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Culturally Relevant Pedagogy in Public Education

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Abstract

Current and projected demographics, as well as data reflecting high school completion rates across ethnic groups in the U.S. demand a reexamination of pedagogical approaches in public schools. Despite substantial research demonstrating the success that Culturally Relevant Pedagogy (CRP) has with students of color, it remains a widely underutilized approach. This paper investigates factors inhibiting the use of CRP with Latino students. The researcher interviewed two English teachers at an East Salinas high school with a 98% Latino student body. Teachers were asked how they feel about CRP, what are factors inhibiting its implementation and what could be done to increase its use. Findings indicate there are various factors associated with insufficient use of CRP, including misunderstandings of its theoretical and practical implications. This suggests that much work needs to be done with regard to preparing culturally competent and critical educators that will work in predominantly Latino schools. Based on these findings, the researcher created an online resource space dedicated to CRP. Despite various challenges, educators continue being responsible for manipulating pedagogical forms in ways that most adequately serve Latino youth.

Culturally Relevant Curriculum and Pedagogy in Public Education

For our culminating academic experience as undergraduate students, we are expected to engage in a capstone project that is reflective of our individual history, academic growth and acquired knowledge. We are asked that our motives for choosing an issue to focus on for a capstone project in some way be personal. The issue I would like to focus on relates to my experience in public K-12 education and why I decided to become a teacher.

Backstory

In many ways, I consider my most valuable educational learning experiences to have happened after high school. This is not to say that previous learning experiences before college were invaluable. Throughout my life, I have had my fair share of well-intentioned and caring teachers. However, for me, something was always missing out of those experiences. This missing element in my educational experience, I feel, influenced my indifferent attitude toward school and education throughout most of my life; that is to say, I was unmotivated. This would later change after enrolling at a local community college, which itself was a result of parental pressure, rather than my own personal choice or desire. I was obeying my parents' wishes.

It would be my first semester at a local community college that would change my indifference toward school and education. It would also change how I view myself and how I view the world. This would ultimately influence my desire to become a teacher. This life-altering experience was in essence a very basic one, and yet it was very crucial to my future: it was the ability to see my cultural and ethnic identity reflected in curriculum; it was learning about my cultural and ethnic history and having it be taught to me in a critical and meaningful way. For once, I experienced my cultural and ethnic identity being recognized and being given value to in

an educational setting. This was tremendously empowering for me as a Xicana. I had never experienced anything like it.

Besides gaining new knowledge and having access to a different historical narrative, the result of this experience was the following: it reconciled aspects of my identity which I always was given the impression existed separate from one another - my cultural/ethnic identity and an academic one. What this new experience did for me was make me realize that academic success was possible for people of my background; that there were people of my background who were intelligent and articulate and still proud of their cultural and ethnic identity as well. These things allowed me to envision myself through a much more positive frame and motivated me to pursue academic success. It also made me want to create change and actually begin to see myself as someone who could be an agent of change. Additionally, it made me want to dedicate myself to serving my community and those who might have had similar experiences as I did going through the educational system.

I think about myself before having had any college experience, and after. I consider myself lucky to have taken the courses I did at the time I did, as well as lucky enough to have had the professors I did - Mr. Melendez and Dr. Lopez. But I always think about individuals like me who stopped short of this kind of life-changing experience, cases where talent and passion never reached full bloom or full potential. I consider these cases to be great losses, and it is devastating, but mostly, to me, it is unsettling.

The Issue

Concern. In recent years, the demographic landscape of our country has changed and continues to do so at a steady rate. The Latino population, in particular, has become both one of the youngest and fastest growing ethnic groups in the United States. In many areas, cities and

some states, Latinos are the bulk of the population; our very own local communities attest to this. Such a demographic shift pushes teachers, educational professionals and those concerned with educational equity to wrestle with the needs of a significant and growing number of the nation's population. Statistical data indicates what should be a current and growing concern. The "dropout" (or push-out) rate amongst Latino youth is of the highest in the nation. For many, educational professionals, community members and activists, this has led to conversations that revolve around best teaching practices and approaches in order to better serve Latino youth in public education.

It is for these reasons that my capstone project will focus on Culturally Relevant Pedagogy (CRP) in public K-12 education. CRP is a theoretical framework concerned with academic success for students of color; it acknowledges disparities in educational opportunities between students of color and those who belong to the dominant culture (the White/middle class mainstream). The idea is that students who are not part of the mainstream experience little congruity between their home culture and their school culture (Ladson-Billings, 1995). This suggests that U.S. education – be it schools, institutions or systems that determine standards, policies, procedures and curriculum – is inherently biased. It is this bias that does not favor students who are less likely able to align themselves with the dominant culture in terms of race, class, language and ethnic affiliation, thus underserving them. It is through this lens that a case for CRP, which centers the lives of students of color, is established.

Context

For my capstone project, I chose the site of my research to be Salinas, particularly East Salinas. I choose this as the site location for my research because I feel this community is highly impacted by the focus of my capstone project. Demographic statistical data suggests that over

ninety percent of the population in this area identifies as Hispanic/Latino, many of whom are primarily of Mexican origin (“Demographic and Housing Estimates for 93905,” n.d.). This community is largely a working-class community and many of the residents of this community perform agricultural labor. Additionally, a significant amount of residents in this area are immigrants.

Literature Review

Since this paper will make use of a pedagogical framework developed by Gloria Ladson-Billings, it is only fair that parameters of CRP be made explicit. According to Ladson-Billings (1995), CRP must meet three parameters: (1) students must experience academic success while being intellectually stimulated, (2) students must experience cultural competence and must maintain cultural integrity, (3) students must develop a sense of social, political and critical consciousness. It is these parameters which Ladson-Billings found common with successful teachers of students of color.

Obstacles to CRP

In order to understand what are obstacles preventing students of color from receiving culturally relevant pedagogical instruction, I will focus on that which hinders access to culturally relevant curricular content. Curricular content provides a great avenue for being able to connect with students’ culture. Literature in particular poses to be an ideal domain for implementing parameters of CRP. For starters, it provides a great opportunity for fostering cultural competence and nurturing racial, ethnic and cultural identity. Secondly, it can aid in developing a sense of critical consciousness. Both of these things can lead to higher levels of engagement with students of color, which may potentially lead to greater levels of academic success.

Resistance to use of culturally diverse curricular content. We will begin by looking at research by Thandeka K. Chapman. Chapman's (2007) research investigates reforms that took place in a school district with the intention of raising academic achievement for high school students of color. Chapman focuses on curricular changes meant to implement culturally diverse literature through the use of new group books. According to Chapman's research, there were several findings that affected the extent by which curricular reforms could make the intended impact. One finding was that teachers did not favor the culturally diverse literature. A way teachers displayed this was by lamenting decreased usage of canonical readings in order to accommodate new literature (Chapman, 2007). Furthermore, teachers indicated that the new group books often had depressing themes, all while acknowledging that tragic themes were often a part of teaching literature at higher reading levels, even in canonical works (Chapman, 2007). Chapman further deconstructs these teacher reactions:

To balance the realism in the canonical readings, they wanted the group novels to be light-hearted and simple, less difficult and less volatile to teach. Thus the white teaching staff blamed the new texts for the dour reading content, rather than critique the Eurocentric canonical readings that remained in the curriculum... The lack of critique by the teachers maintained the privileged place of canonical European works by forcing the group books to serve as supplemental literature of unequal and lesser merit (Chapman, 2007, p. 55).

The aforementioned observation is significant for several reasons. One is, it demonstrates that although reforms were made to include diverse literature (as part of understanding the importance for students of color to be able to see themselves reflected in curricular content), teachers did not necessarily embrace it in a way that gave it much weight in the classroom. This

echoes Chapman's argument, which is that faculty felt "... significant ownership and accountability for maintaining a Eurocentric perspective of curriculum that reflected western canonical literature findings" (Chapman, 2007, p. 50). Indeed, this proves that teacher attitude toward diverse curricular content is crucial, as it may determine what does or does not get included as part of the mainstream curriculum.

Lack of skill/willingness to teach culturally diverse curricular content critically.

Teacher attitude toward diverse curricular content is important not only because it determines what does or does not get taught, but because it may determine *how* content gets taught. Since some of the new literature had issues of ethnic identity and race embedded in them, they provided a great opportunity for developing students' sense of social critique. If a teacher understands and values teaching literature works aimed at social critique, one can speculate that such works have the likely potential to be taught critically and to their full intellectual depth, thus resulting in a much higher level of student learning. Conversely, if a teacher does not value teaching these works, one can speculate that such works have the likely potential to be taught less nuanced and at surface levels, thus resulting in a much lower level of student learning.

The issue of how curricular content gets taught is essential. When taught critically, literature has the ability to evoke social consciousness. Not doing so, however, not only depreciates the transformative power of literature, but it fails to fall within the framework of Culturally Relevant Pedagogy and is fundamentally a disservice to students. According to Chapman, this was the case for the students associated with her research. Student opinions on the new literature mirrored the opinions of the teachers (Chapman, 2007). That is to say, students simply regarded the works as depressive, therefore had an unfavorable position about the new literature.

This stance held by students on the new literature proves to be a very surface level analysis and reaction to the literature. Chapman believes this to be evidence that teachers did not fully nurture intellectual development in the students and a critical understanding of the works. She further states, "... because their teachers were unable or unwilling to guide them towards greater social critique, the students were not taught academic ways to question the origins of structured inequity or why these structures remain in place" (Chapman, 2007, p. 54). This is important, because if teachers are not taking advantage of teaching opportunities elicited by books that would lead students toward developing a sense of critical consciousness, teachers fail at meeting parameters of Culturally Relevant Pedagogy.

The issue of what knowledge is valued. While literature proves to be a great domain for implementing facets of Culturally Relevant Pedagogy, it is certainly not the only domain. Social science and history are other areas by which teachers could implement cultural relevance through curricular content choice. Noboa's (2012) research investigates the extent by which Latino students were taught culturally relevant history. For his research, Noboa (2012) conducted teacher interviews in three schools in El Paso, Texas, two high schools and a middle school. The setting of his research took place in a district and residential area with a student population that was over 85% Latino of primarily Mexican descent (Noboa, 2012). Additionally, over half of the teachers interviewed were Latino themselves.

One of Noboa's research findings that prevented students from receiving culturally relevant pedagogical instruction was the little attention that Latino history received in the classroom (Noboa, 2012, p. 334). This is evident in the apparent answers to interview question #21 of Noboa's research, which was "To what extent do you discuss topics in your classroom related to Latin America, Mexico, Latinos and/or Mexican Americans?" (Noboa, 2012, p. 333).

To this, teachers responded with answers such as “Not that much” and “I’d say very little.” (Noboa, 2012, p. 334). In an attempt to further understand why Latino topics were rarely discussed in the classroom, a teacher anticipated Noboa’s question by quickly stating “It’s not really in the curriculum.” (Noboa, 2012, p. 334). This demonstrates the exclusion of Latino history in schools.

While teachers acknowledged that Latino issues received little attention in the classroom, they disapproved of it (Noboa, 2012). Teachers attributed the lack of Latino coverage in classrooms to TEKS (Texas Essential Knowledge and Skills) that determines Texas state public education standards which students are later tested on. One of the teachers pointed out that every so often, students get tested on the acquisition of knowledge outlined by TEKS, and it is up to the teachers to make sure they are competent in that information (Noboa, 2012). This makes it so that there is very little time for teachers to focus on topics that students are not expected to know in the state-mandated assessments.

Noboa’s research implies several things. First, it means that students are not tested on Latino historical issues in assessments. This is supported by one of the teachers in Noboa’s (2012) research, which indicated having an unfavorable opinion about TEKS:

Again, going back to the exclusion of minorities, it's there. It's just very exclusive, very elitist, and if we're teaching the next generation of Tejanos or Tejanas or other minority groups in our classroom, it's just not part of their history. I mean, we're excluded from it completely, we're invisible, it seems... (p. 337)

Additionally, this demonstrates that knowledge about Latinos is not given priority within the context of historical information that students should know. This echoes a similar pattern as found with Chapman’s (2007) research, which is that knowledge, information and content about

people of color is considered of unequal or lesser merit, seldom ever taking priority as part of the mainstream curriculum.

Other factors which teachers attributed to the little to no coverage of Latino history were the textbooks and the teacher pacing guides (Noboa, 2012). The pacing guides were related to issues of lack of time, as they are meant to directly correspond with student assessment time frames. The textbooks, are mentioned as a way of implying that they do not facilitate coverage of Latino issues and social history. All of these things point to a common theme, which is that there are many systemic factors hindering the implementation of culturally relevant curriculum for Latino students, even in cases where teachers favor such motion.

Solutions

So far, I have examined some of the obstacles preventing students of color from receiving culturally relevant pedagogical instruction. I have mainly explored this vis-a-vis diverse and culturally relevant curricular content, its application, or lack thereof, and the extent of its use. I identified three major problems hindering the implementation and use of diverse and culturally relevant curriculum content. The first was that unfavorable teacher attitudes toward diverse and culturally relevant curriculum had implications on its use, meaning that such content was not included or given priority as part of the mainstream curriculum. Instead, teachers expressed dissatisfactory opinions of the new literature works and lamented decreased usage of canonical works. The second problem was that, even in cases where diverse and culturally relevant curriculum was implemented, it did not receive the desired outcome of its intention; it did not nurture racial, cultural and ethnic identity based on the reactions of students, nor did it push them to think socially critically, which is a parameter of CRP. Lastly, I demonstrated how a lack of diverse and culturally relevant history in classrooms was in part influenced by structural factors.

Since state-mandated tests did not prioritize history related to people of color (particularly Latinos), such history was not included as part of the curriculum due to time restraints. Instead, teachers felt responsible for teaching material that would be covered in the state-mandated exam.

The Need for Implementation of CRP

Despite the varying degree of challenges this research exposes, it is only a testament to the need for CRP. I originally referred to the rapidly changing landscape of our nation to acknowledge the growing Latino presence in our country. I did this in order to focus our attention on what statistical data reflects, which is that Latinos experience lower rates of graduation than peers of other groups. This was done in order to establish that educational disparities exist that affect Latino students. Furthermore, I explained how biases found in the education system perpetuate these inequities by not implementing educational approaches that center students of color. Since improving educational outcomes for Latino students is at the heart of this research, I argue that teaching methods and practices that center the lives of Latinos are needed. I assert that implementation of CRP is the best way to accomplish that objective.

Empowering students through critical pedagogy. To further justify the need for a culturally relevant pedagogical approach with Latino students, I will look at research posited by Cammarota (2007) whose research took place at a pre-dominantly Latino school in Tucson, Arizona. His research looks at how an experimental social science curriculum influenced Latino student perspectives on their potential to graduate high school and attend college (Cammarota, 2007). Some of the students involved in the project were considered to be “at-risk” (Cammarota, 2007). However, not only did these students graduate high school, they also proved to be successful with advanced-level coursework (Cammarota, 2007). This is testament to the success of CRP with students of color.

To demonstrate why Cammarota's (2007) social science experiment – known as the Social Justice Education Project or “SJEP” – is a testament to the success of CRP, I will demonstrate their connection. First, the base of the curriculum was grounded in Chicano studies (Cammarota, 2007). This correlates with aspects of CRP as outlined by Ladson-Billings, since one of its parameters is that students must become culturally competent. In addition to this, Cammarota intentionally chose to incorporate critical theory into the curriculum (Cammarota, 2007). This correlates with another aspect of CRP, which is that CRP must develop a social and critical consciousness, as well as to stimulate intellectual learning. In addition to these components of the SJEP, students were also expected to be a part of a participatory research project where they examined issues within their communities (Cammarota, 2007). This made the social science experiment very relevant to students' lives. All of these aspects of the SJEP make it fall within the framework of CRP.

As part of the SJEP, students learned new knowledge within the subjects of Chicano studies, Critical Race Theory and other subject areas related to ethnoracial and gender oppression. The conclusive evidence of this work demonstrates that for Latino students of working-class backgrounds, learning about these subjects makes them feel empowered. A student, Validia, explains how learning the term “microaggression” impacted her. She states, “‘Cuz it makes you like... I guess it just makes everything make sense... it explains... what your actions mean. Or how your actions happen.” (Cammarota, 2007, p. 91). This statement demonstrates the power of being able to recognize, name and define one's experience with marginalization. This impacted Validia, because it was relevant to her ethnoracial experience.

Previous to Validia's involvement in the SJEP, she was considered to be at-risk. In fact, Validia claims in Cammarota's interview, that she was encouraged by a teacher to drop out of

school (Cammarota, 2007). However, exposure to new knowledge, such as critical theory allowed her to take something she learned in school and apply within the context of her own life experience. This motivated her to want to continue with school, and it even instilled a desire in her to go to college (Cammarota, 2007). This confirms that exposure to curricular content aimed at social critique is highly valuable to Latino students, as it empowers them and makes it likelier for them to stay in school.

Affirming identity through culturally relevant curricular content. Another example of success of CRP in Cammarota's research is the case of Arturo Ramirez. Also considered an at-risk student, Arturo entered the SJEP with three high school credits as a junior (Cammarota, 2007). Arturo explains how his experience in the SJEP particularly helped him. He states, "It's the power - to know who you are and be proud of who you are" (Cammarota, 2007, p. 92). Arturo's statement speaks to cultural competence component of CRP; one that acknowledges, values and nurtures ethnoracial and cultural identity. This demonstrates how learning culturally relevant material helps students develop a positive self-image and instill ethnic pride. As with Validia's experience, these experiences are vital because they lead to a feeling of empowerment which impact school performance. Cammarota further explains about Arturo, "After he became engaged with SJEP, Arturo clearly demonstrated motivation and intelligence" (Cammarota, 2007, p. 92). Since Arturo's previous experiences in school rendered him little academic success, this claim is profound, as Arturo proved to be intellectually proficient for higher level coursework when challenged by a curriculum relevant to his life.

Method

Considering the underpinnings of Culturally Relevant Pedagogy and other related approaches (i.e. culturally congruent teaching, culturally responsive teaching, etc.), as well as the

benefits they render, it is worth inquiring why such frameworks are not approaches that are more often implemented when working with student populations that are overwhelmingly of color. Thus, I would like to ask the following questions: How do teachers feel about CRP? Do local teachers feel lack CRP is an issue for local schools? What are factors inhibiting the use of CRP in school settings with pre-dominantly student of color populations?

Participants

Researcher. My capstone projects deals with Latino students not having access to sufficient CRP through public education. This project is personally meaningful to me because I identify as a woman of color, a Xicana to be more precise. As mentioned in my backstory, throughout my education, I did not see myself reflected in curriculum and I did not learn about my cultural, ethnic and racial identity. I did not experience my cultural and ethnic identity being acknowledged or being given value to, despite it being something that was such a large part of who I was, and still is today. As a result, I very much felt alienated in school. This influenced my apathetic attitude toward learning, school and education.

Today, I see students who are experiencing what I did and I feel it is unjust. While there is an expressed concern for the academic achievement of Latino students, there is a lack of truly centering Latino students in education. This can be seen in the ways in which Latinos continue to experience insufficient CRP in education and continue to not see themselves reflected in curriculum. Moreover, this continues despite research indicating that students of color across all backgrounds positively respond to curriculum that centers their ethnic and cultural identity. These are the reasons why I have chosen to undertake this project.

Certainly, having personally experienced things which I address in my capstone makes this project very intimate to me. In this sense, I will be similar to some of the subjects affected by

my capstone project's focus and research. I also share racial, cultural and ethnic affiliations with those who will be subjects in my capstone research. On the other hand, things which set me apart from my subjects would be social class, level of education and where I live today. Although I grew up in East Salinas, I no longer live there. I live in a largely middle-class area of Salinas and I have some university education, which contrasts those who are subjects in my capstone project's research. All of these things are factors which influence my research and how I analyze data, including what are the best potential solutions.

Research participants. For this project, I wanted to interview two English teachers at an East Salinas public high school. I wanted for one of the teachers I interview to be an English teacher that intentionally implements CRP and uses culturally relevant content in the classroom. Conversely, I wanted the other teacher I interview to be an English teacher that does not implement CRP or use much of culturally relevant content in the classroom. The interviewees were asked question related to my previously mentioned research inquiries.

The first teacher I interviewed was Mr. Lazarez, an English teacher who implements CRP. I initiated contact him Mr. Lazarez via email. Once I established contact with Mr. Lazarez, we agreed on a day, time and location for an interview. After conducting an interview with Mr. Lazarez, I asked him if there was a fellow English teacher that he recommends I conduct a second interview with based on my candidate criteria. Mr. Lazarez made several suggestions. I then initiated contact with Mrs. Ruwell, a teacher who does not implement CRP. Once I established contact with Mrs. Ruwell, we too agreed on a day, time and location for an interview.

Due to the potential sensitivity of some of the information provided by participants, and the possibility of it affecting employment status or professional reputations, I informed participants that their identity would be protected. I let them know that pseudonyms would be

used in place of their names, as well as for the school where they work at. When collecting and gathering information from participants, I made sure that they selected a location in which the participants most felt comfortable in.

Instruments & Equipment

Since the participants I interviewed had distinct pedagogical approaches, I had to formulate my questions accordingly. Although I had a set of prepared interview questions, I had to modify which questions got asked or how they got asked as I went through the interview. This was due to each teacher having distinct views which reflected in their responses. There were twelve total interview questions for Mr. Lazarez (see Appendix A) and nine total interview questions for Mrs. Ruwell (see Appendix B). Additionally, each participant was given an adult consent form which was signed before the interview (see Appendix H).

Procedure

My interview with both teachers was conducted individually and face-to-face. Both participants selected to be interviewed in their classrooms during after school hours. I audio recorded both interviews on my personal Samsung Galaxy S3 mobile device. I also brought my personal MacBook Air along with me so that I could refer to interview questions which were on a document saved in the device. I also used my personal MacBook Air in order to make note or highlight important information shared by the teachers interviewed.

Data Analysis

The interviews conducted with each high school teacher were transcribed. Since interview questions for each teacher were the same, the data collected was arranged as responses to specific question type. Data was then analyzed for surfacing themes and quantified in terms of

percentages in order to create a pie chart. Data was then interpreted in order to determine its implications.

Results

My first interview was with Mr. Lazarez, an English teacher at ESHS. I connected with Mr. Lazarez through a professor I had previously had that was aware of my wanting to interview a teacher that implements CRP and uses culturally relevant content in the classroom. After my interview with Mr. Lazarez, I asked him if he knew of any teachers in the English department at ESHS that were more likely to stick to traditional literature and make less use of culturally relevant literature and CRP. Mr. Lazarez suggested a few teachers. I was able to set up a second interview with Mrs. Ruwell.

For each interview, my first question revolved around how teachers felt about CRP. Both teachers gave a positive response to this question, but proved to ultimately have different ideas of CRP. Mr. Lazarez stated that he firmly believes in CRP and that it unequivocally guides his teaching approach daily. Mrs. Ruwell stated that she feels it is important for students to learn about themselves, so she tries to incorporate CRP when she can. I thought this statement to be inconsistent with CRP, since CRP is a pedagogical approach that teachers intentionally commit to in order to make daily decisions about what to teach, how to teach it, how to communicate with students and make decisions about other classroom practices. Thus, my understanding of CRP is not that it is something that is incorporated occasionally, but guides teaching all the time. Nevertheless, I continued with my questions.

My next question was to ask if teachers felt that lack of CRP was an issue for local schools and students. I received different responses. While Mr. Lazarez does feel that lack of CRP is an issue for local schools and students, Mrs. Ruwell does not. Each teacher explained

why they feel as they do. Mr. Lazarez stated, “I do... especially where I work... 98% of students are Latino. But the curriculum or the teaching practices don’t always reflect that. So, in essence, I do feel that it is a problem or issue for local schools...”. Conversely, Mrs. Ruwell stated, “In my experience teaching, I think teachers are already good about bringing the cultural relevancy... I feel like that has always been a major focus”.

Since both teachers had different responses to the previous question, I tried to find out information that justified their responses. Mr. Lazarez touched on a wide variety of practices which he feels are not culturally relevant or congruent with students and the community. These practices were not limited to teacher pedagogy, but also included school practices and policies. This will be further discussed as factors that inhibit implementation of CRP. Conversely, since Mrs. Ruwell disagreed that lack of CRP was an issue for local schools and students, she came up with examples that she felt support her claim.

To begin with, Mrs. Ruwell pointed out the start of a new spoken word competition that is held yearly. She also stated that she does an assignment with her students about what it means to live in a Salinas. Lastly, she added that there was the inclusion of one Latino-themed book on the district-wide English curriculum. When speaking more about Latino-themed literature books, Mrs. Ruwell was not able to come up with titles of any additional Latino-themed books off the top of her head. After stating this, she added that she felt a better job could be done of bringing in diverse and Latino related literature books. However, such motions, she felt, were difficult for teachers to do so because teachers lack time, especially due to new state testing preparation. The issue of time is a theme that has been already previously mentioned in the literature review portion of this paper, and it is also a theme which is related to responses given by Mr. Lazarez.

While it seemingly would appear that Mrs. Ruwell and ESHS attempt to implement culturally relevant activities, such as the yearly spoken word event and the assignment on what it means to live in Salinas, these attempts should not be confused with implementation of CRP as a teaching approach. Both the yearly spoken word competition and Mrs. Ruwell's assignment are relevant to students in terms of youth, urban and local culture; however, this does not necessarily mean that elements of students' cultural and ethnic identity are embedded in these activities. There was also no mention of culturally relevant methods with regard to how content is taught, how she communicates with students in the classroom or other classroom practices.

Additionally, the inclusion of one Latino-themed book in the district-wide English curriculum is far from being evidence that suggests the district, school or teachers implement culturally relevant practices. Conversations with both Mr. Lazarez and Mrs. Ruwell later confirmed that teachers are not required to teach textbooks on the district-wide English curriculum. For the sake of teaching more culturally relevant literature, this can work either in favor of or against that cause. On one hand, it means teachers do not need to stick to classic literature works. On the other, it means that teachers could very well avoid the use of culturally relevant textbooks altogether. Thus, the apparent inclusion of one Latino-themed book in the district-wide curriculum may be irrelevant when it comes implementing CRP through student exposure to culturally relevant literature.

I agree with Mrs. Ruwell's statement that suggests more could be done to include diverse and Latino-themed books. Although teachers are not required to follow the district-wide curriculum, certainly there should be more than one Latino-themed book suggested. The fact that there is only one on the district-wide English curriculum, however, is counterintuitive to CRP when a school has 98% Latino students. Furthermore, while increased or even minimal use of

culturally relevant literature does not imply that such works are having the intended outcome on students as outlined by CRP (raising critical and social consciousness), I argue that increased exposure to culturally relevant literature could increase that likelihood. Although Mrs. Ruwell does not feel lack of CRP is an issue for local schools and students, her statements do not generally support that.

Since Mr. Lazarez had a different outlook than Mrs. Ruwell, it was not difficult to get responses that link me to factors that might be inhibiting implementation of CRP, use of culturally relevant content and culturally relevant school practices. Although Mrs. Ruwell differs in view from Mr. Lazarez, both teachers were asked to identify factors that might be preventing the implementation of CRP. Both teachers raised great points that could be categorized in three different ways: factors inhibiting the use of CRP related to teacher autonomy, factors inhibiting the use of CRP related to systemic realities and factors inhibiting the use of CRP related to a combination of both influences. Factors having to do with teacher autonomy are directly related to choices within teacher control. Factors having to do with systemic realities are related to school, district or state controlled practices and policies. Factors having to do with a combination of both influences are related to both teacher autonomy and systemic realities.

Factors Inhibiting Implementation of CRP Related to Teacher Autonomy

Unwillingness to embrace something new. According to Mrs. Ruwell, something inhibiting the implementation of CRP has to do with teacher difficulties moving away from traditional content. Mrs. Ruwell stated, “[For literature]... it’s getting rid of the notion of what classics are and what constitutes what kids should be reading...”. Mrs. Ruwell mentioned how making decisions to include nontraditional literature (i.e. Latino literature) meant giving up classic novels. She added, “... A lot of teachers, I feel, have trouble with that balance, and I am

one of them. Because, if I want them to do well in college and on, they *have* to know these classic stories...”. Mrs. Ruwell’s statement echoes claims previously raised in the literature review portion of this paper. She admits that there is hesitance, and even a resistance from moving away from canonical literature works. Additionally, her statements touch on ideas of what type of knowledge is valued, who decides that and how this dictates what students learn. These concepts are crucial when contributions of people of color are absent from knowledge that is deemed valuable, and when people of color have little influence in making those decisions to begin with.

Fear of talking with students and getting to know the community. While Mrs. Ruwell pointed to teacher difficulties in embracing diverse literature, Mr. Lazarez suggests that a large part of the problem when it comes to implementation of CRP is teachers being unfamiliar with Latinos in East Salinas. He mentioned that teachers fear interacting with students and the community. Mr. Lazarez states, “...Being afraid to go out, take a walk through the hood. Being afraid of talking with some students...”. These statements suggest two things. One is, that it is possible that some teachers hold negatively bias opinions about the community they work in if they actually fear students. Secondly, it suggests that such a perception is a barrier preventing teachers from actually getting to know students and the community, both of which have implications on teaching. CRP requires the centering of student lives, their identity and communities. This is not possible if teachers are disconnected with students and the community, however, it is a responsibility that falls in teacher hands.

Factors Inhibiting Implementaion of CRP Due To a Combination of Influences

Fear of repercussions from administration or districts. In addition to teachers fearing talking with students and getting to know the community, Mr. Lazares also mentioned that

teachers may fear repercussions from administration or districts. This he believes are factors that inhibit the use of CRP. Mr. Lazarez's statement suggests that while teachers may want to incorporate culturally relevant content or culturally relevant teaching styles, they may feel pressured to teach traditional content using traditional models out of fear of being reprimanded. While I understand the validity of this fear, I suggest that teachers cannot conform out of fear. Ultimately, teachers who are responsible for educating students in ways that best suit them, even if this means deviating from curriculum or pedagogy intended for mainstream students. Teachers must have the courage to challenge practices and policies, as well as the willingness to manipulate such practices and policies to meet the needs of students.

CRP requires more time and effort. One of the themes common in both Mr. Lazarez's and Mrs. Ruwell's answers regarding factors inhibiting the use of CRP was related to time and effort. According to Mr. Lazarez, some teachers are simply unwilling to implement CRP because it requires more effort from them. He states:

I mean, it is more work. You have to talk to your students. You have to go out in the community, be present. You have to read more. You have to learn more. And a lot of times, teachers, from what I've seen, from my experiences, want a cooking cutter answer.

Mr. Lazarez's statement suggests that teachers must have a deep desire to be invested in students and the community if they are to put the extra effort toward customizing their students' education in order to meet their needs. Mrs. Ruwell, however, also makes note of issues related to time. She stated that new state testing leaves little room for teachers to do anything besides test preparation. Certainly, both teacher perspectives should be taken into consideration. Not only do teachers have to juggle a wide variety of responsibilities that require a lot of time, but current emphasis on standardized testing now consumes much of what teachers do, which affects

what they do not do. At the same time, some teachers are successful in directing time an effort toward implementing CRP, therefore doing so must be a possibility.

Factors Inhibiting Implementation of CRP Due To Systemic Realities

Teachers need professional development support. Additional factors Mr. Lazarez mentioned which inhibit the implementation of CRP have to do with systemic realities. For example, Mr. Lazarez pointed out that there is no professional development support for teachers by the school or district with regard to CRP or culturally relevant teaching practices. Indeed, CRP is an approach that requires knowledge, practice, skill and being critical. Thus, teachers need to be provided with resources and training in order to implement CRP in a mindful way. If teachers do not have this kind of support, it is likely that they will be less prone to implement CRP, much less do so successfully. Additionally, this has further implications on teacher education programs and teacher credentialing programs and whether they are equipping future teachers with the necessary tools needed to meet the needs of Latino and other predominantly student of color populations.

The need for ethnic studies in all high schools. Mr. Lazarez also stated that lack of ethnic studies courses across all high schools statewide inhibit the implementation of CRP. He said, “We shouldn’t have to fight to get them [ethnic studies courses] into schools.” Considering the positive effects of ethnic studies on youth of color (i.e. SJEP), Mr. Lazarez raises a valid point. While efforts in California move toward getting ethnic studies offered at all high schools, EAHS has brought into its campus a Mexican-American history course. Additionally, Mr. Lazarez started a MEChA club on campus that meets during lunch or after school. Both of these are great efforts that pay attention to the nuances of the community; however, statewide support is still needed to get things such as ethnic studies in all high schools.

Dehumanizing discipline policies and practices. Lastly, Mr. Lazarez referred to discipline as something that inhibits implementation of CRP. He suggests that discipline practices and policies too often mirror the criminal justice system and get in the way of true implementation of CRP. He states:

A lot of times, discipline reflects the justice system, where now probation officers come to pick them [students] up and take them to the office. You have a counselor or supervisor walking them around with a walkie-talkie, walking them up to the front [office] and then you have a stack of personal records. And once you are in the records, your file just kind of keeps stacking and stacking with the same kid that gets sent out [of the classroom].

Mr. Lazarez raises a valid concern over the dehumanizing practices of schools with regard to discipline. I agree that discipline practices must be reexamined, particularly when data reflects that boys and teens of color are likelier to be suspended at disproportionate rates than other student counterparts (Yang, 2009). This certainly must be taken into consideration with schools that have majority student of color populations in order to ensure that fair, safe and possibly culturally relevant ways of approaching discipline that are likelier to be most successful are employed.

Relying on information gathered in my interviews with Mr. Lazarez and Mrs. Ruwell, a pie chart was created to demonstrate findings more concisely (see Appendix C). The chart shows factors inhibiting the use of CRP that are related to teacher autonomy, systemic realities and a combination of both influences. The data suggests that based on teacher responses, there are more factors inhibiting the use of CRP and use of culturally relevant practices in schools affected

by a combination of influences (43%) and an equal amount of factors inhibiting the use of CRP that are related to teacher autonomy (29%) and systemic realities (29%).

Action Project

The focus of this research has concentrated on factors inhibiting the use of CRP, thereby preventing Latino students from accessing adequate and equitable educational opportunities. Indeed, various pieces of information have highlighted the complexities of this issue. I have presented the perspectives of two teachers that work in the same school who share different outlooks as to what constitutes as CRP and what are sufficient culturally relevant educational practices. Additionally, the research has demonstrated that factors inhibiting the use of CRP are related to teacher autonomy, systemic realities and a combination of both of influences. Based on various considerations, I have come up with three potential actions that may address my capstone project's issue.

Action Options

Devise a lesson plan. Having explored research on CRP and personally believing in it as a pedagogical approach with majority student of color populations, I have become concerned with my own future teaching practices. As a result, an action project option I have come up with revolves around learning how to implement CRP in order to be able to design a lesson plan. Thus, for this potential action, I would interview an educational expert in order to learn skills and strategies for best implementing CRP, as well as designing lesson plans.

Create a web-based resource space. Another action option for this research project would be to build a web-based resource space that includes information and promotion of CRP and other multicultural and critical pedagogical approaches. This would require research in order to find adequate information, resources and networks available for educators online. Ideally, this

information would be promoted, linked or somehow made available for access through this online space. This web-based resource space could be in the form of a blog, website or social media account.

Examine LS course of study. A third action option I have considered is to examine the Liberal Studies/teacher preparation course of study here at CSUMB, in light of my own concerns regarding attention given to teaching student of color and Latino-dominant communities. For this action option, I would look at the major learning outcomes of the Liberal Studies department in order to see if they concur with what I have experienced in Liberal Studies courses. I would then make suggestions and present my findings to the Liberal Studies department.

Action Options: Pros and Cons

First option. My first action option deals with addressing lack of skill when it comes to being able to implement CRP. This action would aid in my development as a teacher. In this sense, this action option would be a pro because it deals with factors preventing students from being recipients of CRP (i.e. current and future teachers' lack of skill). Additionally, my lesson plan could possibly serve as a sample lesson plan for other teachers. A con of this action could be that I may not develop the skills I need to devise a lesson plan that successfully implements CRP. Another con is that this action would not have immediate effects on benefiting the community at large.

Second option. My second action option deals with teacher lack of knowledge regarding CRP and other multicultural and critical pedagogies. A pro of this action would be that it could serve as an online space that meets current and future teachers' knowledge needs, as well as provides resources, ideas and access to groups and networks. Another pro of this action would be that it has the potential to reach a wide variety of people since the information will be available

online. A con is that this action might not reach any community, including local ones, since teachers must have the desire to want to learn about CRP in order to use this space.

Third option. My third option deals with analyzing teacher preparation courses at CSUMB. This addresses the issue in my capstone project, because it deals with teacher education and preparation with regard to teaching minority-majority student populations. In this sense, a pro is that this option has the potential to have a beneficial impact on Liberal Studies practices. A con is that any findings used for the purposes of making recommendations could not be considered or may have little to no impact on practices in CSUMB's Liberal Studies department. Based on the pros and cons related to each action option, a table was created to show findings more concisely (See Appendix D). Additionally, a table evaluating various aspects of each action option, such as effectiveness, reach, visibility, cost effectiveness and sustainability was also created (See Appendix E).

Action Options: Evaluation of Evidence

First option. Evidence from my literature review suggests that lack of skill is a contributor to insufficient CRP in education. Although learning how to devise a lesson would supplement my development as a teacher, it would not have a direct impact on the professional development of current or other future teachers. This option could seemingly have little to no impact on teachers' lack of motivation to implement CRP or their resistance to use culturally relevant curricular content. Although devising a lesson plan that centers Latino students disrupts concepts of what knowledge is considered valuable, it does nothing to impact what institutions deem valuable knowledge, thus is required for students to learn.

Second option. Creating a web-based resource space would address evidence found in my field research that suggests knowledge deficits inhibit the implementation of CRP, because it

would make information on CRP available. Similar to option one, this option could have little to no effect on teacher resistance to CRP or wanting to teach culturally relevant content. Moreover, creating an online space with information on CRP, multiculturalism and critical pedagogies does little to impact what knowledge institutions deem valuable, therefore is required for students learn. However, this space would be a reflection of what communities deem as valuable knowledge, and it would be made available to many.

Third option. Examining Liberal Studies course of study and making recommendations for improvement could impact the teacher preparation major. Since evidence in my research suggests current and future teachers have a knowledge deficit about CRP, as well as insufficient skills required for implementing it, this action would deal with a root of that cause. This option could potentially impact teacher resistance to CRP and culturally relevant curricular content as well. This action would directly have an impact on what knowledge institutions deem valuable, therefore what is given emphasis and is required for college students to learn. Since this option would examine a teacher preparation major and provide feedback the Liberal Studies department, it has the potential to have a very valuable impact.

Decision Making

Recommendation. Upon analyzing the three potential action options, I advocate for implementing the second option, which is to create a web-based resource space dedicated to CRP and similar approaches that fall within the umbrella of multicultural and critical pedagogies. This will be the action for my capstone research project. I choose this option for several reasons. First, because my interview research data suggests that some teachers have no knowledge of CRP or falsely interpret it. Thus, creating this space would address knowledge deficits about CRP. Secondly, this space could serve as a resource guide for current and future teachers who are

interested in implementing CRP, but are unsure of where to start. Lastly, having this information available on the web has the potential of reaching a wide audience, therefore impacting various communities.

Assumptions. Assumptions made regarding choosing to implement the second action option are as follows. First, I assume that current and future teachers have heard about CRP. This is a critical factor, as I myself had to do some research in order to learn that such a pedagogical framework exists. Next, I assume that current and future teachers who have heard about CRP and are interested in implementing it will be able to access my website and the information found in it. Thirdly, I also assume that because this information will be available on the web to current and future teachers interested in implementing CRP, they will gain the knowledge, ideas and skill by which to implement it successfully.

Position. There are potential strengths in the action options I am not choosing to implement. With regard to option one (devising a lesson plan) a potential strength is that I would grow and develop as an educator. With regard to option three (examining LS course of study) a potential major strength is that it has the possibility of making great impact at the institutional level. In addition to potential strengths of the action options I am not choosing, one possible negative outcome of choosing option two (creating a web-based resource space) is that this online space and the information found within it may not reach current and future educators in need of learning about CRP. Additionally, my position is limited because I am unsure as to whether a web-based resource space could take the place of professional training needed to develop adequate skills in order to implement CRP.

Decision. I continue to support my decision for choosing to implement option two (creating a web-based resource space). I choose this because awareness of CRP, including what

it is, its benefits and how it looks like in practice is a fundamental aspect of this project. As previously mentioned, it was through research for this project that, I, as a future educator became aware that such a theoretical framework for teaching exists. I also choose this option, because evidence in my field research indicates that current teachers also have a knowledge deficit about CRP. This too can be inferred by looking at some of the teacher interviews found in my literature review, even when specific questions about CRP were not asked by the researcher. Moreover, since knowledge deficits regarding CRP are a large part of the problem, and since increasing awareness of CRP is a priority, this is why I favor creating a web-based resource space dedicated to CRP that will be made available to anyone with internet access.

Action Project Description, Documentation and Reflection

This capstone project began with the claim that education is inherently biased in ways that favor the White, middle-class mainstream and that because of this, students of color, particularly those from working class backgrounds, experience little congruity between home culture and school culture. These claims, therefore, insinuate that while educational opportunities may be equal since a similar type of education is made available to all students, they certainly are not equitable, because they do not afford all students what they need. This was further noted to be problematic considering statistical data on current and projected demographics, as well as on high school completion rates across ethnic groups in the United States. These multiple aspects led me to look into CRP, which addresses cultural incongruity, educational inequity and was relevant to the statistical data. In light of all of the above considerations, my research inquiries revolved around whether there is sufficient use of CRP in schools and what factors could be inhibiting its use. Evidence both in my literature review and in my field research suggest there is a knowledge deficit regarding theoretical and practical implications of CRP.

Description and documentation. In response to my research findings, I decided to create a website dedicated to CRP and other multicultural and critical pedagogies (See Appendix F for screenshot of website). To do this, I first had to come up with a domain name. Once I came up with a domain name, I had to make sure it was available. Upon finding out that the domain name (crpasedjustice.org) was available, I purchased it and signed up for web hosting. I then chose a design layout for the website, made several adjustments and began adding pages, posts and relevant links. Additionally, I created a social media account on Twitter with the handle @CRPasEdJustice, similar to the name of the website (See Appendix G for screen shot of social media account). I did this in order to supplement and promote the website, as well as link useful resources to the website that are featured on Twitter.

Reflection. My objective in creating a website dedicated to CRP was to provide information and useful resources regarding CRP and other multicultural and critical pedagogies. In this website, I was hoping to post and/or link academic articles, news articles, videos, websites, and networks relevant to CRP. The purpose of this action was to address knowledge deficits by making information on CRP available to anyone with internet access, as well as to promote CRP. Although I was successful in creating a website and a social media presence that supplemented it, it has been difficult to determine the effectiveness of this action. I have not been able to gather much of a response, nor did I anticipate how I would go about doing that. Additionally, I do not feel I have been successful in promoting both the website and my social media account sufficiently enough. Moreover, while I have posted and linked content to the website, I have not added new content due to lack of time that I am able to dedicate to it.

Going into this action project, I feel I underestimated several things. First, I underestimated the skills I would need in order to effectively create and promote a website, as

well as a social media account. Secondly, I underestimated the time it would take to look for new and thoughtful content to post. I also underestimated the time it would take to learn more in-depth knowledge about information technology. Conversely, I overestimated the availability of quality resources that I thought I would come across to post to the website continually. I would definitely take all of these things into consideration by adequately preparing and planning next time. Something I should stop doing with regard to this project is not dedicating enough time to promoting the website and the social media account. On the other hand, I should continue trying to find useful content and networks that I could post or link to the website. I should also start dedicating more time toward learning about how to best promote websites and social media accounts.

Lessons learned. Through this project, I learned several things. For starters, I learned about a pedagogical approach that matches the type of educator I aspire to be. I also learned that in order to accomplish that goal, I have a lot of growth to look forward to; I need to read and learn so much more about what it will take to be an effective and thoughtful educator. I also take away experience and knowledge from this capstone project that allows me to be a better researcher; I feel I have learned new things with regard to looking for research articles, building an argument, developing research questions and interpreting data. Additionally, an aspect I learned about myself with regard to the action portion of this capstone project is that I do not prefer technology-based action projects. Rather, I prefer action projects that involve direct interaction with teachers and students. I have also been made more clearly aware of the complexities in being able to create change. I strongly feel that effective change must be a community effort; that is, stakeholders must be involved in the process of implementing a solution and even in the process of coming up with one. Finally, this capstone project experience

has further reinforced my commitment toward my community and my inclination toward advocating for educational equity.

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Appendix A

Teacher Interview Questions for Mr. Lazarez

1. Have you heard of CRP? If so, how do you feel about it?
2. Generally, do you feel there is a lack of CRP in education? Please explain why or why not.
3. Based on demographics, is lack of CRP an issue for local schools? Please explain why or why not.
4. Do you think something should be done to address lack of CRP in public education? If so, what are things that could be done?
5. I often hear that because there are pre-set curriculums or teaching models, it is difficult to implement CRP. How do you feel about this? Also, do you find Common Core gets in the way of implementation of CRP?
6. As an English teacher, are you told what books you are supposed to be teaching? If so, do you find that it limits your ability to implement CRP via culturally relevant content?
7. Do you know of anything currently being done to address lack of CRP on any level?
8. Do you feel there are any drawbacks of CRP? If not, what do you think are assumed drawbacks of it?
9. What do you think are obstacles preventing teachers from *embracing* CRP?
10. What do you think are obstacles preventing teachers from *implementing* CRP?
11. Would you accept lack of knowledge as a reason why teachers do not implement CRP and similar pedagogical approaches?
12. Why do you as a teacher personally use CRP and what benefits have you seen it have on your students?

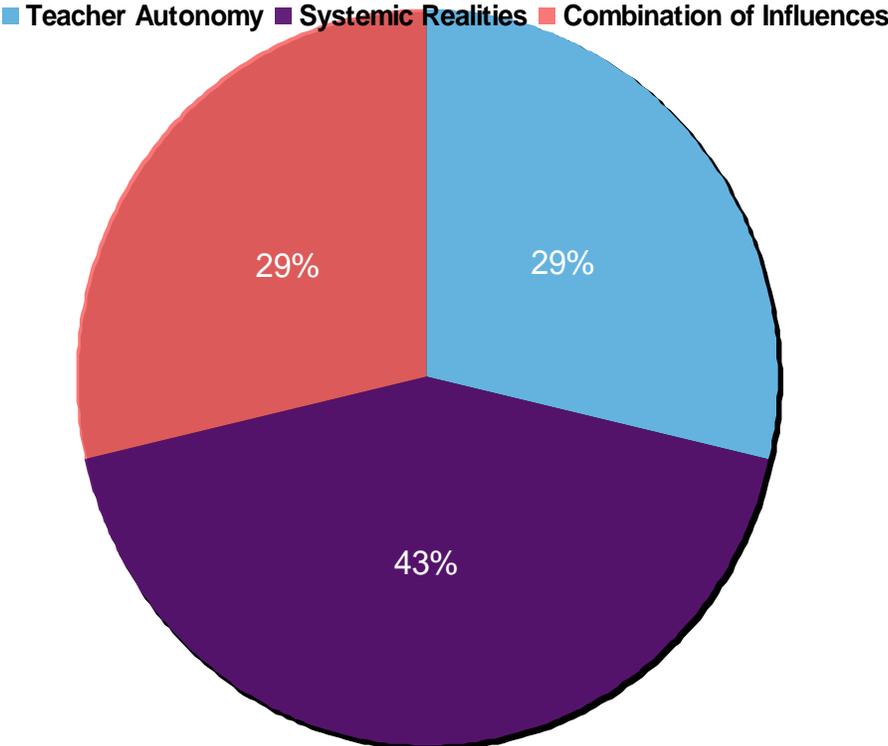
Appendix B

Teacher Interview Questions for Mrs. Ruwell

1. Have you heard of CRP? If so, how do you feel about it?
2. Generally, do you feel there is a lack of CRP in education? Please explain why or why not.
3. Based on demographics, is lack of CRP an issue for local schools? Please explain why or why not.
4. I often hear that because there are pre-set curriculums or teaching models, it is difficult to implement CRP. How do you feel about this? Also, do you find Common Core gets in the way of implementation of CRP?
5. As an English teacher, are you told what books you are supposed to be teaching? If so, do you find that it limits the ability to implement CRP via culturally relevant content?
6. What do you think are obstacles (if any) preventing teachers from *embracing* CRP?
7. What do you think are obstacles (if any) preventing teachers from *implementing* CRP?
8. Do you feel there are any drawbacks of CRP? If so, what are they? If not, what do you think are assumed drawbacks of it?
9. Do you think there are any potential benefits that can be found with students upon implementing CRP? Have you seen any?

Appendix C

Factors Inhibiting Use of CRP Gathered From Field Research



Appendix D

Action Options Evaluation of Pros and Cons

Options	Pros	Cons
Devise a Lesson Plan	<ul style="list-style-type: none"> • Learn, grow and develop as an educator • Lesson plan could be shared with teachers 	<ul style="list-style-type: none"> • May not develop adequate skills • Initially will directly impact researcher • Will take time to see benefits
Create Web-Based Resource Space	<ul style="list-style-type: none"> • Promotion of CRP • Addresses knowledge deficits regarding CRP • Information will be available to anyone with internet access 	<ul style="list-style-type: none"> • Information many not reach many • Does nothing to very little to address lack of skills with regard to implementing CRP
Examine LS Course of Study	<ul style="list-style-type: none"> • Opportunity to provide student feedback based on academic experience • Has the potential to have an impact at institutional level 	<ul style="list-style-type: none"> • Feedback may not be seriously considered by department • Feedback may illicit negative response • May have little to no impact

Appendix E

Action Options Evaluation of Various Aspects

Options	Effectiveness	Reach	Visibility	Cost Effectiveness	Sustainability
Devise a Lesson Plan	Medium	Medium	Low	High	Low
Create Web-Based Resource Space	Medium	High	High	Medium	High
Examine LS Course of Study	Medium	High	Medium	High	Medium

Appendix F

Screenshot of Website Created Dedicated to CRP (crpasedjustice.org)

CRP as Ed Justice
Addressing the opportunity gap

ABOUT WHAT IS CULTURALLY RELEVANT PEDAGOGY?

MAY 2015

M	T	W	T	F	S	S
					1	2 3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEARCH
Search

ARCHIVES
Select Month

RECOMMENDED SITES
Teachers 4 Social Justice
NY Collective of Radical Educators

HOW DOES A TEACHER'S RACE AFFECT WHICH STUDENTS GET TO BE IDENTIFIED AS 'GIFTED'?

© MAY 5, 2015

By Emma Brown

Black students are more likely to be identified as "gifted" when they attend schools with higher proportions of black teachers, according to a new study, and Latino students are more likely to be called gifted when they go to schools with more Latino teachers.

The study doesn't get at why there is such a correlation, but it adds another layer to a long-simmering debate about why black and Latino children are less likely to be called "gifted" than their white and Asian peers.

[Gifted students – especially those who are low-income – aren't getting the focus they need]

The connection between teachers' race and students' likelihood of

Appendix G

Screenshot of Social Media Account Created to Supplement Website (@CRPasEdJustice)



Appendix H

Adult Consent Forms for Teacher Interviews

CALIFORNIA STATE UNIVERSITY, MONTEREY BAY

100 Campus Center, Seaside, California 93955-8001
College of Professional Studies
Liberal Studies Department
(831) 582-4376 • FAX (831) 582-3356

**CSUMB Committee for the Protection of Human Subjects
CONSENT TO PARTICIPATE IN RESEARCH****Title of Project:** Culturally Relevant Pedagogy in Public Education

We would like you to participate in a research study conducted by Mariela Flores, a student in the Liberal Studies Department, to be used for a capstone project at California State University, Monterey Bay.

The purpose of this research is for participants to open dialogue about Culturally Relevant Pedagogy in public education.

You were selected as a participant in this study, because as a teacher, your insights into culturally relevant curriculum and pedagogy would be very beneficial.

The benefits of participating in this project include providing suggestions for improvement which may be translated into action.

If you decide to participate in this research, you will be asked to participate in a short interview/fill out a survey. The interview will be scheduled at your convenience and should take 10-15 minutes to complete.

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will only be disclosed with your written or witnessed verbal permission or as required by law. Furthermore, the data collected will only be used by the researcher, who will change all names and identifying information in her capstone paper and presentation. At the completion of this project, any audio-recorded interviews will be erased and photographs destroyed.

Participating in this project is entirely up to you. You can choose whether or not to be in the study. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you do not want to answer and still remain in the study. The investigator may withdraw you from this research if circumstances arise which warrant doing so.

If you want to know more about this research project or have questions or concerns, please contact me at marieflores@csumb.edu or email Dr. Deanne Pérez-Granados, of the Liberal Studies Department at dperez-granados@csumb.edu.

The project has been reviewed and accepted by California State University, Monterey Bay. You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study.

If you have questions about CSUMB's rules for research, please call the Committee for Human Subjects Chair, Chip Lenno, CSUMB Technology Support Services, 100 Campus Center, Building. 43, Seaside CA 93955, 831.582.4799.

You will get a copy of this consent form. Thank you for considering participation.

Sincerely,

Mariela Flores



CALIFORNIA STATE UNIVERSITY, MONTEREY BAY

100 Campus Center, Seaside, California 93955-8001

College of Professional Studies

Liberal Studies Department

(831) 582-4376 • FAX (831) 582-3356

Consent Statement

I understand the procedures described. My questions have been answered to my satisfaction and I freely agree to participate in this study. I know what I will have to do and that I can stop at any time.

I have been given a copy of this Consent Form.

Signature

Date

Signature of Researcher

In my judgment, the participant is voluntarily and knowingly giving informed consent and possesses the legal capacity to give informed consent to participate in this research study.

Signature of Researcher

Date