Fall 12-2020

Black Girls in 3D Disruptive, Defiant, and Disrespectful: Case Studies of Culturally Responsive and Sustaining Classroom Management Practices in an Urban Middle School

Janeen Perry-Campbell
Old Dominion University, janeencampbell1@gmail.com

BLACK GIRLS IN 3D DISRUPTIVE, DEFIANT, AND DISRESPECTFUL:

CASE STUDIES OF CULTURALLY RESPONSIVE AND SUSTAINING

CLASSROOM MANAGEMENT PRACTICES IN AN URBAN MIDDLE SCHOOL

by

Janeen Perry-Campbell
B.S. May 2002, Old Dominion University
M.Ed. December 2012, Virginia State University

A Dissertation Submitted to the Faculty of
Old Dominion University in Partial Fulfillment of the
Requirements for the Degree of

DOCTOR OF PHILOSOPHY

CURRICULUM AND INSTRUCTION

OLD DOMINION UNIVERSITY
December 2020

Approved by:

Kristine Sunday (Advisor)

Michael Cromartie (Member)

Melva Grant (Member)

Steve Myran (Member)

Janice Underwood (Member)

ABSTRACT

BLACK GIRLS IN 3D: DISRUPTIVE, DEFIANT, AND DISRESPECTFUL

CASE STUDIES OF CULTURALLY RESPONSIVE AND SUSTAINING

CLASSROOM MANAGEMENT PRACTICES IN AN URBAN MIDDLE SCHOOL

Janeen Perry-Campbell
Old Dominion University, 2020
Director: Dr. Kristine Sunday

Extensive research has been conducted on the disproportionate amount of suspensions that occur among Black boys, however, there is an emerging body of research that suggests that the rate of suspensions among Black girls is increasing. The most common behaviors that Black girls receive office referrals for, are subjective behaviors such as being disruptive, defiant, and disrespectful. (Nunn, 2018). The purpose of this study was to examine how Culturally Responsive Classroom Management (CRCM) strategies reduce the disproportionate amount of suspensions that Black girls received. This qualitative study conducted through case studies focused on how the teachers' culturally responsive and sustaining classroom management practices impacted the discipline outcomes for Black girls. Grounded in the theoretical framework of culturally responsive pedagogy, CRCM brings social justice into school discipline and suggests that teachers' perceived stereotypes, implicit bias, color blindness, and lack of cultural competency foster negative relationships between them and Black girls (Weinstein, Curran & Tomlinson-Clarke, 2003). The emerging findings from the study were teachers who were successful in employing CRCM possessed an intrinsic awareness about their students, built relationships with their students, code switched, and felt the responsibility of having a level of social consciousness about their students. The recommendations from this study to decrease the discipline gap that exists between children of color, especially Black girls, and their white peers are 1) provide continuous professional

development on building cultural competence 2) provide continuous training on culturally responsive classroom management strategies and monitor them with fidelity and 3) make PBIS expectations culturally responsive & sustaining to fit the specific demographics of the school.

My world changed forever on November 2, 2017, when I lost my first teacher and my inspiration

my mother Joyce "Lady JP" Perry. I never imagined that my mother would not see me to the

Ph.D. finish line, but I know her love for teaching and impacting children's lives, lives on

through me. I dedicate this body of work to my beloved mother. I miss her more than words can

express.

"Did you ever know that you're my hero? You're everything I wished I could be. I can fly higher

than an eagle, because you are the wind beneath my wings.

Thank God for you, the wind beneath my wings."

Mommy, I love you much.

ACKNOWLEDGMENTS

As we say in the Black church, "I would like to give honor and glory to God who is the head of my life." Lord, I owe you all the praise for ordering my steps through this journey called life. I have had ups and downs, wins, and losses but through it all you kept me. I would be nothing without your grace and unwavering mercies for the calling you have over my life. I pray that you will continue to keep me and provide a path for me to walk towards my destiny. Amen.

This degree would not have been possible without the Southern Regional Education Board's Doctoral Scholars Fellowship. I am grateful for the mentoring and encouragement I received during my Ph.D. journey as well as the funding. Thank you Dr. Abraham for always offering words of encouragement and support. Thank you SREB DSP for being "more than a check and a handshake."

I would not have been on this journey without the seed that was planted by Dr. Mark Richardson, one of my graduate professors at Virginia State University. Thank you for pouring into me the importance of continuing my education by earning a Ph.D.

I am thankful, grateful, and honored to have been supported academically by my dissertation committee. Thank you Dr. Melva Grant for demonstrating for me what it is to be a successful Black woman in academia. To Dr. Janice Underwood, thank you for being my SREB mentor and committee member. It has been amazing cheering you on through your journey to becoming the first Chief Diversity, Equity, and Inclusion Officer for the Commonwealth of Virginia. You introduced me to the world of culturally relevant pedagogy during your dissertation research. Thank you, Dr. Steve Myran, for seeing promise in my research subject. Dr. Michael Cromartie, thank you for teaching and guiding me. I will never forget the first day of

vii

your class when you told us "Gone are the days when administrators sit behind their desks and kick their feet up." That statement drives me to be a transformative leader. Thank you for igniting the spark and modeling for me what a successful educational leader should look like. Dr. Kristine Sunday, I could write an entire chapter thanking you and singing your praises. Thank you for being patient and lighting fires under my butt to write. Thank you for believing in me when I didn't believe in myself. Thank you for showing me it's ok to be my authentic quirky self. Thank you for evolving from a professor, to an advisor, to a mentor, to a friend. I will never forget arriving at the church for my mother's homegoing service anxious and numb. When I rolled down the limousine window and saw you standing there to embrace me with love and opened arms, I was comforted knowing that as I was laying my mother to rest, she was letting me know that she was sending an angel to watch over me…and that angel was you.

I would like to thank Dr. Elie Bracy III, Superintendent of Portsmouth Public Schools, for giving me the opportunity to lead in the division that I am a product of. I don't take my position nor my steps in PPS lightly. Every day when I am at work, I give 110% of myself because I work with students who were just like me years ago and I must pay it forward to the next generation. I am grateful for the mentors I have had along my leadership journey, Dr. Anita Wynn, Mr. Lindell Wallace, Dr. Stephanie Johnson, soon to be Dr. Paul Wilson, Dr. Camilla Ferebee, and Dr. Barbara Kimzey.

A special thank you is in order to my sorority sisters of Delta Sigma Theta, Sorority, Inc. who have supported me and pushed me along the way. Thank you Big Sis Kimberly Bracy, my "numba", for ALWAYS being my cheerleader and checking on me. I have to acknowledge my line sisters, Epsilon Theta's Spring 98 "Rapper's Delight". You are remarkably successful ladies who have motivated, encouraged, cheered, and even reprimanded me to have the fortitude

to finish my terminal degree. You are more than just sorority sisters; you are my family. I also want to give a special thank you to my best friend and line sister, Rhonda Harris. Rhonda, thank you for giving me the hard business when I didn't want to work and give up. Thank you for believing in me and for inspiring me to be a great leader like you.

Finally, I must acknowledge my family who always support my crazy dreams. Thank you for picking up the torch that my mom left behind. To my cousin, Bryant Cuffey, thank you for keeping me company on the phone countless nights as I read, researched, wrote, and complained about this degree. To my beautiful Black girls, my daughters Nia Ashanti Perry, Zoe Sara Campbell, my god baby Giovonni "Gigi" Walker, and my fur baby Ivy Coco. Thank you for being patient with me as I tried to "grow up" and finally finish school. All of my sacrifices have been for you. Nia, thank you for always having encouraging words for me and loving me unconditionally. Zoe, thank you for motivating and encouraging me when I was ready to quit so many times. Thank you for being selfless to the hundreds of students I have worked with that took my time away from you. "Gigi" thank you for your encouragement and support. Thank you for inspiring me to be resilient. Miss Ivy Coco, thanks for truly being man's best friend and sitting under my feet during the long nights of writing. I appreciate you and I love you to the moon and back.

I would like to acknowledge all the little Black girls who look like me, who grew up in a low-income neighborhood like mine, who were products of a broken home like mine, and who have faced insurmountable obstacles, voiceless like me. It's time for Black girls to ROCK! To all the Black girls that I have encountered in my career who were told by teachers you weren't going to be successful and that you were disruptive, defiant, and disrespectful, be your authentic self and let your voices be heard. WE have a story to tell and I charge all of us to be empowered

to change the negative narrative about Black women because we birthed civilizations and built

nations.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER I

INTRODUCTION

It's 9:10 am and the bell is about to ring for students to transition to their second block classes. Zhane is going through her book bag to get out her journal that her mother gave her. Mrs. Whitehall sees Zhane turn around in her seat and she yells "Zhane, turn around in your seat!" Zhane immediately responds "No, I am looking for something." Mrs. Whitehall gets agitated and moves closer to Zhane and says "I said, turn around in your seat. If you are going to keep being disrespectful, I am going to push the security button." Confused and also agitated, Zhane raises her voice and says "For what, I am minding my own business. You need to mind yours." At this point, Mrs. Whitehall is furious. She grabs Zhane's bookbag, quickly walks over to the security button, and presses it. When the office staff answers, Mrs. Whitehall yells "Zhane Jackson is being disruptive, defiant, and disrespectful. I need security now and I am writing her up!" Zhane is visibly upset and cries in anger as she says "I was just trying to get my journal. You called security for no reason. I need a teacher who can teach me."

Statement of the Problem

As a middle school Assistant Principal, I handled countless referrals and incidents such as the vignette above for Black girls daily. After a few months of reviewing office referrals, I noticed a pattern. The same Black girls were receiving office referrals from the same teachers for the same subjective offenses. When I looked deeper at the trends of referrals for Black girls, I noticed that the majority of the referrals were for disruptive, defiant, and disrespectful behaviors. What I also noticed was that when observed, the teachers lacked classroom management that was culturally responsive. The majority of the offenses occurred because of a lack of cultural competency from the teachers. Not all of the teachers who wrote the office referrals were white, many were Black like the girls who had received referrals.

Thus, it should come as no surprise that when compared to their white counterparts, Black students are two to three times more likely to be suspended (US Department of Education, 2014), receive consequences for subjective infractions such as behaving in 3D which is often described as defiant, disruptive, and disrespectful (Downey & Pribesh, 2004; Monroe, 2009; Weinstein et al., 2004), and receive more and harsher consequences for their behavior (Milner & Tenore, 2010; Monroe, 2009; Pas et al., 2016; Skiba et al., 1997). Because of their likelihood of suspensions, students of color have consistently performed lower on tests assessing academic achievement (Downey & Pribesh, 2004), are disproportionately left out of programs targeting gifted and talented students, are identified more than other races for special education services (Pas, et. al, 2016), are more likely to repeat one or more grades (Gregory et al., 2010) and have a greater chance of becoming incarcerated (Annamma, et al., 2016; Gregory et al., 2016). These disciplinary and academic disparities add to the well documented, widening gap between children of color and their white counterparts in American public schools (Carter et al., 2017; Gage et al., 2017 Gregory et al., 2016; Milner & Tenore, 2010; Monroe, 2009; Pas, et.al, 2016; Raush & Skiba, 2004; Skiba et al., 2011; Skiba et al., 2002).

While extensive research has focused on boys (Annamma et al., 2019; Gregory et al., 2010), recent scholarship indicates that the suspension rates of girls of color are increasing alongside males (Losen & Skiba, 2010; Monroe, 2009) and that, like their male counterparts, Black girls' disciplinary outcomes often mirror their outcomes in the judicial system (Annamma et al., 2016). Insofar that the U.S. Department of Education Office of Civil Rights reported that in 2014, the discipline rates of Black girls were six times higher than white girls and they experienced a suspension rate that was 67% higher than boys, research into this area is indeed prudent. As a Black female researcher-administrator, I wanted to conduct research from a strength-based approach to showcase educators who were successful in the ways that they

managed their diverse classrooms, especially with Black girls. For school administrators, who are tasked with reviewing and executing discipline policies, it is equally important that research speaks to the ways that their leadership might announce possible solutions for narrowing discipline gaps between students and across intersectional lines of race and gender.

Background

During the 2011-2012 school year, the most recent data from the National Center for Educational Statistics approximated that 87.5% of teacher educators at American universities were white, middle-class, and women. Similarly, during the same school year, 83% of teachers in American public schools were white. Thus, referrals for Black girls, who are frequently judged based on the subjective referrals of their teachers, are rooted in expectations for behaviors that assume white middle-class norms. Girls of color, for example, are often reprimanded for being defiant, disruptive, and disrespectful, all of which are subjective judgments made by educators. Here being disruptive, defiant, and disrespectful are measured against socially acceptable ideas of white femininity that call for young girls to be docile, modest, and obedient (Crenshaw, et al., 2015; Ladson-Billings, 1995). For young Black girls who, for example, challenge school dress codes, use profanity, and act aggressively towards other students, disciplinary action is often swift. These disciplinary actions may be prevented, and in some cases resolved, by educators who possess cultural competency and use it in their classroom management practices (Monroe, 2009).

Most disciplinary referrals start with classroom teachers. Classroom referrals are often written for behaviors that teachers are unable to manage in their classrooms. It is reasonable to assume that an excessive number of referrals coincide with the lack of effective classroom management practices geared towards all students, but especially those of color.

Effective classroom management practices are critical to the success of all students. For Black girls, academic growth depends heavily on teachers developing a caring environment for students in which they want to cooperate and be their natural "sassy" selves and not perceived as being unladylike (Fordham, 1993; Nunn, 2018). When teachers discipline students subjectively, Black girls are often punished for being themselves. Literature focused on Culturally Responsive Classroom Management (CRCM), however, suggests that when teachers are knowledgeable about the cultures of the students they impact daily, they realize their biases and the role culture has in how their students behave. In turn teachers create nurturing, respectful, and supportive classroom environments, which will lessen discipline gaps (Weinstein, Curran, Tomlinson,-Clarke, 2003). It should be noted that when implementing CRCM, culturally responsive and sustaining pedagogies are more than just strategies and practices, they are a mindset. Until teachers self-reflect on implicit biases and how they impact perceptions of their students, the discipline gap will never close. It should also be noted that neither CRCM nor culturally responsive and sustaining pedagogies speak specifically to Black girls; rather they examine best practices to provide equitable experiences for all students, especially those who are often marginalized in educational settings.

The literature affirms that there are many teachers in urban settings who lack the classroom management skills to be successful in meeting the needs of children of color. However; there are teachers who are employing culturally responsive and sustaining classroom management practices in their classrooms authentically by bringing their culture and cultural experiences into the classroom experience. Nunn (2018) explains, that in her research with Black girls, she wears "many head wraps" (p. 245). This was because like the Black girls she has conducted research on, she also attended the schools in which she studied and worked. She grew up in the neighborhood that many of the girls studied, grew up in, or are like. Like Nunn, I too

attended and was the Assistant Principal of the middle school that I conducted my research study in. In many urban classroom settings, there are teachers who share many commonalities with their students that allow them to make connections which helps to deter students perceived negative behaviors. These teachers are successful in getting students to do what they came to school to do which is to learn. They are also successful in meeting the needs of Black girls and are not quick to refer them for disciplinary actions which will ultimately have exclusionary consequences. Even though there are educators like Nunn and myself, who are able to relate to their students because they share the same race and culture as them, there are many educators who don't share the same racial or ethnic makeup as their students and are successful in their classroom management practices. Race is irrelevant in terms of teachers being successful with CRCM practices. Gay (2000), affirms that having a similar ethnicity to students does not always guarantee effectiveness in the classroom. Milner and Tenore (2010) further support this by recognizing that no matter what a teacher's racial or ethnic background may be, when they "have the knowledge, attitudes, dispositions, beliefs, and skills necessary to meet the needs of and be responsive to their students, equitable classroom management" is possible (p. 566). Thus, the culturally responsive classroom management (CRCM) practices that effective teachers employ provides them with an understanding of how their students' culture and gender affect their classroom behaviors.

Theoretical Framework

For this study, Weinstein, Tomlinson-Clarke, and Curran's (2004) culturally responsive model of classroom management (CRCM) will be used as a recognized approach to school discipline that addresses inequities related to classroom management and leadership. Grounded in frameworks of culturally responsive and sustaining pedagogy, CRCM brings a social justice orientation to thinking about school discipline and suggests that teachers' perceived stereotypes,

implicit bias, color-blindness, as well as lack of cultural competencies lead to troubled relationships between students and teachers. Figure 1 is a Venn diagram that illustrates that equitable discipline experiences for Black girls is the central goal of this study as it is framed theoretically through Culturally Responsive Classroom Management. Culturally Responsive Classroom Management is grounded in both Culturally Responsive and Sustaining Pedagogies theorized by Gay (2000) and Paris (2012).

Figure 1

Theoretical Framework
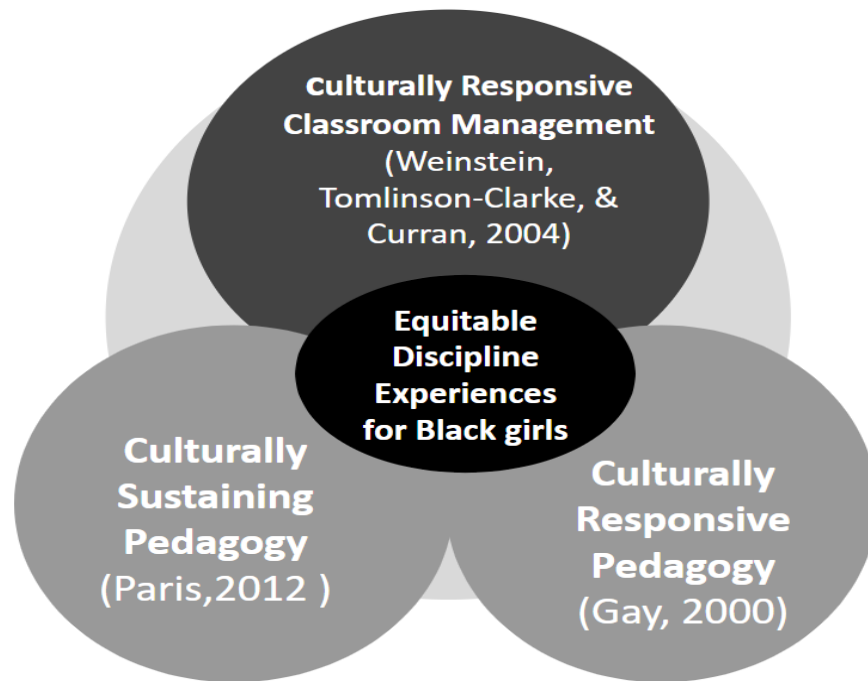
Purpose of the Study

For this study, I investigated practices that led to effective, culturally responsive classroom management among teachers in an urban middle school. Using tenets of culturally relevant-responsive-sustaining pedagogy along with culturally relevant-responsive-sustaining classroom management practices, I identified patterns and commonalities among teachers, for whom disciplinary referrals were low, to consider how classroom management practices reflected sustained pedagogical efforts that forwarded just and equitable educational practices for

Black girls. The project focused attention on the practices of successful urban middle school teachers who employed culturally responsive and sustaining classroom management practices in their classrooms and how those practices directly impacted the discipline outcomes for Black girls. It also adds to the growing body of literature that speaks about Black girls' experiences and marginalization in US education through strength-based and practitioner-based lenses. This study further adds to a deeper understanding of the intersectionality of culturally responsive approaches and how they can be used to address gender disparities.

For this study, I focused on classroom management practices that were employed in an urban middle school (UMS). I define "best practices" as those that decrease the disproportionality of school discipline outcomes that adversely impact Black girls. To do so, I examined three successful teachers at an urban middle school in South Hampton Roads, Virginia to determine qualities of successful, culturally relevant-responsive-sustaining classroom management. I examined how their classroom management practices reflected and extended notions of culturally responsive and sustaining classroom management, and ultimately, how they contributed to decreasing the number of disciplinary referrals and infractions that Black girls received. Through interviews, examining artifacts, and analyzing discipline documents, my study established common themes among the successful practitioners and determined how their classroom management practices supported culturally responsive practices that attended to the unique strengths of Black girls. The data from this study speaks to the effectiveness of culturally responsive classroom management practices in urban middle schools when working with Black girls. It is my hope that the implications found will give insight to how culturally responsive classroom management can become sustaining and eventually evolving.

Significance of the Study

This research study is significant because it seeks to change the negative narrative of Black girls, whose characterizations of behaving in disruptive, defiant, and disrespectful (3D) ways have been misunderstood, misrepresented, and mislabeled. It adds to the emerging literature on how Black girls can be academically successful and resilient when they have educators who respond to their 3D behaviors from culturally responsive positions. Instead of looking at 3D behaviors of Black girls from a deficit lens, it is the hope of the researcher that Black girls will encourage educators to view them through a strength-based lens. Instead of perceiving Black girls' 3D behaviors as disruptive, defiant, and disrespectful, the goal of this study is to change the negative narrative of Black girls and view their 3D behaviors as a springboard towards becoming determined, driven, and destined for success.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, I explored literature that examined classroom management, its importance, and various approaches to classroom management. I considered cultural problems associated with conventional classroom management and, in examining the connections between Black girls and discipline, I unpacked classroom management strategies that were proven to be effective in reducing the negative behaviors of students of color paying special attention to the successful classroom management practices that teachers have employed with Black girls. Next, I discussed the implications of gender and race in disciplinary practices through a discussion of intersectionality between Black girls and discipline. I further explained what intersectionality is, how it works, and why it matters when using effective disciplinary practices with Black girls. I concluded the literature review with an overview of culturally sustaining pedagogical practices to inform the reader of how it has evolved from being culturally relevant and responsive pedagogies. Finally, I introduced culturally responsive classroom management and how classroom management can also be culturally sustaining. Through the overview, the two practices are defined. An explanation of their significance as well as how they may serve as possible solutions to the disparities that exist in the disciplines, are also provided.

Gender, Race, and Discipline

Society frames and stereotypes expectations for behavior. For example, women are often perceived as "weak, gentle, and meek". This does not correlate to how Black women view their womanhood. Compared to white womanhood, which has been described as docile, quiet, and submissive, Black girls are often perceived as unfeminine (Fordham, 1993; West, 1995), loud, defiant, disruptive, and disrespectful. Fordham (1993), in an ethnographic study, explored how negative stereotypes of Black girls affected their academic success and how they were perceived

when disciplinary infractions were given to them. She studied girls at a predominantly Black high school in Washington, DC. During her study she observed how many Black girls silenced themselves and ignored their cultural identities in order to conform or to "pass" as what was perceived as the correct way to behave. She concluded that "those loud Black girls whose refusal to conform to standards of good behavior, without actually entering the realm of bad behavior by breaking school rules severely undermine their limited possibilities for academic success" (p. 22). She also concluded, from her research study, that "those loud Black girls are doomed" because the Black girls who were successful were those who were silent and assimilated to white norms, thus becoming invisible to their cultural backgrounds (p. 22). So, one must ask "How can Black girls be made visible?" The answer is in the juxtaposition of shifting systematic hegemonic ideals of "normal behavior" of girls.

For years, researchers have paid attention to the disparities and gaps that exist between white students and those of color. Paying attention specifically to discipline, scholars who researched children of color have noticed a growing gap in the disciplinary practices of Black girls. Evans-Winters and Esposito (2010), discussed the lack of literature that addresses the gaps in studying Black girls and the need for more scholarship in the educational field for them. The research is clear; Black girls deal with racism, poverty, and gender discrimination in schools, all of which affect their future outcomes.

Black girls are being left behind in opportunities by barriers that prevent them from developing readiness for college and the workplace. Specific factors that are leaving many of them behind are their poor academic performance and achievement, harsher exclusionary discipline practices such as suspensions and expulsions, implicit and/or explicit biases of educators, and "sexually oppressive innuendos" enforced by strict dress codes (Nunn, 2018, p. 240). These barriers often cause Black girls to be excluded in educational spaces. Like Black

boys, Black girls are dramatically affected by the school-to-prison pipeline and are impacted far greater than their white female peers and girls overall (Davis, 2013; Nunn, 2018).

Many Black girls, especially those in high poverty, urban settings deal with the stress of their families and communities which challenge their abilities to succeed and cope in school. Young Black girls who live in urban neighborhoods are often characterized in research as having early sexual encounters, teenage pregnancy, and adult responsibilities. To compound these issues, these girls must grow up in a society where they are oppressed and aren't afforded educational and professional opportunities because of their gender and race (Lindsay-Dennis, Cummings, & McClendon, 2011). Because of this, for centuries Black girls have had to develop intrinsic strength and resiliency. Unfortunately, the strength and resilience of many Black girls is often perceived as negative behaviors in those same communities and schools. Insofar that there is significant research to support that, like boys, Black girls demonstrated what is perceived as assertive and challenging behaviors in the educational setting, there is a growing body of research to support that these perceived negative behaviors, such as being loud, aggressive, sassy, and savvy are attributes of strength and resilience. In fact, Black girls have demonstrated developing greater relationships with their teachers through their interpersonal skills such as "bubbly" personalities and innate leadership skills. Nunn (2018) referred to the interpersonal skills of Black girls as their "superpower" (p. 241). In her 2019 research article, Nunn described some of the interpersonal attributes Black girls possessed of balancing both their strengths and sadness in a way that fostered resilience which supported them with classroom engagement and academic success (Taylor, 2012).

Discipline as a Subjective Practice

There is a body of research of supporting evidence demonstrating that students of color rarely receive disciplinary infractions for dangerous offenses such as possessing weapons

(Monroe, 1997; Skiba et al., 1997). Despite such evidence, however, Annamma et al. (2019), described how many urban schools criminalized students by hypersurveillance. Hypersurveillance occurs when there are numerous security cameras around the school, multiple security guards, and even local police who work as resource officers in the schools. Noting the ways that schools employed disciplinary practices through the carceral logic of social control, Annamma (2016) suggested that schools contributed to the school to prison pipeline "through a commitment across institutions to maintain order through surveillance, coercion, and punishment" (p. 1211). Thus, carceral state practices not only excluded those who are discipline problems by removing them from the environment that they disrupted when they were not behaving like the norm, but also through socio-spatial practices such as policing the spaces of schools via mechanisms such as metal detectors, employing police officers (who are sometimes armed), and ticketing students for minor offenses (Annamma, 2016). Carceral logic has led to the removal of non-normative bodies from public spaces, it is striking to consider that Black girls experienced exclusionary discipline practices at rates that are exceeding those of Black boys (Annamma et al., 2019; Blake et al., 2011). Black girls are suspended six times more than white girls, with a suspension rate higher than 67% of their male peers (U.S. Department of Education Office of Civil Rights, 2014). Like several other researchers, Annamma et. al (2019), found that Black girls are often suspended for subjective infractions such as using profanity, being disrespectful, or physical aggression (Blake et al., 2011; Losen & Skiba, 2010; Skiba et al., 2002; Morris & Perry, 2017; Nunn, 2018). The effects that exclusionary discipline practices have on Black girls are detrimental.

Suspensions and expulsions can lead to Black girls becoming a part of the criminal justice system and unfortunately, Black girls tend to receive harsher sentences for the same offenses than other girls (National Women's Law Center & NAACP Legal Defense and

Education Fund, 2014). Not only is becoming a part of the criminal system detrimental, but the removal of access to educational experiences which leads to lower academic achievement in their later lives is also a detriment to Black girls' futures (Crenshaw, 1991; Crenshaw et al., 2015; NAACP Legal Defense and Education Fund & National Women's Law Center, 2014; Nunn, 2018; Wallace et al., 2008).

A team of researchers examined the lack of studies of Black girls and discipline as well as possible reasons why there is such a gap in disciplinary practices with Black girls (Annamma et al., 2016; Blake, Butler, Lewis, & Darensbourg, 2011; Bondy, Ross, Gallingane & Hambacher, 2007; Carter, Skiba, Arrendodo & Pollock, 2017; Crenshaw, Ocen & Nanda, 2005; Evans-Winters, 2005; Jones, 2010; Lindsay-Dennis, Cumming & McClendon, 201; Milner & Tenore, 2010; Morris & Perry, 2017, Nunn, 2018; Skiba, Michael, Nardo & Peterson, 2002). The findings of their study showed that Black girls were more likely to be referred for subjective reasons compared to white girls. This was problematic because subjective referrals were often based on a teacher's stereotypes, implicit biases, and misconceptions about their students. The perceptions of harmful, disrespectful, or threatening behaviors were based on the sole judgment of the person who wrote the referral. Their judgment of what was compliant was also based on their perceptions. This judgment of Black girls has been suggested in previous studies that argue that Black girls are perceived as less ladylike, aggressive, defiant, disobedient, having a bad attitude, ghetto, and loud (Evans-Winters & Esposito, 2010; Fordham, 1993; Jones, 2010, Morris & Perry, 2017). These characteristics made Black girls vulnerable to disciplinary referrals particularly when school personnel possess a limited understanding of gender and race and how both affect Black girls (Annamma et al., 2019).

One of the major implications of Annamma et al.'s study was that school personnel need training on historical and contemporary racism, equity, and power (Milner et al., 2019; Milner &

Tenore, 2010). In addition to this training, Annamma et al. (2019) also believed that teachers needed to explore their own biases and stereotypes that they have about Black girls. In the end, the authors concluded that when Black girls did not act in a way that is like the White femininity model of being passive and meek, educators should seek to find new ways of examining how Black girls *should* behave, looking at Black girls' cultural strengths. Furthermore, a serious examination of Black girls' cultural strengths can enhance and improve their academic success as well as teachers' classroom management practices.

There are countless numbers of Black girls in urban settings who do not assimilate to white femininity and are "loud." These girls make up the growing statistics that characterize the widening of the discipline gap between white students and those of color. The narrative of Black girls must change. Instead of desiring the assimilation of Black girls to White femininity (quiet, docile, submissive, and meek), the cultural and historical strengths that Black girls possess such as being sassy, savvy, ingenious, and assertive should be viewed as a strength rather than a deficit.

Black girls possess a "magic" about them that in recent years has been celebrated on shows like "Black Girls Rock" on BET and referenced in acceptance speeches of African American celebrities. In her research, Nunn (2018) described the "magic" of Black girls as a superpower. She developed the concept of "Super-Girl" as a description of how Black girls balanced a multitude of social constructs. Nunn's research described how marginalization and disenfranchisement were so embedded in our general culture that it has become the unfortunate reality that affects our educational practices. Using an intersectional approach (Collins, 2000; Crenshaw, 1991), critical race feminist theory (CRF), and literature on Black feminism (hooks, 1981), Nunn highlighted social injustices that negatively influenced educational inequities. In the

end, she concluded that in the classroom, teachers can be empowered to eradicate educational injustices in their own settings through effective classroom management practices.

Classroom Management

Classroom management can be one of the most difficult instructional practices to master and yet it is implicit to both teacher and student success. It can be even more difficult in urban schools when teachers' cultures and backgrounds may not match those that they teach. As American students are becoming more culturally diverse, the teaching force is not. With limited experiences with people of different cultural backgrounds, children of color continue to be marginalized in public schools. From the literature of previous researchers, it is obvious that race still matters in educational settings (Downey & Pribesh, 2004; Gay, 2000; Ladson-Billings, 1995; Milner & Tenore, 2010; Milner, et al., 2019).

Not only do teachers in urban settings have to manage their classrooms to maintain safe learning environments that are conducive to students' academic success, they also have to provide a learning environment that responds to the ethnic, physical, emotional, psychological, and cognitive needs of their students (Brown, 2004). These attributes of urban schools can be overwhelming to novice teachers who have not had pre-service courses or experiences on how to meet the needs of culturally, racially, ethnically, linguistically, and religiously diverse students (Milner, et al., 20191). Unfortunately, many teachers who are in urban settings and who lack the efficacy of effective classroom management that is relevant to the students that they serve, will become burned out, miss excessive days from school, and eventually resign. This has an adverse effect on urban students, especially those of color who already are marginalized with gaps in their academic and discipline successes. Students of color, in urban schools, have the unfortunate experience of having many teachers due to high turnover rates. This is due to many of the novice teachers who are ill-prepared or not supported from administrators. Furthermore, when teachers

have a difficult time managing their classes, they also often use poor instructional methods and rely more readily on referrals as a classroom management strategy. As a result, students lose valuable instructional time due to mismanagement, students receive an excessive number of referrals, and oftentimes the teacher will leave the school if not the profession. Thus, it should come as no surprise that urban students of color fall farther behind their white peers academically and socially (Ingersoll & Smith, 2003).

Approaches to Classroom Management

Effective classroom management is important in students' educational success. It is also important for teachers to be successful. Classroom management must be linked to not only students' academic successes but also justice, equity, inclusion, and diversity (Ingersoll & Smith, 2003; Milner, et al., 2019). Many of the current classroom management strategies and practices have evolved over the past fifty years. The review of literature on classroom management begins with an examination of three conventional models of classroom management: Assertive Discipline, Logical Consequences, and Teacher Effectiveness Training. These models have led to the development of practices that are currently used in many school districts and schools, especially those that consider themselves urban, such as Positive Behavior Interventions and Supports (PBIS) and restorative justice. After a brief overview of the three seminal classroom management models, I examined literature on culturally relevant, responsive, and sustainable pedagogy and discussed culturally responsive classroom management practices that are used in many urban school districts.

Conventional Models of Classroom Management

Developed by the Canters in the late 1970s, Assertive Discipline is a classroom management model that focused on rewards and punishments. The premise of this model is that "teachers have the right to teach in a well-managed classroom and students have the right to

learn in a controlled environment" especially in a middle school classroom (Canter & Canter, 1996). This model gave power to the teacher in that the teacher determined the discipline plan for the students to follow with fidelity. At the beginning of the school year, expectations and the consequences both positive and negative were given to the students. Key concepts of this model included a set of firm, fair, and consistent rules; a predetermined set of consequences when the student displayed positive and negative characteristics, and a plan on how to implement the model with the students. Delpit (1995), uses this model but includes a cultural lens as she discussed how being assertive and expressing authority in the classroom were effective classroom management practices for urban teachers. She stated that effective urban classrooms should be environments where excuses are not allowed, expectations are clear, and behaviors that are deemed inappropriate are handled immediately. Delpit also added that teachers are effective with management when they use direct verbal commands that were like how directives were given in the homes of most children of color.

Teacher Effectiveness Training is another model that was established in the late 1970s by Thomas Gordon that is used in classrooms today. Gordon (1977) believed in empowering students by having the teacher shift power to them. This model's goal was to motivate students intrinsically and encouraged teachers to communicate with their students to articulate to them their displeasure with the students' negative behaviors through "I-messages." This model was grounded in the self-regulation of the student. Unlike the Canters' model, Gordon's model was more student friendly-centered.

The third seminal model was developed by German psychiatrist, Rudolf Dreikurs (1968) and was rooted in the belief that students misbehaved because they had unmet needs. Dreikurs believed that students desired to be recognized and when they were not, they displayed negative attention-seeking behaviors, engaged in a power struggle with the teacher, focused on fairness

and revenge, displayed inadequacy, and if needs were still not met, the student became withdrawn. The goal of this model was to prevent negative behaviors by developing positive relationships with students. Dreikur's work laid the foundation for culturally responsive classroom management.

Managing a classroom is one of the most critical skills an effective classroom teacher can possess. New teachers are often concerned about effective classroom management and equity in their classroom management practices (Milner, 2006; Milner & Tenore, 2010; Milner, et al., 2019). Unfortunately, for many new teachers who completed a teacher preparation program, issues of classroom management in culturally and ethnically diverse classrooms are rarely taught. Traditional classroom management courses focus on a "colorblind" approach in which preservice teachers are taught to discipline all students the same regardless of race and gender. In fact, according to researchers, new teachers often expressed concerns regarding the lack of preservice training on classroom management and equity (Milner, et al., 2019, Milner & Tenore, 2010). This issue became exacerbated by many new teachers who received their first teaching assignments in urban schools. In many of these settings, the students that new teachers were responsible for had different languages, experiences, ethnicities, religions, and cultures than they had. In teacher training programs, the issues of race, gender, and socioeconomic status were rarely discussed. The intangible skills such as developing relationships between schools and communities as well as understanding the sociopolitical environment of the areas where schools are located, were often overlooked in traditional preservice teaching programs. These skills are those that prevented new teachers from having positive relationships and connections with their students that, ultimately, deterred negative behaviors. Milner et al. (2019), furthered explained that these skills were seldom emphasized because often the emphasis of preservice programs are on lesson planning and test preparation. Pre-service teachers were seldom taught about culturally

relevant and responsive classroom pedagogical practices let alone how to employ them in classroom management practices (Gay, 2010; Milner, et. al., 2019).

By no means should the seminal models of the late 1960s be thought of as irrelevant to successfully managing urban middle school classrooms where most of the students are those of color. Rather as Delpit (1995) described, there are some valid points from Canter & Canter (1996), Gordon (1977), and Dreikurs (1968). Her research found that black students respond well with an authoritarian teacher because the authority earned students' respect. She also noted that those successful teachers made their expectations clear from the beginning, similar to Canter & Canter but noted that the teachers' expectations for their students were high, with an atmosphere of "no excuses," and most importantly like Dreikurs' model, developed a community of caring.

However, it is also important to consider that these early models of classroom management, such as those proposed by the Canters, Gordon, and Dreikurs were grounded in the teachers' judgments of correct behaviors of students. Whether the model was student-friendly, teacher-centered, or self-regulated, the teachers' perception of correct behaviors guided the model. Most often, if not all the time, the teachers' perceptions were guided by their personal cultural assumptions about the students that they taught. Consequently, some teachers used their biases to inappropriately determine whether a students' behavior was acceptable based on a middle-class white normative expectation for school behavior for white middle-class students (Milner, et al., 2019).

Lack of cultural competency perpetuates the discipline gap that exists among students of color, particularly Black girls (Bondy, Ross, Gallingame, & Hambacher, 2007). Unfortunately, these racially charged models are still used in many preservice programs and become embedded in the classroom management philosophies of new teachers as well as their pedagogical practices. The lack of cultural competence in some of the most widely used discipline models

proposed by the Canters, Gordon, and Dreikurs in American schools continue to perpetuate hegemonic disciplinary practices.

Current scholars have determined that there are central components of effective classroom management and they recognized that classroom management must be justice centered. Central components included maximizing time for instruction, maximizing students' academic engagement and achievements by the arrangement of relevant instructional activities, and being proactive with how the class is managed (Briesch & Chafouleas, 2009; Simonson et al., 2008). From their review of the empirical literature on evidence-based classroom management practices, the researchers suggested that in addition to the central components that have existed over the past fifty years in education, classroom management practices will be maximized if organizational supports were adapted to be contextually and culturally relevant as well as being implemented with fidelity.

Culturally Responsive and Sustaining Classroom Management

During the early 1990s, a group of scholars recognized that Black students were often viewed through a lens that perpetuated negative stereotypes and were not receiving equitable educational experiences when compared to their white peers. Instead of continuing to analyze black students through a deficit lens, this group of educator-researchers began to change the narrative of black students. One scholar was Gloria Ladson-Billings. Developed in 1995, culturally relevant pedagogy was an attempt to change the pedagogical practices aimed towards students of color. In her seminal research, Ladson-Billings (1995) aimed to help educators bring an appreciation of their students' cultures into their instructional practices. Educators who used culturally relevant pedagogical practices fostered positive relationships with their students because they viewed the students' cultural backgrounds as a strength. Demonstrating to students of color that their languages, customs, and cultural practices did not have to assimilate to the

majority norm, which is white and middle class, was a way that educators were able to develop positive relationships with their students of color and to motivate them towards academic success. Through her research, she identified three major characteristics that made educators successful when they worked with students of color. The three characteristics were academic success, cultural competence, and sociopolitical consciousness.

Academic success according to Ladson-Billings' 1995 study was when teachers demanded, reinforced, and produced academic competence in their students. Teachers who promoted academic success in their pedagogical practices developed academic successes through literacy, numeracy, technological, social, and political skills that allowed them to be active citizens in society. Successful teachers who were culturally competent were those who used their students' cultures and backgrounds as the backdrop for teaching and learning. Rather than viewing their culture and backgrounds as a deficit, they maintained cultural integrity by valuing where their students came from, who they were, and what they had. Teachers who employed culturally competent classroom practices in both instruction and classroom management did so by using their students' backgrounds, languages, cultural experiences, perspectives, and even their expertise into their classroom (Milner, et. al., 2019). Milner et. al. (2019), argued for this by explaining that students became more engaged and accountable for their learning when they were allowed to showcase their cultural strengths in their learning. Being academically successful and culturally competent gave teachers the foundation to impact the critical consciousness of their students which was the third characteristic of culturally relevant pedagogy. Using those foundational skills allowed teachers to empower their students to have a sociopolitical consciousness that questioned the inequities of society and encouraged them to be agents of social change.

Acknowledging the importance of the characteristics identified by Ladson-Billings, numerous educational scholars have cited her work in their research as well as "remixed" it to remain relevant to the ever-changing world of education (Ladson-Billings, 2012). One scholar in particular was Geneva Gay (2010) who coined the term culturally responsive pedagogy. Her stance was that the relationships between teachers and students was the most critical element in creating a classroom environment that promoted and encouraged learning. To meet the needs of twenty-first-century learners, Paris (2012) "remixed" the original works of Ladson-Billings into what he termed culturally sustaining pedagogy. As the cultural fabric of our educational society continued to change, so too should pedagogical practices. In the twenty-first century, Paris (2012) argued that it isn't enough to be relevant or responsive but also, educators must be sustaining. Thus, the term sustaining sought to perpetuate cultural pluralism and equity for teachers and students currently and in the future. Paris (2012) explained that his term "sustaining" was an "alternative that embodies some of the best research and practices that support the values of multiethnic and multilingual students" (p. 95).

For educators to meet the educational needs of multiethnic and multilingual students, they must be trained in evidence-based practices that first allows them to explore their own cultural biases so that then they can focus on cultural equity in their classroom practices (Betters-Bubon et al., 2016). Milner, et al. (2019), supported this by suggesting that many conflicts with academics and behavior of students, especially those of color, were due to teachers' lack of connections and relationships due to misinterpretations they had of their students' socioeconomic, racial, ethnic, and linguistic backgrounds. Doucet (2017), gave a framework that fostered culturally sustaining practices in the classroom and called them commitments. The six commitments that illustrated a culturally sustaining learning environment were: increasing knowledge about diversity, building the classroom as a community of trust, involving families

and communities, combating prejudices and discrimination, addressing diversity in its full complexity, and promoting global perspectives (Doucet, 2017). The commitments were very similar to culturally relevant and responsive practices (Gay, 2000; Ladson-Billings, 1995). Studies discussed have provided evidence to support the importance of culturally relevant, responsive, and sustaining pedagogies in increasing student achievement, for those of color. The framework for these teaching pedagogies could also improve equitable practices when it comes to classroom management and how children of color, especially Black girls are disciplined.

Cultural competence and developing positive relationships with students are major components of culturally responsive and sustaining pedagogies. When students perceive that a teacher does not care for them and has low expectations for them, their behavior is more likely to be adversarial (Gregory & Weinstein, 2008). In urban classrooms, teachers are often concerned about maintaining order in their classes and having classroom management. This especially holds true in urban settings in which the student population that a teacher serves may be more diverse than their personal background. Despite the ethnicity of the teacher, when managing classrooms where the majority of the students are black, making a conscious effort to meet the needs of all students with equitable classroom management practices grounding in culturally sustaining and responsiveness can have a positive impact on the academic outcomes of Black girls (Gay, 2000; Irvine, 2003; Milner & Tenore, 2010).

The intersectionality of culture, gender, race, and classroom management is critically important for the academic and future successes of Black girls (Milner & Tenore, 2010; Monroe, 2009). When teachers are unable to understand cultural, gendered, and racial differences in student behavior, tensions are likely to arise that damage relationships between Black girls and those who teach them. Additionally, power struggles which tend to emerge from short-sighted, one size fits all classroom management approaches, take up valuable instructional time.

When teachers spend most of their instructional time reprimanding students, attempting to punish and control them, students' academic achievement suffers. The outcomes of disciplinary referrals often lead to students losing access to education because they are either in-school suspension, out of school suspension, or worse expelled. When Black girls are pushed out of educational settings like the classroom, they lose educational access and diminishes academic success (Davis & Jordan, 1994; Delpit, 1995; Milner, et al., 2019). Often feeling as though they are disciplined by a different set of rules, Black girls receive most classroom referrals for subjective behaviors such as talking back or being defiant, disrespectful, or disruptive (Skiba et al., 2002). However, the perception of Black girls being resistant or being defiant by behaviors as talking loudly is often determined by cultural context. These factors are filtered through the individual teacher's perception of what defiant, disrespectful, and/or disruptive looks or sounds like. Thus, while all students are negatively impacted by the lack of effective classroom management practices, students of color, and particularly Black girls, are especially harmed.

Culturally Responsive Classroom Management (CRCM) challenges educators to be able to differentiate between equity and equality and to understand the power structures between teachers and students. Brown (2004) noted that one of the biggest problems in urban schools is that most teachers are middle-class and white. Brown (2004) studied thirteen teachers from urban schools across the nation of various racial and ethnic backgrounds to determine if their classroom management styles matched the literature on culturally responsive teaching. He found five themes that emerged from the majority of the teachers he studied. CRCM reflected strategies associated with culturally responsive teaching in that successful CRCM forwarded personal relationships and mutual respect. This was done by providing individualized attention to students, creating caring learning communities, establishing business-like learning environments where routines and expectations are clear. These expectations and routines were developed by

consistent implementation, an established congruent communication processes, clearly stated expectations, and teaching with assertiveness. These themes reflect strategies provided by culturally responsive researchers for more than two decades (Delpit, 1995; Gay, 2000; Howard, 2001; Ladson-Billings, 1995, 2012; Milner & Tenore, 2010; Paris, 2012). CRCM can provide a means towards more equitable disciplinary practices in schools, however, more research is needed to understand how teachers employ it as a classroom strategy

Cultural conflicts often stem from a teacher's misinterpretation of a child's classroom behavior, resulting in unnecessary disciplinary action (Gay, 2000; Townsend, 2000; Weinstein et al., 2004). For example, research suggests that African American students are often the recipients of unnecessary discipline for behaviors that may be appropriate (or normal) when viewed through a cultural lens (Monroe & Obidah, 2004). Black girls often are the victim of this scenario because many of the referral infractions they receive, from teachers, are often culturally influenced. An example is how Black girls are often described as loud and defiant for speaking out in class. Unlike the "passive-receptive" discourse that teachers are generally accustomed to, Black students have been shown through research to be more active and participatory and will provide comments and reactions out of turn. Sometimes, a teacher who doesn't share the same cultural background as the students will perceive this as disrespectful, defiant, and disruptive (Gay, 2000; Howard, 1999; McFadden, et al., 1992; Sheets, 1996; Weinstein, et al., 2004). Black girls often receive referrals for this type of behavior.

For many teachers who work in urban districts, especially new teachers, their sustainability lies in their ability to establish and maintain positive learning environments that implement culturally responsive and sustaining classroom management practices (Brown, 2004). In their 2004 study, Weinstein et al., discussed culturally responsive classroom management which infused characteristics of culturally responsive pedagogy. They suggested five essential

components which included recognition of one's own ethnocentrism and biases; knowledge of students' cultural backgrounds; understanding of the broader social, economic, and political context in our educational system; ability and willingness to use culturally appropriate classroom management strategies; and commitment to building caring classroom communities.

Monroe's (2009) study on ways that teachers can close the discipline gap, was grounded in CRCM. Monroe (2009) further explained the five tenets of CRCM. She encouraged teachers to examine their biases by questioning themselves about ways that they are responsible for perpetuating the creation and sustainability of discipline inequities. From self-reflection, teachers were challenged to change ineffective practices. Keeping in mind that CRCM practices applied to educators of all races, for those educators who may not come from the same cultural background as the students they serve, Monroe (2009) suggested that a deliberate attempt to gain access to students' lived experiences gave teachers invaluable strengths. When teachers were able to see and experience cultural things that makeup who a student is, it allowed them to change their perceptions about student behavior that may have been misconstrued and it alleviated consequences that students may have received unnecessarily. Examples of lived experiences included, but were not limited to, attending vigils that may occur in communities, community days, and cultural festivals that students talk about in class, and attending places of worship. The third component of CRCM was developing an awareness of social, economic, and political context which came directly from Ladson-Billings' (1995) idea that being culturally relevant meant having a social consciousness of the contextual world in which students lived. Monroe (2009) pointed out that not being attuned to the specific societal injustices that a teachers' students endured in their communities "nurtures pejorative impressions of low-income African-Americans" (p. 326). When explaining the four-part of CRCM, Monroe (2009) identified three questions that educators should ask themselves: "Are my actions in accordance

with equitable treatment? Does my classroom management 'work'?, and When should I cede accommodation to students rather than requiring youth to adjust to my expectations?" (p. 326). The goal of this practice was for teachers to become actively aware of their students' cultural backgrounds and resolve the questions by realizing that accommodating their students' classroom needs, created academic and emotional gains for them. Finally, Monroe supported Weinstein et al.'s (2004) component of creating a caring classroom environment for both teachers and students. In her synthesis, Monroe (2009) stated that the lack of care caused resistance, a lack of connection, and alienation from students which led to inappropriate negative behaviors.

Summary

Thus far, this review of the literature explored disciplinary disparities impacting Black girls. Research suggested that culturally responsive and sustaining pedagogical practices have proven to be successful in meeting the academic needs of children of color, though the literature also suggested that cultural competency was needed in the way teachers managed their classrooms. Too often classroom management is viewed as culturally neutral when in fact, it is guided by constructs based on white middle-class norms of behavior (Bowers & Flinders, 1990; Weinstein, et al., 2004). This lack of emphasis on cultural competency, related to classroom management explains the difficulties some teachers have with managing their classrooms. Not being able to manage their classrooms leads to more harming effects such as the lack of academic success and exclusionary disciplinary practices that children of color often face when they are in the classrooms of culturally incompetent teachers.

CHAPTER III

DESIGN AND METHOD OF STUDY

This chapter begins with a restatement of the purpose of the study along with the research questions this study aims to answer. The role of the researcher is discussed to give the reader context about the positionality. The description of the research setting provides data that describes the demographics of the students, staff, and faculty. Virginia Department of Education Quality Reports as well as discipline data and trends are provided. The use of these pieces of data to describe the school selected is important because they put the participants' responses into context as they share their experiences and perceptions about the school, which is discussed in detail in Chapter 4. Finally, a description of the study participants followed by the methodology used for this study concludes this chapter.

Research Questions

The research I propose for this dissertation study examines best practices of successful teachers at an urban middle school who use culturally responsive and sustaining classroom management practices with Black girls. I aim to provide clarity about the specific implementation of effective culturally responsive classroom management practices and further seek to answer the following questions:

1. How do teachers understand culturally responsive and sustaining classroom management in relation to Black girls?

2. How do teachers' subjective perceptions of young Black girls influence their classroom management decisions?

3. How do teachers' classroom management practices model the research on culturally relevant-responsive-sustaining pedagogical practices?

The results of this study will not only inform teachers, but also school leaders on how the implementation of culturally responsive classroom management practices can close discipline gaps that exist among students of color, particularly Black girls.

Role of the Researcher

It is important to understand how as the researcher, I was situated in this research study. I am a Black female who was an Assistant Principal at Urban Middle School (UMS). Not only was the Assistant Principal of UMS, I was also attended UMS when I was in middle school. My background was similar to the students I administered. Like many of my Black female students, I too was raised by a single mother, lived in a high-poverty neighborhood, and had a parent (my father) who was addicted to heroin in the 1980's when Black people were criminalized for their addiction rather than being viewed as having a medical disorder as opioid users are now as the demographics have shifted from black to white. Even though, I purposefully chose to remain objective throughout this research study, bracketing of my personal ideas and values further clarifies how I was situated in the research project (Groenewald, 2004).

A Request to Conduct Research within Urban Public Schools was submitted and approved (Appendix F). One of the stipulations from the school division was that the researcher had to conduct research in her building. When the participants received their consent forms, a specific explanation was included that informed the participants that even though the researcher was an administrator at UMS, every effort would be made to ensure that participating teachers were fully aware that none of the data collected would be a part of the participants' professional evaluations.

To avoid potential bias and limitations, the I kept a reflective journal. Merriam (1998), explains that qualitative researchers often keep a journal to keep memos of their research experiences that can be used as another source of data collection. A journal can be used as a form

of field notes that the researcher can record direct quotes, their reactions, and perceptions of what they observe and experience during the research process.

Description of the Research Setting

For this research project, the school used was Urban Middle School (UMS) located in South Hampton Roads, Virginia. According to the Virginia Department of Education (VDOE), UMS was a "high poverty" school. The majority of the students at UMS received free or reduced lunch. This indicator was used to determine the economic status of a school. The middle schools in this school division accommodated 7th and 8th grade students. The school was on a continuous school improvement plan because, for the past four years, the school failed to meet the criteria of full accreditation based on English SOL scores of students who were classified as receiving Special Education services and those who were economically disadvantaged (lived in poverty). The school was considered "Accredited with Conditions".

When the researcher was approved to collect data, the United States was a part of the global COVID-19 pandemic. As a result, the Commonwealth of Virginia was placed on a "Stay at Home Order" by Governor Northam. All Virginia public schools were physically closed and had to transition to virtual learning for the remainder of the school year. The governor waived standardized testing for the school year. In Virginia, standardized tests are one of the key factors in determining the accreditation status of a school. Because, there was no data for the current school year, a brief review of the previous school year was used to give context to the academic state of UMS.

Prior to the 2018-2019 school year, the Virginia Board of Education revised the standards of how schools were determined to be accredited. The Virginia Board of Education developed a holistic view of the quality of schools by encouraging sustainable improvement realizing that

there was a need to increase the emphasis on closing the achievement gaps that existed across the Commonwealth. Middle schools were evaluated on the following indicators:

- Overall proficiency and growth in English reading/writing achievement (including progress of English learners toward English-language proficiency)

- Overall proficiency and growth in mathematics

- Overall proficiency in science

- English achievement gaps among student groups

- Absenteeism

At the end of the 2018-2019 school year, UMS was considered by the Virginia Department of Education as "Accredited with Conditions". This distinction was based on the School Quality Indicators illustrated below. Schools in Virginia receive accreditation status based on three areas. The first area is achievement in English, Mathematics, and Science. The next area are the Achievement Gaps in English and Mathematics based on race, economics, language, and students with disabilities. The final indicator is with student absenteeism. The performance of individual schools on the VDOE Standards of Learning End of Course Exams determine the level of quality for the school. There are several factors that are also a part of the determination of the level of quality, such as student growth in English and Mathematics. This revision was recently made to provide a more equitable "playing field" for all schools in the Commonwealth. The schools' performance on each school-quality indicator is rated at one of three levels. The performance levels and required actions or interventions are shown below (Table 1).

Table 1

Explanation of VDOE Performance Level

Performance Level	Action or Intervention
LEVEL ONE: At or Above Standard - Performance at or above state standard for indicator - Sufficient improvement toward state standard for indicator from Level Two	Monitor performance on indicator and update multi-year school improvement plan as needed
LEVEL TWO: Near Standard or Improving - Below state standard for indicator but approaching Level One performance - Sufficient improvement on indicator from Level Three	Revise multi-year improvement plan and implement revisions to improve performance on indicator
LEVEL THREE: Below Standard - Performance on indicator below state standard - Performance on indicator at Level Two for more than four consecutive years	Implement state-approved corrective action plan following academic review conducted by the Virginia Department of Education

Under the revised Virginia Board of Education's Standards of Accreditation, "Accredited" means schools with all school-quality indicators at either Level One or Level Two. According to the Virginia Department of Education, "Accredited" means that one or more indicators were at a Level Three. The indicators were academic achievement (English, Math, and Science), achievement gaps in English and Mathematics (race, economically disadvantaged, English Language Learners, and students with disabilities), and student engagement & outcomes (attendance). Prior to COVID-19, the students at UMS took End of Course exams in English (Reading 7th & 8th grade and Writing 8th grade), Mathematics (Math 7, Math 8, Algebra I, and Geometry) and Science (8th grade Physical Science which assessed Science 6-8). Thus, at the end of the 2018-2019 school year, UMS was Accredited with Condition because English, Science, and English for the Achievement Gap groups (Black, Economically Disadvantaged, and Students with Disabilities) were at a Level Three (Table 2). Table 2 illustrates achievement gaps in English and Math of each student category.

Table 2

School Quality Indicators for UMS 2018-2019 School Year

	Academic Achievement	Achievement Gaps	Student Engagement and Outcomes
English	Level 3	Level 3	
Mathematics	Level 1	Level 1	
Science	Level 3		
Chronic Absenteeism			Level 1

Data retrieved from VDOE https://schoolquality.virginia.gov/schools/cradock-middle#fndtn-desktopTabs-assessments

Table 3

Achievement Gaps: English and Mathematics

Student Category	Achievement Gap-English	Achievement Gap-Math
Asian	Level One	Level One
Black	Level Three	Level One
Economically Disadvantaged	Level Three	Level One
English Learners	No Students	No Students
Hispanic	Level Two	Level One
Students with Disabilities	Level Three	Level Two
White	Level Two	Level One

Data retrieved from VDOE https://schoolquality.virginia.gov/schools/cradock-middle#fndtn-desktopTabs-assessments

UMS Faculty and Staff Description

Urban Middle School's instructional and support staff at the time of the study was 66 people. This number included administrators, teachers, long term substitute teachers, instructional assistants, reading coach, reading interventionist, office staff, librarian, nurse, security guards, and student support (Parent and Family Engagement Liaison, Community in Schools Counselor, and Therapeutic Day Treatment Counselor). The staff was not diverse, 92% of the staff were nonwhite. Figure 2 illustrates the racial and gender demographics of UMS at the end of the 2019-2020 school year and Table 4 disaggregates the data.

Figure 2

UMS Faculty and Staff Demographics
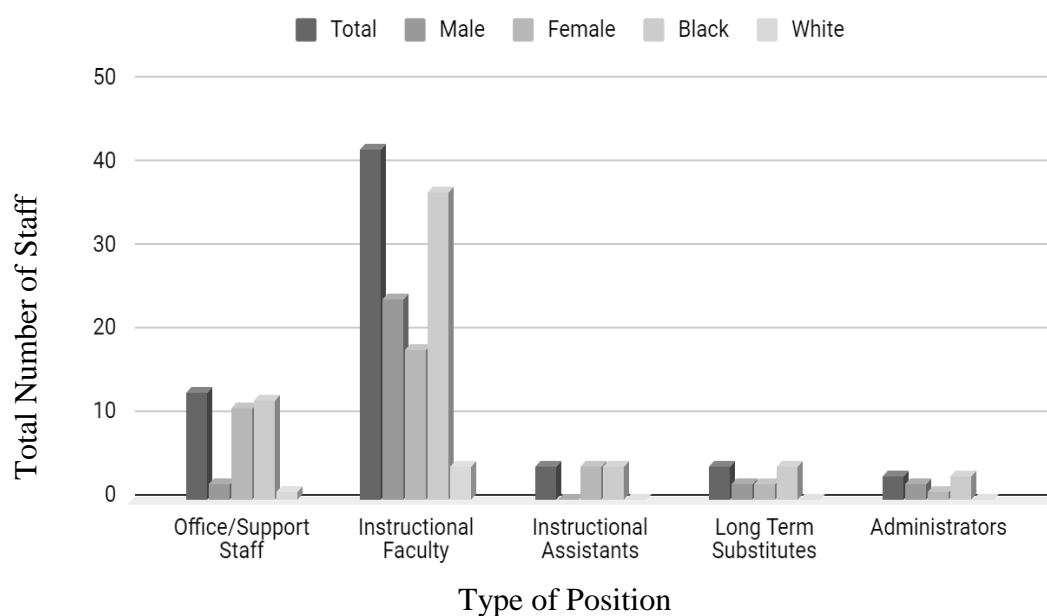
Note: As of June 2020

UMS had several staff member changes during the 2019-2020 school year resulting in four long term substitute teachers for most of the year. Chapter 4 will discuss how staffing attributes to behaviors of students. Table 4 describes the demographics of the staff at UMS. The VDOE 2018-2019 Teacher Quality report in Table 5 showed how UMS compared with the division and state statistics when it came to the school's poverty level. It also showed the percentage of staff that were out-of-field teachers, inexperienced teachers, or both. The information from the state served as a reference to the reader to illustrate how UMS has a considerably higher percentage in all categories when compared to its school division and the state as well as compared to other schools that are considered high poverty by VDOE.

Table 4

UMS Faculty and Staff Demographics

Faculty/Staff	Total	Faculty of Color	Black	White	Male	Female
Administrators	3	3	3	0	2	1
Administrative/Support Staff	13	12	12	1	2	11
Instructional Assistants	4	4	4	0	0	4
Teachers (Instructional Coaches included)	42	38	37	4	18	24
Long Term Subs	4	4	4	0	2	2
Total	66	61	60	5	24	42

Table 5

VDOE Teacher Quality 2018-2019

| School Poverty Level	Out-of-Field Teachers	Inexperienced Teachers	Out of Field and Inexperienced Teachers
UMS			
High Poverty	6.4%	14.9%	4.3%
Urban School Division			
All Schools	3.3%	8.1%	0.8%
High Poverty	3.3%	9.8%	0.7%
State			
All Schools	2.5%	5.2%	0.4%
High Poverty	3.3%	7.2%	0.7%

Data retrieved from VDOE https://schoolquality.virginia.gov/schools/cradock-middle#fndtn-desktopTabs-assessments

Student Description

When the 2019-2020 school year concluded, UMS had 499 students who were enrolled in the school. Of those 499, 411 (82%) were Black and 243 (48.7%) were female. The students who attended UMS lived in the adjacent communities and government housing area. Many of the students were considered high poverty. Figure 3 shows the racial and gender demographics of UMS for the 2019-2020 school year.

Figure 3

UMS 2019-2020 Student Demographics
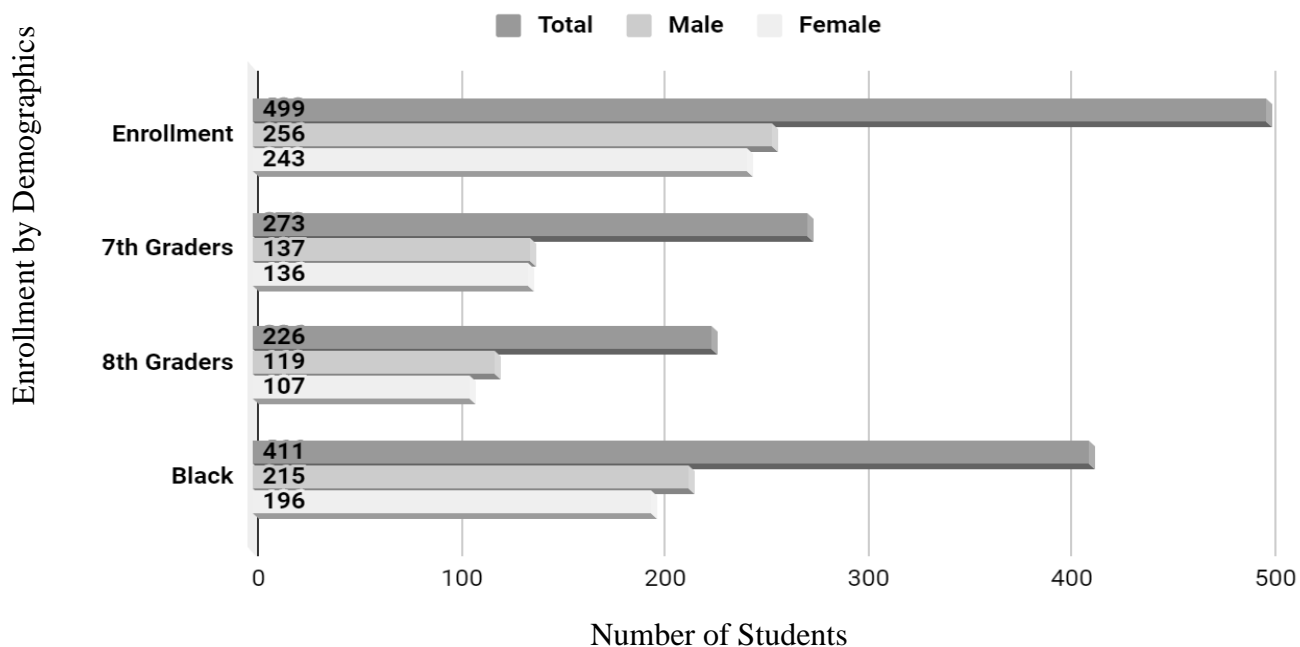
Student Discipline Description

UMS has not been accredited in the past five years. In addition to low academic performance, UMS has had numerous discipline offenses. According to the VDOE, during the 2018-2019 school year, most offenses that occurred at UMS were for "disorderly or disruptive behavior offenses". This data was an important reference for this research project because the goal was to examine how successful middle school teachers diffuse "3D" defiant, disruptive, and disrespectful behaviors in their classroom management practices. The purpose for including this data was to put disorderly and disruptive behavior into context, and to get a holistic view of UMS according to historical discipline records. The data table from the state did not disaggregate this data based on gender nor race. However, when specific data was compiled for disciplinary infractions from UMS, data was specific to race and gender. Table 6 expands on the specific 2018-2019 VDOE Standards of Accreditation (SOA) Offenses.

Table 6

2018-2019 Offenses Reported to the VDOE

Type of Offense	Number of Offenses
Alcohol, Tobacco, and Other Drug Offenses	<
Disorderly or Disruptive Behavior Offenses	473
Other Offenses Against Persons	99
All Other Offenses	<
Property Offenses	<
Weapons Offenses	<
Offenses Against Staff	12
Offenses Against Student	19
Technology Offenses	<

<= A group below state definition for personally identifiable results

Additional data is provided to describe the racial and gender disparities in discipline that existed at UMS. Data was compiled using PowerSchool. PowerSchool is a database that administrators used to enter disciplinary infractions. For this study, the researcher did a query search of all the out of school suspensions (OSS), in-school suspensions (ISS), and Alternative Placement. Alternative Placement was at an alternative school. There were some students who were placed in the Southeastern Cooperative Educational Programs (SECEP) due to extreme behavioral issues. For this study, those students were represented in discipline descriptions of UMS students because those students were not physically at UMS. The descriptive data of disciplinary consequences and infractions used in this study pertained to the students who were physically present at UMS in Figure 4.

Figure 4

Consequences of Referrals Written
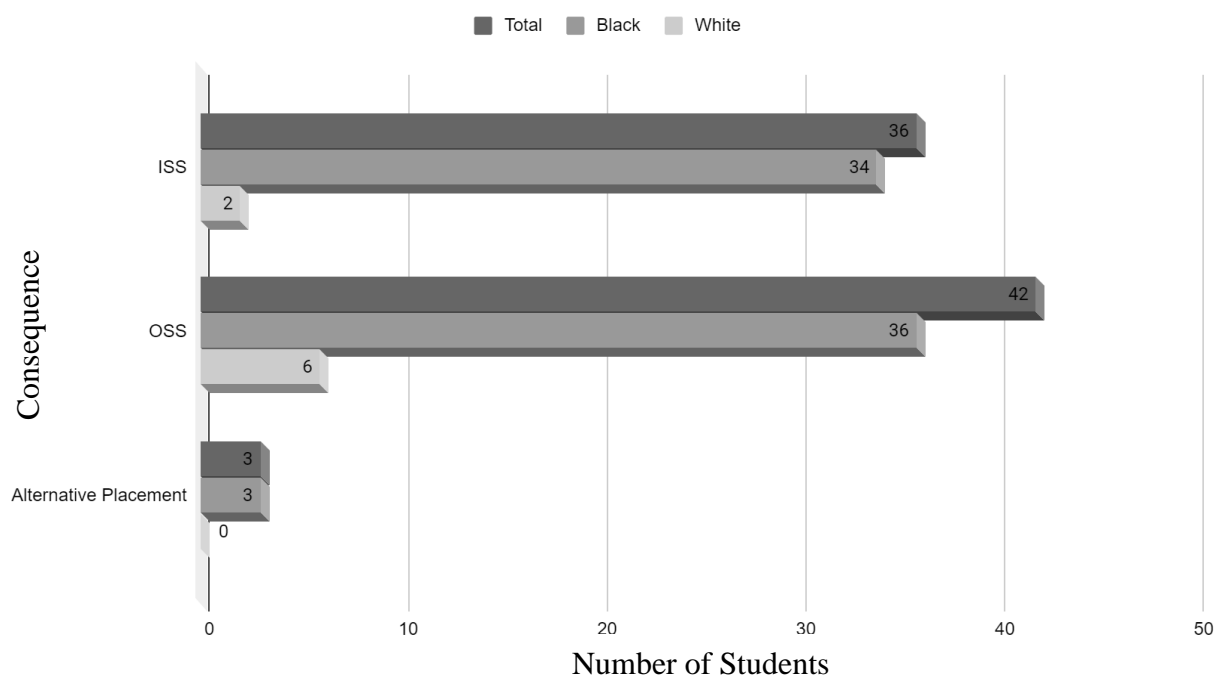
Note: As of March 16, 2020

To provide more insight of the racial disparities by gender, in particular Black girls, the researcher was able to use the PowerSchool query to identify the number of girls who received office referrals and their race. When the discipline data was examined to determine disparities between race and gender. This description was relevant to the research study because the main focus of the study was to examine classroom management practices of Black girls at UMS. Of the 261 teacher office referrals, 80 (30.7%) were for girls. Conversely, 70 (87.5%) of the referrals for girls were for Black girls (Figure 5).

Figure 5

2019-2020 Teacher Office Referrals
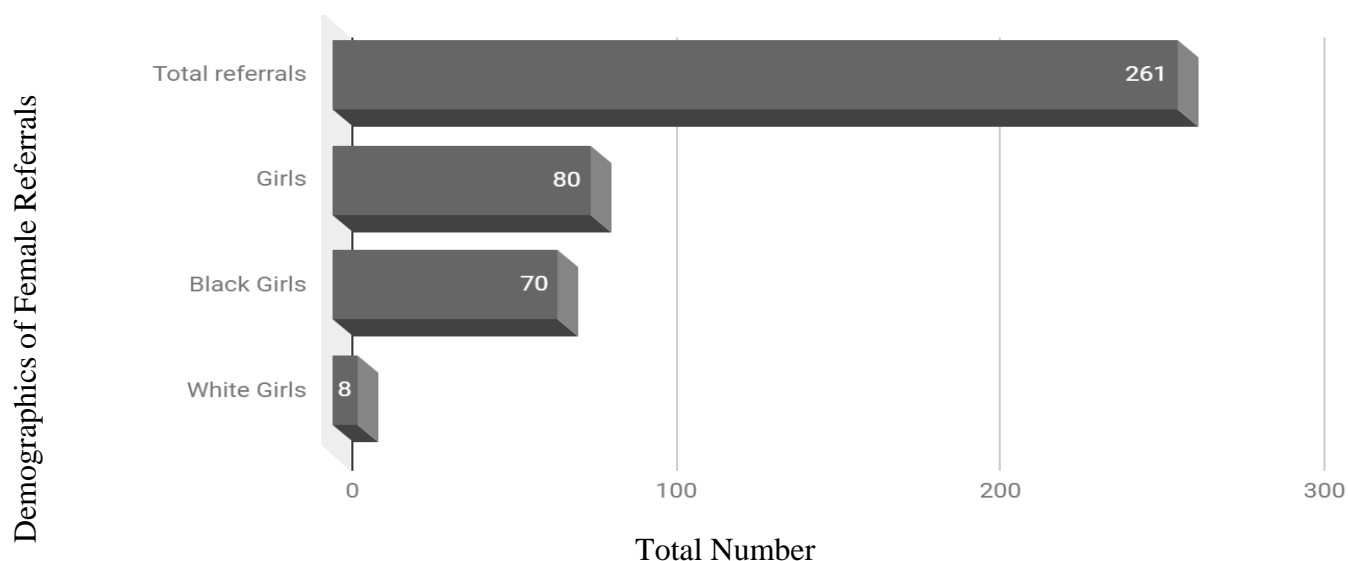
Note: As of June 2020

UMS used Positive Behaviors Interventions and Supports (PBIS) during the school year. PBIS uses tiered systems of support to not only change but improve negative behaviors of students (Sugai & Horner, 2006). The PBIS program was revised to be used with fidelity in January. Only Tier 1 interventions and supports were executed. Tier 1 is the base level of the three-tiered pyramid (Figure 6). It establishes support and interventions for all students. Tier 2 provides interventions and supports for about 15% of the student population. The top tier, Tier 3 is for less than 5% of the student population. Figure 6 gives examples of interventions and supports for the students in this category.

Figure 6

PBIS Tiered Level of Interventions and Supports

Tier 3: Tertiary Interventions & Supports
- Specialized Individualized Systems for Students with High-Risk Behavior
- Reduce severity of current cases

Tier 2: Secondary Interventions & Supports:
- Specialized Group Systems for Students with At-Risk Behavior
- Prevent worsening of problem behaviors

Tier 1 (Universal) Primary Prevention:
- School/Classroom-Wide Systems
- All Students, Staff, & Settings
- Reduce problem behavior and increase instructional time

~5%
Few Students

~15%
Some Students

~80%
ALL Students

Note: Urban Public School District Code of Conduct 2020-2021

At UMS, a matrix was developed with general expectations for all students. Teachers should have based their classroom expectations on the school's PBIS matrix, but many did not. Prior to January, the teachers were not using the PBIS matrix along with their classroom management strategies. The division's Behavior Specialist along with the researcher conducted two professional development experiences on incorporating the PBIS matrix into classrooms and aided the teachers in creating their own to meet the specific needs in their classrooms.

A more detailed analysis of the types of referrals that Black girls received, depicted most of the referrals that Black girls received were for subjective behaviors. These glaring numbers coincided with the previous research discussed in the study. Only 23.8% of the total number of teacher office referrals were for fighting, the remaining 76.2% were for subjective infractions of being in "3D" defiant, disruptive, and/or disrespectful. Refusal, argumentative, and

noncompliant were some of the terminology that the teachers used in their referral narratives.
Those descriptions for this study are categorized within the "3D" descriptions (Figure 7).

Figure 7

UMS Teacher Referral Descriptions for Black Girls
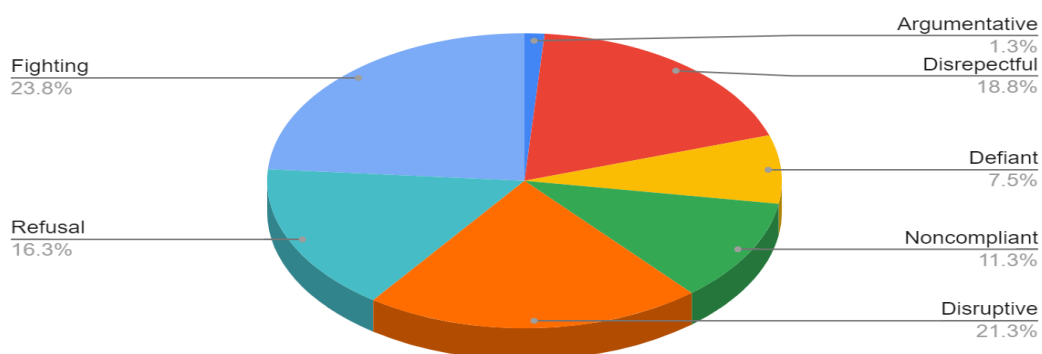
Note: 2019-2020 School Year

Participation Selection

The specific population studied consisted of teachers who have been observed using
culturally responsive and sustaining classroom management practices in their instructional
practices. The researcher was able to observe the classroom management practices of every
teacher at UMS because I was one of the Assistant Principals in the research setting. The
researcher used selective sampling of teachers who were successful with classroom management
for this study. During the beginning phases of the research study, the researcher was reassigned
to Urban Middle School in the Urban School Division. This move was attributed to having a
smaller sample size. UMS had half of the staff that the researchers' previous middle school had
and lacked faculty diversity.

The study began with the researcher identifying teachers who met the criteria of being
successful. This method of sampling is nonprobability which is commonly used in qualitative
research. It is often referred to as purposeful, meaning the researcher selects cases that a great
depth of knowledge can be obtained from, because of their expertise in the area being studied

(Gentles, et al., 2015, Merriam, 1998; Patton, 1990). Purposeful sampling begins when the researcher selects the criteria that reflects the purpose of the study. For this study, selection criteria were based on teachers who had written less than three subjective referrals for Black girls during the first semester of the school year. Subjective offenses were those that were described as defiant, disruptive, and/or disrespectful.

Initially, five teachers at UMS were identified to participate in the research study. The teachers were a white male, white female, black female, and two black males. Each of the teachers taught different subjects and varied with years of teaching experience. A letter from the researcher was e-mailed to the teachers describing the research project and to determine if they were interested in participating in the study. The white male teacher resigned after the first week back from the winter holiday break. The white female teacher had been observed displaying characteristics that were not aligned to the research focus of successful culturally responsive classroom management practices. Three teachers remained, they were all black, and they decided to participate in the study.

The three teachers were a specific type of purposeful sampling. They were what Merriam (1998) calls "unique" (p. 62). Merriam (1998) describes unique sampling as one in which the sample exhibits the phenomena that is being studied. For this study the group of teachers who were studied possessed unique qualities that were not observed in their colleagues. This was important because it demonstrated that the teachers handled "3D" behaviors of their students, Black girls in particular, in a way that may have used culturally responsive and sustaining classroom management practices. It should not be presumed that Black girls did not display "3D" behaviors in the successful teachers' classroom. The study sought to discover the classroom management practices that the selected teachers implemented that eliminated negative "3D" behaviors in Black girls. Not only were the three teachers selected because they diffused

"3D" behaviors in their classrooms, they were also considered successful because they had written less than three subjective referrals during the first semester for subjective behaviors of Black girls. For this study subjective behaviors were defiance, disrespect, and disruption, referred to as "3D".

Another measurement of success for the sample was the academic performance of their students. To determine the success of students in the teachers' classes, formal assessment data demonstrating a proven record of success was used. The teachers used in the research project were consistent in obtaining above average academic performance from their students. The researcher had access to the data through PowerAnalytics which was the testing platform for the division. The researcher chose to use the UMS district created Benchmark assessments because they were not created by the teachers being studied, thus the data was reliable as the students and the teachers studied did not have prior access to the assessment. The race and gender of the successful teachers have been mentioned, however; the focus was on the best practices used in their classrooms and how those practices correlated to the practices of culturally responsive and sustaining classroom management.

Teacher #1 Ms. Jones

Ms. Jones was a black female who taught 8th grade Civics and Economics. She graduated from a local public Historically Black College and University (HBCU) where she took a few teacher education courses. Ms. Jones has taught for over 15 years, she jokingly mentioned when asked how long she had been teaching that she had stopped counting after 15 years. During her teaching career she taught in three divisions in South Hampton Roads and in Central Virginia. Most of her career has been in urban high poverty schools. She has taught at the middle and high school level. She had recently served as Department Chair in the Social Studies department at UMS. She is one of the most "seasoned" teachers in her department and has been at UMS the

longest. When students are assessed, her test scores are the highest among her peers. She did not write a referral for any student during the school year.

Teacher #2 Mr. Garcia

Mr. Garcia was a black male who taught 7th grade Language Arts for 16 years. He graduated from a public Historically Black College and University in South Carolina. He has always taught in Virginia and has been employed in the Urban School Division as well as a neighboring division. He has always taught at an urban, high poverty, middle school. This was his first year at UMS. He transferred from Suburban Middle School located in the Urban School District. At UMS, Mr. Garcia served as the Positive Behaviors Intervention and Support (PBIS) coach. Mr. Garcia wrote one office referral during the school year and it was for fighting. When compared to his English 7 team, Mr. Garcia's division test scores were not the highest. In fact, they were generally the lowest. Mr. Garcia was identified as meeting the academic criteria of success because all of his sections of English 7 were Inclusion classes. Inclusion classes have a small percentage of students who have been identified as having a learning exceptionalities and receive Special Education services. His students consistently showed growth on assessments.

Teacher # 3 Mr. Todman

Mr. Todman was a black male who taught 7th grade Life Science. He graduated from a public Historically Black College and University (HBCU) in southern North Carolina and he did not take any education classes. Prior to teaching in Virginia, Mr. Todman taught in a small town in Northeastern North Carolina. Mr. Todman has taught for three years and had always taught in urban divisions. The 2019-2020 school year was not only his first year at UMS, it was also his first-year teaching in Virginia. Mr. Todman did not write any referrals for the school year. When compared to his peers on the Life Science team, Mr. Todman assessment scores were consistently the highest.

Methodology

For this study, a qualitative methodology was used. Qualitative research methods are often used when researching social justice issues. This form of methodology is both descriptive and interpretive, and afforded the researcher the ability to study the phenomena, interpret it, and make sense of it in its natural setting. The phenomenon of this research project was effective culturally responsive classroom management, particularly as it applied to Black girls. My goal was to examine this phenomenon in order to understand localized nuances of culturally responsive classroom management and how it was enacted in classroom practices. The importance of studying culturally responsive classroom management strategies used by teachers in their classrooms, which for this study was the natural setting, was because it can provide insight into how effective practices are interpreted and used, in specific contexts. While such research is not generalizable, it provided an opportunity for readers to identify contextual similarities. Furthermore, such research raised important questions about the interpretation and fidelity of culturally relevant-responsive-sustaining classroom management and how it can be employed as a strength-based approach for teaching Black girls. In this study, I assumed that successful teachers knowingly and unknowingly use culturally responsive classroom management practices to meet the needs of their students of color, specifically, Black girls. While there are many forms of qualitative research methods, this study used case studies.

Case Study Research

Case studies have been used in various forms of research. Case studies are a qualitative research approach in which researchers collect data using a variety of methods. Before defining case study and its methodological approaches, understanding what an actual "case" is needs to be understood. A case focuses on a specific problem, situation, or phenomena of a person or groups of people. For example, in this study cases were culturally responsive and sustaining classroom

management practices used by successful teachers that positively impact the behaviors and academic outcomes for Black girls.

Yin (2003), defined case studies as investigations through empirical inquiry of a contemporary phenomenon within its real-life context. Case studies take place in an organic setting and are a qualitative research method that allows phenomena to be explained, as well as understood, in a way in which commonly practiced conventional experimentation cannot. Educational research has found value in using case studies as a qualitative approach for developing a better understanding of an issue or problem. By using the case as a specific example to illustrate the issue or problem, this research method allows for an alternative way to process and explain problems that cannot be adequately explained through quantitative experimental methods (Merriam, 1985, 1998). Becker (1968), defines case studies as having two purposes which are "to arrive at a comprehensive understanding of the groups under study" and "to develop general theoretical statements about regularities in social structure and process" (p. 233).

Like traditional methods of research, researchers conducting case studies can gather and analyze data using common techniques (Merriam, 1985, 1998). Qualitative researchers who used case studies as a methodology, explored cases over a period of time collecting various forms of information. For this study, a collective case study was used because I studied multiple cases to illustrate a single issue. This allowed me to show various perspectives on the issues and problems. This method helps researchers rationalize similarities and differences that exist between the individual cases (Stake, 1995). Yin (2003), further explained that the data between the individual cases and the data across all the cases can be analyzed. Using multiple cases can help avoid generalizations due to the context that may differ with each case, thus, providing reliability (Baxter & Jack, 2008). However, researchers suggested that the inquirer should select

cases that were inclusive representations of the issue being studied and they should also be mindful of the context in which the issue is being studied (Creswell, 2007; Merriam, 1998; Yin, 2003).

Case studies were most applicable to this research study because they will give insight into the best practices of a small sample of successful teachers through detailed analysis. This study provided an inclusive representation of teachers who were successfully using culturally responsive and sustaining classroom management practices in their classroom instructional practices. The teachers studied are those who have written less than three subjective disciplinary referrals for Black girls. This was an important context to understand because while the study focused on the best practices of the teachers, it was important to examine how the Black girls are situated in the research. The participating teachers included in this project teach some of the same Black girls who received countless referrals from others who interpret 3D behavior as problematic. For this study, three middle school teachers' classroom management practices were examined in their classroom settings. The sample size was small and because of this, case studies worked well.

Data Collection

Once the Institutional Review Board from Old Dominion and the Request to Conduct Research application from Urban School Division were approved, data collection began. The participating teachers received and completed the Old Dominion Consent to Participate form (Appendix A). An email was sent to reiterate the research study, how their participation would aid in the growing body of research on culturally responsive and sustaining classroom management and explained clearly their role and responsibilities in the research study. The e-mail also explained that their participation was voluntary and not evaluative (Appendix B).

Data for case studies can be collected in various ways. Data was collected through several methods. Data was collected from semi-structured individual interviews of the teachers studied, a focus group conversation, artifacts (pictures of the classrooms), PowerSchool discipline referral data, and the researchers field notes.

Interviews

Interviewing is a common practice of data collection in qualitative research. When focusing on qualitative case studies, interviewing to collect data from a small sample is noted as a best technique by Merriam & Tisdell (2015). This data collection technique was important because all behaviors of the phenomena being studied cannot be observed. As noted by Merriam (1998), interviewing is a systematic way to obtain data in a qualitative study. Patton (2015) described interviewing as a means of "entering other people's perspective" (p. 426). Researchers who used this method had to determine which type of interviewing technique they used, individual interviews or focus groups. Individual interviews and focus groups collect data by asking open-ended questions with inductive probing of response similar techniques which are "asking open-ended questions with inductive probing of responses" (Guest, et. al, 2017). The difference between two is how they are structured.

Individual interviews occur between two people and is a method to "elicit information" (Merriam & Tisdell, 2015). These interviews can be structured, semi structured, or unstructured. Structured individual interviews ask specific questions and are scripted. In qualitative studies, the form is generally used to gather demographic information and questions are often closed-ended. Semi-Structured interviews are more flexible than structured, they are unscripted, and the interviewer is guided by a list of issues and/or questions pertaining to the research topic. The third type of interview is referred to as unstructured or informal. Unlike structured and semistructured interviews, unstructured interviews don't have a script. Interview data from this

study was obtained through individual interviews and focus group interviews. Some researchers

argue that more details and insight about a participant's feelings, thoughts, and views are derived

from individual interviews (Morgan, 1998).

Focus groups differ from individual interviews because instead of conversing with one

person, the researchers use a range between 3-12 individuals to stimulate discussions from

various points of view. Some scholars argue that the benefit of using focus groups is that the

comfort of the participants to interactive and be interpersonal gives rise to information that might

not be generated from an individual. Multiple respondents generate a greater depth of views and

ideas with they interact with each other (Greenbaum, 2003; Guest, et. al, 2017; Kidd &Parshall,

2000; Krueger & Casey, 2015). As opposed to the depth of data from individual interviews,

focus groups gives the researcher data "at the surface level" (Powell & Single, 1996). The

formation and development of individual interviews and focus groups are the majority focus of

qualitative methodology in addressing how to obtain quality data (Guest, et. al, 2017; Kaplowitz

& Hoehn, 2001; Nunkoosing, 2005; Potter & Hepburn, 2005).

Semi-Structured Individual Interviews

For the individual interviews, I used a semi structured interview process. Semi-structured

interviewing is used when the interviewer has more flexibility with the wording of the questions

and can add questions based on the responses of the interlocutors. This method according to

Merriam (1998) allows the interviewer to respond directly to the responders. Semi-structured

interview questions look for specific answers guided by the issues of the research (Merriam &

Tisdell, 2010). This method was chosen because I was able to ask additional questions based on

the responses of the participants. Individual interview questions were developed using Siwatu,

Putman, Starker-Glass, & Lewis' Culturally Responsive Classroom Management Self-Efficacy

Scale (2015). The instrument was chosen because of how the researchers operationally defined

self-efficacy, teacher self-efficacy, and culturally responsive classroom management from relevant research studies. The team decided to use Bandura's (1997) definition of self-efficacy was "the beliefs in one's capacities to organize and execute the course of action required to produce given attainments" (p. 3). Teacher self-efficacy was defined by Dellinger, Bobbett, Olivier, & Ellett (2008), in which teacher self-efficacy was the "individuals' beliefs in their capabilities to perform specific teaching tasks at a specified level of quality in a specified situation" (p. 752). The final operational definition used by Siwatu's team was for culturally responsive classroom management. The authors used Weinstein, Curran, & Tomlinson-Clarke's (2004) definition that culturally responsive classroom management "is a frame of mind, more than a set of strategies or practices that guides the management decisions that teachers make" (p. 27).

I was able to ask teachers probing questions that caused them to elaborate more on their specific practices. All the teachers were asked the same questions, however if a teacher made a comment that was unique to the study or that added to the phenomena, follow-up questions and questions relevant to the study were asked for clarification.

Individual interviews occurred through Zoom, which is a virtual platform that used a web camera and the computer's audio to communicate and view the participants. Each interview was conducted on a separate day. The interview lasted between one to one and a half hours. The interviews began by informing the participant that they were being recorded and that the transcript would be sent to them to verify the accuracy and to ensure what they meant was conveyed through their answers. To relax the participants, each interviewee was asked to talk about themselves and tell the researcher how long they had been teaching and what they taught. The participants were asked the same questions, however depending on the response given, a follow question that was not scripted was asked for clarification or to get the participant to

elaborate more. When doing this, the researcher asked the participant to explain their insight further or to give an example. Sometimes, after answering one question, a participant wanted to follow up to a previously asked question. At times, the participants would answer a question with the same insight that helped the researcher to create questions allowing them to delve deeper into their answers when it was time for the focus group study.

After the individual interviews were video and audio recorded, they were transcribed and sent to the individuals to check for accuracy through member validation. This ensures trustworthiness. Once the participants returned the transcribed interviews, the transcribed interviews were studied for first-order themes and answers that were unclear that would be followed up during the focus group. This was done by coding, a process that puts raw data in for conceptual categories for organization called open coding. The categories are storage units for data. Miles and Huberman (1994), describe codes as being labels assigned to units of information gathered during a research study. The "labels" are attached to words, phrases, sentences, or whole paragraphs (p. 56). To deter bias from my personal connection to the research, I kept my research questions in mind as I read over the transcripts multiple times. Instead of creating themes and looking for the supporting data from the respondents' answers, I organized the data with a "clean slate". Meaning, I read through the interview answers without preconceived notions and allowed the authenticity of the data to develop the codes. I took one research question and asked myself "How did the respondents answer this question, if at all?" Then I read their answers, highlighting comments that were specific to the questions. The answers for some questions were evident in some of the participants answers and some questions were difficult to find a definitive answer withing all of the transcripts. For example, a common phrase that was used by each participant was "develop relationships". Using NVivo, every time I saw those words, I was able to highlight them and note the code of "developing relationships". Initially, I

didn't look at the context of this phrase more so labeled all the "developing relationships" comments, sentences, or paragraphs to put them into a "developing relationships storage bin." I did this for each word and/or phrase that was repeated among the respondents and could possibly address the research questions. This process was exhaustive as I combed through the transcripts multiple times to ensure that every word was analyzed.

There were times in which certain phrases or words were coded twice with two separate labels when reread or it seemed as though they would fit better in another "storage bin". I kept rereading and organizing until I exhausted the data and had common ideas organized. Sometimes within a particular bin, I was able to see trends and organize the data even more with "sub labels" which is a form of axial coding.

After I organized the data into "informational bins", I analyzed the data. I asked questions such as "How does this specifically answer the research question if it does at all?", "Could the answers be organized into more specific categories?", "Are there causal relationships between answers that need further explanation?", and "Did I obtain enough information to explain the phenomena of the cases?" From this questioning, I was able to develop additional questions for the focus group study, eliminate some of the data, and streamline the codes for more clarity. This stage is selective coding. I was honest in identifying data that not only confirmatory but also contradictory to eliminate confirmation bias. This was important because of the professional role that I have in the research study. This though process eliminated my bias to only see data that supported my presumptions rather allowing the possible solutions to authentically arise for the participants of the study.

Once this process was completed, I was able to organize my data into first order themes. To do so, I examined all the codes that were generated. I organized them into themes that were common. I did this until I was able to group all the codes. During this process, some codes were

determined to not be needed as they didn't fully address the problem nor answer the research questions.

Focus Group Conversation

A text message was sent to the participants to determine a date and time that was convenient for everyone to hold a focus group conversation through Zoom. The proposed focus group interview protocol can be found in Appendix B. Participant responses were audio and video recorded to be accurately transcribed when the focus group conversation was complete. During the focus group conversation, the proposed focus group questions were asked, and the teachers could converse. From their genuine conversations, topics developed that they elaborated on more. During the focus group conversation, the teachers shared more of their personal background stories and eventually addressed the topics through a racial lens which they had not done during their individual interviews. During their individual interviews, unless asked the participants answers were not in the context of race. The answers given were generalized. However, during the focus group discussion, when asked to discuss the focus group questions and reflect on their interview questions through point of view specifically on race, they opened up more and shared personal experiences. The participants could converse and elaborate on each other's point of views and experiences. The teachers were also asked to elaborate on responses they had given that were unclear during their individual interviews. The researcher also asked more questions specific to the classroom management practices of Black girls during the focus group conversation. Because there were so many voices on the audio recording of the focus group conversation, rev.com was used to transcribe the interviews. As a validity measure, the participants received a transcribed copy of the interview from the focus group and acknowledged that their comments were transcribed accurately.

Classroom Artifacts

Usage of artifacts in qualitative research is no different than data collected from interviews. The usage of this form of data collection is effective when the researcher asks themselves two important questions according to Merriam and Tisdell (2015). The questions ask if the data source contains information that is relevant to the questions being researched and whether the data can be collected in an efficient way (Merriam and Tisdell, 2015).

Photographs provide insight to the research study. To begin this data collection, Merriam and Tisdell (2015) suggest a systematic approach for collection which begins with the researcher finding relevant artifacts. The researcher is the instrument for data collection, using their knowledge of the subject and focus on the research questions to discover and analyze the artifacts found. An example given by Merriam and Tisdell is when a researcher observes a classroom and they use objects, artwork, lesson plans, and other tangible things as artifacts. The next step is to adopt a system of coding the artifacts. The authors argue that the greatest limitation of using artifacts as a data source is that the data is interpreted from the researcher's perspective and that there lack protocol instruments to help with interpretation. Despite this limitation, Merriam and Tisdell regard artifacts as a valid source of data because for some subjects they are the better choice than interviews and observations. Artifacts provide descriptive information that participants in an interview may find difficult to articulate. Another strength to the collection of artifacts is that artifacts are an objective source which are difficult to alter by the researcher.

In lieu of the classroom observations, the teachers sent pictures of their classrooms to serve as an artifact to illustrate visually culturally responsive classroom management strategies in the design and décor of their classrooms, if they existed. Pictures demonstrated the cultural awareness that the teachers had for the students they taught. Siwatu, Putman, Starker-Glass, &

Lewis' identified strategies and characteristics were used to develop "look fors" to guide the interpretation of the pictures submitted by the teacher who were the case studies (2015). The teachers in the study demonstrated one or more of the characteristics that Siwatu et al. (2015) characterized in culturally responsive classroom management. The authors identified critical strategies that teachers use in culturally responsive classroom management (Appendix D). The pictures used as artifacts illustrate how the teachers decorated their learning spaces which is a methodical component of effective classroom management. The teachers were asked to take pictures of how they arranged their classroom student seating, decor on their walls, and any other examples that showed how they connected with their students or used their students' cultures in their classroom design. There was not an exact number of pictures required to share, only those that would give readers insight of how the teachers designed their instructional spaces. The teachers shared one to four photos of their rooms.

PowerSchool Discipline Referrals

Finally, the researcher ran a discipline query in PowerSchool. PowerSchool is a software, that Urban School Division used as a database to store and create reports on student attendance, discipline logs, grades, and demographic information. The discipline data that was retrieved described the number of referrals that teachers had written or submitted online during the school year, the race and gender of the students, and the narrative that the teacher wrote of the incident that occurred that required an office referral. Even though this research study is qualitative, it was important to illustrate the data that supported why the teachers chosen were unique for this case and to put Black girls' discipline at UMS in context.

Data Analysis

The interviews were transcribed, and data were coded for common themes as well as themes that were not initially acknowledged. The initial codes were framed using the eight

characteristics of Culturally Responsive Classroom Management identified by Siwatu, et. al.

(2015). These characteristics include,

1. Trusting relationships. Giving priority to developing and maintaining positive, meaningful, caring, and trusting relationships with students. (Siwatu et al., 2015)

2. Culturally compatible environment. Understanding the importance of creating a warm, inviting, supporting, safe, and secure classroom environment for all students and designing a culturally compatible environment that conveys genuine respect for the cultures that are present in the classroom.

3. Understanding that students' behavior in the classroom may be a reflection of cultural norms and may differ from the behavioral norms in traditional classrooms.

4. Knowing how to communicate with students' parents/guardians whose language is similar or different from themselves, regularly regarding these students' academic achievement and progress

5. Designing the classroom in ways that allow students to visualize themselves in classroom displays

6. Communicating and establishing classroom rules and procedures and describing the consequences of non-compliance. In addition, culturally responsive teachers enforce rules consistently and equitably.

7. Assessing which behaviors are truly unacceptable in the classroom, while also remaining cognizant that some behaviors that the school culture deems inappropriate may be quite appropriate in another culture.

8. Setting High behavioral expectations. These expectations include students

   actively participating in class, working hard to produce high quality work.

   Treating others with respect and participating on complex cognitive tasks.

Based on these characteristics, the initial themes/codes that guided early analysis were:

Trust, Compatibility, Expected Norms, Communication, Visual Design, Procedures and Rules,

Behavior, Expectations. The above provided descriptors but not necessarily usable "codes".

The overall goal during the analysis of a case study was to understand what the cases were about

and the phenomena that they possess. Analyzing the data according to Stake (1995), is asking

"What does that mean?" He explains that time, reflection, and triangulation of data are

important to the analysis process. The data gathered through focus group interviews, individual

interviews, field notes, and artifacts must be organized so it is easy to access. Yin (2003),

suggests a case study database. The purpose of this database was to make the data readily

available to the researcher for analysis. Not only does it make data easily accessible, it also

improves the reliability of the cases.

A database was created to keep track of the information gathered from the participants. It

contains the transcripts of the individual interviews, comments during the focus group, and

pictures of their classrooms. The forms of data collected were triangulated which allowed the

researcher to identify common themes, ideals, and practices of the teachers studied with

confidence (Appendix G).

In this study a variety of methods were used to collect data. Those forms were analyzed

through reflexive thematic analysis. According to Braun and Clarke (2019), reflexive thematic

analysis provides an answer to the research question by recognizing patterns "of meaning across

a dataset". This type of data collection is referred to by Braun and Clarke (2019) as reflexive

because it can be used to answer different types of research questions within different types of theoretical frameworks.

Reflexive thematic analysis worked with the multiple case study because it distinguished meaning across various data sets. I analyzed several interviews, focus group conversation, and; thus, a reflexive thematic analytical approach was warranted. The goal of this analysis was to answer the research questions through themes that arose. Another attribute of this analysis was that it was a type of analysis that aided in analyzing questions related to peoples' views and perceptions. This was relevant to the research study because the best practices of successful teachers studied were being examined. Braun and Clark (2019) list six phases of analyzing data through this approach. They list the following (p. #):

1. Be familiar with the data. Read over it several times to gain further understanding to identify themes.

2. Be succinct in coding. Look for phrases/words that are relevant to answering the research questions.

3. Generate initial themes from the various data sets.

4. Review, revise, and refine the themes.

5. Once revised, define the themes by determining a "story" to name the themes.

6. Write up the findings.

Merriam (1998), describes ways to organize the data collected to effectively analyze it through coding. Early in the data analysis process, during the actual collection codes can be derived. Coding is defined by Merriam (1998) as "short-hand designation" to specific parts of the data that makes it easy to retrieve during analysis. This definition aligns with that of Braun and Clark (2019), by keeping codes simple and to the point. Merriam (1998) also recommends coding as data is collected and to keep codes relevant to the research study (pp. 164-165).

This study used multiple case studies as each teacher's culturally responsive and sustaining classroom management practices during their instruction was a case. For this type of research Merriam (1995) notes that there are two stages of analysis that must be conducted. The first analysis is a with-in case analysis. True to its name, a with-in case analysis examines the codes and themes of each individual case to see if there are succinct codes and themes. Each of the three cases studied were viewed comprehensively so that the researcher could learn as much as possible about the context of each case as they were eventually be examined collaboratively.

Once each case was analyzed, coded, and themes emerge, a cross-case analysis was conducted. Yin (1994) describes this as a means "to build abstractions that fits each of the individual cases, even though the cases will vary in their details" (p. 112). Cross-case analysis allows the researcher to see trends that occur across all the cases creating patterns and emergent themes.

The total number of infractions for Black girls that were subjective (defiant, disruptive, disrespectful, and noncompliant) were examined. The researcher used this information to find trends that were consistent with the existing research. The information on the office referrals also supported the successful strategies that the successful teachers employed. The themes that emerged from the responses of the teachers were compared to the responses of the discipline referrals.

Through interviews, observations, and analysis of referrals, themes emerged from the data analysis. This data will add to the scant existing body of literature about effective culturally responsive classroom management practices by successful classroom teachers to reduce the amount of disproportionate disciplinary infractions that Black girls face in schools.

Validity and Reliability

The goal of research, no matter the content of the methodology, is to produce valid and reliable findings. The ethical measure that was taken in this research study was the application for the Institutional Review Board. This application in partnership with Old Dominion and the Urban School District ensured the ethical treatment of human subjects being studied. Once the IRB was approved through the researcher's university's IRB, then the application went through a review from the Office of Research in the Urban School District.

Merriam (1998) describes strategies to enhance validity and reliability of qualitative studies. First, internal validity will be addressed. Internal validity seeks to determine how the data generated from the research study is congruent to reality (p. 201). Ratcliffe (1983) suggests data has an interpreter; one cannot observe or change a phenomenon without changing it"; and data are merely symbolic representations (p. 1490). Merriam offers six strategies to enhance internal validity. They are triangulation, member checks, long-term observation, peer-examination, participatory or collaborative modes of research, and researcher's biases. For this study I focused on the strategies I will used to enhance the internal validity of my research.

The first strategy that was used is triangulation. Emergent themes emerged and the validity of the various forms of data (interviews, artifacts, researcher journal, and referrals) were triangulated for corroboration. Triangulation is often used in case studies as it strengthens the validity of research findings (Creswell, 2007). Yin (2009) notes that one of the greatest benefits of case studies is that they collect data from a plethora of sources. Thus, he describes triangulation of data sources as collected data from various sources and having the aim of the data supporting the same phenomena. True triangulation occurs, according to Yin (2009), when the events of the case study are supported by the various forms of data collected.

The second strategy that I used to enhance validity was member checks. Merriam (1998) suggests that this is an ongoing process throughout the entire data collection period of the study. The purpose of member checks was for the participants to determine if their responses and the interpretation of their input was reasonable. After the individual interviews and the focus group conversation, the participants were given time to examine the transcripts from their specific interview. Examining the transcripts ensured that the dialogue recorded and transcribed was accurate and it also ensured that the data collected was conveyed accurately from the participant.

The final strategy that Merriam (1998) suggests that was used to enhance validity was examining the researcher's biases. Merriam (1998) describes this as making a concerted effort to explain the researcher's personal assumptions and views. This strategy was extremely important when viewing how the researcher was situated in the study. The researcher was an administrator at the school being studied. In the role of an administrator, the researcher was the direct supervisor for one of the participants being studied. Not only that, the researcher worked and observed the participants before the study and had generalizations about the unique sample of participants.

Using the data collected from the researcher's journal helped the validity of the study through the lens of the researcher. The researcher was mindful of the "research hat" that she wore when involved in the data collection. The purpose of the study was not to be evaluative towards the teachers in the study. Rather the purpose was to answer the research questions honestly and ethically to provide positive implications that will promote all teachers who teach students from diverse backgrounds, Black girls in particular to use best practices of culturally responsive and sustaining classroom management to achieve social and academic successes.

Diversity and inclusion are current topics in education. With schools becoming more diverse in their student populations and the teaching force lagging behind, research studies aimed

at finding practical applications for successful implementations that will close discipline and achievement gaps will need to be replicated for reliability. Reliability according to Merriam (1998) is ensuring that the research findings can be replicated if the study were to be conducted by another researcher. Replication of findings is important because it eradicates generalizations that could occur if a study is not replicable and done in isolation. The term reliability is not used in the traditional research context. This according to Merriam is because when studying humans, the data collected is not static and may not be exactly replicable. The study should be more dependable than reliable. Meaning the results are consistent with the data collected (Merriam, 1998; Yin, 2009).

Finally, external validity was considered. As mentioned earlier, one of the researcher's goals was to create a study in which the implications can be used for all students behaving in 3D not just Black girls. A strategy proposed by Merriam (1998) to enhance external validity in a qualitative study is to provide very detailed descriptions of the cases so that the reader can find relevance in the situations and can transfer the findings to their situations.

Limitations to the Study

There were several major factors that caused limitations to the research study. Mentioned earlier, the researcher was reassigned during in December. Prior to being reassigned, the researcher had identified eight teachers who were from diverse racial, ethnic, and gender backgrounds. The teachers also had a variety of years and experience teaching. The researcher worked directly with a group of Black girls who were identified as needing Tier 2 supports through small groups. The original school was accredited, had 1000 students and over 75 faculty and staff members. The discipline data showed that there was a disconnect with the number of Black girls who received referrals and the effective culturally responsive classroom practices that were being implemented.

When I was reassigned to Urban Middle School, I noticed that UMS was half of the size of the original school regarding staff and students. The student, faculty, and staff were not as diverse at the original school. UMS had not been accredited in over five years and teacher morale was low. The administrative turnover was high, and the entire administrative team was new during the study. When I began doing walkthroughs, as a school administrator I quickly recognized that the teachers at UMS had severe deficiencies with classroom instruction and management. So, one of the limitations to this study is that the setting changed.

The next limitation was the change in demographics of UMS. Urban Middle School had 499 students in grades seven and eight. The instructional staff was comprised of 42 certified teachers. Of the 42 certified teachers, 38 were faculty of color (37 Black and 1 Latinx). The original proposed sample size was eight teachers. The teachers were equally balanced by race and gender. When the researcher was reassigned to UMS, there were five white teachers. Of the five white teachers, only two initially met the selection criteria, which was executing culturally responsive classroom management practices in their classroom and specifically with Black girls. As the first semester concluded on of the two teachers resigned after the winter break. The other teacher was observed to ensure she met the criteria and she did not display any of the characteristics of culturally responsive classroom management. She spoke harshly to the students by yelling at them, telling them what they could not do academically, did not have engaging pedagogical practices, and there were no decorations in her classroom. Because of this, there were only three teachers who met the selection criteria and they were Black. The sample was comprised on two Black men and one Black woman. Not only was the sample size small, but another limitation is that the sample size was not diverse racially. This could pose an issue for readers who can't identify with the cases because of their backgrounds.

Summary

Data for the research study was collected through a variety of qualitative data sources such as semi-structured interviews, a focus group interview, and collection of classroom pictures as artifacts. The data was analyzed through a case study database using NVivo to create themes and codes. The transcripts from the interviews and focus group interview were uploaded and recurring ideas, comments, and examples were highlighted and coded. Once coded theme emerged, and examples were identified as they related to the research questions. The validity of the data was done through triangulation of the interviews, focus group interview, and artifacts. The three forms of data contained overlapping similarities. Pictures used as artifacts provided visual validation of the ideas expressed by the study participants. The conversation held during the focus group expounded upon ideas that the participants had during their individual interviews. Also, during the focus group conversations, after listening to each other, the teachers would realize that they some of the same practices and would share their reasons by describing similar values and beliefs that they shared. There were limitations to this study that impact the findings and implications. The reassignment of the researcher during the study, smaller sample size, and lack of racial diversity contributed to the limitations that could cause readers difficulties with resonating with the cases.

CHAPTER IV

FINDINGS

Introduction

The case studies of this study were developed to examine how successful teachers at an urban middle school deterred negative "3D" defiant, disruptive, and disrespectful of Black girls in their classrooms. The teachers who participated in the study participated in individual interviews, a focus group interview, and submitted photographs of their classrooms. (see Appendix G) The participants were asked questions about their classroom management practices, how they develop relationships with their students, if gender matters when disciplining their students, and the impact that their background experiences have on their students. The responses from the individual interviews of the participants were coded for emergent themes. I then completed second-order coding by reviewing the responses from the participants' focus group answers. Finally, I analyzed the classroom artifacts and my field notes from observations for similar themes from the interviews. I also compared the themes that arose from the interviews and focus group discussion with the cases to PowerSchool disciplinary referrals for Black girls during the 2019-2020 school year. The data was kept in a case study database (Appendix G) for organization and easy accessibility. Themes were developed from categorizing the data that were specific to the research questions. This chapter discusses the results of the findings as they relate to the research questions.

When Black girls are studied in educational literature pertaining to discipline, research shows that Black girls are often reprimanded for subjective behaviors such as being defiant, disruptive, and disrespectful. The goal of this study was to answer the following research questions:

1. How do teachers understand culturally responsive and sustaining classroom management in relation to Black girls?

2. How do teachers' subjective perceptions of young Black girls influence their classroom management decisions?

3. How do teachers' classroom management practices model the research on culturally relevant-responsive-sustaining pedagogical practices?

The ultimate purpose of this study was to examine real-world applications employed by successful teachers in an urban middle school who directly teach Black girls that are repeatedly reprimanded for subjective behaviors by other teachers. Through their discussions, findings will describe practices and beliefs that they use to achieve both academic and disciplinary success from their Black female students.

In addition to studying successful teachers, another purpose of this research study was to provide practical implications for all teachers who work with diverse student populations. It is the hopes of the researcher that the implications discussed in this study may have practices that could be used in another educational setting.

Qualitative data for this study was gathered in a variety of ways. The teacher participants were selected through purposeful sampling (Merriam, 1998) by the researcher because of their consistent track record of success in their classrooms. This was determined by the lack of office referrals that were written by them and consistent academic performance on assessment by their students. Once selected, the teachers were observed.

The researcher was an administrator at the site where the participants teach. While an administrator, the researcher directly supervised only one of the participants. However; throughout the months that the researcher was at the school at least one classroom observation was conducted on the participants, thus the researcher's field notes were used as a source of data.

Due to the lack of being able to physically observe the teachers numerous times because of the "Stay at Home" order, teachers e-mailed the researcher pictures of their classrooms as artifacts. The pictures sent were analyzed and used as a data point for triangulation for validity. I used Siwatu et al's (2015) strategies and characteristics of a culturally responsive classroom management to identify specific examples from the pictures that the teachers sent.

Next, teachers' individual interviews were scheduled and conducted through a virtual meeting space called Zoom. Teachers were made aware that the interviews were being recorded, were being transcribed, and would be sent to them to read over for accuracy. Participants were individually interviewed using a semi-structured interview. The interviews were transcribed and sent to each participate to review for accuracy as a method of validation.

The individual interviews were followed up with a focus group discussion to clarify answers from the individual interviews and to delve deeper to answer the research questions. Questions were developed for the focus group, but it was conducted in a conversation format to allow the participants to speak to their case explaining their specific and collective practices with Black girls who display "3D" characteristics. The focus group conversation was conducted through the Zoom virtual platform. Once the focus group concluded the conversation was transcribed through the rev.com software. Once the transcription from rev.com was received it was reviewed by the researcher for accuracy. The researcher listened to the audio recording of the focus group to ensure the accuracy of the transcript. Corrections were made and a copy was sent to the participants for them to review for accuracy.

Once their feedback was obtained, the transcript was uploaded into the NVivo software. The interview transcripts, fieldnotes, and photographic artifacts were also uploaded into the software. The individual interviews were analyzed through the NVivo software and coded for themes that answered the research questions. The same was done to the focus group conversation

as well as the artifacts the teachers emailed to the researcher along with the researcher's field notes.

The findings will be discussed through each research question. Themes emerged through the interviews, focus group conversation, fieldnotes, classroom artifacts, and disciplinary referral analysis. Specific quotes from the cases and referrals and descriptions of the classrooms will be used when applicable. Table 7 gives an overview of the research questions with the corresponding themes.

Table 7

Research Questions and Themes

Research Questions	Themes
RQ 1: How do teachers understand culturally responsive and sustaining classroom management in relation to Black girls?	1: Lack of discrete knowledge of CRCM 2: Intrinsic Awareness 3: Relationship Building
RQ 2: How do teachers' subjective perceptions of young Black girls influence their classroom management decisions?	1: Impact of Escalation
RQ 3: How do teachers' classroom management practices model the research on culturally relevant-responsive-sustaining pedagogical practices?	1: Sharing Background Experiences 2: Social Consciousness and Responsibility 3:Code Switching

RQ 1. How do teachers understand culturally responsive and sustaining classroom management in relation to Black girls?

Specific questions were asked during the semi-structured interviews about the cases knowledge of culturally responsive classroom management (CRCM) and culturally sustaining classroom management (CSCM) in relation to the Black girls that they taught. Three themes emerged from this question that will be discussed through the cases responses of their classroom and personal experiences. The three themes were lack of discrete knowledge of both CRCM and CSCM, intrinsic awareness, and relationship building.

Theme 1: Lack of discrete knowledge of CRCM

When asked "How would you explain or define culturally responsive classroom management?" none of the cases were able to answer the question theoretically. All three teachers answered that they had not heard of CRCM nor CSCM. In their own way, they all said that they had never heard of it or were unfamiliar with the term. Mr. Garcia used the terms to guess what culturally responsive classroom management was, but he could not articulate clearly what it was.

Researcher: Thank you for sharing that now, how would you explain or define culturally responsive classroom management?

Mr. Garcia: I guess culturally responsive classroom management really deals with the demographic of students that you work with if I work in an urban setting with urban students, and I know I work with the low socio-economic demographic. I know some of the things that come along with that those kids may not have had breakfast that morning, those kids may not have a stable situation where they woke up feeling safe. So, what did you call it again?

Researcher: So, it's a phenomenon called culturally responsive classroom management. So, have you ever heard that term before?

Mr. Garcia: I haven't but if I were to break it down by the words that I hear in it. I would just assume being conscious of the background that my students are coming from when I'm dealing with them at school daily, you know keeping that in mind in redirecting and being able to deal with different behaviors from students, know that they may be coming from a situation that other students are coming from in a different demographic.

Without directly articulating a precise theoretical definition, Mr. Garcia was able to generalize a broad explanation of culturally responsive classroom management. Weinstein, Tomlinson-Clarke, and Curran (2004), explained that a teacher's implementation of culturally responsive classroom management did not merely include classroom management strategies but also culturally responsive pedagogical practices as well. Teachers who are culturally responsive in their classroom management practices are attuned to the influence that their personal biases and values have on how they expect their students to behave as well as learn. The goal of CRCM is provide equitable understandings for learning knowing that it is "classroom management in the service of social justice" (p. 27).

<div align="center">

Theme 2: Intrinsic Awareness

</div>

Although the teachers studied were unable to define CRCM, the teachers provided evidence that they implement CRCM practices based on gender in their classrooms. The teachers mentioned that when compared to boys, in their opinions Black girls seemed more "emotional", and the teachers were observant of certain behaviors that Black girls exhibited that boys didn't. This phenomenon was coded as "Intrinsic Awareness". During the individual interviews, when asked if they saw a difference in "3D' behaviors between boys and girls. All three teachers noted they did. Through their specific examples, the common sentiment was that intrinsically they were aware of the underlying issues that their Black female students could have been dealing with. The teachers not only articulated their awareness of gender through personal stories and

experiences. They also demonstrated culturally responsive classroom management in the decor of their classrooms. Both Ms. Jones and Mr. Garcia made a conscious effort to display notable Black women who have made positive contributions to society.

Initially when asked about disciplining students in relation to the negative behaviors of Black girls, Ms. Jones explained how she disciplined her students the same regardless of race or gender. Her statement is essence of color blindness. Color blindness is the idea that not seeing a person's race and treating everyone the same promotes equality and fairness. Scholars argue that the practice of color blindness to teaching undermines teaching and learning. The practice is detrimental to students of color because it perpetuates hegemonic societal norms based on whiteness that marginalizes them. Rather than see racism as historical, teachers can develop interpersonal relationships with students when they see the racial inequities that exist in the lives of their students of color. Literature speaks of color blindness from the context of white teachers and their lack of acknowledging their white privilege. The findings from this study showed that color blindness doesn't occur only with white teachers, but also teachers who are of the same race or ethnicity of their students. When educators, no matter their race, have a colorblind perception of their students they ignore the richness of cultural diversity, relieves the teacher from being socially conscious enough to fight against the negative impact of racism (Blaisdell, 2005; Cochran-Smith, 1995). Therefore, being culturally competent dispels the negative outcomes of color blindness. When educators make a conscious effort to be aware of the race of their students and their own racism, they can seek to find values in the culture of their students. This is impactful because a culturally competent teacher will not view all students monolithically, especially when it comes to classroom management. Instead, teachers can understand the behaviors of their students through a more empathetic cultural lens and reduce subjective disciplinary outcomes because they feel as though when students behave in a way that

is different from their cultural norms, the students are defiant, disruptive, and disrespectful (Ullucci & Battery, 2011).

However, as the interview continued and Ms. Jones was asked to delve deeper into her observations of Black girls compared to boys in her classroom when it came to behavior, she noted differences she has witnessed during her teaching career. As she reflected on her personal management style, especially when it came to disciplining Black girls, she changed her initial point of view. Ms. Jones differentiated her management approach based on race and gender when she discussed how she developed positive relationships and rapport with her students. Ms. Jones is a mother and being a parent was mentioned during several of her answers. Being a mother gave Ms. Jones intrinsic awareness about the needs of her students. She related to them as she does her own biological son. When she disciplined her Black female students, Ms. Jones used her internal maternal instincts as well as past experiences to guide her approach.

Researcher: When you are disciplining your students, do you consider their gender? Do you discipline boys differently than girls? Are you harder on boys that you are on girls?

Ms. Jones: No, ain't no shame in my game. If you are in trouble you are in trouble. Boy, girl, white or black you are in trouble. I put them on punishment. I use tactics [from] home in the classroom. I really don't send my students to someone's class unless it's necessary. I want to see what is going on first. If it's too severe, then I need to walk you to someone else's class. You are having a bad day. You don't need to be around anybody. You need to get yourself together, get your thoughts together and let's regroup tomorrow and start over tomorrow. Sometimes you have to pull them out of the environment, you may think that things are ok and then it erupts. If you go ahead and pull them out of the situation to get their thoughts together and think of the mistakes they have made, they can come back the next day and apologize. I end it by saying alright, are we cool, are we going to make this relationship work? Ok, sit down and let's go.

Researcher: With the behaviors, do you see differences between boys and girls when it comes to 3D behaviors?

Ms. Jones: It depends on the situation, you know, but for me, I see no different boys need love just like girls need love to. You may have that boy who may not get the same attention and they need that 10-minute attention. So, it's the same thing as boys. It just seems to me that for young men it might take a little bit longer for them to open up because you know teenage boys especially it is, you know, they like to hold a lot of stuff in because they felt like they'd a man of the house so they won't they don't want to tell but if they feel like they got enough respect from a teacher and they were having a conversation with you. But what girls, we see the behavior more because females we're emotional creatures. So, we're going to be emotional anyway.

Researcher: Okay. Well, how does the behaviors of black girls differ from your observations?

Ms. Jones: When it comes to young ladies, they are more boisterous with their opinions. You know they like to tell you where to go, what to do. They like to run things because they   can't run their own house. My observations over the years is that everybody's different, you know, you're going to run into one that you know, she may not say anything at all now. Then you will have one who has everything to say.

During Mr. Garcia's individual interview and his conversations during the focus group, he mentioned frequently that Black girls are influenced by the perception of their peers. He noted that many will act in a "3D" because when they are reprimanded, they are embarrassed and want to impress their peers. To counter this, Mr. Garcia puts on his "parent hat" and establishes relationships with parents to help him in deescalating "3D" behaviors in his classroom. From his teaching and personal experiences this strategy has been successful for him. There are times when this didn't work, and he elaborated on an alternate way that he diffused "3D" behaviors of Black girls when he was unable to get parental support. He intrinsically knew that girls need

positive reassurance and to be praised in front of their peers for their own self affirmation. Mr. Garcia mentioned on several questions that his was a father and a nurturer. Those characteristics are consciously and unconsciously used to intrinsically guide his management practices in his classroom. In addition to using these characteristics, when managing behaviors of Black girls only, Mr. Garcia explained in his responses that he used his practices for all of his students regardless of their racial ethnicities and economic status, which like Ms. Jones is employing color blindness into classroom management practices. However; as the interviews continued, Mr. Garcia's sentiments aligned to the progression towards being culturally responsive and sustainable in classroom management practices.

Mr. Garcia: The girls 3DS are definitely going to look different than the boys 3DS, as a male teacher is going to be very important for me to know when to just kind of like, you know, what let me let this situation breathe.

Researcher: Tell me about a girl. I'm going to throw a name out there from an observation, I've seen. (Researcher mentions a student who frequently received disciplinary referrals from other teachers but not Mr. Garcia.)

Mr. Garcia: I don't want to use her because that young lady right there is doing what she wants to do versus what I believe her parent expects her to do.

Researcher: Right? So, her doing what she wants to do, isn't that classic defiance.

Mr. Garcia: Exactly because her parent, I'm in contact with the parent frequently. So, for instance, I have just spoken with her parents in regard to where you get to work from. Okay, so I know a lot of times her behaviors aren't because somebody's not reinforcing what should be done at school. There's a young lady, she is the 3Ds like the other girl. It stems from what you want your peer to see. However, the part that really escalates the 3DS. You can't get in contact with the parent. So, you don't have that support. So, this young lady knows that whether you move

her seat or write her up, going back to my second point earlier that the child has to know that you're going to stick to whatever the consequence you're giving [to] the 3D [behavior]. Okay. Okay, so she knows even though you're going to stick to your consequence. I don't care because you don't have that initial contact of building that rapport of having the contact with going back to being able to say I'm gonna call your mama. I'm going to talk to your daddy your granddaddy, you know, so you don't have that. So, whether or not you stick to your guns is neither here nor there. So, all you have is the third one which is "Hey great job way to go. I saw your work on the other day on staying focus, but immediately bounces back to the needing attention from your peers because you don't have the foundation.

Researcher: Why do you think that is?

Mr. Garcia: Okay, so I will go back to the last two questions you had about the cultural piece. Now, you can look at culture as demographic of race, right? Oh, I deal with a high level of African American students. However, you're dealing with the age group right now where the main thing that matter is how my friends look at me. So when I get redirected in front of my classmates, that's really going to drive a big piece of my reaction more so than if I'm black or if I'm white or if I'm Mexican or Latino or if I'm broke or if I'm poor or if my mom and daddy balling. You just told me to stop talking in the middle of my joke where everybody's laughing, and I get an attitude from the girl as she says, "Who you talking to?"

When asked similar questions, Mr. Todman noticed something that the other two teachers did not. When asked about differences in behaviors between gender and race, Mr. Todman observed that his female students acted the same. His approach was inclusive of all of his students and not based on race or gender. In his individual interview, Mr. Todman spoke through a "colorblind" lens, however; when the focus group conversed and he shared his personal story, Mr. Todman was able to reflect upon his practices to give specific instances of how he uses his

students race and gender in classroom management. Unlike, Ms. Jones and Mr. Garcia, Mr. Todman is not a father. He is an older brother and discussed growing up in a single mother household. From those experiences, Mr. Todman found success in listening to students to determine the underlying issues that were displayed through negative behaviors.

Researcher: Are your disciplinary actions in accordance with equitable treatment? So, do you think you are equitable in the way that you discipline boys versus girls, black versus white?

Mr. Todman: So, the question is do I think that I'm equally treating the students the same? No matter the color of their skin they are going to get the same treatment.

Researcher: So how do you alter a student's behavior who comes into your classroom demonstrating the 3 Ds?

Mr. Todman: I think that most of the time when I see a student that exemplifies the 3Ds, I definitely have to go and see what the issue may be. Like I said, there may be an underlying issue where the student may be acting out because they have nobody at home to do anything, you know, that corrects them that they just feel that they can talk back to they can disrespect but you know, you have to find one the underlying issue with some students. Why, because they do it out of acting out and do it because they don't have a father figure at home, the mother figure at home or they are the adult in their situation. They're raising their younger siblings and they feel that they have the all the authority all the power so I will have to say that if were exemplifying a student a young lady with the 3Ds, I would just have to find out the issue. Figure out what's going on. What can I do to help you? Because obviously there's some type of issue that's not allowing you to not focus allowing you to be disruptive, allowing you to be disrespectful, allowing you to be defiant meaning that you're going to do what you want to do meaning that you're gonna [to be] insubordinate to the rules you're going to [be] insubordinate authority

figures. So, I want to find out what's the issue. I want to get to the issue to figure out why you're exemplifying those 3Ds.

Researcher: Okay. So, do you see a difference in those behaviors between boys and girls?

Mr. Todman: I do, I'll have to say that some girls because the majority of them have mothers. They rebel against male figures because they have mother figure at home versus the male's they sometimes have a male or Father or a male or a female figure at home, but no male figures so they look forward to having a male teacher but some instances it may just be that some kids don't have either so they just feel that they're going to just grasp whomever they can grasp to.

Researcher: Okay, how do the behaviors of black girls differ from your observations? So, think about, you mentioned the third block where you have a little bit more diverse student population than your other blocks. Do you see some behavioral differences between the black girls and the white girls?

Mr. Todman: I think they're all the same. Why because you know, they've been going from school to school with one another so they actually adopted those behaviors talking back and they may not talk back at home. So, they adapt those behaviors from school. They see their peers doing those things. So, they pick up those behaviors. So, I believe that it's like a domino effect when they see one day, they pick up those things.

Researcher: So, your white girls act similar to the black girls in your classes?

Mr. Todman: They do sometimes. Especially when it comes to disciplinary actions with rolling their eyes, sucking their teeth, mumbling under their breath, talking back. I think it's a cultural thing. When they have been around the students so long that they pick up one another's habits.

Theme 3: Relationship Building

The final theme that emerged from the interviews and focus group discussion was the importance of building relationships with the Black girls to deter negative "3D" behaviors. This

theme answered another research question from a different perspective. The teachers mentioned that when compared to their colleagues who were not successful with classroom management especially when it came to Black girls, they were because they made a concerted effort to form a relationship with the Black girls taking their cultural backgrounds into consideration when they did so.

Ms. Jones was adamant in her conversation about how she develops relationships with her Black girls who have been identified as behaving in "3D" by listening and talking to them. She recognized that she had to be aware of the verbal and nonverbal expressions of her students. As mentioned in her examples of how she is intrinsically aware of the needs of her students, she also mentioned building relationships that she puts on a "parental cape" when she deals with girls. Like Mr. Garcia, Ms. Jones also knew how girls are influenced by the perception of their peers. As such, she made conscious efforts to reprimand students in private. To her, Ms. Jones felt that listening to her students established a relationship because her students were able to experience the genuine care, she had for them.

Researcher: How to do you handle little girls who come into your room and they are labeled as 3D, what do you do to alter those behaviors?

Ms. Jones: Ok, now I gave you the example of the girl who was 3D. You have to set back and just realize something has to be going on, something has to be wrong. She's not going to come to school and just act like that. So sometimes you got to step back and take that cape off, that teacher cape, and you have to put on that parent cape, or that counselor cape. You may just have to say "Look, let me talk to you in the hallway real quick." Not around everybody, because that's embarrassing. So, you may say Tyson, yeah I called her Tyson cause she liked to fight. She used to throw blows, honey. Tyson let me talk to you in the hallway, tell me what's going on. Sometimes she may open up and sometimes she may hold back. You can't keep nitpicking.

Some teachers nitpick when something may be going on emotionally with this kid. Eventually, she is going to see that you care. You have enough respect to have that conversation, to take time out of your class that's organized and controlled number one. Tell me what's going on, I am here to listen to you. I'm giving you my undivided attention. Because that's what she is probably dying for. She may not be getting that attention at home. She may not be having it. She may not be having that one-on-one with mom or dad or grandma or sister or Auntie. Whoever she's staying with, she may be saying hey, I need to sit down and talk to you about what's going on in my life and they probably just push it to the side as you know, I ain't got time to talk about it go to your room. It took me years, 4 years, some time to sit back and think that I was one of these students back in the day. I am not saying that my mom was the type of person I couldn't sit down and talk to. So, it's like you know, I feel their pain a little bit and I try to give them my undivided attention. Sometimes you have to give them the attention that they seek. If you don't, they will say to themselves, my teacher don't care about me.

Researcher: Why do you think some of the negative behaviors that your Black female students displayed in other classes are not seen in your class?

Ms. Jones: There's no relationship. Teachers don't build that relationship, you know, you got teachers out here. I'm getting a little emotional because when I was in high school. I was that type of person that got in trouble a lot, my mom worked a lot, so she would get home from work around 11-12 o'clock at night. So, I really didn't get a chance to see my mom and things. So, it's like I felt like when I went to school, I could talk to a teacher and they would have my back. But you are going to run into those teachers who don't have your back, they are just working for a paycheck. I am here to pay my bills. I am not here to physically teach you, here's a book, sit down and read it. You have to build that bond that relationship. So, if you build that bond with

your students, they will do anything for you as you long as you have that relationship built. You have to build a strong relationship with your students, that's it.

Mr. Garcia spoke about the need to develop strong relationships with students, girls especially because he felt like when students trust you, they will talk to you and those conversations could allow the teacher to prevent negative behaviors from the students. With positive and trusting relationships, Mr. Garcia shared how he is often about to diffuse situations before they begin.

Mr. Garcia: You know, you might can save a young girl, um, from getting suspended, you know, due to the relationship you have, you're able to kind of pull her to the side and calm her down when another teacher wouldn't be able to do that due to the lack of relationship with that student. Um, so that's one of the, uh, behavior wise, it's very beneficial to have a relationship with students, um, because that allows them to, uh, to be easily, easily redirected or easier redirected than a student you don't have a relationship with. Um, having a relationship with a student also enables you to kind of, um, tone down behavior issues to allow you to teach your content.

Researcher: Okay, tell me about a girl that causes a disruption. Why do you think   some of the negative behaviors that black girls display are seen in other classes and not yours?

Mr. Garcia: I would like to say, I would like to think that it's my outside teacher presence. Like I said, I have a lot of kids myself. So, I'm just naturally a parent. My demeanor naturally comes through I don't know. I would like to think my sound [tone]reflects whatever being of authority that they have at home. I would like to consider myself a nurturer as well. They understand the reason behind my redirection if you will. I would think that's me because you know, like I said building that rapport with students you hear how students feel about other teachers. You know, you hear that students feel like hey, they're not here anyway. Any child, it's not a black child, it

doesn't matter whether or not it's low socio-economic child, any adolescent that feels like you're not invested. They're going to exhibit certain behaviors. In the business that we're in, a lot of our kids are young, they're adolescents. So, um, behavior is always going to be a big issue. Um, it's something about this age where young girls are always drama is invoked. Okay. And when I say drama, I'm talking about adolescent drama. I'm talking about, um, just, just drama, little girl drama. And when you have a relationship with a young black girl, it's easy. It's easier to kind of rear them in from getting sucked into the drama.

Mr. Todman established relationships with his students by constantly showing them the importance of effective communication. He also showed compassion to develop relationships with his students. Being aware of the students' home lives and issues that they faced outside of school helped him to establish meaningful relationships with his students based on trust. In his individual interview he illustrated this by saying: "Because communication is what we lack in the school system, students, especially in our school system. The students are in poverty. They come to school expecting their first smile from the teachers or the person that they see in the morning. It's their safe place. So, I believe that sometimes the kids if you communicate, you'll be fine. So, I make sure that my kids communicate with me. Whether you get a headache even if it's down   to a toenail cut off. I want them to communicate with me because that's what's gonna make our relationship better. If you communicate with me, I think we'll be fine."

When he was asked a clarifying question to explain more his classroom management practices towards girls, he commented that he differentiated the way that he disciplined boys versus girls, but he was admittedly stern with his Black boys rather than the girls. He explained it by saying "Because I know how hard it is for black men. I can't speak on behalf of women or the young ladies, but I'm harder on the guys because I know how hard it is on them right now to be successful in the black community growing up, going to school with everything that's going on

around us. I know how hard it is, and I know how hard it wasn't for me to go through school. So, I expect more from them than I do from young ladies. Why? Because there are women everywhere in the school system. Hardly ever do you find a male in the school system. When you do it's a treasure to have, a pleasure to have in the school system. So, you know, most guys are not used to seeing that so I'm a little more lenient on the girls versus the guys. So, I tell my guys, I expect more out of you than I expect from the girls, but the girls know that I hold them to that same standard. Why? Because you're no less of a student to be doing the same thing. If I tell the guys they shouldn't be doing it that does not make it right for you go right behind them and do the same as that thing. I told you the same standard of the male's that I do the female. Ok, so I talk in a slighter voice, it is more, it's the same standard that I hold my students up to."

RQ 2 How do teachers' subjective perceptions of young Black girls influence their classroom management decisions?

To answer this question, I compared the comments from the successful teachers to the comments of the subjective referrals that were written on Black girls in the PowerSchool discipline records. Surprisingly, with the teachers studied they did not express negative subjective perception of the young Black girls that they taught. This could be because the teachers studied were Black and from similar backgrounds as their students. This is opposite of what Weinstein, Tomlinson-Clarke, and Curran (2004) discussed in their research. Their strategies for culturally responsive classroom management were written from the perspective of white teachers teaching children of color where the development of cultural competence was critical. Because the successful teachers were Black does not mean that teachers from different backgrounds from their students cannot be successful. Gay argues that race is irrelevant to cultural competence and assumptions are not accurate (2000). Milner (2006) agrees with Gay explaining that Black educators do not have all the knowledge and skills to teach Black students.

It also does not mean that teachers with the same backgrounds as their students are successful. The size and lack of diversity of the teachers studied is a limitation to this study. Using the discipline logs as a reference compared to the responses from the research participants one theme emerged and that was escalation.

Theme 1: Impact of Escalation

The data used was the PowerSchool discipline records of all the teachers at UMS. The teachers used in this study had not written subjective referrals for the 2019-2020 school year a criterion for being considered successful. However; the researcher felt using the data logs were coded in NVivo for Black girls, 76.2% of the referrals were for subjective infractions of being in "3D' defiant, disruptive, and/or disrespectful. Refusal, argumentative, and noncompliant were some of the terminology that the teachers used in their referral narratives. It became evident in reading the teacher's comments that the Black girls' "3D" behaviors escalated in the classroom and resulted in removal and an administrative consequence. Rather than developing relationships and having an awareness of their students' needs, many of the teachers who wrote numerous referrals for "3D" behaviors chose to have the student removed instead of managing the behavior in the classroom. Ms. Jones mentioned in one of her answers, that oftentimes teachers nitpick or go back and forth with students, these are power-struggle characteristics.

In *Pedagogy of the Oppressed*, Paulo Freire explains a banking model. This model strives for complicity among students to their teachers. Instead of a collaborative setting, or a learning community as Gay (2000) used when she described components of a culturally responsive environment, Freire's traditional banking model keeps teachers in a controlling position further "oppressing" students in a traditional white make middle-class way. Unsuccessful students have not been taught how to behave culturally responsive as unsuccessful teachers have not learned how to be culturally responsive.

RQ3 How do teachers' classroom management practices model the research on culturally relevant-responsive-sustaining pedagogical practices?

To frame the participants' answers to this question, a brief overview of culturally relevant, culturally responsive, and culturally sustaining pedagogy will be elaborated on. The three pedagogical practices are used synonymously which is inaccurate. Doing so, devalues that unique characteristics each possess. They are not separate entities or concepts, they are an "evolution" of instructional practices. As students, culture, and society changed, so have these instructional frameworks.

In 1995, Gloria Ladson-Billings developed what she termed culturally relevant pedagogy based on three major domains she observed from her 1994 study of teachers she found to be very effective in meeting the needs of Black students. The successful teachers possessed what Ladson-Billings identified as academic success, cultural competence, and sociopolitical consciousness. This new pedagogical strategy was to disrupt the lack of success of many children of color through teaching and learning. Her theoretical framework focused on how students could grow intellectually through learning experiences that were relevant to their lived experiences. As a result, students developed the ability to take pride in their culture because it was acknowledged and celebrated in their learning. Finally, real-world problems were able to be solved from using the culturally enriched knowledge as it pertained to required content.

Building on the works of Ladson-Billings, Geneva Gay (2002) developed Culturally Responsive Pedagogy. She defined her framework as "using the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively" (p. 106). To be culturally responsive Gay recommends four components. Teachers should participate in the creation of culturally relevant curricula, demonstrate a culture of caring

by developing learning communities, be aware of cross-cultural communications, and use culturally congruent pedagogical practices.

Culturally sustaining pedagogy is the work of Paris and Alim. Grounded in Ladson-Billings' Culturally Relevant Pedagogy (1995), rather than focus on Black students solely, Paris and Alim (2017) shifted the focus to multiple cultures and influenced the youth's culture. In their articles they frame culturally sustaining pedagogy around hip-hop and linguistically diverse students. For this research study, the foundation of inclusivity is the focal point. The premise like those it evolved from is to change the hegemonic structures that exist in learning and educational systems.

As stated in the findings for research question 1, the teachers did not have a strong theoretical knowledge of culturally responsive classroom management practices. Even though they could not articulate a clear definition of it, they explained unknowingly how they use it in their classroom instructional, management, and organizational practices. Three themes emerged from the data to support the findings for this question. The themes are sharing background experiences, being responsible for having a social consciousness, and familiarity with the students through "code-switching".

Theme 1: Sharing Background Experiences

The teachers who were studied were Black, had graduated from Historically Black Colleges and Universities, and only had teaching experiences in urban school settings. These factors could be misconstrued as the reason why they were successful in their classrooms. Presumptions that teachers from the same racial and socioeconomic backgrounds as their students are not accurate (Gay, 2000; Milner, 2006). However; the teachers in this study modeled tenants of culturally relevant, responsive, and sustaining pedagogy by sharing their personal background experiences with their students. In some cases, the teachers' used their personal

background experiences to demonstrate the need for their students to develop a level of social consciousness.

Ms. Jones also shared a personal story about when she was a student at a predominately white high school in the local area. As she shared in the focus group discussion, she became visibly emotional. She shared in the conversation that when she was in high school, she was a Black girl in "3D." She was loud and spoke her mind which was often misconstrued by her white teachers subjectively as disruptive and disrespectful. Through tears, Ms. Jones recalled a time in high school when her white teacher told her in front of the class "you ain't gonna be nothing but a pregnant, you know, living in the park, doing nothing for yourself." She said comments like the teachers at her high school caused her to act out because she felt that her teachers did not care about her. She felt they were only working for a paycheck and did not bond with the students to develop relationships. In her classroom. Ms. Jones told her students that story to reinforce how much she cared for them and held them accountable for being successful. Her personal story is why she is mindful of not embarrassing students, caring for them, and having high expectations. Her philosophy emulates culturally relevant, responsive, and sustaining pedagogy.

Mr. Garcia added to the conversation and shared about his upbringing and a high school experience as well. Throughout the conversation, Mr. Garcia referred to the importance of developing strong personal relationships with students. One of the goals he set in sharing his personal stories was to come across relatable to the students. To him, if students could relate to their teachers, they would be more eager to establish relationships with their teachers. During the focus group conversation, he said:

Mr. Garcia: And so again, when you have that relationship and you can relate a personal story, whether it's regards to education, um, I, I've shared with students before about, uh, gun violence in my life and about how important it is for me to just like I want, I'm so   concerned about my

students' safety. And that makes you relatable. That makes kids able to understand like, okay, you're not a machine. You know, you're a lot similar to my uncle or my aunt or you know what I mean? Because you also have been through things. You're not just up here on a pedestal teaching, you know, you've been through it and that allows kids to open up to you more, that allows kids to kind of give you more of what you need of them in class and that makes them want to go through a wall for you. So, it is important to be able to relate.

Mr. Garcia explained caring for students and developing relationships with them to having great customer service. Instead of selling chicken sandwiches with a smile like Chic FilA, Mr. Garcia explained successful teachers are selling "education" to students. His personal example of not receiving "good customer service" occurred during his senior year in high school with a teacher named Mr. "B".

Mr. Garcia: One of the things with my classroom management, I always incorporate my upbringing in school and I always use a teacher by the name of Mr. B. He taught me 11th grade English. I always liked to let them know how this was a man that got paid and he didn't care if students did their work or not. He got a check regardless and it didn't hit me until I was in college and I didn't have some of the necessary requirements or the necessary skills that I should have learned in high school. That this teacher didn't give me. So, I always use that as an example to let my students know why I am so in debt and serious about my job. That's my hope that when they are doing those 3Ds that I am able to bring them back in. In the very least, if I am unable to bring them in, to take their pencil out or to log on to where I need them to log on to, at the very least they stop distracting others. So that's what I mean as a nurturer. Like Hey Papa Bear needs you to stop playing because I have to take care of the other baby bears.

Mr. Todman shared his story about growing up without a father in his home. For many students that he taught, growing up in a single parent home was a harsh reality. From his

personal experience, Mr. Todman shared with his students that they must be resilient. He used this to redirect negative behaviors from his students and to build self-efficacy in them.

Mr. Todman: So I would have to say that sharing my story with my dad not being in my life, you know, allowing you guys to see that or you know, girls in general, um, that Hey, you can make it without your, you know, with one parent. Cause I did, you know, it's possible. You know though, it's hard though. You want both parents that it's definitely hard as a black male, as a black female, as any child, it's hard to have just one parent there, you know. So, I explained to my kids that I'm not perfect. I'm not, I did some things in my life that I don't want to say, and you know, that I don't go in depth with, but I do allow them to know me. I do need them to know that, Hey, you mess up. Sometimes you, you go, you're not going to be perfect. So, get back up, brush yourself off and keep going. So, I just built that relationship with my kids. Like, like I said, I did use to teach high school and in high school I did see that I had a rapport with my kids because I was so close in age. So, they looked up to me.

<p align="center">**Theme 2: Social Consciousness and Responsibility**</p>

During the focus group conversation, the teachers spoke more about race and their responsibilities to the students that they teach. They also discussed the latest events that occurred in the news and how important it was to discuss sometimes difficult topics with their students because it directly affected their cultural realities. Through conversations with their students, the teachers gave examples where they speak to their students like a parent to show that they care for them and their classroom is a safe place. In the nurturing learning environment that they provided for their students, they shared their responsibilities as Black educators to lessen the difficulties that know their Black students will face in the real world as young adults.

Ms. Jones: But anyway, we're living in a day and age in which and I tell my African-American students all the time, you know, even if it might be Caucasian students in the room and I have to

stress this, is that we already looked down upon. That's history, so if we're already looked down upon, we need to change it. So, if you already acting up doing this you got the reputation that you know, you're the worst you are doing this in person class. When you have that reputation, it's going to follow you for the rest of your life. People are not going to see that you're smart. They're not gonna see that you making straight A's all they see is a negativity. So, when it comes to behaviors in the class, I shuts it down. I don't even allow it to continue.

Researcher: So, do we feel, because of our personal stories that we do have a responsibility to want the best out of black students?

Ms. Jones: I feel responsible. I mean, I really do because I feel like we already, it's kind of we're born with especially like, you know, there's something about what Todman said that he's more harder on Black boys. You know what I mean? Girls or whatever. It's the same thing with me. I tell my students all the time who are especially who are, I'm black, you know, but especially black boys, I tell them flat out with the hoods, I say, y'all don't remember the Trayvon Martin situation. I bring up stuff in history to let them know that things have happened to us in the past. And I always tell my students like, you don't know what your ancestors had to go through for y'all to sit in this classroom and y'all take this as a joke and you know, and I be telling them that like almost every other day when I know, especially with, you know, with the teacher, the school thing was closed. These kids just knew, "Oh, I ain't got no work. I'm done. We over school." And I had and I had to go back in and reinforce that to let them know, just because the building's closed doesn't mean your mind, your education is closed, you still gotta be educated regardless. How are you going to make it out here? You still gotta be able to grow up and learn and learn to live in this society because this society is not looking at us like we are smart individuals. They are still looking at us. Like we still out in the field picking cotton.

Ms. Jones went on to say in the focus group conversation that she chose to teach at an urban school and the other two teachers agreed they had chosen to teach at an urban school as well. One of the main reasons they shared was their responsibility to give back to students who looked like them.

Ms. Jones: It's, I just feel like I'm more needed in a school in which you know us, especially black females and black males as teachers cause you know they need us, students. I mean they really do need us. If they really need to see our faces, they really need to see who we are and what we stand for because they know we are going to keep it 100 with them.

Mr. Todman: Because I know how hard it is for black men. I can't speak on behalf of women or the young ladies, but I'm harder on the guys because I know how hard it is on them right now to be successful in the black community growing up, going to school with everything that's going on around us. I know how hard it is, and I know how hard it wasn't for me to go through school.

Theme 3: Code Switching

Debate has brewed for decades about a second language that Black people speak. Once called "Ebonics" a conglomeration of Ebony and Phonics. This language described the vernacular that Black people spoke when they talked to each other. Their grammar is more relaxed, may include slang, and fosters a safe place. When asked, did the teachers "code switch" in their classrooms they all said that they did in some form. Some used it during instruction and even as they redirected students. To them, relationships were built, students were able to feel comfortable and relate to them, and learning occurred because the teachers were speaking to them specifically in "their own language".

Researcher: I have noticed, and I have heard during my observations of your class, and in this interview, that you use a lot of jargon that maybe the students would use. Like "We gonna shut this down." "We ain't doing this in here." "Boom Boom Bop." "It is what it is." Do you think

you use jargon like that because of the demographic of students you teach? Because you deal with predominantly black students or urban students. Do you think the jargon that you use in your classroom instruction mirrors the type of students that you teach?

Ms. Jones: Yes, because I mean I want to say this because we have to use real life experiences in the classroom. We have to talk about what happened, what you know, when a person got killed in the neighborhood and things like that. We have to talk about it because the kids see it every day, they live with it every day. So, if you don't, you know, you got to give them that time for them to have that conversation or to use the type of verbiage that can be used. Because I'm gonna to be honest. If I come in the classroom one day. And I say "Good Morning children, it's Ms. Jones. Hi, how you doing?" They're going to be looking at me like "Is she alright?" Because that's not the Jones we know, because "Who is she?" Because I've tried it before in the past, you know to come in a different way. I tried to change my whole outlook, changed my verbiage and they'd be like "Who is this lady? Where she at? Ms. Jones, you good? We know you've been out for a couple of weeks cause you were sick, but you coming back saying 'Hi how are you doing?' We are not used to that." A lot of people think that because we're working in an urban style type of school that we supposed to change our verbiage, that we supposed to use vocabulary that's you know, more extensive and more elaborate. But guess what, those students don't use that type of verbiage on the streets. They're not used to that type of verbiage. I mean we can use it. We can utilize and say hey guess what? I found a new word that I feel like y'all can use. As you know as a way in your sentence structure and the kids will use it. Like when I use the word capital. When I was teaching economics. I said, you know the word capital means money. So, the next time your mom says, you know that you're cleaning your room and you're getting an allowance. Say mom let's talk about that capital you supposed to give me. Some of my students use that word and I have parents that are literally call me and say look, I don't know what you did to my child,

but we don't know where the word capital came from. We don't know if he is talking about Washington DC. I'll say he is talking about money. He wants his money, his capital, his dividend. Instead of him using the word "bag" use the word capital. Capital equals bag. I am enforcing new vocabulary, but I have to talk to my students in a way of using some of the street slang because that's the way that they get the information. I am a storyteller. I tell a lot of stories, because the kids love for me to tell a story. They be like for real, Jones you going to finish the story today, and I am like "Naw we don't have time." I have to bring the street, the hood out of me because that is what my kids is used to. I would say love it, because that is what they are used to in some way. I said in those terms and use their terms they're going to come to me and say Miss Jones, we remember when you told that story about such and such and about when we made Kool-Aid about the assembly line and you know, and no other teacher has brought that stuff into the class because they're scared that if I bring this into the classroom, I'm gonna lose my license on the lose my job. I'm gonna lose this, you know, sometimes you got to step out the box to get your students attention. That's what I was taught by my mentors that you know, you don't have to go to the extreme like bringing a rope or something in the classroom, but you want to get you want to grab your students attention. In some form or some fashion.

Even though Mr. Garcia admitted to using the students' street slang in class, he noted that for his content, English he tried to teach them proper English. Gay (2000) speaks to this ideology by questioning "What is proper English?" "Who are we to say a student's home language is incorrect?" As a culturally competent educator, Mr. Garcia acknowledged the language his students used, and he gave them the standard version. He did not make a student feel "less than". He explained to them that they will have to learn when it is ok to speak their home language and when it isn't.

Mr. Garcia: I may catch some students speaking Ebonics or a way that is not proper grammar, I may over exaggerate the properness that they should be using at that time due to my content. By me acknowledging, "Hey I get it we speak like that when we are at home or around our family. However; y'all have to code switch with society and over exaggerate the correct way to pronounce the comment that they are making.

The younger of the participants, Mr. Todman gave an example of how he uses the students' street language to reprimand and redirect the students.

Mr. Todman: Sometimes I incorporate their language. Because it catches them off guard. So, an example of that would be, "How sway?" Students say, "How sway?" now. Meaning how coincidental is that. So sometimes I'd be like "How sway is that, that you're not doing your work?" And they'll just be like "How do you know that?" That'll make them think that Mr. Todman really knows that so I really should be doing my work.

Through numerous examples the teachers were able to discuss how they "code switch" in their classrooms and how they teach their students to do the same. The successful teachers studied in this research project demonstrated how they are constantly aware of their students' cultural backgrounds and how important it is to bring their culture into instruction and classroom management.

Summary

The teachers in this study shared common practices that they used to be successful in their classroom instruction and with classroom management. Even though the teachers in the study were Black, and attended Historically Black Colleges and Universities, and taught in urban school divisions they lacked a discrete knowledge of what culturally responsive classroom management is. None of the teachers had heard the term in their teacher education courses or in their school division's Professional Development experiences. Even though they were unable to

clearly define culturally responsiveness in classroom management and teaching, they all displayed characteristics of utilizing it.

There were several things that the participants did in their classrooms to provide a culturally responsive environment. They were aware of their educational and cultural backgrounds. The teachers shared their background experiences in school and as a teenager. Their stories about their background experiences helped them to relate to their students. All three teachers were able to connect with students because they used their intrinsic awareness of the racial and cultural lives of their students to build relationships. A common theme throughout this study was the importance of building relationships. The teachers studied emulated the characteristics described by scholars on cultural responsiveness (Annamma, et al., 2016; Blake et al., 2011; Bondy et al., 2007; Brown, 2004; Carter et al., 2017; Coffey & Farinde-Wu, 2016; Delpit, 1995; Evans-Winters, 2005; Gay, 2000; Howard, 1999; Ladson-Billings, 1995; Milner et al., 2019; Paris Alim, 2017; Siwatu et al., 2015; Skiba et al., 2002; Weinstein & Tomlinson-Clarke, 2004) by realizing their successes with students came from understanding the importance of building positive relationships with them.

Finally, when the teachers shared about their personal journeys to become educators and the plights they had faced to get there, they realized the impact that their race and cultural backgrounds had on their success. Acknowledging the need to be responsible to have a social consciousness of the lives of their students was pivotal. The teachers were able to empower their students in a realistic way by being transparent about the obstacles they will unfairly face in life because of the color of their skin and environments that they live in. Teaching their students how to "code switch" was an important responsibility that they took upon themselves because they wanted to instill in their students the strength of their cultural vernacular and customs, but they

wanted them to have greater opportunities that they had realizing that learning to move between

a white and black world was paramount to their future successes.

CHAPTER V

DISCUSSION AND RECOMMENDATIONS

Introduction

This chapter will begin with a summary and discussion of the findings that were found in the data analysis in Chapter Four. This case study examined successful teachers in an urban middle school who used culturally responsive classroom management when discipling Black girls. Successful teachers were teachers that wrote less than three subjective office referrals on Black girls and have a proven record of academic success as documented by district assessments. Three research questions guided the study. They were:

1) How do teachers understand culturally responsive and sustaining classroom management in relation to Black girls?

2) How do teachers' subjective perceptions of young Black girls influence their classroom management decisions?

3) How do teachers' classroom management practice model the research on culturally relevant-responsive-sustaining pedagogical practices?

The results will be discussed, next the interpretation of the findings will be discussed and how the findings of the research study relate to previous research, unanticipated findings will be explained, recommendations for educators, and suggestions for further studies followed by the conclusion.

Overview of the Study

Three successful teachers at an urban middle school were studied to identify how they employ culturally responsive classroom management in their instructional practices, with specific attention to their management of Black girls who are perceived to be disruptive, defiant, and disrespectful. The teachers participated in individual interviews and a focus group

conversation. Due to COVID19, the classrooms were not observed but teachers sent the researcher pictures of their classroom for analysis. The responses the teachers gave were coded for themes that answered the research questions as they related to the teachers' specific practices.

Summary of the Results

During this research study through individual interviews, focus group conversations, field notes from classroom observations, discipline data, and pictures of the classrooms of the teachers in the study, the importance of developing positive relationships, having a positive rapport, and redirecting unwanted behaviors resonated. While the teachers studied lacked the theoretical knowledge of culturally responsive and sustaining classroom management, through their conversations and classroom décor it was apparent that they successfully implemented many of the tenants of the management practices. Their successes were verified through the discipline records which showed that the teachers studied had not written subjective office referrals for the Black girls that they taught. This was an important observation because the Black girls who had received numerous discipline referrals for 3D behaviors from other teachers, did not receive referrals from the successful teachers in the study. The successful teachers' desire to listen to their students, provide a safe learning environment, be consistent with expectations and consequences, building relationships, and share their background experiences allowed them to be proactive in eradicating subjective "3D" behaviors of their Black girls. Although the teachers studied provided personal accounts about their classroom management practices, deeper analysis revealed that much of their classroom management practices were aimed at the entire class. The teachers recognized differences in behaviors between boys and girls. However; they did not clearly give specific practices that were done consistently with fidelity that they used to diffuse "3D" behaviors of Black girls specifically. There were a few unanticipated findings that will be discussed later in this chapter.

Discussion of the Results

Interpretation of the Findings. Data analysis identified six themes. Even though the themes were identified for specific research questions, the themes that emerged were relevant to all three research questions. Unknowingly to the participants, many of their beliefs and practices were supported by research-based evidence on culturally responsive classroom management strategies. The themes that emerged were the teachers lack theoretical knowledge of culturally responsive classroom management, the impact escalation has on 3D behaviors, building relationships, sharing background experiences, being socially consciousness and responsible, and code switching.

Relationship of Current Study to Previous Research

Culturally Responsive Classroom Management. The teachers were not knowledgeable of the theoretical framework for culturally responsive classroom management. In fact, when asked about culturally responsive and sustaining classroom management, they responded that they did know what it was. Mr. Garcia gave a generalized explanation of what he presumed they were based on the title. The teachers may not have known the theoretical definition of culturally responsive classroom management, but they provided evidence that they use some of the practices in their classrooms. Weinstein, Curran, and Tomlinson-Clarke (2003) identified six strategies for culturally responsive classroom management.

Organize the physical environment

The first strategy is for educators to create a classroom that supports the goals of the students both academically and socially. According to Weinstein, Curran, and Tomlinson-Clarke, teachers who are culturally responsive "think about ways the environment can be used strategically to communicate respect for diversity, to reaffirm connectedness and community, and to avoid marginalizing and disparaging students. (p. 271). The three teachers demonstrated

this through the pictures they submitted of their classrooms. The researcher also had field notes from interactions inside the classrooms.

Figure 8

Ms. Jones' Classroom Door

Ms. Jones' door and classroom demonstrated an awareness of the students' cultures that she taught. Her classroom door was even decorated (Figure 8). It won the Black History door decorating contest at UMS. She said that she allowed the students to decorate the door and asked the students "Who do you admire?" Her probing questioned garnered various responses from her students, and she used the images they brought of African Americans that they admired. Some of the students brought in pictures of people they admired from other races. Ms. Jones told her colleagues who opposed the racial diversity on her door that her students had identified people that the admired and that she taught diverse students, so her door was going to mirror her students.

Figure 9

Ms. Jones Bulletin Board

When entering her classroom, Ms. Jones had a large bulletin board that was the length of the wall (Figure 9). On her board she had pictures of famous Americans mostly African American. The title of the board was 'I Will" and by each picture she had an inspiring action verb that described the notable works of the person pictured. For example, she had "exonerated" and a picture of the five men who were mislabeled as the "Central Park 5" and Harriett Tubman's picture was labeled "Lead like Harriett." She consciously posted pictures of people of the past and currently influential African Americans like Tyler Perry and Oprah Winfrey. Centered on the bulletin board was the news article from the front page when President Barack Obama was elected the first African American president of the United States. When asked about her board, she said its purpose was to motivate her students to know that they "will" accomplish great things in their lives.

Figure 10

Mr. Garcia's Classroom Wall

Mr. Garcia had pictures of notable African Americans posted around his classroom with brief biographies of each (Figure 10). He ensured that both men and women were showcased. He has used those pictures in every school where he has taught. His rationale was he wanted his students to be able to see daily people who were like them that accomplished great things. The posters were student created. He printed the pictures and had the students do the research on the notable African Americans of their choice.

Figure 11

Mr. Todman's Display of Student Work

Mr. Todman decorated his classroom with his students' work. In the pictures he submitted, students' food webs were hanging from his ceiling (Figure 11). Unlike Ms. Jones and Mr. Garcia, he did not have any pictures of Black people on the walls of his classroom. However; he did have references to social media and popular memes that the students could relate to (Figure 12).

Figure 12

Mr. Todman's Expectation Bulletin Board
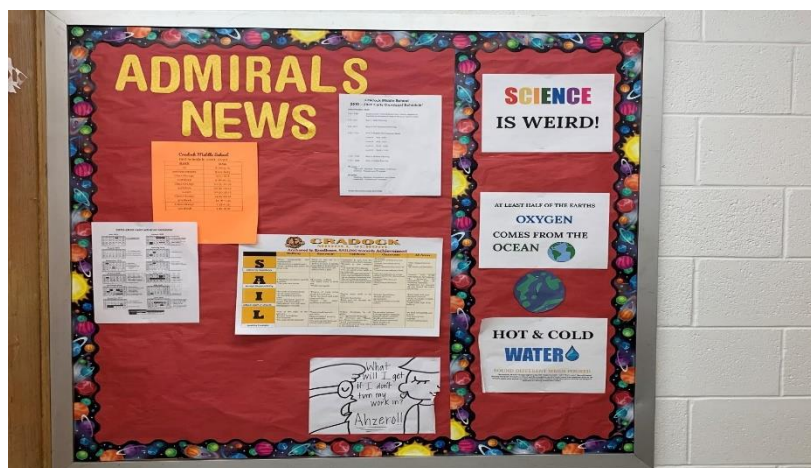
Evidence was provided to show how the teachers created a classroom that supported the goals of their students academically and socially in various ways. The teachers designed their classrooms to be collaborative. Weinstein et al. (2003), also explain that the physical arrangement of the classroom promoted both social interactions and behaviors. Ms. Jones and Mr. Todman both shared in their interviews that their students sat at tables in groups which is aligned to the description Weinstein et al. gives in their research. The teachers wanted students to collaborate by sharing their thoughts and ideas during their learning experiences.

Ms. Jones requested to have the desks removed from her classroom and replaced with tables. Her students sat in groups. This was important to her because she wanted to foster discussions in her classroom instruction. In groups, students were able to have conversations about topics they learned in her class. Ms. Jones also mentioned that her students did cooperative learning together. In this model, students were given the opportunities to be group leaders during activities. She did not say if she deliberately arranged her students in groups for a specific reason like Mr. Todman did.

In Mr. Todman's class, students were grouped by academic ability to be peer mentors. In addition to strategically grouping students by ability, he also mixed the students according to their race and genders purposefully. In his interview he said he did this because "In life, you will have to get along with people who may not be like you." Weinstein et al. (2003), explains Mr. Todman's purpose of grouping the students heterogeneously by race, gender, and academic level as positive because this type of grouping according to the researchers promote and reinforce the importance of being "kind and tolerant" (p. 271) to others.

Mr. Garcia's students didn't sit at tables like the other teachers, but his desks were grouped. The students in Mr. Garcia's class vary with their academic ability. He teaches Inclusion English in which his classes have about 15% of its students receiving Special

Education services such as specific accommodations for reading. Some of the students who are receiving Special Education services in his classes are behind one to two grade levels. Because of these factors, Mr. Garcia grouped the students based on their academic needs and differentiated assignments and instruction to meet those needs. Mr. Garcia's were more homogeneous based on academic level than the other teachers studied. It is important to know that Mr. Garcia had a licensed Special Education teacher in all of his classes who provided additional academic support ensuring that the students who received Special Education support received their services according to their Individualized Educational Plans (IEPs).

The physical arrangement of the classrooms promoted students to work together academically and socially. Camaraderie and support were fostered in these groups. Ms. Jones and Mr. Todman had tables in their classrooms where their students sat to foster collaboration and communication among themselves. Both teachers created heterogeneous groups based on race and gender in their classrooms. Mr. Garcia had traditional desks in his classroom, but he engaged his students in collaborative groups. He sectioned the classroom into quadrants. Oftentimes, each quadrant worked on assignments based on their academic level. When asked about his classroom orientation, Mr. Todman explained that he ensured that his student groups were heterogeneous so that the students learned from each other academically, socially, and culturally.

Establish expectations for behavior

The next strategy that Weinstein et al (2003) developed was for teachers to establish behavior expectations. Research on effective classroom management support that classroom behavior expectations should be given and implemented on the first day of school (Siwatu,). The teachers discussed the importance of establishing clear and concise expectations for students on the first day of school.

Ms. Jones mentioned that she spent the first two weeks of school modeling and teaching what she expected out of her students. She said she structured the first two weeks of her class in that way to ensure they were competent in her routines and procedures. For her, organization helped to instill effective routines and procedures.

Mr. Garcia the PBIS Coach, taught his students his classroom expectations based on the school's PBIS matrix. UMS's PBIS matrix has four key expectations. They are 1) Strive for excellence. 2) Accept responsibility 3) Inform staff of unsafe practices and 4) Lead by example. He reteaches and redirects his students when they exhibited behaviors that did not reflect the PBIS matrix.

Mr. Todman mentioned how he reinforces his expectations daily in his classroom through his morning routine of going "Back to the Basics". The students had a precise routine that they performed everyday as they entered his classroom. He retaught expectations as did the other two teachers studied.

Communicate with students in culturally consistent ways

A key to being culturally competent and responsive is to recognize and be aware of the cultures of the students you teach. Educators cannot make assumptions based on their own biases and misconceptions about students' cultures. They must develop awareness through observations and educating themselves. Culturally responsive classroom management employs the strategy of communicating with students in culturally consistent ways (Weinstein, et al., 2003). One of the themes that emerged was how the teachers in the study "code switched" in their classroom instructional and management practices.

Code-switching is often researched in bilingual settings, but in the Black community code switching is speaking in Standard English and speaking the way you speak around those you are comfortable with. The comfortable and relaxed ways in which some Black people are

referred to as African American Vernacular English (AAVE) by Rickford and Rickford (2000). This form of communication in the classroom is an effective practice of culturally relevant pedagogy (Ladson-Billings, 1995). AAVE is a dialect that has specific grammatical features. An example given by Rickford and Rickford is not pronouncing r so instead of saying *store* a person would say *stow*. The teachers were aware of the language that the students spoke in their neighborhoods and at home. The teachers used the language themselves in their homes and personal lives. Rather than ostracize students' home language, they welcomed it into their classrooms and even used it themselves. Examples of how the students' home or neighborhood language was used in instruction and for redirection was explained by the teachers. This finding may be uncomfortable and, in some cases, unacceptable for teacher who may not be of the same race or economic group as their students.

The teachers noted that when they use the terms and phrases that their students heard at home in their lessons, the students were more engaged and had a better comprehension of the content. When effectively communicating with students, Delpit (1995) explained that Black students are used to straight forward directions and, in a tone, that commands authority. She compares this to unsuccessful indirect discourse strategies. Delpit notes that Black students respond to directives such as "Sit down and do your work." rather than "Zoe, would you please have a sit and finish your assignment." The teachers in the study codified this by sharing how they tell their students "point blank" what they mean and expect the students to comply. They all mentioned that they speak to their students as their parents or guardians would when they disciplined them. Ms. Jones noted that she even gave her students nonverbal clues to enforce the behaviors she expected by giving her students the "black momma" look. Although he wasn't a father, Mr. Todman said he tells his Black boys "Boy, get over there and sit down."

This also worked with redirecting negative behaviors. Mr. Todman used a slang term "sway" that he heard his students using to correct them. He shared that when he used their terms, they were receptive and corrected the negative behavior. Being able to communicate with students in a manner that was consistent to the students' cultures made the teachers relatable.

When dealing with diffusing negative behaviors of Black girls, being able to allow them to speak to the teachers in a language that was comfortable to them, allowed them to become comfortable with their teachers. Establishing comfortable relationships with their teachers allowed Black girls to develop a level of trust in the teachers studied. Mr. Garcia mentioned an instance in which he was able to talk a Black girl out of a negative situation by allowing her to talk to him in a comfortable manner. He was able to change her perspective and diffuse the girl drama that was ensuing.

During their interviews and focus group discussion, the teachers unconsciously code-switched as did the researcher. All of the teachers discussed in the focus group how they "code switched" in their instructional practices in their classrooms. One of the main reasons the teachers did this practice was to make the classroom environment comfortable and to be relatable to their students. Hill (2009), affirms this by saying "Teachers should provide nonthreatening spaces for negotiating and applying nonstandard and Standard English and recognize that home language is linked to student identity" (p. 120).

The teachers conversed about code-switching when they taught lessons. An example that Ms. Jones used was how she taught her students that the word capital meant "bag". "Bag" is an urban slang word used to describe money. She explained she spoke to students in their language because it helped the students to identify with the content being taught and remembered it.

Create caring, inclusive classrooms

In addition to organizing a classroom that fosters social and academic success, culturally responsive classroom management establishes classrooms that foster care. When the teachers spoke about how they developed relationships with their students, Black girls in particular, they all mentioned in some way how they wanted their students to know that they cared about them. Each teacher noted an experience with a Black girl who was exhibiting the 3Ds and how they understood that something was going on with the student to cause her to behave in a negative way. In their own unique way, the teachers found time to listen to the Black girls to discover the underlying issues that caused the negative behaviors. Mr. Garcia summed this up by saying "When students know that you care, they will go through the wall for you." Weinstein, et al. (2003), explain how teachers set the tone for the school year by the warm demeanor that they give to their students to show that they care. This can be done regardless of your cultural background.

Working with families

Parental involvement was an issue that the teachers spoke about. When asked about how the disciplines students, Mr. Garcia gave a specific example of a situation he had with two Black girls who displayed 3D behaviors not only in his class but throughout the school day. When Black girl #1 "Rhonda" acted out in class, Mr. Garcia would immediately ask her "Do I need to call your mother? I know Miss Linda would not want to hear that her daughter is cursing out another student and being disrespectful." Mr. Garcia said that Rhonda would stop the negative behavior and get on task because she knew that Mr. Garcia has a working relationship with her mother and called her often when Rhonda wasn't meeting his expectations. Conversely, when Mr. Garcia had to redirect "Shante" from displaying 3D behaviors, he said he had to come up with another method because he didn't receive any support from Shante's mother and Shante

didn't care if he did receive support from her mother. Weinstein, et al. (2003) explains Shante's feelings by encouraging teachers who use culturally responsive classroom management to "consider the possibility that a lack of direct involvement reflects a differing perspective about parental responsibility, rather than a lack of commitment to their children's education." (p. 273)

Deal with problem behaviors

Finally, culturally responsive classroom management provides interventions to help with negative behaviors. Noted earlier, when dealing with negative behaviors from Black girls, the teacher said they specifically try to observe and listen to the student to determine what the underlying issues are with her. Only Mr. Garcia explicitly said that he seeks support from wrap around services. He mentioned that some of the 3D behaviors that girls display are beyond his teaching capacity and that additional supports such as working with the guidance counselor or the Community in Schools coordinator is needed to help diffuse the negative 3D behaviors.

Explanations of Unanticipated Findings

Even though the teachers developed, modeled, and held their students accountable for their expectations, when developing their expectations, the teachers did not consider race and gender. In fact, when they answered classroom management questions, they often spoke about their students as a whole and in most cases did not make a conscious effort to differentiate discipline practices for Black girls. They did acknowledge that there are behavioral differences that existed between boys and girls. As they self-reflected and conversed during the focus group conversation, they discussed issues that they see that Black girls face and how in their own way they tried to listen and develop meaningful relationships with Black girls to diffuse negative 3D behaviors that were often seen in other teachers' classrooms.

Another unanticipated finding that came out of the focus group discussion was the maturity level and outside influences that Black girls faced. The most disturbing influence that

Mr. Todman and Mr. Garcia spoke about was sexual activity. The male teachers said that they can tell when Black girls are sexually active because their attitudes change for the worse. Mr. Todman said, "They smell themselves and they think they are grown." They mentioned that Black girls will tell adults that they are grown and display 3D behaviors. The male teachers in the study agreed that when they notice the negative changes in behaviors with Black girls, they begin to communicate more with them to develop stronger interpersonal relationships. When stronger relationships are fostered, the male teachers feel more comfortable with talking to the girls from a male's point of view as a male and as a father/big brother. As mentioned by Mr. Garcia and Mr. Todman, unfortunately many of the Black girls that they teach do not have positive male influences in their lives which is why they believe the middle school girls are sexually active at such a young age.

Implications and Recommendations

Research supports finding equitable and culturally based solutions in the disciplinary practices of Black girls. Prior research shows that the increasing number of Black girls who are suspended lose access to the academic setting and become a part of the school-to-prison pipeline (Annamma et. al., 2016; Blake et al., 2011; Crenshaw et al, 2015; Evans-Winters & Esposito, 2010; Nunn, 2018; Taylor, 2012). Practices that focus on the valuing students' cultures has proven to be successful as it builds cultural competence in teachers decreasing subjective perceptions that lead to the subjective office referrals that Black girls receive. Through analysis of the interview transcripts, pictures from the teachers' classrooms, field notes, and discipline data from unsuccessful teachers, using culturally responsive classroom management practices has some implications for possible solutions for closing the discipline gaps that exist among Black girls.

As difficult as it may be, teachers and educators have to be reflective of their instructional as well as management practices to identify cultural biases that they have intrinsically. Educators should ask themselves "Do I allow all students to answer questions." "Do I encourage or praise one group of students over another?" "Which group of students do I reprimand more and why?" "Do I allow my own prejudices to dictate my perceptions of students actions based on their race, economic status, or gender?" "Am I equitable in consequences, do I write referrals for children of color while redirecting white students?"

Another implication from this research, was that the themes that arose from this study should be furthered developed and discussed with educational and governmental policy makers. The need to reform systemic hegemonic educational and government policies start from the top. There is a dire need for this body of work to reach not only the floors of School Board meetings in hopes to eradicate color and gender blind Codes of Conduct that ultimately determine the outcomes of marginalized students, but it should also be used to reach lawmakers on city, county, state, and federal levels to invoke the desperately needed changes to our 244 year old white patriarchal laws that continue to foster systematic racism of oppressed peoples in America.

Classrooms are becoming more diverse while the teaching force isn't. Research proves that Black girls are becoming a growing statistic of marginalization in public schools. Hegemonic disciplinary practices and educators' subjective point of views are some of the causes of the widening discipline gap that exists between Black girls and their peers. As such, the following are recommendations I have for educators.

Recommendation #1 Provide continuous professional development to build cultural competence. Professional development must be relevant, meaningful, useful, and impactful. Oftentimes it is a "check the box" activity during pre-service week or a workshop on the latest "buzz" in education. Conversations on race are difficult. People have values and perspectives

that have been ingrained in them for generations. But, when the teaching and administrative staff differ from the students they impact, hard conversations have to occur. If not, gaps will continue to exist and increase.

I recommend a series of professional development workshops beginning with the first one examining and acknowledging racial and cultural biases. The Erasmus Intercultural Learning for Pupils and Teachers Support program is based in Europe but provides resources to promote dialogues for teachers who work with diverse populations anywhere. The toolkit on their website has activities for four competencies. The competencies are values, attitudes, skills, and knowledge and critical understanding. One activity that I have used is called "How diverse is your universe?" Participants were given a string and in the center of their table there were a pile of multicolored beads. Each color of the beads represented a race. For example, a black bead represented Black people, a red bead represented Latinx people, and so forth. Statements were read and the participants had to select the bead for the type of person they came in contact with during that scenario. An example would be "Select the bead that represents your ethnicity, the ethnicity of your neighbor, etc." I add a shock factor to when I facilitate this activity by saying lastly "Select the bead that represents the ethnicity of the majority of the students you taught last year." From here, we begin discussions about race in the school and the classroom. This activity visually allows participants to "see" the amount or the lack of diversity they really have in their lives and how that has a direct impact on the practices that they use with the students they teach.

"How diverse is your universe?" is only one example of a way to begin a conversation about race. Once the conversation begins, schools have to determine what behaviors "look" like with a consensus. If school data shows that the majority of the disciplinary referrals were for subjective behaviors, then the school faculty have to discuss "How does defiance look?" and how do other subjective behaviors look. The answers vary based on cultures and values.

However; when the faculty has a collaborative conversation and comes to a consensus of what "defiance" looks like at their school, faculty members can be more aware of their biases and more consistent with behavior expectations.

Recommendation #2 Provide training on culturally responsive classroom management and monitor it with fidelity. Preservice and Inservice teachers should be introduced to and taught how to incorporate culturally responsive classroom management practices in their instruction. A mistake that teachers from different backgrounds often make is to situate students' behaviors from their own background experiences or what they consider the norm. Teachers who are successful in using some of the methods should be a part of the facilitating team to train staff. This research study found that there are teachers who are implementing culturally responsive classroom management and are unaware that they are using it because the practices are intrinsic to them. The recommendation for training is to support the myriad of teachers who are intrinsically in sync with their students of different cultures and backgrounds.

After the initial training, trainings would be customized to the management needs of specific teachers. Teachers who through data are shown to write numerous office referrals for subjective behaviors for one demographic versus another should be coached and monitored. The process should be iterative and ongoing until management and academic success improves.

In this study, the teachers were of the same race and background of their students. This was a limitation to this study; a reader of this study may presume that the successful outcomes that the research participants had were because they were culturally like the students. This was not the case. There were Black teachers at UMS who were unsuccessful with the student population and needed classroom management support. It is important to convey to teachers that being an effective manager of a culturally responsive classroom is not determined by a teacher's

race. Milner (2006) argues that Black teachers are not all knowing of all the successful instructional and relational practices of Black students. When teachers do not come from the same backgrounds as their students, they must be honest about their biases and values.

Recommendation #3 Make PBIS expectations culturally responsive to fit the specific demographics of the school. The goal of PBIS is to foster a safe environment for students built on positive relationships through effective teaching and learning. In a 2011study, Vincent, Swain-Broadway, Tobin and May found that discipline gaps were smaller between black and white students in schools where PBIS was implemented. In the Urban Public School district, VTSS (Virginia Tiered Systems of Support) which is supported by the Virginia Department of Education, discuss the need to be culturally responsive with PBIS but don't provide practical ways in which it should be done. I recommend that schools develop their PBIS expectations to meet the specific cultural needs of their student populations based on data. Incentives and supports should target the culture of the school. In February during Black History Month at UMS, the PBIS incentive was an HBCU pep rally. Local HBCUs were showcased along with Black Greek Lettered Organizations. Representatives from the HBCUs gave out prizes and gifts to the students and even did spirit chants. The teachers at UMS who were members of Black Sororities and Fraternities performed a step routine for the students. The event ended with a surprise performance from a local popular Instagram. When planning the event, the PBIS team considered the demographics of the students and exposed them to positive aspects of their culture.

CHAPTER VI

CONCLUSION

Future Studies

Equity has become a glaring issue in education. For decades, research has shown that disparities exist between white students and students of color. Not only do disparities exist with academic outcomes but research supports disparities with school discipline. Attention to the causes of the widening gaps that occur between white students and students of color in relationship to school disciplinary practices are vital in understanding how to close gaps based on race in academic achievement. Research supports classroom discipline directly affects academic outcomes. While there is a considerable amount of research that examines shortcomings of inequitable disciplinary practices of students with color, there is a lack of research that differentiates the successful practices based on gender.

This research study offers extensive possibilities for future research studies. As difficult as it was to try to narrow down my ideas for this paper, I acknowledge two topics for future studies 1) narratives of successful Black female teachers' classroom management practices and 2) culturally evolving pedagogy and classroom management.

When searching through the literature on classroom management, discipline inequities, and culturally based practices, I found very few articles on successful classroom practices that disrupt 3D behaviors of Black girls. I also found few articles written by Black women on teaching practices of Black girls. In citing scholars, I made a conscious effort to try to provide scholarly insight and research by Black female researchers. I found a few, but they were miniscule when compared to Black male and white scholars. To further this study, I would like to "hear" from Black female teachers who are successful in diffusing the negative 3D behaviors of black girls to promote the positive strategies that they use. In research and in society, Black

women are often voiceless (hooks, 1981). I want to add to the lack of research to add narratives about successful Black female educators who have a direct impact on decreasing negative 3D behaviors of Black girls to bring light to the practical strategies that they use. My research study confirmed one of the biases I had going into this project, and that was rarely are successful Black teachers researched and/or discussed in educational literature. As an emerging scholar, I want to change the narrative of Black women through the voices of Black women.

In delving into the literature regarding pedagogies and classroom management strategies for students of color, I was only able to locate studies on culturally responsive classroom management. Ladson-Billings (2000) discussed how her concept of culturally relevant pedagogy had evolved into culturally responsive pedagogy to culturally sustaining pedagogy. As I analyzed data through the lens of both a researcher and transformative school administrator, I was conscious of the need to incorporate more inclusivity into educational practices. I found through my study that culturally responsive classroom management is an effective practice when diffusing negative 3D behaviors in Black girls as well as many students of color. However, in the words of Ladson-Billings, it needs to be remixed. Education has moved beyond the need to recognize how culture needs to be relevant to learning, educators are beginning to see the value in making instructional practices culturally responsive, scholars are beginning to discuss the need to add more "color" the educational crayon box of just black, white, and students of color through culturally sustaining practices. I argue that we can move even farther through "culturally evolving pedagogy." To sustain something is to keep it going using some of the same practices and making changes when they are needed. I propose as a further study to explore "culturally evolving pedagogy" like its predecessors it encompasses being relevant, responsive, and sustaining but unlike its predecessors it changes the need to be "remixed" and renamed. To evolve is to naturally and organically change with time. Similar to Darwin's theory of "Survival

of the Fit", I would like to study practices that successful teachers use to meet the ever-changing demographics and learning in our schools to increase academic achievement and decrease marginalized gaps that exist among students of color.

Summary

On May 25, 2020 the racial consciousness of the world changed forever. The world watched a viral social media video in horror and disbelief, showing the heartless and brutal murder of George Floyd by a police officer. Months prior, the Black community was in agony over the senseless police murder of a young Black female, Breonna Taylor who was killed by mistake in her home as she slept. Breonna was murdered because of her perceived association of being with a known drug dealer. George Floyd and Breonna Taylor are among the hundreds if not thousands of unarmed Black people who have lost their lives due to senseless acts of violence by police and overzealous citizens. In the last decade, many of the young Black people murdered by police and overzealous citizens like George Zimmerman, were young children, teenagers, and young adults. The young people who lost their lives are the mirror image of many of the students that I encounter daily as a school administrator.

As I watched the national news outlets of the numerous acts of violence towards Black people, the eight minute and forty-six second murder of George Floyd resonated the loudest for me. For 8 minutes and 46 seconds, an unarmed Black man was lying face down in the street with a police officer's knee pressed deeply in his neck, killing him by asphyxiation. George Floyd was crying her help, calling for his mother, and through winded breath told the officer he couldn't breathe. In disbelief and anger, all I could think about were the escalations that occur in classrooms within an eight minute and forty-six second time frame between a teacher and a Black girl. Just like in the George Floyd murder, eight minutes and forty-six seconds can change and, in some cases, end a life forever.

I am haunted by the "8:46" time interval. I am in classrooms and deal with discipline daily in my role as a school administrator. I am cognizant that an 8 minute and 46 second classroom interaction between a teacher who lacks cultural competency in their classroom management practices can asphyxiate learning for many students of color especially Black girls. Like the police officer who was enraged and wanted control over George Floyd to make him compliant, there are many educators who feel as though control and compliance are the goals of classroom management. Just as the world cried out through protests and boycotts against systematic racism and the ideals of authoritative control and compliance, so do students of color in classrooms. Sadly, for many students of color, especially Black girls their protests to unfair classroom management practices towards them are often misconstrued as being disruptive, defiant, and disrespectful. Neither control nor compliance should ever be the goal of classroom management. A possible solution to closing the discipline gaps that exist between children of color and their white counterparts and between genders is through culturally responsive and evolving classroom management strategies.

Research is emerging regarding the dismal outlook of Black girls who are disciplined repeatedly. Researchers have argued that Black girls receive more office referrals for subjective reasons such as being defiant, disruptive, and disrespectful than their white counterparts. The subjectivity of the office referrals comes from teachers' color and gender blindness in their classroom management practices as well as their lack of cultural competency. Research has also argued that when Bglack girls receive harsher exclusionary consequences, they miss out on academic opportunities which lead to negative outcomes for them.

In an effort to close the glaring gaps that exist between gender and race, teacher-education programs and school leaders should provide training and development acknowledging the importance of cultural competence and culturally responsive classroom management

practices, particularly when examining the current negative outcomes of Black girls. Developing positive relationships, redirecting, and reteaching expected behaviors for not only Black girls but all students is paramount in both the students' and educators' success. Culturally responsive classroom management practices can promote positive changes that help all teachers effectively manage classrooms with diverse students, Black girls in particular, by conveying to all students that their lives and their cultures matter, disrupting cultural inequities through culturally responsive-sustaining and evolving practices, and providing the framework for professional development experiences that focus on the strengths of Black girls. It is my hope that instead of Black girls being viewed as possessing 3D behaviors of being defiant, disruptive, and disrespectful, they will be valued and viewed as being driven, determined, and destined for success.

REFERENCES

Annamma, S., Anyon, Y., Joseph, N., Farrar, J., Greer, E., Downing, B., & Simmons, J. (2016). Black girls and school discipline: The complexities of being overrepresented and understudied. *Urban Education*, 51, 1-32.

Bandura, A. (1997). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review, 84,* 191-215.

Baxter, P., & Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. *The Qualitative Report, 13*(4), 544-559.

Becker, H. S., (1968) Social observation and social case studies. *International Encyclopedia of the Social Sciences, 11,* 232-238. Crowell, Collier, and Macmillan.

Betters-Bubon, J., Brunner, T., Kansteiner, A. (2016). Success for all? The role of the school counselor in creating and sustaining culturally responsive Positive Behavior Interventions and Supports Programs. *The Professional Counselor*, 6(3), 263-277.

Blaisdell, B. (2005). Seeing Every Student as a 10: Using Critical Race Theory to Engage White Teachers' Colorblindness. *Educational Policy, Research, & Practice, 6*(1), 31-50.

Blake, J., Butler, B., Lewis, C., & Darensbourg, A. (2011). Unmasking the inequitable discipline experiences of urban Black girls: Implications for urban educational stakeholders. *Urban Review*, 43, 90-106.

Bondy, E., Ross, D., Gallingane, C., & Hambacher, E. (2007). Creating environments of success and resilience: Culturally responsive classroom management and more. *Urban Education, 42*(2), 326-348.

Bowers, C. & Flinders, D. (1990). *Responsive teaching: An ecological approach to classroom patterns of language, culture, and thought.* Teachers College Press.

Briesch, A. & Chafouleas, S. (2009). Review and analysis of literature on self-management

interventions to promote appropriate classroom behaviors (1988-2008). *School Psychology Quarterly 24*(2), 106-118.

Braun, V. & Clarke, V. (2019). Reflecting on reflective thematic analysis. *Qualitative Research in Sport, Exercise, and Health,* 11(4), 589-597.

Brown, D. F. (2004). Urban teachers' professed classroom management strategies: Reflections of culturally responsive teaching. *Urban Education*, 39(3), 266-289.

Canter, L. & Canter, M. (1996). *Behavior management in the middle school classroom.*

Carter, P., Skiba, R., Arredondo, M., & Pollock, M. (2017). You Can't Fix What You Don't Look At: Acknowledging Race in Addressing Racial Discipline Disparities. *Urban Education, 52*(2), 207-235.

Cochran-Smith, M. (1995). Color Blindness and Basket Making Are Not the Answers: Confronting the Dilemmas of Race, Culture, and Language Diversity in Teacher Education. *American Educational Research Association, 32*(3), 493-522.

Coffey, H. & Farinde-Wu, A. (2016). Navigating the journey to culturally responsive teaching: Lessons from the success and struggles of one first-year Black female teacher of Black students in an urban school. *Teaching and Teacher Education,* 60, 24-33.

Collins, P. (2000). *Black Feminist thought: Knowledge, consciousness, and the politics of empowerment.* (2nd ed.). Routledge.

Creswell, J. (2007*). Qualitative inquiry and research design: Choosing among five approaches* (2nd ed.). Sage Publications, Inc.

Crenshaw, K. (1991). Mapping the margins: Intersectionality, identify politics, and violence against women of color. In K. Crenshaw, N. Gotanda, G. Peller, and K. Thomas (Eds.). *Critical Race Theory: The Key Writings that Formed the Movement* (pp, 357-384). The New Press.

Crenshaw, K. W., Ocen, P., & Nanda, J. (2015). Black Girls Matter: Pushed Out, Overpoliced, and Underprotected. African American Policy Forum. Center for Intersectionality and Social Policy Studies.

Davis, J. (2013). Disproportionate juvenile minority confinement: A state-level assessment of racial threat. *Youth Violence and Juvenile Justice*, 11(4), 296-312.

Dellinher, A.B., Bobbett, J. J., Olivier, D. F., & Ellett, C. D. (2008). Measuring teachers' self-efficacy beliefs: Development and use of the TEBS-Self. *Teaching and Teacher Education, 24,* 751-766.

Delpit, L. (1995). *Other people's children: Cultural conflict in the classroom.* Oxford University Press.

Delpit, L. (1997). Ebonics and culturally responsive instruction. *Rethinking Schools Online, 12*(1).www.rethinkingschools.org/archive/12_01/ebdelpit.shtml

Doucet, F. (2017). What does a culturally sustaining learning climate look like? *Theory into Practice, 56*(3), 195-204.

Downey, D. & Pribesh, S. (2004). When race matters: Teachers' evaluations of students' classroom behavior. *Sociology of Education*, 77, 267-282.

Dreikurs, R. (1968). *Psychology is the classroom: A manual for teachers (*2nd ed). Harper and Row.

Evans-Winters, V. (2005). *Teaching black girls: Resiliency in urban classrooms*. NY: Peter Lang Publishing.

Evans-Winters, V. & Esposito, J. (2010). Other people's daughters: Critical race feminism and Black girls' education. *Educational Foundations*, 24(1), 11-24.

Fiere, P. (1970). *Pedagogy of the Oppressed.* New York: Continuum.

Fordham, S. (1993). 'Those loud Black girls': (Black) Women, silence, and gender 'passing' in the Academy. *Anthropology and Education Quarterly*, 24, 3-32.

Gage, N. A., Scott, T., Hirn, R. (2017). The Relationship Between Teachers' Implementation of Classroom Management Practices and Student Behavior in Elementary School. *Behavioral Disorders, 43*(2), 302-315.

Gay, G. (2000). *Culturally responsive teaching: Theory, research, and practice.* Teachers College Press.

Gay, G. (2002). Preparing for CRT. *Journal of Teacher Education, 53*(2), 106-116.

Gentles, S. J., Charles, C., Ploeg, J., & McKibbon, K. (2015). Sampling in qualitative research: Insights from an overview of the methods literature. *The Qualitative Report, 20*(11), 1772-1789.

Gordon, T. (1977). T.E.T.: Teacher effectiveness training. David McCay.

Gregory, A., Hafen, C., Ruzek, E., Mikami, A., Allen, J., & Pianta, R. (2016). Closing the Racial Discipline Gap in Classrooms by Changing Teacher Practice. *School Psychology Review, 45*(2), 171-191.

Gregory, A., Skiba, R. J., & Noguera, P. A. (2010). The achievement gap and the discipline gap: Two sides of the same coin? *Educational Researcher*, 39, 59-68.

Groenewald, T. (2004). A Phenomenological Research Design Illustrated. *International Journal of Qualitative Methods, 3*(1), 42-55.

Guest, G., Namey, E., Taylor, J., Eley, N. & McKenna, K. (2017). Comparing focus groups and individual interviews: findings from a randomized study. *International Journal of Social Research Methodology, 20*(6), 693-708.

Hill, K. D. (2009). Code-Switching Pedagogies and African American Student Voices: Acceptance and Resistance. *Journal of Adolescent & Adult Literacy, 53*(2), 120-131.

hooks, b. (1981). *Ain't I a woman: Black women and feminism.* South End Press.

Howard, G. (1999). *We can't teach what we don't know: White teachers, multiracial schools.*
Teachers College Press.

Howard, T. (2001). Telling their side of the story: African American students' perceptions of
culturally relevant teaching. *Urban Review, 33*(2), 131-149.

Ingersoll, R. & Smith, T. (2003). The wrong solution to the teacher shortage. *Educational
Leadership,* 60(8), 30-33.

Irvine, J. J. (2003). *Educating teachers for diversity: seeing with a cultural eye.* Teachers
College Press.

Jones, N. (2010). *Between Good and Ghetto: African American Girls and Inner-City Violence.*
New Brunswick: Rutgers University Press.

Kaplowitz, M. D. & Hoehn, J. P. (2001). Do focus groups and individual interviews reveal the
same information for natural resource valuation? *Ecological Economics, 36*(2), 237-247.

Kidd, P. S. & Parshall, M. B. (2000). Getting the Focus and the Group: Enhancing Analytical
Rigor in Focus Group Research. *Qualitative Health Research,* 10(3), 293-308.

Krueger, R. A. & Casey, M. A. (2008). *Focus Groups: A Practical Guide for Applied Research.*
SAGE Publications, Inc.

Ladson-Billings, G. (1994). *The Dreamkeepers: Successful teachers of African American
children.* San Francisco: Jossey-Bass

Ladson-Billings, G. (1995). Towards a theory of culturally relevant pedagogy. *American
Educational Research Journal*, 32 (3), 465-491.

Ladson-Billings, G. (2014). Culturally Relevant Pedagogy 2.0: a.k.a. The Remix. *Harvard
Educational Review*, 84(1), 74-84.

Lindsay-Dennis, L., Cummings, L., & McClendon, S. C. (2011). Mentors' Reflections on

Developing Culturally Responsive Mentoring Initiative for Urban African American Girls. *Black Women, Gender, and Families,* 5(2), 66-92.

Losen, D. J., & Gillespie, J. (2012) *Opportunities suspended: The disparate impact of disciplinary exclusion from school.* Los Angeles, CA: The Center for Civil Rights Remedies.

Losen, D. J., & Skiba, R. J. (2010). *Suspended education: Urban middle schools in crisis.* Southern Poverty Law Center.

McFadden, A., Marsh, G., Price, B., & Hwang, Y. (1992). A study of race and gender bias in the punishment of school children. *Education and Treatment of Children,* 15(2), 140-146.

Merriam, S. B. (1985). The case study in educational research: A review of selected literature. *The Journal of Educational Thought,* 3, 204-217.

Merriam, S. B. (1998) *Qualitative research and case study applications in education.* Jossey-Bass.

Merriam, S. B. & Tisdell, E. J. (2015). *Qualitative research: A guide to design and implementation.* ProQuest Ebook Central https://ebookcentral.proquest.com.

Milner, H. R. (2006). Preservice teachers' learning about cultural and racial diversity: Implications for urban education. *Urban Education, 41*(4), 343-375.

Milner, H. R. (2013). Why are students of color (still) punished more severely and frequently than white students? *Urban Education, 48*(4), 483-489.

Milner, H. R., Cunningham, H., Delale-O'Connor, L., & Kestenberg, E. (2019). *"These kids are out of control" Why we must reimagine "classroom management for equity".* Corwin.

Milner, H. R., & Tenore, F. B. (2010). Classroom management in diverse classrooms. *Urban Education,* 45, 560-603.

Monroe, C. R. (2009). Teachers closing the discipline gap in an urban middle school. *Urban Education,* 44, 3, 322-347.

Monroe, C. R. & Odidah, J. E. (2004). The influence of cultural synchronization on a teacher's perceptions of disruption. *Journal of Teacher Education, 55*(3), 256-268.

Morgan, D. (1998). Practical strategies for combining qualitative and quantitative methods: Applications to health research. *Qualitative Health Research, 8*, 362-376.

Morris, E. & Perry, B. (2017). Girls behaving badly? Race, gender, and subjective evaluation in the discipline of African American girls. *Sociology of Education*, 90(2), 127-148.

The NAACP Legal Defense and Educational Fund, Inc. & The National Women's Law Center (NWLC). 2014. Unlocking Opportunity for African American Girls: A Call to Action for Educational Equity.

Nunkoosing, K. (2005). The Problems with Interviews. *Qualitative Health Research, 15*(5), 698-706.

Nunn, N. (2018). Super-Girl: strength and sadness in Black girlhood. *Gender and Education,* 30(2), 239-258.

Paris, D. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice. *Educational Researcher*, 41(3), 93-97.

Paris, D. & Alim, H. S. (2017). *Culturally Sustaining Pedagogies: Teaching and Learning for Justice in a Changing World.* New York, NY: Teachers College.

Pas, E. T., Larson, K., Reinke, W., Herman, K.C., Bradshaw, C. P. (2016). Implementation and Acceptability of an Adapted Classroom Check-Up Coaching Model to Promote Culturally Responsive Classroom Management. *Education and Treatment of Children, 39*(4), 467-492.

Potter, J. & Hepburn, A. (2005). Qualitative Interviews in Psychology: Problems and Possibilities. *Qualitative Research in Psychology, 2*(4), 281-307.

Powell, R. A. & Single, H. M. (1996). Methodology Matters-V. *International Journal for Quality in Health Care, 8*(5), 499-504.

Rausch, M. & Skiba, R. (2004). Disproportionality in School Discipline Among Minority Students in Indiana: Description and Analysis (Children Left Behind Policy Briefs Supplementary Analysis 2-A).

Rickford, J.R., & Rickford, R.J. (2000). *Spoken soul: The story of Black English.* New York: Wiley.

Sheets, R. (1996). Urban classroom conflict: Student teacher perception: Ethnic integrity, solidarity, and resistance. *Urban Review, 28*(2), 165-183.

Simonson, B., Fairbanks, S., Briesch, A., Myers, D., & Sugai, G. (2008). Evidence-based practices in classroom management: Considerations for research to practice. *Education and Treatment of Children, 31*(3), 351-380.

Siwatu, K. O.,Putman, S. M., Starker-Glass, T. Y., & Lewis, C. W. (2015). The Culturally Responsive Classroom Management Self-Efficacy Scale: Development and Initial Validation. *Urban Education, 1-27.*

Skiba, R. J., Peterson, R.L., & Williams, T. (1997). Office referrals and suspensions: Disciplinary interventions in middle school. *Education and Treatment of Children, 20,* 295-315.

Skiba, R. J., Michael, R. S., Nardo, A. C., & Peterson, R. L. (2002). The color of discipline: Sources of racial and gender disproportionality in school punishment. *The Urban Review*, 34, 317-342.

Skiba, R. J., Horner, R. H., Chung, C., Raush, K., May, S., & Tobin, T. (2011). Race is not neutral: A national investigation of African American and Latino disproportionality in school discipline. *School Psychology Review*, 40, 85-107.

Sugai, G., & Horner, R. R. (2006). A promising approach for expanding and sustaining school-wide positive behavior support. *School Psychology Review, 35,* 245-259.

Stake, R. E. (1995) *The Art of Case Study Research.* Sage Publications.

Taylor, A. R. (2012). Academic achievement of African American boys: Bringing African American girls into the picture. *Journal of School Psychology,* 50, 587-592.

Townsend, B. L. (2000). The disproportionate discipline of African American learners: Reducing school suspensions and expulsions. *Exceptional Children, 66*3), 381-391

U. S. Department of Education. 2014. Guiding Principles: A Resource Guide for Improving School Climate and Discipline.

Ullucci, K. & Battey, D. (2011). Exposing Color Blindness/Grounding Color Consciousness: Challenges for Teacher Education. *Urban Education, 46*(6), 1995-1225.

Vincent, C. G., Swain-Bradway, J., Tobin, T.J., & May, S. (2011). Disciplinary referrals for culturally and linguistically diverse students with and without disabilities: Patterns resulting from school-wide positive behavior support. *Exceptionality, 19,* 175-190.

Virginia Department of Education - http://www.doe.virginia.gov/boe/accreditation/2017-school-accred.shtml

Wallace, J., Goodkind, S., Wallace, C., & Bachman, J. (2008). Racial, ethnic, and gender differences in school discipline among U.S. High School Students. *The Negro Educational Review*, 59, 47-62.

Weinstein, C., Curran, M., & Tomlinson-Clarke, S. (2003). Culturally Responsive Classroom Management: Awareness into Action. *Theory Into Practice,* 42(4), 269-276.

Weinstein, C. S., Tomlinson-Clarke, S., & Curran, M. (2004). Toward a conception of culturally responsive classroom management. *Journal of Teacher Education*, 55, 25-38.

West, C. M. (1995). Mammy, Sapphire, and Jezebel: Historical Images of Black Women and their Implications for Psychotherapy. *Psychotherapy, 32*(3), 458-466.

Yin, R. K. (2003). *Case Study Research: Design and Methods. Third Edition.* Sage Publications.

APPENDIX A

UMS Online Disciplinary Referral 19-20

Please enter referrals for 7th/8th grades using this online form.

*Required fields

E-mail address*

Student's Last Name *

Student's First Name*

Time the infractions occurred*

Location of infraction*

- Classroom

- Hallway

- Cafeteria

- Bus

- Gym

- Office

- Bathroom

- Commons area

- Library

- Off-Campus

- Bus Ramp

- School-sponsored activity

- Parking lot

- Locker Room

- Unknown

Description of student's behavior*

The perceived motivation for student's behavior (why you think the student did what he/she did)

*

- Obtain peer attention

- Avoid tasks/activities

- Obtain items/activities

- Obtain adult attention

- Avoid adult

- Avoid peer(s)

- Other

- Unknown motivation

Others involved*

- Peer(s)

- Teacher(s)

- Staff

- Substitute(s)

- Other

- Unknown

How many times has this offense occurred and been documents (with appropriate and applicable interventions) previously? *

- 1st Offense (FRIENDLY REMINDER: if this is the 1st offense, is this a referable offense?)

- 2nd Offense (FRIENDLY REMINDER: If this is the 2nd offense, is this a referable offense?)

- 3rd Offense (FRIENDLY REMINDER: make sure to submit the interventions you've

  tried and student reflections)

- Other

If "other" for offense, please describe:

Date*

Interventions you have implemented (please check all that apply and make sure you are

providing documentation to the administrator): *

- Conference with student

- Modeling of appropriate behaviors

- Spoke to parent/guardian on the phone

- Conference with parent/guardian

- Changed the student's seat

- Implemented a behavior contract

- Day-treatment referral

- Guidance referral

- Time-out in a different classroom

- Silent lunch

- Teacher-led detention after school

- other

If "other" for interventions, please explain below:

Date UMS Intervention Form was given to administrator*

A copy of your responses will be e-mailed to the address you provided.

APPENDIX B

INDIVIDUAL INTERVIEW

1. What subject and grade do you teach?

2. How long have you taught?

3. Have you always taught in an urban school? Have you always taught in predominantly black schools?

4. Did you participate in a teacher education program? If so from what university?

5. Could you explain your classroom management philosophy?

6. How would you explain or define culturally responsive and sustaining classroom management?

7. How do you develop relationships with your students?

8. How do you communicate your classroom policies and expectations to your students?

9. How do you consider your students' cultural backgrounds in your classroom management practices, if you do at all?

10. How do you alter a students' behavior who behaves in the 3Ds: disrespectful, defiant, and disrespectful?

11. Do you see a difference in these behaviors in boys and girls?

12. How does the behaviors of Black girls differ from your observations?

13. Why do you think some of the negative behaviors that some of your Black female students display in other classes aren't seen in yours?

14. Think of what is considered acceptable school behavior for a moment. What are your feelings about the correlation between acceptable school behavior, your classroom behavior, and the behaviors of your students' home culture?

15. Describe how you designed your classroom? Furniture arrangement, posters, decor etc.

16. How do you address inappropriate behaviors especially those of your Black female students?

17. Do you consider gender when disciplining your students?

18. Explain your relationships with your students' parents?

19. In what ways do you believe you use culturally appropriate methods to discipline your students?

20. Do you modify your curricula to meet the cultural needs of you students? If so, in what ways? If not, why?

21. Are your disciplinary actions in accordance with equitable treatment?

22. Does your classroom management "work"?

23. When should you cede accommodation to students rather than requiring them to adjust to your expectations?

APPENDIX C

FOCUS GROUP QUESTIONS

Thank you for participating in this research study. Before we begin, I would like to remind you of a few important things. This study is not evaluative. While I am one of the administrators in the building, for this research study I am an objective researcher. To be respectful of your time and your voluntary commitment, our focus group will not last longer than an hour and I will be using a timer. To ensure that I capture everything shared today, I will be recording our conversation. When you answer a question or comment, please say your name as it will help when this interview is transcribed. Your names will not appear in the study. This interview is informal, this is a safe space, and I ask that you don't discuss our interview outside of this group.

The purpose of this study is to examine best practices of successful teachers at an urban middle school who use culturally responsive and sustaining classroom management practices when disciplining their students, Black girls in particular.

Question 1- What do you think good classroom management looks like?

Question 2- Why do you think you have written less referrals than your colleagues?

Question 3- What do you consider subjective behaviors?

Question 4- Do you witness subjective behaviors in your classes and if so, how do you diffuse the behaviors?

Question 5- How important is developing positive relationships with your students to your classroom management practices?

APPENDIX D

OBSERVATION PROTOCOL

During the observation, the researcher will use the following as a guide of culturally responsive characteristics to look for in the classroom (Siwatu et al., 2015).

1. Giving priority to developing and maintaining positive, meaningful, caring, and trusting relationships with students.

2. Understanding the importance of creating a warm, inviting, supporting, safe, and secure classroom environment for all students and designing a culturally compatible environment that conveys genuine respect for the cultures that are present in the classroom.

3. Understanding that students' behavior in the classroom may be a reflection of cultural norms and may differ from the behavioral norms in traditional classrooms.

4. Knowing how to communicate with students' parents/guardians whose language is similar or different from themselves, regularly regarding these students' academic achievement and progress

5. Designing the classroom in ways that allow students to visualize themselves in classroom displays

6. Communicating and establishing classroom rules and procedures and describing the consequences of non-compliance. In addition, culturally responsive teachers enforce rules consistently and equitably.

7. Assessing which behaviors are truly unacceptable in the classroom, while also remaining cognizant that some behaviors that the school culture deems inappropriate may be quite appropriate in another culture.

8. Setting high behavioral expectations. These expectations include students actively participating in class, working hard to produce high quality work. Treating others with respect and participating on complex cognitive tasks.

APPENDIX E

INFORMED CONSENT DOCUMENT

OLD DOMINION UNIVERSITY

PROJECT TITLE: Black Girls in 3D: Disruptive, Defiant, and Disrespectful

Case Studies of Culturally Responsive and Sustaining Classroom Management Practices in an

Urban Middle School

INTRODUCTION

The purposes of this form are to give you information that may affect your decision whether to say

YES or NO to participation in this research, and to record the consent of those who say YES.

This study examines the best practices of effective classroom teachers who use Culturally

Responsive Classroom Management Practices. The teachers selected will meet in the middle

school library for no more than one hour for a focus group meeting. The researcher will observe

the participant during one of their class periods for no more than an hour. A follow up individual

interview will take place either face to face after school in the office of the researcher or via

ZOOM.

RESEARCHERS

Janeen Perry-Campbell

Doctoral Candidate

Darden College of Education

Curriculum and Instruction

DESCRIPTION OF RESEARCH STUDY

Several studies have been conducted looking into the subject of the behaviors of Black girls in urban schools. None of them have explained the effective practices that classroom teachers employ that deter defiant, disruptive, and disrespectful behaviors.

If you decide to participate, then you will join a study involving research of effective teachers who teach Black girls by participating in a focus group, being observed once, and participating in a follow-up individual interview. If you say YES, then your participation will last for three weeks. During the three weeks you would participate in an one-hour focus group, a one hour individual interview, and you will be observed in your classroom to see the best practices you use for classroom management at the school where you teach and in your classroom. Approximately five teachers will be participating in this study.

EXCLUSIONARY CRITERIA

You were selected because of your assessment data and SWIS data on your classroom referrals. To the best of your knowledge, you should not have written more than three subjective referrals on Black girls that would keep you from participating in this study.

RISKS AND BENEFITS

RISKS: If you decide to participate in this study, there are no foreseeable risks. The researcher tried to reduce these risks by selecting teachers who had common practices aligned to the research study. And, as with any research, there is some possibility that you may be subject to risks that have not yet been identified.

BENEFITS: The main benefit to you for participating in this study is provide practical application for teachers who work with diverse populations. Others may benefit by learning best practices from successful teachers.

COSTS AND PAYMENTS

The researchers want your decision about participating in this study to be absolutely voluntary. Yet they recognize that your participation may pose some intangible costs such as staying back one day for an hour to participate in the focus group. In order to compensate you for your you will receive lunch during the focus group.

NEW INFORMATION

If the researchers find new information during this study that would reasonably change your decision about participating, then they will give it to you.

CONFIDENTIALITY

The researchers will take reasonable steps to keep private information, such as interviews and artifacts confidential. The researcher will remove identifiers from the information, destroy tapes, store information in a locked filing cabinet prior to its processing. You will be able to create your own pseudonym if you wouldn't like or the researcher will assign one to you. The results of this study may be used in reports, presentations, and publications; but the researcher will not identify you. Of course, your records may be subpoenaed by court order or inspected by government bodies with oversight authority.

WITHDRAWAL PRIVILEGE

It is OK for you to say NO. Even if you say YES now, you are free to say NO later, and walk away or withdraw from the study at any time.

COMPENSATION FOR ILLNESS AND INJURY

If you say YES, then your consent in this document does not waive any of your legal rights. However, in the event of harm arising from this study, neither Old Dominion University nor the researchers are able to give you any money, insurance coverage, free medical care, or any other compensation for such injury. In the event that you suffer injury as a result of participation in any

research project, you may contact Dr. George Maihafer the current IRB chair at 757-6834520 at Old Dominion University, or the Old Dominion University Office of Research at 757-683-3460 who will be glad to review the matter with you.

VOLUNTARY CONSENT

By signing this form, you are saying several things. You are saying that you have read this form or have had it read to you, that you are satisfied that you understand this form, the research study, and its risks and benefits. The researchers should have answered any questions you may have had about the research. If you have any questions later on, then the researchers should be able to answer them:

Janeen Perry-Campbell, 757-235-6593

If at any time you feel pressured to participate, or if you have any questions about your rights or this form, then you should call Dr. George Maihafer, the current IRB chair, at 7576834520, or the Old Dominion University Office of Research, at 7576833460.

And importantly, by signing below, you are telling the researcher YES, that you agree to participate in this study. The researcher should give you a copy of this form for your records.

Subject's Printed Name & Signature	**Date**
Parent / Legally Authorized Representative's Printed Name & Signature (If applicable)	**Date**
Witness' Printed Name & Signature (if applicable)	**Date**

<u>INVESTIGATOR'S STATEMENT</u>

I certify that I have explained to this subject the nature and purpose of this research, including benefits, risks, costs, and any experimental procedures. I have described the rights and protections afforded to human subjects and have done nothing to pressure, coerce, or falsely entice this subject into participating. I am aware of my obligations under state and federal laws and promise compliance. I have answered the subject's questions and have encouraged him/her to ask additional questions at any time during the course of this study. I have witnessed the above signature(s) on this consent form.

Investigator's Printed Name & Signature	**Date**

APPENDIX F

Office of Research and Evaluation

3651 Hartford Street • Portsmouth, Virginia 23707
(757) 393-8840 • FAX (757) 393-8233

November 22, 2019

Janeen Perry-Campbell

Janeen.Campbell@portsk12.com

RE: Application to Conduct Research

We are pleased that you recently requested permission to conduct a research study in the Portsmouth Public Schools. The intent of this memorandum is to share the process. Also, enclosed you will find an application form. Please read the memorandum and return the completed application to my attention at the address noted on this memo.

In reviewing research requests, we abide by certain principles. These include: school time must be reserved for teaching students; students and staff have a right to privacy and voluntary participation, as applicable; and, external studies should relate to the priorities of the school division.

Your request will be judged based on the completed application and supporting attachments. The following components are deemed most important in this review process:

- ▪   Is the study relevant for the Portsmouth Public Schools?
- ▪   Is the design of the study comprehensive and research questions clearly delineated?
- ▪   Is the methodology clearly articulated (sample, data collection, analyses)?
- ▪   Is there a guarantee regarding maintaining confidentiality?
- ▪   Is the study of significant merit to warrant participation?
- ▪   Is the amount of staff time/resources requested manageable?

Personnel in our school division have been asked to await approval from this office before responding to any research requests, including the completion of surveys.

Upon submission, your application will be processed in a timely manner. You will be notified whether or not permission is granted within one month of the receipt of your completed application.

Sincerely,

Derrick Nottingham
Director of Research and Evaluation
Attachments

PORTSMOUTH PUBLIC SCHOOLS

APPLICATION FORM FOR AN EXTERNAL RESEARCH STUDY

I.   Janeen Perry-Campbell
Name of Applicant
160 Graystone Trace Suffolk, VA   23435   757-235-6593
Home Address   Zip   Home Phone
21 Alden Avenue Portsmouth, VA   23702   757-393-8788
Work Address   Zip   Work Phone
Assistant Principal   757-393-5050
Affiliation   FAX

(Complete each of the sections below in detail. Attach a copy of your thesis/dissertation prospectus.)

II.   PURPOSE FOR THIS STUDY IN PORTSMOUTH PUBLIC SCHOOLS

A.   Title of Project Black Girls is 3D: Defiant, Disruptive, and Disrespectful-Case studies of culturally responsive and sustaining classroom management practices in an urban middle school

B.   Why are you conducting this study? (*e.g*., graduate courses, dissertation - if dissertation or thesis, please note the university's name and phone number of committee members.)
Dissertation
Old Dominion University
Dr. Kristine Sunday, Advisor   757-683-3283
Dr. Michael Cromartie   757-393-8556
Dr. Melva Grant   757-683-5725
Dr. Steve Myran   757-683-6694
Dr. Janice Underwood   757-817-2034

C.   Why do you wish to conduct this study in the Portsmouth Public Schools?
I wish to conduct this study in Portsmouth Public Schools because I am an employee and a product of Portsmouth Public Schools. My research involves diversity, equity, and inclusion issues that affect urban schools.

DESCRIPTION OF THE METHODOLOGY YOU INTEND TO USE

A.   Describe the subjects (including grade, number and special characteristics), instrumentation, design, procedure and research questions. If you are interested in conducting a survey, please include a copy of the survey instrument with your application information.

For this research project, teachers at Cradock Middle School will be studied.   The study will be conducted with teachers at an urban middle school. Participants will be selected by the researcher because they have written less than 3 subjective (coded as defiant, disruptive, and disrespectful) office referrals on Black girls and have proven evidence of academic success for their students through district assessment data. The researcher will use focus groups, individual interviews, and analysis of school-wide inventory system (SWIS) data, and assessment data from the software PowerAnalytics. The study will take no more than 4 weeks to conduct. The researcher will use the reflexive thematic analysis to analyze the data. Teachers will be informed that the study is voluntary and that the observations will not be evaluative. There will be no compensation nor recertification points given for participation. Food will be provided during the focus group meetings. A notification letter informing the teachers of the purpose, requirements, potential benefits or risks, the voluntary nature of the study, and confidentiality assurances will be provided.

B. Type of Population

Group	Number Needed	Time (in minutes) Required for Each Person to Complete Tasks
Students	N/A	N/A
Teachers	5	150 minutes
Principals	N/A	N/A
Others (specify)	_____	_____

IV. DESCRIPTION OF HOW YOU INTEND TO ANALYZE YOUR DATA

Describe the statistical technique(s), which will be used to analyze the data.   Please specify the degree to which anonymity will be maintained.

The research study uses qualitative research methods. Data will be analyzed by reflexive thematic analysis. Anonymity will be maintained by creating a pseudonym for the school that

the research will take place in (UMS-Urban Middle School). The teachers used will also be given pseudonyms to be used throughout the research project.

V. APPROXIMATE TIME SCHEDULE

List major activities or phases of your proposed research study. Include an expected completion date for each phase of the study along with recommended timeline for data collection.
- 2/3/2020 Interest letters will be sent to teachers regarding their participation
- 2/5/2020   Informed consent letters will be sent to participants with a signature deadline by 2/7/2020
- 2/11/2020 Focus group interview will be conducted in the school library
- 2/17-28/2020   Classroom observations & individual interviews
- 3/2-20/2020   Data Analysis and any follow-up with participants

VI.   RESOURCE CONSIDERATIONS
Include information on projected resources required by the Portsmouth Public Schools. **Please note:** The Portsmouth Public Schools is not responsible for meeting budgetary requirements of external studies and may ask for expenses incurred as a participant in this external study.

N/A
VII.   ATTACHMENTS (Please provide the following, if applicable.)

A.   A copy of your research plan (*e.g.,* prospectus). This plan should include a detailed description of the purpose, a review of literature, research design, timeline, and analyses to be conducted.
B.   A copy of the data collection instrument(s) you plan to use (surveys, tests, questionnaires) along with cover letters.
C.   Complete Researchers Promissory Form
D.   If thesis or dissertation, copy of completed Human Subjects Form from university.

Cradock Middle School
21 Alden Avenue
Portsmouth, VA 23702
757-393-8788

February 11, 2020

Dear Old Dominion University Human Subjects Review Committee:

The purpose of this letter is to inform you that I give Dr. Kristine Sunday, Responsible Project Investigator and Janeen Perry-Campbell. Doctoral Candidate permission to conduct the research titled Black Girls in 3D: Defiant, Disruptive, and Disrespectful-Case studies of culturally responsive and sustaining classroom management practices in an urban middle school at Cradock Middle School. We have agreed to the following study procedures. Ms. Perry-Campbell will be allowed to conduct classroom observations, individual interviews, and a focus group discussion with the teachers selected.

Sincerely,

Dr. Damon Cary
Principal

**APPENDIX B
OLD DOMINION UNIVERSITY
APPLICATION FOR EXEMPT RESEARCH**

Responsible Project Investigator (RPI)

The RPI must be a member of ODU faculty or staff who will serve as the project supervisor and be held accountable for all aspects of the project. Students cannot be listed as RPIs.

First Name: Kristine	**Middle Initial:**	**Last Name:** Sunday
Telephone: 757-683-3283	**Fax Number:**	**E-mail:** ksunday@odu.edu

Office Address: 3135 Education Building

City: Norfolk	**State:** VA	**Zip:** 23529

Department: Teaching & Learning	**College:** Darden College of Education

Complete Title of Research Project: Black Girls in 3D: Defiant, Disruptive, and Disrespectful-Case studies of culturally responsive and sustaining classroom management practices in an urban middle school	**Code Name (One word):**Perry3D

Investigators

Individuals who are directly responsible for any of the following: the project's design, implementation, consent process, data collection, and data analysis. If more investigators exist than lines provided, please attach a separate list.

First Name: Janeen	**Middle Initial:** C.	**Last Name:** Perry-Campbell
Telephone: 757-235-6593	**Fax Number:**	**Email:** jperr008@odu.edu

Office Address: 3135 Education Building

City: Norfolk	**State:** VA	**Zip:** 23529

Affiliation: __Faculty   X_Graduate Student   __ Undergraduate Student
__Staff   __Other_____

First Name:	**Middle Initial:**	**Last Name:**
Telephone:	**Fax Number:**	**Email:**

Office Address:

City:	**State:**	**Zip:**

Affiliation: __Faculty   __Graduate Student   __ Undergraduate Student
__Staff   __Other_____

List additional investigators on attachment and check here: __

Type of Research

1. This study is being conducted as part of (check all that apply):

Faculty Research   _   Non-Thesis Graduate Student Research

Doctoral Dissertation X   _   Honors or Individual Problems Project

Masters Thesis   _   Other_____

Funding

2. Is this research project externally funded or contracted for by an agency or institution which is independent of the university? Remember, if the project receives ANY federal support, then the project CANNOT be reviewed by a College Committee and MUST be reviewed by the University's Institutional Review Board (IRB).

___Yes **(If yes, indicate the granting or contracting agency and provide identifying information.)**
XNo
Agency Name:
Mailing Address:
Point of Contact:
Telephone:

Research Dates

3a. Date you wish to start research (MM/DD/YY)   02/01/2020
3b. Date you wish to end research (MM/DD/YY)   03/27/2020

NOTE: Exempt projects do not have expiration dates and do not require submission of a Progress Report after 1 year.

Human Subjects Review

4. Has this project been reviewed by any other committee (university, governmental, private sector) for the protection of human research participants?

4a. If yes, is ODU conducting the primary review?__Yes __No (If no go to 4b)

4b. Who is conducting the primary review?

---

5. Attach a description of the following items:
    Description of the Proposed Study
_____Research Protocol
X References
    Letters, Flyers, Questionnaires, etc. which will be distributed to the study subjects or other study
rticipants
    __If the research is part of a research proposal submitted for federal, state or external funding,
submit a copy of the   FULL proposal
Note: The description should be in sufficient detail to allow the Human Subjects Review Committee to
determine if the study can be classified as EXEMPT under Federal Regulations 45CFR46.101(b).

Exemption categories

**6. Identify which of the 6 federal exemption categories below applies to your research proposal
and explain why the proposed research meets the category? Federal law 45 CFR 46.101(b)
identifies the following EXEMPT categories. Check all that apply and provide comments.**

SPECIAL NOTE: The exemptions at 45 CFR 46.101(b) do not apply to research involving prisoners,
fetuses, pregnant women, or human in vitro fertilization. The exemption at 45 CFR 46.101(b)(2), for
research involving survey or interview procedures or observation of public behavior, does not apply to
research with children, except for research involving observations of public behavior when the
investigator(s) do not participate in the activities being observed.

 _X_(6.1) Research conducted in established or commonly accepted educational settings, involving
normal educational practices, such as (i) research on regular and special education instructional
strategies, or (ii) research on the effectiveness of or the comparison among instructional techniques,
curricula, or classroom management methods.
Comments:
The dissertation research will examine best practices of culturally responsive and sustaining classroom
management by successful teachers in an urban middle school in southeastern Virginia. The study
will be conducted with teachers at an urban middle school. Participants will be selected by the
researcher because they have written less than 3 subjective (coded as defiant, disruptive, and
disrespectful) office referrals on Black girls and have proven evidence of academic success for their
students through district assessment data. The researcher will use focus groups, individual interviews
and analysis of school wide inventory system (SWIS) data, and assessment data from the software
PowerAnalytics. The study will take no more than 4 weeks to conduct. The researcher will use
reflexive thematic analysis to analyze the data.
Teachers will be informed that the study is voluntary and that the observations will not be
evaluative. There will be no compensation nor recertification points given for participation. Food will be
provided during the focus group meetings. A notification letter informing the teachers of the purpose,
requirements, potential benefits or risks, the voluntary nature of the study, and confidentiality
assurances will be provided.

 _X_(6.2) Research involving the use of educational tests (cognitive, diagnostic, aptitude,
achievement), survey procedures, interview procedures or observation of public behavior, unless: (i)
Information obtained is recorded in such a manner that human subjects can be identified, directly or
through identifiers linked to the subjects; AND (ii) any disclosure of the human subjects' responses
outside the research could reasonably place the subjects at risk of criminal or civil liability or be
damaging to the subjects' financial standing, employability, or reputation.

Comments:

This research project will examine best practices used by urban middle school teachers when managing their classrooms. The data collected will be coded for emergent themes to determine implications that teachers who work with similar populations can use in the classroom management practices.

Participants will be given pseudonyms that will be used through the project. The teachers' information will be maintained in a separate, password-protected file to ensure confidentiality and the data will be destroyed after the data analysis is completed and final revisions are made.

____(6.3) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior that is not exempt under paragraph (b)(2) of this section, if:

(i) The human subjects are elected or appointed public officials or candidates for public office; or (ii) federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.

Comments:

_X(6.4) Research, involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.

Comments:

The research project will examine collected office referrals written by the teachers in the study from the School Wide Inventory System (SWIS) from the beginning of the school year until the end of the research collection period. The school's online referral database will be accessed as well and coded for themes. The participants identities will be coded with pseudonyms to protect their identities. The information from these databases are available to all administrators of the software.

____ (6.5) Does not apply to the university setting; do not use it

____(6.6) Taste and food quality evaluation and consumer acceptance studies, (i) if wholesome foods without additives are consumed or (ii) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture.

Comments:

Human Subjects Training

All investigators (including graduate students enrolled in Thesis and Dissertation projects involving human subjects) must document completion of the CITI Human Subject Protection course.

(Attach a copy of all CITI Human Subject Protection completion certificates.)

Date RPI completed Human Subject Protection training:_____

PLEASE NOTE:

1536.   You may begin research when the College Committee or Institutional Review Board gives notice of its approval.

1537.   You MUST inform the College Committee or Institutional Review Board of ANY changes in method or procedure that may conceivably alter the exempt status of the project.

<table>
<tr><td></td></tr>
<tr><td></td></tr>
<tr><td></td></tr>
</table>

Description of the Proposed Study
Research Protocol

Design

This dissertation will use case studies to analyze and describe best culturally responsive and sustaining classroom management practices of teachers at an urban middle school.

Participants

Five teachers from an urban middle school will be studied in this dissertation research. Participants will be selected by the researcher because they meet the criteria of being successful. The teachers identified have written less than three subjective referrals on Black girls (defiant, disruptive, and disrespectful) during the first nine weeks of school. The teachers will also have documented evidence of academic success of their students through district assessment data. (Teachers will have a pass rate of at least 60% on the division made Benchmark assessments.) Demographic information such as race, gender, university attended for teacher education program, and length of time teaching will be asked from participants.

Measures

    Focus groups
    Individual Interviews
    Artifact collection
    Data from SWIS and PowerAnalytics

Procedure

Participants will be identified and notified via email about the study. A schedule will be given of when the focus group meetings will occur and a window for observations. During the first week of the study, participants will participate in a focus group. Over the course of 2 weeks the teachers will be observed, and an individual interview will occur after school hours. The classroom observations will be recorded, and pictures will be taken in the classrooms during the observations. The data collected will be coded for emergent themes using reflexive thematic analysis (Braun & Clarke, 2019). Once the study is over and the data has been analyzed, the data will be destroyed within one year. Participants will remain anonymous through the usage of pseudonyms.

References
Appendix A: Focus Group Questions
Appendix B: Classroom Observation Protocol
Appendix C: Individual Interview Questions
Appendix D: Consent Form
CITI Report

PORTSMOUTH PUBLIC SCHOOLS
Researcher's Promissory Form

I understand that acceptance of this request for approval of a research proposal in no way obligates the Portsmouth Public Schools to participate in this research. I also understand that approval does not constitute a commitment of resources or endorsement of the study or its findings by the school system or by the School Board.

I acknowledge that participation in research studies by students, parents, and school staff is voluntary. I will preserve the anonymity of all participants in all reporting of this study. I will not reveal the identity or include identifiable characteristics of schools or the school system unless authorized by the Director of Research and Evaluation.

If approval is granted, I will abide by all the policies and regulations of the Portsmouth Public Schools and will conduct this research within the stipulations accompanying any letter of approval. At the completion of the study, I will provide the Portsmouth Public Schools with a copy of the results.

_____   _____
Applicant's signature   Date

_____   _____
Professor or Faculty Advisor's signature   Date

FORWARD ALL REQUESTED MATERIAL TO:

Office of Research and Evaluation
Portsmouth Public Schools
3651 Hartford Street
Portsmouth, Virginia 23707

APPENDIX G

Case Study Data Base

Mr. Garcia 3/18/2020 Individual Interview		
Question	**Answer**	**Theme**
What subject and grade do you teach?	I teach language arts 7th grade.	
How long have you taught?	I've taught roughly 16 years.	
Have you always taught in an urban school?	Yes, in a predominantly black school.	
Did you participate in the teacher education program?	Yes.	
From what university?	South Carolina State University	
Is that an HBCU?	It is.	
So how do you implement that philosophy?	A lot of redirecting a lot of reteaching. A lot of relationship building.	Theme 1: redirect/reteach

Okay, can you give an example of how you redirect and reteach?	A lot of times our children may not speak as if they're speaking to somebody of authority if you will and you may have to redirect the student in general to how to speak with people. It may not even be with somebody in authority. Just how to speak with somebody with respect. So a lot of times I have to redirect a student and reteach those methods to them as well how to speak to people with respect.	
Can you give me a specific example of how you've had to redirect the students? So, could you give us a specific example of a student who may have been disrespectful, and you had to redirect their negative behavior towards what your classroom expectations were?	So, you may have a young lady. Let's say her name is Lisa. And Lisa is giving an answer to a question and her answer may be a little bit off topic. Let's say a lot off topic. And the other student Stacy blurts out "That's just the dumbest answer ever. Who would say something like that?" That would be a perfect time for you to kind of redirect Stacy and let her know that everyone's opinion matters, and we don't blurt out in class like that. if you would like to kind of counter Lisa's opinion, you know, you would raise your hand, wait to be recognized and give a respectful response to Lisa's opinion. You definitely can't blurt out in the middle of class and tear down other students because we don't agree with their answer.	
Thank you for sharing that now, how would you explain or define culturally responsive classroom management?	I guess culturally responsive classroom management really deals with the demographic of students that you work with if I work in an urban setting with urban students, and I know I work with the low socio-economic demographic. I know some of the things that come along with that those kids may not have had breakfast that morning, those kids may not have a stable situation where they woke up feeling safe. So, what did you call it again?	
So, it's a phenomenon called culturally responsive classroom management. So, have you ever heard that term before?	I haven't but if I were to break it down by the words that I hear in it. I would just assume being conscious of the background that my students are coming	

	from when I'm dealing with them at school daily, you know keeping that in mind in redirecting and being able to deal with different behaviors from students, know that they may be coming from a situation that other students are coming from in a different demographic.	
How do you develop relationships with your students?	We actually have an inventory check at the beginning of the year of personal likes, very non personal family background, aspects on life, future dreams that we do in class. So, this aids me in building a rapport with students being aware of what their interests are, things like that and a lot of one-on-one in class opportunities for students to verbalize their thoughts always helps build relationships.	T2: Relationships
Okay, how do you communicate your classroom policies and expectations to your students?	Well, luckily at my school we participate in PBIS. So, we have a basic matrix that all of our students want to work for us. It's SAIL. Strive for excellence, accept responsibility, Inform staff of unsafe behaviors and Lead by example. So based on the Matrix, I always push those goals but above all else, you know, we live off the best in my classroom. I always push respect so respect is always a priority within my class.	
How do you consider your students cultural backgrounds in your classroom management practices if you do so at all?	Being aware of the demographic of students that you teach. Like I said, I teach now in a low socio-economic background. My school is predominantly a hundred percent free or reduced lunch. So being aware of those different demographics allows me to kind of be directing my classroom management.	T3: awareness
You keep mentioning poverty, what are some other cultural backgrounds of your students, demographically? Because everyone in your class isn't low poverty. So, as I'm talking about culture and this context, I am talking about race. How do	Well based on my content language arts. I'm able to incorporate a lot of non-fictional text in my instruction.	

you use your student's African American heritage in your classroom management practices if you do it all?		
I'm asking about classroom management, not instruction. How do you consider your classroom management as it relates to teaching a population of black students? Would your management style differ if you taught maybe white students or had more racially diverse students?	No. The majority of my students are black. I would say at least 90%. So hopefully their parents like reflect my image. I make sure I teach all my children as if I would you know my own children. So, I practice those practices being that all my children are black or being at the majority of my children are black with that. I do understand your point because they're black does not mean that they're broke. So, I wasn't really coming from that perspective. But I was saying that the bulk of my students are low socioeconomic students that impacts a lot of my classroom management and the fact that the students are black more so or less. Well I teach middle school, so I think about a lot of middle school age demographics. Disney channel is one of those things that I know a lot of middle schoolers watch, they don't like to admit that they watch those things.	T3: awareness
We're talking about race. I specifically want to know about black kids. As you answer these questions, think specifically about the context of black kids.	Well based on my content being English, you can say that I take the antonym approach if you will when it comes to addressing some of the languages and behaviors of our black students. So, I may catch some students speaking Ebonics or a way that is not proper grammar, I may over exaggerate the properness that they should be using at that time due to my content. By me acknowledging, "Hey I get it we speak like that when we are at home or around our family. However; y'all have to code switch with society and over exaggerate the correct way to pronounce the comment that they are making.	
We're going to move on because I don't think you are	So, for example, like I said I redirect the students. If Shaniqua is yelling out about	

understanding the question. I am asking do you discipline white students different from black students.	purple cats, I am going to redirect her and say we don't hollar out about purple cats. If you like orange cats, you can state your reasoning and respect others' opinions. But what we are not doing is blurting out over our classmates and interjecting our opinions otherwise first. Now, I do understand your question. If it's a black student, we may be like Hey don't be *laughs*.	
Just be honest.	So, for example, one of the main things I do to redirect children. I do a lot parental contact. Okay. Now, I don't know if this is a cultural thing. You know, I don't know. However, I don't want to find out that hey you gonna call my mom by her first name and be like, please don't make me call Miss Lisa. Okay, and let her know how you are acting in here. By me being in contact with my parents frequently I'm able to interject "Hey do I need to let your moma know how you are acting in class?" Now a lot of times that could be a cultural thing. But at the same time that could be that age group as well where I'm just letting them know. Hey, I'm gonna call your mama and you know, I'm gonna call your mom because I just talked to your moma. So that may be one of the cultural things. I do within my classroom and kind of let my African American students know I am not playing. Being direct and specific with that. Hey, don't make me call your mom because you know, I will I just talked to your mom. Now from a cultural aspect of it, as a child, I knew I never wanted to be doing mischievous things and bump into somebody that knew my moma or who because now I'm like, oh shucks Ms. Shirley saw me throwing rocks in the street. And when she sees me and let me know oh Imma tell ya moma. She heard me talking loud at the mall and she like "Don't make me call ya moma." That	T3: cultural awareness

	would immediately make me change my behavior, you know.	
So, the next question is how do you alter a student's behavior who displays the 3Ds? That's being defiant, disruptive, and disrespectful. This time let's say it's LaTonya. How do you alter her behavior from being 3D?	Let me tell you something, LaTonya sounds like uh. Well she could come from alot of different areas. First of all, you have to get to the bottom of why Latonya is acting the way she's acting. Like she's seeking attention from her peers. She trying to get attention from you. She doesn't understand how you wanted to do the work. Like what is causing her to do this, so you are going to have to some interest in LaTanya . As show interest in LaTonya and pull her to the side and move her seat, be in contact with her parents. Why are you acting like this? If you can get in contact with them. You gotta be like Hey I need you to do what i need you to do so I can do what I need to do. Once you kind of build that rapport with LaTanya. You have to put some you have to stick to your guns. If I'm gonna give you silent lunch, LaTanya needs to be in silent lunch. If I am going to send you to a classroom, you are still going to be responsible for assigning that we're doing. You know, so after building a rapport with LaTanya. Stick to your guns with consequences that you are giving LaTonya. After that you are going to have to coach her a little bit like hey, I see you trying. You're gonna have to find a little piece of sunshine to be like, hey Latonya, I recognize what you're doing. I see you're doing better than we were last week or something. That's for those who want to be some of the things you're going to have to establish to get repeat your question one more time.	relationships/rapport
So I am asking, how do you alter those 3D behaviors?	Right, so first you're going to have to like build a rapport with her to identify why she's acting like that. Then you're going to have to like to give her some consequences and stick to them. Show her that hey, I can't just do this in Mr. So, in So or Miss So in So's class. I am going to get silent lunch, or my seat will be moved, whatever the consequences	

	are. After that, you have to recognize some behaviors. You won't have to find these, this is gonna be the hard part. You have to find glimpses of LaTanya showing you those behaviors that you really want to see.	
Thinking about those 3D behaviors, defiance, disruptive and disrespectful. Do you see a difference in those behaviors and boys versus girls?	The girls 3DS are definitely going to look different than the boys 3DS, as a male teacher is going to be very important for me to know when to just kind of like, you know, what let me let this situation breathe. A lot of times young men they're going to present a shell. That just needs a little bit of more pressure and then they'll let you understand why they're acting like that. You know, what promoting that behavior from a young male you'll find that out. Is it for peer, is it attention from me? Is it because I don't understand the work, a male will give you that information quicker than a female?	T4: gender differences
So, give me tell me about a girl. I'm going to throw a name out there from an observation, I've seen.	I don't want to use her because that young lady right there is doing what she wants to do versus what I believe her parent expects her to do .	
Right? So her doing what she wants to do is classic defiance.	Exactly because her parent, I'm in contact with the parent frequently. So, for instance, I have just spoken with her parents in regard to where you get to work from. Okay, so I know a lot of times her behaviors aren't because somebody's not reinforcing what should be done at home. I mean, excuse me, what should be done at school. There's a young lady, I just wrote her up the other day, okay. She's the 3Ds similar to the other girl. It stems from what you want your peer to see. However, the part that really escalates the 3DS. You can't get in contact with the parent. So, you don't have that support. So this young lady knows that whether you move her seat or write her up, going back to my second point earlier that this the child has to know that you're going to stick to whatever the consequence you're	

	giving the 3D. Okay. Okay, so she knows even though you're going to stick to your consequence. I don't care because you don't have that initial contact of building that rapport of having the contact with going back to being ever say I'm gonna call your mama. I'm going to talk to your daddy your granddaddy, you know, so you don't have that. So, whether or not you stick to your guns is neither here nor there. So, all you have is the third one which is "Hey great job way to go. I saw your work on the other day on staying focus, but immediately bounces back to the needing attention from your peers because you don't have the foundation.	
So, do you think boys think the same attention?	Boys seek the same attention from their peers. However, when the bell rings you can get bad boy isolated and be like, hey, listen man, come on what's going on what's going on? You know you were performing well last month this month look at your last two scores and you know, you can present things to young men and that shell will start to crack and you will find out why they're acting like they're acting. Whether or not it's somebody in the classroom they're fronting for. They may say "I don't understand the last two stories we read or you know, something's going on at home and they want to open up about it . You can't get the same response from a young lady.	
Why do you think that is?	Okay, so I will go back to the last two questions you had about the cultural piece. Now, you can look at culture as demographic of race, right? Oh, deal what a high level of African American students. However, you're dealing with the age group right now where the main thing that matter is how my friends look at me. So when I get redirected in front of my classmates, that's really going to drive a big piece of my reaction more so than if I'm black or if I'm white or if I'm Mexican or Latino or if I'm broke or if	

	I'm poor or if my mom and daddy balling. You just told me to stop talking in the middle of my joke where everybody's laughing, and I got "Who you talking to?" You know, its kind of steps outside the cultural piece, even though I know your research has been with the cultural piece. So, I say that to say with a young boy, I can kind of I can kind of get to the middle of it. You know what I mean? If you want to use names and then take names out. Let's look at "Malcolm", you familiar? Ok, he understands none of the work. So, the most you can do with "Malik" is let him understand your task and what you are trying to achieve, you know, and to his benefit. I'll say that there are times when he puts on headphones and attempts to follow along with the story. Okay? Okay, but never get him to sit down and do work for one. He doesn't understand the work. So anytime you put students in an individual setting, working independently it immediately creates a conflict with that brother. Because everybody's working and I can't work quietly because I don't understand it. So, he's naturally going to cause a disruption.	
Okay, tell me about a girl that causes a disruption. Why do you think some of the negative behaviors that black girls display are seen in other classes and not yours?	I would like to think that it's my outside teacher presence. Like I said, I have a lot of kids myself. So, I'm just naturally a parent. My demeanor naturally comes to I don't know. I would like to think my sound reflects whatever being of authority that they have at home. I would like to consider myself a nurturer as well. So, they can sense the urgency to sense and hey you better not, but they sense the reason behind my redirection if you will. You know, they understand. Hey, I need you to be quiet and stop talking right now so I can teach the masses. Okay, you know I know I'm not I don't just need you to stop talking because I'm in charge and you're a kid. I need you to stop talking so I can go on and explain how these context clues working out. I would think	T2: relationship/rapport

	that's me because you know, like I said building that rapport with students you hear how students feel about other teachers. You know, you hear that students feel like hey, they're not here anyway. Any child, it's not a black child, it doesn't matter whether or not it's low socio-economic a child, any adolescent that feels like you're not invested. They're going to exhibit certain behaviors going back to what you asked earlier. Okay granted the majority of my students are African American students. But again, the majority of my students are low, socioeconomic students. So, when you're broke, You're broke. So yeah, you act broke.	
How do broke people act?	Eh look, broke people act like "You better know who you talkin to."	
Do you think that's kind of Monolithic? Some of your best-behaved students could be low income.	I don't know if some of my best-behaved kids can be low income. I know some of my best academic children can be low-income. I tell you that. Again, I don't think that's a race or ethnicity type thing, I think it's an age group thing. Cause the mamas of the mamas that you had when you were in this age group are so much different than they mamas that we have now. The age has changed so naturally, it's a little different but I get what you are saying.	
How do you consider your students' cultural background in your classroom management practices if you do at all?	One of the things with my classroom management, I always incorporate my upbringing in school and I always use a teacher by the name of Mr. Beverley. He taught me 11th grade English. I always liked let them know how this was a man that got paid and he didn't care if you do their work or not. He got a check regardless and it didn't hit me until I was in college and I didn't have some of the necessary requirements or the necessary skills that I should have learned in high school. That this teacher didn't give me. So I always use that as an example to let my students know why I am so in debt and serious about my job. That's my hopes that when they are going those 3Ds	T4: background experiences

	that I am able to bring them back in. In the very least, if I am unable to bring them in, to take their pencil out or to log on to where I need them to log on to, at the very least they stop distracting others. So that's what I mean as a nurturer. Like Hey Papa Bear needs you to stop playing because I have to take care of the other baby bears. So, it's either going to make, either you are going to sit down and be quiet. You might not be doing the work, but at the least you know if I'm not going to do the work, I am not going to cause a disruption to stop them from doing the work because I see that point of the picture. One of the things with my classroom management, I always incorporate my upbringing in school and I always use a teacher by the name of Mr. Beverley. He taught me 11th grade English. I always liked let them know how this was a man that got paid and he didn't care if you do their work or not. He got a check regardless and it didn't hit me until I was in college and I didn't have some of the necessary requirements or the necessary skills that I should have learned in high school. That this teacher didn't give me. So I always use that as an example to let my students know why I am so in debt and serious about my job. That's my hopes that when they are going those 3Ds that I am able to bring them back in. In the very least, if I am unable to bring them in, to take their pencil out or to log on to where I need them to log on to, at the very least they stop distracting others. So that's what I mean as a nurturer. Like Hey Papa Bear needs you to stop playing because I have to take care of the other baby bears. So, it's either going to make, either you are going to sit down and be quiet. You might not be doing the work, but at the least you know if I'm not going to do the work, I am not going to cause a disruption to stop them from doing the	

	work because I see that point of the picture.	
	Artifacts	

Jackie Robinson

Joe Louis

Jack Johnson

Bill Russell

Post-it

www.post-it.com

Appendix
Case Study Data Base

Mr. Todman 3/18/2020		
Individual Interview		
Question	Answer	Theme
What subject and grade do you teach?	I teach seventh and life science.	
How long have you taught?	I've been teaching for three years.	
Have you always taught in an urban school?	Always in an urban school, yes.	
Yes, okay have they always been predominantly black schools?	Yes, ma'am, they have been.	
What college did you attend, and did you take any education classes?	I didn't. The illustrious Fayetteville State University.	
Did you take any education classes at Fayetteville State?	I didn't.	
Okay, and it's nothing wrong with that. So, could you explain your classroom management philosophy?	In my classroom, I believe that all students should be treated the same no matter their color of their skin, no matter their background, ethnicity, or their racial profile, or their gender. I believe that all students should get the same treatment equally whether it be a boy or a girl. However, I always believe that students come to school with burdens. Come to school with what they face at home, they come to school and that's their safe haven. So, I believe that understanding what children go through outside of school, I must first understand to be able to reach and to teach them. I have to understand what they are going through at home to help them understand that: Hey you may be going through this at home, but I'm here for you regardless of what it may be."	T2: relationship rapport
How would you explain or define culturally responsive classroom management? Have you ever heard of those terms?	I haven't.	
Okay, and there's nothing wrong with that. What about	No	

culturally sustaining classroom management?		
Okay, and it's nothing wrong with that. So that's what this research is doing, it is going to bring light to those two phenomena. What the research may show is that you are actually doing those things and you just don't know that you're doing it. You may not be doing it and it's not as if it isn't a right or wrong way. It's just an approach that I'm interested in studying. So like I said, you may realize that you are doing it but you just haven't been exposed to the term and I'm seeing that a lot in the interviews. So the next question is how do you develop relationships with your students?	I establish relationships with my students through communication. I believe that in my classroom communication is the biggest portion that's going to keep us thriving and keep us going forth. I communicate a lot with my students. I tell my students if there's something that I need to know even though you know, you may not think I should know tell me about it. I'm like if you communicate everything with me, I mean, I think we'll have the best year of your life. Why? Because communication is what we lack in the school system, Students, especially in our school system. The students are in poverty. They come to school expecting their first smile from the teachers or the person that they see in the morning. It's their safe place. So, I believe that sometimes the kids if you communicate, you'll be fine. So, I make sure that my kids communicate with me. Whether you got a headache even if it's down to a toenail cut off. I want them to communicate with me because that's what's gonna make our relationship better. If you communicate with me, I think we'll be fine.	T2: relationships
How do you communicate your classroom policies and your expectations to your students?	So, classroom expectations and policies are stated from day one when school is first started. However, every day we called it "Back to the basics?" So, what back to the basics is where students basically, you know, some students can tell me what our classroom procedures are What's our procedures for sharpening pencils? If you know the announcements are on, as soon as the announcements are over, you should be sharpening your pencils. I should not have to ask me when you should sharpen your pencil or can I sharpen my pencil, you know, automatically after the announcements are over, you should have sharpened your pencils and gotten everything you need	

	from your classmates, so by the time announcements are over, we are going "Back to Basics" and we are starting with the lesson for the day. So, my kids know what they should be doing when they first come into the classroom. It's either we grabbing a computer or grabbing our notebooks so they should know if it's not on the board I communicate with them. Hey, you grabbing your computer today? You should be on this website until the announcements are over. After the announcements are over, it's on the board by then. Communication is a big piece in my classroom.	
Okay. Do you consider your students cultural backgrounds in your classroom management practices?	Um, well like I stated the school is predominantly white. So, I mean we are predominantly black. I'm sorry, so there are other ethnicities in the classroom. However, I believe that there's well, the school is predominantly black. So therefore, I would say that I incorporate other ethnicities within the classroom, so I would have to say yes.	
Okay. So, could you give me an example of how you do that?	Um, well like I stated the school is predominantly white. So, I mean we are predominantly black. I'm sorry, so there are other ethnicities in the classroom. However, I believe that there's well, the school is predominantly black. So therefore, I would say that I incorporate other ethnicities within the classroom, so I would have to say yes.	
Okay. So, could you give me an example of how you do that?	Well in my third block there are more, well a few Caucasian students in that class. So those kids have a tendency to be by themselves. So, what I do is, I group the students by learning capabilities. So, it may be a high student and it may be a low student and it may be a student in between. My high student and my middle student may be grouped together. Whereas, you know, they may be Caucasian, or they may be black but no one table has one set ethnicity at a table. Even though it plays out to be that way because you know, the blacks overruled all the other ethnicities, but in most cases	

	the students are grouped upon learning capabilities.	
Okay. Now think about you just mentioned ethnic and cultural backgrounds of your students at a predominantly black school. Do you think your classroom management style reflects being at a predominantly black school? So for instance, this could be the way that you speak to your kids certain expectations you may have for them and to give you an example. One teacher mentioned, how was he disciplines her kids. She gives them the black mama love because she knows she works with majority black kids. She just mentioned, you know, black mamas have a look, so I get my kids to black mama look and they know that means close your mouth. So, do you ever bring any of those cultural things into your classroom management practices?	Um, well, like I said majority of my classes are mainly guys, so I have created a rapport with my kids that you know, they can come to me and talk to me about anything, you know such as one of my students mom has passed and he got into altercations. So, he comes to me, he looks forward to coming to me when he gets suspended. So, he is like Mr. Todman, I got suspended. What can I do to stay out of trouble next time? You know talking to him, that type of deal. I take him away from situations, not bring him to situations. He's a male, he looks to me as a male figure. So, you know, it's most of my guys I look to as they look at me like a big brother per se but like I said. I distinguish my job title as being their teacher/their friend, so they know that I'm their teacher and not their friend. So however, in doing and saying that I said all that to say is to have to be able to establish that connection between the students and let them know that there's a thin line between being their teacher and their friend. So, you are going to be teacher, or you are going to be friend. So, whatever you choose, that's your choice. But however, my kids know that I'm not their friend. They may do a lot of things at home with whomever they may live with, but my students know that I'm there to serve them as their teacher and not their friend. So, I just say that to say I gain a strong relationship with all of my students mainly, you know the guys because that's what I can attach myself to the guys. Though some young ladies do attract to me because of the fact they feel that I'm their big brother, but like I always say I draw the line between being their teacher and their friend. I can't stress that enough because you know, some students see my age being a different being there like some of their brothers their sibling. So, I use that as an	T2: relationships

	example to say, you know, I don't mix friend teacher. I don't mix the two because it's a thin line between the two, so I have to stress to my kids that that's a big line that I draw between the two.	
Okay. Now we're going to talk about 3D Behavior. So, my research specifically focuses on black girls. And so, as we continue with these questions, keep that in context that I really want to know how you specifically handle situations with your black girls. Okay. So, my research talks about 3D Behavior, which is defiant, disruptive and disrespectful. The literature states that most times girls are referred for those 3D behaviors being loud talking back being grown. Sometimes their clothes and Italian how to dress and so that's what I'm studying. So how do you alter a student's behavior who comes into your classroom demonstrating the three Ds?	think that most of the time when I see a student that exemplifies the 3Ds, I definitely have to go and see what the issue may be. Like I said, there may be an underlying issue where the student may be acting out because they have nobody at home to do anything, you know to that corrects them that they just feel that they can talk back to they can disrespect but you know, you have to find one find the underlying issue with some students. Why, because they do it out of acting out and do it because they don't have a father figure at home, the mother figure at home or their the adult and their situation. They're raising their younger siblings and they feel that they have the all the authority all the power so I will have to say that if were exemplifying a student a young lady with the 3Ds, I would just have to find out the issue. Figure out what's going on. What can I do to help you? Because obviously there's some type of issue that's not allowing you to not focus allowing you to be disruptive, allowing you to be disrespectful, allowing you to be defiant meaning that you're going to do what you want want to do meaning that you're gonna insubordinate the rules you're going to insubordinate authority figures. So I want to find out what's the issue. I want to get to the issue to figure out why you're exemplifying those 3Ds.	T2 relationships and rapport
Okay. So, do you see a difference in those behaviors between boys and girls?	I do, I'll have to say that some girls because the majority of them have mothers. They rebel against male figures because they have mother figure at home versus the male's they sometimes have a male or Father or a male or a female figure at home, but no male figure so they look forward to having a male teacher but some instances it may just be	

	that some kids don't have either so they just feel that they're going to just grasp to whomever they can grasp to.	
Okay, how do the behaviors of black girls differ from your observations? So, think about, you mentioned the third block where you have a little bit more diverse student population than your other blocks. Do you see some behavioral differences between the black girls and the white girls?	I think they're all the same. Why because you know, they've been going from school to school with one another so they actually adopted those behaviors talking back and they may not talk back at home. So, they adapt those behaviors from school. They see their peers doing those things. So, they pick up those behaviors. So, I believe that it's like a domino effect when they see one day, they pick up those things.	
So, your white girls act similar to the black girls in your classes?	They do sometimes. Especially when it comes to disciplinary actions with rolling their eyes, sucking their teeth, mumbling under their breath, talking back. I think it's a cultural thing. When they have been around the students so long that they pick up one another's habits.	
Why do you think some of the negative behaviors that some of your black girls display in other classes aren't seen in yours?	I will have to say because there's no structure. No structure. Structure plays a big role in the classroom. If the kids have no structure, they go haywire. They do whatever they want to do because if you have structure in your classroom, if you have disciplinary expectations in place, you have expectations in place for students to abide by there should be no reason why you'd have so many disruptions everyday disrespect defiance in the classroom. I'm not going to say that my classroom is all a candy store, peaches and cream, it's not. Because I would be lying if I said it was. However; I would have to say that building that relationship with those students, getting to know them, getting to know why they act out, letting the kids know from day one don't change up and don't let up. You can be stern, yet nice, but you have to let your children know that you mean business. Because once you let up that's it. So, I let my children know from day one this is what it is. 365 this is what it's going to be. So, once you establish those norms, establish those	T1: no nonsense T2 relationships

	expectations, those procedures from day one, to the last day that's what they should be about. No matter who comes into the room, no matter who goes, no matter who gets added, that's what it should be.	
So the next question is kind of lengthy, so I am going to break it into pieces. Think about what is considered accepted school behavior for a moment. It could be something as simple as coming to class sitting in your seat and being quiet. What are your feelings about the correlation between acceptable school behavior, your classroom behavior and the behaviors of your students' home culture? So do you think of any policies or procedures that we implement as maybe a division or as a school that you take into consideration the background of your students and you may feel like okay well in my class we are going to follow these rules to the "T" or in my class I am going to let this slide because I need you to get from this point to that point.	One thing that I see that a lot of our students do, well our young ladies do, is have rips in the pants. That's the style now. So, as long as the student is not exemplifying or revealing unnecessary skin. I don't see a problem with that. My issue is like you stated teaching in a low priority area or low-quality community. The students, the biggest thing for me is for them to come to school. Why because sometimes that may be all they have at home. That may be all that is clean that they have that they can wear. So, you know, trying to tell them. Hey, you can't come to school with no pants on today babe. That's beyond my control. They may be all they had clean at home so long as you there, and you're ready to receive what you need to receive. That's all I care about. But when it becomes a problem where it's too revealing, too short, that's when it becomes an issue for me. But if it's like a little patch of skin showing, that's fine, long as I don't see nothing that I don't need to see, and as long as you ain't showing nobody else something that they don't need to see. That's fine with me. However, I just believe that some of the procedures that is in place for that. Sometimes you can give students a piece of something that close it up, a piece of tape. If you have tape, Baby put this piece of tape up there for the duration of the day, go on about your business. We ain't gonna call your Moma, I don't care. Long as you know, when you wear these pants again next time just know this tape will be in that same spot next time and like I said when I use it and I used to teach high school for two years and letting my students know hey, you know, they had	

	to wear uniforms, but they decided to come to school some days with joggers on, you know, the little holes in the pants. They uniform pants, but they would go home and rip them up themselves and make their own little jeans because that's the style now. They want to have those rips in those jeans, those rugged-looking jeans. So long as they know when you wear them you can get a piece of tape. It is what it is, but as long as you know, if you wear those pants, you can get a piece of tape whether it be blue red green and your outfit is all black you can get a piece of blue red green tape. So, you gonna get it.	
Talk about your classroom. So, I've had the opportunity to come in and observe your classroom. Look at the arrangement and thank you so much for sending me pictures of your walls. And you know, I've commented to you several times about the decor in your classroom. Could you talk to me more about how you designed your classroom? First let's talk about how you arrange the seating for your students.	Well, being that I'm a science teacher. We have lab tables and not actual individual student desks, and those desks are arranged or used for purposes of lab work as well as academic work. So, the students know that when they come in they were going to either be seated in groups of two or more groups of four. So I arranged my desks in groups of four because I felt that students wanted a sense of belonging, a sense of gathering, and coming together and in my class and I want all students to feel at home, feel at peace, you know, whatever they want to get off their chest. One day if the student has something going on and we don't want to teach, and they know that they have a sense of belonging. So, I use my group of four, for students to get that sense of belonging from their classmates and also to get that group feel. You know in life we may not like people, so you gon' have to learn to deal with it. You may not even know this person that you're sitting beside, but in life, in the real world when you graduate high school, you're going to be working with people that you don't know and you may not like. So, I want my students to understand that I'm preparing them for the real world. When you get to high	

	school, you're going to be working with people that you don't know, and you may not like. So, I want my students to know that I am preparing them for the real world. When you get to high school, it's going to be in your classroom that you are not going to like you may not even see. But you are going to have to, that don't mean that got to talk to him, but you may have to work with them. I want my students to understand that real world perspective that hey I'm not going to just be working with my friends all the time. I'm not going to be in the classroom with my friends all the time. That may be what it is an elementary school, middle school, high school is going to be different. After high school real life begins, the real world begins. So that's why I arranged my desk the way they do, and I so often change the seating arrangements because you know, those students get accustomed to one another, so I had to rearrange. Hey y'all talking too much so I gotta switch it. And I do regrouping because you know, I feel that some students got the feel of one another they can work together, but I want you to get a feel of somebody else because like I said in the real word you got other people coming in every day. You don't know who may come in. You don't know what ethnic group may come in so they got to get it used to work with all types of parties. I do give them the option to pick their own groups. Sometimes I'd give them the option of no option, but I pick the groups for them. But however, they're seated in groups of four and they have different differential seating.	
Okay. Now, let's talk about your posters and your decor. One of the pictures you sent me that I'm including as an artifact is a meme of Dexter and it says something like "What do you get when you don't do your work?" "Ah-	Well, the little Dexter meme was the Dexter's Laboratory meme was talking about if you don't do me if I don't complete my assignment, what will I get a zero that came from my high school students and I just roll it over to middle school because I just feel that students believe the procedures, the expectation	

zero.” You also have a social media board posted, different things like that. Could you explain the decor in your classroom?	that are in place in Urban Public Schools is that No student should receive a zero. However, I told students that yes, you will receive a 50 but I want you to see what that zero feels like. If you don't do this work, I want you to get that feel of that big goose egg or that doughnut with sprinkles. I want to know what it feels like because that 50 is going to help you not hurt you. So, I want you to know what that zero is going to do for your grade versus that 50. So I tell hey you're going to get a zero, but when the time comes for that report card or progress report of course that's going to be changed to a 50, but if you don't do it at all that zero will remain past that progress report date.	
How do you address inappropriate behaviors? Especially those of your black girls?	I'll have to say that I redirect the question so say for instance that we're doing a lesson and the student is off-task or talking. I don't say you shouldn't be talking right now. I redirect the question. So, what should you be doing right now? Is what I asked her. I don't acknowledge the behavior of the student. I redirect their behavior. Why because it's going to bring attention to her and it's going to bring everybody else off focus. So, what I do is “What should you be doing right now?” instead of “You shouldn't be talking right now”. So, I asked her a question. I prompt students with the question. What should you be doing right now? Should we be doing that right now? That's how I redirect my students to let them know to give them something to think about. Should I really be doing this right now, or should I really be doing at work? So, I redirect them with a question to get them to thinking, you know, Mr. Todman is not crazy. I really need to be doing my work, but I'm not, so what should I be doing right now? So, I redirect them with the question in those incidences.	T1: redirect

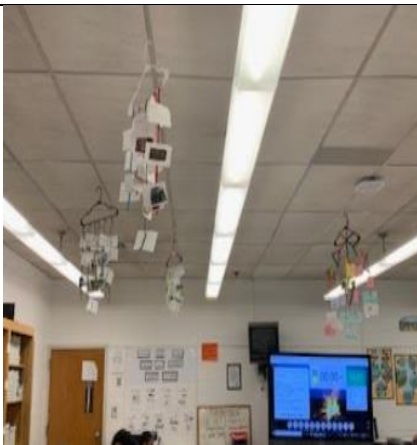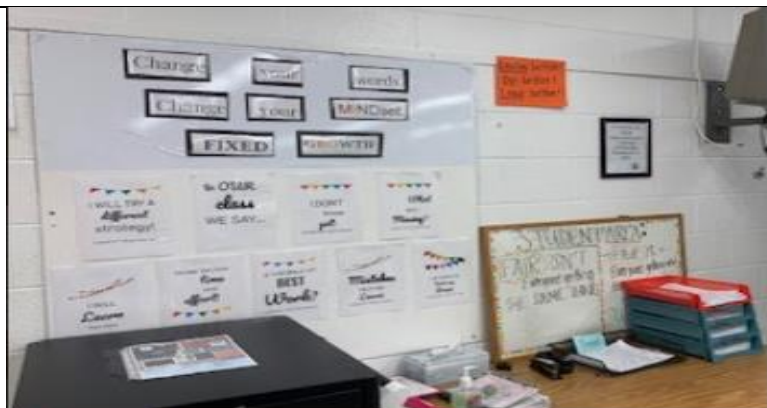|		
Do you consider gender when you're disciplining your student?	I will say yes, and no. Why, because some students don't receive disciplinary actions the way other students may. I know if I were talking to a guy or young men, they would be more receptive to "Boy, you know, you shouldn't be doing that." If I say: Girl, you know, you shouldn't be doing that." "Who you think you talking to, you not my best friend?", you know, they are not going to be receptive of that versus males. Now with girls, you have to be more calm because you know, like I said feelings play a big role in our middle school students, Why? Because they're finding out who they are. They're going through the phase of you know, feeling themselves, smelling themselves that type of deal so They're trying to really figure out who they are in school because they're just transitioning from elementary school so that you're really trying to figure out who they are. So, I had to say yes and no with that question.	T7 gender differences
In what ways do you believe you use culturally appropriate methods to discipline your female students? So, for instance, okay. So, an example could be the teacher that I told you about who says she gives her kids the black mama looks so do you think you'd use any culturally appropriate methods when you discipline your students? Maybe the language you use, the jargon used?	Sometimes I incorporate their language. Because it catches them off guard. So, an example of that would be, "How sway?" Students say, "How sway?" now. Meaning how coincidental is that. So sometimes I'd be like "How sway is that, that you're not doing your work?" And they'll just be like "How do you know that?" That'll make them think that Mr. Todman really knows that so I really should be doing my work. Another thing is as you say the other teacher gives the mama look. I just sometimes give that look of a I guess a father why because when you go to the grocery store and you go, and I tell you before we go to the grocery store do not pick this up. I give you that look, you know. So, that's how it should be. So, you know, it's different approaches that I have to take with students. Why? Because all of them don't work for the same for the students. So, one I may "Boy, now you know you shouldn't be doing that. Now get over	T5 code switching

	here you got five seconds to get over here this way you need to be." Now with the girls is just a thing. Well, sweetheart, you know, you shouldn't be doing that. I don't think your parents would approve of you doing that right now. So, you got to give them something to think about because that gets their mind wondering as to what if my mom actually finds out that I was doing it. What if my dad actually found that I was doing this, what if my grandmother actually found out that I was actually doing it so it gives them something to think about? So, if you I found myself redirecting my students with a question, like I said, I've just saying well, what should you be doing right now instead of playing? What should you be doing instead of on your phone? You have something in front of you that you need to be doing in 20 more minutes that should be completed. Why because we're transitioning to the next part of the lesson. So, I find myself, if you redirect them, they'll come to their senses that I should not be doing this but I should be doing what's in front of me.	
I noticed when you were redirecting and you would say "Boy get over here and do blah blah blah."and for the girls you are like "Ok, now sweetheart." Even with the intonation between the two genders, you know a little bit more stern with the boys, a little lighter with the girls. Is there any rationale personally as to why you differentiate even the intonation between the genders?	Because I know how hard it is for black men. I can't speak on behalf of women or the young ladies, but I'm harder on the guys because I know how hard it is on them right now to be successful in the black community growing up, going to school with everything that's going on around us. I know how hard it is, and I know how hard it wasn't for me to go through school. So, I expect more from them than I do from young ladies. Why? Because there are women everywhere in the school system. Hardly ever do you find a male in the school system. When you do it's a treasure to have, a pleasure to have in the school system. So, you know, most guys are not most young men are not used to seeing that so I'm a little more lenient on the girls versus the guys. So, I tell my guys, I expect more out of you than I expect	T4 background experiences

	from the girls, but the girls know that I hold them to that same standard. Why? Because you're no less of a student to be doing the same thing. If I tell the guys, they shouldn't be doing it that does not make it right for you go right behind them and do that same as that thing. I told you the same standard of the male's that I do the female. Ok, so I talk in a slighter voice, it is more, it's the same standard that I hold my students up to.	
You mentioned that you've been teaching for three years. Have you seen an increase in discipline infractions or negative behaviors with black girls as you continue in your career?	I would have to say yes. Like I said it all, so it always goes back to play making sure that you build that positive relationship with the students. In 7th grade, in middle school in general, students are looking for someone that can impress them. They're looking for that impressionable mark in middle school. So, they're looking for someone that they can look up to, someone that they can make them impressed, or impress them. So, I always say whether in high school, middle school elementary school, you know students are looking for that teacher that has really or that can really change their life. You know, that may be the only teacher that they may not act up for. That may be the only teacher that they come in and they do everything that the teacher asks. They may be the quietest mouse in there. They may do everything that a teacher asks, however, it's just building a relationship with the student and like I said, you can be nice but yet stern. Why? Because once you build that relationship with the students and let them know hey, I'm not going to tolerate what's down there in room 12. Room 11, we don't do that in here. You know, you have to establish those norms from the get-go. Once you establish them from the beginning, you have to follow through because if you ever give them slack they're going to take you for granted.	
Do you modify your curriculum to meet the	I would have to say sometimes I do and sometimes I don't. Because I feel that I	

cultural needs of your students? If so, how? If not, why not?	really don't think culture should be separated in academics. I don't think that blacks should do this. White should do that. I think that all students should do the same thing. And when I say that I don't mean to, you know to be biased or anything. I just say that to say that all of our students should be held accountable. So, I make sure that all of my students are they know what is expected of them and they should meet the expectation that I'm asking of them. Like I tell my students, I would never ever ask you do to do something that myself would not do first. So, my kids know that whatever I may ask them to do. I would be first to do it and if they don't believe me ask you would for them and then I always do I do you do so they'll have model to go back but your models are not look exactly might like mine, but it should be us split image of what mine is.	
Okay. So, coming from a science background like yourself having taught biology. How do you, especially looking at the books that they do and the materials that they're given? Do you, when I mean culture do you expose your students to underrepresented minorities? So, you teach at a predominantly black school? I'm sure a rarely when you're learning about scientific method cell theory Evolution do kids see scientists who look like them. You learn about Darwin, Watson and Crick. You might talk about Schleiden, Schwann, Leeuwenhoek, Robert Hooke. Do you ever just go against the grain with the curriculum and bring culturally responsive scientists or content that's just relevant to	We went over those particular scientists. I did exemplify of my students that hey, you know though they are Caucasian though. They are not black does not mean that you can't do this. So, I do encourage my students because though there is a different ethnicity there or different ethnicity being exemplified that does not mean you too can't do that. So, I really stress to my students that whatever they put their mind to they can do it no matter their ethnicity no matter the color of their skin. They can do it. Why because you have people that you are surrounded by to assist you in accomplishing all that you want to do? So, I would say yeah. Real life connections tied into the classroom makes a difference.	

your students' backgrounds in science?		
Are your disciplinary actions in accordance with equitable treatment? So, do you think you are equitable in the way that you discipline boys versus girls, black versus white?	So, the question is do I think that I'm equally treating the students the same? No matter the color of their skin they are going to get the same treatment.	

Artifacts

Appendix G

Case Study Database

Ms. Jones 3-18-20		
Individual Interview		
Question	Answer	**Theme**
First of all, thank you for participating in my dissertation study. I was able to self-select teachers. My research is on how teachers discipline Black girls and how teachers use effective classroom management practices. What subject and grade do you teach?	I teach 8th grade, Civics, and Economics.	
How long have you been teaching?	I've been teaching for over 15 years.	
Have you always taught in urban schools?	Yes, ma'am. Okay.	
Have you ever taught in a predominantly black school?	Yes, ma'am.	
Okay, what school divisions have you taught in it?	I've taught at Norfolk Public Schools, Virginia Beach Public Schools, Henrico County Public Schools, and now Urban Public Schools.	
Did you participate in a teacher education program?	No.	
What university did you attend?	Norfolk State University and Regent University.	
So, when you went to Norfolk State, you didn't take any teacher Ed classes?	Oh, yes. I did. I'm sorry. Yes, I did. When I first graduation from Norfolk State, my first intention was to go in pre-law, but that didn't pan out. So I eventually had to go back to Norfolk State and take a couple of teacher courses that were indicated in order to get my license and teach.	
Could you explain your classroom management philosophy?	Basically, my classroom philosophy is "No Nonsense". Basically, I'm very organized basically, you know to get respect you have to earn respect back. My theory is to you know, the first two weeks of school is that you have to basically set your ground rules and let the students know who classroom it is first. You have to gain their respect first in order for you to get respect. So those	T1: redirect, reteach, no nonsense, consistent

	literally on my ground rules. I'm that teacher that basically, you know, I'm firm, but I'm fair. I'm that parent, that counselor that mother that probably father too if you want to call it that but I'm that type of person that I know my students at the end of the day they may say they hate me but at the end of the day they going to basically appreciate what I can bring to the table.	
How did you explain or define culturally responsive classroom management?	Okay, you got to explain to me what that is.	
Okay. Have you ever heard that term before?	No, I have not. Sorry.	
Have you ever heard of culturally sustaining classroom management?	No, I have not. All I've heard is you know; I don't know I'm gonna be honest. You know, the way that I was trained when I first started teaching, you know, it's to be honest, you know, a lot of teachers who get their degree and come out of college are not really told the background to teaching. They are basically thrown into the classroom and they you know, a lot of teachers don't last because they're not really physically train and the way that I was trained when I first started off is that you know, not saying was thrown into the classroom, yes I was I am not going to sit here and lie about that. I was actually trained to go in and physically you have to set boundaries you have to set standards. You have to let the students know that yes. I'm here. I'm here. To teach you and I also care about you as well. So, once they see that you care then they're gonna do whatever they can for you. Well, if you say it culturally that term you said we don't use that term we use old school. So, I was trained. I was trained best by the old veteran teachers who would literally said Jones take this is the way that you have to answer the classroom. You can't enter the classroom and be they buddy friend that type of situation. You gotta enter the classroom to let them know that you're here, you ready to	

	teach, you ready to do what you need to do at the end.	
So, with that being said. Those old schoolteachers were they African-American?	Yes, they were, and one was Caucasian. A few of my mentors were predominantly African American females, you know somewhere males but majority of a lot of them were African American females. The first thing they said was "Don't go in the classroom and cry in front of the kids." That's number one. That's the number one rule that you that a teacher always have to put to the side. Don't ever let a student see that you're weak if they see that they know they got you. So, you have to go in and be strong. But also, be firm as well but also have that kind of heart because some students may not ease well with a person that wants to be a friend. They want that person that's strong, that's dominant, that's going to make sure that everything is set in their ways because a lot of kids like structure. People don't think kids like structure, but they do. When they come into the classroom and they see that you're organized, and they know that you're ready to go. You know, you got your stuff in order then they going to stay in order. They going to respect everything that you have for the classroom. If you're out, they not going to act up. If you step out of the classroom for a second cause you got an emergency, they not going to act up. They going to sit right there, and do they work because they respect what you have in the classroom. Because you have set those goals, those standards, those boundaries, those rules. So, it's a lot of them don't even do it at home, but they'll do it in your classroom because they know you have that structure. They don't have that structure at home. And that's what I was trained and that's what I was told at Lake Taylor Middle School and I'ma keep saying this because that's the school right there in Norfolk that showed	

	me if you can teach at Lake Taylor Middle School, you can teach anywhere.	
How do you develop relationships with your students?	Just basically, you know. Giving them that chance to build that relationship like, you know, for example, you know how I want. I do want to use one example; I'm not going to say the student's name. But you know last year, you know, I had a situation with a student she was a seventh grader. She always liked to fight, always like to cuss, do everything. Me and her got into it. Boom, boom, boom, knock out. We'll go back and forth. And finally, I told as I can't wait till you get into the eighth grade. You're going to have me as your eighth-grade teacher. Because I'm going to change your whole outlook of how you like life. When that student became eighth grader and she got into my class. Yeah that first week or two we were going back and forth because she wanted to say she was the boss of my class. No, you're not. I'm the boss, stop playing. Eventually after that, it's like that student is now. She contacts me on Facebook. She sends me pictures of her in ROTC. She sends me her report card. You know this student; we were throwing blows. But once she realized Ms. Jones, you're not a mean teacher you just like your stuff in order that's it. And that's the bottom line. I might be kind of OCDish when it comes to making sure stuff is done. But I do have a heart.	
I remember in the beginning you mentioned how you set rules the first two weeks of school. How do you communicate your classroom policies and expectations to your students?	You might as well say I don't have class rules posted up. Once I go over those class rules the first two weeks, I feel like they are going to follow them. Because like I said, we going to build that relationship to the point that I know they're gonna to follow the rules. First thing, you know, I told my students and I say this every year I'm getting you prepared for high school and getting you prepared for life. So when we go down to lunch you notice I said, I'm not going to walk you out to lunch because guess what in high school you're gonna be	

| | going by yourself. You're not going to have that teacher hand, you know being in a straight line, you know, even though that's that is the rules of school and that's what they wanted to do. It's something they definitely gotta follow but it's like I gave them that olive branch. I gave it an opportunity to be independent. So, once they saw that they say, you know what this teacher, she's really saying something she's really doing so she's giving us the opportunity to grow a little bit. But then also when I see that you stepping out of line. Oh, I'm going to correct that stepping out of line. And imma let you know one bad apple spoils it for the bunch. We are a team. There's no I in team. Yeah, it may be M-E, you know spell it but there is no I in team, we all doing this together. So, if I get in trouble we all get in trouble point blank period. And those are the rules that I set for my students; you might as well say for the past 15 years. It's like I give them that Independence that they may not have at home. | |
| How did you consider your students' cultural background in your classroom management practices if you do it at all? | I mean, it depends because like I said, if you have that relationship built with all of your students, you know that, you know the days when they come in they don't want to be bothered, you know the days when they come in they may want to talk to you. You can tell if you have that relationship with students. You know how they're feeling. I can give you examples I want student. He has a lot of stuff going on at home. He comes in fifth block. I'm like if you need to come talk to me 5th block, I'm free. You know, I got that block off. You need to talk, come talk to me. Some students will come and talk to me. Some students will sit down because they know I'm not that type of person that is like "Guess what I heard from such and such, he told me this." They know I am not type of person, now if it is something severe, you know out of | |

| | hand. I may have to step in and be like, you know, I got to bring the authorities in here, because this is kind of crazy. But I try to build a relationship with my students to let them know that when stuff happens outside of my classroom, it stays out of my classroom. You're not here to sit here and physically say "Girl, guess what? It was fight in the cafeteria." They want to go ahead and start talking about no, we in here to straight-up learn. If you want to have that conversation, you can have that conversation in the hallway because we're not having that in here. You have to respect everybody's boundaries. I shut them down quick and I let them know we're not having that in here. We're not having no gossip. We're not having you know any type of you talk about this person, that person. You're talking about that teacher this, teacher did this, that teacher did that that's not happening here. I know that's how stuff gets started to the point like you're not going to say, "Oh we heard it in Jones's class." You know you lying. We don't even go that far in my room because I shut you down quick. And tell you Uh uh, that's her business if she was fighting somebody that's her business. Don't bring her business in room 24, but now I said don't bring none of that chaos or negativity in room 24. That's what they understand and that's what they respect. Because once they start, I shut them down quick. No, we're not bringing that negativity in here. | |
| I have noticed and I have heard during my observations of your class, and in this interview, that you use a lot of jargon that maybe the students would use. Like "We gonna shut this down." "We ain't doing this in here." "Boom Boom Bop." "It is what it is." Do you think you use jargon like that because of the demographic of students | Yes, because I mean I want to say this because we have to use real life experiences in the classroom. We have to talk about what happened what you know, when a person got killed in neighborhood and things like that. We have to we have to talk about it because the kids see it every day they live with it every day. So if you don't, you know, you got to give them that time for them to you know to have that conversation or | T5: Code Switching |

you teach? Because you deal with predominantly black students or urban students. Do you think the jargon that you use in your classroom instruction mirrors the type of students that you teach?

to use the type of verbiage that can be used. Because I'm gonna to be honest. If I come in the classroom one day. And I say "Good Morning children, it's Ms.Jones. Hi, how you doing?" They're going to be looking at me like "Is she alright?" Because that's not the Jones we know, because "Who is she?" Because I've tried it before in the past, you know to come in a different way. I tried to   change my whole outlook, changed my verbiage and and they'd be like "Who is this lady? Where she at? Ms. Jones, you good? We know you've been out for a couple of weeks cause you were sick, but you coming back saying 'Hi how are you doing?' We are not used to that." A lot of people think that because we're working in an urban style type of school that we supposed to change our verbiage, that we supposed to use vocabulary that's you know, more extensive and more elaborate. But guess what, those students don't use that type of verbiage on the streets. They're not used to that type of verbage. I mean we can use it. We can utilize and say hey guess what? I found a new word that I feel like y'all can use. As you know as a way in your sentence structure and the kids will use it. Like when I use the word capital. When I was teaching economics. I said, you know the word capital means money. So, the next time your mom says, you know that you're cleaning your room and you're getting an allowance. Say mom let's talk about that capital you supposed to give me. Some of my students use that word and I have parents that are literally call me and say look, I don't know what you did to my child, but we don't know where the word capital came from. We don't know if he is talking about Washington DC. I'll say he is talking about money. He want his money his capital, his dividend. Instead of him using the word "bag" use the word capital. Capital equals bag. I am enforcing new

| | vocabulary, but I have to talk to my students in a way of using some of the street slang because that's the way that they get the information. I am a storyteller. I tell alot of stories, because the kids love for me to tell a story. They be like for real, Jones you going to finish the story today, and I am like "Naw we don't have time." I have to bring the street the hood out of me because that is what my kids is used to. I would say love it, because that is what they are used to in some way. I said in those terms and use their terms they're going to come to me and say Miss Jones, we remember when you told that story about such and such and about when we made Kool-Aid about the assembly line and you know, and no other teacher has brought that stuff into the class because they're scared that if I bring this into the classroom, I'm gonna lose my license on the lose my job. I'm gonna lose this, you know, sometimes you got to step out the box to get your students attention. That's what I was taught by my mentors that you know, you don't have to go to the extreme like bringing a rope or something in the classroom, but you want to get you want to grab your students attention. In some form or some fashion. | |
| You didn't even know it but you truly just gave an example of how you are culturally responsive with your the students. You said, "You teach your students that capital equals money and that equals a bag." You are taking a child's culture and bringing that into your instructional practices. So, you're doing this phenomenon that you don't even know you're doing. The next question I want to ask you about is 3D behaviors. My dissertation is about Black girls who behave in | Ok, now I gave you the example of the girl who was 3D. You have to set back and just realize something has to be going on, something has to be wrong. She's not going to come to school and just act like that. So sometimes you got to step back and take that cape off, that teacher cape, and you have to put on that parent cape, or that counselor cape. You may just have to say "Look, let me talk to you in the hallway real quick." Not around everybody, because that's embarrassing. So you may say Tyson, yeah I called her Tyson cause she liked to fight. She used to throw blows honey. Tyson let me talk to you in the hallway, | |

| 3D. That's disruptive, defiant, and disrespectful. How do you alter students' behavior? How to do you handle little girls who come into your room and they are labeled as 3D, what do you do to alter those behaviors? | tell me what's going on. Sometimes she may open up and sometimes she may hold back. You can't keep nitpicking. Some teachers nitpick. When something may be going on emotionally with this kid. Eventually, she is going to see that you care. You have enough respect to have that conversation, to take time out your class that's organized and controlled number one. If you don't have that classroom management, there's no way you can take the child in the hallway and talk to them in the hallway because you are going to have other students that are disruptive. If your classroom is managed to the point that you can stop what you are doing and stop teaching and say you know what let me talk to you in the hallway. Tell me what's going on, I am here to listen to you. I'm giving you my undivided attention. Because that's what she is probably dying for. She may not be getting that attention at home. She may not be having it. She may not be having that one-on-one with mom or dad or grandma or sister or Auntie. Whoever she's staying with she may be saying hey, I need to sit down and talk to you about what's going on in my life and they probably just push it to the side as you know, I ain't got time to talk about it go to your room. But if you taking time out of your class to stop your lesson even if it's for five or ten or twenty minutes, I don't care if it takes an hour to get the person where they need to be. I am taking the time to do that. I do this on a regular. It took me years, 4 years, some time to sit back and thing that I was one of these students back in the day. I not saying that my mom was the type of person I couldn't sit down and talk to. I had my dad, who I didn't have a good relationship with over the years that I couldn't go to him. I could go to my mom. But I couldn't have that conversation with my dad. So it's like you know, I feel there pain a little bit and | |

	I try to give them my undivided attention. Sometimes you have to give them the attention that they seek. If you don't, they will say to themselves, my teacher don't care about me. She don't care that, right now we are out of school for 2 weeks. My stuff is loaded on google classroom. I told me students you know I got my stuff prepared a week in advance. So y'all know on Friday my stuff was loaded before I even cranked up my truck to leave. I care about your well-being. I said, you can't learn at home because your parents may not have the resources for you to learn at home. So if you give students an undivided attention, they will respect you to the fullest. They will remember who you are by the sound of your voice, by the way that you walk, and the way that you talk. I have students that I taught 18 years ago at Lake Taylor and they hear my voice in the store and they be like "Oh that's Ms.Jones. I know that voice from somewhere." or they'll say weren't you that long term sub from Tallwood, and I'm like I was only there for three months and you remember me, are you serious? If you can get that one student, two, three, or three thousand that you can have an impact then you did your job.	
With the behaviors, do you see differences between boys and girls when it comes to 3D behaviors?	It depends on the situation, you know, but for me, I see no different boys need love just like girls need love to. You may have that boy who may not get the same attention and they need that 10-minute attention. So, it's the same thing as a boys. It just seems to me that for young men it might take a little bit longer for them to open up because you know teenage boys especially it is, you know, they like to hold a lot of stuff in because they felt like they'd a man of the house so they won't they don't want to tell but if they feel like they got enough respect from a teacher and they were having a conversation with you. But what girls we see the behavior more because females	

	we're emotional creatures. So we're going to be emotionally anyway.	
Okay. Well, how does the behaviors of black girls differ from your observations?	When it comes to young ladies, they are more boisterous with their opinions. You know they like to tell you where to go, what to do. They like to run things because they can't run their own house. My observations over the years is that everybody's different, you know, you're going to run into one that you know, she may not say anything at all now. Then you will have one who have everything to say.	
Why do you think some of the negative behaviors that your Black female students display in other classes are not seen in your class?	Can I be honest?	
Yes, be honest.	There's no relationship. Teachers don't build that relationship, you know, you got teachers out here. I'm getting a little emotional because when I was in high school. I was that type of person that got in trouble alot, my mom worked a lot, so she would get home from work around 11-12 o'clock at night. So I really didn't get a chance to see my mom and things. So it's like I felt like when I went to school, I could talk to a teacher and they would have my back. But you are going to run into those teachers who don't have your back, they are just working for a paycheck. I am here to pay my bills. I am not here to physically teach you, here's a book sit down and read it. When I made that decision to become a teacher, you know, because I'm gonna be honest I don't like kids. You have to build that bond that relationship. As soon as those kids walk in the room, you can't be their friend. You can be their friend, but I am going to be that person that is going to hold you 100%. I'm going to be that person when you enter my room. I am going to tell you what's going on in the streets. This is what happened last night, you have to pay attention to the news. You know, when I see stuff in the news	T2: relationship/rapport

| | and I see stuff this online, I have a discussion with my students. Last week we talked about the young lady getting beat up in the in Brooklyn last week. Because she said something and a group of boys jumped her. We had a discussion about that and I showed them the video and everything. I asked them "What do y'all think about this. What is y'all take? You know, what y'all do something like this? We have those heart-to-heart type of conversations and my students are like Ms. Jones this is how I feel this is what I think. You've got to get them to speak their minds because when they get home they're not going to have that same conversation with mom or dad.
They may bring it up and say we had a conversation about a little girl, and their parents may say "We ain't trying to hear that." So if you build that bond with your students, they will do anything for you as you long as you have that relationship built. You have to build a strong relationship with your students, that's it. | |
| Do you think that's something that can be taught? So just think about your colleagues. I am thinking about all the times you've come to me about classes in close proximity to your classroom. Now, even though the situation is different because they do have a long-term sub, but just think the same kids that are in that algebra class that may be acting a fool, they come to you for civics and it's a 180-degree change and think about the girl. Think about A. Faulcon, she is in that class and acts a plum fool, but she knows when she is in your class, she wouldn't dare act like that. What do you think the difference is, I know you | There's no heart in the class. The heart is gone. The students are already upset because their main teacher is gone. [The Algebra I teacher resigned at the beginning of the semester due to stress.] They already feel at a loss, they feel like the teacher we had gave up on us. So now we got somebody else who, it's just my opinion you try to make friends, we don't have time for that. This is a high school credit class and we have to be on it. I understand you are a long term substitute, I did it for 5 years at Lake Taylor. I taught English, Science, Social Studies and almost Math,but I had to get out of that. I was a long term sub. I wrote lesson plans, I had my stuff, I came in prepared because I wanted to gain those students' respect. Because even though I'm there temporary and you know, that's you know, because the only going to be | |

said relationships but in terms of classroom management, being culturally responsive now that you have an idea of what it is?	another like 90 days that's what they said. You still got to build a relationship with them. You still gotta let them know that hey I may be a long term sub in this classroom, but guess what we're going to learn this algebra today. I'm not gonna sit at the desk and talk to you from the desk. I'm gonna get up from this desk. I'm going to walk around and I am going to peruse, and I'm going to sit down with you at my table. That's why are you come into my classroom, I have tables because I can't stand desk. I'm not a sergeant, I'm Sergeant a little bit, you know that's military-style stuff. I always wanted to have tables to the point. When I did have desks, I had them in circles because I want those I want the kids to have that type of one-on-one conversation. So when I ask a question, I want y'all to speak to one another. I don't want y'all to talk about what happened on Love and Hip Hop Atlanta yesterday that's not going to happen. When I pose a question, I want y'all to have that conversation. I don't want to walk into the classroom and see one student on her phone like this, one person in the corner, and another one in the corner, that upsets me because that could be one that could be my son sitting in that classroom. So I'm looking at every one of those students as no but when someone 24 y'all are mine. Meaning you are my responsibility for that 75 minutes. Your parents have put that trust in me to make sure that you have the education that you supposed to get. Whether you're a long term sub, or whatever you are suppose to be, you still have to build that relationship. You just working for a paycheck and you feel like they are going to give me everything that I need. The students see that. They see that you are not trying to do anything. So they not going to do it.	
Think about what's considered acceptable school behavior for a moment. So one would be like	Can you give me an example?	

you said, sitting in desk and being quiet and doing the work. What are your feelings about the correlation between acceptable school behavior, your classroom behavior, and the behaviors of your students' home culture?		
So, an example is profanity. We don't use profanity in school. But then, think about your classroom and the homes of the kids that you teach. How do those acceptable behaviors correlate in your class?	Like I said those first two weeks of school when VDOE tells you we only want you to go over class rules the first two days after that we need to get right into the lesson. Stop that, not doing it. I understand, you know, I could get fired because I'm not following rules. Okay, whatever. But guess what those first two weeks. You got to let them know dropping the F-bomb in my class. You know call this person the n-word I had to physically explain to my students what that word meant. They've never been told what that word meant before from another teacher from a parent from anybody else. So acceptable classroom behavior is the behavior that yet the guidelines that are set forth by Urban Public Schools or by any type of school district it is. When you are given that Code of Conduct and you sign off of that Code of Conduct you have to follow rules. It's like you got to follow rules in the classroom. So it tells you in that book that you cannot be dropping F bombs or cussing or using the n-word in class then you cannot do it. At home, I can't speak for your home because I don't know how your home life is. A parent may say, that's ok in my house. And they may feel like it's ok because it's ok at home. Some of them don't understand the difference of is it ok is I use this word at school or if I use this word at home because my mama who raises me who birthed me say it's ok. But when I go to school, they tell me different. I'm confused. So as a teacher you literally like I said for those first two weeks three, or maybe I should say for the whole year. I'm explaining to	

	them. It's not okay to use that. I can't speak for your mom or dad. If they say it's ok, than do it in the privacy of your home. But when you step into room 24, Urban Middle School or whatever school you step into , it can't happen because you have to respect everything that is around you. When you go in time for you to go to work. You gonna cuss out your boss, no, you are not going to have a job. So you got to explain to them the difference between home and school. They should basically understand from there. If you have to explain to them that it's not okay, then they will continue to do it.	
So you talk briefly about you have tables in your class and when you had desks you had them in circles. Describe how you designed your classroom? I do have pictures of your classroom as artifacts. So thank you for sending me those but could you talk about how you arrange your furniture, the posters, and decor you have in your classroom?	Now every year I have a different theme. I try to do what's going on for the year. You know this year, there was a lot of police brutality. A lot of historical things that was going on in history. I wanted the students to know what they can and cannot do, you know, like if you look in my classroom on my bulletin board, you know, I have the word I will and I have different, you know, historical figures who were forgotten about. They aren't really talked about in history. These students really don't know who they are posted on my wall.	
Are they African American or white?	They are everything. I am a diverse person. Like even if you see my door that I did for Black History Month. You know, a lot of people was telling me Naw, Jones, you can't put Georgia O'Keeffe on the door. You can't put Jerry West on the door. What are you doing? It's African-American month." I understand that, but when I ask my students, who do you t admire? If that's the picture they gave me, that's what I'm gonna put on my door because that's the people that they admire. And I'm gonna respect that I'm not gonna see him and say because it's you know it because we have a historical month and everything I got to make the whole room African-American know you got to	T3 cultural awareness and community

	make it diverse. I have Caucasian students that are in my class. I have to respect them as well and make them feel like they're welcome. So you can't, you know, you just can't literally say I'm African-American student, I am going to teach nothing but Martin Luther King. No, I am going to do Malcolm X, Martin Luther King, I am going to do John D. Rockefeller. Imma do all these different individuals who are influential to the culture and to history because if it wasn't for them, we would not be where we are. That's the way I have my room designed, so that when students look at my board they can say, I didn't know about Lucretia Mott or I didn't know about Maggie Walker who was the first African American female to get a bank in Richmond. They didn't know that because it's not been told it's not been taught. I'm not saying I'm just a history. You know, I'm a history teacher, but I am going to teach you history and civics at the same time. You need to know your local history even know what's around you because it's not really being taught.	
Let's talk about how you said students sit at tables so that they can communicate. Let's talk about that more. Do you want to elaborate more on how you designed your class to foster communication?	I am not a desk sitting person. I can't just sit at a desk. I'm the person I'm walking around. I'm having that conversation with the individual. So when they're doing an independent practice, you know that like as you observe when you came in that one day, I'm asking then "What are your thoughts, what do you observe about that question? How would you break that question down? You know, how did you come up with that particular answer? What made you pick the wrong answer, what made you pick the right answer? I want them to think for themselves and actually speak to one another because it be some days I stepped down and I'll choose one of my other students to teach the class. Because students feel like if their peer is getting the information they want to get info too because sometimes they don't want a teacher talking all the	T6: classroom design-community

	time. They may want to their peers to get up and you know, and go over the notes or go over the answers or go over the warm up with them. Because I stepped down a lot and I'll choose like a student and ask "Hey can you go over to warm up for the day?" Now if she says something out of the ordinary, I don't step in a say you did something wrong. I wait until the end and I say 'You did a good job.' and I give them praise. To the point that they're willing to come in and the next day they want to finish the conversation. So the tables are set up to the for them to communicate better and to communicate effectively. Because when you're sitting in a classroom that has rows all you're seeing is somebody neck. Then they got to turn around and talk to you to the point they don't want to turn around, they feel like they're uncomfortable. But if they're sitting at a table or a desk that's formed into groups. They will talk better and they are more comfortable to talk amongst one another when a question is being posed.	
Let's get back to behaviors. How do you address inappropriate behaviors especially with your black girls?	I give them the look. I said, I'm gonna treat you just like I treat my son like my son. When my son gets out of hand, I am going to give you that look and let you know. My students say that I fry them all the time. No I don't, I'll let you know that that was wrong of what you did and you need to correct yourself. Because that's not how a young lady or young man is supposed to act, especially if you are in a different setting. Because people look at what you do and sometimes they follow what you do. So if you want to be a follower we are not having that today. So leave with a good example, not the wrong example. That's what I tell my students every day. You know, we're in a world with stuff is chaotic like right now. And now we're out of school right now, you know the world's about to shut down or something. I don't know what's going on. But anyway, we're living in a day and	T3: Cultural awareness and community

age in which and I tell my my African-American students all the time, you know, even if it might be Caucasian students in the room and I have to stress this is that we already looked down upon. That's history, so if we're already looking down upon we need to change it so if you already acting up doing this you got the reputation that you know, you're the worst you doing this in this person class. When you have that reputation, it's going to follow your for the rest of your life. People are not going to see that you're smart. They're not gonna see that you making straight A's all they see is a negativity. So, when it comes to behaviors in the class, I shuts it down. I don't even allow it to continue. Like I said, I'm pulling that person in the hallway. We having that conversation 101 and I'm asking you what's your problem like what's going on? Is it something I said and then I try to change it around them and say hey, is it something that I did because sometimes you may have to flip it. To make it seem like what did I do to make you mad? And now to make the person open up and say you know what, you know, it wasn't you Ms. Jones, in third block this is what happened. Okay, I understand it happened in third block but guess what you are in a different surrounding now. So you need to make your surrounding a little bit better because I don't want you to get suspended. I don't want you to get you know get in trouble. When you see behavior you have to just go in. Number one you have to see what happened. You have be able to see with the type of relationship you've built with the students. If not you are stuck. I can sit at my desk and scan the room and see that something is wrong with him. He ain't talking maybe something happened this morning or in another block. She ain't saying the word. You can tell by their body language. You have to be that

	observant teacher to know what's going on. If you're not observant, what are you in the profession for?	
Earlier you commented that someone was acting ladylike. How are young ladies supposed to act? How would you explain that?	Now, I mean I give you tons of examples but it might be you know, what I use my method is that for example, some of y'all ladies don't really know how to properly wear outfits. Okay, you know you you literally just have to have that conversation with them and say Hey, you know, let me talk to you and I always, you know call my students by their last name or I'll say Miss Mister. You know those types of things because I'm trying to give them that respect and because I don't really like calling them by their first name. I'm trying to give respect and earn that respect from them. It depends, I can't really say because it depends on how they act at home. With my banquet background because you know, I'm a banquet supervisor and I know what you know, how young lady supposed to dress, how table is supposed to be set. I try to instill that in my students to let them know that hey that big fork you eat with that's your dinner fork. That small fork you eat with is your salad fork. They look at me like we didn't know that. They don't know so you have to tell them. This is what is expected out of a young lady to come in, sit down, cross your leg to the left instead of sitting there which will open your legs wide open so boys can see, no. I mean coming in with a white shirt and a pink bra tighten up, that's not going to happen. I don't do that anymore. That's not how a young lady supposed to come in dressed. Yes, we don't have uniforms anymore, that's understandable. But guess what you if you want that young man to see who you are, let them see you as a young lady not a hoe.	
When you are disciplining your students, do you consider their gender? Do you discipline boys	No, ain't no shame in my game. If you are in trouble you are in trouble. Boy, girl, white or black you are in trouble. I	

differently than girls? Are you harder on boys that you are on girls?	put them on punishment. I use tactics at home in the classroom. I really don't send my students to someone's class unless it's necessary. I want to see what is going on first. If it's too severe, then I need to walk you to someone else's class. You are having a bad day. You don't need to be around anybody. You need to get yourself together, get your thoughts together and let's regroup tomorrow and start over tomorrow. Sometimes you have to pull them out of the environment, you may think that things are ok and then it erupts. If you go ahead and pull them out of the situation to get their thoughts together and think of the mistakes they have made, they can come back the next day and apologize. I end it by saying alright, are we cool, are we going to make this relationship work? Ok, sit down and let's go.	
Do you think you use culturally appropriate measures to discipline your female students?	I try to see the brighter side of the situation. My motto this year is type, click, and submit. The students say no then let's go. If I have to write a referral than that's it. I don't want the child to get suspended, you can't learn at home. We can mediate to see what's going on. If we can't get to the point to squash it then I have to take the next step. You know if I come to you, I am really concerned.	
You mentioned that you taught at Lake Taylor, Henrico, Tallwood, and of course Urban, have you ever had to modify your curricula to meet the cultural needs of your students?	I am going to be honest, when I taught at Tallwood. It was a principal who wanted to bring more culture to Tallwood. You know we are not at Tallwood that much. I wanted to teach high school; I had never taught high school before. I see that it was different. I didn't have to use the verbiage that I used in Norfolk Public Schools, it was different. When I called student up to my desk to tell them that their assignment was late, I wasn't used to having a student tell me that they would have their assignment in 10 minutes. I was used to someone saying I ain't turning in that assignment. It was different from me. It was told to me, and that's why I would never teach at a high	

	school level again, that your voice is too you are too abrupt with the children.	
Do you think that was because you were black?	I believe so, I really think it was because. I was there was there for three months, it was supposed to be longer. But because I was trying to build a relationship with the students, and the students respected who I was. I am coming in as a guest teacher of someone who couldn't control their classroom and the students reacted better to me. I am getting told my job had ended your bringing in someone to replace me because I was too abrupt. I knew at the moment, I knew you know what Virginia Beach, I love y'all and all, but I gotta go back home because this is not working out for me.	
In addition to feeling that was because you were black, do you think being a female had something to do with that too?	Kind of. At the time, thinking back over 10 years because I was a young African American female coming into a position for a Caucasian teacher Zoom froze, interview concluded.	

Artifacts

VITA

JANEEN PERRY-CAMPBELL
160 Graystone Trace
Suffolk, VA 23435
757.235.6593
janeencampbell1@gmail.com

EDUCATION

2015-2020   Ph.D., Curriculum and Instruction (Expected graduation December 2020)
Old Dominion University
- Southern Regional Board of Education (SREB) Doctoral Scholars Fellowship: Full merit-based tuition and fees
- Dissertation title: *Black Girls in 3D: Disruptive, Defiant, and Disrespectful Case Studies of Culturally Responsive and Sustaining Classroom Management Practices in an Urban Middle School*
- Dissertation Advisor: Dr. Kristine Sunday

2011-2012   M.Ed., Special Education
Virginia State University
- Action Research: Examining Teacher Perceptions of the Benefits of Problem Based Instruction at a High Poverty Secondary School in Central Virginia
- Research Advisor: Dr. Carolyn Wilson

2001-2002   B.S., Biology Minor: Secondary Education
Old Dominion University (transfer student)

1999-2000   B.S. Biology
Fayetteville State University (transfer student)

1995-1999   B.S. Biology '
Norfolk State University
- DNIMAS Scholarship: Full merit-based tuition and fees

EMPLOYMENT

2020-present Elementary School Principal
Brighton Elementary School
Portsmouth Public Schools

2018-2020 Middle School Assistant Principal
Churchland Middle School
Cradock Middle School
Portsmouth Public Schools

2015-2017 AP Biology Teacher and Department Chair
I. C. Norcom High School
Portsmouth Public Schools

2013-2015 Master Science Teacher MonarchTeach
Darden College of Education
Old Dominion University

2012-2014 Teacher Trainer/Master Teacher
Concord Consortium/Institute for Teaching through Technology and Innovative
Practices
Longwood University

2012-2013 Field Test Teacher

Science Takeout Kits

University of Rochester

2012-2013 Clinical Faculty
Center for Teacher Leadership
Virginia Commonwealth University

2012-2013 FIRST FTC Robotics Coach
John Marshall High School
Richmond Public Schools

2011-2013	Biology, Physics, & Robotics Teacher John Marshall High School Richmond Public Schools
2011-2013	Science Instructor Justice Community Center of Excellence 21st Century Community Learning Program John Marshall High School Richmond, VA
2010	Grant Reviewer US Department of Education
2009	Workforce Development Instructor Tidewater Community College
2007-2011	Biology Lead & AP Biology Teacher I. C. Norcom High School Portsmouth Public Schools
2003-2004	Biology Teacher Booker T. Washington High School Norfolk Public Schools
2002-2003	Chemistry and Physics Teacher Lakeland High School Suffolk Public Schools

HONORS AND AWARDS

2020	Outstanding Doctoral Student in Curriculum & Instruction Old Dominion University
2020	3MT People's Choice Award in Heat 2 Conference for Southern Graduate Schools University of Alabama at Birmingham
2019	3MT Winner (3 Minute Thesis)

Old Dominion University

2014   Keynote Speaker
            Norfolk Public Schools Science Fair

2011   I. C. Norcom Teacher of the Year
            I. C. Norcom High School

2011   Finalist for Outstanding Biology Teacher
            National Association of Biology Teachers

2011   Exemplary Teacher Award
            Charles Farmer's Center of Excellence, McLean, VA

2010   Presidential Citation
            Governor's School for Visual and Performing Arts
            University of Richmond

2009   NAACP ACTSO Outstanding Physics Award
            Chesapeake Chapter

2002   Outstanding Science Education Award
            Old Dominion University

1998, 2002 Who's Who Among American College and Universities

PRESENTATIONS

Perry-Campbell, J. C. Black Girls in 3D: Defiant, Disruptive and Disrespectful. International Association for Positive Behaviors and Supports. 2020, March, Miami, FL.

Kimzey, B., & Perry-Campbell, J.C. Coaching Guide for Teachers. Association for Positive Behaviors and Supports. 2019, July, Portsmouth, VA.

Perry-Campbell, J. C. Marshmallow Towers: Engineering Design. Workshop for Delta GEMS. 2015, May, Portsmouth, VA.

Perry-Campbell, J.C. Rapunzel's Tower: Engineering for Children. Workshops for READY Academy for STEMA Fridays. 2015, April, Norfolk, VA.

Perry-Campbell, J.C. & Ford, D. Glogerm: There are germs all around us. Workshop for SVEA STEM Day. 2015, March, Norfolk, VA.

Perry-Campbell, J.C. & Burgin, S.R. Puzzling: Connecting the pieces of scientific content and investigative practices. Presented at the Annual Meeting of the Virginia Associate of Science Teachers. 2014, November, Roanoke, VA.

Perry-Campbell, J.C. Marshmallow Towers: Engineering Design. Parent workshop for SPAWAR and MonarchTeach's Girls Day Out. 2014, July, Norfolk, VA.

Perry-Campbell, J.C. Inquiring Minds: Incorporating True Inquiry in Science Instruction. Professional Development for Norfolk Public Schools Middle School Physical Science teachers. 2014, June, Norfolk, VA.

Perry- Campbell, J.C. You possess the tools for success. Keynote address for Norfolk Public Schools 10th Annual District Science Fair. 2014, February, Norfolk, VA.

Perry-Campbell, J.C. Inquiring Minds Want to Know: Incorporating True Inquiry in Science. Professional Development for Norfolk Public Schools Middle School Science Teachers. 2014, January, Norfolk, VA.

Perry-Campbell, J.C. & Mathious, C. Finding Inquiry Lessons in Mathematics Lessons. Presented at the Annual UTeach Master Teacher Retreat. 2014, January, Austin, TX.

Burgin, S.R., Baskette, K., Perry-Campbell, J., & Clark, K. MonarchTeach: An Innovative STEM teacher preparation program. Presented at the Annual Meeting of the Virginia Association of Science Teachers. 2013, November, Norfolk, VA.

Perry-Campbell, J.C. Inquiring Minds Want to Know: Incorporating True Inquiry in Science. Professional Development for Norfolk Public Schools. 2013, August, Norfolk, VA.

Perry-Campbell, J.C. Inquiring Minds Want to Know: Incorporating True Inquiry in the Classroom. How should collaboration in the classroom look? Professional Development for Public Options Charter School. 2013, August, Washington, DC.

Perry-Campbell, J.C. "HANDSON!: Using Manipulatives in the secondary science classroom" Professional Development for Richmond Public Schools 2013, February, Richmond, VA.

Perry-Campbell, J.C. "How SMART is your SMARTboard?" Professional Development for staff at John Marshall High School. 2012, November, Richmond, VA.

Perry-Campbell, J.C. "4 C's of 21st Century Instruction: Moving Teaching into the Future" Presented a workshop for pre-service teachers/graduate students at Virginia State University. 2012, October, Petersburg, VA.

Perry-Campbell, J.C. "Using ANIMOTO in instruction." Professional Development for

staff at John Marshall High School. 2012, September, Richmond, VA.

Perry-Campbell, J.C. "Teambuilding: The Marshmallow Challenge" Professional Development for Fairfield Elementary School Teacher Preservice. 2012, August, Richmond, VA.

Perry-Campbell, J.C. "Fostering the 4 Cs of 21st Century Skills: The Marshmallow Challenge" Professional Development for Richmond Public Schools Principal Leadership Conference. 2012, August, Richmond, VA.

Starnes, G., Britt, B., & Perry-Campbell, J.C. "Lighting the Way to Achieving, Maintaining, and Exceeding On Time Graduation through 21st Century Learning Communities" Presented at the 21st Century Learning Communities Summer Institute. 2012, July, New Orleans, LA.

Perry-Campbell, J.C. "Food in Science" Professional Development for Richmond Public Schools District Staff Development. 2012, January, Richmond, VA.

Perry-Campbell, J.C. "Coming Clean with Enzymes" Presented at the Portsmouth Public Schools Biotechnology/STEM Community Day. 2011, April, Portsmouth, VA.

Perry-Campbell, J.C. "Test Taking Strategies" & "Being Successful in High School" Presented at the I.C. Norcom Freshman Institute. 2010, August, Portsmouth, VA.

In the Media

2016 "Two Institute Attendees Change the Face of STEM One Classroom at a Time" 'https://instituteonteachingandmentoring.org/Institute-Attendees-Change-STEM

2016 Portsmouth Public Schools Public Television Channel- "Inside the Classroom: Genetics Laboratory" https://www.youtube.com/watch?v=FF79XkQS2Cw

Professional Organizations

2020-2021   National Association of Elementary School Principals

2020-2021   National Alliance Black School Educator

2017-2020   Association for Positive Behavior Support

2017-2020   ASCD (formerly Association for Supervision and Curriculum Development)

2007-2013   National Education Association