

CHALLENGES OF TEACHING CULTURALLY AND LINGUISTICALLY DIVERSE STUDENTS IN K-2 CLASSROOMS

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ABSTRACT

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Challenges of Teaching Culturally and Linguistically Diverse Students in
K-2 Classrooms
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The schools across the United States are seeing a growing number of culturally and linguistically diverse students. As the population in the U.S. continues to become more diverse, there is an urgent need for the school districts to adapt to the change. Multicultural education isn't a new movement among educators, but in recent years it has gained more attention due the high demand of meeting the needs of diverse learners. The need for culturally responsive classrooms is evident, and although the process of implementing multicultural pedagogy is slow, it is necessary.

This study was conducted at Lakewood City Schools, in Lakewood Ohio, and included all kindergarten, first grade and second grade teachers at all seven elementary schools within the city's school district boundaries. The case study was conducted by using qualitative and quantitative methods, and the purpose of this research was to find out the challenges that kindergarten, first and second grade teachers face daily while teaching culturally and linguistically diverse students. Mixed methods were used to gain deeper understanding of the teachers' responses. The data collected from questionnaire and the interviews were analyzed carefully, and it was concluded that teachers feel more prepared to teach linguistically diverse students than culturally diverse students. This lead the study to focus on teachers' mindsets, and it was discovered that in order to be a culturally responsive teacher one needs to have a growth mindset rather than a fixed mindset.

Furthermore, after finding what the challenges are it is my attempt to name strategies and practices that teachers can use to create more culturally responsive classrooms for all students. Previous research conducted on the topic is used to name successful methods that have been used in other school districts to implement culturally responsive classrooms. However, ultimately it is the teachers themselves who has the greatest influence on students and their learning.

Key words: culturally and linguistically diverse, multicultural education, culturally responsive

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ABBREVIATIONS AND TERMS

CLD	Culturally and Linguistically Diverse
ELL	English Language Learner
ESL	English as a Second Language
PD	Professional Development
TESOL	Teaching English to Speakers of Other Languages

1 INTRODUCTION

1.1 Research topic

The topic of this thesis is *Challenges of teaching culturally and linguistically diverse students in primary classrooms*. It is very relevant in education at the moment since the student populations are changing all over the world and in United States, especially in urban areas. This is significant, especially since teachers across the nation are primarily white females- approximately 80% of teachers in primary grades are white females. (Miller, C., 2018). Although student populations have changed, teacher diversity have not. Regardless of that educators and schools must be able to serve the diverse student populations effectively. It is often the diverse student populations that are not performing as successfully compared to their non-diverse peers. The projection made about the population from 2005 to 2050 predicts that the population will rise approximately 82%. This is mostly due to immigrants and their descendants, which means that the US schools will face more diverse populations than ever in the future (Shoebottom, P., n.d.). The United States is already experiencing the largest influx of immigrants since the early 1900s. (U.S. Census Bureau, 2018). This leads to teachers left with a lack of knowledge of how to reach all the students based on their various needs.

This is a case study, focusing on Lakewood City Schools' grades kindergarten through second grade teachers, and the challenges teachers are facing in regards of the student diversity.

1.2 Research questions

The objective of the thesis is *Challenges with culturally diverse student populations in K-2 classrooms*, and the purpose of it is to determine those challenges within Lakewood City Schools. The main research question is “*What are the challenges in teaching culturally and linguistically diverse students?*”. This question is to name and

research the challenges that teachers face in having diverse student populations. Diverse student populations are meant to include students from racially, ethnically, culturally, and linguistically diverse families and communities of lower socioeconomic status.

The sub question is “*How to create culturally and linguistically responsible K-2 classrooms?*”. This question will focus on strategies to create effective teaching and learning environments for all students, including strategies teachers can use to meet all students learning needs, and how the actual classroom environment can support students from diverse populations.

1.3 Research approach

The research approach of this thesis is pragmatic- qualitative and quantitative methods are used. This case study will use mixed methods to gain the necessary data. The benefit of using mixed methods in this study is to gain deeper understanding of the teachers’ feelings and attitudes towards teaching culturally and linguistically diverse students. Although quantitative methods are great gathering data, it is limiting teachers from describing their answers further. Qualitative interviews allow teachers more flexibility to expand their answers, and to explain in detail. Both data will be carefully analyzed and combined to gather the findings of this study.

1.4 Structure of the thesis

The thesis will follow a structure of introduction, theoretical framework, methodology, research results, discussion, and conclusion. This structure also aligns with the University of Tampere Applied Sciences thesis structure recommendation.

The introduction chapter explains the importance of the study, and how it relates to the world and the changes that are happening. The research questions are pre-

sented in the chapter also, among the brief description of the research design and structure.

The theoretical framework chapter carefully analyses the literature that is used as a basis of the theory that the thesis is based on. Previous case studies are also compared, and similarities among the culturally relevant teaching is discussed.

Methodology chapter covers the methodological approach that is used conducting the study. Both quantitative and qualitative methods are used in order to successfully gather data from participating teachers. In this chapter the data acquisition methods, and an analysis of the methods are included.

Chapter 4, research results, carefully examines the results from both- the questionnaire and the interviews. The questionnaire results are shown in figures that are created with the Google questionnaire. The interview answers are discussed and analyzed by examining each question, and looking similarities in teachers' answers. The chapter also includes a synthesis of the results.

The discussion chapter refers back to the previous research, and analyses the study compared to the previous research. The main theory behind all the previous work on the topic, multicultural education, is touched upon in the discussion as well. Finally the practical conclusions from the study are discussed, as well as the critical evaluation of the research design of the thesis.

2 THEORETICAL FRAMEWORK

2.1 Literature review

The main theory behind all the previous research and studies that was used for this thesis is multicultural education theory. The theory sparked its roots after the civil rights movement that began in 1950's and 1960's, and it has developed since. However, the Anglo-centric curriculum still exists in some degree schools throughout United States. James A. Banks is considered to be one of the pioneers in bringing multicultural education theory into the light. An Introduction to Multicultural Education is discussed in 2.1.1, and the other literature reviewed is organized by theme.

2.1.1 Multicultural Education

The goals and misconceptions of multicultural education are clarified by Banks in his book, *An Introduction to Multicultural Education (Sixth Edition)*, (2017). Banks gives a comprehensive view on multicultural education - the major concepts, principles, theories, and practices -and the many benefits, challenges and misconceptions that comes with it.

2.1.2 Culturally Relevant Teaching Case Studies

Beneath The Surface, The Hidden Realities of Teaching Culturally and Linguistically Diverse Young Learners K-6 by Ken Pransky relates directly to the thesis sub question “*How to create culturally and linguistically responsible K-2 classrooms?*”. Pransky provides an overview of challenges and struggles that teachers face teaching culturally and linguistically diverse students. He gives a comprehensive explanation of second language acquisition and the reading process as well. Pransky has been involved in the movement of multicultural education the past several decades, and he makes a powerful statement - every student in a diverse classroom wants to, and can

learn. In the book he uses the term CLD students in short for culturally and linguistically diverse students. Another book, *No More Culturally Irrelevant Teaching* (2018) by Mariana Souto-Manning, Carmen Lugo Llerena, Jessica Martell, Abigail Salas McGuire and Alicia Arce-Boardman, is used to answer the sub question. The book is based on Souto-Manning's research on multicultural education. In the book four teachers who teach in richly diverse classrooms and have studied culturally relevant pedagogy for years with researcher Mariana Souto-Manning (Souto-Manning et al., 2018), share practices and strategies that they have found successful and culturally relevant. Souto-Manning's research examines inequities and injustices in early childhood teaching and teacher education, centering methodologies and pedagogies on the lives, values, and experiences of inter-sectionally minoritized people of color. (Souto-Manning, Mariana V. (ms3983). n.d.)

Both Pransky and Souto-Manning recognize the power that culture has on people, and children. Pransky claims that culture has deep, sometimes hidden elements that can shape how students learn, and teachers can't assume that their own values and beliefs are the norm. The mismatch between the adopted curriculum in many schools, and the students that the schools serve fosters cultural injustice (Souto-Manning et al, 2018,17). According to Souto-Manning honoring and prioritizing one culture over other creates white superiority, and fosters prejudice. (p.20).

Like Pransky, Souto-Manning also emphasizes on the importance of teachers forming relationships with the CLD students, and the positive effect that can have on their learning. By creating classrooms that are welcoming and comfortable for all students, and where students feel honored and valued regardless of their cultural, racial, ethnic, linguistic or social background. The materials used in instruction, such as books, must be a reflection of the students, their families, communities and cultures that they come from. The materials are important in culturally relevant classrooms, but it is ulti-

mately the teachers who can truly make a difference in students' success (Ibid, 37). The authors emphasize on having high expectations for all students, including culturally and/or linguistically diverse students. Culturally relevant practices are student-centered, and they focus on what is being learned rather than what is being covered (Ibid, 31). Pransky also emphasizes that successful teachers of CLD students form relationships with the students, but this has to happen on the students' own terms. (Pransky, 2008,28) Building relationships with all students is important, but it is vital with CLD students. Teachers must make an effort to get to know not only the students, but also their families and cultures.

According to Pransky, many of the CLD students are caught within the quantity-quality paradox in education. Often students are forced to match their preferred learning and cognitive structures to those of the school's to keep up with the learning, but the consequence of developing those don't match the ones of the students' which results less time to actually learn because the amount that has to be learned. (Ibid, 203).

In addition Ken Pransky dedicates an entire chapter to the language development of young second language learners, and Krashen's Language Acquisition Theory is referred. That theory will not be explored further in this thesis research due to its extensivity, but it is important to note that many strategies that are successful with linguistically diverse students are based on Krashen's theory.

2.1.3 Social Justice Case Studies

In this section I will review the works of Gloria Ladson-Billings and Sonia Nieto, as the both authors have done extensive research in the area of multicultural education. The books read are *The Dreamkeepers: Successful Teachers of African American Children* 2nd Edition by Gloria Ladson-Billings, and *Finding Joy In Teaching Students of Diverse Backgrounds* by Sonia Nieto. Both books are geared more towards the

social justice portion of the theory, and the books are focused around specific case studies of teachers who are making a difference in culturally and linguistically diverse students lives, as well as the lives of racially minority students.

Ladson-Billings poses a question at the beginning of her book “Do African American students need separate schools?”, and explains how the history of segregated schools in United States ended long time ago yet she is thinking of this. This may seem like a question that would have been more appropriate in the 60’s, but Nieto also makes a point that makes the question valid and important. Nieto explains the social justice inequality that exists today to be more than just the political system. “It’s not simply the federal policy that has changed schools radically. Societal barriers such as structural inequality, lack of decent housing and meaningful employment, are poor health care are also in the mix. Stubborn ideologies concerning race, ethnicity, native language, social class, and other social differences also play a part in creating a context that makes it difficult for the most vulnerable students to be successful“ (Nieto, 2013, 2).

The teachers observed in the book *The Dreamkeepers* are all exceeding the expectations of teaching the most challenging students in their schools. Ladson-Billings found out that all of them share an intense focus on three things in their teaching:

1. Students learning
2. Cultural Competence
3. Critical consciousness

Ladson-Billings documents the teachers’ mindsets and cultural understanding of the teachers that she follows in her research, and concludes that both have enormous impact whether their teaching is culturally relevant or not. Similarly Nieto’s research point out that teaching is always an ethical attempt, and that teachers need to be aware of their own actions, attitudes and practices in order to avoid any impact of it on the students. (Ibid, 59).

Creating classroom communities where students take responsibility for each other is visible in the sample classrooms that Ladson-Billings visits. The teachers did not only have a great knowledge of the subject matter that they taught, but also of their students and their lives.

Nieto delivers a central message with the book of teachers needing to thrive in the classrooms. This requires teachers to live publicly and socially the values they are trying to teach their students. Continuous professional development on culturally responsive teaching is essential to teachers' growth in order for them to understand and practice culturally responsive pedagogy (Ibid, 35). Nieto also goes on to say that relationships are as important as the content in the curriculum. According to Nieto, all teachers who were observed and interviewed for the book identified a connection with the students as a primary reason why they were thriving (Ibid, 36).

Ladson-Billings started her book with a question "Do African American students need separate schools?" and she answers her own question by concluding that African-American students don't need separate schools- they need better schools. To have social justice, all culturally and linguistically diverse students need better schools.

2.2 Synthesis of theories

All the literature chosen is based on the multicultural theory, which sprang its roots as an aftermath of the civil rights movement in the 60's. The need for the multicultural theory in education is now stronger than ever before based on the census bureau's prediction of the cultural landscape of the United States.

2.2.1 Common Themes

All the literature reviewed have common, recurring themes that are important to recognize. Each author emphasizes the need for the change towards more culturally acceptant curriculum in schools. As the population in the United States is more diverse than ever before and it's predicted to grow even more diverse in the future, the school reform needs to happen. The euro-centric culture that is still very dominant in many schools can be harmful, and creates the school environment to be prejudice. Although teacher training has a mandatory component of completing a multicultural course, it may not be enough to truly implement the strategies and practices that support multicultural theory.

The materials in the classrooms- books, posters, workbooks- all affect the students and their perspectives of the world. If students do not see their cultures reflected in their school it creates a feeling of not belonging. The problem extends to the white students as well - if they don't see any other cultures and races represented in the materials at school, they might see themselves as superior. Therefore having all cultures represented in the classrooms is an essential step toward the change. There are many strategies and practices that the authors described in their books that are culturally responsive, and support the multicultural theory. However, the most powerful influencer in a young students school life is the teacher. The teacher has a lot of power to shape the students perspectives and attitudes towards school and learning. The teacher must honor and value every culture that is represented in her or his classroom in order for the students to feel accepted. Many biases are hidden, and teachers might not even be aware of them. Often teachers reflect back on their own early school experiences and how they were taught- this may be at a time when multicultural education was not emphasized in schools. All authors argued in some form that the teachers' mindset requires a shift in order for them to become more culturally responsive in their teaching. Culturally responsive teaching requires the teachers to include multiple perspectives in the curricu-

lum, which often requires teachers to change their own mindsets first. James A. Banks states “The multicultural curriculum is a dynamic process. It is not possible to create a multicultural curriculum, hand it to teachers, and claim that a multicultural curriculum exists in the district. The teacher’s role in its implementation is an integral part of a multicultural curriculum. Teachers mediate the curriculum with their values, perspectives, and teaching styles.” (Banks, 2006, 147).

2.2.2 Comparison of literature

All of the literature used for this thesis is based on the multicultural theory, and although the books have many similarities there are also some differences. An Introduction to Multicultural Education by James A. Banks is a framework for the other books as well. It explains the theory and practices of multicultural education, and is based on Banks’ work on the topic from the past 30 years. The book differs from the others mostly by not being a case study of teachers who are exceeding of being culturally responsive in their practices, but rather a book about the theory. *Beneath The Surface, The Hidden Realities of Teaching Culturally and Linguistically Diverse Young Learners K-6* by Ken Pransky, and *No More Culturally Irrelevant Teaching* (2018) by Mariana Souto-Manning, Carmen Lugo Llerena, Jessica Martell, Abigail Salas McGuire and Alicia Arce-Boardman are books that are focused on practices and strategies that teachers who are succeeding in closing the learning gap of students from diverse backgrounds are using. Both books are similar to one another, but also are based on the work of Banks and some other pioneers of multicultural education.

Lastly, the works of Gloria Ladson-Billings and Sonia Nieto are more geared toward the social justice issues, and racial and social inequalities that exist in classrooms. Like Souto-Manning’s and Pransky’s books, *The Dreamkeepers: Successful Teachers of African American Children 2nd Edition* by Gloria Ladson-Billings, and

Finding Joy In Teaching Students of Diverse Backgrounds by Sonia Nieto are case studies of teachers finding success teaching diverse student populations.

One drawback that the multicultural education theory faces is the belief that it will divide the nation, however this claim assumes that the nation is already united (Banks, 2006, 12). There are people who strongly believe that multicultural education is a threat to the American nationalism, values and customs. If the nation was indeed united, then there would be no need for multicultural education at schools.

3 METHODOLOGY

3.1 Methodological approach

The study was conducted at Lakewood City Schools, in Lakewood Ohio, and included all kindergarten, first grade and second grade teachers at all seven elementary schools within the city's school district boundaries. This mixed method research is a case study- it focuses on a single group, which is the K-2 teachers and their experiences and challenges of teaching diverse students in their classrooms. As defined by Johnny Saldaña, case study focuses on a single unit for analysis — one person, one group, one event, one organization (Saldaña, 2011, 8). However, it is also a mixed method research. “Mixed methods research combines qualitative and quantitative data collection and data analysis within a single study.” (Rouzies, 2013).

Although the research was only limited to K-2 classroom teachers, it is important to understand the statistics of the diversity of City of Lakewood residents. Lakewood is a small suburb right outside of Cleveland, consisting of 50, 866 residents (<https://datausa.io/profile/geo/lakewood-oh/#>). The ethnic composition of the population of Lakewood is composed of 83.1% of white residents, 6.81% of black residents, 4.87% of Hispanic residents, 3.43% of multiracial residents, and 1.58% Asian

residents (Lakewood, OH, n.d.). The city's public schools serve a diverse student population of about 5,100 students. Students represent 35 different countries, and at least the same amount of languages are spoken among the students. Approximately 8% of the entire student population are English Language learners, and 4% are refugees. About 50% of students in Lakewood receive reduced, or free lunch at school (SchoolPointe, Inc. n.d.).

The study was conducted by using qualitative and quantitative methods. Google questionnaire was created with some multiple choice ranking questions, as well as open-ended short essay questions that gave the teachers an opportunity to further explain their answers. After consulting the director of teaching and learning department of Lakewood City Schools, permission was granted to send out the questionnaire through the school district's email. However, it was emphasized that the survey was completely voluntary. According to the Lakewood Teacher Association (LTA) teachers can't be required to participate in any type of research unless they choose to do so. In order to be in compliance with the LTA rules the questionnaire had to clearly state that it is voluntary for the teachers to participate in. The focus group included 66 teachers from kindergarten to second grade, and the questionnaire was sent to all of them via email. Some of the participants were also interviewed to gain a better perspective for the study. The need for the mixed method research is defined by Uwe Flick, Ernst von Kardorff and Ines Steinke as follows:

“Quantitative research relies, for its comparative- statistical evaluation, on a high degree of standardization in its data collection. This leads, for example, to a situation where in a questionnaire the ordering of questions and the possible responses are strictly prescribed in advance, and where – ideally – the conditions under which the questions are answered should be held constant for all participants in the research. Qualitative interviews are more flexible in this respect, and

may be adapted more clearly to the course of events in individual cases.” (Flick, U. et al, 2004)

By interviewing some of the teachers a better insight was gained on their views on teaching diverse student populations. The teachers were able to explain their views in more detail and depth, rather than solely relying on the questionnaire answers. The quantitative part of the survey was also necessary to gain understanding of the teachers’ level of education in working with culturally and linguistically diverse students, as well as their general comfort level of teaching diverse students. Figure 1 displays the development of this thesis, and sums up the process.

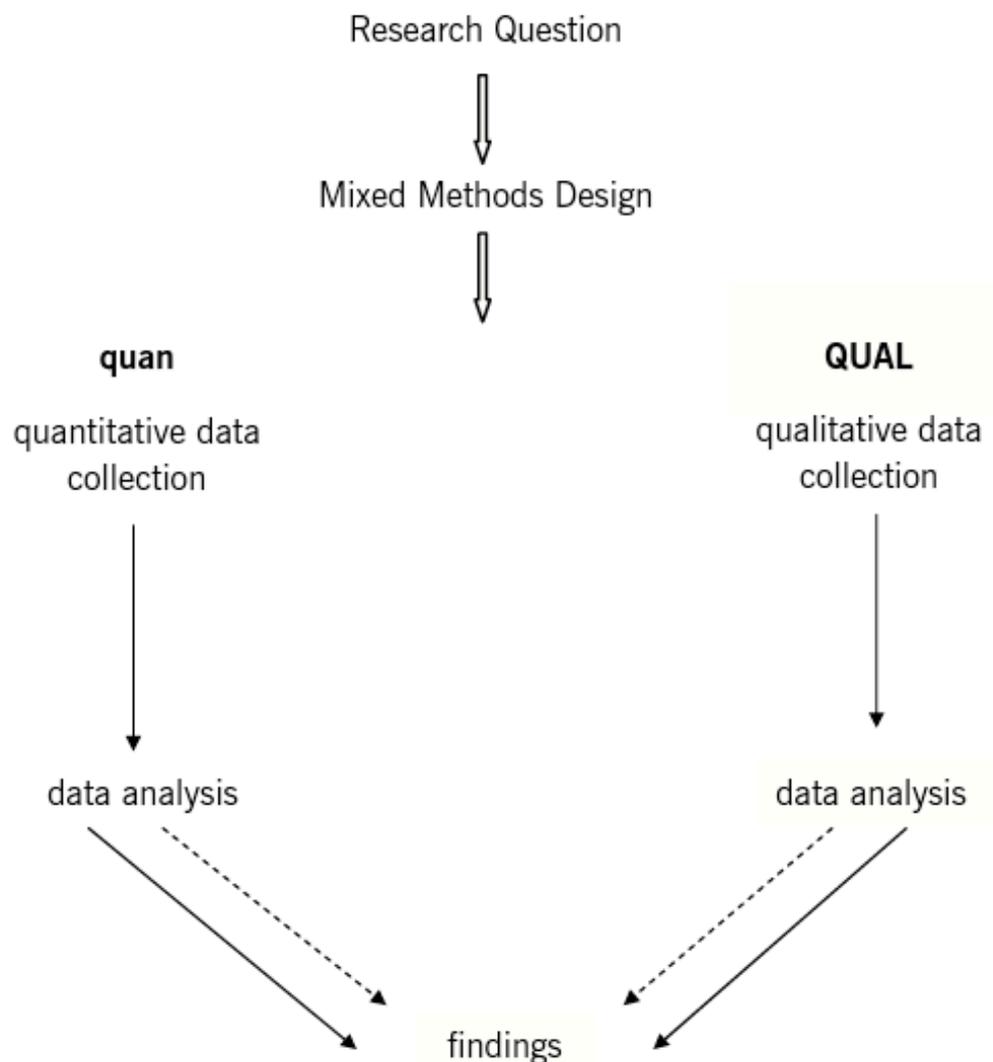


Figure 1
(Hesse-Biber, S. N., 2011)

3.2 Data acquisition methods

In this study a Google questionnaire was created, using both multiple choice and open-ended short essay questions. The questionnaire included 4 multiple-choice questions, and 3 open ended short essay question. The data from the multiple-choice questions is represented in a Google created bar graph format. The open ended short essay questions will be analyzed separately from the multiple-choice questions. Some teachers were also interviewed, and the interviews were audio recorded and semi structured.

3.3 Analysis of methods

In order to analyze the collected data deductive approach was used. The research questions were used to guide the grouping of the data. Analysis of the data consisted of locating themes and patterns based on the teachers' answers. According to Uwe Flick, Ernst von Kardorff and Ines Steinke deductions don't tell us anything new, but they are rather truth conveying (Flick, U. et al, 2004). My research is based on the multicultural theory, and theories and practices that were sparked by multicultural theory. The theories are not new, but the data collected from the research will convey the truth about K-2 classrooms at Lakewood City Schools. The data will answer the research question "What are the challenges of teaching culturally and linguistically diverse students in K-2 classrooms?", by defining the challenges that teachers are facing. The sub question "*How to create culturally and linguistically responsible K-2 classrooms?*" will also be answered based on the data analyzed. The need of how to create more culturally and linguistically responsive classrooms depends on the teachers' answers.

The quantitative data acquired from the questionnaire will be analyzed and presented with Google survey graphs.

4 RESEARCH RESULTS

4.1 Results from the questionnaire

Thirteen teachers responded to the questionnaire that was sent out to all sixty-six K-2 teachers in the Lakewood City School district, which is approximately 20%. Three of the teachers were kindergarten teachers, five were first grade teachers, and five were 2nd grade teachers. Although low percentage of teachers responded I still feel that the results represent the district's seven elementary buildings well, and therefore are valid. The timing of the questionnaire sent might have played a role in low amount of responses, as it was sent out the weekend before school began in August 2018, which typically is a very busy time for teachers.

4.1.1 Teachers' background on teaching CLD students

Although the questionnaire didn't specifically ask for years of teaching experience, most teachers indicated that they have had many years of experience teaching culturally and linguistically diverse students. Only one response indicated little experience teaching CLD students. When asked to describe their experiences teaching CLD students teachers responses vary, but most of them stating that they had positive experiences. Six out of thirteen responses (46%) used the words:

Positive experience

Absolutely love the diversity

Enjoy having diverse students

Great experience to have CDL students

The remaining 54% of the responses were not negative, but simply stated the years of experience teaching CLD students, or the amount of CLD students in the classrooms.

Teachers' education level on multicultural education is an important factor in this study. Teachers were asked to indicate the type of training that they have received in teaching CLD students. The choices that were listed were: district provided PD, courses from outside the district, reading professional texts, having a TESOL (Teaching English to Speakers of Other Languages) endorsement, and other which would include all other type of training received. Figure 2 shows the type of professional development they have received in the topic.

Training I have received on this topic:

13 responses

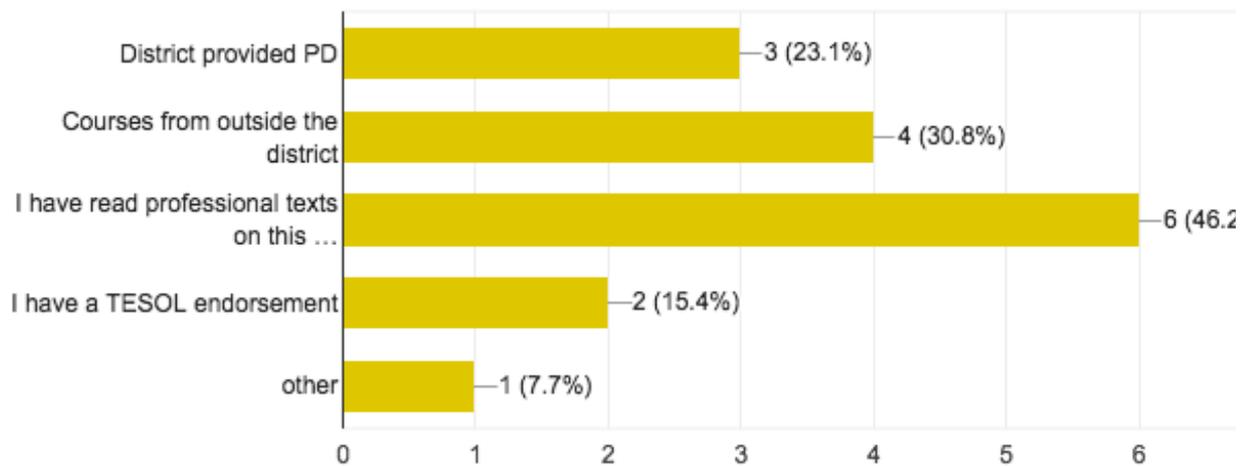


Figure 2

As indicated on Figure 2 most teachers have relied on professional development from sources outside the school district. Six teachers indicated that they have read professional texts on the topic, four said that they have taken courses from outside the district on the topic, three stated that the training they have is from the professional development received from the district, two teachers have the TESOL endorsement, and one teacher stated “other” as the resource for training on the topic.

4.1.2 Teachers' Comfort level of having culturally diverse classroom

The first multiple choice question on the questionnaire asked about the teachers comfort level having culturally diverse classroom. It is important to understand teachers own comfort level regarding the diversity in their classrooms, as it is essential for teachers to feel comfortable and knowledgeable of the students that are in their classrooms.

My comfort level of having a culturally diverse classroom

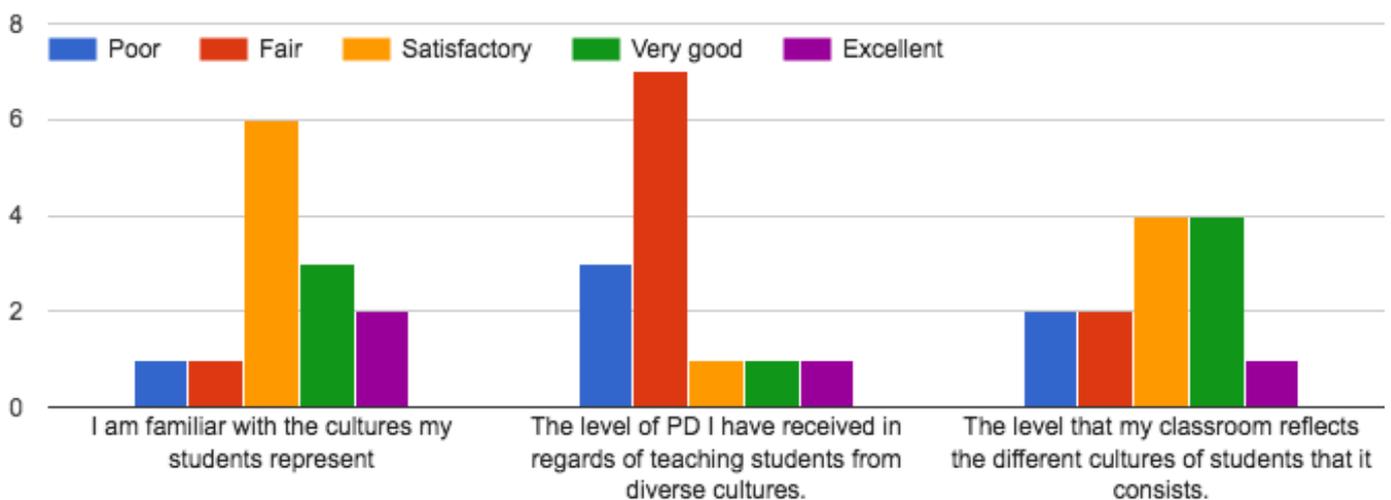


Figure 3

Teachers answered three multiple-choice questions that they had to answer poor, fair, satisfactory, very good, and excellent. The questions were how familiar the teachers are with the different cultures of their students, the level of professional development that they have received in the area of teaching students from diverse cultures, and the level of their classroom reflecting on the cultures represented by their students.

Being familiar with the different cultures that make the student population is a basis for connecting with the students and their families. Two teachers indicated that

they feel excellent in terms of being familiar with the cultures their students represent, three said they feel very good, six indicated satisfactory familiarity, one teacher responded feeling fair, and one said poor in terms of being familiar with the cultures represented in the classroom.

The level of professional development received in regards of teaching students from diverse cultures was the next question. Seven teachers stated that they had received a fair level of professional development, three stated a poor level, and rest of the teachers answered each choice of satisfactory, very good, and excellent.

The last question regarding the teachers' comfort level of having culturally diverse classroom was about the level that the classroom reflects the different cultures of the students. One teacher answered the level to be excellent, four stated the level to be very good, and four indicated that the level is satisfactory. Two teachers felt that the level of their classroom reflected on the different cultures of students was fair, and two teachers said the level was poor.

4.1.3 Challenges of having culturally diverse classrooms

The questionnaire included a multiple-choice question about the challenges of having culturally diverse classrooms. The challenges were listed as not having background knowledge of the students' cultures, communicating with families, not having enough training or professional development on the topic, and not having enough resources available. Teachers picked a best choice that reflects on their experiences by selecting strongly agree, agree, neutral, disagree and strongly disagree. Figure 4 indicates how teachers responded to the challenges.

Not having the background knowledge of the students' cultures was divided into seven teachers answering that they agree, one teacher stated having neutral feeling about it, and five teachers answered that they disagree with the statement.

Challenges of having a culturally diverse classroom

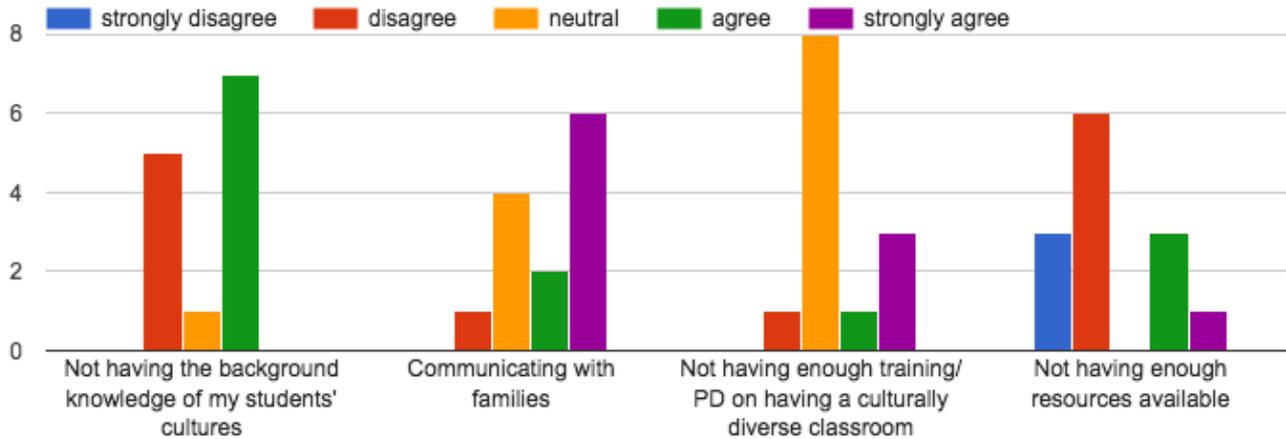


Figure 4

Another challenge named in the questionnaire was communicating with families, which six teachers strongly agreed to be an obstacle. Two teachers agreed that communication with families is a challenge, four teachers felt neutral about it, and one teacher disagreed that it is a challenge.

Not having enough training or professional development on having a culturally diverse classroom was a category as well, and eight teachers had neutral feelings about it. Three teachers strongly agreed, whereas one teacher agreed and one teacher disagreed on not having enough training.

The last category, not having enough resources, was divided among the teachers in a following way- three teachers strongly disagreed, and six teachers disagreed that they don't have enough resources. Three teachers agreed, and one teacher strongly agreed that this is a challenge.

4.1.4 Teachers' comfort level of teaching linguistically diverse students

The questionnaire also asked teachers' comfort level on teaching linguistically diverse students. Culturally and linguistically diverse students were purposely separated in the questionnaire to two separate questions, as some teacher may feel comfortable with one but not the other. Teachers had a choice to strongly agree, agree, feel neutral, disagree and strongly disagree on the four statements under this category

My comfort level of teaching linguistically diverse students

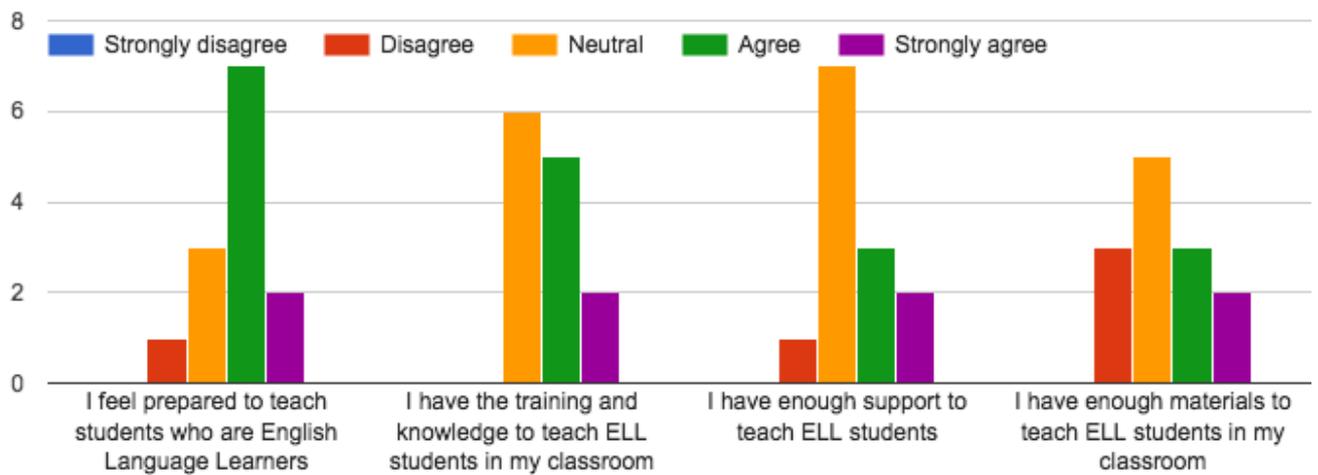


Figure 5

The first statement, I feel prepared to teach students who are English Language Learners, received seven teachers to agree with it, and two teachers to state that they strongly agree with it. Three teachers felt neutral about the statement, and one teacher disagreed with the statement. The next statement, I have training and knowledge to teach ELL students in my classroom, had the majority of teachers choose that they felt neutral in this area. Total of six teachers chose neutral, five teachers stated that they agree, and two teachers stated that they strongly agree with the statement.

Teachers also had neutral feelings on having enough support to teach ELL students since seven teachers answered neutral. Only one teacher disagreed with the statement, and three teachers agreed, whereas two teachers strongly agreed. The last state-

ment, I have enough materials to teach ELL students in my classroom, received three teachers to disagree, five teachers to have neutral feelings, three teachers to agree, and two teachers to strongly agree.

4.1.5 Open-ended questions

The questionnaire included two open-ended questions that asked teachers input on what are their greatest challenges that they face in teaching CLD students, and what are their strengths in teaching CLD students. 62% of the responses stated the greatest challenge to be communication with families. The next most common theme in the responses indicated that adapting the curriculum, and keeping up with the rigorous pacing of it is a challenge when it comes to teaching CLD students. One of the responses also stated the lack of time, resources and approaches to teach the CLD students is a factor that makes teaching them difficult. Two teachers answered that understanding the cultural diversity is the greatest challenge, as well as not having enough knowledge about the students' cultures. One response indicated that co-teaching and planning with the ESL (English as a Second Language) teacher is the biggest challenge. Another teacher stated not being confident of doing the best to meet the students' needs is the greatest challenge.

The other open-ended question, what are strengths that you have in teaching students from culturally and/or linguistically diverse backgrounds, received a variety of answers. 23% of teachers stated their strengths to be the support received from the ESL teachers, the school and the school district. Another 23% said that differentiating the instruction, and making it meaningful to all students is their strength. The rapport, and connecting with the students was named as a strength by 15% of the teachers, and the remaining 39% had different answers to the question. The answers included the di-

versity of the school, years of experience and reading materials used, and using translating apps such as class dojo to help with communicating with parents.

4.2 Results from the interviews

Eight teachers were interviewed from kindergarten, 1st grade, and 2nd grade. The interviews took place in the teachers' classrooms, either before school or after school. The interviews followed semi-structured format- questions were thought before interviewing, but the interviews allowed the teachers to further explain themselves without being too scripted. The following questions were formed before the interviews:

1. How do you feel about having culturally and linguistically diverse students in your classroom?
2. Describe how you differentiate your instruction to meet the needs of the culturally and linguistically diverse students needs?
3. Do you feel that culturally and linguistically diverse students are able to achieve like their peers?
4. Please give examples how the culturally and linguistically students are represented in your classroom?
5. In what ways are you showing a growth mindset towards you culturally and linguistically diverse students?

Four out of the eight teachers answered the first question by saying that they love the diversity that they have in their classrooms, and that they wouldn't want to change anything about their classrooms. They also stated the importance of being exposed to different cultures at an early age, and that the culturally and linguistically diverse students enrich everyone's school experience. One of the teachers also pointed out

that it's often the CLD students who are role models for the others, as many of them have a very strong work ethic that they perhaps inherit from their parents.

Two teachers stated that having CLD students is the "normal" of today's classrooms, and that they have no different attitude towards them than any other student in their classrooms. One teacher didn't directly answer the question, but said that she has learned a lot from the CLD students in the past 20 years. She expanded her answer by saying 20 years ago no one knew what to do with the CLD students, or how to teach them, but that has changed tremendously. Only one teacher answered that she has mixed emotions about having CLD students in her classroom. She felt that it's good for the classroom environment to have diversity, but that it makes teaching much more difficult. According to her, the many cultures represented in her classroom make it difficult to learn about everyone's culture.

The second question asked teachers to explain about differentiating for the CLD students to meet their needs. The question was answered very similarly by all eight teachers. The following strategies were mentioned by all of them:

- Using small groups, and partnering CLD students with typical peers
- Using picture clues and visual with labels
- Strategic seating for them
- More teacher modeling, and repeating directions
- Relying on the ESL teachers support

One teacher also stated that she doesn't differentiate based on the fact that they are diverse, but observes first to see what the student needs and how can she help the student to succeed. She mentioned consistent routines and procedures to be helpful with all learners, but especially with the CLD students.

Next the teachers were asked if they feel that the CLD students are able to achieve like the others in their classrooms. The answers were divided into half of the

teachers answering yes, and the other half saying it depends on various factors. Four teachers answered without hesitation “yes” - the CLD students are able to achieve like everyone else. The other four stated different reasons why they don’t believe that the CLD students are able to achieve like the typical peers. The reasons included:

- Cultural biases in achievement tests
- Students home life and culture
- The students age
- Parents expectations
- Time that they have been in the country

One teacher also said that the CLD students might catch up and be able to achieve eventually, maybe when they go to high school. Another teacher stated that the students culture and nationality plays a part- Turkish students typically don’t achieve in her classroom. 1st grade teacher compared her last year’s students to this year’s students, saying last year her answer would have been yes, this year it’s no.

The fourth question was about how the CLD students are represented in the classrooms. This question was confusing to many of the teachers, and required me to clarify what was meant by it. The answers were also divided in half of teachers saying the CLD students were not represented in their classrooms at all, and the other half stated that they had few books that were multicultural. They also said they use the technology to look up where everyone is from. One teacher further explained that she doesn’t think the CLD student really care if they see themselves represented in the classroom or not- they are the minority.

The last question was related to the teachers’ growth mindset- specifically the growth mindset towards the CLD students. The question was “In what ways are you showing a growth mindset towards your culturally and linguistically diverse students?”. Three teachers answered the question by saying they have individual goals for each stu-

dent to encourage them to stay positive about their learning. They also mentioned that they try to teach kindness and to uplift each other and cheer each other on. The power of yet was mentioned by one teacher, as she explained she uses that to empower the students.

The five other teachers didn't seem to understand what growth mindset means, or interpreted the question differently. Some answered the question by saying they are taking professional development classes when available to help learn more about different cultures, others stated having a literature rich classroom, and being more lenient when it comes to turning in homework or anything else if not turned in on time.

4.3 Synthesis of results

Based on the questionnaire and the interviews the teachers overall attitudes and perceptions about teaching culturally and linguistically diverse students were mostly positive. The goal of the questionnaire and the interviews was to be able to identify the challenges of teaching culturally and linguistically diverse students in K-2 classrooms in Lakewood City schools. After analyzing the data it is clear that there are challenges that the teachers face daily, however it also became clear that the challenges are divided into teaching culturally diverse students, and teaching linguistically diverse students as many teachers felt comfortable teaching one group but not the other.

According to the questionnaire the most significant challenges when teaching culturally diverse students are communicating with families, not having background knowledge of the students' cultures, and having received a low level of professional development in teaching culturally diverse students. The interviews also confirmed those being the greatest challenges, but the interviews revealed that most teachers don't have representation of the diverse cultures in their classrooms. There were mixed results from the questionnaire results and the interview results on this topic, as

the questionnaire didn't indicate this being a major challenge. However, when teachers were interviewed all of them responded that the culturally diverse students are not really represented in the classroom. The question needed to be clarified to some teachers, which may have resulted the results to be mixed from both data.

Teachers felt more prepared to teach linguistically diverse students, than culturally diverse students. From the questionnaire the area that seemed most challenging for teachers was the amount of training that they had received on the topic. Nearly half of the teachers stated feeling neutral about having the training, knowledge, and being prepared to teach linguistically diverse students. Not having enough training is a factor that will make teaching ELL students challenging, which also should have affected the teachers comfort level on teaching linguistically diverse students. However that wasn't the case, as more teachers stated that they felt prepared, but lacked the training and knowledge to teach linguistically diverse students.

Majority of teachers also felt neutral about having enough support to teach linguistically diverse students. This might be a result of not having enough training or professional development on the topic, as teachers may feel that they rely on more support from the ESL teachers and support staff at school since they lack the knowledge.

The interviews revealed more information about the teachers' mindsets towards having culturally and linguistically diverse classrooms than the questionnaire did. Teachers are the greatest factor in any student's school experience, but this is especially true with CLD students. The challenge that Lakewood City Schools is facing with the K-2 teachers is the lack of growth mindset from some teachers when it comes to teaching diverse student populations. Half of the teachers didn't believe that CLD students can achieve like their non-diverse peers, which indicates that those teachers have a fixed mindset. They believe that CLD students aren't able to achieve, which is a chal-

lenge that requires attention. The fixed mindset was evident from some statements, as well as were the biases that teachers had towards certain cultures.

5 DISCUSSION

5.1 Discussion of results

The research question “What are the challenges of teaching culturally and linguistically diverse students in grades K-2?” can be answered with the data collected. After analyzing the data from the questionnaire and the interviews it is clear that teachers in kindergarten through second grade face multiple challenges with the culturally and linguistically diverse student populations that they teach.

The level of professional development on the topic, or rather the lack of it, raises an issue that is common for teachers across the nation teaching diverse students. Nieto states that many teachers feel unprepared to teach students from diverse backgrounds even after taking courses on the topic, and that teaching diverse students is much more than methods. (Nieto, 2013, 20). This is no different among the teachers in Lakewood City Schools- from the questionnaire results many teachers stated that they don’t have the background knowledge of their students’ cultures, which explains why the teachers don’t feel prepared to teach culturally diverse students. “Much more significant than methods are teachers’ attitudes and beliefs about their students, their relationships with them, and their knowledge about their families and backgrounds. This requires above all developing a social justice perspective. “ (Ibid, 20). This challenge is like a domino effect- because of the lack of professional development and knowledge on the topic teachers are not comfortable enough to learn about the cultures their students represent, which leads to their lack preparedness to teach culturally diverse students.

According to the teachers’ answers about teaching linguistically diverse students, they feel more prepared to teach linguistically diverse students than culturally diverse students. However, only two teachers have the TESOL endorsement as others have taken courses or read professional literature on the topic, which isn’t much more professional development received on the topic than in teaching culturally diverse stu-

dents. The data suggests that teachers are uncomfortable with the cultural differences that their students represent. Ladson-Billings explains this phenomenon by drawing on her experiences with teachers across America, indicating that many are uncomfortable acknowledging any student differences, and particularly racial differences. (Ladson-Billings, 2009, 34). Based on the data this is apparent among the teachers in Lakewood City Schools as well.

Teachers' mindset is a powerful factor regarding culturally responsive pedagogy. Ladson-Billings defines cultural pedagogy by claiming that it is not a specific set of strategies to use, but rather a mindset that respects and honors students' cultures, experiences, histories, and finds ways to include them in the curriculum. (Ibid, 34). This is a definite challenge that Lakewood City Schools is facing, as many teachers struggle to include the diverse students' cultures in their classrooms. From the interviews it is clear that the CLD students aren't represented in the classrooms, and some teachers believe that it's not important and doesn't matter to them whether they are represented or not. "Classroom libraries and resources should honor and reflect students' diversity rather than perpetuate the stereotypes that marginalize them." (Souto-Manning et al, 2018,8). Creating culturally responsive classrooms requires teachers to acknowledge that each student is important- including their culture. To create classroom spaces that are welcoming to all students they need to see themselves represented in some ways.

"Diverse students feel more comfortable and respected when they see their culture being valued and celebrated along with that of the dominant culture. This is a necessary step to create a multicultural classroom community where all students are welcome. "

(Pransky, 2008, 4)

Pransky also states that if teachers do not find ways to bring students' cultures, languages and experiences into the classroom, they are not manifesting the sympathy that's required to be a successful teachers of CLD students. (Ibid, 114). The challenge of not having enough representation of the diverse students in the classroom goes deeper than just lacking the materials, such as books, posters, and objects. The larger challenge is teachers' mindsets towards the issue- many don't think it matters, and that the CLD students want to "blend in".

Teacher's mindset is a powerful factor regarding culturally responsive pedagogy. Ladson-Billings defines cultural pedagogy by claiming that it is not a specific set of strategies to use, but rather a mindset that respects and honors students' cultures, experiences, histories, and finds ways to include them in the curriculum. (Ladson-Billings, 2009, 34). This was a definite challenge that Lakewood City Schools is facing, as many teachers struggle to include the diverse students cultures in their classrooms.

Teacher's mindset is formed by their perception of themselves, and how they see the world around them. Ladson-Billings explains this as one dimension of culturally relevant teaching, which includes the teachers' perceptions of themselves and others. On the chart 5.1 two types of teachers are compared, culturally relevant teacher and assimilationist teacher.

Chart 6

Culturally Relevant	Assimilationist
Teacher sees herself as an artist, teaching as an art.	Teacher sees herself as a technician, teaching as a technical task.
Teacher sees herself as part of the community and teaching as giving something back to the community, encourages students to do the same.	Teacher sees herself as an individual who may or may not be a part of the community; she encourages achievement as a means to escape community.
Teacher believes all students can succeed.	Teacher believes failure is inevitable for some.
Teacher helps students make connections between their community, national, and global identities.	Teacher homogenizes students into one “American” identity.
Teacher sees teaching as “pulling knowledge out” — like “mining.”	Teacher sees teaching as “putting knowledge into” — like “banking.”

(Ibid, 38)

Two statements from the chart, “teacher believes failure is inevitable for some”, and “teacher homogenizes students into one American” identity”, describe some teachers’ beliefs from the interviews. Many teachers don’t believe that the CLD students are able to achieve like their peers in their classrooms, and one teacher pointed out a specific nationality saying they can’t achieve. This type of thinking is troubling, and suggests that the teachers have cultural and racial biases that require attention. All students need to have high expectations from their teachers, including those from diverse backgrounds. To be a culturally responsive teacher one must hold high expectations for all students, and honor all students’ identities and cultures. Ladson-Billings further explains culturally responsive teaching to affirm, students’ identities, and at the same time expanding their world. According to Ladson-Billings being a culturally relevant teacher means “teaching students that their voice is just as important as anybody else’s. In the end, it means believing that students are capable of achieving high standards and worthy

of a quality education.” (Ibid, 48) In order for students to achieve, teachers must believe in them- regardless of their cultural or linguistic background.

In no other profession is the growth mindset as important as it is in teaching. According to Carol S. Dweck, the author of *Mindset The New Psychology of Success*, there are two kinds of mindsets- fixed mindset and growth mindset. Fixed mindset is the assumption that our character, intelligence, and creative ability are the unchangeable, and there’s nothing one can do about that. Growth mindset is the belief that you can grow your brain to get smarter, and work at things to get better at them. Children at a young age start hearing parents and teachers give them feedback, praise and criticism. The words can leave a lasting mark on children, which is why it is very important that teachers have a growth mindset themselves, and that they instill that to their students as well. This is extremely important with the CLD students, as they often struggle with academics in school. “Teachers should keep away from a certain kind of praise- praise that judges their intelligence or talent. Or praise that implies that they are proud of the students for their intelligence or talent rather than the work that they put in” (Dweck, C. S. 2016, 180). The most powerful thing a teacher can do is believing to the students- everyone is capable to achieve and succeed.

After defining the challenges of teaching culturally and linguistically diverse, the question raises “*How to create culturally and linguistically responsible K-2 classrooms?*”. Neither the questionnaire nor the interviews directly asked teachers this question, but the data provides many answers to the question. Teachers described ways how they are differentiating for the CLD students in their classrooms, realizing that there’s a need to meet each student where they are academically- not where they should be. Culturally relevant teaching is always student-centered, and teachers must differentiate the curriculum to meet their students’ needs.

Creating culturally and linguistically responsive classrooms is more than having materials that reflect on the students backgrounds- it starts with the core belief that all students belong to the classroom, and are able and worthy of succeeding at school. As Nieto states, teaching is always an ethical endeavor. Teachers own actions, attitudes and practices may have untold and longstanding repercussions, which may affect how they view their students. However unintended they might be, it's necessary for teachers to be aware of them (Nieto, 2013, 59). According to Nieto there are dispositions and practices that effective teachers of students from diverse backgrounds include:

- Engaging in critical self-reflection
- Valuing language and culture
- Insisting on high-quality, excellent work from all students
- Honoring families
- Exemplifying a commitment to lifelong learning

Nieto defines diversity being more than race, culture, language, and immigrant status. The students in classrooms may not look diverse from the outside, but it's important to remember that diversity isn't always apparent. For example, one's social class, ability, sexual orientation, and family structure aren't apparent from the outside. It's essential for all teachers to follow the practices listed, as students can be diverse in many ways (Ibid, 139). In order to create culturally and linguistically responsive classrooms there need to be a change to a growth mindset how teachers think of their students.

Culturally and linguistically responsive classrooms are classrooms that follow multicultural education pedagogy. One of the goals of multicultural education is to help teachers and schools to minimize the challenges and issues related to diversity, and to maximize the educational possibilities it has to offer to all students. As Banks clarifies, multicultural education is not for the diverse students but for all students, as it incorporates the idea that all students- regardless of their gender, sexual orientation,

social class, and ethnic, racial, linguistic, or cultural characteristics- must have an equal opportunity to learn in school (Banks, 2017, 18).

Although the progress of multicultural education theory and its implementation in schools across the nation is happening, Banks argues that to fully implement it into mainstream education system school reform and curriculum transformation needs to happen. Banks explains multicultural education to have dimensions:

1. Content integration
2. Knowledge construction process
3. Prejudice reduction
4. An equity pedagogy
5. An empowering school culture and social structure

Content integration is the extent that teachers use multicultural materials and examples to illustrate the main concepts. Although the language arts and social studies are typically the subjects that highlight the multiculturalism, other subject areas should have examples as well that use diversity of cultures (Ibid, 44).

The knowledge construction process is an important part of multicultural teaching. It is the extent to which teachers help students to understand and analyze how cultural assumptions and biases shape person's knowledge construction process. This is why it is extremely important to consider how minorities are represented in stories, and that the materials used in classroom present all cultures.

Prejudice reduction is a dimension of multicultural education that focuses on helping children to develop more positive racial and ethnic attitudes. Young children develop biases early on based on what they are exposed to. "The research in children's racial attitudes tells us that by the age of 4, African American, White and Mexican American children are aware of racial differences and often make racial preferences that are biased toward Whites" (Ibid, 47).

Equity pedagogy means using techniques and methods that facilitate the academic achievement of culturally, racially and ethnically diverse students. According to Banks teachers must be knowledgeable about the social and cultural contexts of teaching and learning in order to increase learning opportunities for all students.

The last dimension is empowering school culture and social structure, and it requires schools to restructure the culture and organization. This will ensure that all students feel the empowerment and educational equity- regardless of the racial, ethnic, language and social-classes that the students are from (Ibid, 49).

According to Banks the implementation process of multicultural education within schools is a continuous process that takes time, effort and long-term commitment (Ibid, 43). The misconceptions of multicultural education exists, and Banks names the three major ones to be 1) multicultural education is for the others, 2) multicultural education is against the west, and 3) multicultural education will divide the nation. (Ibid, 22) In Lakewood City Schools the implementation is in progress, however it takes time and effort from all teachers, administrators and staff members to fully implement multicultural education. Ultimately it's the teacher who has the strongest influence in the classroom, and from the data it is clear that K-2 teachers in Lakewood City Schools are in different places as far as implementing multicultural education in their classrooms.

In practice, what teachers need in Lakewood City Schools to create more culturally and linguistically responsive classrooms is more professional development on understanding cultural differences, and how to create spaces for the diverse students that make them feel as a part of the classroom community. The professional development should be ongoing, and teachers should be encouraged to collaborate with their colleagues to gain necessary knowledge about their students' cultures. As a school district it would be beneficial to do an inventory of classroom libraries to ensure that the books and materials are reflective of the diverse students who the district serves.

5.2 Contribution to previous research

This thesis confirms what previous research on the topic has discovered-teaching culturally and linguistically diverse students is challenging in many ways. Many of the challenges identified from the data collected, are also challenges that previous research have found. Each school district is unique with its own set of challenges to begin with, and each building within the district may face different challenges from one another. Teachers in the buildings are unique with their own perspectives, beliefs and biases that create the atmosphere in the classroom. This being a case study it is important to recognize that the results are specific to Lakewood City Schools.

Teacher qualities of culturally and linguistically responsive teachers have been identified by previous research, and they apply to this case study as well. The importance of teachers' growth mindset became very clear from analyzing the data, which isn't a new discovery but supports the research that have been done on the topic previously.

5.3 Practical conclusions

The challenges of teaching culturally and linguistically diverse students very much exist, not only in K-2 classrooms in Lakewood City Schools but nationwide. The topic has gained more publicity in recent years, as the student population is becoming continuously more diverse. Previous research done on the topic was used as a base for this study, and the data from this study aligns with the data from previous studies. Teaching diverse students is difficult, and many school districts have adapted the multicultural education pedagogy. However, multicultural education is a process that takes time and effort to successfully implement- it is not a prepared curriculum that can simply be followed from a manual. One of the main factors in implementing multicultural education pedagogy is the teacher, and the teacher's own beliefs and biases that can

impact teaching diverse students. To change teachers fixed mindsets to growth mindsets is difficult, and in Lakewood City Schools that is the greatest challenge that the district is facing. Creating classrooms that are welcoming to all students, and represent all students is essential step to begin implementing multicultural education. All students deserve to have a teacher who believes in them, and has high-expectations for them. Teachers need professional development to better understand the different cultures that their students represent in order to become more culturally responsive teachers. Lastly, all teachers and staff members need to see the value of multicultural education, be committed to the change and continuously work towards the change.

5.4 Critical evaluation of the research design and implementation

The amount of teachers responding to the questionnaire was limited, and the timing of the questionnaire was sent out wasn't ideal. Teachers are typically very busy at the beginning of the school year, which may have contributed to the fact that only 13 teachers filled out the questionnaire. Teachers were given one week to respond, which could have been extended in hopes of getting more responses.

The research design could be improved for further researching the topic by adding classroom observations to the research. The questionnaire and the interviews gave enough data to draw conclusions from, however it is important to question the validity of the teachers' answers provided. Actually seeing teachers in action, and observing them teaching and interacting with culturally and linguistically diverse students would give more accurate information.

Another improvement to understand the topic better would be adding student interviews on the research. Interviewing culturally and linguistically diverse students would give an important perspective of their feelings on the topic. They could provide

valuable information to the research that teachers might not even be aware of. In this research the students are young, between ages 5 to 8, which is why student interviews were not part of the research, but to further study the topic they would be something to include.

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APPENDICES

Appendix 1. Google Questionnaire 1 (2)

Challenges of teaching students with culturally and linguistically diverse backgrounds

* Required

Grade level you teach *

Please describe your experiences teaching students from culturally and/or linguistically diverse backgrounds. *

Multiple-choice questions:

My comfort level of having a culturally diverse classroom *

Poor
Fair
Satisfactory
Very good
Excellent

I am familiar with the cultures my students represent

The level of PD I have received in regards of teaching students from diverse cultures.

The level that my classroom reflects the different cultures of students that it consists.

I am familiar with the cultures my students represent

The level of PD I have received in regards of teaching students from diverse cultures.

The level that my classroom reflects the different cultures of students that it consists.

Challenges of having a culturally diverse classroom *

strongly disagree
disagree
neutral
agree
strongly agree

Not having the background knowledge of my students' cultures

Communicating with families

Not having enough training/PD on having a culturally diverse classroom

Not having enough resources available

Not having the background knowledge of my students' cultures

Communicating with families

Not having enough training/PD on having a culturally diverse classroom

Not having enough resources available

My comfort level of teaching linguistically diverse students *

Strongly disagree
 Disagree
 Neutral
 Agree
 Strongly agree

I feel prepared to teach students who are English Language Learners

I have the training and knowledge to teach ELL students in my classroom

I have enough support to teach ELL students

I have enough materials to teach ELL students in my classroom

I feel prepared to teach students who are English Language Learners

I have the training and knowledge to teach ELL students in my classroom

I have enough support to teach ELL students

I have enough materials to teach ELL students in my classroom

Training I have received on this topic:

District provided PD

Courses from outside the district

I have read professional texts on this topic

I have a TESOL endorsement

other

Open-Ended questions:

What are the greatest challenges that you face in having students from culturally and/or linguistically diverse backgrounds?

What are the strengths that you have in teaching students from culturally and/or linguistically diverse backgrounds?

Appendix 2. Interview questions 1(1)

1. How do you feel about having culturally and linguistically diverse students in your classroom?
2. Describe how you differentiate your instruction to meet the needs of the culturally and linguistically diverse students needs?
3. Do you feel that culturally and linguistically diverse students are able to achieve like their peers?
4. Please give examples how the culturally and linguistically students are represented in your classroom?
5. In what ways are you showing a growth mindset towards you culturally and linguistically diverse students?

