

WHAT INCLUSIVE DISPOSITIONS CONTRIBUTE TO CULTURALLY LINGUISTICALLY DIVERSE EXCEPTIONAL STUDENTS' SUCCESS?

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Correlational research investigated relationships between PreService Teachers' dispositions and success with Culturally Linguistically Diverse Exceptional (CLDE) students, addressing disproportionality and multicultural teacher preparation. Results show a significant correlation between Inclusive Dispositional Self-Assessment scores (e.g., emotional intelligence and cultural competence) and instructional choices for CLDE students. Implications include the need for teacher educators to provide opportunities for students to develop the dispositions of care, purpose, advocacy, empathy, inclusivity and reflection, which will greatly improve instructional outcomes for CLDE students.

Introduction

Overrepresentation of Culturally and Linguistically Diverse (CLD) students in special education remains a problem even after forty years of inquiry (Artiles, Kozleski, Trent, Osher, & Ortiz, 2010). One contributing factor is that teachers have inadequate training for meeting CLD students' needs and confuse language acquisition with learning disabilities, which result in inappropriate referrals for special education services (Ortiz & Yates, 2002; Huang, Clark, Maczarski, & Raby, 2011). The Council for Exceptional Children's Professional Standards and Policies such as the Preparation of Personnel for Exceptional Children from Multicultural Groups begin to address these needs, but teacher dispositions (i.e., values that guide professional conduct) are just beginning to be explored as factors in meeting CLD students' needs. The Council for the Accreditation of Educator Preparation (CAEP) defines dispositions as, "professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development." Knowing dispositions are increasingly important for CLD success, the two research questions explored in this study are: 1) What are the essential attitudes and dispositions regarding ability, ethnic, linguistic, and cultural diversity that should be part of each PreService Teachers (PST) values? 2) How should teacher education and programs identify and nurture the attitudes and dispositions that will contribute to student success?

Our identified conceptual framework is based on holistic education, and includes four domains of the student/teacher: (a) physical, (b) economic, (c) social-emotional, and (d) cultural dispositions; Therefore, we created the tool Inclusive Dispositions Self-Assessment survey (for PST participants) which reflect these domains. We acknowledge the moral, ethical, and spiritual aspects of holistic education, and integrated them in the domains of social-emotional contexts and cultural dispositions (e.g., volunteering, caring, passion for social justice and equity) in the tool.

Cultural and Linguistically Diverse students possess unique, complex experiences that cross disciplines; therefore, three bodies of literature were examined: 1) Culturally Responsive Pedagogy, 2) Dispositional research on special educators that contribute to inclusive practices, and 3) Emotional Intelligence that investigates the affect of emotions on learning. The mixed-methods correlational research design investigated a relationship between PSTs' dispositions and their success with Culturally Linguistically Diverse Exceptional (CLDE) learners, which may reduce disproportionality in special education, and addresses multicultural teacher preparation.

Research results show a significant correlation between dispositional scores (e.g., emotional intelligence, cultural competence) and PSTs' instructional choices for CLDE students. Implications include the need to develop and engage PSTs' inclusive dispositions through inclusive reflection and field work experiences. After reviewing current literature on teacher dispositions, we describe research methods and results, and then conclude by presenting strategies that develop PSTs' inclusive dispositions.

Literature Review

Professional education organizations recognize the need for effective teachers to possess critical skills and dispositions. Dispositions can affect student-learning, motivation, attitudes towards students, as well as affecting a teacher's own ability to learn (NCATE). The majority of research is focused on needed skills to be effective inclusive educators; and only recently has teacher dispositions received attention. Recognizing the vast and complex needs of CLDE learners, we explored commonalities of inclusive dispositional frameworks and found Culturally Responsive Pedagogy to be an umbrella term to include both cultural competence and Emotional Intelligence.

Culturally Responsive Pedagogy

We created Self-Assessment statements about participants' cultural dispositions based on premises of Cultural Responsive Pedagogy. Nieto (2005) identified five qualities essential for teachers to be *Culturally Responsive*: (a) a sense of mission to serve ethnically diverse children to the best of their abilities; (b) solidarity with, empathy for, and value of students' lives, experiences, cultures, and human dignity; (c) courage to question mainstream school knowledge and conventional ways of doing things, and beliefs and assumptions about diverse students, families, cultures, and communities; (d) willingness to improvise, to push the envelope, to go beyond established templates and frameworks, embrace uncertainty and flexibility; and (e) a passion for equality and social justice. These attitudes should be the core of teacher education programs devoted to developing beliefs that cultural diversity is an anchor in teaching behaviors (Gay, 2010). Culturally Responsive Pedagogy (CRP) is a set of practices in which a teacher uses the cultures, experiences, perspectives and heritages of ethnically diverse students as resources and conduits in teaching. One core assumption is that beliefs about cultural and racial diversity shape teachers' instructional behaviors toward ethnically different students (Gay, 2010). We adapted core premises from CRP and cultural competence (Moule, 2002) in designing statements under "Cultural dispositions" on the Inclusive Dispositions self-assessment survey. When examining premises of CRP we found elements of courage, empathy, and passion that require some degree of Emotional Intelligence.

Emotional Intelligence

Emotion is at the heart of teaching, and plays critical roles in teacher development (Yin & Lee, 2011), teacher education (Intrator, 2006), and the formation and transformation of teacher identities (Zemblyas, 2003). Emotional Intelligence (EI) is defined as the ability to perceive and express emotions, to understand and use them, and to manage emotions as to foster personal growth (Mayer & Salovey, 1997), which is required in the classroom. Emotional Intelligence can be organized into a five dimensional model: (1) emotional relationships, (2) interpersonal awareness, (3) emotional intrapersonal beliefs, (4) emotional interpersonal guidelines, and (5) emotional management (Harvey & Evans, 2003). While teachers' emotional management is important for teaching in classrooms, Preservice teachers' emotional intelligence is below average (Corcoran & Tormey, 2012). EI can also enhance successful stress management and increase teacher well-being (Vesley, Saklofske, & Nordstokke, 2014), necessary for sustaining passion, courage, empathy, and commitment. We adapted items from EI scales (e.g., Bar-On & Parker, 2000; Salovey & Sluyter, 1997) in designing statements under "Emotional Intelligence" on the Inclusive Disposition self-assessment survey.

Dispositional Knowledge in Special Education

Issues of integration, access and ability are centered in dispositional research focusing on PSTs in special education. Research shows that dispositions needed in special education include (a) collaboration (Bradley & Monda-Amaya, 2005), (b) being family-centered, (c) positive attitudes towards inclusion (e.g., Shippen, Crites & Houchins, 2005), and a (d) vision that includes advocacy (LePage, Nielsen & Fearn, 2008). Beginning PSTs' visions emphasized (a) the need for children to transform views of themselves, (b) the need to protect and save the children, (c) the importance of relationships, and (d) moral motives such as a passion for social justice and equity (LePage et al., 2008). Teacher educators need to understand their students' dispositions in order to guide their learning, as well as providing opportunities to explore beliefs and assumptions about ability, culture, or language.

In analyzing all three bodies of literature, common dispositions include: (a) caring about students' well-being beyond the classroom (i.e., relationship building), (b) possessing a sense of purpose, passion, and advocacy

skills, (c) empathy as the ability to take on another's perspective, and (d) inclusivity and reflection. As teacher educators, our intentions were to acknowledge and assess students' background knowledge and experiences as valid points of entry into learning. Therefore, we converted our curiosity into a research study that identified the dispositions PSTs in our education programs possessed, in which we could nurture and build upon.

Methods

The study was designed to identify the correlation between participants' emotional intelligence and cultural competence, and their ability to make effective instructional decisions for CLDE students. All data collected were anonymous, in which participants were assigned numbers that were written on the pretest and post-tests for accurate coding.

Study Design/ Participants

The mixed-methods study was conducted over 12 weeks (winter term, 2014), and consisted of four parts: 1) Inclusive Disposition self-assessment survey administered to all participants in first week of quarter and then scored; 2) culturally responsive pedagogy pre-test administered, 3) an identical posttest given at the end of week twelve and scored; and 4) statistical analysis and comparison resulted in a criterion-report scale.

There were 33 participants in this study; 15 undergraduate students (juniors and seniors), and 18 graduate students, all who were enrolled in is a small, rural, teaching university in Oregon. The 15 undergraduate students were taking a course titled "Exceptional Child," were mostly education majors, and many had no teaching experience at all. The graduate students were all in a Master of Arts Teaching program for teaching middle and high school student. Graduate students were in field teaching placements in subject-specific classes (e.g., literature arts, mathematics, arts, etc.), and were taking a course titled "Inclusion Strategies."

Inclusive Disposition Self-assessment Survey and Scoring

A self-assessment survey was administered to all participants to gather holistic data in four categories: a) physical, b) economic, c) social-emotional, and d) cultural dispositions. Students were asked to rate themselves on 30 statements using a five point Likert scale that illuminated their dispositions in the four categories (See Appendix A). The design of the self-assessment survey was the direct result of one of the researchers studying with Raymond B. Cattell in the late 1960's and early 1970's. Cattell developed a multivariate approach to psychology, comparable to hard science, in which he emphasized that the structure of personality is a multi-level and hierarchical structure that contains both interdependent primary and secondary level traits (Cattell, Eber, & Tatsuoka, 1970). He taught that people do not report what is actually going on, and his method was to extract the truth from participants taking the survey by asking the same question many different ways and comparing answers for consistency or a lack of constancies (Cattell, Cattell, Russell, & Karol, 1994). This same approach was used when developing the self-assessment statements on the survey for this research.

Accurate reporting of survey results was assured by using a weighted averages form of analysis (White, 2003). For example, one person scored 9.5 and the highest is a 20. There is no perfect score as a person cannot be male, female, transgendered, or other at the same time; only one of the four options is appropriate. The resulting numbers take into consideration age, gender, and/or experiences. The scores were then converted to percentages $9.5/20 = 48/100$. By converting all the scores to 100th fractions, results were compared in percentages to results in percentages, with all the possible scores to all the actual scores. This was vital for a correct analysis of the data. In scoring the Inclusive Dispositional Self-Assessment survey, the reliability of the survey became apparent when after only a few answers it was possible to predict a high score of EI in the participant. An example of a consistently high score was when participants rated themselves high on EI when faced with a single parent working in a labor position, or parent using drugs or alcohol, or having five or more siblings combined with a marginalized economic status. More subtle was a predictable high cultural competence score when participants rated themselves high on the statement, "I have stayed in houses with only dirt floors." After participants scored themselves on the Self-assessment survey, they took a pre and post assessment based on a case study student in which they were to choose the best instruction for the student from a multiple-choice set of strategies.

Culturally Responsive Pedagogy Pre-test for Case Study Students

The emic field researcher observed economically marginalized rural Mexican Spanish-speaking youth between 2005 and 2014 in Guanajuato, Mexico, and developed three case study students (grades 3, 8, 12) based on historically accurate biographies (See Appendix B). After reading descriptions (physical, economic, social-emotional, and cultural) of two case-study students (grade corresponding to grade desire to teach),

participants responded to prompt, "If you were case study student's teacher, how would you best motivate him/her toward academic success?" A multiple choice test followed consisting of instructional decisions for case-study student in Language Arts, mathematics, social studies, science, and electives (Scoring guide is also explained in Appendix B). Participants took the pre-assessment during week one of the quarter, and then the same one again in week twelve.

Results

Data collected for analysis resulted in a criterion-report scale to determine participants' capacity to learn to reason accurately through emotional intelligence, as well as develop cultural competence. Results show a significant correlation (coefficient r squared = .347 or 35%) between participants' scores (emotional intelligence and cultural competence) and likelihood to choose effective instructional choices for CLDE students.

Undergraduate Participants Made Significant Growth

At the beginning of the 12-week quarter, three participants scored "Low" in Emotional Intelligence and in cultural competence dispositions. These same students also scored "Low" on the pre-test, demonstrating they did not understand the case study students' needs in order to determine best instructional choices. In the following 12 weeks, participants were introduced to general topics in special education including: 1) laws (IDEA and 504 plans), 2) categories of exceptionalities, 3) group project to create case study student (from readings), 4) discussion boards surrounding topics such as medication for students with ADHD, beliefs about inclusion, ways culture and language affecting learning, and 5) one field experience in which they were to assume an exceptionality for a day called "Walk in Their Shoes."

At the end of the quarter, the overall increase of undergraduates' score from week one to week twelve was 294% (from 85 to 195), which demonstrates significant growth (See Appendix C). The most dramatic increase was for two students who scored "Low" on both EI and CC, then increased their scores from -10 to 5 and 20. At the end of the course, the undergraduate students answered more than three times correctly than in week one.

Graduate Participants Show Moderate Growth

The overall score of graduate students increased 20%, from a total of 225 to a total of 280 (See Appendix D), which indicates moderate growth. In viewing graduate participants' scores from pre to post- assessment, ten students scored High in both EI and CC with top scores of 20 on pre-test; therefore, there was no room for growth over the 12-weeks for they were already at the maximum score. This research found that participants who had a background in teaching increased their understanding of CLDE needs with 20% growth; however, not as significantly as those with no teaching experience (294% growth). A 294% increase in understanding of CLDEs' needs in one 12-week college course demonstrates that students who began with low dispositional scores were able to deepen understanding of CLDEs' needs through a) explicit instruction, b) reflection, and 3) field experiences outside of the classroom (e.g., "Walk in their shoes"). With both classes increasing scores demonstrates this approach is reliable and valid, as well as a time and cost effective in measuring students' ability to grasp complex concepts.

Conclusion

In analyzing the two research questions, we discuss the implications regarding: 1) the essential attitudes and dispositions regarding ability, ethnic, linguistic, and cultural diversity that should be part of each PreService Teachers (PST) values; and 2) the ways teacher education and programs identify and nurture the attitudes and dispositions that will contribute to CLDE student success. Findings indicate that participants who made the most growth possessed minimal dispositions (score of LOW) regarding ethnic, linguistic, and cultural diversity, but curiosity and passion helped them key in on essential information throughout the course and learn to make better instructional choices for case study students. On the other hand, PST with HIGH scores on Inclusive Dispositions scored high on the pre-test, therefore did not have room to grow on post-test. These PSTs possessed strong cultural competence and an understanding of CLDEs' complex needs, which includes commitment to social justice with passion and a sense of purpose (i.e., "I volunteer often in my community"). Another part of cultural competence is possessing empathy for sociocultural factors affecting diverse students (e.g., displacement, grief, acculturation). Participants who reported high on the statement, "I have experienced profound loss" were able to connect with marginalized students, demonstrating empathy. This understanding of emotions can be expanded by reflection on one's own sociocultural and emotional needs, which emphasizes learning as part of a holistic education.

Essential attitudes and dispositions regarding ability, ethnic, linguistic, and cultural diversity that should be

part of each PreService Teachers (PST) values are: (a) caring about students, (b) empathy, (c) having a sense of purpose, passion and advocacy skills, and (d) inclusivity and reflection. Teacher educators can assist students to identify these dispositions in themselves by asking them to self-assess (e.g., Inclusive Disposition survey), and then locate evidence through reflection (e.g., journaling). Teacher education programs should nurture these attitudes by modeling and explicitly teaching these dispositions that will contribute to CLDE student success.

Caring

By recognizing the human experience as holistic, and that emotions are central to learning, teacher educators must model ways to perceive and express emotions (Mayer & Salovey, 1997). One emotion is love, demonstrated as caring for a student (Noddings, 2003, 2005). U.S. teachers should engage students at every opportunity and stop creating “seat warmers” (Mackenzie, 2010). A “seat warmer” is a CLDE child who sits and nods until the day s/he turns 16 and then drops out of school. When teachers directly address a Spanish-speaking child, the teacher violates his or her diverse student’s traditional watch, imitate, fail, repeat, and finally find success method of traditional learning (Mackenzie, 2010). Teacher educators can model and explicitly teach effective engagement strategies such as (a) assigning a bilingual peer student to be in the front of the class as often as possible, and (b) utilizing collaborative group work as the central premise of learning. It is culturally incompetent to single out Mexican-American students out to answer a question; but more culturally competent is to ask the group to give the answer. Another method of engagement is to ask about very general home life questions and let them go home to work as a family to find the answers (do not put them on the defensive or embarrass him or her). Example prompts include: “If your grandmother wanted a new kitchen counter, how high would you build it? What utensils would she like hung up in plain sight on hooks? How many dinner or salad plates would she need to store? What materials would you use to build countertops?” (MacKenzie, 2011). If teacher educators model and practice cultural competence by demonstrating dispositions of acceptance, patience, kindness, care, empathy, advocacy and being willing to learn from their students, these relationships will yield more than the teacher could ever teach the CLDE student. Taking personal interest in a student, which involves investigating the family’s cultural practices and learning styles, demonstrates true caring and commitment to social justice education. Another aspect of caring is having empathy for sociocultural factors (e.g., displacement, grief, despondency) affecting students’ lives.

Empathy

Empathy is defined as the ability to identify what someone else is thinking or feeling, and to respond to her/his thoughts and feelings with an appropriate emotion (Baron-Cohen, 2011). Many levels of empathy exist and can vary depending on personal circumstances and emotional states, which affects movement on the empathy continuum. Baron-Cohen (2011) explains that some people only think of their own interests; while others can keep in mind someone else’s mind at the same time. In viewing the significant growth of undergraduate participants, one assignment comes to mind, “Walk in their shoes.” For this project, students chose an exceptionality (e.g., visual or hearing impairment, physical challenges, mute, etc.), and assumed it for an entire day. Coming from the dominant U.S. culture in which independence is highly valued, student reflections included feelings of alienation, despondency, and dependence.

At the end of the day, a gentleman asked if a slope was too steep when it wasn’t. I let him know I was fine, but inside I was very offended. I never expected this assignment to reveal a deep seated inherent pride and self-sufficiency in my independence to get around; I guess that is something I have always taken for granted and never have had to ask for help with. The biggest lesson I learned was to have greater empathy and respect for those with exceptionalities. I don’t want to take their way of living for granted, but want to get to know them better and make sure that what I say isn’t offensive. I don’t intend to ever slight someone, but I realized that there are some big walls to overcome in letting a student with a disability know I care (written communication from student using a wheelchair).

Structuring field assignments similar to “Walk in their shoes” is one way of creating empathy in students. Another very effective way to create empathy is to take student teachers to other countries to experience being a minority. Other dispositions critical for success with CLDE students include a sense of purpose, passion, commitment, and advocacy skills.

Sense of purpose, passion, commitment, and advocacy skills

Having a sense of purpose, passion, commitment, and advocacy skills look different for most teachers, but some go way beyond the job description of traditional educator. Mackenzie (2010, 2011) moved to rural Mexico to teach and empower Spanish-speaking rural residents, who wanted something different to augment, not change, his or her life. Parents consistently requested more opportunities for a longer and a higher quality education. Most Mexican children were kind, patient, and accepting of any abnormality (i.e., physical,

mental, emotional, including gender identity issues), which also was true of most Mexican mothers (Mackenzie, 2010). Children were expected to participate in all activities, but with the help of the other children in the family. The mothers either accepted the child as a gift from God or gave the child to a relative to nurture (usually her own mother). A child who cannot care for him or her self after years of trying is carried, usually by a grandmother, and nurtured all his or her life. During field research Mackenzie (2010) describes meeting a 14-year old girl who's legs stopped growing at age two when she developed meningitis. She was well cared for, clean, and loved. Her 16 year-old sister was blind after a failed brain stem tumor operation. That blind girl was active in all family activities and also well cared for, clean, and loved. Therefore, field researchers offered equine and aqua therapy to about 120 kids, donated time and money to building a community center, importing 7,000 used books, bringing in volunteer teachers, and running after school and summer programs. Teacher educators can model community involvement as well as assign students to go out into their community to dissolve home-school barriers. One example assignment is for students to create "Parent Involvement plans" that reflect understanding of culturally appropriate ways of parent participation. Other critical dispositions include being inclusive and reflective.

Inclusivity and Reflection

Another way teacher educators can model inclusive reflection is by analyzing their own and others' habits of referencing ethnically and culturally diverse examples while teaching. Gay (2010) emphasizes that teacher programs should teach (a) ways of developing protocols that characterize different types of examples, and then replicating them from different ethnic experiences; (b) collecting examples from CLDE orientations that differ from what is customarily used in classrooms; and (c) habitually using inclusive examples to illustrate teaching concepts, knowledge, and skills; for example providing at least three examples from different perspectives (e.g., low Socioeconomic Status, Mexican-American, and dominant culture lens).

In conclusion, we offer results from one study that confirm college students' abilities to develop inclusive dispositions needed to choose effective instructional choices for CLDEs. When teacher educators intentionally provide opportunities to develop inclusive dispositions (e.g. caring, empathy, mission, advocacy skills, inclusivity and reflection), then the U.S. will realize the ideals of social justice education.

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APPENDIX A: INCLUSIVE DISPOSITIONS SELF-ASSESSMENT

When filling out the following form, please be as accurate as possible.

This course will examine DIVERSITY in four contexts: 1) physical; 2) economic; and 3) social/emotional and 4) cultural. In order to identify diverse needs of your students, you must first identify them in yourself. In responding below, your first choice is likely the best, but just in case, "other" has been added to each category. If a hand written explanation is needed, please write on the back of any page as needed. YOU WILL BE ASSIGNED A NUMBER AND CONFIDENTIALITY WILL BE MAINTAINED.

1) PHYSICAL

Gender:

male female transgendered other _____

Age:

19 – 22 23 – 26 27 – 30 31 – 34 35 – 39 40 – 45
 46 – 50 51 – 55 56 – 60 60 – 65 65+

Birth Order (check all that apply):

- I am an only child.
 I am the middle child
 I am the youngest child
 I am the oldest child.
 I was responsible for other siblings much of the time.
 My siblings had different mothers or fathers.

I have _____ siblings

other _____

Health History (check all that apply and circle correct term):

- I was born without complications.
 My mother/ father did not have health challenges during my childhood.
 My siblings did not have health challenges during my childhood.
 One of my friends in childhood experienced health challenges
 My mother/ father struggled with alcohol/drug issues during my childhood.
 At least one of my siblings died during my childhood.
 I am a parent of a child with exceptionalities
 other _____

2) ECONOMIC

Personal Education:

enrolled in undergraduate course(s)

- obtained bachelor's degree
 enrolled in master degree course(s)
 other _____

Employment (circle correct term)

- part time / full time work unrelated to field of education
 teacher's assistant
 intern in educational field
 full time certified teacher
 unemployed certified teacher
 full time student
 other _____

Current Family Social Structure (check all that apply):

- single living alone
 single living with other adults
 married living with spouse
 single parent raising child(ren) as head of household
 married parent of child(ren) living with children and spouse
 married parent raising child(ren) as head of household (no physical assistance – ex. Military spouse is deployed)
 I live in the house where I was born.
 I live with pets
 I live in the country where I was born
 I live in a culturally/linguistically/economically diverse neighborhood
 other _____

Family Social Structure (check all that apply and circle correct term):

- Both my biological parents raised me.
 My grandparents or other relatives raised me.
 I was in foster care or spent time in an orphanage.
 I was adopted.
 My father / mother died before I was 18 years of age.
 A divorced mother / father raised me
 I have been homeless
 I was raised with pet(s) for which I was / was not responsible
 I grew up in a culturally/linguistically/economically diverse neighborhood
 other _____

Family Employment History (check all that apply and circle correct term):

- My father graduated from high school / college.
 My father worked in a labor position.
 My father worked in technical/administrative position
 My family moved to accommodate my father's / mother's career.
 My mother graduated from high school / college.
 My mother was a homemaker.
 My mother worked in a labor position.
 My mother worked in technical/administrative position
 other _____

3) SOCIAL/EMOTIONAL Dispositions (fill in blanks)

- I choose not to live with pets in my household
 I would love to have pets in my household. Other factors prevent it.
 I believe animals help humans with social/emotional relationships
 other _____
 I have visited ___ other states in the country where I was born.
 I have visited ___ other countries outside where I was born.
 I would love to visit another country but _____ stops me
 other _____

RATE YOURSELF: 1 Strongly Disagree. 2 Disagree. 3 Neutral. 4 Agree. 5 Strongly Agree

Most of my friends are in the same social (economic) class as me.

1-----2-----3-----4-----5

Most of my friends have the same skin color as me.

1-----2-----3-----4-----5

Most of my friends speak the same language as me.

1-----2-----3-----4-----5

I have stayed in houses with only dirt floors.

1-----2-----3-----4-----5

I never hesitate to make eye contact and address a child.

1-----2-----3-----4-----5

I will not ask my family to sacrifice, regardless of the needs of others.

1-----2-----3-----4-----5

I always make eye contact and smile at children with exceptionalities.

1-----2-----3-----4-----5

Reaching out to intimidated parents is an investment in a child's future.

1-----2-----3-----4-----5

Success is helping another person reach their maximum potential.

1-----2-----3-----4-----5

Nothing has more priority than caring for my family.

1-----2-----3-----4-----5

I am conscious of my actions and ways they affect others

1-----2-----3-----4-----5

I seek out opportunities to volunteer.

1-----2-----3-----4-----5

I am very "laid back;" nothing really phases me

1-----2-----3-----4-----5

I dream that I can accomplish impossible things by myself

1-----2-----3-----4-----5

I have experienced profound loss

1-----2-----3-----4-----5

My spiritual beliefs influence my school/work/relationships

1-----2-----3-----4-----5

I have been discriminated against or experienced oppression due to my economic status, gender, ability, ethnicity, language, etc.

1-----2-----3-----4-----5

Emotional Intelligence

I am able to perceive emotions in myself and others as well as in objects, art, stories, and music

1-----2-----3-----4-----5

I understand how emotions combine and progress, and appreciate emotional meanings

1-----2-----3-----4-----5

I am open to feeling emotions, and regulate them to seek to understand them to promote personal understanding and growth

1-----2-----3-----4-----5

I am aware when I attempt to regulate other people's emotions
1-----2-----3-----4-----5

I express my emotions without hesitation
1-----2-----3-----4-----5

I am aware of and follow sociocultural norms of emotion regulation
1-----2-----3-----4-----5

I feel comfortable when people around me express their emotions
1-----2-----3-----4-----5

4) CULTURAL DISPOSTIONS

I know about my own cultural history, and it plays a prominent role in my life 1-----2-----3-----
--4-----5

I seek to acknowledge cultural norms, and am sensitive to them
1-----2-----3-----4-----5

Diversity is valuable and different perspectives help me think critically
1-----2-----3-----4-----5

I understand learning varies among individuals and does not follow one pattern 1-----2-----3-----
---4-----5

I believe everyone should be treated equally
1-----2-----3-----4-----5

Limited resources should be respected by all peoples regardless of cultural beliefs (e.g. dynamite fishing,
eating protected species)
1-----2-----3-----4-----5

I have studied first-hand accounts of minority groups' experiences in the U.S. 1-----2-----3-----
--4-----5

I understand the value of working with others to solve problems
1-----2-----3-----4-----5

I understand that the dominant culture's exclusive laws and practices have limited minority groups'
participation in U.S schools
1-----2-----3-----4-----5

I believe some people require different treatment
1-----2-----3-----4-----5

When I walk by someone experiencing homelessness I am uncomfortable
1-----2-----3-----4-----5

I am aware of different communication/behavior patterns among different groups 1-----2-----3-----
----4-----5

I feel uncomfortable when people around me speak a different language
1-----2-----3-----4-----5

When I meet someone with a visible exceptionality, I presume competence
1-----2-----3-----4-----5

APPENDIX B: CASE STUDY STUDENTS**Case Study One JOSE Grade 3:**

Jose is 9 ½ years old. He has always lived in a modest home in Rancho (Campo) Navidad in Central Mexico. He has seven brothers and five sisters; eight of the siblings are older than he. Although Jose is in 4th grade, and he attends school, he has no time for school homework. The demands of his family usurp any option to study outside of his classroom, besides, the roof leaks in all the homes in the campo. Rural teachers resist allowing books to be taken into local residences, as the school property is likely to be ruined.

Jose's father is a subsistence farmer who does "odd jobs" on the side. Most of the jobs are close by the house, as the family does not own a car. Jose's mother cares for her own household; she also helps her own parents, her husband's parents, her siblings, and all the grandparents. Neither parent has the time or academic strength to help Jose. Most adult parents, in their community, left school in 5th or 6th grade, and have had no access to books after that period of their lives.

Jose has never been to the near-by city (less than one hour away), nor has he visited any towns. As a low class (Campesino) Mexican, his heritage dictates that any family member who is over three years of age works to help support the family. The child's job is to support the family, not to excel in school. Their job in school is to be respectful. Family members do not directly instruct children, instead children learn by observing older family members. The child then applies a trial and error effort, alone or with peers, until the results are successful. The logic of how something is undertaken is often not a consideration.

If you were Jose's Spanish speaking teacher living and teaching in Mexico, how would you best motivate Jose toward meeting his schoolwork obligations?

There are seven curriculum requirements for his 4th grade program. Based on the text in Situation One, pick the best answer for each of the areas.

1. Visual Art: Student should be able to express an understanding of color, line, texture, form, value, space, shape, pattern, contrast, balance, reputation, emphasis, rhythm/movement, and unity.
 - a. I would create a thematic lesson plan for the seven curriculum requirements, based on roof designs. For this part, Jose could draw different roof shapes using various architectural approaches.
 - b. Allocate time for Jose to be artistically self-expressive in the classroom without any input from an educator.
 - c. Allocate time for Jose to be artistically expressive in the classroom as a result of direct instruction by an educator.
 - d. Allocate time for Jose to be artistically expressive in the classroom within a group setting (3-4 other students) with only a theme and a suggested end product being suggested by their educator.
 - e. Directly instruct Jose, and the other students, which of various symbols to draw that are likely to have native roots that may be based on their cultural background.

2. Mathematics: Student should be able to gain a mastery of skills, concepts, and processes related to values, graphs, multiplication and division, angles, figures, and segments. Be able to express fractions, mixed numbers, decimals, and negative numbers.
 - a. Allocate time for Jose to complete math worksheets in the classroom, and on his own without any input from an educator.
 - b. I would create a thematic lesson plan for the seven curriculum requirements, based on roof designs. For this part, Jose could design different roof angles. He would explain how to use math to have water or snow runoff correctly.
 - c. Allocate time for Jose to work with a peer group (3-4 other students) in the classroom with a specific worksheet (an end product) being supplied by their educator.
 - d. Allocate time for Jose to complete math worksheets in hardcopy or on a computer with the teacher always available to aid in any additional instruction.
 - e. Encourage Jose to pick 3-4 peers who have a similar problem at home, like lying out a veggie garden or building a tool shed. Allocate time for them to work out the measurements using the math they know or are learning, before handing in a group report/solution.

3. Music: Student should be able to create, perform, and respond to choral or instrumental music.

- a. Allocate time for Jose to match his favorite songs with his emotions. The end product is a list handed in to the teacher.
 - b. Allocate time for Jose to match a list of words to a list of music titles that were created by the teacher. There is a way for the students to hear each song and try to understand what emotion was being highlighted/featured. The teacher would always be available to answer questions.
 - c. Allocate time for Jose to work with a peer group (3-4 other students) in the classroom to develop a list (the end product) of what emotions might be singled out by different songs. The teacher will supply a sample list of songs and emotions, but the students are welcomed to add either to the list.
 - d. Allocate time for Jose and 3-4 friends to match a list of words to a list of music titles that were created by the teacher. There is a way for the students to hear each song and try to understand what emotion was being highlighted/featured. The teacher would always be available to answer questions.
 - e. I would create a thematic lesson plan for the seven curriculum requirements, based on roof designs. For this part, Jose could explain how to incorporate social or religious worship with music on flat rooftops being used like patios.
4. Physical Education: Student should be able to express movement skills, health related fitness, and a clear understanding of personal and social responsibility within competitive team or individual sports activities.
- a. I would create a thematic lesson plan for the seven curriculum requirements, based on roof designs. For this part, Jose could demonstrate how different roof angles are like the slanting of a surf or skateboard. Without momentum, even a well-muscled human body will not stand up at too much of an angle and could be injured.
 - b. Allocate time for Jose to match pictures of athletes at odd angles to what might happen to them (head injury, broken knee, sore toe) if that is not corrected. The teacher for each student to fill out created the worksheets.
 - c. Allocate time for Jose and 3-4 friends to create examples of sports that put an athlete at an angle. They may cut out photos from magazines. List a written report, paste photos, or make stick drawings of what that might look like, and how to avoid an injury. The teacher would always be available to answer questions.
 - d. Allocate time for Jose to explain verbally in front of the classroom what sports make him feel like he might lose his balance and injure himself.
 - e. Allocate time for Jose to interview other boys in the classroom about what sports make that boy feel like he might lose his balance and get injured.
5. Reading/Language Arts: Student should be able to demonstrate an appropriate vocabulary with expression of the relationship between words, have a fluency, and comprehension. Reading abilities include before, during, and after reading strategies that are in line with classmates as well as appropriate to school standards, and be able to express in written and spoken word with the same level of language arts mastery.
- a. Allocate time for Jose and 3-4 friends to create a story related to working with relatives at income producing tasks. Students are encouraged to use the vocabulary of the job (carpentry, fishing, farming, animal husbandry). The outcome might be a report or a story without using actual names to preserve privacy.
 - b. Allocate time for Jose to explain verbally what it is like to work with relatives from Friday night to Sunday night and most days after school.
 - c. Allocate time for Jose to match names of career positions and the vocabulary of that position/job/work. The teacher creates the worksheets for each student to fill out.
 - d. I would create a thematic lesson plan for the seven curriculum requirements, based on roof designs. For this part, Jose could research names of roof designs, and write a report on what he learned. The emphasis would be on using specific architectural terms in the report that are related to roof designs.
 - e. Allocate time for Jose to match his favorite way to earn money for the family with a one-paragraph story about each task. The end product is a list handed in to the teacher.
6. Science: Student should be able to demonstrate an understanding or both physical and earth sciences including biology, chemistry, physics, and environmental sciences. Evaluations would cover developing a testable inquiry, making a prediction, creating a procedure, and forming a conclusion.

- a. Allocate time for Jose and 3-4 friends to discuss a local community problem. Teacher will encourage the students to seek help by naming people in the community most likely to be able to help solve the problem. Only one student who was voted to speak for the entire group will present the results.
 - b. I would create a thematic lesson plan for the seven curriculum requirements, based on roof designs. For this part, Jose could explain why the style of a building's roof can solve a scientific problem (like rainwater catchment).
 - c. Allocate time for Jose to match personal and community problems with possible solutions appropriate to the community. The teacher creates the worksheets for each student to fill out.
 - d. Allocate time for Jose to write down a physical or earth sciences problem that someone in the community or his family has solved. He will need to make it clear why he thinks the solution was a good one. The outcome is a written report.
 - e. Allocate time for Jose and 1-3 friends so create a graphic of how to tackle a problem like moving water away from a home after a rain, decreasing chemical runoff from an animal confinement area, or other community or home challenge. The outcome is the graphic.
7. Social Studies: Student should be able to explain the historical background of their country including geography, economics, culture, and civics.
- a. I would create a thematic lesson plan for the seven curriculum requirements, based on roof designs. For this part, Jose could explain why the look of a building's roof can make a social statement.
 - b. Plan ahead to have students dress up for a mock job interview. Working in groups, all students will prepare a statement of the job that two students are applying for and what questions will be asked. The other two students will play the role of interviewer during the mock interview.
 - c. Allocate time for Jose to match social consequences of doing badly on a job interview with poor choices before the interview (ex: dressed poorly). The teacher creates the worksheets for each student to fill out.
 - d. Plan ahead to have students dress up for a mock job interview. Each student will prepare a statement of the job they are applying for and what questions the teacher will ask the student in the mock interview.
 - e. Allocate time for Jose and 3-4 friends to discuss a local community problem. Teacher will encourage the students to seek answers by naming people in the community most likely to be able to help solve the problem. Results will be a group verbal presentation.

Case Study 3 Poncho Grade 12:

Poncho is almost 17 years old. He was born in Southern Mexico, but he moved (legally) to the USA when he was 15. He has two younger brothers; he is the oldest. His mother is a strong woman who served time in a Mexican prison for selling a small amount of drugs. She was doing what she had to do to survive to feed her three boys. She states openly: "Prison was the best thing that ever happened to me. I learned how to sew, keep a budget, and about nutrition for my boys."

After his mother went into prison, Poncho's uncle, a US Citizen, took custody of him. The uncle paid for Poncho to enter the USA. That story sounds like a dream come true, but the fact was, Poncho became a poorly paid employee. The cost of the US visa came out of every paycheck. Poncho dreamed of making life easier for his mother. The reality was a much harder life for Poncho. He was away from a loving mother, his brothers, his friends, and he was unable to accomplish what he had given so much up to accomplish. Poncho was resentful.

Poncho's uncle had to send him to school. Therefore, Poncho's physical body was in a seat in a US classroom. For a year, Poncho "warmed the seat" of a classroom chair, but he did not learn much English, and no academic content. He was always physically exhausted, emotionally drained, and mentally preoccupied with trying to get back home to Mexico. However, Poncho knew that the child's job is to support the family, not to excel in school. His job in school was to be respectful, so he did his best in the classroom, and at "home" (in his uncle's house). An occasional phone call from his mother reminded him of that obligation.

Poncho dropped out of school the day he turned 16. His goal was to pay off his uncle as soon as possible, and head home to his family. He worked hard for his uncle, but the amount he owned did not seem to change any faster than when he was in school full time. After a year of working 18-hour days at his uncle's construction company, Poncho began to realize that he needed legal help. He entered a free legal clinic, and asked

questions. He was told that as an American citizen, he had civil rights. A compassionate pro-bono attorney, could see a bright young man without hope because he was being treated poorly. The attorney got Poncho into an alternative education program. Poncho was given room and board, and a small amount of spending money in exchange for attending an alternative high school. Poncho immediately sent every cent of the spending money to his mother.

If you were Poncho's English speaking alternative teacher living and teaching in the USA, how would you best motivate Poncho toward academic success?

There are various curriculum options to become a high school graduate. Based on the text in Situation Three, pick the **best** answer for each of the areas.

1. Career Pathways – There is a long list of reasons why students in the USA are placed in alternative schooling programs. Poncho fits into about 90% of those reasons. The effort/costs required to make him a graduate is extensive, however, making him a member of social programs is a waste of his potential and taxpayer dollars. Therefore, the first goal is to make sure he has the skills to financially support himself.
 - a. I would put him into a program to teach him the construction trade. All Mexicans are good with their hands, so why waste any more time looking elsewhere for a career path?
 - b. My first step would be to give him the Strong-Campbell interest survey. After scoring it, I would have a clear idea of not only what career pathway interests him, but if he has the mental ability to be successful in that field.
 - c. It seems so simple to just ask what his father did to make a living and have him follow in those footsteps.
 - d. Research into various technical or academic programs might be a good first step. For example, all MIT (Mass. Inst of Tech) courses are free online. Just having him read the offerings might stimulate his interest and, therefore, a first step in finding a good match.
 - e. Have Poncho work with 3-4 friends to discuss what kind of options for adult careers each might feel drawn to explore. Results will be a group verbal presentation to their alternative teacher.

2. Practical Math – Like many students, Poncho knows that math is a weak area for him. He struggles with solving problems in math and avoids using math whenever possible.
 - a. Locate math resources related to every day life. Acquire a textbook or online resources that focus on practical math. Give him a reason to understand the usefulness of the math he is mastering.
 - b. Make it fun to imagine having to create a home budget to have enough money left to acquire a motorcycle or a car. Show him how planning ahead makes sure that the rent is paid, he is eating, and can still afford transportation.
 - c. It seems so simple to just ask what his mother did to raise her sons and have him do the same.
 - d. Locate a successful Latino businessman who also struggled with math. Arrange it so that Poncho might spend an hour or two in the workplace with such a man and get more inspiration to learn enough math skills to be self-sufficient.
 - e. Have Poncho work with 3-4 friends to discuss ways that math can make life easier to understand. Results will be a group verbal presentation to their alternative teacher.

3. Language Arts – Many students from the rural areas of Mexico have no access to books after 5th or 6th grade. There are no newspapers or libraries. They live in a verbal world; not in a written world. The Internet has been the best tool for inspiring a desire to read
 - a. Locate a successful Latino businessman who also struggled with reading, but now is successful due to that mastery. Arrange it so that Poncho might spend an hour or two in the workplace with such a man and get more inspiration to learn enough reading skills to be self-sufficient.
 - b. Have Poncho work with 3-4 friends to discuss ways that reading can make life easier to understand. Results will be a group verbal presentation to their alternative teacher.
 - c. Locate various resources for Poncho to have access to the Internet as many hours a day as possible. Make it easy for him to accomplish his school assignments by giving him as many reading with positive results options as possible.

- d. Make it easy on yourself and just give him reading assignments that are like all the other students. He will not read them anyway. None of the students do. He is just your paycheck.
 - e. Results are the key to encouraging a student to read. Once his areas of interest are pinpointed, then make his reading assignments fall in line with those interests. Monitor him to assure continued engagement.
4. Social Comprehension
- a. Have Poncho go on a field trip with 3-4 friends to a prison. Make sure that some Latino prisoners are within view. Have the boys work together to give a verbal presentation to their alternative teacher about how they feel about that type of an outcome to failing academic studies.
 - b. Focus on a Latino community not far from the school. Have poncho write a report, play, poem, or drawing about what works in that community, what does not, and why.
 - c. Make arrangements for Poncho to work in several different roles on actual job sites with Latino men (approved by the school). The contact with a male mentor can be a good chance to see how adult life can follow a pathway that might not be planned.
 - d. Assign Poncho a computerized infant doll to care for: feed, change, rock, etc. for a week. This experience will go a long way to helping him understand the need to be a responsible persona and avoid early fatherhood.
 - e. Have Poncho take photos of his community to explain why he loves or hates living there.

Culturally Responsive Pedagogy Scoring Key – The Higher The Number of Points, the More Cultural Understanding is Apparent.

Case Study One:

1. Visual Arts

- a. 0 points – Jose lives in a bare bones hand-to-mouth environment. As a result, Jose has little understanding of other cultures, different climates, and/or construction of artistic designs for something other than just staying out of the natural elements. This type of a lesson might be better suited first for the social studies curriculum, and later as a visual arts lesson.
- b. ½ point – Encouraging Jose to be self-directed is the best outcome for creating a life-long learner. However, this is a process that will require pre-planning, instruction, and follow-up to put into motion.
- c. 1 point – This is a good way to begin Jose on the path to being self-directed, but it is not the most ideal.
- d. 2 points – This the best option for Jose. His lifestyle is one of multi-generational interdependence. He is used to working alone or with others in a trial and error manner to eventually accomplish a task. This approach is scaffolding on his already learned, and often reinforced, behavior at home.
- e. 0 points – Assisting students in expressing their cultural values, that were learned at home or in a religious learning environment, is appropriate. However, dictating what symbols or activities are to be represented is inappropriate.

2. Mathematics

- a. Minus 1 point – Unrelated math concepts are difficult for Jose to understand either the value of understanding them or even why to bother asking for help. This approach will lower his desire to learn, not encourage him to be a self-directed life-long learner.
- b. 0 points – Jose might enjoy designing roofs, but until he has a better understanding of math as it relates to house roofs and cultures, this approach will not be very effective. Also, this method could simply cause frustration or a feeling of intimidation in Jose.
- c. 1 point – Working with peers to solve any problem is a better approach for Jose than working alone. However, it falls short on relating to their home environment.
- d. 1 point – Working with a computer or hardcopy is less frustrating if the teacher is available to help. However, it falls short on relating to Jose's home environment; it is an abstract concept.
- e. 2 points – This the best option for Jose. His lifestyle among his peers is one of multi-generational interdependence. He is used to working with others in a trial and error manner to eventually accomplish a task that has a logical end. This approach is scaffolding on his

already learned, and often reinforced, behavior with his peers or relatives. The end report makes sense to all of the students.

3. Music
 - a. Minus 1 point – Latin men are not encouraged to discuss or even think about vulnerable emotions.
 - b. 1 point – Separating his emotions from this assignment is a good option. For the students to hear each song and try to understand what emotion was being highlighted/featured is culturally sensitive. The teacher available to answer questions is reassuring.
 - c. 1 point – This the best option for Jose. Allocate time for Jose to work with a peer group (3-4 other students) in the classroom to develop a list (the end product) of what emotions might be singled out by different songs. The teacher will supply a sample list of songs and emotions.
 - d. 2 points – This the best option for Jose. Working with peers, having a list of songs and emotions, listening to the songs, being able to input their own choices of songs or emotions, and having the teacher available are all outstanding options to use each other, more senses, and be creative with backups (the list, songs, and teacher).
 - e. 1 point – allowing Jose to explain (verbally) how to incorporate social or religious worship with music on flat rooftops being used like patios beings in aspects of his home life.
4. Physical Education
 - a. 0 points – Jose is unlikely to have a background that can relate roof angles to sports. He may also have a lack of understanding of muscle groups as personal body functions, in the Mexican polite and respectful society are not normally discussed (even with doctors).
 - b. 1 point – Match pictures of athletes at odd angles to what might happen to them (head injury, broken knee, sore toe) is a way to offset a lack of knowledge about sports Jose has never seen played. The teacher created the worksheets, so Jose will not feel inferior for not knowing about a sport he has never seen.
 - c. 2 points – This the best option for Jose. Working in a group setting, with hands-on, creative expression as the outcome, and a teacher back up is the best approach for a successful outcome.
 - d. Minus 1 point – Jose will not find this an appropriate thing to discuss in his classroom as it makes him feel less than “macho.”
 - e. Minus 1 point – Latin American boys will not find this an appropriate discussion as it makes them feel less than “macho.”
5. Reading/Language Arts
 - a. 2 points – This the best option for Jose. Working in a group setting, with the vocabulary of the job each student is already doing creates a sense of pride without having to be public about each job.
 - b. 1 point – If Jose is proud of what he knows and what he can do to help his family, this can be a very positive approach to creating a life-long learning situation.
 - c. ½ point – Jose is likely to feel bored if there are too many assignments like this for him to complete. More “hands-on” or group work is a better approach.
 - d. 1 point – In general, thematic lesson plans can be very helpful in drawing together several areas of the curriculum into a single theme.
 - e. Minus 1 point – Although Jose needs to learn to read and write, to be “put on the spot” to work alone is likely to overwhelm him and reduce his love of writing.
6. Science
 - a. 2 points – This the best option for Jose. Working in a group setting, and reaching out into their funds of knowledge within the community is empowering to the students. Choosing one speaker takes pressure off the ones not wanting to speak.
 - b. 1 point – In general, thematic lesson plans can be very helpful in drawing together several areas of the curriculum into a single theme.
 - c. ½ point – Jose is likely to feel bored if there are too many assignments like this for him to complete. More “hands-on” or group work is a better approach.
 - d. ½ point – Jose is likely to feel put on the spot to think of a problem and solution on his own. He might just “freeze up” and not get the assignment done at all. More “hands-on” or group work is a better approach.
 - e. 2 points – This also a “best option” for Jose. Working in a group setting as a graphic design to tackle a problem makes it more real. The outcome is a graphic; there is less individual social pressure.
7. Social Studies.

- a. 1 point – In general, thematic lesson plans can be very helpful in drawing together several areas of the curriculum into a single theme that has various looks, feels, or outcomes.
 - b. 2 points – This the another “best option” for Jose. Working in a group setting, and interviewing each other makes the situation more real. Being well dressed is vital in this culture and that one element will make this very affective.
 - c. ½ point – Jose is likely to feel bored if there are too many assignments like this for him to complete. More “hands-on” or group work is a better approach.
 - d. ½ point – Jose is likely to feel put on the spot to think of a job and questions on his own. He might just “freeze up” and not get the assignment done at all. More “hands-on” or group work is a better approach.
 - e. 2 points – This the best option for Jose. Working in a group setting, and presenting as a group discussion may also draw some of the other classmates into the discussion and increase the opportunity for “flow.”
8. End Notes
- a. Jose has older siblings. In most cases in the campo, caring for and teaching younger siblings is a natural aspect of life. If you learn that an older sibling is inclined to be interested in school, you might gain partner in the effort to help Jose become a life-long learner. That option could open a whole other aspect of mentorship.

Case Study 3 scores

1. Career Pathways
 - a. – 1 point – Perpetuating social bias and cultural myths is the last avenue to creating a sustainable adult!
 - b. 2 points - The Strong-Campbell interest survey is an outstanding tool for evaluating passion and abilities to meet those goals.
 - c. ½ point – Although this is often used as a guideline in many cultures, it is not individualized to the student.
 - d. 2 points – An excellent broadly reaching and inexpensive solution.
 - e. 1 point – Group work is nearly always a good option for rurally raised Latinos as it mimics childhood methods, but this means lacks deep insight into options that are available.
2. Practical Math – Like many students, Poncho knows that math is a weak area for him. He struggles with solving problems in math and avoids using math whenever possible.
 - a. 1 point – A good way to understand the usefulness of math.
 - b. 2 points – When the “prize” is desirable, the motivation to learn and retain is increased.
 - c. – 1 point – this is not a reliable solution
 - d. 1 ½ points – May be a very successful experience, but may also backfire if they do not make a good connection
 - e. 1 point – Group work is nearly always a good option for rurally raised Latinos as it mimics childhood methods, but this means lacks deep insight into options that are available.
3. Language Arts – Many students from the rural areas of Mexico have no access to books after 5th or 6th grade. There are no newspapers or libraries. They live in a verbal world; not in a written world. The Internet has been the best tool for inspiring a desire to read
 - a. 1 ½ points – May be a very successful experience, but may also backfire if they do not make a good connection
 - b. 1 point – Group work is nearly always a good option for rurally raised Latinos as it mimics childhood methods, but this means lacks deep insight into options that are available.
 - c. 2 points – An excellent broadly reaching and inexpensive solution.
 - d. -1 point -
 - e. 1 ½ points – An excellent broadly reaching and inexpensive solution.
4. Social Comprehension
 - a. 1 point – Studies have shown that this can be effective, but lacks reliable results
 - b. 1 ½ points – the creativity to this option makes it very promising
 - c. 1 point – May be a very successful experience, but may also backfire if they do not make a good connection
 - d. 2 points – The results to avoid early fatherhood have been significant.
 - e. ½ point – May be helpful but only if Poncho is honest.

APPENDIX C: RESULTS UNDERGRADUATES

*Results of Inclusive Dispositions Self-Report Correlated with
Pre & Post Culturally Responsive Pedagogy for Case Study Students*

<u>Social/Emotional</u>	Score	E.I.	Pre Case Study	Post Case Study
100% = 55	-3	Low	void	void
Pets	0	Low	void	void
Travel	6	Low	void	void
Friends	7	Low	-10	-10
Housing	8	Low	-10	5
Extroversion	9	Low	-10	20
Introversion	9	Low	5	20
Self Knowing	10	Avg	5	20
Discrimination	12	Avg	5	20
	13	Avg	10	20
	15	HIGH	10	20
	17	HIGH	20	20
	17	HIGH	20	20
	18	HIGH	20	20
	21	HIGH	20	20
+294%			85	195

<u>Cultural</u>	Score	C.C.	Pre Case Study	Post Case Study
100% = 30	5	Low	void	void
Heritage	7	Low	void	void
Diversity	9	Low	void	void
Learning	9	Low	-10	-10
Equality	9	Low	-10	5
Ecology	10	Low	-10	20
Minorities	12	Avg	5	20
	12	Avg	5	20
	13	Avg	5	20
	13	Avg	10	20
	14	HIGH	10	20
	14	HIGH	20	20
	17	HIGH	20	20
	18	HIGH	20	20
	23	HIGH	20	20
+294%			85	195

APPENDIX D: GRADUATE STUDENT RESULTS

*Results of Inclusive Dispositions Self-Report Correlated with Pre & Post Culturally Responsive Pedagogy
for Case Study Students*

<u>Social/Emotional</u>	Score	E.I.	Pre Case Study	Post Case Study
100% = 55	void	void	void	void

Pets	void	void	void	void
Travel	-2	low	-10	-10
Friends	1	Avg	-10	15
Housing	5	Avg	-10	15
Extroversion	8	Avg	15	15
Introversion	9	Avg	15	15
Self Knowing	9	Avg	15	15
Discrimination	9	Avg	15	15
	10	HIGH	15	20
	11	HIGH	20	20
	15	HIGH	20	20
	16	HIGH	20	20
	16	HIGH	20	20
	16	HIGH	20	20
	19	HIGH	20	20
	23	HIGH	20	20
	24	HIGH	20	20
+20%			225	280

<u>Cultural</u>	Score	C.C.	Pre Case Study	Post Case Study
100% = 30	void	void	void	void
Heritage	void	void	void	void
Diversity	3	low	-10	-10
Learning	6	Avg	-10	15
Equality	6	Avg	-10	15
Ecology	7	Avg	15	15
Minorities	8	Avg	15	15
	9	Avg	15	15
	10	HIGH	15	15
	11	HIGH	15	20
	11	HIGH	20	20
	12	HIGH	20	20
	12	HIGH	20	20
	13	HIGH	20	20
	14	HIGH	20	20
	14	HIGH	20	20
	14	HIGH	20	20
	22	HIGH	20	20
+20%			225	280