

Culturally Responsive Teaching Strategies for High School Teachers

**Miguel A. Rodriguez
Carthage College**

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CULTURALLY RESPONSIVE STRATEGIES FOR HIGH SCHOOL TEACHERS

ABSTRACT

There is a disservice within our school systems that hinder our Latino communities. High school English as a Second Language (ESL) Latino students are not comprehensively being taught the skills required to make life decisions. These students make up a huge portion of the population yet current programs are not geared toward their success. These students would benefit academically from a Culturally Responsive Teaching (CRT) strategies guide designed for educators to make them more aware of the different cultures of students that they may encounter in their classes throughout the years to come. This project researched the post-secondary education that ESL Latino students require to be serviced in a meaningful CRT curriculum. Establishing a comprehensive curriculum for ESL Latino students will produce students who feel included and successful throughout their academic career. It will also have a positive impact in their personal lives and within their communities. ESL Latino students will become capable members of the classroom community as strategies within this project will guide educators to better service these students. It is the hope of the researcher that the guide for CRT specialized curriculum will produce productive students who graduate and become productive members of society despite being ESL. Though this guide is specifically developed to service ESL Latino high school students, it can be adopted to serve ESL students at any level of education.

Acknowledgements

The research and completion of my project would not have been possible without all the encouragement from my family, friends and peers. Furthermore, a special thank you to my father. I dedicate this to him as he was once an ESL Latino Immigrant thriving in the United States. I would also like to thank Dr. Rieman, Dr. Christoun, and Dr. Wang for their guidance and support. Mr. Eick, Mrs. Erven, and Mrs. Gorenc helped contribute to the success of the Seven Culturally Responsive Teaching Strategies Required for Academic Success Among Latino High School Students guide.

Table of Contents

Abstract	1
Acknowledgements	2
Table of Contents	3
Chapter 1, Introduction	4
Definition of Terms	12
Chapter 2, Literature Review	15
Chapter 3, Research-Based Criteria	31
Chapter 4, Project	34
Chapter 5, Discussion	38
References	42
Appendices	48

Chapter 1
Introduction

Background

Nationally, one out of every three students, enrolled in either elementary or secondary school, is of racial or an ethnic minority, and 87% of teachers are white (NCES 2019). Minority students have been overseen by the United States educational system for decades. and CRT will engage students in programs that will modify methods geared towards engaging the ever-growing population of these minority students. Educational systems across the nation are seeing an influx of minority students and the way they teach them has become an issue that needs major attention. Research has been done on how a student's race will have an impact on their educational experience. For this project the term Latino and Hispanic will be used to describe the population of students that will be targeted, both terms are used to describe the same type of student.

Minority students may go through life never having a Black or Latino teacher in their classrooms (Joshi, Doan, & Springer, 2018). Given the mismatch between teachers and minority students, the state departments of education in the United States are creating policies to mandate courses in culturally responsive teaching (CRT) in order to bridge the cultural barrier with goals of diminishing achievement gaps (Nilsson, Kong, & Hubert 2016). The achievement gap can be viewed at the national, state, and local levels. African American students are one year behind White students at the 1st-grade level but are four years behind by the 12th grade. Additionally, 48% of African American Students and 44% of Hispanic students read below the basic level, according to the National Center for Educational Statistics (2005).

CULTURALLY RESPONSIVE STRATEGIES FOR HIGH SCHOOL TEACHERS

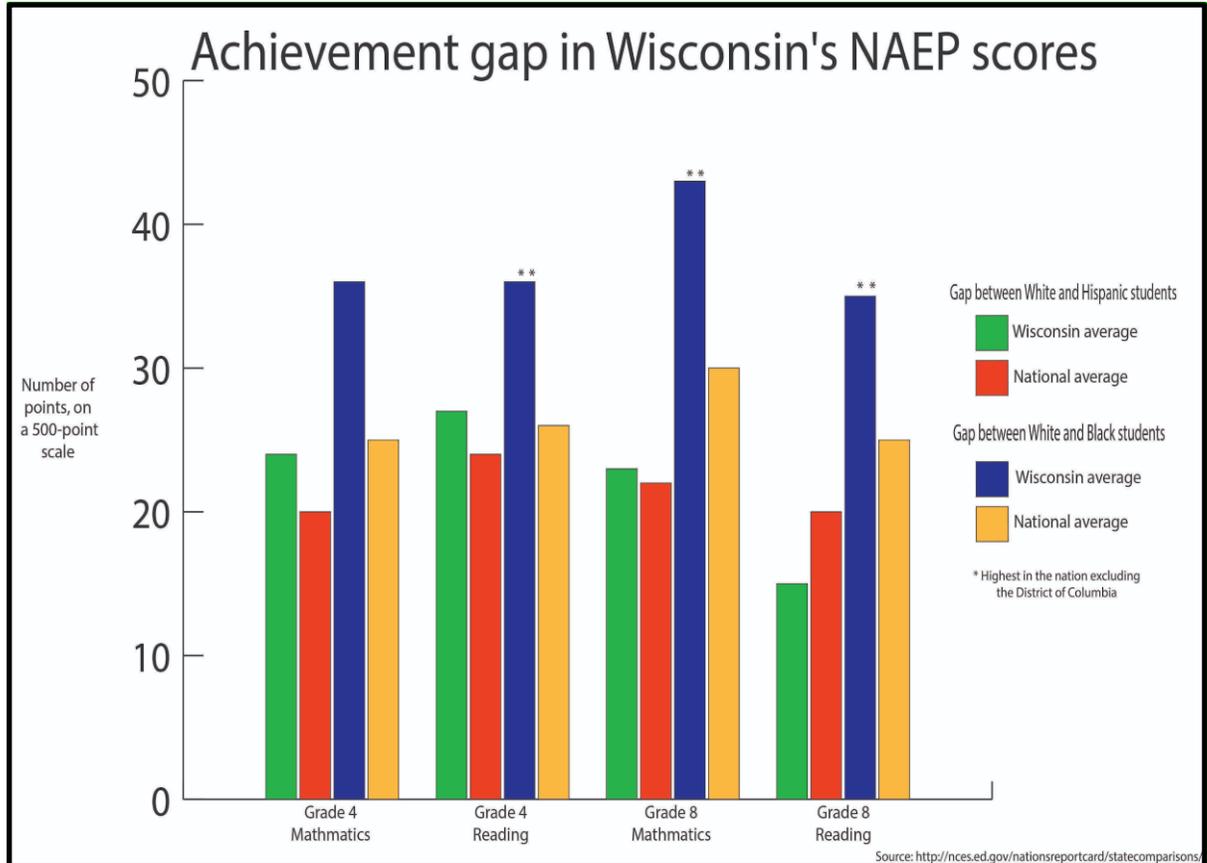
As America's demographics project a rise in the Hispanic/Latino population, it can be inferred that there would also be a rise in English Language Learner (ELL) students. With this increase in ELL students, educators should be aware that 59% of all Latino ELLs drop out of school before graduating (Nilsson, 2016). Part of the reason why the US has a big achievement gap is that minority students are concentrated in high-poverty schools, and those schools are the schools that seem systematically to provide lower educational opportunities (Dobuzinskis, 2019).

Although nationally the achievement gap can be clearly noted. For the scope of this project with more relevance is the data relating to Wisconsin where the researcher is employed. According to Beck (2019), Wisconsin has the highest percentage of African American students who are below the basic level in reading and math, on assessments taken by 4th, 8th and grade students. Additionally, Wisconsin's African American students' reading scores are behind all students in any other state in the country. Wisconsin has the worst achievement gap in the nation between white and minority students. State superintendent Carolyn Stanford Taylor, the first African American State Superintendent of the Department of Public Instruction, said the results indicate a "crisis." (Beck, 2019). According to State Superintendent Taylor "Closing the achievement gaps is not only the right thing to do, it is imperative for our state" (Beck 2019, p.1).

About 6.5 percent of Wisconsin fourth- and eighth graders took the National Assessment of Educational Progress (NAEP), a standardized test on reading and math in 2019. Math scores for both grades were in the top one-third percentile nationally, while reading remained at the national average. Score results indicated that the gap between black and white students in Wisconsin was the most evident than any other state. In addition, the gap between fourth-grade white and Hispanic students in math was the biggest in the country (Kurtyka, 2013).

CULTURALLY RESPONSIVE STRATEGIES FOR HIGH SCHOOL TEACHERS

Achievement gap in Wisconsin's National Assessment of Educational Progress (NAEP) for Math and Reading scores. (comparing White students with minority students nationally and statewide).



Throughout adolescence, high school students begin to mature and start to make important decisions that will have lasting effects well into adulthood. ESL Latino students, have an extra obstacle because they are not proficient in knowing the English language compared to their peers and are most likely living in a low socioeconomic status (Schneider, 1970). Latino students are more likely to be identified as having special needs and are more likely to drop out of high school (Noltemeyer & McLoughlin, 2012). Too many black and Hispanic students incorrectly diagnosed with disabilities and sent to special education classes, where they run the risk of receiving a substandard education? Federal policy is built around the idea that this

CULTURALLY RESPONSIVE STRATEGIES FOR HIGH SCHOOL TEACHERS

problem of "disproportionality" exists and that school districts need to actively guard against it (J. Weston Phippen, 2015).

Studies indicate that students who are ESL will be more successful if a school system implements a culturally responsive way of teaching them. In one study, Glori H. Smith, observed how schools communicated high academic expectations, made personal and academic connections to student cultures, and built empathetic relationships with students (Smith, 2019). These are key factors that made Latino students successful in this particular study and which can be implemented when working with any student from a different culture from their own.

Implementing culturally responsive teaching strategies would benefit students, as teachers would become more aware of their students' demographics and how to tailor the practices that they use to teach their Latino students. Culture is central to learning (Ladson-Billings, 1994). It plays a role not only in communicating and receiving information, but also in shaping the thinking process of groups and individuals. A pedagogy that acknowledges, responds to, and celebrates fundamental cultures offers full, equitable access to education for students from all cultures (Gay, 2018).

Today, urban high schools across the United States are dealing with an increase in the number of Latino students who are not prepared for American schools. For Hispanics, initial disadvantages often stem from parents' immigrant and socioeconomic status and their lack of knowledge about the U.S. education system (Schneider et al., 2006). Schools are not prepared to deal with the variety of Latino students that are in our schools today. Socioeconomic status, cognitive abilities, English proficiency, and high school dropout rate range within the Latino ESL student population (Sciences, 2017). The situation for Latino students must be addressed

CULTURALLY RESPONSIVE STRATEGIES FOR HIGH SCHOOL TEACHERS

and teachers must learn new ways to keep these students from failing in the classroom. Teachers who incorporate culturally responsive practices in their teaching, see culture as a strength which can be used effectively to enhance academic and social achievement. Teachers who practice culturally responsive teaching understand that education is not apolitical and, as a result, they help students to understand their roles as change agents in society. These teachers inspire, motivate, instill values and knowledge; they nourish racial pride and the need for equality (Bassey, 2016).

The most urgent problem for the American education system relates to the education of Latino students. Latinos are the largest and most rapidly growing ethnic minority in the country, but, academically, they are lagging dangerously far behind their non-Hispanic peers (Gándara, 2008). This trend is most prevalent in the fastest-growing racial/ethnic group in America, the Latino students. From 2000-2010, the U.S. Latino population increased from 16%, to over 50.5 million (Passel, Cohn, & Lopez, 2020).

In 2016, the Latino population in the United States has reached nearly 58 million and has been the principal driver of U.S. demographic growth, accounting for half of the national population growth since 2000 (Flores, 2017). The migration of Puerto Ricans to the U.S. mainland over the past decade has contributed to an increase of Latino population of 3.8 million in 2005. Five other Hispanic origin groups have populations of more than 1 million – Salvadorans, Cubans, Dominicans, Guatemalans and Colombians – and each has also seen its population increase over the past decade (Flores, 2017). The number of Hispanics who speak Spanish at home is at an all-time high. Thirty-seven million Hispanics, over the age of 5, speak Spanish at home. However, between 2010 and 2015, this number grew at an annual average of 1.8%, down from an annual average of 3.4% between 2000 and 2010 (Flores, 2017). Although

CULTURALLY RESPONSIVE STRATEGIES FOR HIGH SCHOOL TEACHERS

immigration trends seem to be declining, the population of Latino students is growing across the nation.

Table 5: 2015 Latino/Hispanic population U.S. Census; Total population, U.S. born population, Foreign-born population, and Percent foreign born. (Flores, 2020)

TABLE 4
Detailed Hispanic origin: 2015
Universe: 2015 Hispanic resident population

Mexican	35,757,893	63.3 %
Puerto Rican	5,371,113	9.5
Salvadoran	2,173,905	3.8
Cuban	2,115,879	3.7
All other Spanish/Hispanic/Latino	1,928,930	3.4
Dominican	1,865,987	3.3
Guatemalan	1,384,403	2.5
Colombian	1,090,777	1.9
Honduran	853,016	1.5
Spaniard	798,628	1.4
Ecuadorian	707,428	1.3
Peruvian	651,128	1.2
Nicaraguan	421,974	0.7
Venezuelan	320,943	0.6
Argentinean	274,480	0.5
Panamanian	204,847	0.4
Chilean	150,041	0.3
Costa Rican	145,711	0.3
Bolivian	116,193	0.2
Uruguayan	55,688	0.1
Other Central American	39,191	0.1
Other South American	27,589	<0.05
Paraguayan	21,033	<0.05
Total	56,476,777	100.0 %

Note: Hispanic populations are listed in descending order of population size. Hispanic origin is based on self-described ancestry, lineage, heritage, nationality group or country of birth.

Source: Pew Research Center tabulations of 2015 American Community Survey (1% IPUMS).

Statistical Portrait of Hispanics in the United States, 2015

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CULTURALLY RESPONSIVE STRATEGIES FOR HIGH SCHOOL TEACHERS

Some Latino ESL students, born in the United States, are citizens and are considered ESL. Over time they may even become Long Term English Language (LTEL) learners. LTELs lack oral and literacy skills needed for academic success. They struggle reading textbooks, have difficulty understanding vocabulary, and are challenged by long, written passages. They lack understanding of academic genres and display weak English syntax, grammar, and vocabulary (Olsen, 2014). These students have grown up only mastering conversational English and lack proficiency in academic English. While these students face problems with the language barriers, they have a better chance of being able to communicate in English and Spanish. Newcomer students do not have that same opportunity because they have never been exposed to English until arriving in the United States. Not only are the immigrant newcomer students facing a language barrier, the American born Latino students tend to go unnoticed because of their ability to communicate in English but yet lack the proficiency. LTELs are generally considered English-learner students receiving formal English as second-language support in their sixth year and beyond. Meaning these students take longer than usual to become proficient in English because they speak their native language more so at home. Sometimes these students never reach proficiency in English at all. The vast majority of LTEL students are in middle and high school (Ferlazzo, n.d.).

Statement of the Problem

As the Hispanic population of the United States continues to grow, contributing to more than half of the nation's population growth in the last decade, the number of Hispanic students at all levels of education has doubled in 20 years. From 1996 to 2016, Hispanic students enrolled in schools from nursery school to college went from 8.8 million to 17.9 million. Hispanics now make up 22.7 percent of all students in the United States (Bureau, 2018). The problem is that in

CULTURALLY RESPONSIVE STRATEGIES FOR HIGH SCHOOL TEACHERS

some cases, teachers *think* they're practicing culturally responsive teaching, when in fact their instructional practices are not culturally responsive. Or at least they're not quite there. And that means students who might really thrive under different conditions are surviving at best (Gonzales, 2017). With such an influx of Spanish-speaking Latino students, educators need strategies which make their practices and lessons culturally responsive while working with, but not limited to, Latino students.

Purpose Statement

The purpose of this project was to develop a curriculum guide for educators to use while implementing culturally responsive strategies for, but not limited to, ESL Latino students. The guide will be used for grades 9-12, in any given school district. The objective of the guide was to identify culturally responsive teaching strategies for educators to use while working with their ESL Latino students. The researcher focused on these specific strategies and created a guide that assisted educators to establish culturally responsive teaching practices that engage diverse learners with distinct backgrounds.

Guiding Questions

1. What culturally responsive teaching strategies should educators implement while working with ESL Latino students in their classrooms?
2. How can educators activate ESL Latino students' prior knowledge while making learning relevant within a welcoming classroom environment?
3. How can educators involve ESL Latino students' families in their education and build positive relationships with them?

Definition of Terms

Latino: of or relating to people of Latin American origin or descent, especially those living in the United States (<https://www.dictionary.com/>)

Hispanic: of or relating to Spanish-speaking Latin America: the United States and its Hispanic neighbors (<https://www.dictionary.com/>)

English Language Learners: or ELLs, are students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses. (<https://www.edglossary.org>)

English Second Language (ESL): A student whose primary language or languages of the home, is other than English and would require additional English language support to develop reading, writing, listening and speaking skills (<https://www.edglossary.org>).

Teaching English speakers of other languages (TESOL): Students whose first language is not English and who do not write, speak, or understand the language well. In some regions, this term also refers to the programs and classes for English learners. (<https://www.tesol.org/docs/default-source/books/6P/the-6-principles-for-exemplary-teaching-of-english-learners---glossary.pdf?sfvrsn=0>)

English language proficiency (ELP) standards: Sets of concise statements identifying the knowledge and skills that English learners are expected to know and be capable of doing in English; statement-by-statement articulations of what students are expected to learn and what schools are expected to teach. May refer to national, state, or district standards. Each U.S. state is

CULTURALLY RESPONSIVE STRATEGIES FOR HIGH SCHOOL TEACHERS

required by the federal government to have ELP standards and related assessments (tesol.org 2013).

Low English Proficient (LEP): English learners (ELs)/English language learners (ELLs): Children and adults who are learning English as a second, additional, or new language, at various levels of proficiency. English learners may also be referred to as limited English proficient (LEP), emergent bilinguals (EBs), and nonnative speakers (NNS). (2013)

Long-term English learner/Long-term English language learner: A student who has been enrolled in U.S. schools for six or more years but is still designated as an English learner. Definitions and classification criteria vary by state and district, with some stipulating fewer years as an English learner or requiring that a student meet specific benchmarks of English proficiency and academic levels before redesignation as a former English learner. (2013)

Culturally Responsive Instruction: An approach to classroom instruction that respects and builds on the different cultural characteristics of all students and ensures that academic discussions are open to different cultural views and perspectives. Student ways of knowing are elicited, pedagogical materials are multicultural, and values are shared and affirmed. Also known as culturally responsive teaching or culturally relevant teaching. (2013)

Urban High School: According to the National Center of Statistics, urban high schools are classified as city schools.

Newcomer program: Refers to specially designed academic programs for newly arrived students in U.S. schools who are at low levels of proficiency in English. Newcomers attend these programs for a limited period of time in order to develop academic English, acculturate to U.S. schools, and build content knowledge. They then typically enter an ESL/ELD or bilingual program. The programs may be located within an existing school or at a separate site. (2013)

CULTURALLY RESPONSIVE STRATEGIES FOR HIGH SCHOOL TEACHERS

High School Dropout: one who drops out of school, one who drops out of conventional society, one who abandons an attempt, activity, or chosen path. A student who was enrolled in school at some time during the school term, was not enrolled at the beginning of the next school year (3rd Friday of September), has not completed high school, and does not meet any of the following exclusionary conditions: transfer to another public school district, private school, or state- or district- approved educational program; temporary absence due to expulsion, suspension or school-approved illness; death.

Chapter Summary

There are numerous strategies that educators can implement in their classrooms to create a more culturally responsive environment. With the increase of Latino students across the United States, school districts need to recognize the importance of this concept and provide educators with the proper training and professional development to become more culturally responsive. With fidelity, educators will implement the seven culturally responsive teaching strategies from the guide that the researcher has created for means of this project. This guide was created to not only help educators become more culturally responsive in their practices, but to also make Latino students feel empowered and in control of their own learning objectives and outcomes.

In Chapter 2, the researcher will define what CRT is and how it can be implemented in every classroom when working with students from different backgrounds. A brief history is given about what ESL Latino students have endured in the U.S. educational system followed by a case study that used CRT strategies that revealed student success is possible when strategies are fully implemented.

Chapter 2
Literature Review

The guide that was created will assist educators with the knowledge, skills, and dispositions necessary to effectively promote the learning of students and to address inequities. The guide will also help educators' model and teach behaviors and dispositions that are essential in a diverse society. They will actively monitor student behavior to ensure that these skills and dispositions are practiced by all. The guide provides educators with seven strategies and accommodations that will CRT within a student's academic environment.

This chapter will provide a brief history of the context and the significance pertaining to the education of ESL Latino and other minority students. It will address the struggles that these students have endured growing up in a system not necessarily prosperous for or accommodating to their specific needs; it will also evaluate the intended purpose of CRT. New strategies must be developed to engage these students; past practices have not had much success academically (Tienda, 2006). Upon reflection, this researcher realized the importance of engaging students in an environment that is inclusive to ESL Latino students.

By understanding the problem of disengagement, this researcher included the CRT guide to express the importance of activating a student's prior knowledge. This will ensure that educators will activate a student's prior knowledge by allowing for deeper engagement and by helping students make connections with their individual, community, national, and global identities. It also gives students a voice and active participation in tackling specific issues and problems. By encouraging students to make connections between prior knowledge and new learning, educators have provided students with the ability to make sense of their experiences by using their own perspectives. Educators will encourage students to use their first language within the classroom because they learn a second language best when they are able to draw on

CULTURALLY RESPONSIVE STRATEGIES FOR HIGH SCHOOL TEACHERS

their prior knowledge of their first language. In doing so, educators equip students with the strategies needed to problem solve during real life situations. This is important because more and more students are moving back and forth across national borders today, we must educate students to function across borders to become global citizens and to develop cosmopolitan values and commitments (Arrington 2012).

This review of the literature will incorporate a range of scholarly articles and include situations that currently impact education for Latino and other minority students, in the United States, specifically in urban districts with students who are mostly living in low socioeconomic status. As the United States continues to diversify, and the achievement gap in education between white and non-white students, continues to grow, educators have a moral and ethical obligation to reflect on the role culture and language have on our educational system (Mette & Riegel, 2018). This literature review will define CRT, the importance for implementation, and the best practices that culturally responsive strategies have to offer.

Over the years, the American educational system wasn't opportune for Latino and other minority students. Students who were also ESL, struggled even more and were forced into a system that was not going to wait for them to learn the English language. Dealing with racism, along with a language barrier, has caused many of these students to struggle academically or to drop out of the educational system all together.

History of Latino Students in the US Educational System

History has shown that educational systems across the United States provided little to no alternatives for students who spoke Spanish. Latino students were given subpar facilities and outdated materials. Because these discrepancies still hold true today, educators will promote diversity through the learning materials in their classrooms and demonstrate an awareness of the

CULTURALLY RESPONSIVE STRATEGIES FOR HIGH SCHOOL TEACHERS

students in their classrooms. Educators must reconsider the classroom setup. They will be sure learning materials and class decor reflects a multicultural presence. They will also provide accommodations and modifications that build equity, fairness and access within their classrooms. They will create a safe inclusive environment by modeling behaviors and dispositions that are essential to empowering students to treat others respectfully and to expect respectful treatment in return. Latino and other minority students have been fighting for a fair, accessible, and equal education for many years throughout history. For example, in March 1968, students from Woodrow Wilson High School (now El Sereno Middle School), James A. Garfield High School, Theodore Roosevelt High School, Abraham Lincoln High School, and Belmont High School—all of which had populations made up of more than 75 percent Latino students—organized and led a series of mass walkouts to demand educational equality within the Los Angeles Unified School District (LAUSD) (Conservancy, 2019).

The United States has been a hub for many Spanish speaking Latino immigrants and the Latino student population has grown more than any other demographic. Many Latino students have United States citizenship, in contrast to their parents, and the US is their home. Whether or not they are embraced as US citizens, they will stay because from many, America is the only land they know (Noguera, 2006). Building relationships with parents is a part of almost any CRT approach. This researcher discovered the importance of including families (regardless of language) and commit to consulting with and engaging parents in school decisions that impact the quality of education. Educators must articulate high expectations and work reciprocally with families to gather information about any cultural sensitivities that could impede or enrich a student's academic success.

CULTURALLY RESPONSIVE STRATEGIES FOR HIGH SCHOOL TEACHERS

For the first time in our history, students of color make up most students enrolled in U.S. public schools. Yet 65 years after Brown tried to pave a fair path for these students, the promise of educational equity remains elusive. Too many Latino and other minority students have languished in under-resourced schools, where they lacked access to high-level academic courses, enrichment opportunities, quality materials, and adequate facilities. These resource inequities were only part of the problem. It is also the case that many minority students are held to lower academic standards, subjected to harsh discipline approaches, and taught in ways that overlook or discount their cultural and linguistic assets (Muñiz, 2019). These barriers continue to give way to massive imbalances in academic performance that served to limit students' life opportunities (García, Weiss, 2017).

For the aforementioned reasons and additional considerations, Latino students must overcome more obstacles than their non-minority peers. CRT will help this need within the educational setting. CRT will provide a more focused agenda on the student's cultural backgrounds and prior knowledge. Once a student reaches high school, they must be encouraged to set personal educational goals and decide what gains they want to make while they are in the educational system. Latino students must learn to find value in the education system in order to believe it will help them later in life. This researcher's experience has seen students become disengaged and dropout even when the student has been extremely close to completing his/her high school career. All school staff, including counselors, advisors, educators, language acquisition instructors and administrators must take an active role in Latino students when they enter schools as freshmen. In fact, this support role should begin with intentionally supported school visits during the eighth grade.

Culturally Responsive Teaching

CRT has been called by many names; culturally responsible, culture compatible, multicultural, culturally relevant (Harmon, 2012). CRT is an educational reform that strives to increase the engagement and motivation of students of color who historically have been both unsuccessful academically and socially alienated from their public schools (Varus, 2008). Then, to meet the needs of our diverse learner's teachers must develop cultural awareness, identify pedagogical approaches, and adjust curriculum (Educators Team at Understood at Understood, 2020). CRT has been around for many years, but its practice has been what needs to be addressed.

There are many strategies that an educator must use when integrating CRT into their lessons and classrooms. Geneva Gay, a well know theorist of being culturally responsive in the classroom, has created strategies that have had success when implementation is done properly. According to Gay (2010), there are six pillars that give shape to culturally responsive pedagogy. For the purpose of this literature review, definitions of the six pillars are provided below:

- **Culture Counts:** Gay refers culture as a dynamic system of social values, cognitive codes, behavioral standards, worldviews and beliefs used to give order and meaning to our own lives as well as the lives of others. Culture cannot be overlooked, as color and culture blindness is extremely problematic, as students' learning is influenced by their cultural perspective (Gay, 2002).
- **Conventional reform is inadequate:** When the focus is on what learners cannot do then highly structured, scripted instruction that emphasizes technical and academic skills is provided, overlooking the culture of the students, and the need to feel a sense of belonging and community (Gay, 2018). While explicit instruction has proven beneficial

CULTURALLY RESPONSIVE STRATEGIES FOR HIGH SCHOOL TEACHERS

to all learners, CRT should begin with activating students' prior knowledge, interests, motivation and home language to find a current level (Harris-Murri, King & Rosenberg 2006). Students' achievement was found to be much higher when academic interventions were reinforced by social support; personal caring teachers, use of cultural anchors and a warm classroom community (Gay, 2018). According to research, ESL Latino students must be provided with a range of materials that provide opportunities for peer collaboration with the intent to regularly learn and process content together. Strategy VI provides an emphasis on building a strong community within the classroom and allows for opportunities to differentiate content through learning stations and cooperative learning groups. Students respond differently to culture, socialization, preference, and learning needs due to different types of content.

- Intention without action is insufficient: Good intentions and awareness are not enough to bring about the changes needed in educational programs and procedures, they must be accompanied by pedagogical knowledge, skills, and the courage to set a plan into motion. Mastery of knowledge and skills related to working with culturally diverse students is imperative to promote growth (Gay, 2018).
- Strength and Vitality of Cultural Diversity: Culture should be seen as a strength and something that is celebrated. Teacher then should match the contextual conditions for learning to the cultural experience of the learner to increase task engagement, and hence increases task performance” (Gay, 2018). Strategy V prepares educators with the tools to promote growth by encouraging their students with motivational strategies with the condition of high expectations. Expectations for achievement are determined and assigned individually for each student using CRT strategies. This helps to identify assets

CULTURALLY RESPONSIVE STRATEGIES FOR HIGH SCHOOL TEACHERS

and use them to create rigorous, student-centered instruction. This is especially important for ESL Latino students who have been an underserved group whose skills are often underestimated.

- **Competence or Incompetence is Never Universal or All-Inclusive:** The search for why students are performing as they are should begin with a careful look at achievement data. Achievement data may not break down within subgroups; gender, socio-economic status, specifics of ethnicity, all of which are factors when determining what a student is missing to succeed (Gay, 2018).
- **Test Scores and Grades are Symptoms, Not causes of Achievement Problems:** Test scores and grades do not explain why students are receiving the score they receive. Unless teachers understand what is interfering, they cannot intervene appropriately. These methods integrated will help teachers develop new ways to reach students who are not of the same cultures and who are ESL. This researcher integrated Strategy III into the CRT guide because educators must adjust instructional strategies in order to improve test scores and grades. By adjusting teaching strategies educators will provide students with a variety of context clues, incorporate objectives for affective personal development, and scaffold lessons. By providing real world examples and making honest connections with students, lessons become more meaningful and student driven. Simply blaming students, blaming their socioeconomic status, lack of motivation or lack of parental participation does not answer the real reasons Latino students are lagging behind the average American student. Instead, we need to search for reasons why certain students are performing the way they are.

CULTURALLY RESPONSIVE STRATEGIES FOR HIGH SCHOOL TEACHERS

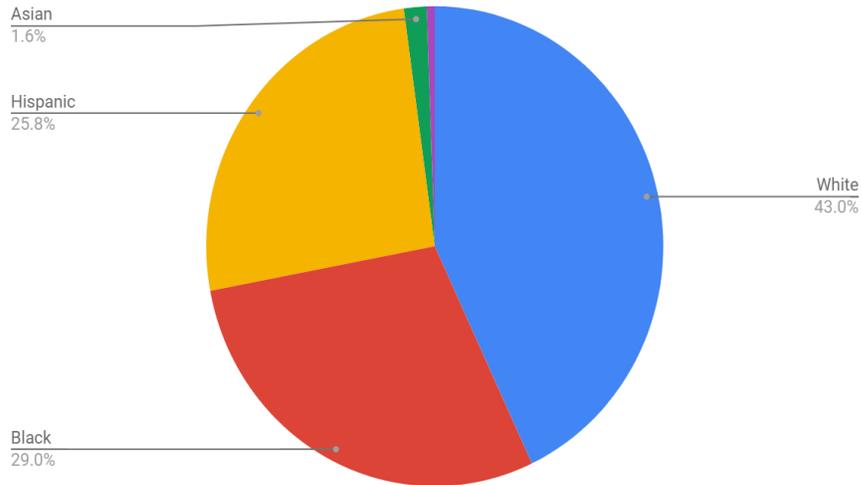
Achievement Gap:

As stated in Chapter 1, one out of every third student, in the United States, enrolled in either elementary or secondary school is of racial or an ethnic minority. With this increase in minority and ELL students, it has been noted that 59% of all Latino ELLs drop out of school before graduating due to the fact that these students attend high-poverty schools that systematically provide lower educational opportunities.

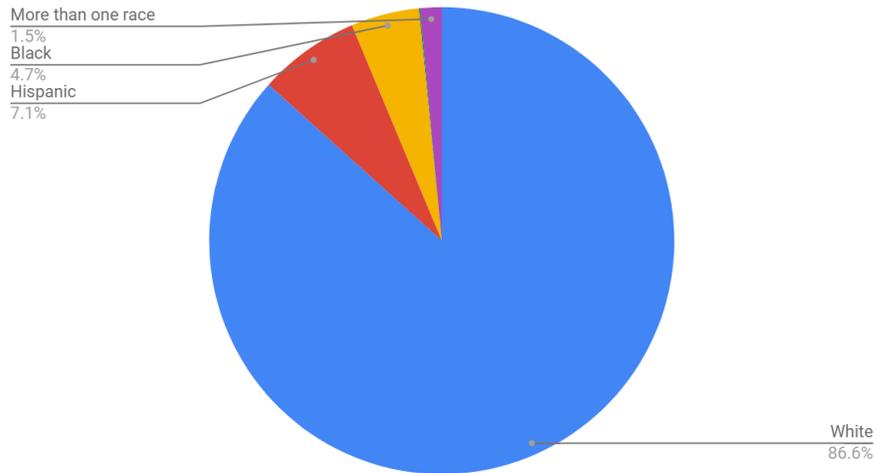
Even worse than the state statistics are the statistics of the district where the researcher is employed. According to data released in 2019 by the Wisconsin Information System for Education Data Dashboard, WISEdash, this researcher's district services 17,862 students, of which; 43% White, 29% Black, 25.8% Hispanic, 1.6% Asian and .57% American Indian. There are 1,515 teachers district wide. 86% are White, 7% are Hispanic, 4.7% are Black, 1.5% are more than one race, and 0.07% are Asian. The cultural barrier is clearly an issue with teachers and students in researchers' districts.

CULTURALLY RESPONSIVE STRATEGIES FOR HIGH SCHOOL TEACHERS

RUSD Student Population by Ethnicity



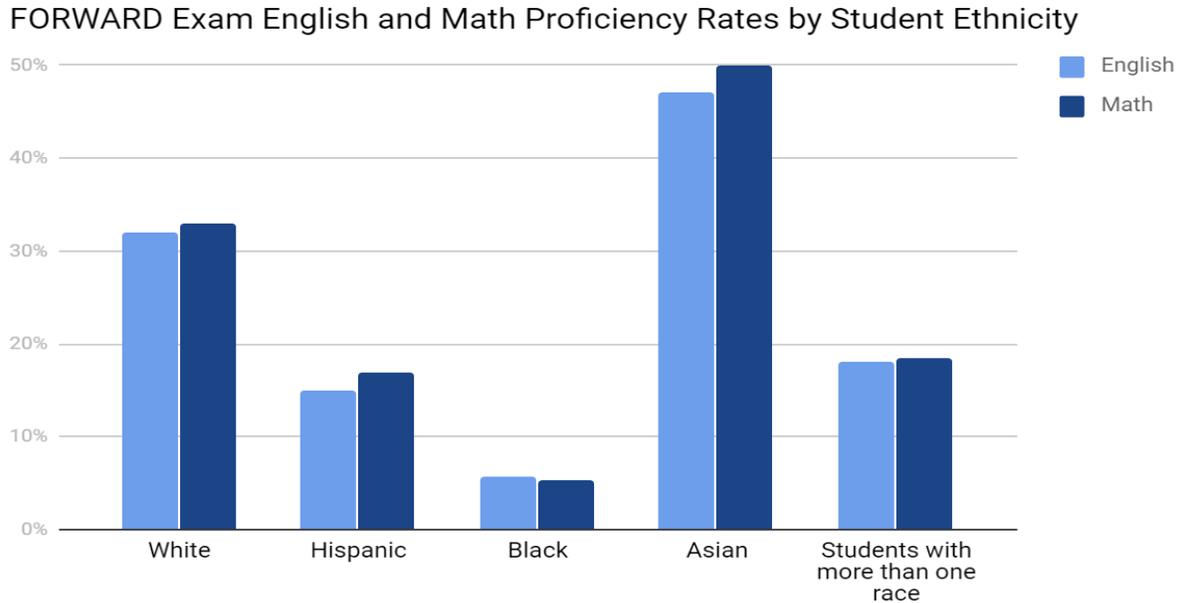
RUSD Teacher Population by Ethnicity



Based on data of proficiency scores and graduation rates at researcher's district The FORWARD Exam assesses both English and Math. Overall, 20% and 21% (respectively) of researcher's district students are proficient. Again, listing English and math proficiency scores in respective order, by student demographics; White 32% and 33%, Hispanic 15% and 17%, Black 5.7% and 5.35%, Asian 47% and 50%, and students with more than one race 18% and 18.5%.

CULTURALLY RESPONSIVE STRATEGIES FOR HIGH SCHOOL TEACHERS

This data shows that the researcher's district has an extreme achievement gap which needs attention.



Lack of proficiency rates among RUSD students is distressing and affecting graduation rates of minority students. In RUSD white students are graduating at a rate of 84%, while their non-white counterparts are graduating at a much lower rate. Black students 64%, Hispanic students 72% and those with more than one race 71%. Low proficiency and graduation rates signal for an immediate CRT curriculum.

Professional Development

In order to bridge the cultural barriers and close the achievement gap educators need professional development in CRT (Rucker, 2019). Before CRT training can be administered, it is fundamental to look at the methods in professional development for educators. The purpose of professional development is to increase the levels of knowledge to sustain and support new practice until it becomes embedded into the daily practice (Nishimura, 2014).

In order to achieve this goal, professional development must be:

CULTURALLY RESPONSIVE STRATEGIES FOR HIGH SCHOOL TEACHERS

1. Individualized and school based
2. Utilize coaching and follow-up procedures
3. Engage in collaboration
4. Embedded into daily lives of teachers (Nishimura, 2014).

The purpose of professional development is not solely to build outcome based self-efficacy but to build collective-efficacy to influence student achievement (Donohoo, O'leary, & Hattie, 2020). Self-efficacy is the judgement of capabilities to execute a given type of performance to ensure outcomes that are likely to flow from such a performance (Bandura 2006). While collective efficacy is the ability of a group to share beliefs in its conjoint capabilities to organize and execute a course of action required to produce given levels of attainment (Donohoo, Hattie & Eells, 2018). When educators come together through unified efforts, they can overcome obstacles and produce successful results.

While there has been a recent influx in research regarding CRT addressing the achievement gap, teachers and school staff still lack professional development that provides clear examples, tools and resources for best practice in CRT (Griner & Stewart, 2012). With the limited amount of true CRT pedagogical professional development there is very little long-term data to support that CRT alone is a main contributor to closing the achievement gap. Implementing CRT strategies is a long-term commitment (Griner & Stewart, 2012), as this shift in thinking requires ongoing questions, interrogation of personal assumptions, and genuine reflection (Nishimura, 2014).

CULTURALLY RESPONSIVE STRATEGIES FOR HIGH SCHOOL TEACHERS

Successful Case Study

For the purpose of this Literature Review, the researcher reviewed a case study conducted by Mette, Nieuweheizen, and Hvidston in 2016. Granted this study has promising results; however, there are areas of concern for improvement, to be discussed in summary in the conclusion of this literature review. The school selected for this study is located in a Mid-Western city, in a district that serves just over 18,000 students. The school is demographically made up of 71% White students and 29% Non-White students. This school was selected due to its low proficiency rates of Non-White students compared to other students in the district. This achievement gap served as the urgency for the CRT professional development (data table below).

During the 2011-2012 school year a team of teachers and principals began a three-year effort to provide professional development intended to focus on high impact strategies to develop cultural competence. Nine teachers in the committee serving on the school's multicultural committee, began researching the achievement gap, culturally proficient teaching and examining the notion of white privilege. Committee then began to formulate an understanding on what barriers were systemic for minority students in the education process.

The committee shared this information with building administrators. Administrators then invited the committee to meet with small groups of educator's multiple times during the school year. The committee met with small groups of educators, three times a year, for 45 minutes at a time. All staff members received the same script to ensure all members receive the same training. In the sessions, ideas of culture, socioeconomic status, structural oppression, poverty and definitive aspects of being a CRT.

In April of 2014, a survey was delivered to assess the impact of professional development on culturally responsive practices and perceptions. Educators and administrators agreed that

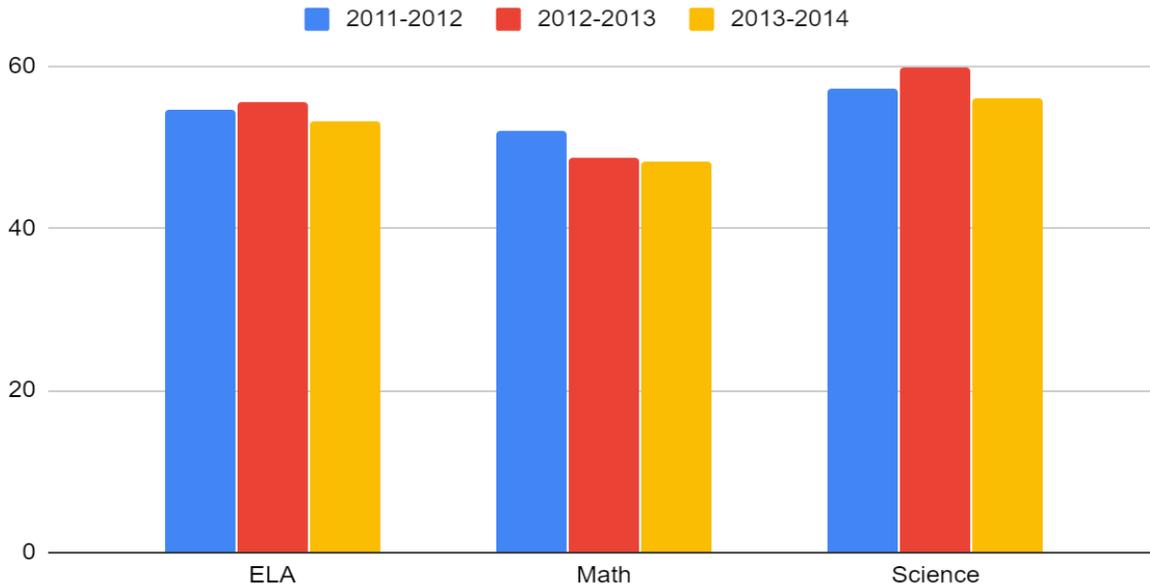
CULTURALLY RESPONSIVE STRATEGIES FOR HIGH SCHOOL TEACHERS

change requires working together with a common goal. The group agreed that they had a better understanding of poverty and racial aspects of being CRT, although teachers felt the training did very little overall to close the achievement gap. Teachers who received the training confirmed the professional development helped them better understand cultural differences between themselves and the students they taught. Yet, lack of time and resources to make changes to curriculum slowed the efforts of professional development. Teachers also feel a disconnect of standardized test results, and teaching to those standards takes away time they would have for practicing CRT strategies.

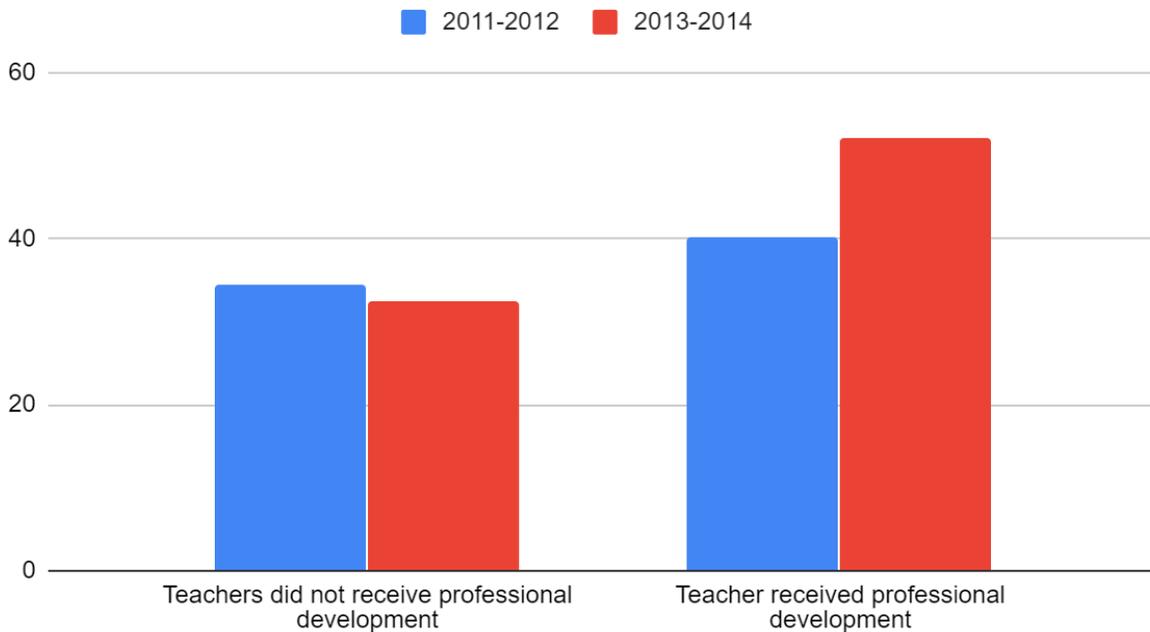
While the educators may have felt the professional development lacked time and resources, the study showed an increase in academic proficiency levels and or above test scores for non-white students, in both English Language Arts (ELA) and Mathematics, during the years of the professional development. The teachers' perception survey was issued before the release of data, and that showed that progress was made in test scores. District wide test scores went down overall, including in the subgroup of non-white students, by students who were not taught by teachers who received CRT Professional Development. Data is as follows:

CULTURALLY RESPONSIVE STRATEGIES FOR HIGH SCHOOL TEACHERS

All Student District Wide: Proficient or Advanced

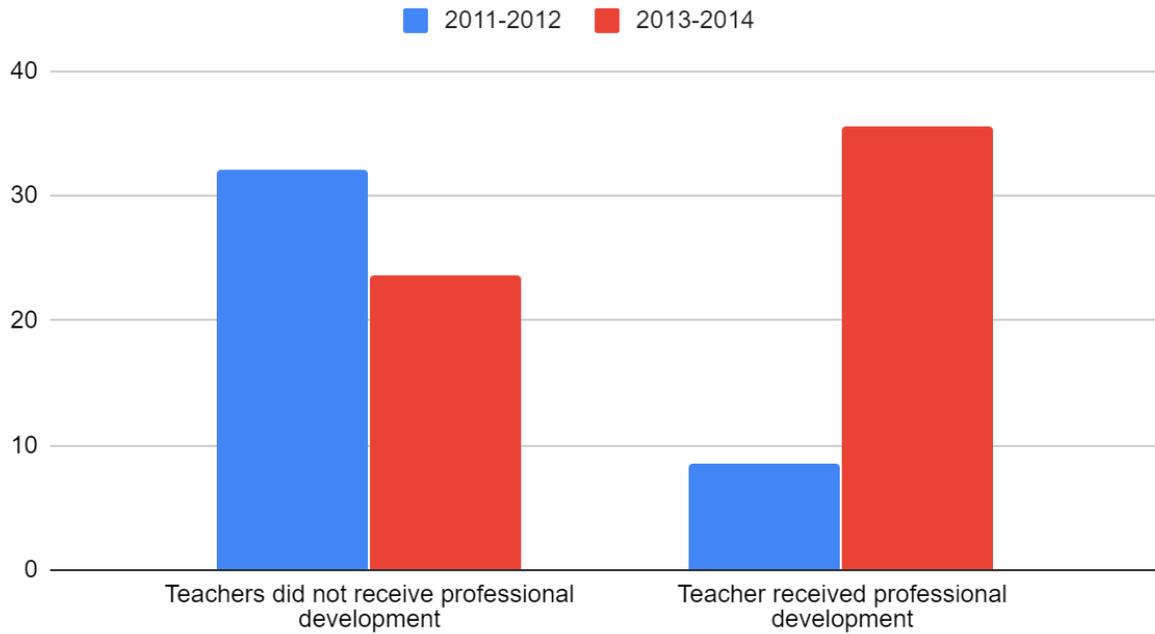


ELA Proficiency Scores of Non-White Students

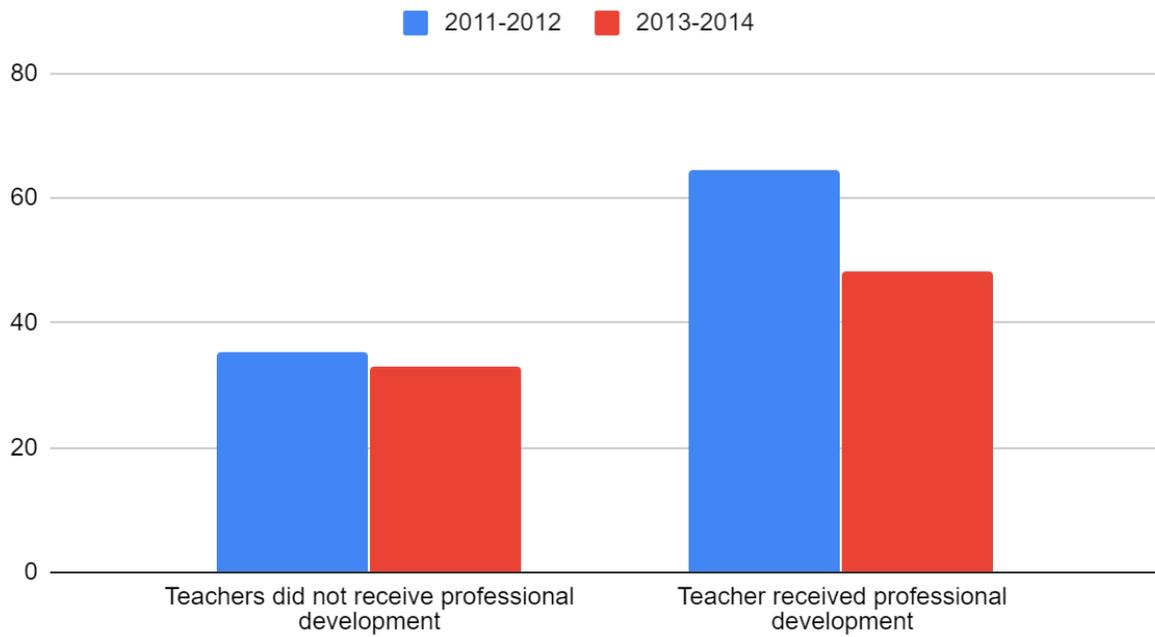


CULTURALLY RESPONSIVE STRATEGIES FOR HIGH SCHOOL TEACHERS

Math Proficiency Scores of Non-White Students



Science Proficiency Scores of Non-White Students



Chapter Summary

Educating ESL Latino students requires a great deal of planning. These students have been underserved throughout history in the American school system and with the steady growth in population, educators must develop CRT strategies to better service their ESL Latinos students. The mentioned professional development case study set out to do what it was designed to do, close the achievement gap between White and Non-White students by implementing CRT strategies. This researcher believes the professional development could have improved with opportunities to practice CRT strategies, allow for coaching, feedback and reflection. After examining the professional development case study, this researcher aligned the Seven Culturally Responsive Teaching Strategies Required for Academic Success Among Latino High School Students to the literature review and by investigating theories from Geneva Gay and her expertise on being CRT in the classroom. With this increased practice, collaboration and reflection combined with an increase of teacher efficacy, educators can begin to implement this researcher's CRT guide within their classrooms.

Chapter 3

Purpose:

The purpose of this project was to develop a curriculum guide for educators to use while implementing culturally responsive strategies for, but not limited to, ESL Latino students. The guide will be used for grades 9-12, in any given school district. The guide will be used as a tool that will promote an accessible, fair, and equitable education for, but not limited to, Latino students. The guide that was created will accommodate educators with the knowledge, skills, and dispositions necessary to effectively promote the learning of students and to address inequities. The guide will also help educators' model and teach behaviors and dispositions that are essential in a diverse society, and they actively monitor students' behavior to ensure that these skills and dispositions are practiced by all. The guide provides educators with seven strategies and accommodations that will promote CRT within a student's academic environment.

First, the guide will define what culturally responsive teaching is and how it is beneficial to educators while teaching students of various cultures. Educators will use this tool while working with Latino students in their classrooms. This guide will be most successful when implemented and utilized from the beginning of the school year and continued throughout. The guide will provide a list of strategies that will furnish the structure that Latino students need to be successful in reaching their full potential. Research concluded that Latino students who are given the proper amount of support and structure will be more successful academically with these methods in full motion. Student outcomes will be determined upon the proper usage of the guide by the educator.

CULTURALLY RESPONSIVE STRATEGIES FOR HIGH SCHOOL TEACHERS

Expert Panel

To gain further insight into working with Latino students, the researcher worked with three experts who reviewed the information and provided insight and considerations that helped develop the guide. Expert A has a Bachelor of Arts in Broad Field Social Studies with a concentration in History, Political Science, and Geography. Expert A also has a Master of Arts in Professional Development along with 15 years of teaching experience in an urban high school. Expert A has taught US History, World History, African American History, Latino History, and Government. This expert has many years of teaching experience in regular education and some special education positions prior to becoming a well-rounded culturally responsive teacher. Expert A also helps students organize the student led Youth Empowerment in the Struggle group, which advocates for minority students at the high school level.

Expert B has a Bachelor of Arts in Education and a Master of Arts in Teaching and Learning. Expert B is an ESL teacher and has 18 years of experience in a Title 1 urban high school. This expert has also taught as an elementary ESL educator at a duo-lingo Title 1 school for 7 years, with a population of predominantly minority students. Expert B has been a high school teacher for over 10 years and has important insight on how to be a CRT. Expert B speaks four languages and advocates for her students in school and as well in their personal lives.

Expert C has a Bachelor of Arts degree in Early Childhood Education, a Master of Arts in Curriculum and Instruction, and is a Nationally Board Certified Teacher in the area of Early Childhood Generalist. Expert C has taught in an urban school district for 19 years. This expert has taught Pre-Kindergarten, Kindergarten, First, and Second Grade. Expert C's teaching experience goes beyond the classroom as she mentors and coaches middle school students. She is

CULTURALLY RESPONSIVE STRATEGIES FOR HIGH SCHOOL TEACHERS

a member of the Learning Team, the Interview Committee, and has served as the school Positive Behavioral Intervention and Supports (PBIS) facilitator. Expert panel will be given the Seven Strategies guide, with a questionnaire, where they will provide feedback and suggestions. These suggestions will help finalize the guide and project in order to make it more suitable for educators to become more culturally responsive when working with ESL students. The questionnaire will be given in a Google Forms format with questions for suggestions on how to critique the guide itself. Experts rated each strategy individually and gave commentary and or suggestions for making the guide more efficient.

Chapter Summary

The researcher determined the best CRT strategies that can be implemented by school districts to support teachers working with Latino students. The purpose of this project was to develop a guide that educators can utilize to support their Latino students with specific functions that will enable them to be more successful in their academics. Education experts were asked to review research and provide insight and feedback. The researcher then incorporated the feedback received from the panel in whole.

Chapter 4

Project

Purpose

The purpose of this project was to create a guide that will assist in the successful creation of a curriculum that will promote an accessible, fair, and equitable education for, but not limited to, Latino students. The intent is to identify which students may need more attention than the average American student especially if that student is from a different culture of that of the teacher. The teacher will focus on these essential strategies to better service these Latino students. The implementation of the guide enrichment of the curriculum will assist educators and support staff to help students thrive in their academic, personal, and social lives.

The guide will prepare educators to provide efficient and effective strategies when working with ESL Latino students. Educators implementing the guide will then have to determine if their ESL Latino students are being serviced properly with CRT strategies. The guide will provide a list of educational skills that would benefit the building of productive relationships with educators and students. Research concluded that ESL Latino students who are serviced fully with CRT strategies will be more successful in their academic careers. Finally, the guide will support educators in determining appropriate curriculum that will facilitate the success within the classroom.

The Seven Culturally Responsive Teaching Strategies Required for Academic Success Amongst Latino High School Students guide was given to each member of the expert panel. The panel was given a questionnaire after implementation of the guide. This questionnaire was used as an evaluation tool to determine the validity and success of the culturally responsive teaching

CULTURALLY RESPONSIVE STRATEGIES FOR HIGH SCHOOL TEACHERS

strategies outlined in the guide. The researcher incorporated feedback, from the experts' questionnaires, to make necessary changes and modifications to The Seven Culturally Responsive Teaching Strategies Required for Academic Success Amongst Latino High School Students Guide. Education experts were asked to provide insight and feedback about the research and guide. The researcher then incorporated the feedback offered by the experts.

Feedback

Expert A reviewed the guide and suggested APA formatting changes, grammatical and punctual error, as well as sentence structure. Expert A helped the researcher configure the structure of the guide. This expert complimented the CRT seven strategies guide, claiming that the guide would be an excellent tool for any teacher to use when working with ESL Latino students. Expert A also believes that a portfolio of student work should be created to be a physical reminder of where they started and how far they have come. Expert A suggested adding encouragement of students using their first language in the classroom allowing students to draw from what they may already know about the topic to make connections with new lessons. Expert A has taught at various levels of education and is a firm believer in having students work in small groups and learning stations for more individualized peer work.

Expert B reviewed the project and guide and recommended clarification on certain strategies. Expert B was adamant about making sure all students are involved in the classroom community by working with small groups or one-on-one if needed, but also disagreed with calling on each student individually because ESL Latino students may feel uncomfortable speaking in certain situations. Strategy V was adjusted by implementing the encouragement of struggling students to ensure their engagement as well, also suggested by Expert B.

CULTURALLY RESPONSIVE STRATEGIES FOR HIGH SCHOOL TEACHERS

Expert B encouraged tweaking the title of Strategy III which was made by adding the words, “the needs of unique learning for each student”. Expert B also explained that fully implementing these seven strategies for each student at the high school level could be difficult to accomplish. Expert B suggests that these strategies would be very productive at the primary level of education. Expert B is a history teacher for over a decade and social activist and works vigorously to make his classroom culturally responsive. Expert B is adamant about making connections with world events and that extension activities can be encouraged throughout the classroom as well in order to get students to improve their and communities around them.

Expert C reviewed the project and guide and recommended adding methods to Strategy II and Strategy V that made the strategy more effective when working with ESL Latino students. In Strategy II Expert C suggested giving students an assortment of activities that encourage students to express themselves to understand what skills and knowledge they may already possess. In Strategy V, Expert C suggested using learning stations with differentiated lessons to provide rigorous lessons for student abilities. Expert C praised the guide’s fluidity and flexibility, which allows for modifications to be made as a student's academic, social, and personal needs shift throughout the school year. This concept was added to Strategy I. Expert C also suggested changing parent involvement to family involvement in order to be inclusive to traditional and non-traditional family units. This revision was made to Strategy VII.

Chapter Summary

The purpose of this project was to develop a guide that educators can use to facilitate and implement positive practices based on how the student will be serviced as an ESL Latino student. Experts were asked to provide insight and feedback about the research guide. The researcher then incorporated the feedback offered by the expert panel. The Seven Culturally Responsive Teaching Strategies Required for Academic Success Among Latino High School Students was designed to give educators the tools to develop a welcoming progressive classroom for ESL Latino students to be academically successful.

The guide will also be helpful for training future educators, new educators, as well as experienced educators. Helpful feedback was received by three experts who have different and extensive backgrounds in education working with ESL Latino students. The feedback was reflected upon and changes were made accordingly. The researcher hopes the guide will help educators implement practices that can be productive in creating a conducive learning environment that promotes academic, social, and personal growth. With such a diverse group of experts, the guide will be able to give educators the tools to improve ESL Latino students.

Chapter 5

Discussion

Purpose

The purpose of this project was to develop a curriculum guide for educators to use while implementing culturally responsive strategies for, but not limited to, ESL Latino students. The intent is to identify what educators can do to develop a more culturally responsive curriculum within the classroom in order to make ESL Latino students more successful academically as a whole. The curriculum that can be created will assist educators and support students with different cultural backgrounds from the educators themselves. The guide was put together as a brief resource for all educators no matter their experience.

Conclusion

Recommendations

The purpose of the guide, *The Seven Culturally Responsive Teaching Strategies Required for Academic Success Among Latino High School Students*, is to equip teachers with tangible and flexible resources that will assist in the success of current ESL Latino students. The guide will be a useful tool to present to ESL Latino students within the classroom. These goals can be modified and restructured at any point throughout the school year. Although the objective of the guide is to facilitate learning for ESL Latino students, this guide could be used by teachers of any English as a Second Language student who may be from a culture different from that of the teacher. Culturally Responsive teaching strategies being integrated in the classroom could benefit all students by providing opportunities to see each other in a more personable manner while creating a bonded community within the classroom as a whole.

CULTURALLY RESPONSIVE STRATEGIES FOR HIGH SCHOOL TEACHERS

Limitations

The researcher could have benefitted from more time to observe different grade levels of students who are ESL Latino students. Informal interviews with ESL Latino students and their teachers could have given in depth insight into different cultures and similarities between high school grades. The subsequent guide could then have more strategies on how to execute the desired tasks. This researcher only researched effective strategies for secondary ESL Latino students. It would be beneficial to compare results of ineffective and effective strategies to determine best practices. The researcher has limited knowledge of teaching student ESL students within a formal classroom setting. A majority of the researcher's experience has been individual interactions with students who need ESL services.

Modifications

Education programs are constantly changing as technology advances and new methods of teaching are developed. This continued advancement could make the guide obsolete unless it is updated regularly to keep up with any technological advances such as learning new applications and programs that school districts may be using in the future.

Strengths

The researcher has worked for the last five years with the age group of ESL Latino students targeted in guide. Experience with these groups of students, gives an added insight of the services that these students should receive within the classroom. This experience has provided the researcher a unique way of ensuring that the guide would be beneficial for all ESL students with different cultural backgrounds from the teachers in their classroom. The researcher obtained several resources during the two years enrolled in a graduate program. Information from a variety of resources assisted in the creation of the research project and guide.

CULTURALLY RESPONSIVE STRATEGIES FOR HIGH SCHOOL TEACHERS

The relationships built with colleagues, within the same program, was also helpful when establishing what strategies to use and the organization of thoughts. Finally, the experts that contributed their knowledge and insight, as they reviewed this project, were eminent to the structure and success of the researcher. These mentioned factors and individuals provided the researcher with an abundance of information to thoroughly cover the topic that was chosen.

Further Research

The need for further research into the latest programs and methods of culturally responsive teaching is crucial and will promote the use of this guide. As more research is conducted, the information will be incorporated into the current version of the guide itself. Teachers within the ESL and Bilingual programs should also reevaluate the guide regularly and implement new strategies and practices as they become available.

Implications

The guide, *Seven Culturally Responsive Teaching Strategies Required for Academic Success Among Latino High School Students*, was generated from a need to have a definitive and consistent accompaniment to the current format of high school ESL programs. The guide is designed to aid in the collaboration of the students with ESL students and the educators in their classes. The achievements of students who are ESL Latino students is the top priority of the researcher. However, the researcher has observed the role of the teacher and developed the guide to be implemented throughout the high school grade levels. CRT strategies will be helpful for ESL Latino students in their development as students which may have positive outcomes in their personal lives. Although the guide was originally intended for ESL Latino students, these strategies may be used with all ESL students.

Chapter Summary

Seven Culturally Responsive Teaching Strategies Required for Academic Success Among Latino High School Students will support teachers who have ESL Latino students by supplying students, under their instruction, with a clear path to success within the classroom. The guide will provide students who are ESL Latino students with strategies designed to instill the essential skills to have success within their high school academic experience.

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Appendices

Appendix A:

**Seven Culturally Responsive Teaching
Strategies Required for Academic Success
Amongst ESL Latino High School Students**

Miguel A. Rodriguez

2020

CULTURALLY RESPONSIVE STRATEGIES FOR HIGH SCHOOL TEACHERS

Table of Contents	49
Introduction	50
Strategy I: Learn about your students	52
Strategy II: Activate students' prior knowledge	53
Strategy III: Adjust instructional strategies to meet the needs of unique learning and cultural styles of the students	54
Strategy IV: Reconsider the classroom setup	55
Strategy V: Identify strengths and assign expectations	56
Strategy VI: Provide opportunities for different forms of learning content through learning stations and cooperative learning groups	57
Strategy VII: Build relationships with families	58
The Seven Strategies Checklist	59
Conclusions and Recommendations	66

CULTURALLY RESPONSIVE STRATEGIES FOR HIGH SCHOOL TEACHERS

Introduction

The following guide of essential strategies was created to assist teachers in working with students from different cultures with a focus on Latino/Hispanic students that are in their classrooms. The guide will provide support for teachers with developing strategies that can assist them when working with these students. This guide will provide methods that will require teachers to think outside the box. Educators will explore these strategies that will facilitate in getting to know their Latino students on a more personal level. This guide will provide teachers with the following strategies: learn about your students, activate prior knowledge, adjust instructional strategies to meet the unique learning and cultural styles of the students, reconsider classroom setup, identify strengths and assign expectations, provide opportunities for different forms of learning content through learning stations and cooperative learning groups, and build relationships with families.

The guide provides seven strategies for educators to implement in their classrooms. It is important to note that educators should begin the year by implementing three to five strategies that best fit their students' current needs. This is important so that educators and students do not become overwhelmed with an abundance of strategies. Educators will implement more strategies as the year progresses. The guide will help educators understand the various cultures of their students. The seven strategies are defined and designed to be incorporated into existing curriculum and to improve the quality of culturally responsive teaching within the classroom. A questionnaire was also given to expert educators, after the guide had been implemented, to check for understanding and effectiveness. The questionnaire elicited feedback while asking the educator which strategies and methods were used while teaching the seven strategies. The

CULTURALLY RESPONSIVE STRATEGIES FOR HIGH SCHOOL TEACHERS

questionnaire also gave insight as to what adjustments needed to be made in order to successfully incorporate the seven culturally responsive strategies within the classroom. The case study presented in the literature review is linked to the guide by providing professional development intended to focus on high impact strategies to develop cultural competence.

CULTURALLY RESPONSIVE STRATEGIES FOR HIGH SCHOOL TEACHERS

Strategy I: Learn about your students.

Educators must exhibit a desire to adapt their teaching style in order for students to feel valued. At the start of the year or semester, exhibiting a desire to adapt your teaching style to students can help them feel valued. Learning about the student is an important step when making a curriculum that is culturally responsive. At this point the educator begins to create lessons that will be engaging and promote academic success.

Methods:

- Distribute questionnaires for personal interests or goals.
- Have students share their academic and social goals for the year.
- Share personal artifacts.
- Engage in conversations with other staff members who know the students.
- Pay attention to topics or activities that students find most engaging.
- Individually ask them questions about their hobbies and which kinds of lessons help them learn best.

Plan of Action:

- Get to know the student well. Learn about their cultural backgrounds and where their families originate from.
- Recognize students' perspectives and what they want to learn in class. Understanding the social aspect of full immersion within the school's culture. (Sports, Extracurricular Activities)
- Promote community in the classroom, by having students bring in personal cultural artifacts to the class. Show and tell assignment. Project based learning.
- Communicate with colleagues to discuss and execute a plan that will keep the student engaged.
- Understand what is going on in the students' lives and connect it to current event. Pay attention to which strategies keep them engaged.
- Learn about the student's personalities and understand which lessons help them become successful academically.

Strategy II: Activate students' prior knowledge.

All students bring knowledge to the classroom, which includes their own background knowledge, experiences, and skills needed to navigate their day. Educators encourage students to understand that they have place in the classroom and in the communities, they live in. Making connections with what students already know will help them with new concepts. Encourage students to be themselves in the class.

Methods:

- Learn about highlights from students' cultures, such as historical figures, accomplishments, and awards.
- Students should be encouraged to use their first language within the classroom because they learn a second language best when they are able to draw on their prior knowledge of their first language.
- Utilize KWL activities within the classroom.
- Brainstorming activity to activate what they know about a topic by using their 5 senses.
- Allow for deeper engagement and help students make connections with their individual, community, national, and global identities.

Plan of Action:

- Develop an assortment of activities that allow the students to express themselves to get a well-rounded understanding of students' knowledge.
- Create activities where students can use cognates to make connections with their native language. Make connections with student's native language vocabulary.
- Use students' feedback to produce lessons relevant to what they want to learn.
- Give students opportunities to express themselves in group settings. Develop activities where students must use their senses to communicate with one another such as facial expressions to understand what word describes it.
- Help the students recognize their place in the world as a whole by giving them different perspectives of how people live around the world.

Strategy III: Adjust instructional strategies to meet the needs of unique learning and cultural styles of the students

In any subject, you can engage a student by using a variety of instructional strategies and learning activities to provide students with opportunities to learn in ways that are responsive to their own communication style. Making lessons relevant to help students understand who they are and what role they place in the community. Educators should be themselves while implementing these CRT strategies which help educators build trustworthy relationships with their ESL Latino students.

Methods:

- Use a variety of instructional strategies and learning activities.
- Consider students' cultures and language skills when developing learning objectives.
- Incorporate objectives for affective personal development.
- Use student-centered vocabulary and language to hook students' attention and ensure that they will be receptive enough to learn the curriculum and textbook vocabulary. Try to find ways to infuse music, sports, and other student interests.
- Make honest connections but be sincere and be yourself.
- Teach students to use various context clues to understand basic words helps students to build on their knowledge in order to scaffold to more difficult words.

Plan of Action:

- Establish clear communication with specific stated procedures and expectations. Use different activities to establish what works best with each student.
- Allow students abilities to dictate the learning objectives that they should receive with lessons.
- Incorporate objectives for affective and personal development. Communicate expectations. Consider students' cultures when presenting objectives.
- Teachers use strategies that are interactive, student centered, visual, and oriented toward discovery and problem solving.
- Students are affirmed in their cultural connections. The educator is a cultural liaison with the responsibility of developing a connection between the cultures of the student and the culture of the school.
- Teachers must help build a communication bridge that provides students an equitable opportunity to learn and develop skills for more rigorous work.

Strategy IV: Reconsider the classroom environment.

Promoting diversity through the learning materials in your classroom shows that you are aware of who is in your classroom. A culturally responsive classroom is set up for students to be able to feel welcoming in the classroom which creates a sense of belonging to the school's own culture. Provide an atmosphere for success. Classroom is managed with firm, consistent, loving control.

Methods:

- Be sure learning materials and class decor reflects a multicultural presence.
- Highlight holidays and special events consistently.
- Display bulletin boards that celebrate your students' work and cultural significance.
- Posters and other pictures will reflect the diversity in our world today.
- Provide accommodations and modifications that build equity, fairness, and access.
- Provide seating arrangements according to student skill levels.
- Invite diverse guest speakers into your classroom.

Plan of Action:

- Classroom space needs to incorporate all seven strategies to be inviting.
- Students need to see themselves and their cultures respectfully reflected through pictures, artifacts, inclusion of different languages, and a curriculum that is multicultural and considerate.
- Display student work and accomplishments to promote a student's positive sense of academic success.
- Display visuals that are culturally significant for students to feel a sense of belonging while promoting diversity of other cultures.
- Involve students in the planning of space. Change the room or seating often to accommodate students' needing variety. Space should be flexible for individual, cooperative, or whole group learning. Instructional changes are made to accommodate differences in learners.
- Have guest speakers come into class that are from similar cultural backgrounds. Students should be able to see themselves in various successful positions.

Strategy V: Identify strengths and assign expectations

Strengths are identified and nurtured, expectations for achievement are determined and assigned individually for each student. The practice of asking students frequent questions while giving lessons keeps students engaged and enables them to share thoughts and opinions.

Methods:

- Academic rigor is essential to all teaching and learning.
- Concepts are related to the personal interests and experiences of students.
- Call on all students during class.
- Ask questions after each new point or thought which will allow for students to teach back the concept just taught.
- Praising the work and accomplishments with the condition of high expectations.

Plan of Action:

- Identify assets and use them to create rigorous, student centered instruction. The purpose of collectivity is to provide opportunities for students to develop academic rigor.
- Encourage the sharing of personal perspectives when a question allows for them to elaborate for personal development.
- Call on students. It is important to get all students involved with class discussions. Calling on students without their hands up will acclimate them to speak amongst peers.
- Provide frequent feedback. Teachers need to provide students with the opportunity to teach the class what they know about topics.
- Teachers demonstrate the value of students by giving critical, analytical, and frequent feedback. Acknowledging student work provides a sense of accomplishment within students. Students should see the value of accomplishing the task at hand and should have a sense of curiosity, purpose, and anticipation about learning.

Strategy VI: Provide opportunities for different forms of learning content through learning stations and cooperative learning groups.

Students respond differently to culture, socialization, preference, and learning needs due to different types of content. Modifications and accommodations at different levels provide students with opportunities to expand their learning. Space is provided for interest centers and hands-on-learning styles. Students will learn about race and stereotypes to understand the world perspectives. A student's perspective is important when developing this strategy. Provide frequent reviews of content learned toward mastery

Methods:

- Provide a range of materials in differentiated learning stations.
- Students play games, create projects, read articles, etc. in learning stations which provides opportunities for peer collaboration.
- Allow students to regularly learn and process content together about their communities.
- Create groups, schedule meetings, and provide detailed agendas while students support each other while meeting learning objectives throughout the year.

Plan of Action:

- Opportunities are provided for students to make choices and decisions about alternative assignments that represent achievement of the learning goals.
- Utilize playing games in the classroom so students can correspond with one another and encourage dialogue. Develop small group work time for peer collaboration.
- Discussions about prejudice and discrimination are held openly. Young people explore their own stereotypes and unlearn the misinformation they have acquired about groups who differ from them.
- Educators will provide activities so that students will develop cooperative whole group learning styles. Teach students situational appropriateness and code switching to develop proper behavior for students in the classroom setting. Teachers create an environment in which students can thrive in both communities (school and home) without guilt, anxiety, and isolation.
- Design cooperative group assessments that include a combination of individual and group work.

Strategy VII: Build relationships with families.

Families can provide cultural context and are the main educators in many societies. They are a core part of almost any culturally responsive teaching approach. Families are active participants in the education process. Teacher rejects the myth of color-blindness, celebrates, and acknowledges all the diverse perspectives of students and families. Strive to make home visits if it is difficult for families to make school meetings.

Methods:

- Gather information from families about any cultural sensitivities of students that will be important to note throughout the year.
- Identify strengths and weaknesses among students' families.
- Include families, regardless of language, in school activities.
- Commit to consulting with and engaging families in school decisions that impact the quality of education.
- Articulate high expectations for success.

Plan of Action:

- Begin with the premise that families do care and know what is best for their children.
- Meet with families early in the school year and establish a strong relationship.
- Keep communication open and ongoing throughout the school year.
- Provide student practice in various roles. Be culturally sensitive in assigning student roles (e.g. ethnicity, gender, socioeconomic, ability, language) while being conscious of the students' feelings.
- Promote school events and extracurricular activities and welcome families to attend.
- Create a plan with staff on how to involve families. Explore the benefits of such involvement.
- Collaborate with colleagues to plan ways to maintain family engagement.
- Share successes with families and together devise a plan to move forward.
- Make families an integral part of the teaching and learning process to ensure student academic success.
- Invite diverse guest speakers into your classroom.

Seven Strategies Checklist

Strategy I: Learn about your students.

- Assess who the student is. Provide activities to derive data that will help make lessons associated with their cultural backgrounds.
- Assist in translation of materials.
- Students are affirmed by content, visuals and experiences that relate to their lives.
- Distribute questionnaires in reference to personal interests or goals throughout the school year; compare the beginning of the year and end of the year answers.
- Communication tends to make students feel hopeful, because they recognize that their teacher is willing to adapt his or her teaching to their needs.
- Make sure to develop a connection with the most challenging students and gain a clear understanding of what may cause them to lose interest.
- Identify and articulate personal boundaries
- Understand non-verbal and verbal cues
- Check your assumptions and biases about why a student may be reacting in a particular way and be aware of your own feelings before reacting.

Additional References:

- Colorín Colorado, C. (2016, February 04). Learning about Your Students' Backgrounds. <https://www.colorincolorado.org/article/learning-about-your-students-backgrounds>
- Deady, K. (2020, August 12). 5 steps to becoming a culturally responsive teacher. <https://www.teachaway.com/blog/5-steps-becoming-culturally-responsive-teacher>
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- Rajagopal, K. (2017). Chapter 1. Culturally Responsive Instruction. Retrieved from <http://www.ascd.org/publications/books/111022/chapters/Culturally-Responsive-Instruction.aspx>

Strategy II: Activate students' prior knowledge.

- Encourage students to draw on their prior knowledge in order to contribute to group discussions.
- Brainstorming Activities.
- Strive to expose students to activities and use resources similar to or same as general students.
- Using graphic organizers, KWL charts.
- Assess Students formally and informally.
- Relating a story that might be in their culture, such as Cinderella is in many different cultures. Compare and contrast.
- Discuss with students how to think about the topic and using their 5 senses before reading.
- Understand what skills each student may have apart from academics.

Additional References:

- Alber, R. (2011, July 19). Are You Tapping into Prior Knowledge Often Enough in Your Classroom? <https://www.edutopia.org/blog/prior-knowledge-tapping-into-often-classroom-rebecca-alber>
- Educators Team at Understood at Understood, U. (2020, February 14). Culturally Responsive Teaching: What You Need to Know. <https://www.understood.org/en/school-learning/for-educators/universal-design-for-learning/what-is-culturally-responsive-teaching>
- Game, P. (2017). 15 Culturally Responsive Teaching Strategies and Examples + Downloadable List. <https://www.prodigygame.com/main-en/blog/culturally-responsive-teaching>
- Krasnoff, B. (n.d.). A guide to evidence-based practices for teaching all students equitably. *Region X Equity Assistance Center at Education Northwest.*

Strategy III: Adjust instructional strategies to meet the needs of unique learning and cultural styles of the students

- The teacher may choose a book for the class to read in which the ESL students could relate and feel like they could be the expert. Taking a different approach to the literature that's taught in classrooms is one example of this.
- Differentiated instruction
- Group by learning style not ability.
- Helps all learners, especially diverse learners, by addressing knowledge gaps.
- Promotes collaboration and communication among students.
- Gives you more opportunities for feedback.
- Encourages independent learning.
- Project based learning,
- Real-world scenarios that make the material more relevant
- A sense of purpose (end goal)
- Opportunities to practice collaboration

Additional References:

- Educators Team at Understood at Understood, U. (2020, February 14). Culturally Responsive Teaching: What You Need to Know. <https://www.understood.org/en/school-learning/for-educators/universal-design-for-learning/what-is-culturally-responsive-teaching>
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- Krasnoff, B. (n.d.). A guide to evidence-based practices for teaching all students equitably. *Region X Equity Assistance Center at Education Northwest*.

Strategy IV: Reconsider the classroom arrangement.

- Provide space for group instruction, individual work, and active learning/projects.
- Leave room for easy physical movement.
- Station necessary materials in quickly accessible areas relative to the activity, which minimizes disengagement time.
- Display student work.
- Have students help decorate the classroom.
- Define physical spaces and what will occur in these areas.
- Make seating arrangements according to activities.
- Encourage students to use their native language during class time.
- Bring in guest speakers from different cultures.

Additional References:

- Deady, K. (2020, August 12). 5 steps to becoming a culturally responsive teacher. <https://www.teachaway.com/blog/5-steps-becoming-culturally-responsive-teacher>
- Game, P. (2017). 15 Culturally Responsive Teaching Strategies and Examples + Downloadable List. <https://www.prodigygame.com/main-en/blog/culturally-responsive-teaching>
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Strategy V: Identify strengths and assign expectations

- When you have a mixed classroom, you want those in the minority to feel like they are an expert.
- Incorporate students' interests into lessons and activities.
- Utilize and showcase students' strengths.
- Develop procedures and expectations with students' age, abilities in mind.
- Establish clear, short, positively stated procedures and expectations.
- Develop a sense of what activities and strategies work best for students.
- Establish procedures for: Managing materials, participation, turning in work.
- Allow students to share their expectations of an effective teacher.
- Teach, reteach, model, practice, and role-play procedures and expectations during the first weeks of school and revisit as needed.
- Reward, acknowledge, and praise students when procedures and expectations are used.

Additional References:

- Aceves, T. E. (2014). Innovation Configuration Culturally Responsive Teaching Terese C. Aceves Loyola Marymount University Michael J. Orosco University of California-Riverside CEDDAR Document No. IC-2.
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Strategy VI: Provide opportunities for different forms of learning content through learning stations and cooperative learning groups.

- Find local resources to support engagement and promote the value of diversity
- Observe student's adherence to handing in assignments; discuss individually how to maintain or improve habits.
- Project on individual limitations, exploring what accommodations are accessible.
- Provide field trips that are informative about the community.
- Split the room up with different simulated life experiences.
- Provide different types of group discussions.
- Research prospective careers as a group or individually
- Explore the different time frames to complete a given degree or certifications after graduations.
- Provide opportunities for students to see themselves in professional settings.
- Promote academic excellence while maintaining the cultural identity of your students

Additional References:

- America, N. (2020). Culturally Responsive Teaching. Retrieved October 07, 2020, from <https://www.newamerica.org/education-policy/reports/culturally-responsive-teaching/teacher-competencies-that-promote-culturally-responsive-teaching>
- Dahlgrena, A. R. (2015). Culturally responsive classroom management. By Aaron Ross Dahlgrena.. *WASHINGTON STATE UNIVERSITY Department of Teaching and Learning*.
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- Varus, M. (2008). (PDF) Culturally responsive teaching. Retrieved June 27, 2020, from
- https://www.researchgate.net/publication/326657963_Culturally_Responsive_Teaching

Strategy VII: Build relationships with families.

- Create physical representation for families such as providing a Venn diagram or PowerPoint presentation of different facilities and their governmental responsibility to comply with accommodations for their children in public schools.
- Make positive phone calls and send positive text messages.
- Celebrate successes and share what their child is learning in class with families.
- Update families as often as they would like to be updated.
- Attend and sponsor local community functions.
- Publicly acknowledge and celebrate parent engagement.
- Continuously seek ways to maintain the momentum of engagement, sharing successes, checking and adjusting strategies and moving forward together.
- Keep the focus on children's academic success at the center of all engagement activities.
- The acknowledgement of high expectations for successful family engagement sets a tone that will benefit students, teachers and community. The same high expectations that are set for students also should be set for teachers, staff and families.

Additional References:

- Krasnoff, B. (n.d.). A guide to evidence-based practices for teaching all students equitably. *Region X Equity Assistance Center at Education Northwest*.
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Conclusions and Recommendations

In closing, this guide was constructed with the considerations of ESL Latino students in mind. With a growing population of Latino students in schools across the country, more focus should be placed on accommodating the way these students are serviced in the classroom. These students will be inclined with proper differentiation according to their skill level. The implementation of the guide will produce better results academically for students who have never received culturally responsive instruction. Educators will develop the skills within the guide essential for a successful outcome for ESL Latino students.

This researcher recommends that future and current educators with ESL Latino students familiarize themselves with strategies of this guide. The strategies have implications beyond the classroom and have the ability to improve the lives of the students outside of the school day. The guide describes the importance of each strategy and way to implement them into the classroom, planning, and producing interaction among students. Educators have an opportunity to connect with these ESL Latino students and improve their lives overall. It is the recommendation of the researcher to develop strategies where educators can project activities to fit the unique needs of students who are from different cultures. Within this guide are seven strategies, for CRT, that are designed for the success of ESL Latino students. It is important to note that best practices and effective methods, not just CRT strategies, should be used to help students learn concepts, meet objectives, and develop future goals.

Appendix B: Expert Panel Evaluation (Google Form)

Evaluation: Seven Culturally Responsive Teaching Strategies Required for Academic Success Among Latino High School Students

Please view the “Seven Culturally Responsive Teaching Strategies Required for Academic Success Among Latino High School Students”

Link: (<https://docs.google.com/forms/d/e/1FAIpQLSdPRtpwfkSw3sc3Le9lhTchh4Nm-WzzWkcfR-h8BUubbVf4LQ/viewform>) Use this form to evaluate the guide’s effectiveness.

The Introduction

Please respond to the following statements. Each strategy is rated 1-5

1 (Strongly Disagree) 2 (Disagree) 3 (Neutral) 4 (Agree) 5 (Strongly Agree)

Please leave a comment to each section.

1. The objectives of the guide are explained clearly?

Scale score 1-5 _____

Please leave a comment. _____

2. Does Strategy 1, "Learn about your students"

Scale score 1-5 _____

Please leave a comment. _____

3. Does Strategy 2, "Activate students prior knowledge" fulfill objectives?

Scale score 1-5 _____

Please leave a comment. _____

4. Does Strategy 4, "Reconsider the classroom setup" fulfill objectives?

Scale score 1-5 _____

Please leave a comment. _____

5. Does Strategy 5, "Call on each student" fulfill objectives?

CULTURALLY RESPONSIVE STRATEGIES FOR HIGH SCHOOL TEACHERS

Scale score 1-5 _____

Please leave a comment. _____

6. Does Strategy 6, "Provide opportunities for different forms of learning content through learning stations and cooperative learning groups" fulfill objectives?

Scale score 1-5 _____

Please leave a comment. _____

7. Does Strategy 7, "Build relationships with parents" fulfill objectives?

Scale score 1-5 _____

Please leave a comment. _____

8. Overall, what did you think of the guide and please provide any recommendations for changes.

Please leave a comment. _____

Appendix C: Expert Panel Evaluation Results

Evaluation: Seven Culturally Responsive Teaching Strategies Required for Academic Success Among Latino High School Students (Responses)

Expert A

The objectives of the guide are explained clearly?

Scale 1-5 Score: **5**

Please leave a comment.

Mr. Rodriguez clearly and concisely lays out what his objectives are, and how they will be implemented. They encompass several key aspects for creating a culturally responsive classroom that is prepared for success.

Does Strategy 1, "Learn about your students"

Scale 1-5 Score: **5**

Please leave a comment.

Strategy 1 assesses students both academically and personally. It allows the teacher to begin to create interpersonal relationships as well as set attainable goals for the students.

Does Strategy 2, "Activate students' prior knowledge" fulfill objectives?

Scale 1-5 Score: **5**

Please leave a comment.

Strategy 2 fulfills objectives by engaging the students' lived and learned experiences. It encourages them to be proud of where they come from and also look forward to who they will become.

Does Strategy 3, "Present new concepts by using student vocabulary while introducing new vocabulary" fulfill objectives?

Scale 1-5 Score: **4**

Please leave a comment.

Strategy 3 is effective by allowing students to use their own lexicon and culture to learn. It gives the student the opportunity to express themselves in a variety of ways that can empower them.

Does Strategy 4, "Reconsider the classroom setup" fulfill objectives?

Scale 1-5 Score: **5**

Please leave a comment.

The classroom setup strategy incorporates modifications as well as decorations and an overall ambiance of a welcome environment.

CULTURALLY RESPONSIVE STRATEGIES FOR HIGH SCHOOL TEACHERS

Does Strategy 5, "Call on each student" fulfill objectives?

Scale 1-5 Score: **5**

Please leave a comment.

Calling on each student is very important. I believe Mr. Rodriguez's strategies for incorporating all of the students in his class are well planned and effective. He strategizes around building relationships with the students who will in turn be more likely to participate.

Does Strategy 6, "Provide opportunities for different forms of learning content through learning stations and cooperative learning groups" fulfill objectives?

Strong 1-5 Score: **4**

Please leave a comment.

Small group and learning stations allow for more individualized peer work. They are allowed to foster a more cohesive community and allow for differing points of view. Strategy six aims to keep the students engaged and on task while learning with each other at the same time.

Does Strategy 7, "Build relationships with parents" fulfill objectives?

Scale 1-5 Score: **4**

Please leave a comment.

Strategy seven commits to engagement with parents and laying the foundation for a good understanding of what is expected of students. It allows for the students' work at school to carry over to their home in a useful way.

Overall, what did you think of the guide and please provide any recommendations for changes.

I think this is an excellent guide for any teacher. As Mr. Rodriguez is focused on bilingual and special education, I believe it allows for many layers of accommodations and strategies to best serve the students he sees. I know he is a wonderful teacher and incorporates many of these strategies on a daily basis. I would add a portfolio of student work to give them a physical reminder of where they started and how far they have come. I feel it could greatly motivate them when they actually can see the amount of progress they truly can make. Mr. Rodriguez is an asset to any school he is assigned to, and the students are very aware of how much he can help.

Expert B

The objectives of the guide are explained clearly?

Scale 1-5 Score: **5**

Please leave a comment.

It could be a very nice tool to use as part of professional development and curriculum development.

Does Strategy 1, "Learn about your students"

Scale 1-5 Score: **5**

Please leave a comment.

It is important to learn about the individual students as well as understanding general principles and demographic data as well. The guide provides a great start to understanding our students.

Does Strategy 2, "Activate students' prior knowledge" fulfill objectives?

Scale 1-5 Score: **5**

Please leave a comment.

Students will not learn unless the new content is somehow connected to their personal experience. A teacher must work for as much time as needed to connect to the personal experience of every child. The guide provides an excellent approach to making this happen.

Does Strategy 3, "Present new concepts by using student vocabulary while introducing new vocabulary" fulfill objectives? *

Scale 1-5 Score: **4**

Please leave a comment.

It is imperative that the teacher be able to connect the language of the students to the new concepts and language that they bring as part of the lessons of the day. The guide is an excellent tool to make this happen.

Does Strategy 4, "Reconsider the classroom setup" fulfill objectives?

Scale 1-5 Score: **5**

Please leave a comment.

Personally, I attempt to let students have a voice in how the classroom is set up. I like to let them make it their own. It is a collaborative process because there must be some limitations on this practice.

Does Strategy 5, "Call on each student" fulfill objectives?

Scale 1-5 Score: **4**

Please leave a comment.

CULTURALLY RESPONSIVE STRATEGIES FOR HIGH SCHOOL TEACHERS

I don't necessarily "call on each student" but I spread the conversation to the extent possible by using students' names. But I also make time during class to have small group and one-on-one conversations to get to know the children as well as to check for understanding with each student. The guide presents a quality process in order to engage all students within a classroom.

Does Strategy 6, "Provide opportunities for different forms of learning content through learning stations and cooperative learning groups" fulfill objectives?

Scale 1-5 Score: 3

Please leave a comment.

This can be important for some children. What is more important, however, is to allow for free flow physical movement and to have intentional conversations with each student. Also, to allow for multiple types of formative and summative assessment for students to pick how they would like to express the knowledge that they have gained. The guide could be a solid aid in helping teachers think through the idea of making sure all students are part of the learning process.

Does Strategy 7, "Build relationships with parents" fulfill objectives?

Scale 1-5 Score: 4

Please leave a comment.

This is very important. However, it is difficult with how many students that a teacher has at the HS level. It is much more important at the primary level of education. For HS connecting with families can be very productive regarding classroom work but it is even more important to have students and parents engaged at the community level. It is important to provide opportunities for children and their families to be involved in community aspects connected to the content. In my case I engage students in class and ask if they would like to do more with the knowledge, they gained by joining an extracurricular group I advise called Youth Empowered in the Struggle (YES). In YES we act on the world, students, families and community leaders. The guide will be an appropriate tool to make sure students know that they are important and that their families are part of the process.

Overall, what did you think of the guide and please provide any recommendations for changes.

I think the guide is an excellent tool that could be used to help educators rethink their approach to teaching in a diverse setting. I think it is important to add extension activities that have students identify problems in their world, their city, their neighborhood, their school and to try to connect the curriculum to being active in the world as well. It could be an additional part added to the guide about extension activities in getting students to become active in improving their world.

Expert C

The objectives of the guide are explained clearly?

Scale 1-5 Score: **5**

Please leave a comment.

Objectives are clear and concise. Implementation of the Culturally Responsive Teaching Guide is a tool that can be used within any classroom.

Does Strategy 1, "Learn about your students"

Scale 1-5 Score: **5**

Please leave a comment.

Strategy 1 can be implemented not only at the start of the school year but can also be used throughout the school year as student's needs and abilities change.

Does Strategy 2, "Activate students' prior knowledge" fulfill objectives?

Scale 1-5 Score: **4**

Please leave a comment.

Strategy 2 clearly demonstrates the importance of building upon a student's prior knowledge in order to activate new learning. Adding methods such as encouraging students to make real world connections will allow for students to progress within the classroom.

Does Strategy 3, "Present new concepts by using student vocabulary while introducing new vocabulary" fulfill objectives?

Scale 1-5 Score: **5**

Please leave a comment.

Using student centered vocabulary and language, while being honest and sincere to oneself, will engage students and encourage a welcoming environment within the classroom. Strategy 3 also effectively connects with strategies 1 and 2 which keep the whole student in mind.

Does Strategy 4, "Reconsider the classroom setup" fulfill objectives?

Scale 1-5 Score: **5**

Please leave a comment.

Classroom setup and layout is important for promoting diversity and awareness. Allowing students to make decisions about classroom set up allows them to feel a sense of ownership and belonging.

Does Strategy 5, "Call on each student" fulfill objectives?

Scale 1-5 Score: 4

Please leave a comment.

Calling on each student promotes fairness and equity within the classroom. I would also include that allowing students to call on one another, participate in small group discussions, and providing other means of participating other than oral responses is essential.

Does Strategy 6, "Provide opportunities for different forms of learning content through learning stations and cooperative learning groups" fulfill objectives?

Scale 1-5 Score: 5

Please leave a comment.

Providing opportunities for different forms of learning through student centered stations allows for the educator to differentiate content in order to meet the academic, social, and personal needs of all students. Strategy 6 allows for students to collaborate with each other while learning.

Does Strategy 7, "Build relationships with parents" fulfill objectives?

Scale 1-5 Score: 5

Please leave a comment.

Strategy 7 highlights the importance of the home school connection. Noting important details about a student's home life will help better understand any cultural sensitivities, strengths, and weaknesses. It would be more inclusive if "parents" were changed to "family" in order to include different family units.

Overall, what did you think of the guide and please provide any recommendations for changes.

The guide is an important tool for educators of all grade levels and should be used throughout a student's academic career. The guide provides strategies for educators to utilize within the classroom while allowing for changes to be throughout the school year as we develop relationships with our students. The guide is fluid and flexible enough to be used in many ways that fit the needs of the students and families, as well as the educator.