Campus Leaders' Support of Culturally Responsive Classroom Management Strategies: Single Exploratory Case Study

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This dissertation, directed and approved by the candidate's committee, has been accepted by the College of Graduate and Professional Studies of Abilene Christian University in partial fulfillment of the requirements for the degree

Doctor of Education in Organizational Leadership

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Abstract

This study addressed the growing concern regarding the disproportionate suspension rates experienced by African American students. The problem addressed in this study was the variation in leadership support for teachers implementing culturally responsive classroom management strategies to manage culturally diverse student behaviors. This is important to African American students' educational experiences within the learning environment. This exploratory single case study examined school leaders' and teachers' perspectives on the use of culturally responsive strategies to answer the research questions regarding the definition and descriptions of culturally responsive practices, participants' perspectives on the benefits and challenges of these practices, and the role of school leadership in encouraging or discouraging the use of culturally responsive practices to support student behaviors. This study was grounded in the framework of culturally responsive school leadership. Data were collected via semistructured interviews, surveys, and document reviews from 24 pre-K to fifth-grade teachers and four campus leaders. Inductive thematic and descriptive analyses and a four-factor document review process provided answers to the research questions. The analysis results revealed three themes: self-efficacy, building relationships, and professional development. The results indicate that educators desire to implement culturally responsive practices but face self-efficacy challenges due to insufficient training and support. District and campus leaders should provide ongoing, comprehensive training and support for culturally responsive practices. This study may contribute to reducing suspension disparities experienced among African American students.

Keywords: disparity gap, suspension, disproportionality of African American students compared to White students, culturally responsive practices, culturally responsive leadership,

leadership, equity, discipline, and classroom management practices to support African American

students

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Chapter 1: Introduction

Background of the Study

  A growing concern exists regarding the disparity between African American and White students relating to discipline management in U.S. schools. African American students are disproportionally taken out of the classroom setting and suspended due to behavior issues at a higher rate than White students. African American students experience a suspension rate three times that of White students, resulting in approximately twice as many instructional days lost due to exclusionary discipline measures compared to their counterparts (Larson et al., 2018). Disproportionate exclusionary discipline is particularly problematic due to its contribution to negative outcomes (Girvan et al., 2017). Racial disparities in the distribution of exclusionary consequences are associated with African American students' experiences of unsupportive school climates (Bottiani et al., 2017). These inequitable experiences affect African American students' ability to adjust within the school and classroom setting. This inability to adapt is thus manifested through their behavior (Bottiani et al., 2017).

  As instructional leaders and managers of behavior within the classroom, teachers play a vital role in the existence, continuation, or elimination of the disparity gap between African American and White students within schools (Carter Andrews & Gutwein, 2020). Middle school African American students often believe that the disciplinary gap is partly caused by sociocultural variables in the classroom, precisely the negative implicit prejudices that some teachers unconsciously hold against students of color. As Carter Andrews and Gutwein (2020) found, most African American students are often aware of these biases, as they have seen that students of color tend to be more frequently and strictly punished than their White counterparts. This problem affects all students and teachers in Martin J. Elementary School (pseudonym), a

500-student, 50-staff elementary school in a large Texas urban school district. The growing disparity problem within classrooms both nationally and locally calls for campus leaders and teachers to effectively find new approaches to address their diverse student population's behavioral needs. Bottiani et al. (2017) suggested that research must address ways teachers and educational leaders can provide robust academic instruction while simultaneously reinforcing appropriate behavior in challenging educational environments. Lustick (2017) offered that one-size fits all behavior supports could not be applied collectively without consideration being given to culture and context. As classrooms become more culturally diverse, Lustick asserted, teachers are more prone to devalue and discipline behaviors that deviate from the norm within the mainstream cultural group.

Due to the disproportionality of office discipline referrals (ODRs) between African American students and White students, researchers like Gaisa et al. (2019), Lustick (2017), and Reno et al. (2017) began to study positive behavior strategies such as cultural responsiveness practices to help offer insight and support in addressing the concern. Reno et al. (2017) stated that there have been multiple efforts in school plans to control students' behavior, with little attention given to the cultural norms that could strengthen such efforts.

Concerns have been raised about how campus leaders' and teachers' responsive classroom management practices lack consideration for African American students' cultural backgrounds (Gaisa et al., 2019). Campus leaders share a part in the responsibility for the racial discipline gap. They are entrusted with establishing a positive and safe learning environment that addresses the needs of all stakeholders. In doing so, they often achieve this by adhering to policies and broader social standards that place African American students at risk for school failure and exclusion (DeMatthews et al., 2017).

Continued research review revealed that school leaders' training and coaching support on culturally responsive classroom behavior management practices is needed for all school personnel within the educational learning environment. Culturally responsive practices differ from other classroom management practices. Leaders and teachers who use culturally responsive practices consider students' cultural background experiences, ethnic identities, and behaviors and utilize this information as the network to facilitate instruction, learning, and managing of student behaviors (Hammond, 2015; Katsara, 2021).

Leaders' and school personnel's increased awareness of the disproportionality of suspensions and knowledge of support strategies that reduce the inequities of overrepresentation African American students in exclusionary discipline practices can improve student achievement, especially for students of color (DeMatthews et al., 2017; Katsara, 2021; Lustick, 2017). Campus leaders can support the implementation of culturally responsive classroom behavior management practices by providing educators with consistent, continuous professional development, ongoing observations, and feedback to ensure all stakeholders are successful.

Statement of the Problem

Decades of research show that African American students continue to be disproportionally subject to disciplinary actions, leading to exclusionary consequences at rates much higher than their White counterparts (Larson et al., 2018). African American students make up approximately 16% of the students in the United States. However, according to the U.S. Department of Education Office for Civil Rights (2021), African American students received almost 40% of out-of-school suspension (OSS) and 30% of in-school suspensions (ISS), with African American boys receiving both in-school suspension (20.1%) and out-of-school suspensions (24.9%) at an approximate rate of three times the percentage of their total student

enrollment of 7.7%. This accounts for the largest disparity across all races, ethnicities, and sex groups compared to their counterparts (U.S. Department of Education Office for Civil Rights, 2021; U.S. Government Accountability Office, 2018). This disproportionality has detrimental implications for the educational success of students of color. Research reveals that students who experience a single day of in-or out-of-school suspension could miss up to six hours of instructional time. The interruption in learning puts these students at a heightened risk for low achievement, and in the long term, increases the likeliness of them dropping out of school (Gregory & Roberts, 2017). Though these numbers are concerning nationally, Texas's disparity gap is as concerning. African American students are suspended at an approximate rate two times greater than their counterparts in Texas public schools. In the 2018–19 school year, the Texas Education Agency reported that 20.7% of the 685,775 Black students, 7.7% of the 2.9 million Latino students, and only 4.1% of the 1.5 million White students were suspended by administrators (Finan & Asch, 2020).

It is reasonable to assume that part of this vast disparity may be a disconnect between African American students, their teachers, and their learning environment that has negative consequences. The lack of cultural sensitivity or responsiveness from teachers to the diverse needs of African American students could be a contributing factor to the disconnect between African American students and their teachers (Gregory et al., 2016). Leaders who promote culturally responsive schools are vital to teachers' success within the classroom (Khalifa et al., 2016). Teachers' ability to defuse inappropriate behaviors by incorporating culturally responsive strategies and campus leadership's role in student successful behavior outcomes deserves further research. This study aimed to provide campus leadership and teachers with strategies and systems that support their ability to manage diverse classroom populations and behaviors, reduce

(ODRs), and support work toward laws closing the disparity gap between African American students and their counterparts. Thus, all students, especially African American students, will have a better chance at a successful academic outcome.

The problem addressed in this study was that leadership support of teachers' uses of culturally responsive practices and discipline management strategies to manage culturally diverse student behaviors varies widely. This instability contributes to widely varying classroom behavior outcomes. If the problem continues to go unaddressed, teachers' classroom management practices will continue to contribute to the already existing and growing disparity gap (U.S. Department of Education Office for Civil Rights, 2021), which could significantly impact the social-economic future of all students with a more significant impact on those within the African American community.

Purpose of the Study

The purpose of this single exploratory case study was to examine how campus leaders support teachers' use of culturally responsive practices and discipline management strategies from administration and teachers' perspectives. This study aimed to better understand the perspectives of administrators and teachers regarding the reasons for this variation in support and to offer suggestions for improvements that may reduce suspensions that disproportionately represent the African American student population. The research was conducted at Martin J. Elementary School (pseudonym), an elementary campus within a large Texas urban school district.

Research Questions

This qualitative case study examined the following research questions:

RQ1: How do school principals and teachers describe and define culturally responsive practices?

RQ2: What are school principals' and teachers' perspectives regarding the benefits and challenges of culturally responsive practices in relation to classroom management practices?

RQ3: How does school leadership encourage or discourage teachers' use of culturally responsive practices with regard to classroom management within their classroom setting?

Definition of Key Terms

These terms are used within this research study and are defined to support comprehension of the reading throughout the study.

African American. An African American is considered any individual who is a non-White person of African descent who lives in the United States (U.S. Census Bureau of Labor Statistics, 2021).

Cultural proficiency. Cultural proficiency is the ability to understand and the skills necessary to effectively relate with people from diverse cultural backgrounds (Ezzani, 2014).

Culturally responsive. Culturally responsive pertain to the skills, beliefs, attitudes, behaviors, and actions modeled by educators and leaders. These traits are exhibited to effectively support and address the needs of culturally diverse students within the educational environment (Rios, 2011).

Culture. Culture is the merged pattern of human behaviors (e.g., thoughts, communication, customs, beliefs, and values) of a specific group (Larson et al., 2018).

Disproportionality. Disproportionality is the disparity that exists due to the overrepresentation or underrepresentation of a particular student group in relation to the total student population (Braun et al., 2021).

Exclusionary discipline. Exclusionary discipline is a disciplinary action such as out-of-school or in-school suspension or expulsion that requires the removal of students from the classroom instructional environment for a set period (Kunesh & Noltemeyer, 2019).

Implicit bias. Implicit bias is the attitude, behavior, or treatment towards other individuals based on a specific social group (De Houwer, 2019).

Office discipline referral (ODR). Office discipline referral is a written process by which a teacher refers students to administration for disruptive behaviors not manageable within the classroom through teacher-defined classroom management strategies (Martinez & Zhao, 2018).

Out-of-school suspension (OSS). Out-of-school suspension is a disciplinary consequence by which a student is removed from the classroom and temporarily excluded from the school academic environment and extra-curricular activities (Martinez & Zhao, 2018).

Professional development. Professional development is a process intended to change the professional skills, knowledge, attitudes, and actions of an individual (Nguyen, 2019).

Self-efficacy. Self-efficacy is an individual's perception of their own capabilities to achieve specific task or actions (Larson et al., 2018).

Training. Training is the teaching and learning process to enhance the skills of an individual for the benefit of supporting the individual in applying the knowledge, attitudes, and skills for a specific job (Beach, 1980).

White American. White American is considered any individual having original origins of Europe, the Middle East, or North Africa (U.S. Census Bureau of Labor Statistics, 2021).

Summary

The aim for this study was to add to the existing literature on culturally responsive practices and classroom management strategies for supporting African American students

disproportionally suspended at a higher rate than counterparts. Additionally, the goal for this study was to offer readers a perspective on this topic from the viewpoint of elementary leadership and teachers in the High-Five (name has been anonymized), Texas, urban school district. The study may benefit leaders and teachers who seek to become more culturally responsive in their behavior management practices. This introductory chapter provided an overview of relevant background information related to the disparity between African American and White students with respect to the existing disparity gap within exclusionary disciplinary practices, followed by the study's statement of the problem, purpose, research questions, and key terms relevant to the study. Chapter 2 will provide an in-depth literature review of the disproportionality practices that negatively impact African American students. Additionally, in Chapter 2, justification for the reason for this study will be provided through the current research surrounding culturally responsive classroom practices and its significance in improving or not improving student behaviors to reduce teacher discipline referrals that result in exclusionary consequences that disproportionally affect African Americans compared to White students.

Chapter 2: Literature Review

This chapter provides a presentation of the literature related to how campus leaders support teachers in the use of culturally responsive practices and discipline management strategies. The aim of the study was to better understand the perspectives of administration and teachers regarding the reasons for the variation in support and to offer suggestions for improvements that may reduce suspensions that disproportionally represent the African American student population. The ongoing growth within this existing disparity gap could significantly affect the social-economic future of all students with a considerably significant impact on those within the African American population.

This study was conducted through the lens of the culturally responsive school leadership theory (CRSLT) framework (Khalifa et al., 2016). Following an examination of the CRSLT theoretical framework, the literature review will focus on the five key subtopics listed below as they relate to the discipline disparity gap between African American and White students. This section highlights the body of the literature that addresses the probable cause of office discipline referrals (ODRs) that lead to exclusionary consequence practices that disproportionally affect African American students compared to White students.

The literature reviewed includes current and previous research studies, current books, and journal articles. Using a thematic approach, the literature review section focused on five key subtopics:

1. Background overview of the diversity-disparity issue in U.S. public schools
2. Possible causes of the discipline disparity gap
3. Characteristics of a culturally responsive managed classroom
4. Educators' perspective on culturally responsive classroom practices

5. The role of leadership in cultivating a culturally responsive school.

Literature Search Methods

The literature review was employed through a search methodology to find and include all the articles on culturally responsive school leadership (CRSL) and culturally responsive (CR) practices within the elementary classroom that support positive classroom management practices. Databases used in this review of the literature were Google, Google Scholar, academic scholarly search engines (JSTOR, ProQuest, SAGE, ERIC), and the Abilene Christian University library. Keywords and phrases, searched from 2017-2022, were as follows: *disparity gap*, *suspension*, *disproportionality of African American students compared to White students*, *culturally responsive practices*, *culturally responsive leadership*, *leadership*, *equity*, *discipline*, and *classroom management practices to support African American students*.

Theoretical Framework Discussion

This study is grounded in the theoretical framework of culturally responsive school leadership theory outlined in the work of Khalifa et al. (2016). This theory is situated within the leadership framework at the school level, focusing on the influence principals have on the school environment (Khalifa et al., 2016). Principals are the instructional leaders. They can affect teachers' professional learning, instructional delivery, and students' academic outcomes. Principals are also transformational. School leaders can create a positive environment that encourages and promotes relationship building, trust, and inclusion through a unified vision that is messaged throughout their campus. They can also create the opposite through leadership and support that does not foster trust and inclusion for all stakeholders (Khalifa et al., 2016).

The theory, developed by Khalifa et al. (2016), focuses on ethics of care, the academic achievement of marginalized student populations, the culture of all individuals, and ways to

eliminate the thought process that supports deficit thinking within the school setting. Through this theoretical framework, Khalifa et al. (2016) sought to provide ways leadership can implement systems and practices that promote inclusiveness and support diversity within the school environment.

CRSLT encompasses four components that support diversity, inclusion and culturally responsive practice that provides equity within the learning environment for learners (Khalifa et al., 2016). The components that make up the theory are as follows:

- Critically Self-Reflects on Leadership Behaviors: within this component, leadership uses data and other indicators to measure CRSL within the learning environment. The leader is committed to continuous learning of cultural practices and content, including parents and community voices, to assist with self-reflection and measuring the cultural responsiveness in the school.

- Develops Culturally Responsive Teachers: within this component, leadership develops teacher capacities for culturally responsive pedagogy, creates culturally responsive professional development opportunities, and uses school data to see cultural gaps in achievement, discipline, and remedial services.

- Promotes Culturally Responsive/Inclusive School Environment: within this component, leadership is accepting of indigenized, local identities, building relationships to reduce anxiety among students and teachers, model CRSL for staff in building interactions with all stakeholders, use student voices, and uses school data to discover and track disparities in academic and disciplinary trends.

- Engages Students, Parents, and Indigenous Contexts: within this component, leadership are servant leaders who foster positive relationships with the community by identifying a

common ground between the school and the community. The servant leader serves as a

supporter and social advocate for community-based causes, resists deficit descriptions of

families and students and works to build relationships directly with students.

Culturally responsive school leadership theory provides a solid foundation for this study as the

four concepts formulated within this theory align with the study of culturally responsive

management practices within the classroom setting and leadership's responsibility to lead

inclusive schools that recognize the diverse needs of all stakeholders within their schools.

Origin of CRSLT and How it Has Evolved Over Time

Culturally responsive school leadership theory originated from and is situated within the

origin of culturally relevant pedagogy theory derived by Gloria Ladson-Billings over 25 years

ago, in 1995 (Johnson, 2014; Karatas, 2020; Ladson-Billings, 1995, 2009). Ladson-Billings'

research focused on the pedagogical skills of low socioeconomic schools whose demographics

were mainly African American students and the effective practices of the teachers who were

successful in teaching all students, specifically African American students (Karatas, 2020;

Ladson-Billings, 1995, 2009).

Ladson-Billings' (1995, 2009) study looked at the state of education for African

American students and all children of color who lived in poverty. Ladson-Billings (1995, 2009)

defined three fundamental components of culturally relevant pedagogy required in the classroom

for disadvantaged students to be successful: (a) there had to be a strong focus on student learning

and academic success, (b) there had to be a support of students' consciousness of social

inequalities, and (c) a focus on student cultural skills that help students develop positive social

identities (Johnson, 2014; Karatas, 2020; Ladson-Billings, 1995, 2009). Ladson-Billings (1995,

2009) believed through these culturally relevant practices, teachers could support students socially, emotionally, and politically in addition to growing them academically.

Catapulting off Ladson-Billings' (1995, 2009) work, Gay (2010) pushed the evolution of culturally relevant practices pedagogy by arguing that culturally relevant teaching alone was not enough to support the challenges minoritized students faced. Gay (2010) stressed the need for a multidimensional reform and transformation of the entire educational system in areas such as funding, making of policies, to school administration (Aronson & Laughter, 2016). Gay (2010) argued these areas also needed to incumbencies a culturally responsive framework to effectively address the needs of marginalized students, especially those of color, from a social, economic, and political inequality perspective (Aronson & Laughter, 2016). Gay (2010) contended that school leaders must require that the entire school climate and culture center around culturally responsive education and pedagogy to support marginalized students' racial and cultural identity in addition to culturally relevant teaching practices (Aronson & Laughter, 2016).

Gay (2010) offered educators and leaders the concept that culturally responsive teaching and education rest within five characteristics. Culturally responsive teachers are: (a) socially and academically empowering; (b) multidimensional, validates every student's culture; (c) socially, emotionally, and politically comprehensive; (d) they are transformative of schools and society; and (e) culturally responsive teachers are liberating and freeing from oppressive educational practices and beliefs (Aronson & Laughter, 2016).

In 2013, Gay (2013) extended her theory to provide four steps to implementing culturally responsive teaching: (a) Replace deficit perspectives of communities and students; (b) Teachers must understand the critics' resistance to culturally responsive teaching, so they are knowledgeable in how to implement it; and (c) Teachers must understand why culture and

differences are critical philosophies to culturally responsive teaching, considering their importance to one's humanity (Aronson & Laughter, 2016). Both Ladson-Billings' (1995, 2009) and Gay's (2010, 2013) framework of culturally relevant pedagogy and culturally responsive teaching focus on encouraging students to develop and engage with social justice, social change, and civic ideals and teachers connecting those ideals in student learning experiences (Bassey, 2016).

Ladson-Billings' (1995) and Gay's (2010) theories present both similarities as well as difference between them. Ladson-Billings' (1995) culturally relevant pedagogy aims to influence the character and attitude of the teacher, whereas Gay's (2010) culturally responsive teacher focuses on the behaviors and actions of the classroom teachers (Aronson & Laughter, 2016). It is the similarities between the two theories that connect with Khalifa et al. (2016) culturally responsive school leadership theory. Aligned with Khalifa et al. (2016), Gay (2010) and Ladson-Billings (1995) speak to the value of including students' culture in all areas of the school learning experience, which is at the heart of the culturally responsive leadership theory.

Gay (2010, 2013) and Ladson-Billings' (1995, 2009) theory of culturally responsive and relevant pedagogy and teaching principles, along with Khalifa et al. (2016) culturally responsive school leadership theory, is applied to develop the theoretical framework of culturally responsive leadership for this study.

Table 1

Synthesis of Khalifa, Ladson-Billings, and Gay

Culturally responsive school leadership	Culturally relevant pedagogy	Culturally responsive teaching
Critically Self-Reflects on Leadership Cultural Behaviors	Cultural Competence that supports students in developing positive social identities	Multidimensional, Cultural validation of every student
Develops Culturally Responsive Teachers Promotes Culturally Responsive/Inclusive School Environment	Learning and Academic Success/Achievement	Socially and Academically Empowering Social, Emotional, and Political comprehensiveness
Engages Students, Parents, and Indigenous Contexts	Social, Political Consciousness	Transformative: School, Social, Societal. Emancipation/Liberation from oppressive educational practices and beliefs

How/Where CRSLT is Used

With the continuous change in the demographic makeup of schools today, school leadership must develop engaging ways to form authentic relationships and build partnerships with diverse cultures and marginalized populations (Gordon & Ronder, 2016; Wang et al, 2022). Culturally responsive school leaders focus on leadership practices and beliefs that support policies which promote an inclusive school environment for students and families from culturally and ethnically diverse backgrounds (Johnson, 2014; Karatas, 2020; Ladson-Billings, 1995, 2009).

Districts and educational leaders who use culturally responsive leadership (CRL) are reflective leaders who consciously make institutional adjustments that support and embrace all cultures. They are transformational and social action-driven (Gordon & Ronder, 2016; Lopez, 2015; Wang et al., 2022). Districts who use CRL practices within their schools encourage and

promote academic achievement through the incorporation of culturally responsive focused instruction and curriculum within teachers' classrooms (Wang et al., 2022). Culturally responsive school leaders seek to incorporate the history, values, and cultural knowledge of students while promoting high academic expectations for student achievement (Gordon & Ronder, 2016; Khalifa et al., 2016; Wang et al., 2022). Culturally responsive school leaders create culturally responsive learning environments through professional developments, coaching, and goal-based evaluations that center on equity and academic achievement outcomes for all students (Benitez, 2010; Learned-Miller, 2017). Leaders and teachers who use culturally responsive practices collaborate with the community they serve, seeking feedback and modifying the learning environment to meet the academic, social, and political needs of their culturally diverse student population (Brown & Steele, 2015; Gordon & Ronder, 2016). CRSL framework supports leaders, teachers, and other educational professionals in being responsive to all students' needs, especially marginalized ones (Brown & Steele, 2015; Khalifa et al., 2016; Theoharis, 2010).

Criticisms/Shortcomings of CRSLT

It has been over 65 years since the United State Supreme Court case *Brown v. Board of Education* (1954; Knoester & Au, 2017). This groundbreaking case pushed for the desegregation of education to provide African American students equal and equitable access to academic and learning resources compared to their counterparts (Frankenberg et al., 2019; Knoester & Au, 2017; Mavrogordato & White, 2020). Though schools today have made significant strides in that direction, research shows that there are still equitable, social, and political gaps for African Americans and students of color in today's school system (Knoester & Au, 2017; Watson, 2018).

With achievement and opportunity gaps in relation to student equity at the forefront of educational conversations, many districts are seeking new and innovative ways to ensure all students are included in the learning school community (Watson, 2018). The achievement gap focuses on the ongoing disparity variances between different groups of students in academic performance and educational achievement (NCES, 2020; Shukla et al., 2022). In comparison, the opportunity gap centers around the inequitable and unequal distribution of opportunities and resources (Shukla et al., 2022). The opportunity gap focuses on an unleveled playing field for students in the educational area from a race, ethnicity, or other environmental factor perspective that prevents them from achieving academically and ultimately within border society (Shukla et al., 2022). It is believed that these mediating factors hinder one group from another in achieving and experiencing certain opportunities that would allow them to otherwise be equally academically successful as their counterparts (NCES, 2020; Shukla et al., 2022).

Strong academic leadership, school policies, and practices can promote conditions that encourage student success and equitable access to educational resources for all student groups (Byrd, 2016; Watson, 2018). However, the barriers leaders face in closing the gap between achievement and opportunities lie in their inability to acknowledge and recognize their own biases about students and their family members whose cultural backgrounds are different from their own (Knight-Manuel et al., 2019; Wright et al., 2018).

A barrier such a lack of professional development and training by districts that build leaders' and staffs' capacity to understand the cultural customs and language of others and see them as a learning advantage for all in the classroom instead of a deficit for the student may pose a problem for leaders, leading from a CRSL lens (Wright et al., 2018). Shukla et al. (2022) referenced this inability to embrace the cultural assets of others as deficit thinking. Deficit

thinking refers to a belief that marginalized groups are the cause of their situation or posse internal deficiencies that prevent them from learning (Davis & Museus, 2019; Shukla et al., 2022; Valencia, 1997). This belief takes the blame and places it on the student and families for the students' inability to achieve and not the school learning environment (Davis & Museus, 2019; Shukla et al., 2022; Valencia, 1997).

Another barrier that may prevent the inclusion of culturally responsive practices within school systems is the leaders' and educators' lack of belief in the effectiveness of CRSL and CR practices (Byrd, 2016; Khalifa et al., 2016). The key foundation of CRSL and CR practices require leaders and teachers to embrace and relate to the home environment and experiences of their students to create inclusive learning experience that enhance their ability to formulate social and political awareness about the world around them and apply those life experiences as part of their personal leaning experiences to support effective learning outcomes (Byrd, 2016; Gay, 2010; Khalifa et al., 2016; Ladson-Billings, 1995, 2009; Ledesma & Calderón, 2015).

Despite these barriers, research suggests that creating a culturally responsive environment may support educators and leaders in the reduction of teacher-student conflicts that results from perceived misbehaviors when in fact the student actions may be a culturally appropriate behavior pattern (Byrd, 2016).

Other Frameworks Considered

Other frameworks, such as cultural difference theory, social identity theory, and critical social theory, were considered but were found inappropriate for this study as they did not effectively address the role leadership plays in creating a strong inclusive school environment from a culturally responsive perspective which is an essential focus of this study. Thus, culturally responsive school leadership is most appropriate for this study.

Cultural difference theory is framed on the assumption that students' approach to education and learning is centered around the cultural difference experienced in their home environment and is duplicated within their school environment in order for them to be academically successful (Carlone & Johnson, 2012). Cultural difference theory's fundamental principle is that the culture of a school reflects the culture of the dominant class, also known as the culture of power (Carlone & Johnson, 2012). Thus, those who are from a non-dominant class of students tend to have fewer positive experiences as they try to navigate a culture, they are unfamiliar with, and without teachers being intentional in teaching cultural differences, non-dominant students will face difficulty in learning what is expected of them in order to be successful in school (Carlone & Johnson, 2012). Cultural difference theory emphasizes the importance of the teacher, home, and school environment connection (Carlone & Johnson, 2012). Though culture was addressed in this study, it was not with the intent to define the dominant or nondominant group in relation to home and the teacher experience alone. The aim of this study was to better understand the variation in discipline practices among leadership and teachers that disproportionally affect African American students compared to their counterparts.

Introduced in the 1970s by psychologists Tajfel and Turner (Trepte & Loy, 2017), social identity theory is centered around three cognitive processes, social comparison, social identification, and social categorization, and how these cognitive processes effects one's intergroup behaviors (Trepte & Loy, 2017). These three cognitive processes cause individuals to define themselves with certain group memberships and motivate them to maintain positive social identity by seeing their social group as more favorable than other social groups, also known as in-group, out-group classification (Trepte & Loy, 2017).

Social comparison is when individuals compare their group to other groups in relation to social status and prestige (Trepte & Loy, 2017). In this group, members' positive self-esteem is based on their believing they are of higher social standing than the out-group. Social identification is the action of identifying oneself as a group member (Trepte & Loy, 2017). This association causes one to act and behave in a manner that they believe favors their identification with that group. Social categorization focuses on the similarities of individuals within the same group and the differences between those within a different group (Trepte & Loy, 2017). Though demographic groups were looked at within this study, it was not for the sake of defining social groups and how one identifies with or does not identify with a specific class of individuals, making this theory inappropriate for this study.

Critical social theory centers around social justice and empowerment (Craven, 2020; Leonardo, 2004). Critical social theory in the context of education aimed to change the perception that learners are dehumanized objects, that teachers are the ones who whole all knowledge, and instead create a more equitable-based learning environment where teachers and students are collaborators in their learning (Craven, 2020; Leonardo, 2004). The critical social theory approach supports social inclusion and the active engagement of learners in the educational learning process (Craven, 2020; Leonardo, 2004). Though within this study the student-teacher relationship was addressed, it is so through the lens of the teacher's perception in relation to the benefit or non-benefit of culturally responsive practices and how leadership supports the success of both teacher and student in this process. The critical social theory does not effectively address the cultural and social aspects of learning through the leader's lens. Thus, this theory was inappropriate for the current study.

Literature Review

The Diversity-Disparity Issue in U.S. Public Schools

      According to United States government statistics, African American students experience disproportionately high rate of ODRs, leading to exclusionary consequences like out-of-school suspension, in comparison White students (U.S. Government Accountability Office, 2018). Exclusionary school discipline involves the removal of students from the classroom through referrals to the office, resulting in suspension or expulsions. Approximately 2.7 million students were suspended in 2015-2016 (U.S. Department of Education, 2017).

      Losen and Martinez (2020) estimated that U.S. public school children lost nearly 11 million days of instruction in just one year because of exclusionary discipline. Nationally, across grade levels, for every 100 students enrolled in school, 23 days of instruction were lost due to out-of-school suspension. The rates were five times as high for secondary students than elementary. Middle and high school students lost 37 days per 100 students enrolled compared to 7 days per 100 students enrolled at the elementary school level. The disparity is even more significant when broken down by racial groups, with racial groups at the secondary level showing the most disparity (Losen & Martinez, 2020).

      Additionally, African American students at the secondary level lost 103 instructional days per 100 students enrolled, 82 more days than their White counterparts, who lost only 21 instructional days per 100 students enrolled due to out-of-school suspension. The disparity is even more alarming by gender, with Black boys losing 132 instructional days per 100 students enrolled. Black girls at the secondary level hold the second-highest rate with 77 instructional days per 100 students enrolled. This rate is seven times higher than the rate of lost instruction experienced by White girls at the secondary level. According to Losen and Martinez (2020), the

U.S. Department of Education (2017) national report explicitly focused on the Black-White disparity gap because Black students were the racial population group found to have the highest losses in instruction in 43 states.

In Texas, where this study was conducted, at the secondary school level, for every 100 African American students enrolled, 55 instructional days were lost due to out-of-school suspension (OSS), in contrast to White students who lost 10 instructional days due to out-of-school suspension (OSS). However, racial discipline disparities have widened in the past three decades (Welsh & Little, 2018). Within Texas elementary schools the research indicates that Texas teachers discipline African American students for their choice to participate in verbal and physical displays of aggression out of amusement or self-defense purposes. The disparity gap of a specific racial population group seems to constantly be present across all grade levels, suggesting a systemic problem that appears to start as early as preschool across all levels (Welsh & Little, 2018). According to McNeel (2021), during the 2019-20 school year, in Dallas, Texas alone, African American students constituted 21.6% of the 156,739-school enrollment population but represented 51.6% of out-of-school suspensions.

Bottiani et al. (2017) suggested that by 2024, 56% of the student enrollment population in the U.S. public schools are predicted to be students of color. The change in students' ethnic, racial, and cultural diversity in U.S. schools calls for educators and instructional leaders to learn how to support student learning effectively and equitably in the classroom (Bottiani et al., 2017). As the racial diversity of our school population continues to grow, the makeup of teaching professionals is comparatively consistent. Close to 80% of the U.S. public school teachers are non-Hispanic White, with 21% of the teachers entering the educational field being of color. In Texas alone, 57% of the professional teaching population is non-Hispanic White, with only 11%

of the proportion of teachers in the profession being of color, precisely that of Black non-Hispanic (National Center for Education Statistics [NCES], 2020). If teachers, campus leaders, and students are to achieve academic and social success, educators and leaders must acquire the skills to leverage cross-cultural differences effectively within the classroom (Bottiani et al., 2017). Schools, educators, and leaders, who experience transformational results with African American students are those that embrace both the students and their cultural identities as central assets to build upon (Mitchell et al., 2017).

Possible Causes of the Discipline Gap

The equity differences in educational opportunities between African American and White students in K-12 is an ongoing focus for lawmakers, educators, and researchers (Welsh & Little, 2018). Girvan et al. (2017) suggested that this racial disparity gap is linked to subject or objective behaviors. Subjective behaviors are those defined by the teacher. Objective behaviors are those behaviors not defined by the teacher. Inequalities in discipline are said to arise in situations where the teacher must make a decision about the appropriate use of discipline for subjectively defined behaviors (Girvan et al., 2017).

Fallon et al. (2018) suggested several factors that may contribute to such disparities, such as teachers feeling ill-equipped to handle specific classroom behaviors, the lack of necessary training and professional development. The lack of adequate preparation may prevent a teacher's ability to effectively implement behavior intervention strategies that support culturally and linguistically diverse students. Teachers often lack specific coaching on classroom management strategies that directly target the racial disparity gap, impeding their ability to improve student outcomes, particularly for African American students. This is more evident, predominantly in the area of disruptive behaviors and academic engagement (Fallon et al., 2019; Gregory et al., 2016).

Implementing strategies aimed at preventing discipline referrals can contribute to strengthening positive student engagement, teacher-student relationships, attendance, and students overall school experience (Gregory et al., 2016). These efforts can, in turn, foster positive academic outcomes, particularly for African American students.

Fallon et al. (2018) suggested that students from specific racial and ethnic groups are disproportionately referred to the office, suspended, or expelled from schools possibly stemming from a cultural mismatch between teachers and students. A cultural mismatch exists when the majority of the teachers come from a different cultural background in comparison to the student population they teach (Fallon et al., 2018; Reno et al., 2017). Several researchers have highlighted the cultural mismatch between the school and the lives of African American students. This mismatch often leads to miscommunication about the students' actions (Reno et al., 2017).

According to McGrady and Reynolds (2013), teachers tend to view students differently based on race with African American students being less positively viewed by White teachers. This mismatch is more profound with African Americans students from low socioeconomic status (Scott et al., 2019). Takei and Shouse (2008) suggested that White and Black teachers tend to rate African American students' work habits differently basing it exclusively on race with African American students' work rating lower even when controlling for behavior with this practice being more pronounced for White teachers (Scott et al., 2019).

The most substantial discipline gaps that exist between African American and White students are associated with uncooperative behaviors, defiance, and disrespect. This could be attributed to Elementary grade teachers reporting they feel less warmth in their relationships with African American students than with White students (Gregory et al., 2016). One possible reason

for this disconnect between African American students and their teachers could be attributed to the lack of cultural sensitivity or responsiveness of the teachers to the diverse needs of their student population. Classrooms characterized by positive and trusting relationships that actively engage students may contribute to preventing misunderstandings between teachers and non-White students (Gregory et al., 2016). Establishing trust between teacher and student may provide each stakeholder the opportunity to give the other the benefit of the doubt in situations where interactions are unclear (Gregory et al., 2016).

Students who are most likely to experience suspension, expulsion, or removal from the classroom for disciplinary measures are students of color, particularly African Americans and Latinos, males, and those who are low academic achievers (Reno et al., 2017). Providing teachers and leaders with professional development that centers on learning and implementing culturally responsive practices can enhance a school's culture (Reno et al., 2017). Fallon et al. (2018) suggested that the implementation of contextually and culturally appropriate behavior management plans within the classroom can increase academic engagement while decreasing disruptive behaviors.

Teachers who use effective classroom management strategies employ a range of practices to encourage desired behaviors and minimize inappropriate ones. The use of effective behavior management strategies is connected with a reduction in off-task behaviors, improvement in positive peer relationships, enhancement of teacher-student relationships, and a positive impact on a student's academic achievement (Fallon et al., 2018; Gaisa et al., 2019; Reno et al., 2017). When teachers prioritize establishing equitable classroom expectations that focuses on communication in a culturally consistent way with students, teachers enhance the learning experience, thus, reducing ODRs (Gaisa et al., 2019).

Characteristics of a Culturally Responsive Managed Classroom

Though educators' management styles may differ from one classroom to the next,

research show despite variations in style, effective classroom management is essential for high

level student outcomes and reduced behavioral problems within the learning environment (Bulut

Ozsezer & Iflazoglu Saban, 2016; Nisar et al., 2019). Effective classroom management is a

critical element of the overall component in teachers developing a classroom climate that

supports student behavior, promotes engagement, and extend the success of student learning and

achievement (Martin et al., 2016).

Traditional Classroom Management. To ensure the success of student achievement a

teacher must have systems and practices that allows for maintaining a classroom environment

that is conducive to academic and social success (Alarcón & Bettez, 2021; Froyen & Iverson,

1999). Traditional classroom management is defined as the noninstructional practices used in the

classroom by teachers to develop academics, social-emotional learning and reinforcing a

productive educational environment that reduces unacceptable behaviors (Herman et al., 2022;

Martin et al., 2016). Traditional classroom management practices focus more on behavioral,

systematic, and integrative approaches that combine management and instructional strategies

(Alarcón & Bettez, 2021).

Traditionally, leaders and educators see classroom management as being situated in

control, organization, and compliance (Davis, 2017). The traditional approach to managing

behaviors is teacher-centered management with student-teacher interactions defined and limited

by a clear set of rules and expectations (Davis, 2017). Within the traditional behavior

management model teachers are the sole authority in the classroom (Kwok, 2021). This

management approach is based on rules and consequences (Kwok, 2021). This style of

classroom management does not provide for student-centeredness; thus, causing students to form a feeling of alienation (St-Amand et al., 2022). Students who lack a since of belonging become desensitized to the learning process, leading to possible behavior issues and exclusionary type consequences as a result (St-Amand et al., 2022).

Culturally Responsive Managed Classroom. Culturally responsive managed classroom (CRMC) is defined as a frame of thinking teachers uses to support their decision-making that provide equitable opportunities for all students when faced with behavioral issues within the classroom particularly by those nondominant student populations (Metropolitan Center for Urban Education, 2008; Santiago-Rosario et al., 2022; Weinstein et al., 2004).

Gay (2010), Khalifa et al. (2016), and Ladson-Billings (1995) defined a culturally responsive classroom as one in which a teacher seeks to develop and educate all students. Using cultural awareness decision-making actions, a teacher is self-reflective of one's own biases and considers students backgrounds, cultures, home experiences, sociopolitical awareness, and learning abilities to facilitate an environment where all students are engaged in the learning process. The teacher communicates high expectations to support the academic achievement of all students with an emphasis on minority students.

Metropolitan Center for Urban Education (2008) defined CRMC as an approach to managing a class with all students in mind. It is an extension of culturally responsive teaching which takes into consideration students' social experiences, learning styles, backgrounds, to foster equitable learning opportunities for all students.

Research has defined CRMC in various ways, however, the underlying theme found within all definitions is the aim of educators to create equitable learning environments through self-reflection, student-centered practices that consider the cultural, sociopolitical context, and

lived experiences of students in order to administer appropriate yet positive disciplinary practices

that promote successful academic achievement and learning outcomes for all learners (Gay,

2010; Khalifa et al., 2016; Ladson-Billings, 1995; Metropolitan Center for Urban Education,

2008; Santiago-Rosario et al., 2022; Weinstein et al., 2004). For the purpose of this study,

CRMC will be defined as outlined by (Gay, 2010; Khalifa et al., 2016; Ladson-Billings, 1995).

Characteristics of a Culturally Responsive Managed Classroom. Nisar et al. (2019)

suggested there are five characteristics of an effective traditionally managed classroom that

teachers perform in seeking to achieve positive student outcomes. Teachers (a) establish

cooperative relations with students, (b) create a caring climate, (c) organize and implement

instruction that promotes maximizing learning, (d) encourage learners through effective

engaging academic task, and (e) develop and promote students sociological skills using

appropriate intervention practices that support learners with behavior issues.

Though these strategies may support teachers in many ways toward successful classroom

management, traditional classroom management practices lack the support of teachers

establishing expectations that are enforced in an equitable manner and acknowledges the

incorporation of students 'cultural backgrounds, learning styles, and home environment to

support the culturally diverse demographics within the classroom (Bal, 2018; Larson et al.,

2018).

Santiago-Rosario et al. (2022) offered that further consideration should be given to how

teachers use their own knowledge of students' culture when designing instruction and instituting

behavioral disciplinary measures to address the behavioral disparity among racial lines in

relation to school discipline. Paralleled to Gay (2002), Khalifa et al. (2016), and Ladson-

Billings's (1995) culturally responsive pedagogy and behavioral management practices, and

situated in Brown (2004) and Weinstein et al.'s (2004) studies of culturally responsive managed classrooms, Santiago-Rosario et al. (2022) offered five key characteristics found within a CRMC:

1. The teacher is reflective and aware of their own ethnocentrism and broader sociopolitical context. The teacher works to acknowledge their own cultural biases. They are reflective of where those biases, assumptions, and attitudes come from and how they influence their interpretation of students' behaviors that lead to equitable or inequitable discipline practices of students who are culturally different from them.

2. The teacher works to increase their knowledge and understanding of the cultural backgrounds of their students. Teachers who are aware and knowledgeable of their students' cultural backgrounds are more apt to understand the communication style, learning styles, relational patterns, and values of their students. Culturally aware teachers seek to apply this understanding within their pedological practices and when administering disciplinary consequences to ensure equitable and positive teacher-student relationship experiences occur.

3. The teacher uses culturally responsive management strategies that are engaging for all students. These strategies include classroom management practices that have clear expectations that support social and academic goals, improves student engagement, inclusive of community and families, and employee student-centered culturally reflective interventions to address student behavior issues. Incorporation of multicultural curriculums that is reflective and embracing of ethnic backgrounds reflected within the learning environment fostering a since of belong among all students within the learning environment.

4. The teacher pursues being conscious of political and socioeconomics within the educational system and community that impact all students. Their practices are rooted in and framed through the lens of social justice awareness. They use this knowledge to combat the injustices and prejudices necessary to meet the needs of all learners especially for the unjust, unequitable treatments and practices against culturally and linguistically diverse students.

5. In contrast to traditional teacher-centered controlled discipline. The teacher works to develop a classroom community that is caring. The teacher develops equitable expectations through learning of students and their history to build caring positive student-teacher relationships situated in cooperation, collaboration with reciprocal respect. The teacher creates an environment that communicates inclusiveness and diversity. They promote equitable access to learning. When students believe teachers care for them and feel a since of belonging, they are more motivated to learn (Khalifa et al., 2016; Weinstein et al., 2004).

According to Grice et al. (2022), a culturally responsive managed classroom teacher works to understand how culturally, and ethnically diverse students culture influence their classroom behaviors. Teachers within CRMCs are themselves self-reflective about their own cultural and ethical beliefs (Siwatu et al., 2017). Being aware of one's own biases can prevent actions and reactions that are negatively impactful for students especially African Americans and students of color. Teachers knowledgeable about their students' culture, values, sociopolitical context, learning, and communication styles create inclusive cooperative student-centered learning communities within the classroom (Siwatu et al., 2017; Weinstein et al., 2004). They

define equitable expectations that promote learning and academic success for all students (Grice
et al., 2022; Santiago-Rosario et al., 2022; Siwatu et al., 2017; Weinstein et al., 2004).

Table 2

Synthesis of Khalifa, Ladson-Billings, Gay, and Santiago-Rosario

Culturally responsive school leadership	Culturally relevant pedagogy	Culturally responsive teaching	Culturally responsive managed classroom
			Recognize one's own ethnocentrism and biases.
Critically Self-Reflects on Leadership Cultural Behaviors	Cultural Competence that supports students in developing positive social identities	Multidimensional, Cultural validation of every student	Knowledgeable of students' cultural background and incorporates it within the curriculum and discipline practices.
Develops Culturally Responsive Teachers	Learning and Academic Success/Achievement	Socially and Academically Empowering	Dedicated to building caring classroom communities that are situated in high learning expectations.
Promotes Culturally Responsive/ Inclusive School Environment	Social, Political Consciousness	Social, Emotional, and Political comprehensiveness	Inclusive of families and their culture within learning environment Desire to use appropriate classroom management practices to support all student, especially culturally and linguistically marginalized students.
Engages Students, Parents, and Indigenous Contexts		Transformative: School, Social, Societal. Emancipation/Liberation from oppressive educational practices and beliefs	Consciousness and understands the broader socioeconomic and political context of the educational system

Educators' Perception on Culturally Responsive Managed Classrooms

According to Larson et al. (2018), culture is defined as the combination of multiple human behaviors such as communication, customs, learning patterns, norms, foods, values, beliefs, of any social, religious, ethnic, or racial group. Responsiveness is the ability to react appropriately to the cultural dynamics that affect the behavioral ecology of the classroom (Hsiao, 2015). When culture is embedded in and positively responded to within the learning environment by teachers it is referred to as culturally responsive teaching or pedagogy (Larson et al., 2018). As teachers define expectations, support behavior management practices inclusive of student cultures, are self-reflective of their own bias and how those experiences impact their relationship with students are seen as being culturally responsive to the needs of all students particularly those who are from nondominated demographics (Bomer, 2017; Lew & Nelson, 2016).

Teachers' Cultural Beliefs. The educational setting is continuing to become increasingly culturally diverse and students within the classroom setting desire to develop authentic connections with their teachers as a way of forming a since of belonging (Civitillo et al., 2019; Mahmoodi et al., 2022; St-Amand et al., 2022). As the classroom cultural dynamic continues to evolve teachers are the key to setting the standard and creating an all-inclusive culture within the classroom (Civitillo et al., 2019; Mahmoodi et al., 2022).

Teacher cultural beliefs have been researched from multiple theorical frameworks with much of the research focused on a teacher belief related to instructional practice and academic outcomes with little research focused on how teacher's cultural values play in students adapting within their classroom (Schotte et al., 2022). Teacher beliefs is defined as those subjective privileges and assumptions one accepts or desires to be true (Schotte et al., 2022). A teacher's perception or attitude towards diversity play a critical role on how the cultural dynamics in the

classroom are set and how students within their classroom perceive diversity (Mlinar & Krammer, 2021). According to Schotte et al. (2022), there are three philosophies that theorized teachers' beliefs on how they approach cultural diversity within the classroom:

1. Multicultural. Teachers that are multicultural engage in recognizing and appreciating differences in their classrooms. They embrace these differences and find ways to incorporate the students cultural background within the instruction and learning process in the classroom.

2. Colorblind. The opposite of multicultural practices is colorblind. Within this ideology teachers focus less on emphasizing majority-minority groups differences and focuses more on the similarities of the two groups as a way of recognizing students within the classroom. This approach does not account for or recognize individual student differences and cultures within the classroom.

3. Assimilationist. Teachers with this philosophical view see minority students' behaviors and values within their own ethic group as obstacles to successfully adapting within the classroom environment. Teachers with this belief see minority students only being successful when they are able to adapt to the values of the majority and reject their own ethnic values and community. This type of cultural belief could result in teachers' ethnic prejudices that support negative typecasting of students and foster low achievement expectation for minority students.

Teachers influence and beliefs set the stage for how students achieve and perform in the classroom (Mahmoodi et al., 2022). Furthermore, the teachers own perceptions around their capabilities to address the needs all learners is vital to the academic and social success of all students (Mahmoodi et al., 2022).

Traits of Culturally Responsive Teachers. Abacioglu et al. (2020) and Rychly and Graves (2012) have identified three teacher qualities needed to foster culturally responsive teaching that support minoritized students in being academically and socially successful within the classroom setting:

1. Teachers are able to alter their own perception to adopt the viewpoint of their students. They desire to understand the cultural backgrounds and positions of their students, as they create an academic and behavioral learning environment that fosters equitable opportunities, with a focus on enhancing the academic performance of all students, particularly those who are marginalized.

2. Teachers are able to develop positive beliefs and attitudes towards different cultures by first acknowledging and examining their own cultural perspectives and prejudices, and how these biases manifest within the educational setting, to either foster or hinder a feeling of inclusion and academic achievement.

3. Teachers understand the diverse cultural structure within their classrooms and can adjust their teaching practices and behaviors to meet the needs of their students within the classroom.

Benefits to a Culturally Responsive Managed Classroom. Years of research on the benefits of effective management practices and positive learning outcomes can be reviewed (Garwood et al., 2017; Gay, 2006; Martin et al., 2016). Despite the large amount of research existing in relation to effective management practices, studies show teachers continue to indicate that their most common challenge within the classroom is with managing student behaviors (Herman et al., 2022). Furthermore, studies show that a gap still exists between teacher management practices, students' behaviors, and academically successful outcomes specifically

for African American students and students of color (Scott et al., 2019). The variation in disciplinary administrative actions, precisely those that result in exclusionary outcomes have a substantial negative impact on student learning and achievement especially for African American and other students of color (Siwatu et al., 2017).

Studies show that time spent in the classroom is positively connected to optimistic learning outcomes for students (Siwatu et al., 2017). when educators understand and relate to the cultures, values, and life experiences of their students within the classroom they foster authentic relationships that create opportunities for equitable academic outcomes for African American students and students of color compared to their counterparts (Nisar et al., 2019). Culturally responsive managed classrooms promote inclusion, student-centered learning that supports students forming a since of belonging and connectedness to their environment (St-Amand et al., 2022). Within culturally responsive learning environment teachers make student-centered informed decisions when addressing inappropriate behaviors that require administering consequences (Siwatu et al., 2017). Having a strong knowledge and understanding of the connection between classroom behavior and culture can aid in the minimizing of teacher-student cultural conflicts that lead to harsh consequential outcomes for students specifically those of color (Çelik et al., 2012; Martin et al., 2016). Additionally, culturally responsive managed classrooms use an approach that focuses on all students and provides a guide for teachers when faced with instructional and behavior management decisions toward students (Martin et al., 2016; Metropolitan Center for Urban Education, 2008).

Obstacles to a Culturally Responsive Managed Classroom. The key obstacle faced by most teachers is their own level of self-efficacy around their understanding between culturally responsive practices and classroom behaviors causing them to feel or be inadequately prepared to

use the practice within their classroom (Allen et al., 2022). Furthermore, teachers who are reflective of their cultural proficiency level are reluctant to use what they know concerning culturally responsive practices when they feel their chances of being successful are slim (Allen et al., 2022). Cultural proficiency is the ability to understand and have the skills necessary to relate effectively with people from various cultural backgrounds (Ezzani, 2014). Self-efficacy is an individual's perceived belief about their own capabilities to achieve specific tasks or actions (Larson et al., 2018). Mahmoodi et al.'s (2022) and Bandura's (1994) research conveyed that self-efficacy is related to instructional practices, teacher interaction and feedback to students, classroom management and students own self-efficacy within the learning environment. Teachers with a high level of self-efficacy in behavior management see less disruptive student behaviors. These teachers tend to see African American student and students of color behaviors as less problematic and parallel to their White counterpart in comparison to a teacher with low self-efficacy in behavioral management (Larson et al., 2018).

Another challenge for teachers is their inability to recognizes their own biases causing them to perceive student behaviors and culture through their own cultural lens instead of through the eyes of their students (Davis, 2017). Additionally, some students may be reluctant to engage in this form of teaching and support, while others may not (Han et al., 2014). Teachers may be unwilling to discuss cultural differences for fear of showing personal biases toward one group over another (Davis, 2017; Weinstein et al., 2004).

Culturally responsive discipline fosters teachers in creating a nurturing and caring relationship with students around collaboration and cooperation folded in a reciprocated teacher-student positive relationship (Alarcón & Bettez, 2021). However, teachers' cultural proficiency, beliefs and self-efficacy about culturally responsive classroom management practices is

paramount to their success in the implementation of CRMC strategies (Mahmoodi et al., 2022). The inclusion of students' culture, lived experiences, sociopolitical awareness, and learning styles are key characteristics to supporting the academic and social success of students especially African American students and students of color (Allen et al., 2022; Çelik et al., 2012; Davis, 2017).

The Role of Leadership in Cultivating a Culturally Responsive School

In 2000, studies indicated disparities in discipline practices, revealing that African American students were more likely than their counterparts to face expulsion or out-of-school suspension for similar behavior problems (Wallace et al., 2008). Within southern U.S. states, where racial disproportionate discipline is more noticeable, African American students were six to seven times more likely to experience suspension compared to their White counterpart (Brown & Steele, 2015). Lifetime suspension rates are reported as Blacks, 48%, Latins, 23%, and 21% for Whites (Musu-Gillette et al., 2016). Two decades later, in 2021, research shows that not much has improved. According to LaForett and De Marco (2020), this disparity gap is further illuminated when reviewing current data that now shows the disparity is heightened even at the preschool level for African American students. African American preschoolers represent 47% of those suspended, even though they only make up 19% of enrollment.

The continuation of inequitable experiences for Black students is causing reform in school systems' discipline practices. Through culturally and contextually relevant evidence-based behavioral strategies to achieve meaningful lasting positive improvements (Fallon et al., 2019). The Department of Justice recognized that policies did not have to be obviously racist for their impact to produce discriminatory outcomes, so in partnership with the United States Department of Education, the Supportive School Discipline Initiative was designed to hold

schools accountable for reducing racial disproportionality in discipline and encouraged

formalized favorable school discipline policies (Lustick, 2017). Lustick (2017) suggested that

discipline reform must prioritize the needs of culturally and linguistically diverse (CLD)

students. Approaches to classroom management should reflect the sociocultural-centered

techniques, which encourages educators and leaders to consider students' perspectives, identities,

and backgrounds, to enhance shared participation and foster an authentic learning environment

(Gaisa et al., 2019).

      Establishing an environment that fosters inclusiveness and belonging begins with

students feeling they belong, and teachers must believe they have the ability and capacity to

support those feelings. When this is not the case, it is the role of leadership to equip their

teachers with the necessary skills and resources needed to ensure the success of all stakeholders

on their campus (Gaisa et al., 2019). District and campus leaders must ensure effective discipline

strategies are utilized in the classroom that supports African American students' academic and

social-emotional success (Acton, 2018). School leaders and educators who are cognizant of the

cultural inequities that African American students face and how those inequitable experiences

impact their academic progress are more apt to establish high academic expectations and work to

build trusting relationships that foster African American students developing a more positive

view of school (Acton, 2018).

      Cultural responsiveness should be at the for front of initiatives designed to enhance the

performance of underachieving student populations in multicultural societies (Gaisa et al., 2019).

However, limitations in the literature indicated it had been theorized that integrating an explicit

focus on inclusion, cultural responsiveness and equity into teachers' classroom management

practices may prove more effective in promoting academic and behavioral success for African

American students. This, in turn, has the potential to reduce disproportionality. Although various theoretical models have proposed principles and best practices of culturally responsive classroom management, there is limited understanding of how teachers may apply culturally responsive classroom management practices in combination with other defined areas of classroom management and in what manner these practices may cooperatively impact student behavioral outcomes in the classroom (Gaisa et al., 2019).

United States school are not as racially and ethnically diverse than the student population they serve, with approximately 4,492,114 educators working within school district across the United States, 72% are White American females, 10% African American, 12% Hispanic, and 3% Asian (National Center for Education Statistics [NCES], 2020). The educational setting plays a critical role in the academic success of African American students and students of color (Ezzani, 2014). As such it is important for educational leaders to be intentional in their leadership through the transparency of their behaviors and values towards practices and policies that acknowledge diversity and achieve equitable outcomes for marginalized students and students of color (Lindsey & Lindsey, 2016).

Cultural Proficiency and Practices of Culturally Responsive Leaders. The ever-evolving diversity within the K-12 educational system in the United States requires culturally responsive and proficient leaders (Brion, 2019; Nuri-Robins et al., 2007). Culturally responsive school leaders (CRSLs) are culturally proficient leaders who value the differences of others and the growth that results from the knowledge gained about those who are culturally different from them (Lindsey & Lindsey, 2016). As defined within this study cultural proficiency is the ability to understand and have the skills necessary to relate effectively with people from various cultural backgrounds (Ezzani, 2014). Leaders who lead from a culturally proficient lens transfer

collective learning of cultures and families that are inclusive of all stakeholders within the school community (Brion, 2019; Jones & Nichols, 2013).

CRSLs embrace ethical practices and moral principles that challenge polices that are unfavorable to a caring-inclusive learning environment that prevent students from being successful within a culturally diverse society (Brion, 2019; Jones & Nichols, 2013). However, with today's high stake mandated accountability systems taking front and center, leaders focus on creating caring and nurturing classroom cultures sometimes take a backseat and become a secondary focus within their schools (Lindsey & Lindsey, 2016).

Ezzani's (2014), Lindsey and Lindsey's (2016), and Terrell and Lindsey's (2009) research offered essential key guiding principles that exist within a culturally proficient lead organization. Leaders of these organizations:

1. Assess culture. Leaders and organizations that assess culture understand how the individual or organization's culture affects others.

2. Value diversity. Leaders and organizations that value diversity recognizes and see diversity as just different instead of responding to these differences inappropriately.

3. Mange diversity dynamics. Leaders and organizations who work to manage diversity dynamics seek out positive strategies to resolve conflicts that come about among individuals from different cultural backs and possess different values.

4. Adapt to diversity. Leaders and organizations who adapt to diversity seek to create changes to how cultural differences are recognized.

5. Institutionalize cultural knowledge. Leaders and organizations who institutionalize cultural knowledge find ways to integrate adaptations through professional learning avenues.

Using a cultural proficiency competency continuum rubric scale (see Figure 1), in alignment with the key principles from inward to outward reflective approach leaders are reflective of their healthy and unhealthy cultural practices and the organization in which they lead (Lindsey & Lindsey, 2016). Reading the scale from left (unhealthy problematic) destructive to right (healthy practices) constructive behaviors are defined with the goal of leaders themselves and their schools working continuously to move towards and function from the right of the continuum (Lindsey & Lindsey, 2016). The left end of the continuum reflects a school culture where students may be found underperforming while the right end of the continuum focuses on underserving communities. This opens the opportunity for communicating on how changes and practices can shift to the right using the five key principles as the foundation for reflective data-driven communication among diverse groups (Lindsey & Lindsey, 2016).

Figure 1

Leadership and the Cultural Proficiency Continuum

THE CULTURAL PROFICIENCY CONTINUUM: DEPICTING UNHEALTHY AND HEALTHY PRACTICES					
Cultural DESTRUCTIVENESS	Cultural INCAPACITY	Cultural BLINDNESS	Cultural PRECOMPETENCE	Cultural COMPETENCE	Cultural PROFICIENCY
COMPLIANCE-BASED TOLERANCE FOR DIVERSITY			TRANSFORMATION FOR EQUITY		
Cultural destructiveness: Seeking to eliminate references to the culture of "others" in all aspects of the school and in relationship with their communities.	**Cultural incapacity:** Trivializing "other" communities and seeking to make them appear to be wrong.	**Cultural blindness:** Pretending not to see or acknowledge the status and culture of marginalized communities and choosing to ignore the experiences of such groups within the school and community.	**Cultural precompetence:** Increasingly aware of what you and the school don't know about working with marginalized communities. It is at this key level of development that you and the school can move in a positive, constructive direction, or you can vacillate, stop, and possibly regress.	**Cultural competence:** Manifesting your personal values and behaviors and the school's policies and practices in a manner that is inclusive with marginalized cultures and communities that are new or different from you and the school.	**Cultural proficiency:** Advocating for lifelong learning in order to be increasingly effective in serving the educational needs of the cultural groups served by the school. Holding the vision that you and the school are instruments for creating a socially just democracy.

Note. Figure adapted from "Outcomes: Building Cultural Proficiency to Ensure Equity." D. Lindsey and B. Lindsey, 2016, *The Learning Professional*, *37*(1), p. 52. Copyright 2009 by Corwin. Adapted with permission (see Appendix G).

The Cultural Proficiency Continuum highlight six points within Figure 1:

1. Cultural destructiveness: The leaders and educators see the differences and stamp them out.

2. Cultural incapacity: Leaders and educators see differences and make them out to be wrong.

3. Cultural blindness: Leaders and educators see differences and pretend as though they do not.

4. Cultural precompetence: Leaders and educators see the differences and sometimes respond inappropriately.

5. Cultural competence: The leader and educators see the differences and value it.

6. Cultural proficiency: The leader and educator see the difference and esteem it as an advocate for equity.

These six points are used as a guide by organizations and leaders in assessing their healthy and unhealthy values, practices, and policies from a culturally diverse viewpoint (Cross et al., 1989; Lindsey & Lindsey, 2016).

Derived from the work of Cross et al. (1989), the cultural proficiency competency continuum framework and guiding principles are the foundation for leaders becoming culturally proficient. Cross et al. (1989) suggested that cultural competence are a group of compatible behaviors, policies, and attitudes that work together within organizations or among professionals

fostering organizations or professionals in successfully working together in cross-cultural situations.

Table 3

Synthesis of CRSL Framework, LCP Principles, & CR Teacher Traits

Culturally responsive school leadership	Leader competency foundation principles	Culturally responsive teacher traits
Critically Self-Reflects on Leadership Cultural Behaviors	Assess Culture	Replace their own frame of reference to take on that of their students to understand them
Develops Culturally Responsive Teachers	Institutionalize Cultural Knowledge	Teachers are knowledgeable about the cultural make up of their classroom
Promotes Culturally Responsive/Inclusive School Environment	Mange Diversity Dynamics	Teachers formulate positive beliefs and attitudes of other cultures
Engages Students, Parents, and Indigenous Contexts	Adapt to Diversity Value Diversity	Teachers are knowledgeable of their classroom cultural make up and adapt to meet those needs

To effectively lead and educate culturally diverse student populations in today's educational area it is vital that leaders are systematic in their approach (Lindsey & Lindsey, 2016). When assessing diversity, equity, and organizational culture leaders must give attention to the intentionality toward professional learning that supports the building of educators' capacity to manage the ever growing culturally diverse demographics of their classroom (Lindsey & Lindsey, 2016; Terrell & Lindsey, 2009). Leaders who embrace culture differences through the cultural proficiency lens create inclusive condition in the educational setting that promote changes that benefits the school, district, surrounding community, and the students they serve daily (Lindsey & Lindsey, 2016; Terrell & Lindsey, 2009).

Barriers to Leader Cultural Proficiency. According to Lindsey and Lindsey (2016), there are four types of cultural proficiency barriers:

1. Unawareness of the need to adapt: The assumption or belief is that others need to adjust and adapt. These leaders and educators believe that those who are failing or unsuccessful are the ones who need to adjust.

2. Are resistant to change: This barrier is reflective within school systems and educators who do not recognize the need for change in response to the changing diversity around them. They see the system as working for them so those who are not able to succeed are the deficient ones.

3. Benefiting from a sense of entitlement and privilege: Within this barrier leaders and teachers may misuse or mistreat others to preserve superiority of the dominate culture. Within this barrier leaders and teachers are reluctant to see a need for supporting policies or practices that provide entitlement resources to underprivilege individuals while dominate groups gain benefits and privileges from those policies and practices.

4. The lack of acknowledgment of systemic oppression: This barrier refers to practices within school system that affect nondominant groups based on their culture such as the disproportionated suspension rate of African American students and other marginalized ethnic groups compared to White students or racism. These factors or either dismissed by leaders and teachers or they are simply oblivious of them.

Summary

Chapter 2 provided an in-depth literature review of the disproportionality practices that currently exist that negatively impact African American students. Additionally, within Chapter 2 justification was provided for the reason for this study through an exploration of the current

research surrounding culturally responsive classroom practices and its significance in improving or not improving student behaviors to reduce teacher discipline referrals that result in exclusionary consequences that disproportionally affect African Americans compared to White students.

Chapter 3 sets forth the study's methodology and describes in detail the study site, the population of interest, sampling methodology, data collection, and instrumentation. Background demographic characteristics will also be evaluated in Chapter 3.

Chapter 3: Research Method

This single case study explored how campus leaders support teachers in using culturally responsive practices and discipline management strategies. The aim of this study was to better understand the perspectives of administration and teachers regarding the reasons for the variation in support that may reduce suspensions that disproportionally represent the African American student population at Martin J. Elementary School in an urban Texas school district. This chapter provides a design for the qualitative exploratory case study and methodology for this study which explored the following research questions:

RQ1: How do school principals and teachers describe and define culturally responsive practices?

RQ2: What are school principals' and teachers' perspectives regarding the benefits and challenges of culturally responsive practices in relation to classroom management practices?

RQ3: How does school leadership encourage or discourage teachers' use of culturally responsive practices with regard to classroom management within their classroom setting?

This chapter includes the research and methodological design used for the study, the participants, study sample, data collection procedures, instruments used to establish ethical considerations, assumptions, limitations to the research, delimitations, analysis, and a summary of the chapter.

Research Design and Method

The focus of this study was on culturally responsive practices for supporting culturally responsive practices in relation to classroom management through the lived experiences, perceptions, and interpretations of the leadership team and teachers of an elementary campus within a large urban school district. A qualitative methodology with a single exploratory case

study design was suitable for achieving the goal of this research as numbers alone did not address the research questions within this study, and no variables or hypotheses were explored in this study (Nassaji, 2020; Rashid et al., 2019; Rutberg & Bouikidis, 2018; Shufutinsky, 2020).

Qualitative research methods allow for building theories aligned to rich data (Shufutinsky, 2020). It is vital with this type of methodology that a strong relationship is built with the participants in the study, as the participants within the study can provide the opportunity to gather empirical insights into the organization or groups' social practices (Ebneyamini & Sadeghi Moghadam, 2018).

A qualitative methodology was suitable for this study because it allowed for gathering rich, detailed data that numbers alone cannot prove. Qualitative methods allow for exploring an array of questions for which a quantitative method would not be suitable.

The emphasis of a quantitative study is on the use of numbers and accuracy, as opposed to the focus on lived experiences and human perceptions as in a qualitative study (Nassaji, 2020; Rutberg & Bouikidis, 2018). Quantitative research is used when the aim is to determine relationships between variables and outcomes from a developed hypothesis. No variables or hypotheses are explored in this study.

Additionally, a mixed-method approach involves combining qualitative and quantitative methodology and weaving together the data findings to draw conclusions about the research questions (Rutberg & Bouikidis, 2018). This method was also unsuitable for this study as the characteristics of a quantitative method are not utilized within this research. With this study the desire was to gain new insights through the perceptions of the lived experience of leaders and educators related to culturally responsive practices and classroom management strategies.

The study aimed to understand better the "why" for the variation in discipline practice by leaders and teachers of African American and White students that contributes to the disparity gap between the two student groups. The qualitative method is appropriate for research that explores the meanings, individuals, or groups attached to a person or a social issue. The study addresses the social aspect of the research on a problem that is not well understood (Rashid et al., 2019; Rutberg & Bouikidis, 2018). Utilizing this research method will provide a holistic view of the problem being studied to support a more objective reporting of the findings (Aldiabat & Le Navenec, 2018).

This research study focused on culturally responsive practices for supporting culturally responsive practices in relation to classroom management through the lived experiences, perceptions, and interpretations of the leadership team and teachers of an elementary campus within a large urban school district. A qualitative methodology with a single exploratory case study design was suitable for achieving the goal of this research as numbers alone did not address the research questions within this study, and no variables or hypotheses were explored in this study (Nassaji, 2020; Rashid et al., 2019; Rutberg & Bouikidis, 2018; Shufutinsky, 2020).

The perceptions of school leaders and teachers on culturally responsive practices in managing behaviors are essential if a school desires to have a campus culture that is felt by all stakeholders to be inclusive, specifically those who are believed to be marginalized (Khalifa et al., 2016). A qualitative case study is a research approach that lends itself to studying the problem of how campus leadership support teachers in using culturally responsive practices and discipline management strategies in managing culturally diverse student behaviors from a holistic view (Shufutinsky, 2020). The observations conducted within a case study allow for

studying many different aspects, to examine them in relation to each other and observe the process within its real-world environment (Rashid et al., 2019).

Though a qualitative case study research methodology, the aim is to understand and depict the cultural world from the participants' perspective without exerting influence, altering the cultural events or interactions taking place at the study site (Ebneyamini & Sadeghi Moghadam, 2018). By collecting observations, interviews, and documentary data, case study research offers a qualitative approach that allows for a comprehensively account of different social actions, behaviors, interactions, and beliefs within the organization or group being studied (Moser & Korstjens, 2018). Additionally, this form of qualitative study supports in the presenting of a holistic picture of the culture and problem being researched through the use of multiple data sources.

The research design for this study was a qualitative exploratory case study. A case study is a research design used when one seeks to understand people, a particular problem, or a unique situation in greater depth (Bas & Kivilcim, 2017; Crowe et al., 2011; Ridder, 2017). A case study is beneficial when there is a desire to understand an issue or phenomenon in its natural, real-life context (Bas & Kivilcim, 2017; Crowe et al., 2011; Ridder, 2017). The goal of this study was to understand leaders' and teachers' perceptions of the relationship between culturally responsive practices and classroom management strategies in supporting or not supporting African American students in having a more successful experience within the school environment. The research took place within the participants' natural school environment.

The possible advantages of a single case study are seen in the, what, why, and how things happen (Ridder, 2017). Using a case study design, a deeper look at the cause of the phenomenon can be taken. Case study data can lead to identifying patterns and relationships that create or

extend a theory (Ridder, 2017). This design is best for this research study as it looked at the how, what, and why of a study. The aim of this study was to look at the why behind the disparity gap between African American and White students, what are the possible causes, and how leaders and teachers could address this concern from the perspective of the benefits or lack thereof in using culturally responsive practices to support all stakeholders in experiencing success within the classroom.

There are three types of case studies exploratory, explanatory, and descriptive, as identified by (Bas & Kivilcim, 2017; Ridder, 2017). An exploratory case study is best when the intent is to explore a phenomenon and not try to explain or describe the phenomenon. This case study type is appropriate for this research which focus is to increase familiarity with the phenomenon and to gain in-depth knowledge of the existing situation within education-related to leaders' and teachers' perceptions and experiences in using culturally responsive practices to support African American students being behaviorally and academically successful within the classroom setting. Thus, reducing disciplinary actions that disproportionally affect students of color, especially African American students.

Qualitative designs such as grounded theory, ethnography, narrative, and phenomenology were also considered for this study. However, these designs were determined inappropriate for this study focus. Grounded theory is best when the aim is to discover or generate a theory surrounding a social issue (Teherani et al., 2015). Within this type of study, the goal is to identify a problem and define a theory of how the participant delt with the problem using the collected data (Teherani et al., 2015). This theory was not suitable for this study as the aim of this study was not to develop and define a new theory from the collected data around culturally responsive practices.

Ethnography is a qualitative theory focused on understanding the social interactions and cultures of a group (Teherani et al., 2015). This type of study requires the individual conducting the research to immerse themselves within the cultural group being studied to gain a deeper understanding through direct observation and interaction with the participants belonging to that specific culture (Teherani et al., 2015). This design does not align with this study. The focus of this study was not to explain in rich description a specific culture group and their shared sets of beliefs but to explore the perceptions of how campus leaders support or do not support teachers in implementing culturally responsive practices that aid with classroom management and support positive student behavior outcomes.

Narrative design is qualitative research focused on the study of participants stories over a period of time to gain a better understanding of the participants experiences (Teherani et al., 2015). The goal of this study was to gain insight from the participants perception of the benefit or non-benefit of culturally responsive practices to support class management. However, it is not focused on emphasizing the participants stories around their experience with culturally responsive practices.

Within a phenomenological study, the aim is to gain data to explain a phenomenon through the lived experiences of the participants (Teherani et al., 2015). The data is explained from the participants point of view (Teherani et al., 2015). Though the study did allow for the gaining of knowledge about the phenomenon of leaders and teachers experience with culturally responsive practice the goal of the study was not to describe the phenomenon of the participants lived experiences using culturally responsiveness practices. The purpose of the study was to explore how leaders and teachers perceived the benefit or not of culturally responsive practices

being integrated in school behavior management practices to support positive student behavior outcomes. Thus, a case study was more appropriate for this study.

Population and Study Sample

Located in a medium urban school district in Texas, this single-exploratory case study examined culturally responsive practices in a high-need, low-social economic elementary campus named Martin J. Elementary (pseudonym). The district consists of approximately 141,764 students, 20% African American, 71% Hispanic, and 5% White with approximately 70% of the students labeled as economically disadvantage (i.e., on free and reduced lunch). It is comprised of 23,371 employees, and 240 campuses. Martin J. Elementary (a pseudonym) is encompassed of approximately 500 students and a teaching staff of approximately 50, of which 42% of the teachers are African American, 16% are White, 36% are Hispanic, and 4% multiple or other. Within the student population 53% are African American, 41% Hispanic/Latino, 1% White, and 4% other. Approximately 95% of the students are on free and reduced lunch, and 46% are labeled as at-risk. This study's interview, document review, and survey portion focused on a sample of approximately 12 third–fifth-grade teacher participants and four campus leaders who comprise the school administrative team. Of the four administrators, three are campus administrators (i.e., principal and assistant principals), and one is the school counselor. In conjunction with guidance from the counselor and administrative team, solicitation of volunteers was conducted when the sample group selected was unable or unwilling to participate in the research.

Recognizing how busy the school year gets toward the second semester with state mandated testing, the initial plan for sampling was not accomplished so purposeful sampling was employed. When the sample size needed for saturation was not achieved through purposeful

sampling, snowball sampling was used to gain the needed participants for the interview and survey portion of the research study. Purposeful sampling, even of small samples, can substantially increase the credibility of the research results (Suri, 2011). The goal of purposeful sampling is to select information-rich cases that will allow one to learn in greater detail the importance of the questions under study (Patton, 1990). Qualitative research methods are not dependent on sample size. Small sample size groups can still yield meaningful patterns within the phenomena and results (Watson, 2018). To achieve data saturation in the interviews and survey, 12 surveys and interviews from different participants was collected. The sample for this research included 24 of the 50 staff members. According to Patton (1990), there are limits to one's ability to apply logic and assumption in making sampling decisions. To maximize the likeliness of teacher and leader's availability during the instructional day when purposeful sampling did not result in the required number of participants, snowball sampling was used. Snowball sampling or chain sampling is a non-probability sampling process by which participants provide referrals that help recruit participants who cases are information rich for the research study (Patton, 1990). This sampling method is beneficial when the desire participation population is not easily accessible (Naderifar et al., 2017).

Materials/Instruments

This exploratory single case study used a qualitative approach comprised of semistructured interviews of campus leaders and teachers, surveys, and document review of discipline records. During the document review, interviews and survey, detailed notes were taken that were transcribed daily on a secure computer in a file that was password protected. During the data collection, 45–60-minute individual semistructured interviews were conducted with the

campus administration team consisting of the principal, assistant principals, counselor, and 24

PreK–fifth-grade teachers.

The final instrument for this qualitative exploratory single case study is a leader and

teacher-focused survey. The survey consisted of 12 participants different from those who

participated in the interview process. The survey was compiled and published using a web-based

program called Google forms. This supported the convenience and ease of administration and

ensured each participant had the same survey experience (Natow, 2020). Collection data methods

were confidential and did not contain any identifiers that would allow one to know the

participants. No students were surveyed or interviewed. All research took place within the

normal school setting during the regular school day.

Semistructured Interviews

One-to-one interviews are a commonly used data collection strategy in qualitative

research (Moser & Korstjens, 2018; Ryan et al., 2009). Semistructured interviews involve

interaction between the interviewer and the interviewee centered on predetermined open-ended

interview questions connected to the topic area (Moser & Korstjens, 2018; Ryan et al., 2009). A

semistructured interview process allows for more flexibility in the interview process as the

ability to ask informal probing questions as themes emerge is possible within this process (Moser

& Korstjens, 2018; Ryan et al., 2009).

Using a one-to-one interview research strategy, data related to individual participants'

beliefs, views, and experiences surrounding a specific research question or phenomenon was

collected. Through this data collection process the opportunity to observe and interpret

participants' non-verbal cues, such as body language, eye contact, and facial expressions,

supported the interviewer in better comprehending what was being shared (Moser & Korstjens,

2018; Ryan et al., 2009). The interview questions were developed to address the four

components of the CRSL framework in alignment with the research question. Scholarly research

articles including the work of Gay (2010), Khalifa et al. (2016), and Ladson-Billings (1995) were

used to guide development of the interview questions (see Appendix B). Table 4 denotes a

synthesis summary of the interview and research questions aligned to the CRSL theoretical

framework.

Table 4

Interview and Research Question Alignment to CRSL Framework

Research question	Interview questions	CRSL framework
1. How do school principals and teachers describe and define culturally responsive practices?	2, 4, 8, 13, 14, 20, 21, 30, 31, 38, 39, 40,	CRSL: #1 Self-Reflects Cultural Behaviors and Beliefs
2. What are school prin'ipals' and teachers' perspectives on the benefits and challenges of culturally responsive practices regarding classroom management practices?	3, 6, 7, 9, 10, 12, 17, 18, 25, 26, 27, 28, 29, 41	CRSL: #2 Promotes Culturally Responsive/Inclusive School Environment CRSL: #3 Engages Students, Parents, and Indigenous Contexts
3. How does leadership encourage or discourage teachers in using culturally responsive practices with regard to classroom management within the classroom setting?	1, 5, 11, 15, 19, 22, 23, 24, 32, 33, 34, 35, 36, 37, 42	CRSL: #4 Develops Culturally Responsive Capacity of Teachers & Leaders

Document Review

A document review study is a systematic approach to the review and evaluation of

written or electronic material with the aim of interpreting the information in order to elicit

meaning and gain understanding (Bowen, 2009; Busetto et al., 2020). A review of Martin J.

Elementary behavior documents from the past 5 years (2017–2022) will assist in gaining a better understanding of administration and teacher practices related to culturally responsive practices and behavior management among students within grades third–fifth.

The behavior data documents were obtained through the campus principal or their designee (see Appendix A for principal approval). The information was retrieved from the district-wide behavior tracking source used by each campus. The campus behavior document review, in combination with all other data collection resources, assisted in the triangulation of the research data providing stronger credibility to the study and reduced the possibility of probable biases (Bowen, 2009; Busetto et al., 2020).

Table 5

Document Review to Support Research Questions

Research question	Campus documents to review
1. How do school principals and teachers describe and define culturally responsive practices?	Campus and District Mission and Vision statements Board Policies on Equity and Inclusion Campus Improvement Plan (CIP) District Improvement Plan (DIP)
2. What are school principals' and teachers' perspectives on the benefits and challenges of culturally responsive practices in relation to classroom management practices?	Parent Climate Surveys Campus Staff Climate Surveys Student Perception Surveys
3. How does leadership encourage or discourage teachers' use of culturally responsive practices with regard to classroom management within their classroom setting?	Discipline Records Campus and District Professional Develop Plans

Surveys

Surveys are questions designed to focus on a particular topic (Braun et al., 2021). The survey is self-administered, with the questions being ordered in fixed standard to all participants

(Braun et al., 2021). A survey can be used to gain data from a targeted group of people about their opinions, behavior, or knowledge related to a service, product, or process (Braun et al., 2021). Using qualitative surveys, allows for taking a more comprehensive lens on the phenomenon being studied as the opportunity to gain diverse perspectives and experiences on a topic by capturing what is important to the participants in their authentic viewpoint can be accomplished through the use of a survey (Braun et al., 2021).

Culturally Responsive Classroom Management Self-Efficacy Scale

Likert Scale surveys consist of related type statements around a specific focus topic that consist of a balance between positive and negative questions (Willits et al., 2016). Having a balance of positive and negative questions supports in reducing response-set bias (Willits et al., 2016). The Culturally Responsive Classroom Management Self-Efficacy Scale (CRCMSES) in (Appendix D) was derived from the research literature surrounding culturally responsive practices and classroom management. With written permission from Dr. Siwatu (see Appendix F), the CRCMSES Likert scale survey was chosen for the survey instrument for this study. Siwatu et al.'s (2017) CRCMSES survey consists of 35 closed statements that rate educators' confidence and knowledge related to culturally responsive classroom management. In addition to the CRCMSES (Siwatu et al., 2017) survey, the research included seven closed questions around professional development and one open-ended question at the end of the survey to allow participants to authentically express their knowledge related to culturally responsive practices within their teaching environment (See Appendix E).

Additionally, the survey is aligned to each self-efficacy proficiency statement regarding the four key characteristics said to be vital to educators fostering an environment that is culturally relevant for the diverse population served daily within the classroom. The goal in

selecting this data collection instrument was its close alignment with Khalifa et al.'s (2016)

CRSL framework. Additionally, the close alignment was aimed at gaining specific in-depth data

on teachers and leaders culturally responsive practices and self-efficacy in the four key areas

connected to CSRL theoretical framework and classroom management: (a) classroom

instruction, (b) relationship building, (c) cultural engagement and inclusiveness, and (d)

professional development.

Table 6

Survey and Research Question Alignment to CRSL Framework

Research question	Survey questions	CRSL framework
1. How do school principals and teachers describe and define culturally responsive practices?	1–35	CRSL: Self-Reflects Cultural Behaviors and Beliefs Leader & Teacher Self-Efficacy
2. What are school principals' and teachers' perspectives regarding the benefits and challenges of culturally responsive practices in relation to classroom management practices?	1–27	CRSL: Promotes Culturally Responsive/Inclusive School Environment Relationship Building & Classroom Management Engages Students, Parents, and Indigenous Contexts (their Native/Cultural Backgrounds) Cultural Engagement and Inclusiveness
3. How does leadership encourage or discourage teachers' use of culturally responsive practices with regard to classroom management within their classroom setting?	28–35&PD Questions 1–7	CRSL: Develops Culturally Responsive Capacity of Teachers & Leaders Instruction & Professional Development: Define rigorous learning expectations for all cultural background

The use of this style survey supported in reducing the subjectivity or biases in responses.

Scholarly research articles including the work of Gay (2010), Khalifa et al. (2016), Ladson-

Billings (1995), and Terrell and Lindsey (2009) were used as a guide during the survey instrument selection process.

Field Testing

To increase trustworthiness, and enhance triangulation of the data, before the beginning of the official research, field testing was conducted with the survey and interview protocol within the natural environment with other campus administrators and teachers who were not used in the actual research to increase the trustworthiness, transferability, and accuracy of the study (Bailey & Bailey, 2017). In conducting the field study, insight was gained from the administrators and teachers not involved in the research to ensure that the survey and interview questions were written in a manner that eliminates implied bias. Two volunteer teachers and one administrator, whose responses were not part of the study, provided feedback on the interview and survey protocols and questions. Additionally, the survey and interview instrument initial drafts were reviewed by the doctoral chair and committee as an expert panel. These individuals have professional knowledge and expertise in this area. As a result, the field-testing feedback recommendations from the committee members, administrators, and teachers were used to improve the credibility, dependability, and transferability and confirmability of the data instrument (Bailey & Bailey, 2017).

Data Collection

The data collection was conducted within three phases over a 9-week school grading cycle. Data were collected using semistructured interviews of campus participants, surveys, and document reviews.

First Phase: Campus Interviews

Following field testing, committee approval, and IRB approval to conduct research, the first phase consisted of individual semistructured interviews using preselected open-end questions with the campus leadership team, including the counselors, and then semistructured interviews with participating teachers. Each participant was asked the same questions throughout the interview process.

Interview Process Procedure.

1. The interview for this study was conducted via Zoom when an in-person interview was not possible for a participant.

2. The dates and time for the interview was scheduled with the participant.

3. During the interview process questions about classroom management, cultural responsiveness, and leadership support with behavior issues were asked.

4. Interviews followed the protocol in Appendix B. Prior to the interview, participants had the process described to them and was provided with an informed consent form.

5. Interviews were recorded to ensure the data captured was accurate upon transcription. A back-up recorder was used in the event of recording technology problems.

6. Upon completion, interviews were saved on a password-protected computer.

7. Once saved, using the free transcription application Otter.ai the recorded responses were transcribed into textual data.

8. Member-checking occurred once transcription was completed. Transcripts were emailed to participants. Participants had 7 days to respond with any changes. Otherwise, transcripts were considered accurate.

9. During data analysis, the collected responses were coded and triangulated to determine if any common themes or patterns emerged from the data (Saldaña & Omasta, 2016).

A semistructured interview format of data collection provided opportunities to respond to the present situation (Merriam & Tisdell, 2016). Using open-ended questioning (see Appendix B for the interview protocol), the interviews were used to gain the perspective of each participant surrounding culturally responsive practices in supporting or not supporting classroom management strategies in helping students be successful within the classroom setting (Kavanagh et al., 2020). Person-to-person interviewing is necessary if one cannot fully observe the behaviors or real-time reality of how one interprets the world around them (Merriam & Tisdell, 2016).

Second Phase: Survey

After completing the semistructured interviews, the second phase was to conduct surveys. The online survey was created using Google Forms, an online free service from the Google website. This tool was selected due to its user-friendly capabilities and layout.

Survey Procedure.

- Prior to completing the survey, participants were provided with a written outline explaining the elements of informed consent for participating in the survey and instructing them on how to provide consent.

- The survey consisted of both open-ended and closed questions. Open-ended questions allowed the participant to elaborate on their thoughts without any prompting (Jain, 2021).

- The link to the survey was sent confidentially to individual participants' emails.

- Participants completed the survey (see Appendix C) on their own computer or device at a time convenient for them during a 2-week survey window.

- The data were collected on a Google Form Excel spreadsheet that was password protected to ensure the confidentiality of responses. Information collected from the surveys was free of identifiers beyond basic demographic information to ensure individual participants could not be identified.

Third Phase: Document Review

The use of preexisting data, such as organizational documents, enhances the ability to triangulate data and increase the trustworthiness of a study (Morgan, 2022). The use of preexisting documents allows access to data that would otherwise take a great deal of time and effort to collect (Morgan, 2022). Within this study, campus and district documented discipline referrals to include data on referrals by demographics were reviewed. approval was obtained from the participating site to review said documents (see Appendix A).

Document Selection Procedure. Document analysis is a cost effective, systematic approach for evaluating both electronic and printed documents for collecting data (Bowen, 2009; O'Leary, 2014). The document selection process for this study followed Flick's (2018) four factors consideration approach authenticity, credibility, representativeness, and meaning when deciding which documents to include within the study (Morgan, 2022).

The authenticity of the document refers to the extent to which the selected school referral documents are genuine in nature. The authenticity of the campus and district referral documents were confirmed with the administration to ensure that the reviewed documents were the primary source for gaining knowledge related to campus discipline data (Morgan, 2022). Additionally, authentication of the documented data was conducted through the Texas Education Agency

discipline database to increase the transferability and trustworthiness of the data source (Morgan, 2022).

The credibility of document analysis relates to the data source being free from error and distortion by ensuring the producers of the documents are reliable sources (Morgan, 2022). To improve document credibility, only documented data that were vetted by the district through their official referral system and signed off on by the administration as being original in nature and produced by the teacher or staff member indicated on the referral was reviewed and collected (Morgan, 2022).

The representativeness of a document analysis relates to the typicalness of the document and how it reflects the content of a collection of other documents on the same topic (Morgan, 2022). The analysis of multiple years of referrals related to discipline documents Flick's (2018) document selection process was used to determine if the documents reviewed represent the campus and district official documentation process for writing referrals and reporting behaviors to establish the authenticity of representation within the document instrument.

The meaning of a document pertains to the significance of the content within the document, its clarity, and its understandability (Morgan, 2022). To define the clear meaning of the referral documented data, using Flick's (2018) document select process literal meaning of the referral information to the context in which the document was developed by the staff writing the referral was conducted (Braun & Clarke, 2006; Fick, 2018; Morgan, 2022).

Data Analysis Procedures

Triangulation of data sources in research refers to using multiple data collection resources in observations (Natow, 2020). Triangulation of research data adds to the reliability of the findings (Gaikwad, 2017). Using interviews, document reviews of discipline referrals, and

surveys as data collection resources supported in corroborating initial findings with the inclusion of additional information that would not otherwise be gained from the use of a single data source (Natow, 2020). Data analysis was supported by data displays that were focused enough to permit viewing an entire data set in one location. Data were systematically arranged to answer the research questions (McGrath et al., 2019). Multiple data points were added to the creditability and trustworthiness of the study's findings.

To achieve this process and enhance trustworthiness after applying Braun and Clarke's (2006) six-phase inductive thematic analysis approach and Flick's (2018) document analysis approach to each data instrument independently, codes and themes were developed using MAXQDA online data application tool designed for analyzing a wide range of data sources. The same process was repeated independently for the survey and document review data analysis process.

Thematic Analysis Process

Braun and Clarke's (2006) six-phase inductive thematic analysis approach were used as the foundation for analyzing the multiple data collection sources in this case study. Braun and Clarke's (2006) six-phase process helped identify and attend to the key aspects of thematic analysis of interview, survey, and document data (Byrne, 2021).

Phase 1: Familiarization. During the familiarization phase, reading and rereading of the datasets in order to become intimately familiar with the data took place (Braun & Clarke, 2006; Byrne, 2021).

In this phase of the analysis process, familiarizing yourself with the data by first actively listening to each interviewee's recording all the way through before beginning to transcribe the recordings took place. This process allowed for forming an understanding of the key areas

addressed in each interview before transcription of each interview after the active-listening process. Once the listening and transcribing process was complete, the reading of each transcript multiple times to begin identifying patterns and meanings while taking notes along the way of initial trends and patterns that emerged during this process took place (Braun & Clarke, 2006; Byrne, 2021).

Phase 2: Generating Initial Codes. Coding is the foundational building block of what will later emerge into themes within the research (Braun & Clarke, 2006; Byrne, 2021). The coding process is assumed with the aim of producing concise, shorthand descriptive labels for pieces of information that may be of importance to the research question (Braun & Clarke, 2006; Byrne, 2021).

During this phase of the analysis process, the development of the coding process was tracked within an excel spreadsheet to aid in transparency and provide a systematic guide for adjusting should the coding system prove to be unproductive (Byrne, 2021). During this process, the observation for recurring words, ideas, concepts, or patterns emerging from the data to develop codes to support the recurring concepts took place (Braun & Clarke, 2006; Butina, 2015; Byrne, 2021).

Phase 3: Generating Themes. Once data items are coded, the process of generating themes begins (Braun & Clarke, 2006). The coded data were reviewed to look for similarities within codes to see how the data could be combined according to shared meanings. Thus, forming themes and sub-themes (Braun & Clarke, 2006; Byrne, 2021). During this process of analysis, as themes emerged, a thematic map or table that associates codes and datasets in relation to their specific themes was created (Braun & Clarke, 2006; Byrne, 2021).

Phase 4: Reviewing Potential Themes. There are two levels of analysis review that are conducted during this phase of the data analysis process. Level one is the review of the relationships within the datasets and codes that informed the individual themes and subthemes. In level two, the formulated themes that emerged are reviewed in relation to the dataset to determine how well these themes proved the appropriate interpretation of the data in relation to the research questions (Braun & Clarke, 2006; Byrne, 2021).

Phase 5: Defining and Naming Themes. Defining themes requires a thorough analysis of the dataset, as naming themes are the first signal to reviewers of what has been captured from the data (Braun & Clarke, 2006; Byrne, 2021). Within this process, the defining of naming conventions within the themes and sub-themes that presented a detailed analysis was expressed in relation to the data set and the research questions. Through refining and redefining themes and possible sub-themes, the ability to enhance those themes that have been defined were possible. This allowed for defining clearer naming conventions that effectively capture the essence of each overarching theme in a concise manner (Braun & Clarke, 2006; Byrne, 2021). Lastly, through this refining process, the ability to identify what datasets to use when writing the results of the analysis was started (Braun & Clarke, 2006; Byrne, 2021).

Phase 6: Producing the Report. During the producing the report phase, the development of a written summary that relates to the theme, literature, and research question took place (Braun & Clarke, 2006; Byrne, 2021). Also, the cohesive relay of results of the analysis in a written report that provided answers to the research questions (Braun & Clarke, 2006; Byrne, 2021) was done. Using a systematic inductive thematic approach (Braun & Clarke, 2006) to analyze the research data supported transparency in communicating about the data, adding to the trustworthiness of the research (Nowell et al., 2017).

Figure 2

Braun and Clarke's (2006) Six-Phase Inductive Thematic Analysis Approach

Familiari-zation	Generate Initial Codes	Generate Themes	Review Potiental Themes	Define and Name Themes	Produce the Report

Role of Researcher

In my role as the participating researcher in this exploratory case study, an immersive process was used. Immersion is a process in which one engages themself in the data collected through the process of examining the data in detail in order to provide context and understanding for the readers.

I came to this study in the current role as an administrator of a middle school in a large urban district who has placed a high focus on cultural relevance and equity in the last few years. I am an African American female doctoral student in the Educational Organizational Leadership Department at Abilene Christian University who has worked in the field of education for approximately 20 years, of which 17 years were spent in elementary as a teacher assistant, elementary teacher, instructional coach, assistant principal, and principal. Three of the 20 years were at the middle school level as an assistant principal. I have worked in mid-size to large size Title-1 low social-economic districts all 20 years. The schools in which I have taught and/or led in consisted of diverse populations of students. Being an administrator with experience at both the elementary and middle school level enhanced my ability to conduct the research with fidelity.

The desire to focus on culturally responsive leadership and teaching comes from the belief that all students deserve the opportunity to receive an excellent equitable education regardless of economic status and zip code. Equitable education for all can be achieved when leaders, educators, and other stakeholders recognize and accept the cultural uniqueness of all

students and immerse those cultural experiences within their learning environment (Khalifa et al., 2016). To reduce bias in selecting leader and teacher participants in the study, a different campus was selected to reduce participants feeling obligated to participate due to my role on the campus or prior relationship with any staff member.

Ethical Considerations

In alignment with Abilene Christian University IRB Board and the research ethical and legal practices outlined in 45 CFR 46.101(b) for the study involving human subjects, this study is considered low risk in nature. Any human subject involvement meets the criteria outlined in categories 1-3 in 45 CFR 46.101(b), which are:

1. Research conducted in established or commonly accepted educational settings involving normal educational practices.

2. Research using anonymous or benign tests, surveys, interviews, or observations.

3. Research involving the collection or study of existing data if it is publicly available or if subjects cannot be identified.

To ensure ethical consideration is practiced before collecting data, a letter of approval from Abilene Christian University's Institutional Review Board (IRB) was obtained. The aim of the research is to examine how campus leaders support teachers' use of culturally responsive practices and discipline management strategies from administration and teachers' perspectives. The goal of the study is to better understand the perspectives of administrators and teachers regarding the reasons for this variation in support.

Participation in this research study offered minimal risks to participants. The principles of the Belmont Report were observed to protect participants. The Belmont Report consists of three

core ethical principles for studies that involve human subjects which are respect for persons, beneficence, and justice (Anabo et al., 2019).

Respect for Persons. Respect for persons protects the autonomy of all individuals involved in the research, treating individuals involved with courtesy and respect, and allows for informed consent. This requires truthfulness in conduct and the avoidance of deception by presenting relevant information in an easily understandable format that allows the participant to voluntarily decide on participation (Anabo et al., 2019).

Beneficence. Beneficence ensures no harm is brought to individuals within the study due to maximizing benefits for the research (Anabo et al., 2019).

Justice. Justice helps to ensure that reasonable, non-exploitative, well-thought-out processes and procedures are administered fairly reducing the burden on anyone set of individuals (Anabo et al., 2019).

The data collection methods did not contain any identifiers that allowed anyone to know the participants, thus, mitigating the risk of participation. No students were surveyed or interviewed. All research took place within the normal school setting. All documents and historical data reviewed and collected was free of any identifiers to ensure subjects could not be identified. The study took place on another elementary campus different to prevent individuals from feeling obligated to participate.

The methodology used within this research posed no physical, social, psychological, legal, or physical risk to vulnerable populations or economic risk to the human research participants. Participation was voluntary. Participants were provided with a written outline explaining the elements of consent. The consent form was in a language that was easily understood by the participant. Providing the form in understandable language ensured those

participating understood what their participation in the research entailed as well as the risks and benefits of being a part of the study. The participants were required to sign and return the informed consent form before being allowed to participate. Additionally, participants were provided with information detailing how the information collected would be used. They were informed that confidentiality would be obtained through the coding process of the gathered information and the storage of the files in a password-protected file on the computer and that all data would be destroyed three years after the completion of the study in accordance with IRB protocols. Lastly, participants were made aware that their involvement was strictly voluntary and that they could withdraw from the research at any time without penalty.

Trustworthiness

Lincoln and Guba's (1985) research on trustworthiness is the framework approach to ensuring this study is valued and valid. The integrity and strength of qualitative research are determined by its trustworthiness, or value to the audience, through its transferability, credibility, dependability, and confirmability (Amankwaa, 2016; Lincoln & Guba, 1985; Patton, 2002).

Transferability. Transferability exists when the ability to show how the findings are applicable within other contexts (Amankwaa, 2016). Transferability was achieved by ensuring that as data were triangulated and analyzed through Braun and Clarke's (2006) six-phase thematic process, and Flick's (2018) document selection process, thick detailed descriptions were utilized to support the themes and patterns that emerged within the data using journaling.

Detailed records that tell an effective story and provide a clear picture of the research framework, data collection process, and methods to support the reader's ability to transfer information to support their needs were maintained (Amankwaa, 2016; Lincoln & Guba, 1985). Theme codes were created that were detailed and clearly understandable. This supports the

reader's ability to draw clear conclusions on ways the research could be applied to other settings, situations, and people within their environment (Amankwaa, 2016; Lincoln & Guba, 1985).

Credibility. Confidence in the credibility of the data findings is vital to the trustworthiness of a study (Amankwaa, 2016). Continuous engagement, debriefing, and member checking are crucial steps to ensuring credibility (Amankwaa, 2016; Lincoln & Guba, 1985). Credibility was accomplished through data triangulation of multiple data sources (interviews, surveys, and document reviews). Through the sample size was small, the use of multiple participants and data resources allowed for effective data triangulation to validate and support the study's findings (Amankwaa, 2016).

To further support the credibility process, school data prior to interviewing school administration and teachers was reviewed. This allowed for triangulating responses to the research and interview questions (Amankwaa, 2016; Lincoln & Guba, 1985). Additionally, triangulation of the data took place by comparing the interview and survey responses of the principal against the other administrators on the campus and teacher responses with other teachers to determine if patterns or themes emerged consistently between principals' or teachers' responses (Saldaña & Omasta, 2016). Lastly, the member-checking process took place by providing each participant an opportunity to check the transcribed interviews for accuracy of interpretation (Amankwaa, 2016).

Dependability. Dependability refers to the stableness of data over time (Amankwaa, 2016). Dependability is achieved when the research findings are consistent, accurate, and able to be repeated (Amankwaa, 2016; Lincoln & Guba, 1985).

Dependability was achieved by cross-checking the data through member checking (Patton, 2015). Once interview recordings were transcribed, a copy was provided to participants

for fact-checking to increase the trustworthiness of the information. Triangulation of the dataset across multiple participant sources and perspectives was another method used to ensure research validity (Creswell, 2014). Triangulation of results from interviews, surveys, and campus behavior referral document reviews was conducted (see Figure 2). With appropriate coding and rich description details, the triangulation process supported the alignment of the research offering a clear understanding of culturally responsive practices by leaders and teachers in supporting or not supporting successful behavior outcomes of students, specifically African American students (Amankwaa, 2016; Creswell, 2014; Lincoln & Guba, 1985).

Figure 3

Data Source Triangulation
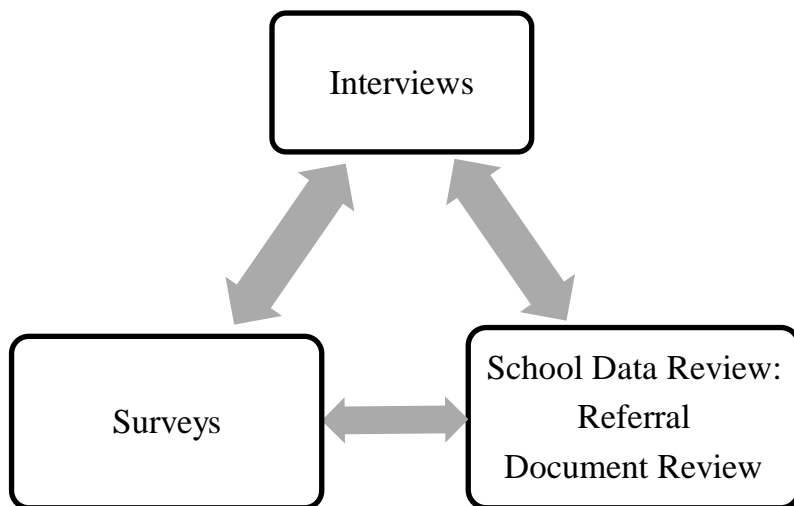
Confirmability. Confirmability is the degree to which the findings and objectivity of the findings are shaped by and in alignment with the participants and not the bias, motivation, or desires of the individual conducting the research (Amankwaa, 2016; Lincoln & Guba, 1985).

The research confirmability was achieved by keeping objective, thorough, and organized records that were safely stored to serve as an audit trail of the participants' accounts, how data were collected, analyzed, and how it was coded to support the use of the information for future

inquiries (Amankwaa, 2016; Lincoln & Guba, 1985). Other strategies were implemented to support the trustworthiness of the study to include (a) conducting interviews and surveys, (b) using participants' vocabulary during transcribing of interview and survey notes, (c) only documenting what was actually stated within the interview or provided in survey answers, (d) clarifying any confusing notes through member-checking with participants and accepting their responses as a true claim from their viewpoint, and (e) continually checking my subjectivity during analyses of data by recursive methods (Amankwaa, 2016; Lincoln & Guba, 1985; Newman & Benz, 1998).

Assumptions

Assumptions are those things taken for granted as being true when conducting a study (Merriam & Tisdell, 2016). The assumption was made that the instruments chosen for this research would yield and provoke reliable responses from participants. The assumption that the participants would fully comprehend and understand the survey questions and have a straightforward method for defining culturally responsive pedagogy was made. Lastly, the assumption was made that participants would be objective in their responses when completing the survey and have integrity in keeping with ethical and confidential practices that were explained during the consent process of the research to ensure the transferability of the research in light of the assumptions.

Limitations

Limitations are the elements within a study that are unable to be controlled. These effects may negatively affect the study's findings (Merriam & Tisdell, 2016). Limitations considered within this research was first the sample size. The sample size of approximately 24 participants may not fully reflect the experiences of administration and teachers on other campuses within the

district related to culturally responsive pedagogy. Another limitation is the transferability of the data collection sources used for the desired case study despite the sample size. Triangulation of data is needed to support the reliability of research (Natow, 2020).

Another limitation taken into consideration was individual bias. Keeping in mind the ethical concerns, every effort was made to remain objective and allowed the data to speak for itself. This was accomplished by using various data sources to support the triangulation of the information (Merriam & Tisdell, 2016). To address possible research biases and improve the transferability of the research, multiple data collections tools were used.

Lastly, decades of research exist that shows the positive links between effective traditional classroom management practices, high student engagement, and effective instructional practices leading to positive student achievement outcomes (Garwood et al., 2017; Gay, 2006; Martin et al., 2016). In comparison, the effects of culturally responsive managed classrooms in connection to student behavior, engagement, and positive academic outcomes is limited within the literature (Davis, 2017; Gay, 2002). Thus, the goal of this research was to add to the growing body of research on leaders and educators' efforts to effectively manage the educational environments to support inclusiveness of all culturally diverse students.

Delimitations

Delimitation refers to those design elements that are controllable within a study (Merriam & Tisdell, 2016). This study is delimited to a single campus within a large urban district that consist of approximately 240 campuses that services approximately 140,000 students, and 11,000 teachers. The sample size consists of 24 participants at Martin J. Elementary School. The principal and leadership team are representatives of a Title I school, with most students falling into the economically disadvantaged category. The campus consists of diverse populations

representing various ethnicities for this study. The study was delimited to principals' and

teachers' perceptions of culturally responsive practices and their relationship to classroom

management strategies within a single elementary campus. The school was selected due to ease

of access to the campus and the geographical location of the school. To address the delimitations,

multiple data sources to support transferability and trustworthiness of the data were used.

Summary

Chapter 3 outlined the purpose statement, research questions, methodology, and the

design model that was used to gather data. Within this chapter, the description for the process for

how the target population and sample size were determined was stated. Lastly, within Chapter 3,

the mapping out of how the data were gathered and analyzed to determine its support of the

research questions and the ethical procedures required to conduct the research was outlined.

Chapter 4 consists of the research findings from the data collected for this study.

Chapter 4: Results

This qualitative single exploratory case study explored the perceptions and experiences of four school leaders and 24 elementary teachers from an urban Title I campus in Texas. The data collected consisted of interviews and surveys from four leaders and 24 teachers, 12 of whom only completed the interview and 12 teachers completed only the survey. The campus principal, two assistant principals, and the campus counselor completed both the interview and the survey. Additionally, teacher and student climate surveys, Campus Improvement Plan (CIP), campus and district websites, and campus discipline documents were reviewed.

The goal of the study was to explore how campus leaders supported teachers in using culturally responsive practices and discipline management strategies. The aim is to better understand the perspectives of administration and teachers regarding the reasons for the variation in support to reduce suspensions that disproportionally represent the African American student population at Martin J. Elementary School (pseudonym). The study was guided by the following research questions:

RQ1. How do school principals and teachers describe and define culturally responsive practices?

RQ2. What are school principals' and teachers' perspectives on the benefits and challenges of culturally responsive practices regarding classroom management practices?

RQ3. How does leadership encourage or discourage teachers in using culturally responsive practices with regard to classroom management within the classroom setting? This chapter provides an overview of the data collection process, the sample population and demographics, a thematic analysis approach of the surveys, interviews, and an analysis of campus documents to support data triangulation within the findings' summary.

Descriptive Data

Leader and teacher participants were asked five introductory demographic questions at

the beginning of the survey and interview to establish awareness of their experience in relation to

their current position. The leadership team and Pre-K–5 staff participants were given

pseudonyms for ethical and confidential purposes. Teachers are coded with the initial "T" and a

corresponding number. Leaders are coded with the initial "L" and a corresponding alpha letter.

As shown in Table 7, leadership participants' experience ranges from novice, with one

administrator in their first year of campus leadership, to veteran, with three administrators in

leadership from 8 to 29 years. The data also includes the administrators' years of service in their

current position and the highest degree level achieved.

Table 7

Demographics Data and Profile: Leader Participants

Participant pseudonym	Gender	Ethnicity	Years of experience	Years in current position	Highest degree level
Leader A	F	Black	21	8	Master's
Leader B	M	Hispanic	10	3	Master's
Leader C	F	Black	8	1	Master's
Leader D	F	Black	29	29	Master's

As shown in Table 8, teacher participants' experience ranges from novice with 1–3 years'

experience in teaching veterans with experience ranging from 4–32 years. This data also includes

the participant's years of service in their current position and the highest degree level achieved.

Table 8

Demographics Data and Profile: Teacher Participants

Participant pseudonym	Gender	Ethnicity	Years of experience	Years in current position	Highest degree level
Teacher 1	M	Asian	1	1	Bachelor's
Teacher 2	F	White	32	4	Master's
Teacher 3	M	Hispanic	14	1	Bachelor's
Teacher 4	M	Hispanic	7	5	Bachelor's
Teacher 5	F	Hispanic	9.5	1	Master's
Teacher 6	F	Hispanic	42	10	Master's
Teacher 7	M	White	11	5	Bachelor's
Teacher 8	F	White	4	3	Master's
Teachers 9	F	Black	16	1	Bachelor's
Teachers 10	F	Black	26	6	Master's
Teacher 11	F	Black	1	1	Master's
Teacher 12	F	Black	15	14	Master's
Teacher 13	M	White	4	1	Bachelor's
Teacher 14	M	Hispanic	10	10	Bachelor's
Teacher 15	F	Hispanic	16	10	Master's
Teacher 16	M	Black	14	2	Master's
Teacher 17	M	White	27	16	Master's
Teacher 18	F	Black	9	5	Master's
Teacher 19	F	Black	2	1	Bachelor's
Teacher 20	F	White	28	1	Bachelor's
Teacher 21	F	Hispanic	13	4	Bachelor's
Teacher 22	M	Hispanic	4	1	Master's
Teacher 23	F	Black	4	4	Master's
Teacher 24	F	Black	20	1	Master's

Sample Population and Demographic Description

The exploratory single case study was conducted at Martin J. Elementary School. Table 9 represents the campus profile of Martin J. Elementary.

Table 9

Campus Profile

Campus	Grade levels	Total campus staff	Total student enrollment	At-risk students	Economically disadvantaged students	ELL	SPED	TAG
Martin J. Elementary	Pre-K-5	50	575	46%	95%	32%	14%	13%

The demographics data of the Martin J. Elementary campus are represented in Table 10.

Table 10

Campus Demographic Data

	Students		Teachers	
Demographics	*n*	%	*n*	%
Black/African American	310	54	21	42
Hispanic	230	40	18	36
White	10	2	8	16
Multiple	25	4	2	4
Other* (teachers only)	--	--	1	2
Male	293	51	13	26
Female	282	49	37	74

*For teachers, the "Other" category includes American Indian/Alaska Native and Asian/Hawaiian/Pacific Islander.

Out of the 50 teachers on campus, 15 are third–fifth-grade teachers who were invited to participate, of which 13 accepted. The remaining 11 teacher participants were gained through snowball sampling of the remaining 35 teachers from PreK-2 and Electives on campus to ensure saturation within the study.

Data Collection Process

The population for this exploratory single case study included all PreK-fifth grade teachers on a Title I campus within an urban school district in Texas. The target population was 24 third–fifth grade teachers, two administrators, and a counselor. The inclusion criteria for participating in the study was being a certified Texas teacher who taught on an elementary campus. Before beginning the study, the campus principal shared with the qualified teachers the overview of the study and what it would entail, including the informed consent form (see Appendix H). Once teachers were clear regarding the voluntary nature of the study and the requirements for participating, approval was given by the administration to communicate with the staff to begin soliciting participants.

Teachers who volunteered for the study were then sent an email providing more details on the study and expectations, and the informed consent form was included. Participants were instructed to electronically sign and return the consent form before they would be able to move to the next phase of participation. Participants were informed that they could select to participate in either the semistructured interview group or the survey group once consent was given. Participants were asked to select their desired participation group, sign the consent form, and return it via an electronic method (e.g., email).

During the recruitment process, to ensure saturation, snowball sampling was required to gain the 24 teacher participants needed. All participants were recruited from the same campus. The search was extended to include PreK-2 teachers and co-curricular teachers to support saturation. Of the 24 participants recruited, 12 volunteered for the semistructured interviews, and 12 volunteered for the 42-question electronic survey.

Interview Data Collection

Following the university Institutional Review Board's (IRB) approval, 16 semistructured interviews were conducted to collect data. The interview protocol in (Appendix B), was followed to conduct interviews. Open-ended question types were used to explore how campus leaders support teachers in using culturally responsive practices and discipline management strategies. The participants consisted of four campus leaders and 12 campus teachers.

The semistructured interviews took place after school via Zoom at the request of the participants for their convenience and with respect to their time with students during the instructional day. All participants were asked the same questions listed in the protocol (see Appendix D).

Once a signed consent form was received, a follow-up email and calendar invitation were sent to the participant with the scheduled time and date of their interview. Prior to the start of the interviews, participants were reminded that their involvement was voluntary, that there would be no special compensation for their participation, and that within the study, a pseudonym would be assigned to them to ensure the confidentiality of their identity. The participant was asked to keep their camera on during the interview and was informed that the interview was being videoed and audio recorded. Zoom was used for video and audio recording. Backup audio recording was supported by Otter.ai, an online recording and transcription tool in case of technology issues with Zoom.

Interviews ranged from approximately 20–60 minutes. Upon completion of the interview process, Otter.ai was used to assist with the transcription of the 16 digitally recorded Zoom interviews. Transcribed interviews were downloaded into Microsoft Word, the data were then edited to remove any words that were not necessary, such as "um." Grammatical corrections

were also made. Member checking was conducted after interview completion. Participants were

given a copy of their transcript. Participants had an opportunity to review transcripts and were

asked to provide feedback within 7 days of receipt of their transcript. No participants submitted

corrections. After the expired response date, the transcribed interviews were used as collected.

The recorded interview files were saved on a password-protected computer.

The average interview was approximately 35 minutes long and produced an averaged 5-

page transcript. Table 11 reflects the data collected from individual interviews in single-spaced,

12-point Times New Roman font pages.

Table 11

Interview Time and Participant Data Collected

Participant pseudonym	Duration of interview	Transcribed pages
Leader A	45 minutes	5
Leader B	60 minutes	6
Leader C	21 minutes	4
Leader D	25 minutes	4
Teacher 1	60 minutes	9
Teacher 2	25 minutes	4
Teacher 3	27 minutes	4
Teacher 4	20 minutes	4
Teacher 5	25 minutes	4
Teacher 6	20 minutes	3
Teacher 7	21 minutes	4
Teacher 8	60 minutes	6
Teacher 9	20 minutes	3
Teacher 10	22 minutes	3
Teacher 11	53 minutes	6
Teacher 12	37 minutes	5

Survey Data Collection

In accordance with the university Institutional Review Board's (IRB) approval, 16

surveys were conducted to collect data, following the survey protocol in Appendix D. The survey

portion of the data collection process was administered via Google Form, an online free service from the Google website. This tool was selected due to its user-friendly capabilities and layout. Upon receiving a signed consent form, a follow-up email was sent to the participant, including the Google survey link and instructions on how to complete the 42-question survey.

An electronic notification was received when a survey was submitted as completed. The participant then received an autoreply thanking them for participating in the study and letting them know their submission was received. During one of the campus staff development meetings, the principal also allotted time for the participants to complete the 42-question survey if needed. The administration team provided those who participated during the staff development time with a paper copy of the informed consent. They then emailed the signed consent form back in PDF format for record keeping. All results were collected on a Microsoft Excel spreadsheet within Google Forms. The spreadsheet was downloaded and stored in a password-protected file on the computer.

The survey consisted of 42 questions that were ranked using two different Likert scales. The first 35 questions of the survey used a Likert-Scale, with a numeric point scale. The scale numeric range was 0–100, with 0 representing *no confidence at all*, 50 *moderately confident*, to 100 *completely confident*. These specific questions asked leaders and teachers to rate their degree of confidence (self-efficacy) related to culturally responsive classroom management (see Appendix D). The remaining seven questions, questions 36–42, focused on professional development (see Appendix E). On the professional development questions, participants were asked to use a 5-point Likert-Scale that ranked their responses by either *strongly disagree*, *disagree*, *neutral*, *agree*, or *strongly agree* when asked to share their belief on professional development in relation to culturally responsive practices within the educational environment.

Document Data Collection

Concurrently, between interviews and survey collections, a schedule was coordinated with the administration team to review discipline documents, parent and student surveys, campus staff climate surveys, and the campus professional development plans. The campus and district mission and vision statement were accessible for review via the district and campus public website. Approval to review campus documents was obtained from the principal prior to the start of the document data collection (see Appendix A). Flick's (2018) four factors document selection process consideration approach; authenticity, credibility, representativeness, and meaning, along with leaderships' response to the inquiry questions below, helped establish which documents were reviewed for data collection:

Document Inquiry Questions.

1. What documentations can you share that illustrates your school's support for cultural responsiveness practices?

> Campus administration allowed for review of the Campus Improvement Plan, staff climate survey, student experience survey, and a copy of their Beginning of the Year Professional Development Agenda (see Appendix I).

2. What referral documentation data can you share to help illustrate your school's breakdown of referrals by type and demographics?

> The administration was able to provide referral data. However, the administration was only able to provide current-year data. Thus, prior years were not able to be obtained for analysis.

In summary, data were collected from three different data sources. Semistructured interviews, Likert-scale surveys, and campus documents were used to support the triangulation

of results. Interviews were recorded via Zoom and Otter.ai. Otter.ai was also used to support the

transcription of the recordings. Teachers' and leadership interview responses were combined and

analyzed collectively to formulate shared codes and themes. The surveys were administered

using Google Forms, an online Microsoft Application. Lastly, documents were selected and

reviewed on-site at the participant's campus to protect the security and confidentiality of the

documented information. The following section contains the process used to analyze the

collected data sources.

Data Analysis and Themes Procedures

After the data collection process was completed, the transcripts were printed, reviewed,

and double-checked for grammatical corrections, eliminating any unnecessary verbiage. The

transcript was then uploaded to MAXQDA, an online data application tool designed to analyze a

wide range of data sources to begin Braun and Clarke's (2006) six-phase inductive thematic

analysis approach, starting at phase one of the analysis approach outlined in Chapter 3.

Interview Analysis

Phase 1: Familiarization. In phase 1, the familiarization of the data took place.

Collecting, organizing, reading, and rereading interview transcripts was conducted to become

intimately familiar with the dataset. During this process, leaders' and teachers' interviews were

reviewed collectively to gain familiarity with all participants' responses. After multiple reads, the

documents were uploaded to MAXQDA for further familiarization in preparation for phase two

of the analysis process.

Phase 2: Generate Initial Codes. After becoming familiar with the data sets, phase 2,

open coding took place. During this phase, patterns and trends within participant responses and

documents were identified, 232 initial codes emerged from this process (see Appendix J). The

codes were then imported into a Microsoft Word document. Highlighting and color-coding the repeated phrases and words that consistently appeared throughout the interview transcripts allowed for 53 secondary codes to be defined (see Appendix K).

Phase 3: Generate Themes. To effectively generate initial themes within phase 3, the online qualitative analysis application tool MAXQDA was used to continue the thematic analysis. MAXQDA was able to effectively analyze and sort a wide range of initially coded data to generate initial themes. The aim of this process was to identify main themes and possible sub-themes to allow for representing the data in a concise manner. Thus, 40 initial themes emerged (see Table 12).

Table 12

Initial Themes

Initial themes		
1. Diversity	15. Cultural Competence	29. Continuous Learning
2. Inclusion	16. Culturally Responsive Practices	30. Learning
3. Equity	17. Cultural Responsiveness	31. Community Engagement
4. Education	18. Behavior Management	32. Referrals
5. Professional Development	19. Cultural Diversity	33. Collaboration
6. Leadership	20. Teacher Training	34. Ethnicity
7. Support and Training	21. Discipline	35. Inclusive Teaching
8. Relationships	22. Training	36. Ineffective Communication
9. Inclusivity	23. Self-assessment	37. Teacher Effectiveness
10. Cultural Sensitivity	24. Cultural Differences	38. Lack of Training
11. Challenges	25. Awareness	39. Training and Development
12. Teaching	26. Cultural Awareness	40. Effective Teaching Practices
13. Building Relationships	27. Social Awareness	
14. Communication	28. Social-Emotional Skills	

Phase 4: Review Potential Themes. After efficiently analyzing the similarities within the codes and combining like codes, the initial themes and codes were sorted, and potential themes were identified within the context of the framework to see if additional condensing was necessary (Braun & Clarke, 2006; see Appendix L). MAXQDA allowed ease of review and

continuous analysis of the data to support the potential themes identified in Appendix L. Potential themes were combined were possible before moving into phase 5 (See Appendix M).

    Phase 5: Defining and Naming Themes. During this phase, potential themes were further analyzed to begin defining and redefining the naming conventions within the themes and sub-themes (Braun & Clarke, 2006). This process allowed for concisely capturing each overarching theme's key essences. This was achieved by continuously reviewing the participants' quotes based on the codes that were organized within MAXQDA. The final theme outputs were downloaded to a Word document. The final themes were revisited using a color-coded highlighting process to ensure they effectively conveyed the data's meaning and the participants' words to represent their viewpoints. Through this thorough analysis process, three final themes emerged, 1) Self-Efficacy, 2) Building Relationships, and 3) Professional Development. Table 13 shows the process from initial themes to final themes to include participants' sample responses.

Table 13

Determining Final Themes

Initial themes	Final themes	Sample responses
Self-Assessment, Awareness, Social Awareness, Cultural Awareness, Social-Emotional Skills, Cultural Competence, Diversity, Cultural Differences, Cultural Diversity, Cultural Sensitivity, Culturally Responsive Practices, Cultural Responsiveness, Equity, Ethnicity	Self-Efficacy (Awareness & Equitable Learning Experiences)	"Awareness is there for the students, and for those people who do not have awareness, leaders must support them in that area. Adults in the building seek to understand and embrace the different cultural dynamics of the students. I am saying culturally responsive practices become a part of the school's DNA. It is part of its makeup, seeking first to understand and then adapt and create systems that consider the strengths of all cultures that make up the body of the school. It is asset framing" (L-A).
Relationships, Building Relationships, Behavior Management, Referrals, Discipline, Challenges, Inclusion, Inclusivity, Communication, Collaboration, Community Engagement, Inclusive Teaching, Ineffective Communication, Leadership	Relationships (Belonging & Inclusion)	"You can build relationships with the kids and encourage them to build relationships with each other, outside of just their normal friends, people that are different, allowing them to get to know each other to realize that they have more similarities than differences. And then also teaching them they want to find those differences. It's okay to accept them" (T-6).
Professional Development, Support and Training, Teacher Training, Learning, Training, Teaching, Education, Continuous Learning, Teacher Effectiveness, Lack of Training, Effective Teaching Practices, Training and Development	Professional Development (Low Self-Efficacy for Implementation)	"I am discouraged because I do not provide them with explicit professional development on exactly how to build those relationships and about exactly how to go forward and use that information to be culturally responsive" (L-B).

The final themes are defined as follows:

Self-Efficacy. Self-awareness of culturally responsive practices and staff being able to provide students with access to effective equitable learning experiences and positive school systems.

Building Relationships. Building leaders' and teachers' proficiency in CRPs to create a school environment that promotes belonging/inclusion for all stakeholders to support students' academic achievement.

Professional Development. Lack of professional development and continuous training and support with culturally responsive practices cause low self-efficacy toward implementation.

Phase 6: Producing the Report. Once the defining and naming of themes were accomplished, the final phase of the analysis was phase 6, producing a report that communicates with transparency. The research findings will be shared in the results section of this chapter.

Survey Analysis

A descriptive approach was taken to analyze the survey data. A descriptive analysis is appropriate and beneficial for presenting a summary of collected data within qualitative research when there is a need to present straightforward facts about the phenomena (Doyle et al., 2020). The survey data were collected via a Google Form. Once the survey was collected. The survey questions were downloaded and transferred to a Microsoft Word document and sorted into categories in alignment with the culturally responsive school leadership (CRSL) theoretical framework (see Appendix N). The Microsoft Word document with the newly created categories was uploaded to MAXQDA for analysis of themes. Guided by the theoretical framework, the survey questions were further analyzed by participants' responses to the survey questions. The Microsoft Excel spreadsheet of the survey data were then downloaded, and the results were

organized to match the newly created categories and questions. The following five themes

emerged from the analysis of the created categories:

1. Teachers' and Leaders' Beliefs

2. Inclusive, Supportive Learning Environments

3. Establish Effective Communication (Parents and Students)

4. Establish Supportive and Equitable Systems

5. Teachers' and Leaders' Cultural Proficiency

Figure 4

Survey Questions-Teachers' Beliefs Data
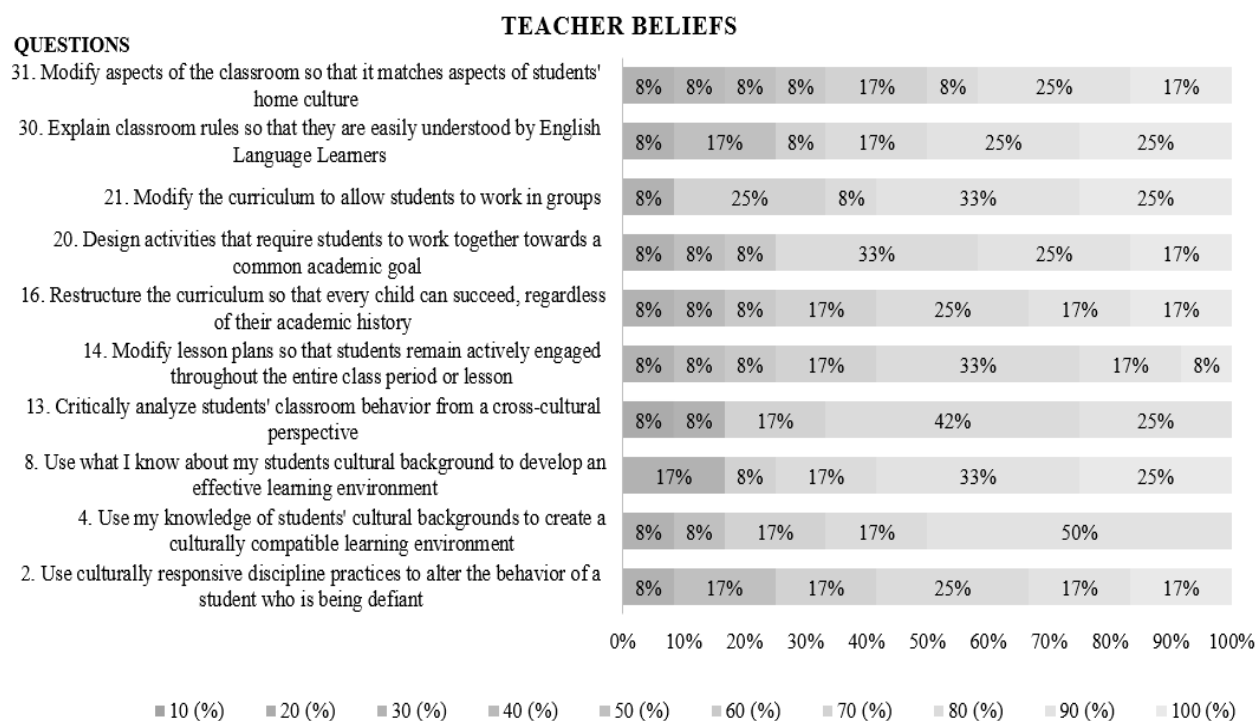
TEACHER BELIEFS

In relation to theme 1 (Figure 4) shows teacher participants' perspectives on questions

that address their beliefs and awareness of culturally responsive practices as a method for

supporting students in achieving positive academic learning outcomes.

Figure 5

Survey Questions-Leadership Beliefs Data

SURVEY: LEADER BELIEFS

QUESTIONS:

Question				
31. Modify aspects of the classroom so that it matches aspects of students' home culture	20%	40%	40%	
30. Explain classroom rules so that they are easily understood by English Language Learners	20%	20%	60%	
21. Modify the curriculum to allow students to work in groups	40%	60%		
20. Design activities that require students to work together towards a common academic goal	20%	40%	40%	
16. Restructure the curriculum so that every child can succeed, regardless of their academic history	40%	20%	40%	
14. Modify lesson plans so that students remain actively engaged throughout the entire class period or lesson	20%	80%		
13. Critically analyze students' classroom behavior from a cross-cultural perspective	60%	20%	20%	
8. Use what I know about my students cultural background to develop an effective learning environment	40%	60%		
4. Use my knowledge of students' cultural backgrounds to create a culturally compatible learning environment	60%	20%	20%	
2. Use culturally responsive discipline practices to alter the behavior of a student who is being defiant	20%	40%	20%	20%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ 10 (%) ■ 20 (%) ■ 30 (%) ■ 40 (%) ■ 50 (%) ■ 60 (%) ■ 70 (%) ■ 80 (%) ■ 90 (%) ■ 100 (%)

In relation to theme one (Figure 5) shows leader participants' perspectives on questions that address their beliefs and awareness of culturally responsive practices as a method for supporting students in achieving positive academic learning outcomes.

Figure 6

Survey Questions-Teachers Inclusive Environment & Effective Communication Data

INCLUSIVE SUPPORTIVE LEARNING ENVIRONMENTS &
EFFECTIVE COMMUNICATION (TEACHERS)
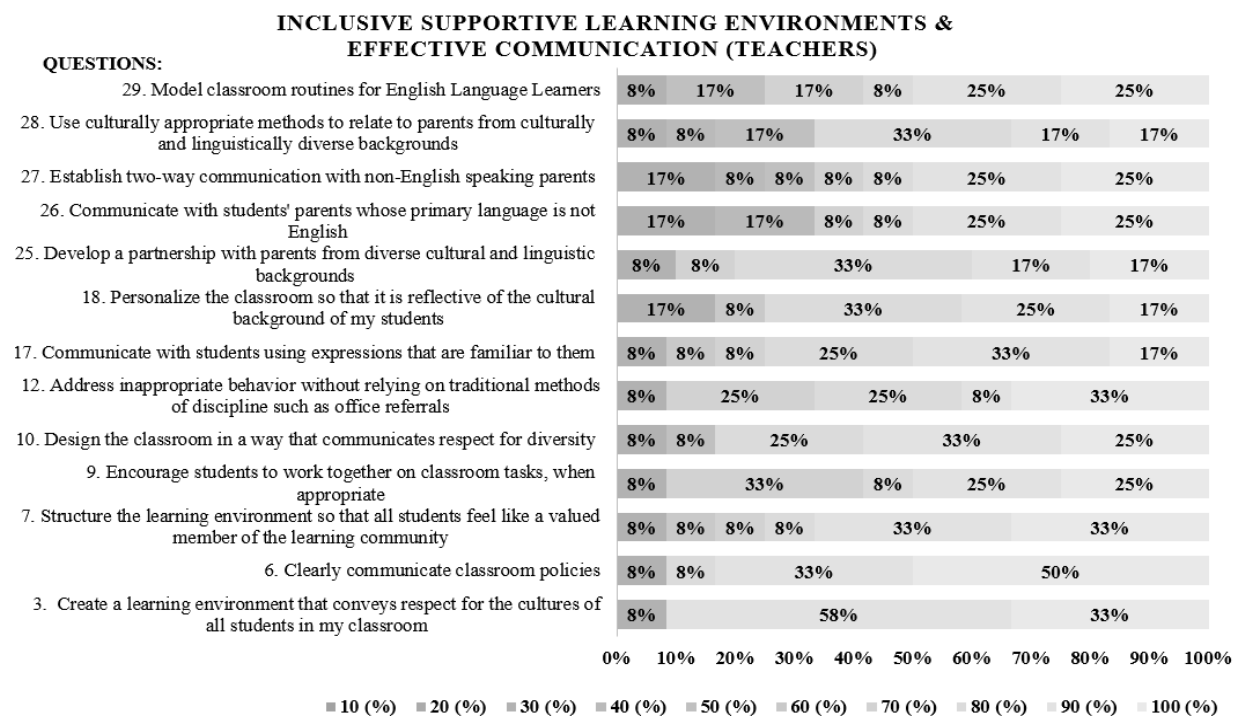
Figure 6 is reflective of teachers' perspective survey data in relation to themes 2)

Inclusive Supportive Learning Environments and 3) Establish Effective Communication with

Parents and Students.

Figure 7

Survey Questions-Leaders Inclusive Environment & Effective Communication Data
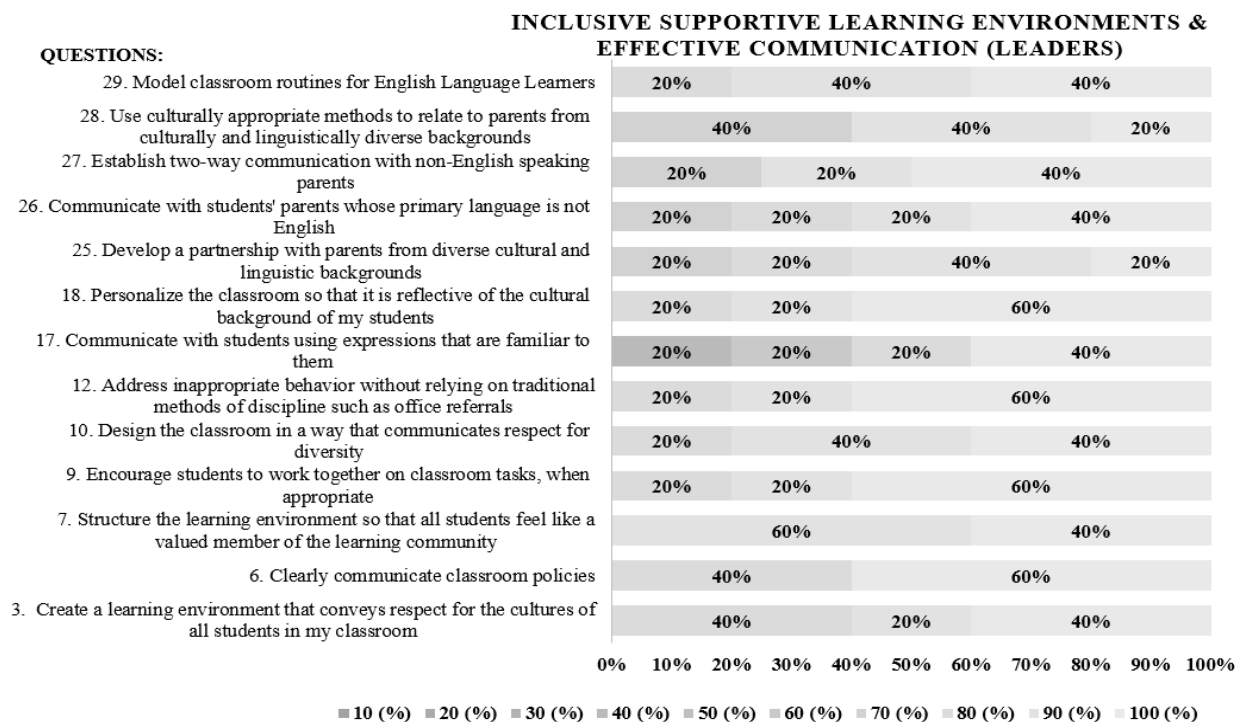
Figure 7 is reflective of leaders' perspective survey data in relation to themes 2) Inclusive

Supportive Learning Environments and 3) Establish Effective Communication with Parents and

Students.

Figure 8

Survey Questions-Support, Equitable Systems, & Cultural Proficiency Teachers Data

Figure 8 is reflective of teachers' perspective survey data in relation to themes 4)

Establish Supportive and Equitable Systems and 5) Teachers' and Leaders' Cultural Proficiency.

Figure 9

Survey Questions- Support, Equitable Systems, & Cultural Proficiency Leader Data

SUPPORTIVE & EQUITABLE SYSTEMS
CULTURAL PROFICIENCY (LEADERS)

QUESTIONS:			
35. Prevent disruptions by recognizing potential causes for misbehavior	20%	40%	40%
34. Manage situations in which students are defiant	20%	20% / 40%	20%
33. Develop an effective classroom management plan based on my understanding of students' family background	60%	20%	20%
32. Implement an intervention that minimizes a conflict that occurs when a students' culturally-based behavior is not consistent with school norms	40%	20%	40%
24. Teach children self-management strategies that will assist them in regulating their classroom behavior	40%	20%	40%
23. Critically assess whether a particular behavior constitutes misbehavior	20%	20%	60%
22. Teach students how to work together	20%	40%	40%
19. Establish routines for carrying out specific classroom tasks	40%	60%	
15. Redirect students' behavior without the use of coercive means (i.e. consequences or verbal reprimand)	60%	0%	40%
11. Use strategies that will hold students accountable for producing high quality work	20%	40%	40%
5. Establish high behavioral expectations that encourages students to produce high quality work	60%	40%	
1. Assess students' behaviors with the knowledge that acceptable school behaviors may not match those that are acceptable within a student's…	60%	40%	

0%   10%   20%   30%   40%   50%   60%   70%   80%   90%   100%

■ 10 (%) ■ 20 (%) ■ 30 (%) ■ 40 (%) ■ 50 (%) ■ 60 (%) ■ 70 (%) ■ 80 (%) ■ 90 (%) ■ 100 (%)
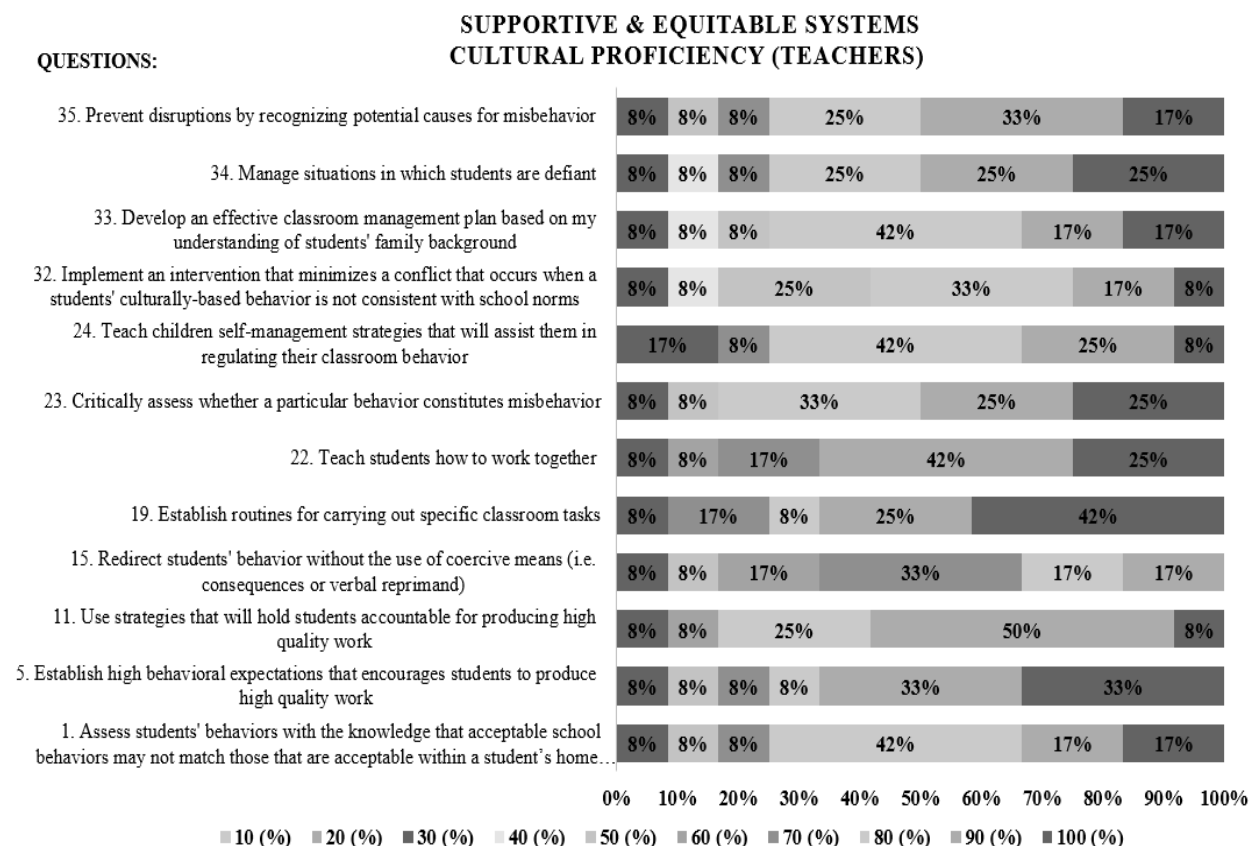
Figure 9 is reflective of teachers' perspective survey data in relation to themes 4)
Establish Supportive and Equitable Systems and Theme 5) Teachers' and Leaders' Cultural
Proficiency.

Figure 10

Survey Questions- Professional Development Teacher & Leader Data

PROFESSIONAL DEVELOPMENT LEADER & TEACHER PRESPECTIVE

QUESTIONS					
42. My school and district leadership supports and encourages the use of culturally supportive practices?	6%	24%	47%	24%	
41. Schools need to support the incorporation of instructional practices and curriculum that are culturally supportive to be academically and socially successful?	6%	35%	59%		
40. Leaders' and educators' cultural proficiency levels are irrelevant to successful instructional practices within the classroom/school setting?	29%	29%	6%	24%	12%
39. To be an effective teacher, one needs to be aware of the cultural differences within the classroom?	6%	29%	65%		
38. Multicultural awareness training can effectively support me in working with diverse populations?	6%	35%	59%		
37. Multicultural training for teachers is not necessary?	53%	35%	12%		
36. Too much emphasis is placed on multicultural awareness and training for teachers ?	35%	41%	12%	6%	6%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■SD (%) ■DG (%) ■N (%) ■AG (%) ■SG (%)

Figure 10 is also reflective of teachers' and leaders' perspectives on professional development in relation to theme 5) Teachers' and Leaders' Cultural Proficiency. The research findings will be shared in the results section of this chapter.

Document Analysis

Preexisting data, such as documentation, can be useful for the triangulation of data research to increase the trustworthiness of a study when used along with multiple data sources, such as surveys and interviews (Morgan, 2022). By using multiple methods for the collection of data, better support of findings is possible, thus, reducing the possibilities for biases (Morgan, 2022). As outlined in Chapter 3, Flick's (2018) four factors document selection process approach: authenticity, credibility, representativeness, and meaning, was followed when selecting which documents to include within this research study (see Figure 11).

Figure 11

Four Factors Consideration Approach - Based on Flick (2018)
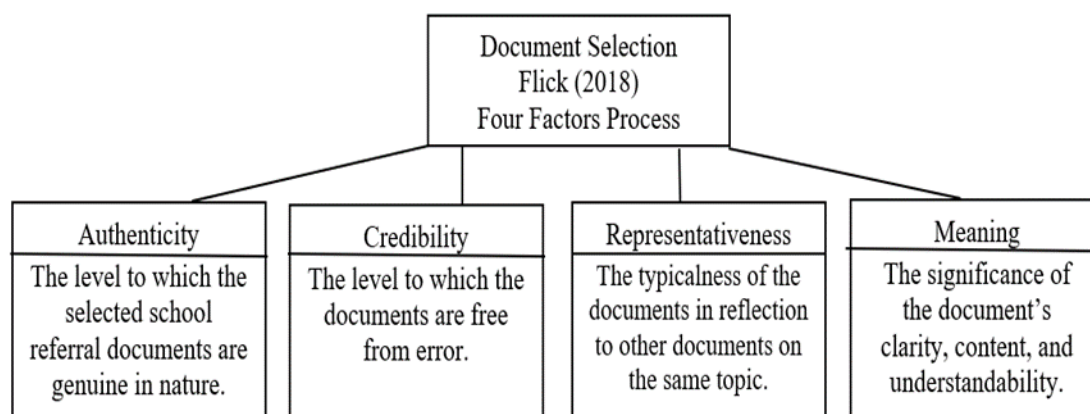
The campus leadership team was asked to provide documentation that illustrated their school's support for culturally responsive practices. Additionally, leadership was asked for referral documentation data that illustrated their school's breakdown of referrals by type and demographics. Once the requested documentation was received, Flick's (2018) Four Factor Documentation selection process was implemented to determine which data were appropriate for the study.

Authenticity. Teachers-submitted referral forms were compared to other on campus-submitted referrals to determine the documents' authenticity. The focus was on the consistency in style, alignment between documents, and universal expectations for completion by teachers. The referrals were verified to be from the primary source, the teacher who wrote the referral, and the district Positive Student Behavior Discipline Management System platform was used to submit the documentation. During this process, it was learned that no teacher could submit a referral on behalf of another. All referrals requiring formally applied administrator consequences had to be placed into the district-wide Student Positive Behavior Discipline Management System. Additionally, the referral had to originate from the teacher who witnessed and reported

the behavior. This allowed for verifying the primary source for the referral, enhancing its authenticity.

The remaining documents, the beginning of the year (BOY) professional development plan, campus surveys, and Campus Improvement Plan (CIP), were authenticated through the specific platform designated for each. The CIP was authenticated through Plan4Learning a password protected online platform for developing CIPs. The Student and Parent Surveys was authenticated through the districts restricted password protected Panorama Education Account. Campus professional development plans are required to be submitted to the Teaching and Learning Department for review and approval. The template layout is region-specific within the district. The district-wide platforms for the different document types are required to be used by all campus and district personnel. This allows for consistency in style in comparison to other similar documents within the district. With surveys, all staff, parents, and students within the district received the same questions on their surveys. All platforms are password protected and require all district personnel to log in using their privately assigned school identification log-in to access any of the systems. This required process allowed for authenticating the documents as the authorship, date, and location of the publication of the documents were easily verifiable through the district-assigned platforms associated with the document type (Morrison et al., 2021).

Credibility. The credibility of the referrals was determined by whether they were inputted into the district-wide Student Positive Behavior System platform or submitted internally on campus through email or a handwritten incident form that was used internally on campus for non-major offenses. This process was also used for determining the creditability of the surveys, CIP, and BOY professional development plans.

To ensure credibility free from error and distortion, the only documents and discipline data reviewed were those put into the approved district-wide platforms, the Student Positive Behavior System, Panorama Education Account for the staff, students, and parents' surveys, Plan4Learning for the campus CIP, and the vetted and approved BOY professional development plans by the district teaching and learning department.

Representativeness. Representativeness is the typicalness of the document and its reflectiveness of content to a collection of other documents about the same topic (Flick, 2018). The referral documents, survey documents, CIP, and BOY professional development plan for Martin J. Elementary are all housed within a district-wide management system for their specific document type. These online electronic platforms are only accessible through the district intranet using a district-protected password. The platforms allow for representativeness as the documents produced within the systems reflect the content of a collection of other documents about the same topic (discipline, professional development, campus climate, and culture) for other campuses within the district.

Meaning. Meaning is the implication of a document's literalness in content and the evidence of the document being understandable and clear enough to be taken at face value in meaning. The referral documents, survey documents, CIP, and BOY professional development plan, reviewed for the study have meaning. The data within the various data storage platforms are clear and organized. The evidence within the documents is understandable and clear enough to be taken at face value (literally).

The teacher and campus leaders are required to input only discipline codes that are selectable from the dropdown menu within the system. All codes in the system are universal to the district and campuses. The codes imply the same meaning across all campuses within the

district and fall under the same Code of Conduct definition as defined by the Texas Education Agency (TEA) discipline code violation definitions. The same survey and questions are given to campus staff, students, and parents. The questions within the documents are clear and straightforward. The surveys are rated on a Likert scale of strongly agree, agree, neutral, disagree, or strongly disagree. Only documents meeting all four criteria of Flick's (2018) Document Selection Four Factors Process were selected for use within the research.

After a thorough analysis of the documents, triangulations of the documents took place. During this process, the focus was on the usefulness of the documents in alignment with the CRSL theoretical framework, as outlined in Table 14.

Table 14

Document Review Alignment to CRSL Framework

Campus documents reviewed	CRSL framework
Campus and District Mission and Vision Statements Campus Improvement Plan (CIP)	CRSL: Self-Reflects Cultural Behaviors and Beliefs
Parent Climate Surveys Campus Staff Climate Surveys Student Perception Surveys	CRSL: Promotes Culturally Responsive/Inclusive School Environment CRSL: Engages Students, Parents, and Indigenous Contexts (their Native/Cultural Backgrounds)
Discipline Records Campus and District Professional Develop Plans	CRSL: Develop s Culturally Responsive Capacity of Teachers & Leaders

From this analysis, the following themes emerged:

1. Demographics: Ethnicity with Most Referrals

2. Climate and Culture: Campus, Parent, and Student Climate Survey

3. Training: Campus Professional Development

The research findings will be shared in the results section of the chapter.

In summary, data were collected and analyzed from three different data sources: semistructured interviews, Likert-scale surveys, and campus documents. The interviews were analyzed using Braun and Clarke's (2006) six-phase inductive thematic analysis approach. A descriptive approach was used to analyze the survey questions, and Flick's (2018) four-factor process was used to determine what campus documents to include within the study. Each dataset was analyzed through the lens of the culturally responsive school leadership theory theoretical framework (CRSL; Khalifa et al., 2016). The findings from all datasets were used to address the research questions covered in the results section.

Results

As outlined in Table 15, this section will discuss the themes and findings with supporting details and explanations of each finding from Martin J. Elementary's campus. A descriptive approach with the use of quotations taken from semistructured interviews, Tables to display survey data and discipline data were used to present an understanding of the participants' perspectives and to answer the research questions in relation to campus leaders' support of culturally responsive strategies.

Table 15

Research Question, Interview Question, & Survey Question Alignment to CRSL Framework

Research question	Interview questions	Survey questions	L framework
1. How do school principals and teachers describe and define culturally responsive practices?	2, 3, 4, 5	2, 4, 8, 13, 14, 16, 20, 21, 30, 31	CRSL: #1 Self-Reflects Cultural Behaviors and Beliefs
2. What are principals' and teachers' perspectives regarding the benefits and challenges of culturally responsive practices in relation to classroom management practices?	1, 6, 7, 8, 9, 10, 11	3, 6, 7, 9, 10, 12, 17, 18, 25, 26, 27, 28, 29	CRSL: #2 Promotes Culturally Responsive/Inclusive School Environment CRSL: #3 Engages Students, Parents, and Indigenous Contexts
3. How does leadership encourage or discourage teachers use of culturally responsive practices with regard to classroom management within their classroom setting?	12, 13, 14, 15	1, 5, 11, 15, 19, 22, 23, 24, 32, 33, 34, 35	CRSL: #4 Develops Culturally Responsive Capacity of Teachers and leaders.

Table 16 shows the alignment and triangulation of the themes from all three datasets that emerged to guide the answering of the research questions in relation to the theoretical framework.

Table 16

Research, Interview, & Survey Questions & Document Themes Aligned to CRSL Framework

Research question	Interview questions themes	Survey themes	Document themes	L framework
1. How do school principals and teachers describe and define culturally responsive practices?	Self-Efficacy (Awareness & Equitable Learning Experiences)	Teachers' and Leaders' Beliefs	Demographics (Ethnicity of Referrals)	CRSL: #1 Self-Reflects Cultural Behaviors and Beliefs
2. What are school principals' and teachers' perspectives regarding the benefits and challenges of culturally responsive practices in relation to classroom management practices?	Building Relationships/Inclusion & Belonging	Inclusive, Supportive Learning Environments	Climate and Culture (Parents, Students, Staff)	CRSL: #2 Promotes Culturally Responsive/Inclusive School Environment
		Establish Effective Communication with Parents and Students		CRSL: #3 Engages Students, Parents, and Indigenous Contexts
3. How does leadership encourage or discourage teachers use of culturally responsive practices with regard to classroom management within their classroom setting?	Professional Development and Continuous Training (Low Self-Efficacy for Implementation)	Establish Supportive and Equitable Systems

Teachers' and Leaders' Cultural Proficiency | Training (Campus Professional Development Plan) | CRSL: #4 Develops Culturally Responsive Capacity of Teachers and leaders. |

Research Question 1

How do school principals and teachers describe and define culturally responsive

practices? Research Question 1 was answered by theme 1, self-efficacy.

Theme 1: Self-Efficacy. Leaders and teachers' self-efficacy about and awareness of

culturally responsive practices in relation to providing students with access to equitable learning

experiences and positive, supportive school systems emerged from the data analysis.

Semistructured Interviews

Leaders and teachers expressed that a key step in effectively and successfully applying

strategies related to culturally responsive practices begins with knowing and understanding

students and oneself. Having a sense of awareness about what students bring to the classroom and what educators know and understand about their students' culture (self-efficacy) allows them to respond appropriately to their individual needs for students to have a more equitable learning experience. Thus, supporting students in feeling academically and socially successful.

Among teacher participants who shared their perspectives on describing and defining culturally responsive practices, T3 specified, "Culturally responsive practice is being aware as possible of students and their family backgrounds." Other teacher participants shared similar sentiments. For example, "I need to be culturally sensitive and knowledgeable about their native countries so that they can feel welcomed and accepted in my classroom." (T4). "To me, it is being aware of differences that exist and taking advantage of those differences" (T7). "You know who they are and what they bring with them into the classroom. As a teacher, I'm creating a group of systems and protocols within my class that are very much in tune with who my students are" (T9). From the leadership perspective, L-D specified, "I would describe it as getting to know students' culture. Becoming aware and knowledgeable of those things would make it easier when you are speaking with the students and working with their families as well."

Access to Equitable Learning Experiences. As the needs of diverse students continue to evolve, leaders and teachers must develop their capacity to foster learning experiences that meet their diverse student population's social, emotional, and academic needs (Samuels, 2018).

In relation to providing students with access to equitable learning experiences and positive, supportive school systems, leader L-C explained, "As a leader, I feel that every scholar should be treated differently. It is not necessarily about things being equal, but it's about equity. Being culturally responsive, you understand the background of the student. You understand what

they have gone through, some of the challenges in their life, and you take that into consideration before going into any discipline procedures." Leader L-B expressed,

> It is when the school community comes together to support needs. You start to see schools that are able to provide support and services to families. They know the families they have a relationship with them. The families are an integral part of the school fabric. A school where everything is always constantly working together. Not just working smoothly. Their schools are nodes of the community. They are places where an entire community comes together towards a common cause, a common idea, or a common belief; it is structured, and they support each other.

Complementary to this, Leader L-A shared, "With culturally responsive practices, you find a way to bring what they enjoy and what they're interested in into the classroom into your teaching. It's infusing the way students learn into the classroom and into the instructional practices."

Similar views were echoed by teachers regarding equitable practices and experiences as a means of defining culturally responsive practices. T2 stated, "It means accommodating and meeting students where they are at." Other teacher participants' perspectives supported T2's. T4 explained, "Culturally responsive practices are defined by setting clear classroom expectations for all, communicating those with the family, and also getting to know the students." Teacher T5 shared, "It's being able to implement culturally relevant material to teach kids so that they can be successful, right? If they can't make a connection with things that are being taught, they don't always see the relevance in the learning." T6 shared, "Culture-responsive teaching is a practice that matches students' needs and wants so that you can make lessons around their interests," and T8 stated that culturally responsive is defined as "Using a curriculum that supports the sharing

and recognition of all cultures. Having discussions that bring light to others' uniqueness and differences. You are sensitive about these topics and teaching in the classroom." The participants from this study perceived self-efficacy, awareness, and equitable learning experiences as necessary components in defining culturally responsive practices.

Survey

Research Question 1 was answered by theme 1 of the survey, 1) Teachers' and Leaders' Beliefs.

Theme 1: Teachers and Leaders' Beliefs. Teachers' and leaders' beliefs about their ability to create a community of learners through culturally relevant instructional practices and systems emerged from the survey data.

As reflected in Appendix N, questions 2, 4, 8, 13, 14, 16, 20, 21, 30, and 31 were merged after analysis due to similarity in nature in relation to the theoretical framework and answering research question 1. Questions 14, 20, and 21 combined results showed that of the teachers surveyed, 59% were highly confident in their ability to modify the school curriculum to engage students throughout the lesson continuously or create activities that allow students to work in collaborative groups together, working toward a common goal.

Leaders, on the other hand, expressed that they were 90% highly confident in their ability to modify the curriculum to maintain student engagement and support students in working collaboratively in groups that guide them toward achieving a common goal.

Questions 4 and 16 addressed teachers and leaders' ability to use their knowledge of students' cultural backgrounds to create a culturally compatible learning environment and restructure the curriculum to support every child to be able to succeed regardless of their academic background. Teachers and leaders both felt 60% moderately confident in their ability

to achieve these goals. Questions 2, 8, and 13 focused on the use of culturally responsive discipline practices to alter defiant behaviors, the ability to critically analyze students' classroom behavior from a cross-cultural perspective and being able to use what is known about a student's cultural background to develop an effective learning environment. Within this context, teachers indicated they were 60% pretty confident in their ability to use a cultural lens to evaluate behaviors, design a classroom learning environment based on the knowledge of their students' backgrounds, and administer discipline practices that alter students' defiant behaviors.

In contrast, leadership shared that they were 70% highly confident in their ability to use a cultural lens to evaluate behaviors, design a classroom learning environment based on the knowledge of students' backgrounds, and administer discipline practices that alter students' defiant behaviors.

When it comes to questions 30 and 31, the ability to explain classroom rules so that they are easily understood by English Language Learners or modify aspects of the classroom so that it matches aspects of the student's home culture, teachers felt 59% moderately confident in their ability to do so, whereas leadership was 90% highly confident in their ability to accomplish the same outcome.

The survey results for research question 1, indicate that there is a disparity between teachers' and leaders' self-efficacy about their ability to support students culturally within the learning environment through the lens of their cultural backgrounds, administer discipline practices that alter their behaviors, and their ability to provide students with access to equitable learning experiences that result in positive learning outcomes and behavior actions.

Documents

Research question 1 was answered by theme 1 of the document review process.

Theme 1: Demographics – Ethnicity With Most Referrals. At the time of data collection, there were 97 behavioral incidents reported to the administration team, of which 40 incidents resulted in referrals that were placed in the campus Student Positive Behavior System and met all four Document Selection Four Factor Process criteria (Flick, 2018). Of the 40 referrals reported in the district-wide behavior system, 80% of them were for African American male and female students combined. African American boys made up the highest number of referrals (see Table 17).

Table 17

Student Offenses by Ethnicity and Gender (Count)

Ethnicity	Gender	Count	%
Black or African American	F	14	35
Black or African American	M	18	45
Hispanic	F	7	18
White	M	1	3

Considering the student offense referral data, additional information was requested related to the teachers and their demographics to evaluate who wrote the most referrals to see if a pattern emerged from the analysis of both datasets. When reviewing the teacher-submitted referrals data, it revealed that African American teachers, male and female combined, submitted 57% of the total referrals (see Table 18).

Table Error! Unknown switch argument.

Teachers' Highest Referrals by Ethnicity and Gender (Percentage)

Ethnicity	Gender	Teacher count	%
Black or African American	F	3	43
Black or African American	M	1	14
White	F	3	43
White	M	-	-
Hispanic	F	-	-
Hispanic	M	-	-

Further analysis showed that most of the submitted referrals were written by African American female teachers, with White female teachers being the next highest demographic (see Table 19).

Table 19

Teachers -Most Referrals Written (Count & Percentage)

Ethnicity	Gender	Count	%
Black or African American	F	20	50
Black or African American	M	5	13
White	F	15	37
White	M	-	-
Hispanic	F	-	-
Hispanic	M	-	-

This theme is comparable with Interview Theme 1, Self-Efficacy, and Survey Theme 1, Teachers and Leaders Belief. Ethnicity and demographics play a key role in how individuals evaluate their self-efficacy and beliefs around cultural responsiveness.

When asked by teachers and leaders during the interview process what demographic population on campus they tend to receive the most referrals or see the most referrals on campus, 12 out of the 16, or 88% of the combined participants, shared that African American males were the highest for receiving the most referrals. Teachers and leaders offered the following statements related to the ethnicity with the most referrals submitted, "Without a doubt, I get the most complaints from teachers for African American students. Latino boys for playing, but most of my referrals are for African American boys for being the loudest." (L-2). Similar sentiments were shared by other leaders and teachers alike, L-3 stated,

> It's my African American boys I see the most, boys in general, even for my Hispanic
>
> boys that come through. However, it's mainly my African American population. I believe
>
> it's because there's a disconnect, and we talked about it earlier the implicit biases.
>
> Sometimes we have astute teachers who tend to be more female at the early elementary
>
> campuses. They want boys to act a certain kind of way.
>
> From the teachers' perspective, it was shared by T1 that:
>
> It's the majority of Black scholars who are in detention or anything like that. And from
>
> my experience, it's even at campuses that have the majority of administration and teacher
>
> populations that are Black as well. I can't say for certain why, but it's something that I
>
> would like to learn more about so that way, it's more representative of the entire school
>
> population.

Additional teachers' perspectives communicated were, T-2, "African American boys on my campus seem to have the highest number of referrals, and I am not exactly sure why." T-5 "I would say one is correct in saying that probably most referrals are from African American males. I really do not know why, but I see more issues with some of the African American males on my campus." T-8 commented,

> I will say African American boys. The reason that I think this is the case is that they have a different way of kind of expressing their emotions, and they come off as aggressive, so when they do something that they see as innocent as far as playing, the teacher may send them to the office not really understanding the proper behavior that they need to display. The leader can help with the understanding of what can actually be a referral or what can be a different conversation.

Additional referral data documents were reviewed in relation to leadership-applied consequences and the frequency of the types of referrals submitted. Table 20 reflects the student offense types and counts.

Table 20

Student Offense Types by Count

Offense	Total count
Assault class a (student on student)	2
Assault class c (student on personnel/volunteer)	2
Assault class c (student on student)	8
Bullying	8
Electronic cigarette (smoking, using, or possession)	2
Failure to comply to directives given by school personnel (insubordination)	1
Fighting	9
Knife possession-not an illegal knife	1
Profanity/obscene gestures	1
Safety rule violation	1
Skipping Classes	3
Throwing objects that may cause bodily injury or property damage	2

Table 20 shows that Assault Class C (student on students), bullying, and fighting are the most frequent behaviors handled by administration related to discipline behaviors.

Table 21

Principal Actions on Offenses

Action	Count
Assignment of school duties such as scrubbing desks or picking up litter	1
Community Service	5
Counseling in lieu of other disciplinary actions (parent consent required)	10
Detention before school, after school or Saturday school	1
District Police & Security Services Department notification	2
Parent/guardian conference with teacher or campus behavior coordinator	3
Parent/guardian observation in student's class	1
Placement in DAEP	3
Referral to SST/outside agency/legal authority/Mental Health Services (parent consent required)	1
Reflective Assignment	1
Reflective assignment	1
Restitution/restoration, if applicable	1
Restorative Practices	4
Temporary confiscation of items that disrupt the educational process	1
Verbal correction	2
Withdrawal of privileges, such as participation in extracurricular activities and eligibility for seeking and holding honorary offices and/or membership in school-sponsored clubs or organizations	3

Table 21 is reflective of the principal consequence actions of the outlined student offense. The results show that the top three main offenses applied to campus-wide behavior issues are (1) Counseling in lieu of other disciplinary actions (parent consent required), (2) Community Service, and (3) Restorative Practices.

The referral data indicates that African American students are disciplined at a higher rate than other ethnic groups, with African American boys being affected the most. Additionally, African American teachers tend to write the most referrals, with White female teachers being the second highest. The results also show a strong disparity between teachers' and leaders' self-efficacy about their ability to support students culturally within the learning environment in order to create equitable learning experiences for all students.

Research Question 2

What are school principals' and teachers' perspectives regarding the benefits and challenges of culturally responsive practices in relation classroom management practices?

Research question 2 was answered by theme 2, building relationships.

Theme 2: Building Relationships. Teachers and leaders build relationships that are inclusive of all cultural and ethnic backgrounds.

Semistructured Interviews

According to Minkos et al. (2017), responding in a culturally systematic way creates opportunities for leaders and educators to build relationships. It promotes prevention strategies and enhances all students' social and emotional aspects.

During the interview process, when leaders and teachers were asked what the benefits and challenges were to the use of culturally responsive practices in relation to classroom management, participants' responses formulated around belonging/inclusion. Leaders shared the

following in relation to establishing an environment that fosters belonging and inclusiveness, L-A stated, "Teachers have an opportunity to become aware and learn their implicit biases and use that knowledge to help them make judgments in the classroom that are not based on those biases." Leader L-B shared, "It is important to create equitable systems and learning environments. Creates environments where students feel safe, especially African American students." L-C indicated, "Building and bridging relationships with students and parents creates student/parent buy-in," and leader L-D stated, "Parents are encouraged to be a voice and to be part of the learning community. We must solicit parents and students to participate."

Along the lines of those same thoughts, teachers communicated, "You are doing things in order to make sure that the Black and brown students on our campuses have an equitable education" T1. "We must have a way to coach teachers to create a culture of belonging and safety within the classroom." T4. Additionally, other teacher participants echoed similar thoughts, T9, "It's very important that the kids see that you're trying to make a connection with them." T10, "You get to understand how your students will learn best when things from the culture can be infused into the classroom and school environment to really grab their attention." T11 offered that to promote an environment of inclusion and belonging, we must,

> Encourage cultural representation on campus by having community events that all our parents are invited to participate in. When we create events in the school where families in the community can participate, it sets a positive tone between the families and the school.

Overall, all participants expressed the need to create experiences and develop effective opportunities for all stakeholders to feel heard and promotes a sense of belonging and connectedness inside and outside of the school walls.

Survey Results

Research question 2 was answered by theme 2 of the survey: Develop an inclusive, supportive learning environment, and establish effective two-way communication with parents and students. These themes were used to answer research questions.

Develop an Inclusive, Supportive Learning Environment. Students who form a sense of emotional and social belonging within their learning environment often achieve academically at a higher level than those who do not feel a sense of connectedness with their school community (St-Amand et al., 2022). In contrast, students who experience a low level of belonging are said to be at risk of dropping out of school (St-Amand et al., 2022). Clear expectations that are consistent in implementation and high student engagement aid in creating a school climate that supports students in forming a positive sense of belonging and respect for themselves and others within the campus (St-Amand et al., 2022).

As specified in Appendix N, questions 3, 6, 7, 9, 10, 12, 17, 18, 25, 26, 27, 28, and 29 were combined after analysis due to their similarity in nature in relation to the theoretical framework and research question 2. The results for questions 3, 7, 10, and 18 address teachers' and leaders' ability to create a learning environment that conveys respect for the cultures of all students in the classroom or the ability to structure the learning environment so that all students feel like a valued member of the learning community. Teachers were 81% highly confident in their skills to do so. In comparison, leadership was 100% completely confident in their skills to create a learning environment that conveys respect and allows all students to feel like valued members of the learning community.

Questions 6, 12, 17, and 29 focused on leaders' and teachers' ability to communicate classroom policies clearly, address inappropriate behaviors without relying on traditional

discipline methods, communicate with students using expressions that are familiar to them, and model classroom routines for English Language Learners that familiar to them. Teachers' responses indicated that they are 74% pretty confident in their skills to communicate, model, and address behaviors that support students without the reliance on traditional discipline methods, such as writing referrals. Leaders, on the other hand, were 90% highly confident in their ability to achieve the same. The combined results reflect that a significant gap exists between leaders and teachers when it comes to establishing strategies and procedures to build relationships with students and parents from a culturally responsive lens.

Establish Effective Communication With Parents and Students. Race and ethnicity are elements that have an influence on effective instruction and how students respond to curriculum and instruction (Mette et al., 2016). These traits can also impact leaders' and teachers' beliefs about a student's capacity for learning (Mette et al., 2016). For students to experience academic success, leaders and teachers must develop ways to support students in bridging cultural gaps that exist between school and their home life (Mette et al., 2016).

Questions 9, 25, 26, 27, and 28 centered around leaders' and teachers' ability to encourage students to work together on classroom tasks when appropriate, develop partnerships with parents from diverse cultural and linguistic backgrounds, communicate with students whose primary language is not English, establish two-way communication with non-English speaking parents, and use culturally appropriate methods to relate to parents from culturally and linguistically diverse backgrounds. The combined results responses from teachers reflect that they are 62% pretty confident of their ability to encourage student collaboration when appropriate, develop partnerships with parents from diverse backgrounds, communicate with

students whose primary language is English, and establish two-way communications. In comparison, leadership were 76% pretty confident in their ability to accomplish the same.

Document Results

Research question 2 was answered by theme 2, Climate and Culture.

Theme 2: Climate and Culture (Staff, Student, & Parents Surveys). The climate of a school is seen as the interpersonal interactions, expectations, attitudes, and perceptions of the individuals within a school (National School Climate Center, 2016). The culture of the school is said to be the shared values and beliefs of stakeholders such as students, parents, teachers, and community members within the school (ASCD, 2019).

When reviewing the campus vision and mission statement on the public webpage, the site conveyed a message that was in support of practices that are culturally responsive and inclusive for diverse populations. On the campus public website, the vision statement read that they want to celebrate diverse perspectives and cultures and empower students to be self-confident, lifelong learners. However, there was no other evidence, such as pictures or past or present flyers, to indicate that this is a current practice within the campus.

Campus Climate Survey. The district's campus staff climate survey was reviewed to learn the perception of the staff about the campus actions towards encouraging or discouraging culturally responsive practice at the school. The campus climate survey for all campuses in the district is conducted twice a year, in November and May. Using the Likert-scale, agree, strongly agree, neutral, disagree, and strongly disagree, teachers are asked to respond to a set of predetermined statements around six main categories: (1) Beliefs and Priorities, (2) Feedback and Support, (3) Culture and Environment, (4) College-Going Culture, (5) Teacher-to-Teacher Trust, and (6) Teacher-to-Principal Trust.

Figure 12

Campus Climate Survey Fall & Spring Data (Percentage)
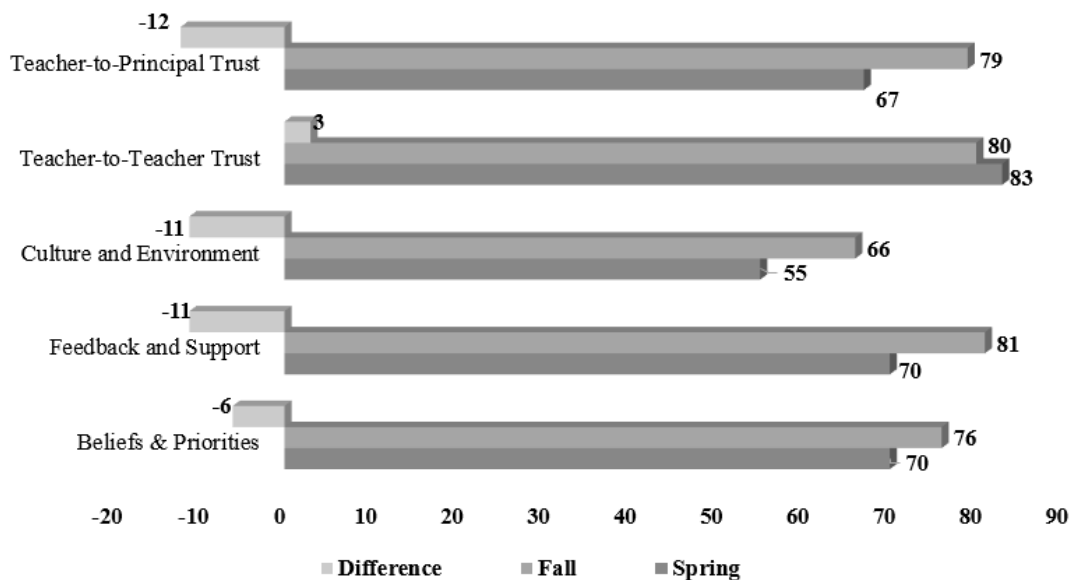
As displayed in Figure 12, in reviewing the campus climate survey, five of the six areas, (1) Beliefs and Priorities, (2) Feedback and Support, (3) Culture and Environment, (4) Teacher-to-Teacher Trust, and (5) Teacher-to-principal Trust are analyzed within the research due its close relationship to culturally responsive practices, the three research questions, and the theoretical framework as defined within the study.

In analyzing the data, the strongest category of campus culture was Teacher-to-Teacher Trust, particularly in areas of peer leadership and respect. There was a 3% increase from the Fall to Spring survey administration. The areas with the largest decline from Fall to Spring administration that have the greatest opportunity for growth are (1) Teacher to Principal Trust, (2) Beliefs and Priorities, (3) Culture and Environment, and (4) Feedback and Support. The data analysis revealed that teachers feel there is a lack of campus-wide discipline support, particularly in enforcing consistent and effective discipline measures. The staff believed that unruly students are permitted to disrupt the learning environment. This could be a factor in the 11% decrease in

culture and environment and the 12% decrease in Teacher-to-Principal trust from Fall to Spring administration. Additionally, only 58% of teachers felt that the school's professional development sessions helped them improve their instruction. At the same time, only 46% of teachers believed that the campus leadership helps them to improve the quality of their instruction.

Campus Student Experience Survey. The district's Student Experience survey for all campuses is conducted twice a year, in October and May. Using the Likert scale type questions, students are asked to respond to a predetermined set of questions around five main categories: (1) Pedagogical Effectiveness, (2) Rigorous Expectations, (3) Classroom Climate, (4) Teacher-Student Relationships, and (5) Engagement. Based on the Student Survey, students believe that the academic rigor and expectations they are held to have been improving over time, a 2% growth. When it comes to teacher-student relationships, 79% of students felt as though they were respected but not supported, only 50% believed teachers were concerned about them, and only 48% would be excited to have their teacher again.

Campus Parent Survey. The district's parent survey for all campuses is conducted once a year in the spring. Using the Likert scale, agree, strongly agree, neutral, disagree, and strongly disagree, parents are asked to respond to a predetermined set of questions around four main categories: (1) Successful Outcomes, (2) Communication, (3) School Environment, and (4) Inclusiveness.

Figure 13

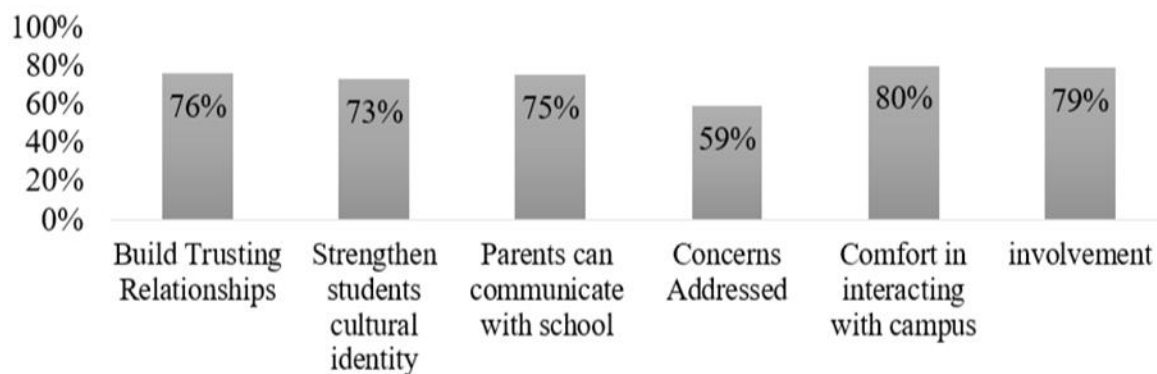*Parent Climate Survey Spring Data (Percentage)*

Figure 13 displays the data responses of parents for Martin J. Elementary School spring survey administration. Based on the parent survey, families believed that the campus team works hard to build trusting relationships with families. The families believed that the campus strengthens their child's cultural identity and feel comfortable with communicating and interacting with the school regarding concerns and requests about their child's education. However, 59% are dissatisfied with the response to those concerns. Parents overall felt their child's campus welcomes involvement. Inclusiveness was reflected as a category in the survey. However, no data were present for it, as the category was omitted when the survey was administered to parents in the spring.

This data shows that though there was a slight decline of 6% from Fall to Spring administration, overall, approximately 70% of the staff and parents have a positive belief in the culture and climate of the campus and its ability to infuse activities within the campus to promote positive relationship building that is inclusive of all stakeholders. In addition, parents have an overall positive opinion of their school despite their feelings regarding the school's handling of their concerns. Parents strongly believe the school is capable of building and supporting the cultural needs of their students. However, on the other hand, 50% of students felt they are

respected but not supported by their teachers, and less than 50% of students stated they would be excited about having the same teacher again.

Research Question 3

How does leadership encourage or discourage teachers use of culturally responsive practices with regard to classroom management within their classroom setting?

Research question 3 was answered by theme 3, Professional Development & Continuous Training.

Theme 3: Professional Development. Lack of professional development and continuous training and support with culturally responsive practices causes low self-efficacy toward implementation.

Semistructured Interviews

The National Staff Development Council suggests that leaders use 10% of their budget and 25% of teachers' time for professional development (Brion, 2022). Culture plays a large role in a student's ability to learn. Using professional development rooted in culture is vital for leaders and teachers to improve students' academic learning outcomes (Brion, 2022).

Professional Development. Among the teachers and leaders who participated in the interview, it was communicated that professional development and ongoing support were needed to effectively build relationships with students that support their academic and behavioral needs from a culturally responsive lens. Leadership commented, "I encourage culturally responsive practices through research-based practices that I put in my newsletter about great teaching practices that will impact students. However, I know more is needed" (L-A). Leader L-C specified,

The discipline department came in and led professional development on discipline and culture systems. We also had some teachers on campus develop and present a PD it wasn't explicitly culturally responsive, but the practices that they put out were strong socially responsive practices.

Teachers expressed a desire to implement and support their students using culturally relevant practices but felt that they needed more training and support. T2 commented,

We've had some culturally responsive training on Zoom, but that is a little bit not personal enough. And I think some of the best training is when you are in groups and can sit with people from different schools that are different races, and you can talk about these kinds of things.

Along the same lines, other teacher participants shared their perceptions on the matter of culturally responsive practices and lack of training. T9 detailed,

I have perhaps attended one or two virtual practices from the ISD. There was a seminar on cultural responsiveness and the brain, and we were all responsible for watching it. I would love to have more opportunities to be in person when having this type of training. It helps me to have conversations and learn how best to apply the concepts within my day-to-day practices.

Others indicated, "There isn't very much discussion about culturally responsive practices on my campus. It's up to the teacher to have a management system that leads to like a feeling of inclusivity in their classroom" (T3). "We had culturally based, non-biased type of professional development training in the summer. They weren't mandatory to attend, and there's not always any follow-up for implementation by campuses or from the district" (T5). T6 stated, "We have some PDs with the campus about students' names, being culturally sensitive and pronouncing the

correct name of each student, and just respecting them as an individual and not generalizing, but that's pretty much it."

Ongoing Training and Support. Teachers' confidence or self-efficacy about their success with the implementation of culturally responsive practices within their day-to-day practices was low.

Teachers shared that though the district presented training related to cultural responsiveness, there was no effective follow-through to ensure teachers succeed with implementation. There is no ongoing support by the campus or district to promote teachers being successful in applying the culturally responsive practice shared through the professional developments offered by the district. Teacher participant T10 stated, "At the beginning of the year, we always have training for culturally responsive practices, where we talk about our openness to culturally responsive practices and how we do that in the workplace. However, we don't ever have any follow-ups." Likewise, teacher T11 shared, "I feel a little bit like the culturally responsive training is just something they do to tick off the box. I don't know how effective the training is, but we do have annual training on diversity."

These results demonstrate that training is perceived to be ineffective and lacks the true support teachers and leaders need to implement culturally responsive practices within the classroom and campus-wide in a manner that would leave them feeling supported and successful.

Survey

Research question 3 was answered by theme 3, (a) Establish Supportive and Equitable Systems, and (b) Teachers' and Leaders' Cultural Proficiency.

Establish Supportive and Equitable Systems. Research indicates that teachers who work in understaffed schools that service a large percentage of poverty students and students of

color, one-third to one-half of them, leave teaching within the first 5 years of being in the profession (Miccichi, 2020). Many teachers experience challenges with disruptive students and lack the skills necessary to implement strategies that support the management of those disruptive behaviors (Miccichi, 2020).

As specified in Appendix N, questions 1, 5, 11, 15, 19, 22, 23, 24, 32, 33, 34, and 35 were combined after analysis due to their similarity in nature in relation to the theoretical framework and research question 3. The results for questions 1, 23, and 33 address teachers' and leaders' ability to assess students' behaviors with the understanding that acceptable behaviors may not match those acceptable within the student's home culture. As well as the teacher and leader's ability to critically assess whether a particular behavior constitutes misbehavior and whether they can develop an effective classroom management plan based on the understanding of students' family background. The responses to these questions showed that while teachers were 77% moderately confident, leadership was 100% completely confident in their ability to do so.

Questions 5, 19, 22, and 24 address teachers' and leaders' capacity to establish supportive and equitable systems. The questions centered around learning about participants' ability to establish high behavioral expectations that encourage students to produce high-quality work, establish routines for carrying out specific classroom tasks, teaching students how to work together, and the ability to teach children self-management strategies that will assist them in regulating their classroom behaviors.

The results of the respondents reveal that teachers are 55% moderately confident in their capability of establishing high behavioral expectations that promote high-quality work, defining routines for students to carry out classroom-specific tasks, and the ability to teach children self-

management strategies that assist them in regulating their behaviors within the classroom. At the same time, the opposite of that is true for leadership. Leadership results show that they are 100% completely confident in their ability to establish practices that assist in achieving the stated goals.

Teachers' and Leaders' Cultural Proficiency. The ability of a leader or teacher to successfully support, teach, and build relationships with students of all cultural backgrounds opposite of their own is said to be culturally proficient (Anderson, 2011). For teachers and leaders to be culturally proficient, they must possess effective skills in managing students, develop inter-group relationships, build home-school relationships, and improve student academic outcomes (Landa, 2011).

Questions 11, 15, 32, 33, 34, and 35 align with teachers' and leaders' cultural proficiency. The survey questions are focused on leaders' and teachers' capability to use strategies that will hold students accountable for producing high-quality work. The ability to redirect students' behaviors without the use of coercive means (i.e., consequences or verbal reprimand) and implement intervention plans that minimize conflicts that occur when a student's culturally based behaviors are not consistent with school norms. As well as the ability to manage situations in which students are defiant and prevent disruptions by recognizing potential causes for misbehaviors. The results show that teachers are 51% moderately confident in the ability to manage students' behaviors when they are not consistent with school norms. Additionally, they are moderately confident in their skills to manage situations where students are defiant and can prevent disruptive behaviors by recognizing potential causes of the behaviors. Leadership results are slightly higher at 68%, pretty confident in their skillset to address behaviors and recognize the potential causes for them.

Questions 36, 37, 38, 39, 40, 41, and 42 were geared specifically toward teachers' and leaders' perceptions about the significance of professional development around culturally responsive practices. When asked about too much emphasis being placed on multicultural awareness and training, 76% of participants strongly disagreed. In relation to multicultural training effectively supporting working with diverse populations, and if to be an effective teacher, one needs to be aware of the cultural differences within the classroom, 94% of the participants strongly agreed. However, the data showed that only 36% of the teachers and leaders surveyed strongly agreed that leaders' and educators' cultural proficiency levels were irrelevant to successful instructional practices within the classroom and school setting.

In addition to the survey results, the interview results support the survey outcomes presented. Within their interviews, teachers and leaders were asked to rate from 0-5, zero being the lowest, five being the highest, their belief in their level of proficiency with culturally responsive practices. They were also asked to provide an explanation for why they rated themself at the level. Leader L-B stated,

> I am a level 3 because it requires a full mindset shift in the way leaders and teachers understand what supporting and teaching students look like. Leaders and teachers want to teach the whole child but do not truly understand what that means, and when attempted, they see it as a burden, causing them to regress instantly back to punitive systems of discipline.

L-C expressed, "I would say I am between a 2 or 3 because I believe teachers and leaders lack education on cultural differences. Training is needed to understand better how to communicate with all types of backgrounds."

Along the same lines, teachers shared their proficiency level and the rationale as to why they rated themselves at that level. Teacher participant T10 communicated, **"**I am around a 1 or 2. I have not had much training, and there isn't a whole lot of focus on how to deliver classroom management all the time from leadership on my campus." Participant T11 stated,

> I am between a 1 or a 2. I don't think that I ever received any coaching around culturally responsive teaching and anything around culture building within the classroom, so being able to apply it effectively within my classroom would be a challenge.

This information demonstrates that teachers and leaders have little to moderate confidence in their proficiency to support students in being behaviorally and academically successful through culturally relevant practices. The results, though somewhat surprising, showed that the teachers' level of understanding and use of culturally responsive practices did not vary, or change based on their grade levels. In addition, the lack of professional development and continuous training to support the implementation of the practices contributes to the teachers' feeling of low self-efficacy toward being successful.

Document Review

Research question 3 was answered by theme 3, Training, Campus Professional Development.

Theme 3: Campus Professional Development Plan. When reviewing the campus professional development plan (see Appendix I), for the beginning of the year, there were no clearly predefined activities geared directly towards the support of developing teachers' ability to support diverse perspectives and cultures to empower students as outlined in the campus vision. A block of time was defined for reviewing the district and campus vision and mission statement.

However, no other obvious activities or action steps outlined within the professional development plan to support the concept of culturally responsive practices were evident.

Additionally, teacher interview responses correspond with the theme that emerged from the document review analysis. When asked about the challenges they face with reducing discipline referrals and suspension rates of students' teachers shared the following, "One of the hardest obstacles would be just trying to mediate that behavior and finding alternatives" (T12). T6 explained, "I think most school districts are relying on teacher credentialing programs to train teachers. But these programs are not really doing that." T7 conveyed, "Knowing how to take students' traditions, values, and beliefs into consideration when disciplining is not always easy."

The results provide evidence that teachers and leaders desire professional development and continuous training to build their capacity for implementing and applying culturally responsive practices in support of being able to apply discipline without being biased. The desire to make discipline individualized and not a one-size-fits-all is hard when one does not know the best approach to take or does not have a clearly defined path on how best to support each student right where they are. This will be further discussed in the next chapter.

Summary of Findings

The purpose of this qualitative exploratory case study was to explore how campus leaders supported teachers in using culturally responsive practices and discipline management strategies and to better understand the perspectives of administration and teachers regarding the reasons for the variation in support. In Chapter 4, the purpose of the study was restated. Using semistructured interviews, Likert-scale surveys, and document reviews, campus leaders' and teachers' perceptions related to culturally responsive practices and classroom management were captured and shared within a description manner, with the use of quotations to convey their

perspectives. The chapter described in detail the study findings, which address the themes developed during the data analysis process using the thematic analysis approach, the Four Factor Document Selection Process, and the descriptive analysis approach. Tables and figures were also displayed to support the presentation of the findings. Chapter 5 will contain a review of the study, conclusions based on the findings, connection to the literature, implications, and recommendations for future studies.

Chapter 5: Discussion, Conclusions, and Recommendations

The purpose of this exploratory qualitative single case study was to explore how campus leaders support teachers' use of culturally responsive practices and discipline management strategies. The aim of the study was to better understand the perspectives of administration and teachers regarding the reasons for the variation in support in hopes of offering suggestions that may reduce the suspension rate that disproportionally represents the African American student population. This chapter will conclude the research with a summary of the study, the connection of the study's purpose to the prior literature review, a discussion of findings and limitations, and offer recommendations for future research.

Summary of the Study

This exploratory qualitative single case study used interviews, surveys, and document review datasets to gather and triangulate data. Data were collected from four school leaders and 24 elementary teachers from an urban Title I campus in Texas. The participants shared their perceptions in relation to culturally responsive practices as a strategy for addressing behaviors within the educational setting. Once all data were compiled from semistructured interviews, Likert-scale surveys, and document reviews, the data were analyzed. The data were coded using an inductive thematic approach, descriptive approach, and document review selection process. The analysis of the collected data yielded three main themes that represent the findings reported in relation to the research questions. This chapter will discuss the study's findings based on participants' responses concerning the research questions and past literature research. The following research questions guided this study:

RQ1. How do school principals and teachers describe and define culturally responsive practices?

RQ2. What are school principals' and teachers' perspectives on the benefits and challenges of culturally responsive practices in relation to classroom management practices?

RQ3. How does leadership encourage or discourage teachers' use of culturally responsive practices with regard to classroom management within their classroom setting?

Based on participants' responses to interview and survey questions and review of campus documents, the following main themes emerged in relation to RQ1: (a) Self-Efficacy: Self-awareness by leaders and teachers creating equitable learning experiences; (b) Teachers' and Leaders' Beliefs; and (c) Professional Development: Low self-efficacy for implementation.

Based on participants' responses to interview and survey questions and review of campus documents, the following themes emerged in relation to RQ2: (a) Building Relationships: Inclusion and belonging for all stakeholders; (b) Inclusive, supportive learning environments and establishing effective communication with parents and students; and (c) Climate and culture: parents, students, and staff.

Based on participants' responses to interview and survey questions and review of campus documents, the following themes emerged in relation to RQ3: (a) Professional Development and continuous training; (b) Establishing supportive and equitable systems and teachers' and leaders' cultural proficiency; and (c) Training – Campus professional development plan.

Discussion of Findings in Relation to Past Literature

Analysis of the collected data revealed several reoccurring themes. The emergent themes of self-efficacy (awareness and equitable learning experiences), building relationships (belonging, inclusiveness, and effective communication), and professional development (low self-efficacy for implementation and continuous training) are tightly aligned with the theoretical framework outlined in the work of Khalifa et al. (2016), Ladson-Billings (1995, 2009) culturally

relevant pedagogy theory and Gay's (2010) culturally responsive teaching theory. Parallel to Khalifa et al. (2016), Ladson-Billings (1995, 2009) and Gay (2010), the findings strongly support the research of Lindsey and Lindsey's (2016) leadership cultural proficiencies key guiding principles and Santiago-Rosario et al.'s (2022) five key characteristics found within culturally responsive managed classrooms as described in the Chapter 2 literature review.

The findings within the study showed there is a disparity gap between African American students and their peers when it comes to discipline measures. African American students receive twice as many referrals as their counterparts, with African American boys leading the way in referrals. Thus, African American students face twice as many negative experiences within the classroom setting and lose out on twice as many positive educational opportunities that foster positive, successful social and academic outcomes.

The study findings indicate a strong need for districts and campuses to provide professional development and continuous training and coaching on culturally responsive practices. This should be done in combination with classroom management practices to build teachers' and leaders' cultural proficiency. This is crucial for the implantation and ongoing application of culturally responsive practices within the educational setting to promote student belonging, inclusion, connectedness, and positive academic outcomes, especially among African American students.

The training and support must be beyond the surface level of checking boxes during in-service at the beginning of the school year. Effective training that facilitates the alignment of leadership and teachers' cultural proficiency, permitting for deep development of their skills in self-reflection and application of experiences that lend themselves to include culturally relevant experiences for students that meet their needs, will support the success of stakeholders.

Limitations

Several limitations exist within the study, beginning with the limited number of third–fifth-grade teacher volunteers during the recruitment process, snowball sampling was required to gain the 24 participants needed to ensure saturation. Thus, the study was not limited to only the third–fifth-grade teacher and student population as originally desired.

The next limitation was within the data collection process. Data were collected via Zoom interviews, online surveys, and analysis of documents. The virtual interview process limited the ability to observe the participants' behavior within their true environment to better evaluate nonverbal communication actions that may convey or not convey personal biases to support the findings of the study further.

Another limitation of the study was that it only focused on teachers' and leaders' perceptions of culturally responsive practices and classroom management. Wider parameters within the participant population sample, such as parents' perspectives, could have added an additional layer to the triangulation of the data to support the study's findings.

Lastly, the final limitation of the study is in relation to the limited availability of literature on the effectiveness of culturally responsive managed classrooms in connection to student behaviors, engagement, and positive academic outcomes, specifically for African American students. Additional literature allots for the ability to extend the understanding of the research focus to support future studies around culturally responsive practices and culturally responsive school leaders.

Recommendations

1. Professional Development & Implementation Models: Develop and implement professional development programs and ongoing support systems for teachers and leaders

tailored to their needs to enhance their cultural proficiency and self-efficacy in implementing culturally responsive practices. School leaders should be provided with the knowledge and skills needed to encourage and support teachers in this practice effectively.

2. Promote Inclusive School Culture and Community Engagement: Create strategies and initiatives to foster strong connections between schools and the community by promoting engagement of all stakeholders in the educational process to ensure culturally responsive practices are practiced beyond just the classroom. Such as workshops and forums to encourage open communication and mutual understanding.

3. District Behavior Policies: District and school administrators should explore and collaborate on policies developed and implemented that may promote discipline disparities. District and campus leaders must examine how they define new policies or revise current policies that impact implementing culturally responsive practices and discipline management strategies to support all students' social and academic success, especially African American students. This includes guidelines for curriculum development, teacher evaluations, and discipline procedures.

Recommendations for Future Research

1. Expand the study: Given the limitations in sample size and focus on teachers and leaders, expanding the scope of future research is recommended:

A. Consider including perspectives from parents, students, and other stakeholders to better understand culturally responsive practices and classroom management.

B. Consider the possibility of conducting studies that involve more campuses in various locations with varying demographics to see how the results may differ and allow for a

broader look at the factors contributing to discipline disparities and how support for culturally responsive practices and discipline management strategies varies among schools and districts.

C. Consider taking a closure look at the "Why?" and "What is different?" between the seven states that did not have a significant gap in suspension in comparison to the 43 states that did as suggested by the U.S. Department of Education Office for Civil Rights (2021).

2. Track the impact of culturally responsive practice overtime: Research the long-term impact of culturally responsive practices and discipline management strategies on student behavior, engagement, and academic outcomes to understand the long-term benefits and challenges of culturally responsive practices within the educational setting over time.

3. Future research may consider exploring the intersection of culturally responsive practices and restorative justice.

4. Support ongoing literature development: Further research into the disparities in suspension rates among student populations and African American students must continue. Literature should be reviewed and expanded to stay current with the evolving field of culturally responsive practices and discipline management. Exploring emerging theories, frameworks, and best practices in the field must be studied to include investigating the root causes and exploration of targeted interventions that may reduce the disparity gap.

Conclusions

A leader's core responsibilities on a campus are to ensure student safety, academic achievement, and a conducive learning environment. Leaders and teachers play a vital role in supporting students academically, socially, and emotionally (Carter Andrews & Gutwein, 2020).

Culturally responsive leadership involves being self-reflective of one's own possible implicit biases and being able to address the implicit biases that may exist on their campus

(Khalifa et al., 2016). Additionally, culturally responsive leaders work to support teachers in integrating students' backgrounds into teaching and differentiating their teaching style to meet the needs of all learners within their classroom (Khalifa et al., 2016). Culturally responsive leadership involves tailoring student discipline to the student's needs and experiences and creating a comfortable and respectful classroom environment (Gay, 2010; Ladson-Billings, 1995, 2009). Campus leaders can promote culturally responsive practices by fostering an inclusive school community, promoting collaboration, building relationships, addressing issues that impact specific cultural groups, and working to prevent the cultural isolation of any student group (Gay, 2010; Khalifa et al., 2016; Ladson-Billings, 1995, 2009). Furthermore, district and campus leaders must recognize the significance of professional development and leadership support for teachers and students in culturally responsive practices (Larson et al., 2018).

Building relationships, involving parents, and enhancing leaders' and teachers' cultural proficiency are key components in creating a school and classroom environment that creates inclusivity for all student groups (Santiago-Rosario et al., 2022). However, challenges arise when cultural beliefs are disregarded (Civitillo et al., 2019; Mahmoodi et al., 2022; St-Amand et al., 2022). Assessing diverse students involves individual conversations and feedback, especially regarding disciplinary issues among African American students (Abacioglu et al., 2020). Success is achieved by respecting their culture, understanding students' backgrounds, and addressing the challenges they face (Abacioglu et al., 2020). Fostering open communication with all stakeholders is essential, with leaders who are responsible for creating programs and securing teacher buy-in, particularly in understanding all students, especially African American students (Khalifa et al., 2016).

Culturally responsive practices have a positive impact on reducing behavioral issues and enhancing student engagement. However, leaders face challenges, including a lack of culturally relevant materials, inadequate knowledge of diverse student populations among themselves, teachers, and staff, and lack the appropriate training and skills necessary to address those deficiencies (Acton, 2018).

In conclusion, student success is characterized by their realization of their potential (Gaisa et al., 2019). Therefore, leader and teacher training on culturally responsive practices and leadership support play a critical role in ensuring that students feel included in the school environment and achieve successful social and academic outcomes (Acton, 2018; Gaisa et al., 2019). Assessing diverse students' needs, especially among African American boys, represents just one strategy to reduce disciplinary issues that can lead to the suspension of African American students, which plays a role in widening the disparity gap (Girvan et al., 2017). Campus leaders can alter this trajectory by fostering mutual appreciation of diverse backgrounds and prioritizing training in culturally inclusive practices for themselves and the staff they oversee (Khalifa et al., 2016).

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Appendix A: Principal Approval for Study and Document Review

myACU
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Charmon Barksdale █████████

Permission To Conduct Research at █████████ School
3 messages

Charmon Barksdale ████████████████
To: ██████████████████████████████
Bcc:

Sat, Jul 16, 2022 at 1:39 PM

REQUESTING PERMISSION TO CONDUCT RESEARCH
At █████████████

Doctoral Student - Abilene Christian University, Dallas, TX

Date: July 16, 2022

Dear: Principal ███████████
Re: <u>Permission to conduct research at</u> █████████████ School

My name is Charmon Barksdale. I am studying for a doctorate in Organizational Leadership with a Superintendent concentration in the Department of Education and Organizational Leadership at Abilene University. My Committee Chair is Dr. John Harrison. I am seeking your consent to conduct my dissertation research at your campus.

The proposed focus of my research is a single exploratory case study to examine how campus leaders support teachers' use of culturally responsive practices and discipline management strategies from the administration and teachers' perspectives.

This study aims to better understand the perspectives of administrators and teachers regarding the reasons for the variation in support and to offer suggestions for improvements that may reduce suspensions that disproportionately represent the African American student population.

The research will collect data from administration, counselors, and teaching staff. Additionally, I am requesting permission to access campus behavior referral data. I will invite individuals from the abovementioned groups on your campus to participate in this study voluntarily. If they agree, they will be asked to complete a survey, be interviewed, and be observed during classroom instruction and PLCs. All data collection will take place on campus during work hours. Participants' responses may be audio recorded.

All participants will be asked to give their written consent before the research begins. Their responses are confidential and will be treated as such. Names of all participants and the campus will be anonymous within the dissertation unless otherwise expressly indicated. The participants' privacy will be maintained in all published and written data resulting from the study. The results will be communicated within my dissertation.

There is no advantage or disadvantage in any way to the research participants. All participants will be informed of their right to withdraw their permission at any time during this study without any penalty. Currently, there are no foreseeable risks in participating in this study. The participants will not receive

compensation for this study. All research data will be stored safely and anonymously for reuse by the researcher.

Therefore, I request permission to conduct my research at your campus, ▮▮▮▮▮▮▮ Should you require any further information, please do not hesitate to contact me.

My contact information is as follows:
Charmon Barksdale
Cell: ▮▮▮▮
E-Mail: ▮▮▮▮

Your permission to conduct this study will be greatly appreciated. I look forward to your response.

Yours sincerely,
Charmon L. Barksdale
Charmon L. Barksdale

▮▮▮▮▮▮▮　　　　　　　　　　　　　　　　Sat, Jul 16, 2022 at 8:20 PM

To: Charmon Barksdale ▮▮▮▮▮▮

Hello Ms. Charmon Barksdale,

Thank you for reaching out to me regarding your request to conduct research at ▮▮▮▮▮▮ The information you shared below sounds very interesting and I welcome the opportunity to have you conduct your research on my campus. Please let know how we can support your efforts during this study. I look forward to working with you and learning about the outcome of your research.

In Partnership,

▮▮▮▮▮▮

Principal

▮▮▮▮▮▮

Office: ▮▮▮▮

Fax: ▮▮▮▮

"Encouraging a child means that one or more of the following critical life messages are coming through, either by word or by action: I believe in you, I trust you, I know you can handle this, You are listened to, You are cared for, You are very important to me." ~ Barbara Coloroso

Appendix B: Leadership Team and Teacher Interview Protocol

General Demographic Information:

Role/Title _____   Yrs. Teaching in Title I: _____

Yrs. Teaching in Title I: _____   Grade Level/Department:_____

Years in Education: _____   Highest Level of Education: _____

Years in your current role: _____   Race/Ethnicity: _____

Start Time:_____   End Time: _____

Interviewer Introduction:

      Hello, my name is Charmon Barksdale. I am a doctoral candidate at Abilene Christian University of Dallas, Texas. I am conducting a study with school principals, counselors, and teachers on culturally responsive leadership and culturally responsive practices within the elementary school setting. With the findings, I hope to provide new insight for school leaders and educators to respond to diverse student population behaviors that result in improvements that may reduce suspensions that disproportionately represent the African American student population. Your responses are confidential, and participation in this research is voluntary. Please read and sign the Informed Consent Letter to acknowledge your willingness to participate in this research. Are there any questions before we start?

Interviewee Introduction:

1. What is the name of the position you hold at your elementary?
2. What is your key role and/or responsibilities as a principal/assistant principal/ counselor/ Teacher?
3. Briefly describe your student and staff population makeup within the campus. (Principal/Assistant)
4. Briefly describe your student population makeup within your classroom. (Teacher)
5. Briefly describe the student population makeup you service/counsel for behavior-related issues only. (Counselor)

Open-Ended Interview Questions

Note: The research question and framework element the question was designed to align with follows each question in parentheses.

IQ1. What benefits and challenges are there to culturally responsive leadership and practices

in relation to classroom management support? (RQ1, Self-Reflection/Beliefs)

IQ2. How do you define culturally responsive practices as a leader? (RQ1, Self-

Reflection/Beliefs)

IQ3. What characteristics do you believe are evident in a classroom that uses culturally

responsive practices? (RQ1, Self-Reflection/Belief / RQ2, Inclusiveness & Engagement)

IQ4. What would you say your level of proficiency and work with culturally responsive

practices on a scale of one to five? (RQ1, Self-Reflection/Beliefs/RQ3, Professional

Development)

IQ5. Why did you rate yourself there? (RQ1, Self-Reflection/Beliefs)

IQ6. How do you assess the needs of diverse students in your school/class? (RQ2,

Inclusiveness & Engagement)

IQ7. What obstacles do you face in reducing discipline referral and suspension rates with

students? (RQ2, Inclusiveness & Engagement)

IQ8. From what demographic population on campus do you tend to receive the most

referrals, and why do you think this is the case? (RQ2, Inclusiveness & Engagement)

IQ9. What benefits and challenges do you see as a teacher/counselor to culturally responsive

practices in relation to classroom management support? (RQ2, Inclusiveness &

Engagement)

IQ10. What has been your biggest challenge with leading/teaching culturally diverse

students? (RQ2, Inclusiveness & Engagement)

IQ11. What has been your greatest success with leading/teaching culturally diverse students? (RQ2, Inclusiveness & Engagement)

IQ12. What professional development has your staff participated in related to culturally responsive practices, if any? (RQ3, Professional Development)

IQ13. What professional development have you personally participated in outside of the school setting related to culturally responsive practices. (RQ3, Professional Development)

IQ14. How do (campus leaders/your campus leadership) encourage or discourage culturally responsive practices that are inclusive of the school community? Please provide specific examples. (RQ3, Professional Development)

IQ15. How do you encourage or discourage culturally responsive practices that are inclusive of the classroom and school community? (RQ3, Professional Development)

Thank you for your time and agreement to participate in this research study. Your experiences are important to this research.

Appendix C: Document Review Protocol

Simultaneously while conducting the interview and survey phase of the research, the document review process will take place. Flick's (2018) four factors consideration approach will be used to analysis documents. The document review process will be guided by leadership response to the following inquiry questions below:

Document Inquiry Questions:

1. What documentation can you share that illustrates your school's support for cultural responsiveness practices?

2. What referral documentation data can you share to help illustrate your school's breakdown of referrals by type and demographics?

Depending on leadership response and documents provided additional request were made to access and review the following documents indicated below if not already shared by leadership or made accessible via public access.

District and Campus Documents to Review
Campus and District Mission and Vision statements
Board Policies on Equity and Inclusion
Campus Improvement Plan (CIP)
District Improvement Plan (DIP)
Parent Climate Surveys
Discipline Records
Campus Staff Climate Surveys
Student Perception Surveys
Discipline Records
Campus and District Professional Develop Plans

Appendix D: Culturally Responsive Classroom Management Self-Efficacy Survey

Used with Permission: Siwatu et al. (2017)

Directions: Rate how confident you are in your ability to successfully accomplish each of the tasks listed below. Each task is related to classroom management.

Using the Likert Scale below, please rate your degree of confidence by recording a number from 0 (*no confidence at all*) to 100 (*completely confident*) on the line associated to the question. Remember, you may use any number between 0 and 100.

0	10 20	30 40	50	60 70	80 90	100
No confidence	Little confidence	Somewhat confident	Moderately confident	Pretty confident	Highly confident	Completely confident

I am able to:

_____ 1. Assess students' behaviors with the knowledge that acceptable school behaviors may not match those that are acceptable within a student's home culture

_____ 2. Use culturally responsive discipline practices to alter the behavior of a student who is being defiant

_____ 3. Create a learning environment that conveys respect for the cultures of all students in my classroom

_____ 4. Use my knowledge of students' cultural backgrounds to create a culturally compatible learning environment

_____ 5. Establish high behavioral expectations that encourages students to produce high quality work

_____ 6. Clearly communicate classroom policies

_____ 7. Structure the learning environment so that all students feel like a valued member of the learning community

_____ 8. Use what I know about my students cultural background to develop an effective learning environment

_____ 9. Encourage students to work together on classroom tasks, when appropriate

_____ 10. Design the classroom in a way that communicates respect for diversity

_____ 11. Use strategies that will hold students accountable for producing high quality work

_____ 12. Address inappropriate behavior without relying on traditional methods of discipline such as office referrals

_____ 13. Critically analyze students' classroom behavior from a cross-cultural perspective

_____ 14. Modify lesson plans so that students remain actively engaged throughout the entire class period or lesson

_____ 15. Redirect students' behavior without the use of coercive means (i.e. consequences or verbal reprimand)

0	10	20	30	40	50	60	70	80	90	100
No confidence at all	little confidence		Somewhat confident		Moderately confident	Pretty confident		Highly confident		Completely confident

_____ 16. Restructure the curriculum so that every child can succeed, regardless of their academic history

_____ 17. Communicate with students using expressions that are familiar to them

_____ 18. Personalize the classroom so that it is reflective of the cultural background of my students

_____ 19. Establish routines for carrying out specific classroom tasks

_____ 20. Design activities that require students to work together towards a common academic goal

_____ 21. Modify the curriculum to allow students to work in groups

_____ 22. Teach students how to work together

_____ 23. Critically assess whether a particular behavior constitutes misbehavior

_____ 24. Teach children self-management strategies that will assist them in regulating their classroom behavior

_____ 25. Develop a partnership with parents from diverse cultural and linguistic backgrounds

_____ 26. Communicate with students' parents whose primary language is not English

_____ 27. Establish two-way communication with non-English speaking parents

_____ 28. Use culturally appropriate methods to relate to parents from culturally and linguistically diverse backgrounds

_____ 29. Model classroom routines for English Language Learners

_____ 30. Explain classroom rules so that they are easily understood by English Language Learners

_____ 31. Modify aspects of the classroom so that it matches aspects of students' home culture

_____ 32. Implement an intervention that minimizes a conflict that occurs when a students' culturally-based behavior is not consistent with school norms

_____ 33. Develop an effective classroom management plan based on my understanding of students' family background

_____ 34. Manage situations in which students are defiant

_____ 35. Prevent disruptions by recognizing potential causes for misbehavior

Appendix E: Culturally Responsive Classroom Professional Development Survey

Directions: Using the Likert Scale below, please rate your belief on professional development in relation to culturally responsive practices.

Each task is related to classroom management. Please rate rather you:

Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree

SD	DG	N	AG	SA
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

_____1. Too much emphasis is placed on multicultural awareness and training for teachers.

_____2. Multicultural training for teachers is not necessary.

_____3. Multicultural awareness training can effectively support me in working with diverse populations.

_____4. To be an effective teacher, one needs to be aware of the cultural differences within the classroom.

_____5. Leaders' and educators' cultural proficiency levels are irrelevant to successful instructional practices within the classroom/school setting.

_____6. Schools need to support the incorporation of instructional practices and curriculum that are culturally supportive to be academically and socially successful.

_____7. My school and district leadership supports and encourages the use of culturally responsive practices?

Is there any additional information you would like to share related to your knowledge or practices around cultural responsiveness and classroom management?

Appendix F: Permission to Use Culturally Responsive Classroom Management Self-

Efficacy Scale Survey

TEXAS TECH UNIVERSITY
College *of* Education

Permission To Use Instrument(s)

Dear Researcher:

You have my permission to use the Culturally Responsive Teaching Self-Efficacy Scale, the Culturally Responsive Teaching Outcome Expectations Scale, and/or the Culturally Responsive Classroom Management Self-Efficacy Scale in your research. A copy of the instruments are attached. Request for any changes or alterations to the instrument should be sent via email to ▮▮▮▮▮▮▮▮▮▮ When using the instrument(s) please cite accordingly.

- **Culturally Responsive Teaching Self-Efficacy Scale**

  Siwatu, K. O. (2007). Preservice teachers' culturally responsive teaching self-efficacy and outcome expectancy beliefs. Teaching and Teacher Education, 23, 1086-1101.

- **Culturally Responsive Teaching Outcome Expectations Scale**

  Siwatu, K. O. (2007). Preservice teachers' culturally responsive teaching self-efficacy and outcome expectancy beliefs. Teaching and Teacher Education, 23, 1086-1101.

- **Culturally Responsive Classroom Management Self-Efficacy Scale**

  Siwatu, K. O., Putnam, M., Starker, T. V., & Lewis, C. (2015). The development of the culturally responsive classroom management self-efficacy scale: Development and initial validation. *Urban Education.* Prepublished September 9, 2015.

Best wishes with your research.

Sincerely,

Kamau Oginga Siwatu, PhD
Professor of Educational Psychology

An EEO/Affirmative Action Institute

Appendix G: Permission to Use Leadership Proficiency Continuum Rubric

EXT: Re: Written Permission To Use Request: Leadership Proficiency Continuum

Delores Lindsey
Thu 12/1/2022 1:02 PM
To: Barksdale, Charmon L
Cc:

> CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hello Charmon,
First, congratulations on the work you are doing in your study. Second, congratulations for being an administrator in middle grades!! You are in the best position to make a difference in the lives of students and their families. I'm hoping you are part of a culturally proficient learning community where educators believe that all students can learn at levels higher than ever before!! For 10 years I served as a middle grades administrator and loved it!! My dissertation was focused on studying a professional learning program using the cultural proficiency framework for change.

I appreciate you exploring the cultural proficiency continuum in your study.

Therefore, I grant permission to use the Continuum/Rubric on p. 58.

I'd love to talk with you further if you're interested. I'd also recommend one of our books as a book study with your faculty and staff if you're interested.
My cell is
I look forward to our future conversations.

From Delores Lindsey
Sent from my iPhone

Appendix H: Informed Consent

> **Introduction:** Campus Leaders' Support of Culturally Responsive Classroom Management Strategies: Single Exploratory Case Study

You may be able to take part in a research study. This form provides important information about that study, including the risks and benefits to you as a potential participant. Please read this form carefully and ask the researcher any questions that you may have about the study. You can ask about research activities and any risks or benefits you may experience. You may also wish to discuss your participation with other people, such as your family doctor or a family member.

As an administrator or teacher, you are in a unique position to articulate and offer an authentic perspective on what strategies your campus has or has not put in place to support the school experiences for students who are disproportionally disciplined compared to their counterparts. The interviews and surveys within this study are solely for research purposes.

Your participation in this research is entirely voluntary. You may refuse to participate or stop your participation at any time and for any reason without any penalty or loss of benefits to which you are otherwise entitled.

PURPOSE AND DESCRIPTION:
The purpose of my research is to examine how campus leaders support teachers' use of culturally responsive practices and discipline management strategies from the administration and teachers' perspectives. This study aims to better understand the perspectives of administrators and teachers regarding the reasons for the difference in support related to student discipline and seeks to offer suggestions for improvements that may reduce suspensions that unreasonably represent the African American student population.

I am recruiting approximately 24 of the 42 staff members in the southwest region of Texas.

If selected for participation, you will be asked to participate in **one** interview session with the researcher or **one** survey session that will be administered online through Google Forms. The consent form will be provided for your signature prior to the interview and survey to explain the measures that will be taken to ensure your confidentiality and the voluntary nature of your participation. The interviews are expected to last about 45 to 60 minutes and will take place in person, with Zoom as an alternative option if in-person is not possible. An interview protocol with predetermined questions will be used. You will be asked to reframe from sharing any identifying information related to yourself, the school, or other individuals within the campus and district. Interviews will be audiotaped and then later transcribed to paper by a third-party provider selected by the researcher. No identifying information will be provided. The third party will only know the pseudonym that has been assigned to you. The transcribed interview will then be provided to you to review and add any additional information or make corrections to any misinterpretations that may have resulted during transcription.

The survey will last about 15 – 20 minutes. The survey will be provided via an online Google form, and participants will be assigned a pseudonym and will only be identifiable by the pseudonym. No identifying information will be collected beyond basic demographic information to ensure individual participants cannot be identified.

ACU IRB # _____   Date of Approval __/__/____
                                  Date of Expiration __/__/____

The collected information from the interviews and surveys will be preserved in strict confidence and stored in a secure location within a password-protected file. All collected information will be stored and reported in a way that is confidential and prevents individual persons, schools, campuses, or districts from being identified on the researcher's personal password-protected computer within a password-protected file.

RISKS & BENEFITS: All studies carry the risk of Breach of Confidentiality. There is always a slight risk of breach of confidentiality, but the researcher has taken all precautions to minimize the risk.

There are potential benefits to participating in this study. The data collected in this research findings may support a better understanding of the perspectives of administrators and teachers regarding the reasons for the difference in support related to student discipline and offer suggestions for improvements that may reduce suspensions that unreasonably represent the African American student population.

The researchers cannot guarantee that you will experience any personal benefits from participating in this study. You may not experience any personal benefits from participating in this study.

PRIVACY & CONFIDENTIALITY: Any information you provide will be confidential to the extent allowable by law. Some identifiable data may have to be shared with individuals outside of the study team, such as members of the ACU Institutional Review Board or individuals affiliated with the granting agency. Otherwise, your confidentiality will be protected as the data will be collected on a Google Form Excel spreadsheet that will be password protected to ensure the confidentiality of responses. Interviewees will be assigned a pseudonym that will be connected to a master file linking your pseudonym. Information collected from the surveys will be free of identifiers beyond basic demographic information to ensure individual participants cannot be identified. All collected data will be password protected on the researcher's own laptop, which is also password protected and will be locked away when not in use by the researcher. No data will be shared with your evaluator or other members of the school district. As a participant will not be required to provide share the name of your current school district or any districts you have ever been employed with.

The outcome of the research will be published as a fulfillment of the dissertation requirements. However, no identifying information will be provided when reporting the data. Federal regulations for protecting human participants require that raw data be stored for 3 years and then destroyed.

The primary risk with this study is a breach of confidentiality. However, we have taken steps to minimize this risk. We will not be collecting any personal identification data during the survey.

CONTACTS: If you have questions about the research study, the lead researcher is Charmon Barksdale, and you may be contacted a ███████████████ If you are unable to reach the lead researcher or wish to speak to someone other than the lead researcher, you may contact Dr. John Harrison, the dissertation chair overseeing this study, at ███████████████ . If you have concerns about this study, believe you may have been injured because of this study, or have general questions about your rights as a research participant, you may contact ACU's Executive Director of Research, Qi Hang, at ███████████

Additional Information

Your participation may be ended early by the researchers for certain reasons. For example, we may end your participation if you no longer meet study requirements, the researchers believe it is no longer in your best interest to continue participating, you do not follow the instructions provided by the researchers, or the study is ended. You will be contacted by the researchers and given further instructions in the event that you are removed from the study.

Consent Signature Section

Please sign this form if you voluntarily agree to participate in this study. Sign only after you have read all of the information provided, and your questions have been answered to your satisfaction. You should receive a copy of this signed consent form. You do not waive any legal rights by signing this form.

_____   _____   _____

Printed Name of Participant   Signature of Participant   Date

_____   _____   _____

Printed Name of Person Obtaining   Signature of Person Obtaining   Date
Consent   Consent

Appendix I: Campus Beginning of the Year Professional Development Plan

Wednesday, August 9, 2023
Professional Development Day 1

Time/ Location(s)	Topic:	Facilitator(s)
7:00 AM - 8:20AM	Warm Welcome Breakfast provided: Breakfast Tacos, Orange juice, coffee, & fruit	Leadership Team
8:20AM-8:30AM	Ice Breaker	
8:30AM-10:30AM	District, & Campus Vision and Mission Overview and Activities	Leadership Team
10:30AM-10:40AM	Break	
10:45AM-11:15AM	Curriculum, Instruction, Expectation (New curriculum implementation)	Leadership Team
11:15AM-11:25AM	Break	
11:30 AM-11:50 AM	Schoolwide Presentation of Data: MAP Growth and STAAR: Quick Review of Domains State and Local Accountability	Leadership Team
12:00 PM-1:00 PM	Lunch on your own	All Staff
1:00 PM-1:10 PM	Transition	
1:15 PM-2:00 PM	Data Breakout-Analysis and Feedback Sessions (STAAR and MAP Growth)	Leadership team
2:05 PM - 2:45 PM	Whole Group Q and A: Wrap-Up Data Analysis: Gallery Walk 5-min/5-min Brief STAAR Redesign Overview	Leadership Team
2:45 PM-2:55 PM	Break	
2:55 PM-3:05 PM	Optimistic Closing & Complete Survey for Admin Feedback	Leadership Team
3:05 PM-4:30 PM	Time in the classroom for set-up	Thank you for olooking out!

Thursday, August 10, 2023
Professional Development Day 2

Time/ Location(s)	Topic:	Facilitator(s)
7:35 AM- 8:20AM	**Breakfast- Continental**	Leadership Team
8:25 AM- 8:40 AM	**Team Building** Activity: One School. One Team. One Dream.	Demo Teachers
8:40 AM- 9:30 AM	Feedback from Survey, Q and A with Agendas **STAAR Redesign Brief Overview:** In alignment with the new curriculum (Amplify, Eureka, & Carnegie)	Demo Teachers
9:30 AM-9:40AM	Break	
9:40 AM- 12:00 PM	**Grade Level Planning** w/ support from content-level Demo Teachers	Demo Teachers
12:00 PM-1:00 PM	Lunch on your own	All
1:00 PM-1:10 PM	Transition	
1:10 PM- 1:15 PM	**Team Building**	Team Leads
1:15 PM- 1:35 PM	**Continue with Grade Level Planning** w/ support from content-level Demo Teachers	Demo Teachers
1:35 PM- 1:40 PM	Take Survey	Demo Teachers & Team Leads
1:40 PM- 3:00 PM	**Complete District Modules**	All
3:00 PM- 4:30 PM	**Time in classroom**	
Friday, August 11, 2023- Teacher Workday! Teachers work in their classrooms preparing for students. The administration team will walk to check the classroom for campus Look 4s and provide feedback.		**Reminder** Please clock out

Appendix J: Initial Codes

1. Diversity (36)
2. Inclusion (30)
3. Cultural Responsiveness (27)
4. Education (26)
5. Classroom Management (20)
6. Cultural Awareness (20)
7. Demographics (20)
8. Cultural Diversity (18)
9. Professional Development (16)
10. Inclusivity (14)
11. Cultural Sensitivity (13)
12. Challenges (12)
13. Teaching (12)
14. Leadership (12)
15. Building Relationships (12)
16. Support (10)
17. Communication (9)
18. Empathy (9)
19. Race (8)
20. Cultural Competence (7)
21. Culturally Responsive Practices (7)
22. Connection (6)
23. Success (6)
24. Open-mindedness (6)
25. Respect (6)
26. Self-assessment (5)
27. Uncertainty (5)
28. Cultural Differences (5)
29. Continuous Learning (5)

40. Frustration (3)
41. Obstacles (3)
42. Cultural Identity (3)
43. Cultural Understanding (3)
44. Benefits (3)
45. Community (3)
46. Equality (3)
47. Feedback (3)
48. Gender (3)
49. Research (3)
50. Trust (3)
51. Adaptation (3)
52. Expectations (3)
53. Fairness (3)
54. Observation (3)
55. Self-reflection (3)
56. Effective Communication (3)
57. Empowerment (3)
58. Engagement (3)
59. Family Involvement (3)
60. Teamwork (3)
61. Classroom Environment (3)
62. Student Needs (3)
63. Ethnic Diversity (3)
64. Inequality (3)
65. Problem-solving (2)
66. Conflict Resolution (2)
67. Cross-cultural Understanding (2)
68. Cultural Competency (2)

79. Identity (2)
80. Inclusive Education (2)
81. Individualized Learning (2)
82. Instruction (2)
83. Instructional Practices (2)
84. Learning Environment (2)
85. Lesson Planning (2)
86. Management (2)
87. Recognition (2)
88. Safety (2)
89. Teacher Training (2)
90. Acceptance (2)
91. Consistency (2)
92. Continuous Improvement (2)
93. Curiosity (2)
94. Effectiveness (2)
95. Equity (2)
96. Growth (2)
97. High Expectations (2)
98. Humility (2)
99. Openness (2)
100. Passion (2)
101. Professional Experience (2)
102. Professionalism (2)
103. Proficiency (2)
104. Relevance (2)
105. Behavior Management (2)
106. Community Building (2)
107. Community Involvement (2)

30. Learning (5)

31. Understanding (5)

32. Community Engagement (5)

33. Referrals (5)

34. Discipline (4)

35. Collaboration (4)

36. Ethnicity (4)

37. Assessment (3)

38. Data Analysis (3)

39. Behavioral Issues 3)

69. Cultural Relevance (2)

70. Cultural Representation (2)

71. Cultural Relevant Teaching (2)

72. Culturally Responsive Teaching (2)

73. Multiculturalism (2)

74. Bilingual Education (2)

75. Challenges in Teaching (2)

76. Conflicts (2)

77. Education System (2)

78. Education Background (2)

108. Encouragement (2)

109. Engagement Strategies (2)

110. Inclusiveness (2)

111. Nurturing (2)

112. Parent Involvement (2)

113. Safe Space (2)

114. Social Skills (2)

115. Campus Referrals (2)

116. Class Culture (2)

117. Discrimination (2)

118. Poverty (2)

119. Racial Bias (2)

120. Socioeconomic Status (2)

121. Alternative Approaches (2)

122. Assessment Methods (2)

123. Data Collection

124. Data-driven decision making

125. Decision-making

126. Discussion Skills

127. Effective Strategies

128. Goal Setting

129. Hands-off Approach

130. Holistic Approach

131. Intelligence Assessment

132. Listening Skills

133. Personalized Approach

134. Perspective-taking

135. Self-evaluation

136. Using Relevant Materials

157. Lack of Understanding

158. Language Barriers

159. Limited Priority

160. Limited Understanding

157.Misunderstanding

158. Norms

160. Parental Difficulty

161. Perceived Social Shortcomings

162. Perceived Educational Shortcomings

163. Rebellious Behavior

164. Staff Shortage

165. Systemic Issues

166. Time Constraints

167. Trauma

168. Unmet Needs

169. Miscommunication

170. Sensitive topics

171. Understanding Behavior

172. Cross-cultural Awareness

193. Compliance Training

194. Diversity Awareness

195. Diversity Education

196. Ineffective Communication

197. Ineffective Diversity Training

198. Lack of Training

199. Coaching Skills

200. Continuing Education

201. Culture

202. Differentiated Instruction

203. Educational Challenges

204. Educational Practices

205. Educational Support

206. Effective Teaching

207. Effective Teaching Practices

208. Implementation

209. Inclusive Teaching

210. Inclusive Coaching

211. Instructional Strategies

137. Valuing Opinions
138. Administrative Challenges
139. Aggressive Behavior
140. Background Knowledge
141. Behavior Problems

142. Behaviors
143. Blaming Others
144. Burnout
145. Communication Barriers
146. Discipline Issues
147. Discipline Problems
148. Disrespectful Behavior
149. Economic Disadvantage
150. Emotional Impact

151. Emotional Triggers
152. Inappropriate Behavior
153. Lack of Emphasis
154. Lack of Information
155. Lack of Parental Involvement
156. Lack of Support

173. Cross-cultural Communication
174. Cross-cultural Experiences
175. Cross-cultural Learning
176. Cultural Acceptance
177. Cultural Awareness

178. Cultural Barriers
179. Cultural Celebrations
180. Cultural Connections
181. Cultural Exchange
182. Cultural Immersion
183. Cultural Inclusiveness
184. Cultural Influence
185. Cultural Intelligence
186. Cultural Mismatch

187. Cultural Training
188. Cultural Values
189. Culturally Diverse Students
190. Embracing Diversity
191. Intercultural Communication
192. Respect for Diversity

212. Ownership of Learning

213. Reflection
214. Representation
215. Resources
216. Social Emotional Learning
217. Structure
218. Suspension
219. Teacher Effectiveness
220. Teacher Expectations
221. Teacher Impact
222. Teaching Practices
223. Teaching Skills
224. Teaching Style
225. Training and Development
226. Accountability
227. Adaptability
228. Appreciation
229. Belief in Improvement
230. Growth Mindset

231. Social Awareness
232. Shared values

Appendix K: Secondary Codes

1. Diversity	19. Cultural Diversity	37. Respect for Diversity
2. Inclusion	20. Teacher Training	38. Lack of Information
3. Equity	21. Discipline	39. Emotional Impact
4. Education	22. Training	40. Emotional Triggers
5. Professional Development	23. Self-assessment	41. Disrespectful Behavior
6. Leadership	24. Cultural Differences	42. Economic Disadvantage
7. Support and Training	25. Awareness	43. Bilingual Education
8. Relationships	26. Cultural Awareness	44. Multiculturalism
9. Inclusivity	27. Social Awareness	45. Conflict Resolution
10. Cultural Sensitivity	28. Social-Emotional Skills	46. Problem-solving
11. Challenges	29. Continuous Learning	47. Classroom Management
12. Teaching	30. Learning	48. Diversity Education
13. Building Relationships	31. Community Engagement	49. Growth Mindset
14. Communication	32. Referrals	50. Cultural Training
15. Cultural Competence	33. Cultural Inclusiveness	51. Cultural Values
16. Culturally Resp. Practices	34. Ethnicity	52. Collaboration
17. Cultural Resp. Barriers	35. Belief in Improvement	53. Cultural Barriers
18. Behavior Management	36. Culturally Diverse Students	

Appendix L: Potential Themes

Relationships	Cultural Compentency	Inclusion	Professional Development	Self-Efficacy
Relationships	Cultural Competence	Inclusion	Professional Development	Self-assessment
Building Relationships	Diversity	Inclusivity	Support and Training	Awareness
Behavior Management	Cultural Differences	Communication	Teacher Training	Social Awareness
Referrals	Cultural Diversity	Collaboration	Learning	Cultural Awareness
Discipline	Cultural Sensitivity	Community Engagement	Training	Social-Emotional Skills
Challenges	Culturally Responsive Practices	Inclusive Teaching	Teaching	
Leadership	Cultural Responsiveness	Ineffective Communication	Education	
	Equity		Continuous Learning	
	Ethnicity		Teacher Effectiveness	
			Lack of Training	
			Effective Teaching Practices	
			Training and Development	

Appendix M: Potential Themes Combined

Relationships

- Relationships
- Building Relationships
- Behavior Management
- Referrals
- Discipline
- Challenges
- Leadership

Inclusion

- Inclusion — Community Engagement
- Inclusivity — Inclusive Teaching
- Communication — Ineffective Communication
- Collaboration

Professional Development

- Professional Development
- Support and Training
- Teacher Training
- Learning
- Training
- Teaching
- Education
- Continuous Learning
- Teacher Effectiveness
- Lack of Training
- Effective Teaching Practices
- Training and Development

Self-Efficacy

- Self-assessment
- Awareness
- Social Awareness
- Cultural Awareness
- Social-Emotional Skills

Cultural Compentency

- Cultural Competence — Equity
- Diversity — Ethnicity
- Cultural Differences
- Cultural Diversity
- Cultural Sensitivity
- Culturally Responsive Practices
- Cultural Responsiveness

Appendix N: Survey Questions Aligned to Framework

CRSL: Self-Reflects Cultural Behaviors & Beliefs	CRSL: • Promotes a Culturally Responsive/Inclusive Environment • Engages Students, Parents, & Indigenous Contexts	CRSL: Develop Culturally Responsive Capacity of Teachers & Leaders
2. Use culturally responsive discipline practices to alter the behavior of a student who is being defiant	3. Create a learning environment that conveys respect for the cultures of all students in my classroom	1. Assess students' behaviors with the knowledge that acceptable school behaviors may not match those that are acceptable within a student's home culture
4. Use my knowledge of students' cultural backgrounds to create a culturally compatible learning environment	6. Clearly communicate classroom policies	5. Establish high behavioral expectations that encourage students to produce high-quality work
8. Use what I know about my students' cultural background to develop an effective learning environment	7. Structure the learning environment so that all students feel like a valued member of the learning community	11. Use strategies that will hold students accountable for producing high-quality work
13. Critically analyze students' classroom behavior from a cross-cultural perspective	9. Encourage students to work together on classroom tasks when appropriate	15. Redirect students' behavior without the use of coercive means (i.e., consequences or verbal reprimand)
14. Modify lesson plans so that students remain actively engaged throughout the entire class period or lesson	10. Design the classroom in a way that communicates respect for diversity	19. Establish routines for carrying out specific classroom tasks
16. Restructure the curriculum so that every child can succeed, regardless of their academic history	12. Address inappropriate behavior without relying on traditional methods of discipline such as office referrals	22. Teach students how to work together
20. Design activities that require students to work together towards a common academic goal	17. Communicate with students using expressions that are familiar to them	23. Critically assess whether a particular behavior constitutes misbehavior
21. Modify the curriculum to allow students to work in groups	18. Personalize the classroom so that it is reflective of the cultural background of my students	24. Teach children self-management strategies that will assist them in regulating their classroom behavior
30. Explain classroom rules so that they are easily understood by English Language Learners	25. Develop a partnership with parents from diverse cultural and linguistic backgrounds	32. Implement an intervention that minimizes a conflict that occurs when a students' culturally based behavior is not consistent with school norms
31. Modify aspects of the classroom so that it matches aspects of students' home culture	26. Communicate with students' parents whose primary language is not English	33. Develop an effective classroom management plan based on my understanding of students' family background
	27. Establish two-way communication with non-English-speaking parents	34. Manage situations in which students are defiant
	28. Use culturally appropriate methods to relate to parents from culturally and linguistically diverse backgrounds	35. Prevent disruptions by recognizing potential causes for misbehavior
	29. Model classroom routines for English Language Learners	