**Prospectus**

**Connecting Culturally Based Instructional Strategies: Teachers to Freshman Reading Test Scores**

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**Problem Statement**

Culturally based teaching strategies have an explicit impact on college freshmen’s classroom scores. In this context the underlying purpose of this investigation is to evaluate the ways through which educators utilize data from the year’s end reading standardized sanctioned test score, to examine the effect of culture-based teaching from the scores obtained from the college freshmen classrooms. Evidently, at the time of commencement, freshmen’s scores are comparable but their backdrops and ethnically unique experiences are culturally diverse to an exacerbated extent. (Zehr, 2010) Therefore, it is imperative to devise a comprehensive and coherent curriculum to enable the teachers to address the diversity issues in classrooms and to allow them to develop and adopt teaching plans accordingly. Diversity among students is subject to be widely acknowledged and welcomed, yet in any case, it depicts a few impediments specifically for teachers and instructors. (Howard, 2010, p.252) Research studies affirm that educators are significantly required to seek about the cultural backdrops and relevant factors of their students in order to proffer enhanced learning opportunities. (Johnson, 2010) In this context, the educators must empower a classroom community, in which students' diversity and academics needs are met. According to Howard (2010) teaching instruction strategies, which are based on data and community-based implications, augment the students’ accomplishments considerably.

The downtown district’s Local Community College School System (LCCSS) is elaborated for the subject investigation. Reportedly, the educators in colleges are increasing the performance targets through implementation of planned diverse instructional strategies. Moreover, the complex statistical models provide scores to teachers, and elucidate the overall performance targets and achievement level of every instructor individually. The test scores during the academic years 2016-017 and 2017-2018 reflected a substantial gap in the estimated and actual freshmen’s accomplishment, and therefore, the very occurrence establishes the basis of the subject evaluation. In this regard, the notion of Caribbean Examination Council (CXC) data is also crucial. The subject data benchmarks standards and assists educators in identifying specific characteristics and shortcomings in reading comprehension of CXC. Throughout the practice the obtained reading scores of freshmen are separated from the predetermined state’s standards that in turn highlight the path for further classroom-based instructions.

**Purpose**

The purpose of this study is to examine ways, in which teachers utilize data from reading test scores, and to analyze the impact of culturally based instruction in the freshmen classroom. After the usage of the test case program in the 2016-2017 school years; freshmen reading instructors will consider the information from the 2016-2017 school years. The teachers of freshmen years (2017-2018) employ culture-based instructional strategies, in order to find a measureable correlation between targeted area scores and state’s standardized test to affirm the notion of improvement.

On the other hand, the state government standardized test is an effective tool that gives the freshman reading educators an approach to gauge the aptitudes and capacities of students. (Powell, 2010) In this context, few minor aspects are under consideration that elaborates the arrangements of instructors and other testing conditions. (Killion, 2014) In analyzing test scores, it is imperative that the local college district has educators, which aim at reading content areas of the test preceding organization. In view of the local college new mentor program, the freshman teachers have been accepting proficient improvement in the utilization of culturally based instruction for two back-to-back years i.e. 2016-2017 to 2017-2018. Coordinating the reading content area of the 2016-2017 tests before controlling the 2017-2018 tests will assist instructors in targeting the adequacy of the local college new program in the substance territories of reading inadequacies. With regards to testing conditions, the environment on a specific test day decides student performance. (Killion, 2014) Student reactions on the test may change upon whether they figure out the queries, pursue the headings deliberately, or consider the test seriously. Despite the minor issues in leading the state standardized test, they are a significant data gathering device that helps college district in deciding how well projects are succeeding. (Powell, 2010)

Data examination of the test scores is proposed to help teachers in exploring instructional decisions (Local Community College School System (LCCSS), 2017). With the ultimate objective to assemble data-driven confirmation of instructional practice with the execution of the new program, freshman educators will separate scrutinizing test scores from the state test.

Teaching methods for content areas on the standardized reading test are common (Hess and Fullerton, 2009). The culturally based instructional program has a reading content transformation diagram with category levels. Reading content scores can be meant the outline as they identify with the benchmarks on the state test. The freshman standardized reading tests measure how much substance study learns. Scores are accounted for by rate for every individual research. In this way, freshman reading instructors have unique perspectives when looking at reading content area of appreciation in the program to reading content territories on the state-sanctioned test. The educators can utilize the reading content transformation diagram to archive changes by percent for every student. For instance, on the culturally based instructional substance transformation diagram, a student who scores in the 45th percentile has adequate aptitudes in word acknowledgment. In the event that more than 70% of the freshman has met this benchmark, at that point the culturally based instructional practices (actualized by freshman instructors) are ended up being useful.

**Significance**

The subject research presents unique statistical analyses to analyze the correlation between the advantages and interrelated aspects of the culturally responsive instructions and the test scores. Phenomenally, the available research studies have a gap in describing the association between the culturally-based instructions by teachers and the performance of students (freshmen). WestEd's and Alert investigation (2010) talks about the vast connections associating the utilization of culturally based instruction by teachers to student instructive results. In order to adjust and improve culturally based instruction programs, educational institutions necessitate some substantial tools and devices to measure and monitor the progress and overall efficacy of the program’s implementation. Furthermore, students’ academics are pertinent to the significant contrast between culturally based training and its relationship to the accomplishment gap. The consequences of the study are additionally reliable with showing that culturally based instructional procedures positively affect student learning abilities and accomplishments.

**Background**

Scholarly journal Articles and other authentically published content in the area of quantitative research demonstrates a significant connectivity between the utilization of Cultural Based Instructional Strategies by instructors to the student. In the following, the literature review sources present an analysis that identifies the key theoretical framework in the context of culturally based instruction. Moreover, the perception of culturally Based Instructional Strategies and its relationship to government standardized testing is also examined throughout the selected sources.

1. “*From Seeing to Believe using Instructional Video to Develop Culturally Responsive Teaching”* by Jordan P. Fullam and et al. (2014): The article highlights the efficacy of instructional videos in incorporating culturally responsive educational methodology. The article is a relevant and effective resource for the subject paper, because it elucidates the paramount practices and proffers a way for educational institutes to implement a wining strategic framework, and also underlines the ways of addressing schemes to fill the achievements gaps. Throughout the article, an approach that was developed by the metropolitan Center for Research on Equity at NYU is discussed that pivots the idea of instructional video to build capacity, as well as educating cultural responsiveness.
2. *“The Presence of Culture in Learning”* by Patricia Young (2014): The chapter is based on the instructional strategic framework that addresses the unique requirements of the students and asserts the imperativeness of the cultural role throughout the learning process. The mentioned chapter is relevant to the paper because it features the implications of cultural based educational instructions from the perspective of different subjects such as science, e-learning, and mathematics, and therefore allows considering the overall impact on students performance comparatively. The chapter provides insight of the cultural implications and its importance in devising instructional strategies. Moreover, the chapter reflects a contrary stand point through which it is affirmed that along with culture the students are also diverse, individually. Such perspective will allow the paper to analyze the matters in wider extent.
3. *“Preparing Culturally Sustaining/Revitalizing Educators: Lessons from Field Experiences in Alaska Native Village School”* by Timothy E. Jester (2017): The Chapter encapsulates the methodologies and the preparation stages of educators to get ready for tackling the cultural diversity in most revitalizing and sustaining manner. However, the article basically pivots the qualitative method, which is contrary to the selected research method of the paper, yet the notion of cross-cultural Alaska’s native villages school is effective to comprehend the issues interrelated with the cultural based educational instructions, and its impact on the overall performance of the students. On the other hand, the fundamental findings of the article revolve around the effective instructional practices, which are approved in dealing with the classes where educators have to educate indigenous languages.
4. *“Over-Tested Generation: Youth and Standardized- State Testing in a Racialized educational Context”* by Ana Campos Holland, (2016): The article demonstrates the acts such as Race to the Top (2009) and No Child Left behind Act (2002), the later one is also included in the conceptual framework of the subject paper, and therefore the selected article is a useful resource to highlight the matter a little further. Moreover, the article’s research gathered data through interview technique by a selected sample of 34 girls and 39 boys, which is close to the testing procedure. Therefore, the paper can extract a few technical and ethical guidelines from the conducted research.
5. *“The Theory and Practice of culturally Relevant Education: A Synthesis of Research across Content Areas”* by Brittany Aronson and Judson Laughter, (2016): The article discusses the idea of Culturally Relevant Education (CRE) in the association of the concept of standardized curricula as well as testing methodology. All three aspects are explicitly intertwined to the basic thesis of the paper, and therefore it reflects relevancy. Furthermore, the article also addresses the matter of synchronization of content areas with the students’ learning outcomes, which is also a factor to be evaluated through this paper.
6. *“Un-Standardizing Curriculum: Multicultural Teaching in the Standards-based Classroom”* by Christine Sleeter and Judith Flores Carmona, (2016): Throughout the book, the authors attempt to clarify the standard-based environmental and its effects on the academic rigor, enriched learning, and multicultural curricula. Authors also underline the innovative implications and transformations made in the area of educational policies and practices. In this context, the new vignettes of modern classroom are also described, and it is asserted that educators have potency to steer the Common Core State Standards. On the other hand, the elaborated ideas of ideology as well as the field-tested conceptual structure are interconnected with the framework of the subject paper and will help in elucidate the overall posits.
7. “*Culturally responsive pedagogy, Science, Literacy and Urban Underrepresented Science Students”* by Randy Yerrick, (2017): As the matter of fact, the cultural based educational instructions are indispensable in almost all areas and subjects for students (specifically for freshmen and non-native students). Therefore, the article is effective to sift through the dilemma when fundamental subjects such as science become deprived because of cultural diversity. Throughout the article, the authors reminded the perception that underlines the utter need of implementing uniform strategies for science literacy through the notion of cultural inclusion. It is highlighted that it is the core promise of Urban United States, and therefore should be kept for the betterment and enhanced accomplishment of the students.
8. *“Understanding validity Issues in Test-Based Models of School and Teacher Evaluation”* by Beatrice L. Bridglall and et al. (2014): The subject papers follows test-based research methodology, and therefore the selected article is effective in providing the parameters to comprehend the validity issues in this context. The article focuses on the validity aspects of test-based evaluation models that highlight the assessment of schools, educational institutes, and instructional programs as well as educators all around the planet.
9. *“Simulation-based Learning in Management Education: A Longitudinal Quasi-Experimental Evaluation of Instructional Effectiveness”* by Jiafang Lu et al. (2014) The underlying purpose of the selected article is to argue the capabilities and potential of simulation-base learning (SBL) in managing the efficiency of instructional programs. Such articles are helpful in the paper to recommend some workable techniques to implement in the field of cultural based instructional strategies.
10. *“Learning by experience in a Standardized Testing Culture: Investigation of a Middle School Experiential Learning Program”* by Stephen C. Scogin et al. (2017): According to the underlying supposition of the article, it is evident that standardized testing generically applies pressure and impedes educational institutes from implicating experiential learning ventures. However, the devised program of STREAM can also be used as a suggestive technique in the paper. The article asserts that some sK-12 schools are depicting great commitment toward the STREAM (that stands for Science, Technology, Reading, Engineering, and Arts and Math) experiential learning.
11. *“Effect of Cultually Relevant Teaching on Seventh Grade African American Students”* by Shawanna M. Paulk et al. (2014): The underlying purpose of the journal article is to evaluate the interconnectivity between culturally relevant education and the accomplishments of is the area of science specifically among the African American (7th grade) students. Moreover, the performances are comparatively assessed with the standard-based instructions that make it relevant to the subject paper. Additionally, the article also evaluates the efficacy of culturally relevant educational strategy in the overall enhancement of students’ performances in the area of science. The persistent participation of students is also tested throughout the observation sessions.
12. Killion, D. (2014) analyzes past test results from detailed assessments. There is also an analysis of specific test items to determine areas of weakness, so the educator can help students in improving their skills, not just pass the test.
13. *“Knowing Your Who: A Qualitative Field Research on How Teachers Develop Culturally Responsive Teaching Practices in an Effort to Close the Academic Achievement Gap of Students of Color”* by Shelicia R. Terry, (2015): The basic proposition of the article ponders that however the public schools’ students of the United States are portraying an augmented graph line in their achievements and educational attainments, but yet it is clearly evident that most of these students are whites. On the contrary, the students of color are still unable to surmount culturally generated obstacles. In this regard, the article further addresses the exacerbated intricacies caused by the boosted cultural diversity in public schools, and in turn, posing challenge for developed standardized curricula and educators, simultaneously. The scope and variables of article are similar to the subject paper, and therefore it is relevant to be included in the literature review. Furthermore, the article discusses a myriad of ways through which, it is concluded that through culturally responsive pedagogical techniques the achievement gap can be mitigated effectively. It is affirmed that through such diversity-based responsive educational strategies students get a substantial sense of academic, social, emotional, and political authority, which in turn, propels them to do something remarkable in the field of studies.
14. *“Good Teachers Embrace Their Students’ Cultural Backgrounds*” by Sophie Quinton, (2013): However, neither it is a journal article nor a book’s chapter; it is a website’s article but yet presents a concrete idea. The main proposition of the content states that in recent era the diversity is increasing rapidly in public schools, and therefore it is indispensable to create a cohesiveness among the home and school environs. The major argument of the article is effective to the paper while expanding the research horizon and addressing the significance of the study. According to the author, the dwindled cultural adjustability distracts the overall concentration of the classroom learning process. However, it is also assured that no cultural based responsive teaching is about lowering the learning standards; rather it will add value to the standard learning process to an extensive extent. Furthermore, it is also emphasized that incorporating cultural based teaching will invigorate the overall array of all kinds of learning procedurals and lessons.

**Theoretical Framework**

The theoretical framework gives a practical way to sort out the study (Thomas and Heck, 2009). It directs the exploration through evidence and levels of following areas:

* Depicting the local problem in the study
* Clarifying the importance of the research
* Making a prediction and contrasting connections inside the framework of the study statistically,
* Clarifying the findings (Thomas and Heck, 2009)

This study is a quantitative design dependent on the results of testing because of culturally responsive instruction. Research has demonstrated that nobody encouraging strategy will reliably connect all students (Wlodkowski and Ginsberg, 2010). The key is helping students relate lessons content to their own experiences.

Endeavors were made to draw the same number of instructors in the discussion. Cultural based instruction is a vast field of study, corrected consistently, and persistent delving throughout the world makes it fluid in this regard. (Wlodkowski and Ginsberg, 2010) In any case, the strategy is picking up popularity in the United States and numerous different countries. Presently, a lot of its notoriety has been sent in theory, with a decided gap in the literature in regards to the utilization and effectiveness of culturally based instructional practices. (WestEd's and Alert, 2010) This study endeavors to incorporate the exploration and the rationale of instructional methods as they identify with test scores. In this context, the paper attempts to solidify the findings of previous research and analyses on the same subject with similar variables and dynamics. While this study attracts thoughtfulness regarding this key element, it likewise displays for contention in the areas that may require further investigation.

PSCC piloted culturally instruction program has a far-reaching model of culturally responsive instructing: a teaching method that crosses trains and societies to connect with students while regarding their cultural honesty. It obliges the dynamic blend of race, ethnicity, class, sex, locale, religion, and family that adds to each student's cultural personality. In this research, a neighborhood school area (PSCC) wants to inspect how a freshman is reading state standardized test scores are influenced by the usage of another culturally based instructional program. PSCC local has an enthusiasm for enhancing test score with the new cultural based instructional program. They additionally need to make a statistical correlation with recognizing (if any) connections between (2016-2017 and 2017-2018) freshman year recruit are reading test scores.

The results (statistical comparisons) are resolved for every individual student by charting an analysis of content areas on the standardized reading test and contrasting those results and the benchmarks on the new piloting program. The freshman instructors can look at the program's effectiveness by breaking down the statistical connection between teaching practices of culturally based instruction and freshman students test scores in reading between the (2016-2017 to 2017-2018) testing years. The local district is piloting the new college program for its focus curriculum that draws from students culturally backgrounds, interests, and academic needs. The program configuration is to take new data and help students in making associations that support the importance of cultural significance.

**Research Questions and Hypotheses**

**RQ1**- There is a connection between the LCCSS locale culturally based instruction piloted program and freshman reading the year's end test scores?

**RQ2-** There is no connection between the LCCSS locale culturally based instruction piloted program and freshman reading the year's end test scores?

**Proposed Research Methods Description**

The utilization of quantitative data from college freshman reading state standardized test score will give educators proof (if any) of the inconsistencies that identify with the decay of scores from the 2016-2017 to 2017-2018 school years. The college freshman reading educators in the investigation utilize the quantitative statistical proof to make they have to make the connection from the LC new pilot program culturally based instructional strategies. In this manner, needs to scaffold and address the disparities between the culturally based instructions program and standardized test scores. The district needs to decide whether the results of the culturally based instruction program turn out to be successful in student academic accomplishment.

Quantitative research proffers developmental assessments in such cases and is effective to provide an insight of instruction’s programs’ efficiency for the college students as well as ESL students. Furthermore, all information that identifies with the academic rates of reading test scores has distinct codes per student for an examination. The Pearson Product-Moment correlation statistical test (SPSS) is a practical method for looking at the relationship between tests scores, where scores, cultural based instructional strategies and years are the evaluated variables (Kirkpatrick and Feeney, 2013) It is fitting to allocate correlation coefficient (r) a significance level of .05. On the Pearson test, the correlation coefficient (r) is considered statistically significant if the result is under .05 it would suggest no correlation between implied variables. (Kirkpatrick and Feeney, 2013) The school area is searching for an ideal result (moderately strong) demonstrating that there is a significant relationship between the testing data. This will show that the new curricula are giving positive academic support to ESL students.

Each school in the district can break down the findings with a graphic illustration of the data, correlation matrices, and a table that illustrates the significance in scores. (Creswell, 2012) To ensure the confidentiality of all students a spreadsheet is utilized to distinguish students by number codes. The utilization of codes ensures the security of every individual student. All spreadsheets are computer produced, and singular scores correlate by percentage for groups of students. This eliminates any personal security of test scores. Specialists likewise create the test, and each question undergoes an exceptional procedure to expel bias. (Lodico et al., 2010)

Standardized tests are objective, and all participants (college freshman and ESL students) have utter security. No one knows the student explicitly because the scores are generated on a computer spreadsheet; parents are educated in the student/parent handbook about the nature of the test and testing rules, before testing information consent forms shapes are conveyed to all students and guardians. (Fletcher, 2012) The student/parent handbook also contains consent forms for testing. (LCCSS, 2017) moreover, signed copies of these agreements forms are kept in each student's permanent record. District strategy requires that each school have a safe, permanent records space to store student documents carefully guarded. This is done to secure the privileges of all student and to guarantee that only authorized personnel have access to student’s permanent records. Additionally, ethical practices in this quantitative and data correlation research will be approved by the Institutional Review Board (IRB) (Creswell, 2012) The IRB will review the research proposition to address issues of written content from participants, shielding human subjects from harm, and guaranteeing privacy (Lodico et al., 2010)

The participants are college freshmen in a local community college district, downtown Providenciales, and generally classified under the age group of 14-18. Type of data will be reading test scores 2016-2017 school years. The district is searching for data affirming the usage of the culturally based teaching program and instructional strategies. This investigation focuses on the relationship between culturally based instructional systems and student accomplishment on standardized tests throughout the mentioned years. Schools attempting, for example, the No Child Left Behind Act are utilizing standardized testing as one of the essential means for measuring student accomplishment in the United States. (Gersten, Beckmann, Clarke, Foegen, Marsh, Star, and Witzel, 2009)

The standardized test is the instrumentation for college freshman reading proficiency in the local college district (LCCSS, 2017). The test itself may not adequately address student diversity or culture. This can turn out in areas, for example, students having the best performance differences in the language related subscales of standardized test in college, for example, reading. (McClarty & Gaertner, 2014) Most standardized content-based tests, (for example, reading and math tests) are in English and unintentionally work as English language proficiency tests. (McClarty & Gaertner, 2014) This is much motivation behind why the outcomes from these tests can help the college freshman instructor's pilot cultural training programs that complement student language barriers and diversity. Most standardized test content is the same for all students with regards to what the test intended to measure. (McClarty & Gaertner, 2014) Consequently, looking at the test results may end up being a possible source in connecting the utilization of cultural based instructional strategies by instructors to student reading test scores. Lastly, the Standardized test likewise has satisfactory validity, in settling on critical educational decisions. (Creswell, 2012)

**Possible Types and Sources of Information or Data**

1. Choose an instructional methodology that tends to the circumstance recognized through the data (instructional decision making).
2. The utilization of an electronically recorded data framework to distinguish area for educators to enhance instructional procedures that can be tended to by the data in the system.
3. Review of the study’s theoretical framework, the information frameworks in the local district, and instruction on deciphering the data.
4. Considering the ethical issues regarding the data collection method through the implication of coding system and privacy-based generated spreadsheets. So all the students’ data will remain ethically secured, and only can be accessed for research purpose by authorized personnel.

**Possible Analytical Strategies (Optional)**

Educational research coordinated at working with diverse students is full of studies recognizing best practices for reducing the accomplishment gaps that continue by race/ethnicity, socio-economics, language, and disability. Luckily for experts, there is an important agreement to the practices that enhance the academic execution of college freshmen who have customarily exhibited lower levels of accomplishment.

These accepted procedures might be classified into four groups of systems that include:

1) showing off exclusive standards,

2) usage of culturally appropriate teaching instruction,

3) foundation of caring connections

4) active parent and community participation.

None of these groups of strategies is new to the readers of this research, and none are fast and easy fixes. Each classroom is a complex concept that must be considered inside the particular cultural and social setting of the community and the specific issues that exist in connection to the accomplishment of inconsistencies in the school.

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