. Gay, 2000; Ladson-Billings, 2001). A study by Thompson (2007) revealed that almost 40% of teachers at urban schools had lowered their academic standards and expectations, while 80% of urban students yearned for a more academic and rigorous curriculum.

Culturally responsive teachers establish high expectations and hold students to those expectations daily (G. Gay, 2000). Culturally responsive teachers view the maintenance of expectations as an investment in the well-being of their students and their future (Delpit, 1995; G. Gay, 2000). Teachers should maintain a “no excuses: attitude toward student behavior and achievement and motivate their student to think critically” (McGregor, 2012). These expectations must be explained with the utmost clarity and the teacher must provide classroom activities that model and focus on accepted behaviors to meet expectations (C. S. Weinstein et al., 2003). Teachers that maintain expectations are “academic taskmasters” and experience more classroom control (G. Gay, 2000).

Research Gap

Several studies show that the need for effective classroom management in diverse classrooms is essential to the success of the system of education and the future of students (D. F. Brown, 2003, 2004; Doyle, 1985; C. M. Evertson et al., 1983; R. J. Marzano & Marzano, 2003). Although there has been progress in the area of classroom management, the ever-changing demographics of the student population and ever-homogenous teacher population shows that there is a constant need for update and improvement in classroom management of diverse populations (Banks, 2004; Ladson-Billings, 2001; Villegas & Lucas, 2007).

Recent studies have examined the way that teachers manage diverse classrooms in effective ways (D. F. Brown, 2003; McGregor, 2012). Understanding the lived experiences of teachers that have been recognized as great classroom managers, specifically teachers that have been recognized as teachers of the year in San Bernardino and Riverside Counties, could contribute to the research and overall understanding of how to effectively manage diverse classrooms and if the literature lines up with the methods that are being used by these highly effective teachers.

Summary

The review of literature reveals a pressing need for a better understanding of culturally responsive teaching methods. Due to the ever changing demographics of students in K-12 schools in the United States, and the static demographics of teachers in K-12 schools, a bridge of cultural understanding is needed to bridge the cultural divide (D. F. Brown, 2004; Delpit, 2006; D. Y. Ford, 2005; Fry et al., 2008; Ladson-Billings, 2001; Villegas & Lucas, 2007; C. S. Weinstein et al., 2004). A literature matrix is provided that details researchers' work that shows how teachers must go beyond their own understanding of culture and values to better understand the needs of their diverse students (see Appendix A).

Cultural awareness and an understanding of one's own biases is important to progress in becoming a successful culturally responsive teacher. D. F. Brown (2003, 2004) identified five successfully culturally responsive strategies that have been shown to reach students in diverse schools:

- Developing personal relationships with mutual respect through individualized attention.

- Creating caring learning communities.
- Establishing business like environments.
- Establishing congruent communication processes.
- Teaching with assertiveness and clearly stating expectations.

Each one of Brown's culturally responsive strategies supports the others in creating caring relationships with students, all the while maintaining academic and behavioral expectations that will benefit the students long after they leave the K-12 system. The synthesis matrix summarizes all of the research relevant to and supportive of these concepts. Based upon these concepts, the narrative will now move to the actual methodology for the study, Chapter III.

CHAPTER III: METHODOLOGY

Overview

This chapter describes the methodology used for this study. Both the research questions and the research purpose statement were presented to establish the foundation for this study. This study employed a phenomenological approach to discover what former county teachers of the year do to establish a culturally responsive classroom with respect to Brown's Five Culturally Responsive Factors. The data were collected through a combination of interviews and artifact analysis. The data collection and analysis procedures are explained, and the limitations of the research design are noted. The topics covered in this chapter include purpose statement and research questions, the research design, population, sample, instrumentation, data collection, and the data analysis.

Purpose Statement

The purpose of this phenomenological study was to understand and describe what former county teachers of the year do to establish culturally responsive classroom management with respect to Brown's Five Culturally Responsive Factors (developing personal relationships, creating caring learning communities, establishing a business-like learning environment, establishing congruent communication processes and, teaching with assertiveness and clearly stating expectations).

Research Questions

This qualitative phenomenological study was guided by the one research question and dived into five sub-questions.

Central Question

The central research question asked: *What is the lived experiences of former County Teachers of the Year and methods they use for establishing culturally responsive classroom management with respect to Brown's Five Culturally Responsive Factors?*

Research Sub-Questions

1. What do former County Teachers of the Year describe as the methods they use for culturally responsive classroom management with respect to *developing personal relationships?*
2. What do former County Teachers of the Year describe as the methods they use for culturally responsive classroom management with respect to *creating caring learning communities?*
3. What do former County Teachers of the Year describe as the methods they use for culturally responsive classroom management with respect to *establishing a business-like learning environment?*
4. What do former County Teachers of the Year describe as the methods they use for culturally responsive classroom management with respect to *establishing congruent communication processes?*
5. What do former County Teachers of the Year describe as the methods they use for culturally responsive classroom management with respect to *teaching with assertiveness and clearly stating expectations?*

Research Design

This qualitative study used a phenomenological design to discover what former county teachers of the tear do to describe as the methods they use for culturally

responsive classroom management with respect to Brown’s Five Culturally Responsive Factors. The data were collected through interviews and artifact analysis.

In qualitative research, the researcher attempts to understand how their subjects make sense of the world and employs open-ended questioning methods to collect data in the form of narratives and artifacts (Patton, 2015). In this study, the phenomena include the description of what former county teachers of the year do to identify and describe as the methods they use for culturally responsive classroom management with respect to Brown’s Five Culturally Responsive Factors. The researcher then examines the data to determine emergent themes to better understand the phenomena being analyzed (McMillan & Schumacher, 2010). McMillan and Schumacher (2010) describe nine characteristics that work as a guide for the qualitative researcher’s practice (see Table 1).

Table 1

Nine Characteristics of Qualitative Research

Characteristic	Description
Natural setting	Study of behavior as it naturally occurs or occurred.
Contextual sensitivity	Consideration of situational factors, such as social, political, or technological influences.
Direct data collection	Researcher is emerged in the natural setting to collect data from primary source(s): observations, interviews, artifacts.
Rich narrative description	Detailed narratives to uncover peoples’ perspectives and understanding of behavior.
Process orientation	Focus on why and how behavior occurs.
Inductive data analysis	Generalization are induced from synthesizing gathered information.
Participants perspectives	Focus on participants’ understanding, descriptions, labels, and meanings.
Emergent design	The design evolves and changes throughout the study.
Complexity of understanding and explanation	Understanding and experiences are complex, with multiple perspectives.

Note. Adapted from “Research in Education: Evidence-based Inquiry,” by J. H. McMillan and S. Schumacher, 2010, p. 321. Upper Saddle River, NJ: Pearson.

Qualitative methodology offers a multi-faceted, open, and in-depth exploration of the presented phenomenon. A phenomenological approach within a qualitative study investigates how humans experience and interpret their world (Patton, 2015). In order for the researcher to properly describe these lived experiences and phenomenon, the researcher conducts detailed interviews with people in their natural setting, and also details the phenomena under question (McMillan & Schumacher, 2010; Patton, 2015).

A qualitative phenomenological approach was chosen for this study. The study focused on the lived experiences of former county teachers of the year in San Bernardino and Riverside Counties as to the methods used to create a culturally responsive classroom with respect to Brown's culturally responsive factors. The phenomenological approach was selected to encapsulate these lived experiences and to analyze the perceptions of these teachers to address and answer the proposed research questions through thorough interviews and a gathering of artifacts (Patton, 2015).

Population

McMillan and Schumacher (2010) describe a population as a general group that conforms to a specific set of criteria. The population of this study consists of former county teachers of the year in California. There are 58 counties in California ranging in population from Los Angeles County with 10,150,558 to Alpine County with 1,120 residents (U.S. Census Bureau, 2018). Surprisingly, there is no source that lists the number of county teachers of the year. Therefore, the following was used to approximate the number: 58 counties with four Teachers of the Year each for a period of six years is a total population of 1,392 teachers to serve as the study population.

Target Population

A target population for a study is the entire set of individuals chosen from the overall population for which the study data are to be used to make inferences. The target population defines the population to which the findings are meant to be generalized. It is important that target populations are clearly identified for the purposes of research study (McMillan & Schumacher, 2010). It is typically not feasible, due to time or cost constraints, to study large groups; therefore, the researcher chose population *samples* from within a larger group. The target population for this study was all former county teachers of the year from Riverside County and San Bernardino County. Riverside and San Bernardino County choose approximately four teachers per year as “Teachers of the Year.” Four teachers of the year for a period of six years is a total target population of 24 teachers.

Sample

The sample is a group of participants in a study selected from the population from which the researcher intends to generalize. According to McMillan and Schumacher (2010), sampling is selecting a “group of individuals from whom data are collected” (p. 129). Similarly, Creswell (2003) and Patton (2015) defined a sample as a subset of the target population representing the whole population. According to McMillan and Schumacher (2010), *purposeful sampling* is when the researcher “selects a sample that is representative of the population or that includes subjects with needed characteristics” (p. 138). Twelve former county teachers of the year in Riverside County were chosen as the sample for this study; six from San Bernardino County and six from Riverside County.

Purposeful sampling is used to identify particular elements from the population that will be representative or informative about the topic of interest (McMillan & Schumacher, 2015). The strategy that helped the researcher determine the sample was criterion sampling, which was based on the research questions and problem. Patton (2015) states that specific criteria should be used to select participants. The criteria used to select the participants of this study is as follows:

- Teachers were employed by either San Bernardino or Riverside County.
- Teachers had to be a past recipient of the teacher of the year award at the County level.

The convenience sampling process was also employed for this study. The convenience sampling method allows for the qualitative researcher to establish an acceptable sample based on location and time (Marshall, 1996; Patton, 2015). For this study, the researcher used both convenience sampling and purposeful sampling in order to find participants that met the criteria and worked within the defined range of counties (Marshall, 1996; Patton, 2015).

Sample Selection Process

The sample selection size of qualitative research is based upon the purpose, design, and questions proposed in the research (Patton, 2015). Furthermore, in order to make a qualitative inquiry effective, the focus should be on the fruitfulness of the information obtained by the study, rather than the sample size (Patton, 2015). Since the purpose of this study was to determine how former county teachers of the year identify and describe methods they use for culturally responsive classroom management with respect to Brown's Five Culturally Responsive Factors (developing personal

relationships, creating caring learning communities, establishing a business-like learning environment, establishing congruent communication processes and, teaching with assertiveness and clearly stating expectations), a smaller sample was utilized in order to ensure that in-depth interviews could be conducted and a richness of information could be obtained in order to better understand the phenomena. The following process was used to select participants:

1. A list of County Teachers of the Year was obtained from publications by the Riverside County Office of Education and San Bernardino County Office of Education.
2. The researcher contacted the teachers by phone and email to secure interviews.
3. The teachers who met the criteria and agreed to the interview were selected by the researcher.
4. After the participants were selected using purposeful criteria and convenience sampling, an official letter of invitation that detailed the selection criteria, purpose, procedures, and risks involved in participation was provided as an attachment in the email (see Appendix B).
5. If a participant refused participation, a replacement participant was selected based on criteria and proximity to the researcher.
6. After participants agreed to be interviewed, they were provided with a participants' bill of rights, informed consent documents, and an audio release form (see Appendices C, D, and E).

Instrumentation

Qualitative inquiries are unique in that the researcher is the main instrument for data collection (Patton, 2015). For this reason, it is essential that researchers who are performing qualitative research are highly trained and skilled in the methodology of interviews, observation and analysis of artifacts, and to be insightful and sensitive to self-bias in order to preserve the study's validity and integrity (Patton, 2015). Ergo, safeguards were put in place by the researcher in this phenomenological study in order to prevent researcher bias and produce a reliable study with valid data.

The primary instrument used in this phenomenological study was standardized, semi-structured interviews. Interviews were scheduled with the participants and conducted at the scheduled times. Prior to participating in the interviews, each participant received a participants' bill of rights and provided with a signed informed consent. The interview questions were predetermined and were based on the main research question and the research sub-questions. The variables of the study, the review of the literature, especially on Brown's culturally responsive classroom management strategies, which are:

- Developing personal relationships with mutual respect through individualized attention.
- Creating caring learning communities.
- Establishing business like environments.
- Establishing congruent communication processes.
- Teaching with assertiveness and clearly stating expectations.

The interview questions were developed using an Interview Question Development Matrix (IDQM) to assure alignment with the research question of the study (see

Appendix F). The interview protocol was developed directly from the IQDM (see Appendix G). The information used to develop the Interview Questions came directly from the Synthesis Matrix.

Questions used for the study were carefully crafted to focus the participants' thinking towards the phenomena. The use of an interview protocol and the same questions for each participant in the standardized open-ended interviews also provided consistency in structure and allowed for quality review and future replication (McMillan & Schumacher, 2010; Patton, 2015). This structured protocol also allowed for consistency in the administration and conduct of the interviews promoting both reliability and validity.

Reliability

Reliability in studies gives readers a sense of comfort that the data collected is valid. Reliability is created through consistency and standardization in the data collection process (McMillan & Schumacher, 2010; Patton, 2015). Also, in qualitative studies, the researcher is typically the data collection instrument. To promote reliability in this study the researcher conducted face-to-face and phone interviews, conducted a pilot study to provide pre-administration feedback, and used the same interview protocol for all participants' interviews to maintain consistency in format and questioning. Furthermore, reflexivity was utilized to increase reliable results. Reflexivity is the conscious practice of self-reflection by the researcher to ensure the limitation of human bias in the study (McMillan & Schumacher, 2010; Patton, 2015). The researcher in this study used the following strategies in order to limit subjectivity and self-bias: a peer debriefer, a colleague without interest in the topic of the study who asked various questions of the

researcher to help him be more aware of his own biases, and a field log to chronologically record when data sets were collected (McMillan & Schumacher, 2010).

Furthermore, two colleagues were utilized as coders during the study, thus establishing intercoder reliability to ensure code consistency (Lombardi, Snyder-Duch, & Bracken, 2010). The researcher established the following coding protocol with the two colleagues who had an interest in the study, but were not a part of it:

- Step 1. During the first read of the data, the researcher noted possible data segments in the margins (McMillan & Schumacher, 2010; Patton, 2015).
- Step 2. The primary researcher reflected on the meaning of the specific data segments and assigned code, based on the research questions relating to Brown's culturally responsive factors.
- Step 3. The primary researcher employed NVivo software for qualitative data analysis to code the same interview question for five participants.
- Step 4. The primary researcher provided the established themes to the two colleagues interested in the study, but not part of the study.
- Step 5. The two colleagues then reviewed the five participants' responses to the same interview questions to verify the established themes. If discrepancies were discovered, a conversation took place between the primary researcher and the two colleagues to re-evaluate coding themes.
- Step 6. The two colleagues coded the data using the established themes and returned information back to the primary researcher.
- Step 7. The primary researcher compared the results for consistent coding frequencies (Lombardi et al., 2010).

In order to increase reliability, the researcher presented the interview questions to a panel of experts to review the questions to ensure consistency. The interview questions were then pilot tested with four educators who met the selection criteria to ensure trustworthiness, consistency, and to draw out meaningful data to answer the research questions.

Pilot Test

Before conducting the study, a panel of four educators were chosen to field-test the interview questions. The researcher administered the draft interview protocol to this group and then received feedback from them regarding the instrument and the process. Another educator served as an observer to detect any biased language or behavior on the part of the researcher. The pilot test increased reliability and validity in the study by safeguarding the neutrality of the researcher and making sure that the interview questions aligned to the research questions. This also provided an opportunity for revisions to the questions prior to the collection of data (Creswell, 2014; McMillan & Schumacher, 2010). The pilot test participants were asked to review the interview questions and to provide the researcher with feedback regarding the following areas: (a) structure, (b) sequence, (c) reliability of interview questions, (d) clarity of the questions, (e) length of the questions and interview, and (f) the recording process. Revisions were carried out based upon the feedback received from the four pilot test participants and the dissertation committee.

Validity

In qualitative research, validity requires that the researcher and participants establish a common understanding of the concepts and the phenomena in question. In

addition, the data gathered must directly answer the research questions (McMillan & Schumacher, 2010; Patton, 2015). In this study, to enhance validity, the following strategies were employed: participants' language, mechanically recorded data, and participant review. The participants' language was used to establish clear and concrete interview questions in the language of the participants. Furthermore, the researcher provided the participants with a list of definitions of Brown's culturally responsive factors. An established common understanding of these terms ensured that the participants had a high level of comprehension of the interview questions (McMillan & Schumacher, 2010; Patton, 2015). A mechanical recording device was used during the face-to-face and phone interviews to ensure verbatim collection of participants' words, rather than relying on the researcher's notes and memory (McMillan & Schumacher, 2010; Patton, 2015). Finally, the participants were given the opportunity to review the transcription of their interviews to make sure that the phenomena was accurately portrayed and captured. To assure the validity requirement that the data gathered aligned with and directly answered the research questions, an IQDM was used to align research questions with interview questions, assuring that the data gathered directly answered the research questions.

Data Collection

The interview process is described as a gateway into another's perspective and that other perspectives are meaningful and knowable and can be made explicit (Patton, 2015). The purpose of this qualitative study was to determine how former county teachers of the year identify and describe methods they use for culturally responsive classroom management with respect to Brown's culturally responsive factors. Ergo, the

interviews were the primary source for data collection. Furthermore, artifacts such as lesson plans were collected to support the triangulation of the data (McMillan & Schumacher, 2010).

Human Subject Considerations

Before the data collection process took place, the research design and interview protocols were approved by the Brandman University Institutional Review Board (BUIRB) to protect the rights of participants (McMillan & Schumacher, 2010; Patton, 2015) (see Appendix H). A copy of the National Institutes of Health certificate was provided to inform the participants that the researcher was qualified to perform the research and would perform it in an ethical manner (see Appendix I). Email was used to send out formal invitations to each of the potential participants in the study. A description of the protocols and the purpose of the study was included to help the participants understand their role in the study. Once the participants accepted being part of the study, they were provided an electronic copy of the Brandman University “Research Participant’s Bill of Rights” by email. In addition, participants were also provided with an informed consent form that included the title of the study, the purpose of the research, and description of the study’s procedures, the risks and benefits of participation, permission to use an audio recorder, the option to review one’s transcript after the interview, the request of teacher lesson plans and/or work samples, and the contact information of the researcher. Completed consent forms were kept in the researcher’s office in a locked box, and a signed copy was provided to individual participants.

Confidentiality was of utmost importance to the researcher, so the work location and the participants themselves were protected (McMillan & Schumacher, 2010; Patton, 2015). The sampling method included recommendations from professionals in the field, so the identity of the participants and their worksites could have been recognized. Only the researcher and the dissertation committee knew the names and work locations of the participants. Prior to interviewing, the participants were guaranteed confidentiality of all information shared with the researcher, and the following safeguards were explained: names and locations would be generalized to protect identity; audio recordings were password protected and would be destroyed after transcriptions were complete.

Interview Procedures

Each interview followed the same protocol to ensure consistency and accuracy in the data collection. The researcher contacted the potential participant by email two days prior to the interview time to confirm date, time, and location where it was to take place. The email also included the following portable document format (PDF) file attachments; the Brandman University “Research Participant’s Bill of Rights,” the informed consent form, and an outline of the interview questions.

One of the interviews were conducted in a face-to-face format in a private location of the participants choosing, and eleven interviews were conducted via phone using the same interview protocol. To begin the interview, the researcher introduced himself and participated in some informal conversation to get to know the participant better and to establish a relationship of trust. The researcher then explained the purpose of the research at hand and reviewed the informed consent form, Brandman University Participant’s Bill of Rights, and the audio release forms. The researcher then verified the

informed consent from paperwork that was completed prior to the interview. The researcher gave the participant an opportunity to ask any clarifying questions. The researcher then reaffirmed the use of the audio recording and started recording the interview.

Before asking the first interview question, the researcher reminded each participant that he or she could end the interview at any time, or refuse to answer any of the interview questions. During the interview, the researcher took notes and formulated possible follow up questions to support future data analysis and took a written back up of the audio recording (Patton, 2015). The interview was divided into three sections: (a) background; (b) past and present experiences with culturally responsive classroom management strategies relating to Brown's culturally responsive strategies; and (c) overall conclusions. At the conclusion of the interview, the researcher asked the participant if there was anything else and he or she wanted to add regarding their answers or culturally responsive classroom management strategies. Once the participant's responses were noted, the researcher thanked the participant for their time and effort in the interview process, formally concluded the interview, and stopped the audio recording.

Artifact Collection

The researcher requested the participant's lesson plans or work samples that could show how these culturally responsive instructional strategies might be employed in their classrooms to create a more culturally responsive environment as sample artifacts to triangulate the data. During the consent process, the participants were informed that lesson plans or work samples would be requested as part of the data collection process and might be referenced during the interview process. In order to protect the identity of

participants and their students, the researcher redacted any mention of names from lesson plans or work samples.

Data Analysis

In qualitative research, inductive data analysis is used to systematically collect, code, and categorize emerging patterns or themes and then interpret the data to accurately describe the phenomena in question (McMillan & Schumacher, 2010; Patton, 2015). These steps are not set in stones or linear, but are fluid, and the researcher moves between the steps throughout the research process.

Data Coding

After the data were collected, transcription took place, and then the researcher began to code the data based on the various research questions regarding Brown's culturally responsive factors. During the first read of the data, the researcher noticed possible data segments in the margins (McMillan & Schumacher, 2010; Patton, 2015). The researcher then reflected on the meaning of the noted data segments and assigned a code. Then the researcher used the NVivo coding software to code the transcriptions of the interviews, lesson plans, and work samples.

Inter-Coder Reliability

During the coding process, the researcher reviewed and reflected on the codes to refine the coding system to gain more accuracy, comprehensiveness, and unduplicated codes (McMillan & Schumacher, 2010; Patton, 2015). Furthermore, two colleagues with experience in qualitative research but not a part of the study, coded the data independently as an intercoder reliability measure. Intercoder reliability was included to minimize research bias and to give a more accurate portrayal of the collected data.

Categorizing and Identifying Themes

Throughout the coding process, categories of related codes emerged into themes. The main goal of qualitative research is to identify key patterns among various categories to establish a connection and relationship (McMillan & Schumacher, 2010). After a potential pattern was identified, the researcher used triangulation to verify authenticity through the comparison of interviews, work samples, and lesson plans to identify a recurrence of the pattern (McMillan & Schumacher, 2010).

During the data analysis process, qualitative researchers also practice reflexivity to encourage credibility. For this study, the researcher used continual self-reflection of his own personal biases and their impact of the collection and the coding of the data (McMillan & Schumacher, 2010; Patton, 2015). In this study, to disclose potential bias, the researcher was a K-12 charter school principal in a school district in San Bernardino County in California. Two colleagues that had an interest in the study but not part of it coded the data independently as an intercoder reliability measure. Intercoder reliability was included to minimize the impact of researcher bias during the data analysis process.

Artifact Analysis

The data that is collected via the interviews and lesson plan or work samples was analyzed by the researcher. Themes were determined using the NVivo software. Furthermore, two colleagues that had an interest in the study but were not part of it coded data independently to help find themes. The primary researcher and the coders kept a count of how often each theme would show up in the interviews and lesson plans/work samples. The tally was analyzed for the most common occurrences, which were then named as the themes from the data. Artifact themes were aligned into the themes derived

from the interview process to develop the triangulation required to confirm the validity of the themes.

Depiction of the Findings

The elements that make up qualitative research are widely considered words, observations, and documents (McMillan & Schumacher, 2010; Patton, 2015). In order to accurately describe and interpret participants lived experiences in a phenomenological study, the researcher uses thick descriptions to report findings so others can better understand the context, details and emotions of the participants' perceptions of the phenomena (McMillan & Schumacher, 2010; Patton, 2015). This study used thick, rich textual descriptions in the presentation of the data. Visual displays are also used to help the reader better understanding and visualize the data (McMillan & Schumacher, 2010; Patton, 2015). Tables and charts were arranged to display data, such as frequency counts of codes for easier interpretations for the reader, accompanied by narrative explanations of the data to provide multiple avenues of understanding and presentation.

Limitations

This study was limited by its' research design. The smaller sample size, which was not randomly selected, rendered the results ungeneralizable to a larger population. Furthermore, the creation of the semi-structured interview approach prevented the researcher from modifying questions during the interviews.

The interview process was another limitation in this study. The data collected during the interview can be affected by a variety of human factors: the rapport between the interviewer and the interviewee, personal bias of the interviewer, the emotional state

of both the interviewer and the interviewee (Patton, 2015). These human factors may affect the value and the exhaustiveness of the data.

Even though steps are taken to limit the bias of the researcher, this factor cannot go unmentioned. The researcher reflected on the process often in order to mitigate the amount of bias affecting the data. However, bias still could have affected the data and data collection process.

Summary

This chapter provided an overview of the research study methodology. The research purpose and research questions provided the basis for the study. The studies' research design was outlined, and included population, sample, data collection procedures, data analysis process, and the limitation of the study. The next chapter presents the data and findings from the study. The final chapter discusses the conclusions, implications, and recommendations for future studies.

CHAPTER IV: RESEARCH, DATA COLLECTION, AND FINDINGS

Overview

A review of the literature showed the need to describe the lived experiences and methods of former County Teachers of the Year in how they established culturally responsive classrooms, with respect to Brown's Five Culturally Responsive Factors (developing personal relationships, creating caring learning communities, establishing a business-like environment, establishing congruent communication processes, and teaching with assertiveness and clearly stating expectations). Therefore, this study focused on the lived experiences and methods that these former County Teachers of the Year described in order to establish culturally responsive classrooms in their diverse schools. In order to address this topic, the researcher interviewed 12 former County Teachers of the Year, six from San Bernardino County and six from Riverside County, California. This chapter presents the findings of the research. The chapter begins by stating the purpose and research questions, followed by a description of the methodology, population, and sample population. The chapter concludes with a summary of the findings.

Purpose

The purpose of this phenomenological study was to understand what former county teachers of the year understand and describe as the methods they use for culturally responsive classroom management with respect to Brown's Five Culturally Responsive Factors (developing personal relationships, creating caring learning communities, establishing a business-like learning environment, establishing congruent communication processes, and teaching with assertiveness and clearly stating expectations).

Research Questions

This qualitative phenomenological study was guided by the one research question and five sub-questions.

Central Question

The central research question asked: *What is the lived experiences of former County Teachers of the Year and methods they use for establishing culturally responsive classroom management with respect to Brown's Five Culturally Responsive Factors?*

Research Sub-Questions

1. What do former County Teachers of the Year understand and describe as the methods they use for culturally responsive classroom management with respect to *developing personal relationships*?
2. What do former County Teachers of the Year understand and describe as the methods they use for culturally responsive classroom management with respect to *creating caring learning communities*?
3. What do former County Teachers of the Year understand and describe as the methods they use for culturally responsive classroom management with respect to *establishing a business-like learning environment*?
4. What do former County Teachers of the Year understand and describe as the methods they use for culturally responsive classroom management with respect to *establishing congruent communication processes*?
5. What do former County Teachers of the Year understand and describe as the methods they use for culturally responsive classroom management with respect to *teaching with assertiveness and clearly stating expectations*?

Research Methods and Data Collection Procedures

A qualitative, phenomenological methodology was selected for this study to describe the methods used by former County Teachers of the Year for establishing culturally responsive classroom management with respect to Brown's Five Culturally Responsive Factors (developing personal relationships, creating caring learning communities, establishing a business-like environment, establishing congruent communication processes, and teaching with assertiveness and clearly stating expectations). This study sought to comprehend the participants "lived experiences" and identify their perceptions to answer the study's research questions. Therefore, the use of semi-structured, in-depth interviews and the collection of artifacts were presumed to be the best course of action to obtain the data (Patton, 2015). The researcher conducted 11 interviews by telephone and one interview in-person with former County Teachers of the Year in San Bernardino County and Riverside County, California.

The participants were contacted by the researcher and allowed to select a date, time, and location of the interview. Eleven of the participants chose to interview via phone. One participant chose to conduct the interview in his/her classroom. All interviews were conducted during the October 2019. All participants were provided an electronic copy of the interview outline, which listed the five interview questions. Furthermore, each participant signed an informed consent prior to the interview. Interviews were recorded using by an electronic device and transcribed by the researcher using Google voice, and edited for accuracy. All participants were provided a verbatim transcription for review and editing as necessary. The data obtained through the interview transcriptions were coded, analyzed, and categorized into themes using the

NVivo coding software. The subsequent codes and themes that were extracted were then correlated to the study's research questions. An independent review of the codes and themes developed from the data was carried out by a colleague familiar with, but not part of the study to guarantee intercoder reliability.

Population and Sample

The population of this study consists of former county teachers of the year in California. There are 58 counties in California ranging in population from Los Angeles County with 10,150,558 to Alpine County with 1,120 residents (U.S. Census Bureau, 2018). Surprisingly, there is no source that lists the number of county teachers of the year. Therefore, the following was used to approximate the number: 58 counties with four Teachers of the Year each for a period of six years is a total population of 1,392 teachers to serve as the study population.

The strategy that helped determine the sample was criterion sampling, which was based on the research questions and problem. Patton (2015) states that specific criteria should be used to select participants. The criteria used to select the participants of this study is as follows:

- Teachers were employed by either San Bernardino or Riverside County.
- Teachers had to be a past recipient of the teacher of the year award at the county level.

The convenience sampling process was also employed for this study. The convenience sampling method allows for the qualitative researcher to establish an acceptable sample based on location and time (Marshall, 1996; Patton, 2015). For this study, the researcher used both convenience sampling and purposeful sampling in order

to find participants that met the criteria and worked within the defined range of counties (Marshall, 1996; Patton, 2015).

The study consisted of 12 former County Teachers of the Year, six from San Bernardino County and six from Riverside County, California. Due to a limited target population and sample size, safeguards were used to ensure participants' confidentiality and anonymity. The names and any other identifying information were absent from the presentation of data and the findings. The 12 participants were identified with numeric identifiers (e.g., Participant Teacher 1 [P1]; Participant Teacher 2 [P2]; Participant Teacher 3 [P3]; etc.).

Presentation of the Data

In order to answer the central research question, the researcher coded emergent themes from the data. Artifacts that correlated with the participant responses were identified by corresponding appendices. The data were organized to respond to the five research sub-questions. Data from the 12 participants were synthesized in a table to show which themes occurred with the most frequency and the number of participants whose interviews provided these themes. The data are presented by each of the five research sub-questions, followed by a detailed synthesis of the findings and are supported by artifacts that address the central question of the study.

Research Sub-Question 1

The first sub-question aimed to answer: "What do former County Teachers of the Year understand and describe as the methods they use for use for culturally responsive classroom management with respect to *developing personal relationships*? The 12 teachers who were interviewed identified three themes. The frequency count ranged

from 35 to 54. The researcher included the most frequently recorded theme that was also noted by a minimum of 10 teachers.

Welcoming and greeting each student daily. The method of *welcoming and greeting each student daily* was the most frequently identified method that former County Teachers of the Year perceived to build personal relationships in a culturally responsive classroom. Welcoming and greeting each student daily received a frequency count of 54 and was identified by all 12 of the teachers interviewed.

P1 explained the importance of this method in making started the day out on the right foot with his students: “A simple act like greeting and welcoming students at the door as they enter the room is a great way to start each class period.”

P9 also emphasized the impact that welcoming students can have on the classroom culture:

I welcome each student every day. Literally, from day 1 to day 180, I stand at the door and greet them. And I work had to learn their names so when I do greet them I can say ‘Hey Carlos, I’m glad you could make it to class today,’ or ‘Hey, Joey is here! It’s going to be an awesome day.’ Just connecting those students in that way shows that you are taking an interest in who they are as individuals and you know them.

P6 stated that in his class, welcoming students is expected, and when it doesn’t occur, his students will point it out:

My students are so used to me being at the door and welcoming them, if I’m not there for some reason, they’ll get after me and say, ‘Hey, why weren’t you at the door today?’ And they are genuinely disappointed that I wasn’t there to welcome

them into class. That just goes to show the power of that initial human connection when the students show up each day.

P4 and P12 agreed with P6. P12 added:

The way I look at it is you have to start your day with something good, or something nutritious. If you start your day off with something bad, you're probably not going to be feeling too well as the day goes on. If you start your day off with exercise or a healthy meal, you're going to have a good day. When the students walk into my classroom, I want them to get that dose of healthy eating, if that makes sense. I welcome them, start them off on a positive note, and it really helps students get into the right mindset.

P5 stated that welcoming students each day actually helped her see potential problems and head them off before they enter the classroom:

Middle schools can be kind of crazy with the drama. So, another advantage to standing at your door and greeting each student is you can see problems entering your class, and before they do you can stop them and try and problem solve. I can't tell you how many times I've stopped students coming into my class and spoke to them to prevent further issues coming into the class. We can problem solve outside, get over it, and come into class ready to learn and ready to be part of the community.

Genuine conversations about personal interests. The practice of having *genuine conversations about personal interests* was the second most identified method to build personal relationships in a culturally responsive classroom, as identified by former County Teachers of the Year. Having genuine conversations about personal interests had

a frequency count of 38. A total of 11 out of the 12 County Teachers of the Year identified this method.

P4 explained how she uses this method with her older elementary students:

Students want you to take an interest in them, and I do this by finding time during the day, sometimes even during group work to talk to them about their personal interests. If I see something on their notebook, or I see a shirt they're wearing, I might mention how I like it or ask them about it. You can see their face light up when they know their teacher actually cares about the same things they care about.

P11 agreed that getting to know your students personal interests is essential to building personal relationships: "I like to take time each morning to talk to my kids about what's going on in their lives. Even though they are young, it helps them to understand that I value them." P12 concurred that taking an interest in students is one of the key components to building relationships with his students:

At the end of the day, all students want is to feel like someone cares about them and who they are, which is no different than what we want as adults. It's interesting that teachers sometimes forget that simple fact. These kids have the same wants and needs as us. So, getting to know them and having real conversations where you take an interest in what's important to them in their life currently, it pays dividends in the future as that trust and relationship grows.

Connecting students to the curriculum. The practice of *connecting students to the curriculum* had the third highest frequency count regarding building personal relationships to create a culturally responsive classroom, according the former County

Teachers of the Year. Connecting students to curriculum had a frequency count of 35 and all 12 of the participants perceived it as a method used to build relationships in a culturally responsive classroom.

P2 explained how helping students connect to the curriculum at a cultural level has greatly increased engagement and has helped build trusting relationships in his music class:

I teacher about 90% Hispanic students and I'm brand new to the this school At the time I looked in the Banda music and incorporated it with the jazz band, the marching band, and the concert band. And I had parents who typically would not go to band concerts or to football games, but now they're coming in droves because we're playing music that ties that emotional response to the learning environment.

I have a kid that didn't like to play, and after we were done playing the scales I passed out Patrona and she lit up. And now she's playing every type of music, and it really ignited her fire for creativity and engagement.

P3 described how connecting students to the curriculum helps, even in career technical education:

I really try and connect students to what we do in class, make them see themselves in what we are doing. I had an African-American student that was became very interested in construction and architecture when I was having a conversation with students about gender and construction. I was explaining that it didn't matter what your gender was, you can do construction, be a general contract, an architect, etc. The conversation then turned into a whole lesson on

females in the construction industry, and this student learned about a famous female African-American architect, the first one in California, and she just kind of took off and now wants to be an architect.

P7 explained that her elementary students benefit from seeing people that look like them in what she teaches:

The majority of my students are Hispanic, and whenever I bring up ideas, cultural items, or anything that they can connect with or that they are familiar with from their home life, the light up. I have students that barely talk, and as soon as they see something that I'm wearing, or a video clip I'm showing, or a picture of something they've seen at home, they connect. Oftentimes that's all I have to do to hook them for the year. They see that the teacher, even if she doesn't look exactly like them, knows their culture, they look forward to being there.

Table 2 illustrates the identified culturally responsive practices teachers perceived to be appropriate to help develop personal relationships with their students.

Table 2

Methods for Developing Personal Relationships

Developing Personal Relationships	Frequency	Number of Participants
Welcoming and greeting each student daily	54	12
Genuine conversations about personal interests	38	11
Connecting students to curriculum	35	12

Research Sub-Question 2

The second sub-question sought to answer, “What do former County Teachers of the Year understand and describe as the methods they use for culturally responsive

classroom management with respect to *creating caring learning communities?*” The 12 teachers who were interviewed identified three themes. The frequency count ranged from 26 to 67. The researcher included the most frequently recorded theme that was also recorded by a minimum of 10 teachers.

Collaborative learning. The collaborative learning practice had the highest frequency count of the themes for Creating Caring Learning Communities with a frequency count of 67. All 12 of the participants mentioned collaborative learning as a way to create caring learning communities in a culturally responsive classroom.

P3 explained the importance of collaborative learning:

Having students work together on things, whether that’s projects or some other type of assignment, it really helps them to understand that we are all in this together and we have to depend on each other to get things done. And not only are we in this together, we are going to help each other along the way and reach whatever goals we have. But we aren’t going to leave anyone behind. We are going to drag each other to finish line if we have to.

P1 observed the value in collaboration in his middle school classroom by stating “I do a lot of collaborative learning activities. As they learn together and recognize both their individual and collective value in teams.”

Learning about each other through curriculum. The practice of learning about each other through the curriculum was second most identified theme with a frequency count of 44. A total of 10 teachers identified learning about each other through curriculum as a method they use to create caring learning communities in their culturally responsive classrooms.

P2 emphasized the importance of students learning about each other as a way to help them value each other and stated, “Students learning about each other helps them to gain buy in to their own humanity and as such, students get a perspective to value each other.”

P10 talked about how she has students report on each other’s cultures so they can better appreciate where their fellow students come from:

When students learn about the cultures and backgrounds of students that are in their groups or sitting next to them, they start to see that they are different, and even though they are different they can still work together, get along, and enjoy the experience together. Each student reports on a fellow students cultural background, and they work collaboratively on the presentation.

Self-monitoring. Former County Teachers of the Year identified self-monitoring as a method used to create caring learning communities. The social contract practice had a frequency count of 26 and was identified by 10 of the 12 former County Teachers of the Year.

P10 observed the importance early on of having a social contract and having the students self-monitor:

Every year my students create a social-contract, where they agree with each other what the rules are. Obviously, I guide them in this process, but I let them be creative and get everyone to agree on what the expectations are. What’s great is the students will call each other out if they aren’t meeting expectations. Not only are they learning about self-monitoring, but they are also learning about community and taking care of each other.

P1 shared his experience of students self-monitoring to create a caring learning community by stating: “Students will politely call the attention of peers and classmates when they become off-track. It’s about empowering them and creating that atmosphere of taking responsibility for each other.”

Table 3 illustrates the identified culturally responsive classroom management practices perceived to be appropriate to help create a caring learning community.

Table 3

Methods for Creating Caring Learning Communities

Creating Caring Learning Communities	Frequency	Number of Participants
Collaborative Learning	67	12
Learning about each other through curriculum	44	10
Self-monitoring	26	10

Research Sub-Question 3

The third sub-question aimed to answer, “What do former County Teachers of the Year understand and describe as the methods they use for culturally responsive classroom management with respect to *establishing a business-like environment?*” The 12 teachers who were interviewed identified three themes. The frequency count ranged from 30 to 45. The researcher included the most frequently recorded theme that was also recorded by a minimum of 10 teachers.

Every student has a role. The practice that *every student has a role* had a frequency rate of 45. This theme had the highest frequency rate for research question 3. Of the teachers interviewed, 10 of the 12 identified it as method used to establish a business-like environment in creating a culturally responsive classroom.

P6 explained how he incorporates roles in his classroom:

The idea is that everyone is responsible for something or someone. One student might be in charge of the whiteboard at the end of the day. Another student might be in charge of making sure the books are in the bookshelf. And these roles change frequently. Everyone has a job to do in the classroom. It gives students a sense of self-worth and makes them feel like they are part of something bigger.

P2 explained how his class can be equated to a Kung-Fu studio, in terms of responsibility sharing the following:

I run my classroom like a Kung-Fu studio, where I have my stronger kids always adopting, if you will, other kids. Everybody has a responsibility to somebody. So it creates this culture of caring, where everyone loves one another and wants to see them be successful.

Every student experiences success. The practice of having every student experience success was the second most frequent theme. Every student experiences success had a frequency count of 38. Of the County Teachers of the year, 11 of the 12 identified every student experiences success as a theme and method used to create a business-like environment for a culturally responsive classroom.

P12 allows students to retake tests as much as they would like in order to allow them to experience success:

All students need a pathway to success. And that pathway has to be realistic based on that particular student. Each pathway can be different. For example, I allow all my students to retake tests as many times as they want. You can fail a test, but you can keep retaking it until you get that “A” or whatever grade you

want. My students know that if they don't get it the first time around, they can always take another shot at it.

P3 also agreed that students experiencing success is of the utmost importance:

I have students that come to me that have been failed by the system. They've really had a hard time in school and have been told they're failures over and over again. I give my students lots of praise, regardless of how well they do on assignments. They take that encouragement as a success, which motivates them to work harder on future assignments. I've even gone as far as assigning specific things to students, where I knew they would do really well. Again, they experience that success, they're motivated.

Soft skills. The practice of teaching students soft skills was the third most reference method to establish a business-like environment in a culturally responsive classroom. The soft skills frequency count was 30. Of the 12 former County Teachers of the Year that were interviewed, 10 mentioned soft skills as method. Soft skills includes presentation skills, interview skills, and other skills such as shaking hands and looking people in the eye.

P8 explained that in her elementary classroom, teaching soft skills is imperative to student growth:

I have students do multiple presentations throughout the year. My goal is that when they are finished with me, they can go out and impress any teacher, any parent, or any employer. I have some high school teacher friends that complain about the lack of presentation skills of their students. I make sure that my students learn those skills long before they get to that point.

P1 reiterated the importance of soft skills in his classroom:

I have worked in the industry and corporate world before becoming a teacher.

Hence, when I have the chance, I share how it is and what the expectations are in the real world and the importance of them realizing and practicing those in class.

Students need to practice such important requisites as business-like language, soft skills, presentation skills, or even simple housekeeping expectations like ‘there is a place for everything, and everything should be in its place.’

Table 4 illustrates the identified culturally responsive classroom management practices perceived to be appropriate to help establish a business-like learning environment.

Table 4

Methods for Establishing a Business-Like Environment

<u>Establishing a Business-Like Environment</u>	<u>Frequency</u>	<u>Number of Participants</u>
Every student has a role	45	10
Every student can be successful	38	11
Soft Skills	30	10

Research Sub-Question 4

The fourth sub-question sought to answer, “What do former County Teachers of the Year understand and describe as the methods they use for culturally responsive classroom management with respect to *establishing congruent communication processes?*” The 12 teachers who were interviewed identified three themes. The frequency count ranged from 31 to 41. The researcher included the most frequently recorded theme that was also recorded by a minimum of 10 teachers.

Praise students, reprimand in private. The method with the highest frequency was *praise students, reprimand in private*. The frequency count was 41. Of the 12 former County Teachers of the Year, 10 included praise students, reprimand in private as a method to help establish congruent communication processes.

P11 observed the importance of praise with her young students:

All students want to know that their teacher, or parent, or grandparent, or any other adult figure in their life approves and is proud of what they do. Kids want to feel it. They need it. Just like adults. We want to know we are doing well.

P12 further explained:

Middle school students crave the praise from their teacher. But it goes both ways, too. The last thing they want is for their teacher to rip them in front of the class. My policy is if I ever need to really address a student in that way, I hold them after class or speak to them off to the side. I don't yell or act upset, but I'm stern. And to be honest, most students respond well to that because you aren't calling them out in front of their peers.

No judgment, value them. The second most frequent method identified to establish congruent communication processes was *no judgment, value them*. The frequency count was 33. Of the 12 former County Teachers of the Year, 10 included no judgment, value them as a method for establishing congruent communication processes.

P5 observed the importance of not judging students:

I believe in valuing my student's value system. This includes their cultural differences that historically might have been criticized or discouraged in schools.

If a student uses a type of slang or communicates in a way that may be foreign to me, I don't come down on them or correct them. I accept our differences as just that.

P6 noted that in his English language arts classes, no judgment and acceptance is essential to the overall health of his classroom:

I've observed other teachers, and even spoke to their students, where it's clear that there is a lot of, well, let's say the teacher does a lot of judging and criticizing. I don't believe in that. My students know when they come into my classroom, I accept who they are and where they come from. I value where they come from. I don't care who they are, what color they are, what languages they speak or don't speak, they're my students and my kids.

Be present with the students. The third most frequent method identified was to *be present with the students*. Being present with the students includes attending their events, eating with them at lunch, or volunteering to help with their clubs or other activities. The frequency count was 31. Of the 12 former County Teachers of the Year, 10 identified being present with the students as a preferred method to create congruent communication processes in a culturally responsive classroom.

P2 explained how he is always available and communicating with students while they eat is important to keeping communication harmonious by stating, "One way to communicate is I eat lunch with them because, one, they need to see their teachers eating the same food as them. It's the little things that can create amazing results." P7 realized the importance of being present with the students:

I try and attend as much as I possibly can with my students. If a student is involved in a club and needs an advisor, I'll be that advisor. Being directly involved with whatever students are involved in, where you have that trust and open communication, it's really important. You also get to know who they are when you're involved in things outside of the classroom environment.

Table 5 illustrates the identified culturally responsive classroom management practices perceived to be appropriate to help establish congruent communication processes.

Table 5

Methods for Establishing Congruent Communication Processes

Establishing Congruent Communication Processes	Frequency	Number of Participants
Praise students, reprimand in private	41	10
No judgement, value them	33	10
Be present with students	31	10

Research Sub-Question 5

The fifth sub-question aimed to answer, “What do former County Teachers of the Year understand and describe as the methods they use for culturally responsive classroom management with respect to *teaching with assertiveness and clearly stating expectations?*” The 12 teachers who were interviewed identified three themes. The frequency count ranged from 50 to 62. The researcher included the most frequently recorded theme that was also recorded by a minimum of 10 teachers.

Expectations are the same for all. The method identified with the highest frequency for teaching with assertiveness and clearly stating expectations was *expectations are the same for all*. The frequency count was 62. All 12 of the former

County Teachers of the Year mentioned this method for teaching with assertiveness and clearly stating expectations.

P3 reiterated the importance of have expectations that apply the same way to all students by stating, “Being consistent is really, really important. If you aren’t consistent, students will see right through you. If you treat anyone better or worse, you lose trust with your class.”

P8 observed that having the same expectations creates harmony in her class, “We create the rules the first week of school as a class. Everyone is expected to meet the same behavior standards. And my students will begin to actually police each other, like a little community.”

Model behavior/expectations. The second most frequent method for teaching with assertiveness and clearly stating expectations was *model behavior/expectations*. The frequency count was 55. All former County Teachers of the Year mentioned model behavior/expectations as a method for teaching with assertiveness and clearly stating expectations. P2 explained how he takes the approach of leading from the bottom and showing the students how to act by stating, “I’m not their boss, I’m their leader. I’m a servant leader. I lead from the bottom and carry all my students on my shoulders and have them stand as high as possible.”

P10 spoke of the importance of being an example:

I act and behave how I want my students to act and behave. If I lose it and yell and scream, what are they seeing? They’re seeing their teacher model a behavior. So when they start acting crazy, it’s because I showed them it was ok.

Self-reflection. The method of *self-reflection* was the third most mentioned method for teaching with assertiveness and clearly stating expectations. Self-reflection had a frequency of 37. Of the 12 former County Teachers of the Year, 10 mentioned self-reflection as a method used to teach with assertiveness and clearly stating expectations in a culturally responsive classroom.

P12 uses self-reflection as a tool to help students meet expectations:

Most students know when they're not meeting expectations if you've taken the time from the beginning of the year to establish those expectations. But even though they know, sometimes, for some reason, it doesn't quite click and doing a little self-reflection activity can help to re-establish those expectations. For some reason, when students can verbalize or write about their behavior, they get it.

P1 also uses self-reflection as a tool and stated, "At the end of each class period, I make students do reflective writing on what they have accomplished and learned. This process empowers students to self-assess their progress."

Table 6 illustrates the identified culturally responsive classroom management practices perceived to be appropriate in regard to teaching with assertiveness and clearly stating expectations.

Table 6

Methods for Teaching with Assertiveness and Clearly Stating Expectations

Teaching with Assertiveness and Clearly Stating Expectations	Frequency	Number of Participants
Expectations are the same for all	62	12
Model behavior/expectations	55	12
Self-reflection	37	10

Summary

Chapter IV presented the data and findings of this qualitative inquiry. The study attempted to understand what former county teachers of the year understand and describe as the methods they use for culturally responsive classroom management with respect to Brown's Five Culturally Responsive Factors (developing personal relationships, creating caring learning communities, establishing a business-like learning environment, establishing congruent communication processes, and teaching with assertiveness and clearly stating expectations). The study's population included former County Teachers of the Year from Riverside County, California and San Bernardino County, California. A total of 12 former County Teachers of the Year from Riverside County, California and San Bernardino County, California participated in this study.

The central research question that guided this study was, "*What is the lived experiences of former County Teachers of the Year and methods they use for establishing culturally responsive classroom management with respect to Brown's Five Culturally Responsive Factors?*" Five sub-questions were used to examine the central question:

1. What do former County Teachers of the Year understand and describe as the methods they use for use for culturally responsive classroom management with respect to *developing personal relationships*?
2. What do former County Teachers of the Year understand and describe as the methods they use for use for culturally responsive classroom management with respect to *creating caring learning communities*?

3. What do former County Teachers of the Year understand and describe as the methods they use for use for culturally responsive classroom management with respect to *establishing a business-like environment*?
4. What do former County Teachers of the Year understand and describe as the methods they use for use for culturally responsive classroom management with respect to *establishing congruent communication processes*?
5. What do former County Teachers of the Year understand and describe as the methods they use for use for culturally responsive classroom management with respect to *teaching with assertiveness and clearly stating expectations*?

An interview protocol was established with five primary interview questions that addressed each one of the sub-questions of the study. Eleven of the 12 participants engaged in in-depth, semi-structured interviews by phone, and one participant engaged in an in-depth, semi-structured interview face-to-face. All interviews were recorded using an electronic device. Interviews were transcribed by Google voice and edited by the researcher for accuracy. All participants were provided a transcription of the data. The data obtained through interview transcriptions were coded, analyzed, and categorized using themes, using the NVivo coding software and the correlated to the study's research questions, which resulted in the findings of this study. An independent review of the data was conducted by a colleague familiar with, but not involved in the study to ensure intercoder reliability.

Findings from this study related to developing personal relationships yielding the most frequencies included the following:

- Welcoming and greeting students daily.
- Genuine conversations about personal interests.
- Connecting students to curriculum.

The most frequently identified methods from former County Teachers of the Year regarding creating caring learning communities included the following:

- Collaborative learning.
- Learning about each other through curriculum.
- Self-monitoring.

The methods that former County Teachers of the Year identified regarding establishing a business-like environment included:

- Every student has a role.
- Every student experiences success.
- Soft skills.

The methods that former County Teachers of the Year identified with the most frequency regarding establishing congruent communication processes included:

- Praise students, reprimand in private.
- No judgment, value them.
- Be present.

The methods that former County Teachers of the Year identified with the most frequency regarding teaching with assertiveness and clearly stating expectations included:

- Expectations are the same for all.
- Model behavior/expectations.
- Self-Reflection.

Chapter V of this study presents conclusions based on these findings. Chapter V also offers implications for future action and recommendations for future research.

CHAPTER V: FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Chapter V provides a recitation of the purpose of this study, the research questions, the methodology, and the population and sample. The chapter then offers a summary of the major findings. Chapter V also includes an account of the unexpected findings. The researcher then provides conclusions based on the research findings. Lastly, the researcher offers implications for action and recommendations for further research based on the findings of the study.

Purpose Statement

The purpose of this phenomenological study was to understand what former county teachers of the year understand and describe as the methods they use for culturally responsive classroom management with respect to Brown's Five Culturally Responsive Factors (developing personal relationships, creating caring learning communities, establishing a business-like learning environment, establishing congruent communication processes, and teaching with assertiveness and clearly stating expectations).

Research Questions

This qualitative phenomenological study was guided by the one research question and five sub-questions.

Central Question

The central research question asked: *What is the lived experiences of former County Teachers of the Year and methods they use for establishing culturally responsive classroom management with respect to Brown's Five Culturally Responsive Factors?*

Research Sub-Questions

1. What do former County Teachers of the Year describe as the methods they use for culturally responsive classroom management with respect to *developing personal relationships*?
2. What do former County Teachers of the Year describe as the methods they use for culturally responsive classroom management with respect to *creating caring learning communities*?
3. What do former County Teachers of the Year describe as the methods they use for culturally responsive classroom management with respect to *establishing a business-like learning environment*?
4. What do former County Teachers of the Year describe as the methods they use for culturally responsive classroom management with respect to *establishing congruent communication processes*?
5. What do former County Teachers of the Year describe as the methods they use for culturally responsive classroom management with respect to *teaching with assertiveness and clearly stating expectations*?

Research Methods

A qualitative, phenomenological methodology was selected for this study to describe the methods used by former County Teachers of the Year for establishing culturally responsive classroom management with respect to Brown's Five Culturally Responsive Factors (developing personal relationships, creating caring learning communities, establishing a business-like environment, establishing congruent communication processes, and teaching with assertiveness and clearly stating

expectations). This study sought to comprehend the participants “lived experiences” and identify their perceptions to answer the study’s research questions. Therefore, the use of semi-structured, in-depth interviews and the collection of artifacts were presumed to be the best course of action to obtain the data (Patton, 2015). Collecting the participants’ detailed accounts was essential in describing and understanding the lived experiences of former County Teachers of the Year in this qualitative study.

Population and Sample

The population of this study consists of former county teachers of the year in California. There are 58 counties in California ranging in population from Los Angeles County with 10,150,558 to Alpine County with 1,120 residents (U.S. Census Bureau, 2018). Surprisingly, there is no source that lists the number of county teachers of the year. Therefore, the following was used to approximate the number: 58 counties with four Teachers of the Year each for a period of six years is a total population of 1,392 teachers to serve as the study population. The target population was former County Teachers of the Year from in San Bernardino County and Riverside County, California. A total of 12 former County Teachers of the Year from San Bernardino County and Riverside County, California participated in this study.

Major Findings

The major findings of this qualitative study are organized and presented by research sub-question.

Research Sub-Question 1

Research Sub-Question 1 inquired: “What do former County Teachers of the Year understand and describe as the methods they use for use for culturally responsive

classroom management with respect to *developing personal relationships?*” The major findings of this sub-question yielded three culturally responsive methods that former County Teachers of the Year identified as appropriate to develop personal relationships with their students.

The most frequently identified method to develop personal relationships in a culturally responsive classroom was welcoming and greeting each student daily, with a frequency count of 54. All 12 teachers referenced welcoming and greeting each student daily as a method to develop personal relationships in a culturally responsive classroom. The teachers expressed the importance of welcoming and greeting students daily because a positive first interaction can be the key to a good classroom experience for both the student and teacher. Furthermore, teachers are able to problem solve by heading off issues before they enter the classroom. Students also feel appreciated and needed at the beginning of every class. When teachers are consistent with this behavior, classroom management problems decrease and personal relationships are strengthened. D. F. Brown (2004) explained how culturally responsive teachers value providing individualized attention to their students by developing personal relationships. There were two other methods that teachers identified in building personal relationships, genuine conversations about personal interests (with a frequency count of 38), and connecting students to curriculum (with a frequency count of 35). Genuine conversations, as explained by the participants, are used to connect with the students on a personal, human level. Genuine conversations about their interests shows that the teacher cares for the student beyond the typical teacher-student interactions of academia. Also, connecting students to the curriculum by modifying lessons to fit their own cultural

background and interests can help students feel wanted and important. Teachers use this method to help students see themselves in the curriculum, so it becomes more meaningful, which increases engagement.

Research Sub-Question 2

Research Sub-Question 2 asked, “What do former County Teachers of the Year understand and describe as the methods they use for culturally responsive classroom management with respect to *creating caring learning communities*?” The major findings for this sub-question produced three methods identified by former County Teachers of the Year as appropriate for creating caring learning communities in a culturally responsive classroom.

The most frequently mentioned method to create caring learning communities was collaborative learning. All 12 of the teachers interviewed mentioned this method, which had a frequency count of 67. Teacher participants expressed that collaborative learning helped to bring students together and helped them set aside cultural differences by working towards a common goal. Furthermore, it was explained that working in collaborative groups helps students to realize their individual value, as well as the group value. Students learn that in order to succeed as an individual, they must help each other and succeed as a team when working collaboratively. Learning about each other through curriculum received a frequency count of 44, and was another method mentioned by the teacher participants. This method is similar to connecting students to curriculum from the first sub-question, but with a slight difference. Learning about each other through the curriculum is focused on the student experience of learning about their fellow classmates cultures that might be different from their own culture. Teachers described how this

helped students to appreciate and understand each other. Self-monitoring was also mentioned as a method to create caring learning communities and received a frequency count of 26, with 10 teachers mentioning this method. Teachers explained that self-monitoring helped students to keep themselves in check and remember they are part of a community, and therefore must act accordingly. Social contracts are common, and students begin to police themselves and others as the community forms. The teacher then becomes more of a facilitator rather than an enforcer of rules.

Research Sub-Question 3

Research Sub-Question 3 asked, “What do former County Teachers of the Year understand and describe as the methods they use for culturally responsive classroom management with respect to *establishing a business-like environment?*” The major findings for this sub-question generated three methods that former County Teachers of the Year deemed appropriate to establish a business-like environment in culturally responsive classrooms.

The most frequently mentioned method was every student has a role with a frequency count of 45. Ten of the 12 teachers referred to this method. Teachers expressed the importance of making sure that every student was responsible to someone or something. Students feel value when they know they are creating something or taking care of something of value. Some teachers will give actual jobs in the classroom, while others will make students responsible for each other. Essentially, every student has a responsibility to something or someone, which gives them self-worth. Every student can be successful, with a frequency count of 38, was also mentioned as a method to establish a business-like environment. Making sure that students feel successful provides

motivation to be more engaged and productive. Teachers achieve this in multiple ways, such as allowing students to retake tests and assignments until they reach their desired grade, or even modifying assignments for specific students so they can taste success, which leads to more engagement. Finally, soft skills was the third method mentioned, with a frequency count of 30. Soft skills entails things such as presentation skills, greeting others, or interview skills. The teachers explained how making these traits part of their classroom creates a business-like environment where students take their work more seriously. Teachers are preparing students for industry and life after their K-12 education by refining these soft skills.

Research Sub-Question 4

Research Sub-Question 4 asked, “What do former County Teachers of the Year understand and describe as the methods they use for culturally responsive classroom management with respect to *establishing congruent communication processes*?” The major findings yielded three methods that former County Teachers of the Year identified as appropriate for establishing congruent communication processes with their students.

The method with the highest frequency count was praise students, reprimand in private, with a count of 41. Ten of the 12 teachers interviewed identified this method as important in establishing congruent communication processes. Teachers expressed how powerful praising students in front of their peers can be, and also how dangerous reprimanding in public can be as well. Teachers attempt to be positive and show approval publicly to the student receiving praise, so that their peers will see the impact of good choices and positive behavior. Similarly, the power of reprimanding in public can have dire consequences on communication between students and teachers, which can lead

to a complete shutdown of communication that is anything other than congruent. Therefore, teachers pull students aside or hold them after class in order to address them about their negative behavior when their peers are not around. The method with the second most frequency with 33 was no judgment, value them. Teachers work hard to make sure they keep their biases at bay when dealing with students of different cultures. Teachers value culture and do not judge students for the way they act or talk if they talk or act different than what the teacher is accustomed to because of different cultural upbringings. Teachers accept the variances and take joy in seeking to understand the differences. Lastly, be present with students received a frequency count of 31. Teachers see the value in routinely attending activities outside of the classroom that their students are involved in. Teachers allow students in the classroom during their prep hours and even eat with the students. This allows for the teachers to establish themselves as part of the student community, and the communication becomes more congruent.

Research Sub-Question 5

Research Sub-Question 5 asked, “What do former County Teachers of the Year understand and describe as the methods they use for culturally responsive classroom management with respect to *teaching with assertiveness and clearly stating expectations?*” The major findings of this sub-question yielded three methods that former County Teachers of the Year identified as appropriate for teaching with assertiveness and clearly stating expectations in their classrooms. All 12 of the teacher participants thought that having expectations the same for all students was an important method in their culturally responsive classrooms. This method had the highest frequency count with 62. The teachers explained how making sure that everyone is treated the same, with the same

rules and expectations, is key to maintaining trust. Students are very sensitive to being treated differently, so it is essential to focus on fairness and equity while enforcing expectations. Some teachers achieve this by allowing students to help in making rules for the classroom, so that expectations are clear for each student from the beginning of the school year, which also makes rules easier to enforce, as students begin to police themselves. The second highest frequency belongs to model behavior/expectations, with a frequency count of 55. All 12 teachers mentioned modeling behavior as an important aspect of a successful culturally responsive classroom. Teachers act in a way that they expect their students to act. If teachers act in a negative way, the expectation is that the students will follow suit. If teachers maintain calmness and control, the students will also model that type of behavior. Teachers realize that being a leader, rather than a boss, and leading by example is key to running a successful culturally responsive classroom. Self-reflection is a method that 10 of the 12 teachers mentioned, with a frequency count of 37, as important to teaching with assertiveness and clearly stating expectations. Teachers have discovered that having a student self-reflect on their own behavior helps them to realize if expectations were met or if a rule was violated.

Unexpected Findings

Two unexpected findings emerged from the data collection in this study. First, all the teachers interviewed had between 10 and 22 years of teaching experience. There were no teachers interviewed that had less than a decade of teaching experience, and most were not near the end of their careers either. It appeared that the second decade of teaching experience was the sweet spot for effective teaching, with almost all awardees falling into this category.

The second unexpected finding is that all the teachers interviewed were heavily involved in their community in one way or another. Some were involved in their community through their school and after school programs. Another taught adult school for the district at night. Yet another teacher had developed a community program called *The Regiment* and brought in former students, some as old as 30 years old, back to the community to perform service. Other teachers were involved on committees or boards in addition to their teaching duties. This common characteristic was true across the board for the teachers interviewed.

Conclusions

Based on the findings of the data collected in this study and buoyed by the review of literature, several conclusions were established. The review of literature supported this study in understanding the lived experiences and identifying methods used by former County Teachers of the Year regarding Brown's Five Culturally Responsive Factors. In order to create a culturally responsive classroom, the literature explained that teachers need to be aware of cultural differences and their own biases (D. F. Brown, 2004; G. Gay, 2002). The review of the literature also determined that there are specific factors that are present in culturally responsive classrooms that make those classrooms successful. D. F. Brown (2004) placed these factors into five categories:

- Developing personal relationships with mutual respect through individualized attention.
- Creating caring learning communities.
- Establishing a business-like environment.

- Creating congruent communication processes.
- Teaching with assertiveness and clearly stating expectations.

Five conclusions were derived from the major findings based on the lived experiences of former County Teachers of the Year in identifying methods used regarding Brown's Five Culturally Responsive Factors. These conclusions were further supported in Chapter II.

Conclusion 1

The relationships of trust between the culturally responsive teacher and the students were essential to the success of the student, teacher, and classroom. The data collected from the individual interviews demonstrated that the instructional strategies or other typical components of what we oftentimes understand as 'good teaching' did not play an important part in whether these teachers were successful in their culturally responsive classrooms. Former County Teachers of the Year emphasized the relationship between themselves and their students. They viewed and valued their students as if they were their own children. Regardless of which interview question was proposed, most teachers connected their success back to the relationships and trust they had with their students. Therefore, it is concluded that a relationship of trust is the foundation for all success in a culturally diverse classroom. D. F. Brown (2003; 2004) agreed that the personal relationship based on mutual trust was key to establishing a successful culturally responsive classroom.

Conclusion 2

Getting students to work together in a collaborative fashion helps to break down barriers and get students to better appreciate each other, leading to a more engaging and safer classroom environment. Every interview with the former County Teachers of the

Year revealed that collaboration was an essential part of getting students to work together. Collaborative learning was the method with the highest frequency overall and was key to creating caring learning communities. Collaboration can include having students work together to create a social contract or rules and expectations for their classrooms, as well as learning together about each other's cultures through the culturally responsive curriculum delivered by the teacher. Former County Teachers of the Year felt that when students worked together, it created a family-like atmosphere, which led to more collaboration and more learning. The literature agreed that students working together in a collaborative fashion facilitated increased student achievement in diverse classrooms (R. J. Marzano et al., 2005).

Conclusion 3

Every student must feel self-worth. Former County Teachers of the Year maintained that every student had a purpose or a role within the classroom setting, similar to a business-like environment. Every student was responsible to someone or something. Teachers believed this created an environment where everyone felt like they belonged to something and allowed the class to function more like a family working together. G. Gay (2002) agreed that when students felt valued, they were more likely to feel comfortable in their classrooms. Also, teachers helped students feel self-worth by allowing them to be successful. Teachers knew the importance of student success and were willing to create that success by any means necessary to help the student believe in himself/herself.

Conclusion 4

Congruent communication between students and teachers includes words and actions. Teachers recognized the importance of recognition and praise with their

students. They also revealed that harsh judgment could break down any communication processes in place. D. F. Brown (2005) agreed that relationships can be built or destroyed based on the teacher's ability to communicate with the students. Former County Teachers of the Year seemed to focus on positive and open communication that was free from judgment. Teachers valued their student's communicative and cultural differences. The teachers made it a point to be present with their students, some going as far as eating the same food as them at lunch. Furthermore, if a student needed to be reprimanded, it was best to do it in private and not in front of their peers.

Conclusion 5

Teachers must have high expectations for behavior and model the desired behavior at all times. The former County Teachers of the Year all expressed having high expectations for their students. Consistency and fairness with these expectations was also central to maintaining a culturally responsive classroom where trust and engagement thrived. Glasgow (2006) agreed that having high expectations is one of the hallmarks of successful teachers in diverse classrooms. One of the ways that expectations were maintained was through the actions of the teacher. The teacher must model the behavior they expect from students at all times. If a student's behavior is no longer meeting expectations, the teacher is quick to correct the problem, and the process is the same for all students. Also, teachers gave students time to self-reflect on behavior, rather than simply identifying the negative behavior and reprimanding.

Implications for Action

Exploration of the lived experiences of former County Teachers of the Year and an extensive review of the literature revealed major findings regarding culturally

responsive classroom management. These important findings contribute to the literature on effective culturally responsive classroom management. Based on this inquiry, five implications for action are directly correlated with the conclusions drawn from the major findings and are as follows:

Implication 1

Through the lived experiences and stories of the former County Teachers of the Year, it was determined that the basis for success in any culturally responsive classroom was a solid relationship of trust between the teacher and the students. Ongoing professional development, whether it is at the county, district, or site level, must include information on social-emotional development; information on cultural differences and common misunderstandings between teachers and students of different cultures; and social dynamics between cultures.

Implication 2

Through the lived experiences and stories of the former County Teachers of the Year, it was determined that working in a collaborative format helped to create caring learning communities within diverse schools. School districts should provide professional development on how to effectively manage classrooms where collaboration is the foundation of how those classes function. It is also recommended that site administration and teachers work together in professional learning communities to develop and adopt curriculum that encourages collaboration whenever possible. This curriculum should also have a multicultural focus, allowing students to learn about each other. Doing so would allow collaboration and learning about other cultures to become part of the school culture and expected by teachers and students, allowing for more

interaction between all stakeholders, thus allowing for more opportunities to create caring learning communities.

Implication 3

Through the lived experiences and stories shared by former County Teachers of the Year, it was determined that every student must feel self-worth in a successful culturally responsive classroom. Schools should provide professional development to teachers on methods to encourage students to realize their self-worth. Schools should adopt policies, such as allowing students to retake or redo assignments until they achieve their desired grade, to allow all students to experience success. Teachers should implement classroom structure that allows each student to have a role in the classroom and responsible for something or someone. Also, understanding self-worth and self-importance should be embedded within curriculum wherever appropriate.

Implication 4

Through the lived experiences and stories shared by former County Teachers of the Year, it was determined that congruent communication between teachers and students was more than words, but also included the teacher's actions. Districts and site should provide and participate in professional development that focus on systems of praise to motivate and inspire students. Schools should build-in time for teachers to be present with students outside of the traditional teacher-student interaction, whether that is at lunch or in another setting within the school.

Implication 5

Through the lived experiences and stories shared by former County Teachers of the Year, it was determined that teachers must have high expectations for their students

and model that behavior at all times. School sites should allow teachers that are struggling in culturally responsive classroom management to observe successful teachers to better understand good modeling of behavior. Successful teachers that consistently model appropriate behavior, especially in the face of adversity, should provide training at PLC meetings whenever possible.

Recommendations for Further Research

The following recommendations were derived from the findings and conclusions of this study are made for further research:

- The lived experiences of former County Teachers of the Year and methods they use for culturally responsive classroom management in counties outside of the state of California.
- The lived experiences of former County Teachers of the Year and methods they use for culturally responsive classroom management, broken down by elementary and secondary levels.
- A quantitative study that compares that efficacy of culturally responsive classroom management methods and student achievement.
- A phenomenological study designed to understand what former county principals of the year understand and describe as the methods they use for creating a culturally responsive school environment with respect to Brown's Five Culturally Responsive Factors.

Concluding Remarks and Reflections

The literature and research illustrated that for culturally diverse classrooms to be functional and successful, teachers must learn culturally responsive methods and

strategies to affectively reach students from different backgrounds and cultures. The importance of understanding what makes these teachers successful and the methods they use to achieve success in their culturally diverse classrooms cannot be understated.

I have always been a firm believer that understanding human relationships is the foundation to long-term success whenever human interaction is involved. I believe that this study has allowed me to better understand how specific human interactions are beneficial in diverse classrooms, and I can support teachers with this knowledge. As educators, I believe we have a moral obligation to the families we teach to understand their various cultures and value systems. However, I do not believe this knowledge applies to education alone. This knowledge applies to all human interaction between all people of all ages and backgrounds.

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APPENDICES

APPENDIX A

Literature Matrix

Source	Diversity in the classroom	Multicultural curriculum	Culturally responsive	Classroom management	Classroom culture
Baker, J. A. (1999). Teacher-student interaction in urban at-risk classrooms: Differential behavior, relationship quality, and student satisfaction with school. <i>The Elementary School Journal</i> , 100(1), 57-70.	X	X			X
Banks, J. A. (2004). The nature of multicultural education. <i>Multicultural education: Issues and perspectives</i> , 3.	X	X			X
Bell, S. (2010). Project-based learning for the 21st century: Skills for the future. <i>The clearing house</i> , 83(2)				X	X
Bondy, E., Ross, D. D., Galligane, C., & Hambacher, E. (2007). Creating Environments of Success and Resilience: Culturally Responsive Classroom Management and More, 326.			X	X	
Brown, D. F. (2003). Urban Teachers' Use of Culturally Responsive Management Strategies. <i>Theory into practice</i> (4), 277.	X	X	X	X	X
Brown, D. F. (2004). Urban Teachers' Professed Classroom Management Strategies: Reflections of Culturally Responsive Teaching. <i>Urban Education</i> , 39(3), 266-289.	X	X	X	X	X
Brown, D. F. (2005). The significance of congruent communication in effective classroom management. <i>The Clearing House: A Journal of Educational Strategies, Issues</i>	X	X	X	X	X
Bulut Ozsezer, M. S., & Iflazoglu Saban, A. (2016). An Investigation on Teacher Candidates' Perspectives about Behaviors Positively Affecting Classroom Atmosphere. <i>Eurasian Journal of Educational Research</i> (66), 139-158.				X	
Butler, A., & Monda-Amaya, L. (2016). Preservice Teachers' Perceptions of Challenging Behavior. <i>Teacher Education and Special Education</i> , 39(4), 276-292.			X	X	
Cook, C. R. c. u. e., Fiat, A., Larson, M., Daikos, C., Slemrod, T., Holland, E. A. . . . Renshaw, T. (2018). Positive Greetings at the Door: Evaluation of a Low-Cost, High-Yield Proactive				X	X

Classroom Management Strategy. <i>Journal of Positive Behavior Interventions</i> , 20(3), 149-159. doi:10.1177/1098300717753831					
Cooper, J. T., Gage, N. A., Alter, P. J., LaPolla, S., MacSuga-Gage, A. S., & Scott, T. M. (2018). Educators' self-reported training, use, and perceived effectiveness of evidence-based classroom management practices. <i>Preventing School Failure</i> , 62(1), 13-24. doi:10.1080/1045988X.2017.1298562				X	
Cremin, L. (1970). <i>American Education: The Colonial Years</i> . In: New York: Harper Torchbook				X	X
Creswell, J. W. (2014). <i>A concise introduction to mixed methods research</i> : Sage Publications				X	
Cubberley, E. P. (1919). <i>Public education in the United States: A study and interpretation of American educational history; an introductory textbook dealing with the larger problems of present-day education in the light of their historical development</i> : Houghton Mifflin				X	X
DeLay, D., Zhang, L., Hanish, L., Miller, C., Fabes, R., Martin, C., . . . Updegraff, K. A. (2016). Peer Influence on Academic Performance: A Social Network Analysis of Social-Emotional Intervention Effects. <i>Prevention Science</i> , 17(8), 903-913		X		X	X
Delpit, L. (2006). <i>Other people's children: Cultural conflict in the classroom</i> : The New Press	X	X	X	X	X
DeMatthews, D. E., Olivarez, A., Saeedi, K. M., & Carey, R. L. <i>Guilty as Charged? Principals' Perspectives on Disciplinary Practices and the Racial Discipline Gap</i>	X			X	X
Doyle, W. (1985). Recent research on classroom management: Implications for teacher education. <i>Journal of Teacher Education</i> , 36(3), 31-35.				X	
Dunbar, C. (2004). Best practices in classroom management. <i>Michigan State University</i> , 1-32.				X	
Everston, C. M., Emmer, E. T., Sanford, J. P., & Clements, B. S. (1983). Improving Classroom Management: An Experiment in Elementary School Classrooms. <i>The Elementary School Journal</i> (2), 173.				X	
Evertson, C. M., & Weinstein, C. S. (2013). <i>Handbook of classroom management: Research, practice, and contemporary issues</i> : Routledge				X	
Ford, D. Y. (2005). Welcoming All Students to Room 202: Creating Culturally Responsive Classrooms, 28.	X		X	X	X
Ford, D. Y., Howard, T. C., Harris III, J. J., & Tyson, C. A. (2000). Creating culturally responsive classrooms for gifted African American students. <i>Journal for the Education of the Gifted</i> , 23(4), 397	X	X	X	X	X
Frankenberg, E., Hawley, G. S., Ee, J., & Orfield, G. (2017). Southern schools: More than a half-century after the civil rights revolution	X				X

Fry, R., Gonzales, F., & Pew Hispanic, C. (2008). One-in-Five and Growing Fast: A Profile of Hispanic Public School Students.			X		X
Gay, G. (2000). <i>Culturally Responsive Teaching: Theory, Research, and Practice</i> . New York: Teachers College Press.			X		
Gay, G. (2002). Preparing for Culturally Responsive Teaching, 106.			X		
Glasgow, N. A. (2006). <i>What successful teachers do in diverse classrooms: 71 research-based classroom strategies for new and veteran teachers</i> : Corwin Press.	X		X	X	X
Haddix, M. (1963). "Goin'for Broke": Reaping the Rewards of Teaching				X	
Hmelo-Silver, C. E. (2004). Problem-based learning: What and how do students learn? <i>Educational psychology review</i> , 16(3), 235-266				X	
Jana, K., Cirila, P., Sonja, P., Melita Puklek, L., & Milena Valenčič, Z. (2017). Elementary and Secondary School Students' Perceptions of Teachers' Classroom Management Competencies. <i>Center for Educational Policy Studies Journal, Vol 7, 4, Pp 37-62 (2017)(4)</i> , 37.				X	X
Jones, S. J. (2007). Culturally responsive instruction, 14.	X	X	X	X	X
Klem, A. M., & Connell, J. P. (2004). Relationships matter: Linking teacher support to student engagement and achievement. <i>Journal of school health</i> , 74(7), 262-273				X	
Korb, R. (2012). <i>Motivating Defiant and Disruptive Students to Learn: Positive Classroom Management Strategies</i> : Corwin.				X	X
Kucsera, J., & Orfield, G. (2014). New York State's extreme school segregation: Inequality, inaction and a damaged future	X	X	X		
Ladson-Billings, G. (2001). <i>Crossing over to Canaan: the journey of new teachers in diverse classrooms</i> : San Francisco: Jossey-Bass, c2001.	X	X	X	X	X
Lee, M., Pekrun, R., Vogl, E., Xie, X., Taxer, J. L., & Schutz, P. A. <i>Teachers' emotions and emotion management: integrating emotion regulation theory with emotional labor research</i> .				X	X
Lindsey, R. B., Robins, K. N., & Terrell, R. D. (2009). <i>Cultural proficiency: a manual for school leaders</i> : Thousand Oaks, CA: Corwin, c2009.	X		X		
Logan, J. R., & Zhang, C. (2010). Global neighborhoods: New pathways to diversity and separation. <i>American Journal of Sociology</i> , 115(4), 1069-1109	X				X
Marzano, R. J., & Marzano, J. S. (2003). The Key to Classroom Management. <i>Educational Leadership</i> , 61(1), 6-13.				X	X
Marzano, R. J., Marzano, J. S., & Pickering, D. (2003). <i>Classroom Management That Works: Research-based Strategies for Every Teacher</i> . Alexandria, VA: Assoc. for Supervision and Curriculum Development.				X	X

Marzano, R. J., Pickering, D., & Pollock, J. E. (2005). <i>Classroom instruction that works: research-based strategies for increasing student achievement</i> . Upper Saddle River, N.J.: Pearson/Merrill Prentice Hall, 2005, c2001.				X	X
Massey, D. S. (2008). <i>New faces in new places: The changing geography of American immigration</i> . Russell Sage Foundation.	X				
McCain, P. J. (2018). Teacher perceptions of the impact of self-efficacy on classroom management style: A case study. (79), ProQuest Information & Learning, US.				X	X
McGregor, K. L. (2012). Classroom Management Strategies of Highly Effective Teachers in Diverse Middle Schools: Be Strict and Calm, Not Mean. ProQuest LLC				X	X
Micklow, A. C., & Warner, M. E. (2014). Not your mother's suburb: Remaking communities for a more diverse population. <i>The urban lawyer</i> , 46(4), 729	X	X			X
Miller, A., & Cunningham, K. (2011). Classroom environment.				X	
O'Neill, S., & Stephenson, J. (2013). One year on: First-year primary teachers' perceptions of preparedness to manage misbehavior and their confidence in the strategies they use. <i>Australasian Journal of Special Education</i> , 37(2), 125-146. doi:10.1017/jse.2013.15				X	X
Parker, R. E. (1985). Small-group cooperative learning—Improving academic, social gains in the classroom. <i>Nassp Bulletin</i> , 69(479), 48-57				X	X
Patish, Y. (2016). <i>The Development of Novice Teachers' Culturally Responsive Classroom Management Practice</i>	X	X	X	X	X
Patton, M. Q., & Patton, M. Q. (2002). <i>Qualitative research and evaluation methods</i>				X	
Pianta, R. C. (2013). Classroom management and relationships between children and teachers: Implications for research and practice. In <i>Handbook of classroom management</i> (pp. 695-720): Routledge				X	X
Popescu, T. (2014). Classroom Management Strategies And Techniques: A Perspective Of English Teacher Trainees. <i>Journal of Linguistic Intercultural Education</i> , 7, 143-160.				X	X
Reckinger, N. R. (1980). <i>Joining Hands: Using Learning and Teaching Styles</i>				X	X
Ringler, M. C., O'Neal, D., Rawls, J., & Cumiskey, S. (2013). The Role of School Leaders in Teacher Leadership Development. <i>Rural Educator</i> , 35(1), 34-43.				X	X
Robertson, C. E. S. (2013). The organization of classrooms: The perspectives of administrators and teachers. (73), ProQuest Information & Learning, US. Retrieved from http://libproxy.chapman.edu/login?url=ht				X	

tp://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,uid&db=psych&AN=2013-99110-184&site=eds-live Available from EBSCOhost psych database.					
Scherff, L. (2005). Culturally responsive frameworks for teaching. <i>English Journal</i> , 94(4), 97	X	X	X	X	X
Schraw, G., & Robinson, D. H. (2008). <i>Recent innovations in educational technology that facilitate student learning</i> : IAP		X		X	
Siwatu, K. O., Putman, S. M., Starker-Glass, T. V., & Lewis, C. W. (2017). The culturally responsive classroom management self-efficacy scale: Development and initial validation. <i>Urban Education</i> , 52(7), 862-888. doi:10.1177/0042085915602534	X	X	X	X	X
Stanton-Salazar, R. D. (2001). <i>Manufacturing hope and despair: The school and kin support networks of US-Mexican youth</i> : Teachers College Press	X	X		X	X
Tachelle, B. (2014). Creating Positive Learning Environments: Antecedent Strategies for Managing the Classroom Environment & Student Behavior. <i>Creative Education</i> (7), 519	X			X	X
Thomas, J. W. (2000). A review of research on project-based learning				X	
Thomas S. Dee, a. (2005). A Teacher like Me: Does Race, Ethnicity, or Gender Matter? <i>The American Economic Review</i> (2), 158	X	X			
Villegas, A. M., & Lucas, T. (2007). The Culturally Responsive Teacher. <i>Educational Leadership</i> , 64(6), 28-33	X	X	X	X	X
Ward, V. J. (2015). <i>A Study of the Perceptions of First-Year Teachers as Prepared Classroom Teachers</i>				X	X
Weiner, L. (2003). Why is classroom management so vexing to urban teachers? <i>Theory into practice</i> , 42(4), 305-312	X			X	X
Weinstein, C., Curran, M., & Tomlinson-Clarke, S. (2003). Culturally responsive classroom management: Awareness into action. <i>Theory into practice</i> , 42(4), 269-276	X	X	X	X	X
Weinstein, C. S. (1979). The physical environment of the school: A review of the research. <i>Review of educational Research</i> , 49(4), 577-610	X	X	X	X	X
Weinstein, C. S., Tomlinson-Clarke, S., & Curran, M. (2004). Toward a conception of culturally responsive classroom management. <i>Journal of Teacher Education</i> (1), 25	X	X	X	X	X
Wlodkowski, R. J., & Ginsberg, M. B. (1995). A framework for culturally responsive teaching. <i>Educational Leadership</i> (1), 17	X	X	X	X	X
Wooten, A. G., & McCroskey, J. C. (1996). Student trust of teacher as a function of socio-communicative style of teacher and socio-communicative orientation of student. <i>Communication Research Reports</i> , 13(1), 94-100				X	X

Wright, S. P., Horn, S. P., & Sanders, W. L. (1997). Teacher and Classroom Context Effects on Student Achievement: Implications for Teacher Evaluation, 57				X	
Youssef, C., Campbell, M., & Tangen, D. (2016). The effects of participation in a PFC program on Australian elementary school students. <i>Analytic Teaching and Philosophical Praxis</i> , 37(1), 1-19				X	
Yusoff, W., & Mazwati, W. (2018). The Impact of Philosophical Inquiry Method on Classroom Engagement and Reasoning Skills of Low Achievers. <i>Journal of Curriculum and Teaching</i> , 7(1), 135-146	X			X	X

APPENDIX B

Invitation to Participate

Study: To determine what former County Teachers of the Year identify and describe as the methods they use for culturally responsive classroom management with respect to Brown’s Five Culturally Responsive Factors (developing personal relationships, creating caring learning communities, establishing a business-like learning environment, establishing congruent communication processes and, teaching with assertiveness and clearly stating expectations).

September 2019

Dear Prospective Study Participant:

You are invited to participate in a phenomenological, qualitative study to determine what former County Teachers of the Year identify and describe as the methods they use for culturally responsive classroom management with respect to Brown’s Five Culturally Responsive Factors (developing personal relationships, creating caring learning communities, establishing a business-like learning environment, establishing congruent communication processes and, teaching with assertiveness and clearly stating expectations). The main investigator of this study is Brian J. Redmond, Doctoral Candidate in Brandman University’s Doctor of Education in Organizational Leadership

program. You were chosen to participate in this study because you are identified as a successful teacher as a Teacher of the Year in San Bernardino or Riverside County.

Twelve former County Teachers of the Year from San Bernardino and Riverside counties who received the award in the past six years were chosen for this study. Participation should require about one hour of your time and is entirely voluntary. You may withdraw from the study at any time without any consequences.

PURPOSE: The purpose of this phenomenological study is to determine what former County Teachers of the Year identify and describe as the methods they use for culturally responsive classroom management with respect to Brown's Five Culturally Responsive Factors (developing personal relationships, creating caring learning communities, establishing a business-like learning environment, establishing congruent communication processes and, teaching with assertiveness and clearly stating expectations).

PROCEDURES: If you decide to participate in the study, the researcher will interview you. During the interview, you will be asked a series of questions designed to allow you to share your experiences as a teacher who implements culturally responsive teaching methods in your classroom. I also agree to provide work samples or lesson plans that might be referenced in the interviews and surveys.

RISKS, INCONVENIENCES, AND DISCOMFORTS: There are minimal risks to your participation in this research study. It may be inconvenient to spend up to one hour in the interview. However, the interview session will be held at an agreed upon location, or over the phone/webcam to minimize this inconvenience.

POTENTIAL BENEFITS: There are no major benefits to you for participation, however, your input and feedback could help identify the most effective teaching methods to implement for a successful culturally responsive classroom. The information from this study is intended to inform researchers, policymakers, and educators. Additionally, the findings and recommendations from this study will be made available to all participants.

ANONYMITY: Records of information that you provide for the research study, and any personal information you provide, will not be linked in any way. It will not be possible to identify you as the person who provided any specific information for the study.

You are encouraged to ask questions, at any time, that will help you understand how this study will be performed and/or how it will affect you. You may contact me at [redacted] or by email at redm2404@mail.brandman.edu. You can also contact Dr. Phil Pendley by email at pendley@brandman.edu. If you have any further questions or concerns about this study or your rights as a study participant, you may write or call the Office of the Executive Vice Chancellor of Academic Affairs, Brandman University, 16355 Laguna Canyon Road, Irvine, CA 92618, (949) 341-7641.

Respectfully,
Brian J. Redmond
Brian J. Redmond
Doctoral Candidate, Brandman University

APPENDIX C

Research Participant's Bill of Rights



BRANDMAN UNIVERSITY INSTITUTIONAL REVIEW BOARD

Research Participant's Bill of Rights

Any person who is requested to consent to participate as a subject in an experiment, or who is requested to consent on behalf of another, has the following rights:

1. To be told what the study is attempting to discover.
2. To be told what will happen in the study and whether any of the procedures, drugs or devices are different from what would be used in standard practice.
3. To be told about the risks, side effects or discomforts of the things that may happen to him/her.
4. To be told if he/she can expect any benefit from participating and, if so, what the benefits might be.
5. To be told what other choices he/she has and how they may be better or worse than being in the study.

6. To be allowed to ask any questions concerning the study both before agreeing to be involved and during the study.
7. To be told what sort of medical treatment is available if any complications arise.
8. To refuse to participate at all before or after the study is started without any adverse effects.
9. To receive a copy of the signed and dated consent form.
10. To be free of pressures when considering whether he/she wishes to agree to be in the study.

If at any time you have questions regarding a research study, you should ask the researchers to answer them. You also may contact the Brandman University Institutional Review Board, which is concerned with the protection of volunteers in research projects. The Brandman University Institutional Review Board may be contacted either by telephoning the Office of Academic Affairs at (949) 341-9937 or by writing to the Vice Chancellor of Academic Affairs, Brandman University, 16355 Laguna Canyon Road, Irvine, CA, 92618.

Brandman University IRB

Adopted

November 2013

APPENDIX D

Informed Consent

BRANDMAN UNIVERSITY
16355 LAGUNA CANYON ROAD
IRVINE, CA 92618

RESEARCH STUDY TITLE: Culturally Responsive Classroom Management Techniques and Former Riverside County and San Bernardino County Teachers of the Year: A Phenomenological Study.

RESPONSIBLE INVESTIGATOR: Brian J. Redmond, Doctoral Candidate

TITLE OF CONSENT FORM: Consent to Participate in Research

PURPOSE OF THE STUDY: This study is being conducted for a dissertation for the Doctor of Education in Organizational Leadership program at Brandman University. The purpose of this phenomenological study is to determine what former County Teachers of the Year identify and describe as the methods they use for culturally responsive classroom management with respect to Brown's Five Culturally Responsive Factors (developing personal relationships, creating caring learning communities, establishing a business-like learning environment, establishing congruent communication processes and, teaching with assertiveness and clearly stating expectations).

PROCEDURES: In participating in this research study, I agree to partake in an audio-recorded, semi-structured interview. The interview will take place, in person, at a pre-determined location, or over the phone/webcam and will last about an hour. During the interview, I will be asked a series of questions designed to allow you to share your experiences as a teacher who implements culturally responsive teaching methods in your classroom. I also agree to provide work samples or lesson plans that might be referenced in the interviews and surveys.

I understand that:

- a) The possible risks or discomforts associated with this research are minimal. It may be inconvenient to spend up to one hour in the interview. However, the interview session will be held at my school site or at an agreed upon location, to minimize this inconvenience. Observations will also be conducted depending upon participants scheduling availability.
- b) I will not be compensated for my participation in this study. The possible benefit of this study is to determine high school teachers' perceptions about the impact of rigor/relevance and personalized learning on the learning experiences and achievement of Gifted and Talented high school students. The findings and recommendations from this study will be made available to all participants.
- c) Any questions I have concerning my participation in this study will be answered by Brian J. Redmond, Brandman University Doctoral Candidate. I understand that Mr. Redmond may be contacted by phone at [redacted] or email at [redacted]. The dissertation chairperson may also answer questions: Dr. Phil Pendley at pendley@brandman.edu.
- d) I may refuse to participate or withdraw from this study at any time without any negative consequences. Also, the investigator may stop the study at any time.
- e) The study will be audio-recorded, and the recordings will not be used beyond the scope of this project. Audio recordings will be used to transcribe the interviews. Once the interviews are transcribed, the audio and interview transcripts will be kept for a minimum of five years by the investigator in a secure location.
- f) No information that identifies me will be released without my separate consent and that all identifiable information will be protected to the limits allowed by law. If the study design or the use of the data is to be changed, I will be informed and my consent re-obtained. If I have any questions, comments, or concerns about the study or the informed consent process, I may write or call the Office of the Executive Vice Chancellor of Academic Affairs, Brandman University, 16355 Laguna Canyon Road, Irvine, CA 92618, (949) 341-7641. I acknowledge that I have received a copy of this form and the Research Participant's Bill of Rights.

I have read the above and understand it and hereby voluntarily consent to the procedure(s) set forth.

Signature of Participant or Responsible Party

Date

Signature of Witness (if appropriate)

Date

Signature of Principal Investigator

Date

Brandman University IRB 2018

APPENDIX E

Audio Release Form

RESEARCH STUDY TITLE: Culturally Responsive Classroom Management Techniques and Former Riverside County and San Bernardino County Teachers of the Year: A Phenomenological Study

**BRANDMAN UNIVERSITY
16355 LAGUNA CANYON ROAD
IRVINE, CA 92618**

I authorize Brian J. Redmond, Brandman University Doctoral Candidate, to record my voice. I give Brandman University and all persons or entities associated with this research study permission or authority to use this recording for activities associated with this research study.

I understand that the recording will be used for transcription purposes and the information obtained during the interview may be published in a journal/dissertation or presented at meetings/presentations.

I will be consulted about the use of the audio recordings for any purpose other than those listed above. Additionally, I waive any right to royalties or other compensation arising correlated to the use of information obtained from the recording.

By signing this form, I acknowledge that I have completely read and fully understand the above release and agree to the outlined terms. I hereby release all claims against any person or organization utilizing this material.

Signature of Participant or Responsible Party

Date

APPENDIX F

Qualitative Interview Question Development Matrix

Research Questions	Interview Question(s)	Source
<p>RQ1 What do former County Teachers of the Year identify and describe as the methods they use for culturally responsive classroom management with respect to <i>developing personal relationships</i>?</p>	<p>IQ1 Please describe the methods you use for culturally responsive classroom management with respect to <i>developing personal relationships</i>?</p>	<p>Source 1 - Brown et al Theoretical Framework.</p>
<p>RQ2 What do former County Teachers of the Year identify and describe as the methods they use for culturally responsive classroom management with respect to <i>creating caring learning communities</i>?</p>	<p>IQ2 Please describe the methods you use for culturally responsive classroom management with respect to <i>creating caring learning communities</i>?</p>	
<p>RQ3 What do former County Teachers of the Year identify and describe as the methods they use for culturally responsive classroom management with respect to <i>establishing a business-like learning environment</i>?</p>	<p>IQ3 Please describe the methods you use for culturally responsive classroom management with respect to <i>establishing a business-like learning environment</i>?</p>	
<p>RQ4 What do former County Teachers of the Year identify and describe as the methods they use for culturally responsive classroom management with respect to <i>establishing congruent communication processes</i>?</p>	<p>IQ4 Please describe the methods you use for culturally responsive classroom management with respect to <i>establishing congruent communication processes</i>?</p>	

<p>RQ5 What do former County Teachers of the Year identify and describe as the methods they use for culturally responsive classroom management with respect to <i>teaching with assertiveness and clearly stating expectations</i>?</p>	<p>IQ5 Please describe the methods you use for culturally responsive classroom management with respect to <i>teaching with assertiveness and clearly stating expectations</i>?</p>	
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Notes:

1. Each Research Question must be addressed.
2. Interview Questions should tie directly to a Research Question.
3. Each Interview Question should have a source/rationale for asking it that ties directly to the purpose and RQ's of the study so the information acquired addresses the Purpose and RQ's.

APPENDIX G

Interview Protocol

Interviewer: Brian J. Redmond

Interview time planned: Approximately one hour

Interview place: A convenient agreed upon location or phone/webcam

Recording: Digital voice recorders

Written: Field and observational notes

Introductions:

Introduce ourselves to one another.

Opening Statement: [Interviewer states:] Thank you for taking time to meet with me and agreeing to participate in this interview. To review, the purpose of this study is to determine what former County Teachers of the Year identify and describe as the methods they use for culturally responsive classroom management with respect to Brown's Five Culturally Responsive Factors (developing personal relationships, creating caring learning communities, establishing a business-like learning environment, establishing congruent communication processes and, teaching with assertiveness and clearly stating expectations). The questions I will ask are written to elicit this information and to provide you an opportunity to share any personal stories and experiences you have had, at your discretion, throughout this interview. Also, your identity will remain anonymous, our interview will not take place until after a consent form is signed, and I encourage you to be open and honest for the purposes of this research study.

Interview Agenda: [Interviewer states:] I anticipate this interview will take about an hour today. As a review of the process leading up to this interview, you were invited to participate via phone call, and signed an informed consent form that outlined the interview process and the condition of complete anonymity for this study. We will begin with reviewing the Letter of Invitation, Informed Consent Form, the Participant's Bill of Rights, and the Audio Release Form. Then after reviewing all the forms, you will be asked to sign documents pertinent for this study, which include the Informed Consent and Audio Release Form. Next, I will begin the audio recorders and ask a list of questions related to the purpose of the study. I may take notes as the interview is being recorded. If you are uncomfortable with me taking notes, please let me know and I will only continue with the audio recording of the interview. Finally, I will stop the recorder and conclude our interview session. After your interview is transcribed, you will receive a copy of the complete transcripts to check for accuracy prior to the data being analyzed. Please remember that anytime during this process you have the right to stop the interview. If at any time you do not understand the questions being asked, please do not hesitate to ask for clarification. Are there any questions or concerns before we begin with the questions?

Background Question: What do former County Teachers of the Year identify and describe as the methods they use for culturally responsive classroom management with respect to Brown's Five Culturally Responsive Factors?

Content Questions: The purpose of this phenomenological study is to determine what former County Teachers of the Year identify and describe as the methods they use for culturally responsive classroom management with respect to Brown's Five Culturally Responsive Factors (developing personal relationships, creating caring learning communities, establishing a business-like learning environment, establishing congruent communication processes and, teaching with assertiveness and clearly stating expectations).

IQ1 Preface - Developing personal relationships and mutual respect through individualized attention. The first aspect of D. F. Brown's (2003, 2004) culturally responsive factors is Developing Personal Relationships and Mutual Respect Through Individualized Attention. This factor can be broken down into individual components of relationships and networks, and trust (D. F. Brown, 2003, 2004; McGregor, 2012).

IQ1 Please describe the methods you use for culturally responsive classroom management with respect to *developing personal relationships and mutual respect*?

Probe 1 – Can you give examples of what you do in your classroom to promote relationships and networks between students? Between students and teacher?

Probe 2 – Can you give examples of what you do in your classroom to promote trust between students? Between students and teacher?

IQ2 Preface - Creating caring learning communities. In addition to building relationships of trust, students must also feel that they are a part of a learning community that cares about each other (D. F. Brown, 2003, 2004). Students that don't feel like they are cared for by the authority figure are less likely to become part of the learning community. G. Gay (2000) pointed out that teachers who care about their students honor their humanity, think highly of them, place high expectations upon them, and use strategies to fulfill their expectations. Teachers that care about their students are cognizant of the fact that they must constantly model academic, social, personal, and moral behaviors and values for their students to emulate (G. Gay 2000).

IQ2 - Please describe the methods you use for culturally responsive classroom management with respect to *creating caring learning communities*?

Probe 1 – Can you give examples of what you do in your classroom to create a caring learning community among students? Between students and teacher?

IQ3 Preface - **Establishing business-like environments.** D. F. Brown (2003, 2004) found that the classroom environment was another important factor in the academic and social success of students. The classroom environment must be inviting and honor diversity (D. Y. Ford, 2005). Teachers have the power to design and run their classroom how they please and should remember how powerful the classroom environment can be in reaching students on a cultural level.

IQ3 Please describe the methods you use for culturally responsive classroom management with respect to *establishing a business-like learning environment*?

Probe 1 – Can you give examples of what you do in your classroom to establish a business-like learning environment between students? Between students and teacher?

IQ4 Preface - **Establishing congruent communication processes.** Congruent communication processes are important to making students feel valued in a culturally responsive classroom setting (D. F. Brown, 2004). The way a teacher communicates with his or her students can determine the effectiveness, and even the destruction, of their relationships with their students (D. F. Brown, 2005).

IQ4 Please describe the methods you use for culturally responsive classroom management with respect to *establishing congruent communication processes*?

Probe 1 – Can you give examples of what you do in your classroom to establish congruent communication processes between students? Between students and teacher?

IQ5 Preface - **Teaching with assertiveness and clearly stated expectations.** Culturally responsive classrooms are run by teachers that are assertive in the way they present information and handle situations in the classroom. This is made easier by establishing expectations that are clear to the learners. Delpit (1995) found that diverse student bodies respected teachers that showed their authority through assertive displays of power.



IQ5 Please describe the methods you use for culturally responsive classroom management with respect to *teaching with assertiveness and clearly stating expectations*?




Probe 1 – Can you give examples of what you do in your classroom to teach with assertiveness?

Probe 2 – Can you give examples of what you do in your classroom clearly state expectations?

APPENDIX H

Brandman Institutional Review Board Approval

BUIRB Application Approved As Submitted: Brian Redmond Inbox x  

MyBrandman <my@brandman.edu> Fri, Oct 11, 9:34 AM (7 days ago)   
to me, Phillip, buirb, Vikki ▾

Dear Brian Redmond,

Congratulations, your IRB application to conduct research has been approved by the Brandman University Institutional Review Board. This approval grants permission for you to proceed with data collection for your research. Please keep this email for your records, as it will need to be included in your research appendix.

If any issues should arise that are pertinent to your IRB approval, please contact the IRB immediately at BUIRB@brandman.edu. If you need to modify your BUIRB application for any reason, please fill out the "Application Modification Form" before proceeding with your research. The Modification form can be found at the following link:
<https://irb.brandman.edu/Applications/Modification.pdf>

Best wishes for a successful completion of your study.

Thank you,
Doug DeVore, Ed.D.
Professor
Organizational Leadership
BUIRB Chair
ddevore@brandman.edu
www.brandman.edu

APPENDIX I

National Institute of Health Certificate

