REDIRECTION OF LATINO HIGH SCHOOL MALES:

ANALYZING THE DIFFERENCE IN PERCEPTION OF CLASSROOM DYNAMICS

AND LANGUAGE USE

by

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DISSERTATION ABSTRACT

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As evidenced by differences in student achievement data, graduation rates and incarceration rates, Latino youth, and males in particular, are finding less success in schools and communities than their white peers. The issue of classroom redirection—to comply with rules, directions or refocus— is of particular concern because the interactions disproportionately result in disciplinary referrals and missed class time. In schools, the redirection interaction is different for each student and teacher, and inherent power dynamics, perceptions of respect and language skills and use play a role. This issue was analyzed through a framework called the Prism Model. The model considers academic development, language, and cognitive development as the frame of the socio-cultural base of individuals. High school Latino males and their teachers from a large suburban district completed parallel surveys in a mixed method design. T-tests were run on quantitative measures to identify differences in group means, indicating statistically significant differences in perceptions. Differences were found between students' and teachers' perceptions of respect between teachers and students, both in terms of how that respect is demonstrated and the degree to which students felt respected by their teachers. Statistically significant differences between students and teachers were also found in

perspectives of power dynamics and language use. Clustering qualitative data identified key differences between students' and teachers' perceptions of how students should interact with their teachers, with Latino males often complying with teacher requests while having limited verbal interactions whereas teachers expected the Latino males to demonstrate more self-advocacy, problem solving, and seeking of clarification.

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INTRODUCTION AND LITERATURE SYNTHESIS

Across the nation, there is an achievement gap between white students and students of color as measured by achievement tests. Differences between ethnic groups include under-performance of Latino males in educational settings. On the National Assessment of Educational Progress (NAEP) test from 2015, Latino students entering high school in Oregon obtained scores that suggested they were 22% less proficient than their white peers in reading and 24% less proficient in math (ODE, 2018). Similarly, on the state's large-scale Smarter Balance Assessment, Latino students were less successful than white students on both math and reading measures, obtaining scores that fell an average of 18 percentage points lower (ODE, 2018). According to the Oregon Department of Education, in 2017-18 only 72.5% of Latinos who were seniors graduated, almost 6% fewer than their white peers, and 5% more female seniors graduated than male seniors.

Latinos at Risk

Data regarding Latino males in other areas is also concerning. Their high school daily attendance rates are consistently lower than their white peers (ODE, 2018). They are more than two times as likely to have disciplinary infractions compared to other races and genders (Anyon, Zhang, & Hazel, 2016). Balderas (2015) found that Latino males in a large urban district were more likely than their non-Latino peers to receive subjective disciplinary referrals, such as referrals for defiance, disrespect, disruption, and refusal to comply with staff requests. The actions coded under *defiance and disrespect* include ignoring teacher requests, walking out of class, and not completing assignments. Many of these referrals stemmed from a teacher first redirecting a student in the classroom.

Redirection is when a teacher interacts with a student to change a behavior as to promote compliance in following a rule or a class process. Rueda (2015) also found that Latino youth were more often disciplined than white youth for passive behaviors such as refusal to work. Students may not be completing work for a variety of reasons, including lacking the skills required to complete the task or seek help and low interest level. English Learner status was a statistically significant factor when analyzing the likelihood for Latino youth earning referrals (Balderas, 2015). Students who are learning English by definition do not yet have the skills necessary to access their education or communicate effectively without supports. Balderas concluded his research stating that additional data and analysis would be helpful in identifying the potential issues regarding the role of limited language skills and subjective referrals; this is an area where minimal research has been conducted.

The commonly-cited *Cradle to Prison Pipeline* study published in 2007 highlighted the challenges our children of color face in society and schools as they strive for futures comparable to white children. An eighteen-year-old Latino male, born in 2001, has a one in six chance of going to prison in his lifetime (Children's Defense Fund, 2007). Race and gender (specifically, being Hispanic and male) are also predictive of higher rates of incarceration (Pitcairn, 2006). Although Latino males are less likely than black males to experience out-of-school discipline (Rueda, 2015), they are still showing up in the justice system in disproportionate amounts compared to white students (Children's Defense Fund, 2007). The data are widely available, yet we seem to have made little progress in changing such trends in the last decade.

The additional impact of the factors of race and trauma many Latinos face need to

be considered as well. Kaiser Permanente conducted a study identifying ten adverse childhood experiences (ACEs) predictive of negative outcomes into adulthood. Among others, they reported that adverse childhood trauma increases the likelihood of maladaptive behaviors (Wallace et al., 2008). The higher the number of ACEs a student has, the greater the likelihood of negative lifestyle choices and health issues (Feleitti et al., 1998). The trauma some children experience has lasting effects on educational attainment, as it reduces readiness for learning and skill development. Additionally, Felitti et al. (1998) reported that racial trauma is also a factor. The trauma children experience as a member of a minority racial group—stereotypes, oppressions, inequity, violence—can be an additional eleventh ACE factor for children of color. Finally, with a 90% white teaching force instructing the 23% of Oregon students who are Hispanic (ODE, 2018), we also have to look at a potential twelfth factor; namely, cultural disconnect, as culturally responsive practices are not consistently implemented in instruction (Hammond, 2015). These experiences can compound the impact of poverty and English learner status many of our Latino students are experiencing in our schools and community. Students who are experiencing a variety of ACEs are less likely to be emotionally and cognitively ready for learning, and for Latino males this could be a multilayered challenge.

Classroom Dynamics

The dynamics in a classroom, which describe the ebb and flow of interactions between teachers and students, change with the participants. When minority students enter classrooms taught by teachers from a different cultural background, the differences in communication norms, structures, and patterns may predispose teachers toward

misunderstandings and misjudgments of students' academic and communicative competence (Crago et al., 1997). As teachers conduct class and ask students questions, redirect their behaviors and facilitate learning, these are all opportunities for differing interpretations. People who are in situations where norms and expectations are unclear may choose not to engage or take time to analyze the environment and make action-based decisions (MacLeod, 2009). The data showing a disproportionate number of subjective discipline referrals for Latino males may connect to teachers' negative perception of their students (Beck & Muschen, 2012) and may also indicate a disconnect between communication norms and expectations between students and teachers.

In a classroom redirection situation, typically the teacher makes a request or command, and the student is expected to follow it. It is assumed the student understands the message and has the skills to advocate for themselves, ask clarifying questions, or engage with the teacher to problem solve if there is a problem with the request. At the same time, teachers may feel unsafe, challenged, or disrespected (MacLeoad, 2009); these are additional distinct but related factors that may impact teacher and student verbal interactions. The perception that students who do not speak to the teacher are defiant or lack skill (Crago, 1997), rather than uncomfortable or disrespected or unsure of what to say, contribute to the way a teacher will respond to a student. If the Latino males fail to respond to their teachers, collaborative discussions about behavior are replaced with more direct statements to redirect students who are perceived as unsafe, purposefully defiant, or subversive (Fergus, Noguera & Martin, 2014).

When people are under stress, they often react instinctively without being conscious of their actions. The nervous system overtakes the body function and will

choose to fight, flee, or freeze. The freeze, or shut down mode, is one way to respond to an outside threat as a form of self-preservation. When students are redirected in the classroom, it can create stress. In classrooms, we see students fight (yell and act out physically), flee (walk out of class), or freeze (withdraw from interaction) (Hammond, 2015). In an analysis of the referral data for high school males in the district where my study was set, it was found that Latino males' "freeze" response often came in the form of two behaviors: attempting to become unseen by hiding (hoods over faces, heads on desks) and disengaging such as sitting back from the classroom interaction, disengaging from their classmates, or their work. Teachers frequently misinterpret both sets of behaviors, usually inferring that the student is unmotivated, uninterested, or behavior disordered (Delpit, 2013). The "uncaring student" prototype (Valenzeula, 1999) is more common for marginalized students of color who are often profiled into this style of self-representation. Negative perceptions of students affect their learning and trigger a cycle that produces students who struggle academically, socially, and/or behaviorally. Latino students, who may also be bilingual, experience layers of impact as they experience school.

> When the underlying causes of miscommunication are not recognized, the minority group member, typically the student, is often judged negatively by the majority group member, typically the teacher. Thus, for many minority children, the imbalance of power that characterizes the relationship of professional adults and children is compounded by power differentials based on culture, race and socioeconomic status. In such a context, misunderstandings can have serious consequences for students' educational success. (Crago et al., 1997, p.245).

White teachers may have racist or biased beliefs about their students of color consciously or unconsciously. Felitti et al. (1998) found that teachers who made negative assumptions about their students were also challenged in making positive relationships with students. Teachers who believe their students of color are a threat to their safety struggle to create an effective and positive class environment and can perpetuate trauma for their students (Welch & Payne, 2018). Safety is a foundational need for teachers and students alike, and feeling unsafe affects classroom dynamics. Creating a classroom climate that is safe and caring is essential for learning, and for students of color a precondition (Valenzela, 1999). Therefore, teachers creating this environment should be a priority on behalf of their Latino male students who, if they feel unsafe, may not risk feeling vulnerable to ask questions or be willing to interact with their teacher to create a relationship (Hammond, 2015). Teachers who are afraid of certain students are less likely to engage with them, push them to levels of academic discomfort, or create a classroom that is less structured, but perhaps more engaging, utilizing methods such as labs, debates, and simulations (Fergus, Norguera & Martin, 2014). These factors result in a teacher relying on power differentials and may also support more formal and structured social control in the classroom (Rios, 2011).

Cultural Differences

Social and cultural processes and structures in schools may be different than what Latino male students experience outside of school and/or be in conflict with their home-based cultural values. First, in school there are power differentials where adults are usually viewed as having power, and students are seen as needing to be controlled (Delpit, 1988). Although at home there are differentials of power, these are based on

family roles, responsibilities, and respect, not just due to a title or job (Valdez, 1996). Depending on the way adults and children interact with each other in the classroom, children may feel like a controlled environment is disrespectful, whereas adults may feel like the children who are not following directions are being disrespectful (Fallon, 2011). This disconnect between the perceptions of appropriate behaviors becomes a barrier to students and staff feeling respected in interactions in their common space. Again, this disconnect may be a key component in lower achievement as students need to feel safe to take risks in learning. Second, students who follow the rules and all teacher commands tend to be liked more by the teacher. This is very different from what Latino children may experience at home as they tend to be equally accepted despite their differences (Valdes, 1996). This perception of preferential treatment increases school avoidance for students of color (Peguero, Portillos, & Gonzalez, 2015). Students of color report feeling like their teachers do not like them as much as other students, do not expect them to be good students, and at times are afraid of them (Welch & Payne, 2010). To create a welcoming classroom, positive relationships and a sense of safety and cultural trust have to be established. Cooper & Sanchez (2016) found that for males the more perceived racial discrimination predicted prior academic motivation and lower academic attainment. Oregon schools are filled with predominately white women staff members who may not fully understand the cultures and expectations of Latino boys outside the school setting. This lack of understanding may well affect the assumptions they make about the males and their willingness and ability to build relationships with them.

Respect is important in Latino culture. The concept of *Respeto* includes an understanding that children have obligations and duties to the family. Youth are expected

to not be selfish, look after others in the family, and not draw energy away from family goals. Any differences between children, and their disposition, is accepted as "just how they are" and for the majority of Latino cultural groups, it is assumed that children should do what they are naturally good at rather than to try to be what they are not (Valdez, 1996). The value of being interdependent is a strength, as Latino males look out for others. *Respeto* also brings with it the expectation that mothers and fathers are honored for what they have done for the child and that the role of adult is respected as one different than a peer or sibling (Valenzela, 1999). In both school and home environments, respect for each other is expected between youth and adults, but how that expectation is experienced by the males is not the same in these settings.

Experiences with adults in school are often different for these males. Many Latino youth feel disrespected and victimized when they perceive their teachers do not like them (Pitcairn, 2006). When they are embarrassed in class, wrongly accused, not acknowledged, or ignored, they feel disrespected; this feeling of being disrespected is correlated with the manifestation of antisocial behaviors (Rivera et al., 2011). Latino parents, on the other hand, consider respect as being obedient and having deference to authority (Calzada, Fernandez, & Cortes, 2010). Students can be caught in the middle because their parents want them to respect the teachers, but when the student does not feel like the teacher respects them, they feel victimized and shut down or choose other escape behaviors (Gray, 2016). The importance of personal self-worth, cultural integrity, and mutual respect between teacher and student is a fragile dynamic and requires a caring relationship (Valenzela, 1999). The bias, lack of respect, fear, and low expectations are both real and perceived, yet always impactful. Teachers, especially at the high school

level, are often unaware of the way students interact with other staff and students throughout the building, yet students bring those collective experiences into the classroom.

> School personnel should be aware of the frequency of Latina/o students' exposure to discriminatory experiences from peers, teachers, and staff. Learning to recognize and interrupt overt forms of discrimination as they occur may reduce both the frequency with which discrimination occurs and its potential negative impact on students. (McWhirter et al., 2018, p.338).

The cultural differences students experience in the school and the way others negatively interact with them can create an uncomfortable or unsafe environment for learning.

Other cultural aspects of Latino culture may impact males' school experiences. The concepts of *machismo*, an expectation for masculinity that is more dominate and aggressive, and *caballerismo*, which emphasizes the role of protector and responsibility to family, are cultural expectations that young Latino males may see valued and emphasized at home (Schroder et al., 2019). Although *machismo* includes elements of bravery, honor, and dominance, it encompasses reserved emotion and has been seen as a barrier toward academic success, as it prevents Latino males from seeking academic support (Ramsey, 2017). These males also get messages and pressure from their Latino peers while at school. Cultural variables such as traditional machismo and labels of "acting white" among peers if certain dominate behaviors are not displayed contribute to discouraging young Latino boys from connecting to school (Pina-Watson et al., 2015). Latino males experience a different set of expectations in their homes and communities about how to be a male compared to school expectations that are based predominately on

middle class white social norms and structures.

Relationships Matter

Building a connection and using strategies such as restorative justice to address classroom behavioral issues can be mitigating factors for strong relationships between staff and students (Peguero, Portillos, & Gonzalez, 2015.) There will be issues and problems in the classroom between students and staff, but when such misunderstandings happen, it is important that teachers facilitate the process to restore the relationship. Students—even those who were seen as discipline issues but who had positive relationships with staff they felt cared for them—reported that they had more positive classroom experiences compared to students without such relationships (Fraczek, 2010). Building common understanding of respect between Latino males and adults in schools takes intention and is challenging (Delpit, 2013). Wayman (2002) found that Latino males reported the greatest amount of teacher bias, compared to other genders, races, and ethnicities that manifested in ways including low academic expectations, being told they were not capable, differential disciplinary tactics, and poor student-teacher relationships. Whether teachers' actions are purposeful or not, the environment they create in the classroom and the relationships they build through their actions have an impact on students. Whereas teachers demand caring about school in the absence of relationship, students' precondition to caring about school is that they be engaged in a caring relationship with an adult at school (Valenzeula, 1999). If relationships, including respect for each other, are foundational to a student caring about school, then a primary goal of teachers should be to intentionally create relationships with the students they teach. Respect, specifically in relation to Latino youth, needs to be mutually defined in a school

setting among staff and students.

A key factor in Latino students' success is access and support. Access includes the opportunity to talk to staff, be in classes with great teachers and aides, and be included in higher-level, rigorous instruction (Delpit, 1988). Latino students are less likely than their white classmates to be connected to school staff and school activities (Anyon, Zhang, & Hazel, 2016). We also know that students need access to adults who can help them problem solve issues and support them in school. Roorda et al. (2011) found that teacher student relationships were more important for the academic achievement of students as they got older and also for males. Students do not always know how to identify and communicate feelings to get the support they need. "Fear of failure also plays a major role in their educational pathways, instead of seeking help, fear leads to excuses which creates an escape plan" (Ramsey, 2017, p. 26).

Teacher characteristics can make a difference in Latino males' school experiences. The concept of a "warm demander" has proven to be an effective approach for impactful student-adult interactions (Delpit, 2013, Hammond, 2015). Warm demanders are staff who have high expectations and verbalize to students they believe in them as individuals and academic scholars but also are relational and care about them personally. This type of teacher is not as common in diverse schools, and schools with higher Latino populations have more punitive responses to student misbehaviors compared to other schools which use mediation, community service, and restorative practices between people (Welch & Payne, 2018). Valdez (1996) found that many parents had positive attitudes toward school, yet none of them equated academic success with exceptional abilities or talents or essential to a successful future. As many Latino males

do not view schooling as a path to propel them into social mobility, taking a chance to trust a teacher and the system may be too risky to warrant the attempt to try (MacLeod, 2009). Latino males could be assumed to flourish with all Latino teaching staff who understand their culture. However, Bustos Flores (2009) found a shared identify does not guarantee compatibility; some minority teachers had tendencies to endorse white middle-class values as the only way to assimilate and succeed. Trusting relationships can be created with students and their teachers independent of race and gender, with effort. Without trusting relationships with school staff, Latino males will not get the support that other students are accessing and that they need for academic success.

The Role of Language

Language learning is important for Latino males because almost 70% speak Spanish at home (ODE, 2018). The law requires that students who test and qualify as English Learners receive explicit language instruction in English. There are specific standards that must be taught and one set of standards, a function of language, is about social interactions (ODE, 2018). Inherent in this standard set is the expectation that students are to be taught how to greet people, introduce themselves, and ask for directions, among other things. Part of the challenge presented to English learners is mastering the nuances of communication (Thomas & Collier, 1997). These nuances become increasingly complex as students move through the grades and the expectations for communication in both informal and formal ways change as language demands and settings change. Crago (1997) found positive outcomes when miscommunications were seen as opportunities to create meaning in addition to comprehensible input versus viewing these situations as problems. Language plays a role in mediating conflict with

others (Snow & Powell, 2008). Conflicts occur between students and staff, their peers and their family, and specific language skills and registers of speech may be required in various interchanges. There will always be issues to solve when humans interact and having the communication skills to solve problems is essential.

A majority of Oregon's English Learners exit services prior to middle school (ODE, 2018). Elementary school students' instruction in social interaction is predominately in an informal mode as they only interact with adults at school or at home, whereas middle school students begin to talk to more adults in school and also with those in the community such as at the movies, stores, and restaurants. By the time they get to high school, few students still qualify as English Learners and receive the associated language instruction, and a majority of them who do qualify are also identified as having special needs. High school students are also not explicitly taught skills to interact with adults in a more formal or professional manner, despite the fact they are required to interact more formally in internships and jobs and also with college staff and trade school employees. When they do not know how to advocate for themselves, they perceive school as not being accepting of them and do not perform as well (Beck & Muschkin, 2012). Most Latino males are not taught formal registers of speech as young English Learners, and after being reclassified as Fully English Proficient they no longer receive direct language instruction. The lack of understanding of some of the more nuanced aspects of language use might also play a role in Latino males feeling disenfranchised.

In the classroom, language plays a role in the power dynamics between Latino males and staff. Gray (2016) found that Latino males experienced more surveillance and less verbal interaction, which led to more negative adult interactions. Latino males tend

to speak less to adults in school; even their discipline reflects the more subjective form, falling into "defiance and disrespect" more so than other racial groups (Balderas, 2015). Fraczek (2010) discovered that the values taught at school were familiar to their predominately white teachers and seen as superior by these teachers over other value options. This belief was found to breed disrespect, as students felt disconnected and perceived that their perspectives and beliefs were not valued in the class. In contrast, positive relationships with staff mitigated behavior issues and also increased student optimism in school and student resilience (Fallon, 2011). In a study by Wayman (2002), Latino youth who were struggling in school or had dropped out stated the primary cause of their disengagement from school was discrimination. Power dynamics in the classroom influence the language used and required to interact to share perspectives and negotiate solutions respectfully; students need to feel like they can trust their teachers to learn these skills which includes feeling safe to make errors while learning. Improving student-teacher relationships may help keep Latino students in school, as almost a quarter of them drop out nationally (Children's Defense Fund, 2007).

Language is complex and is necessary for speaking but also is required for writing, thinking, and receiving information through listening and interacting. When using language, there are social cultural processes as well as emotional responses (Thomas & Collier, 1997). "Learning in school, from the primary grades on, is a matter not of learning 'English' or 'literacy' in general, but, rather, of learning specific social languages tied to specific communicative tasks and functions" (Gee, 2014, p.11). Language required for different contexts must be specifically taught. Latino youth report they do not always feel heard, and they are unsure of what to say to their teachers when

issues arise (Gray, 2016). School discipline data suggest that schools scrutinize the actions of Latino youth more than the actions of white students, resulting in disproportionate disciplinary infractions for similar behaviors (Peguero, Portillos, & Gonzalez, 2015). Latino students receive more referrals for passive behaviors such as walking out of class, refusing to comply, or ignoring staff (Balderas, 2015); they are not negotiating solutions or advocating for themselves like their white counterparts. These behaviors can appear to teachers as though students are being intentionally non-compliant, and students may perceive teacher response as being discriminatory (Rivera et al., 2011).

In an effort to keep up with the highly verbally demanding nature of everyday life, young people with language deficits or poor social skills often have monosyllabic responses, physical responses, and poor eye contact. Unfortunately, such behaviors are easily misinterpreted as reflecting a lack of co-operation, rather than a lack of communication ability, and as a result can impact social interactions negatively (Snow & Powell, 2007). Students and staff make assumptions about what is being communicated verbally and nonverbally without understanding the cultural factors at play. When the communicative competence required for successful participation in the classroom is at odds with those frames of interaction that were developed through previous home and educational experiences, misunderstandings between teachers and students can occur (Crago et al., 1997). Students' language skills and abilities are typically not considered in these interactions, yet they might provide insights to help us better understand the dynamics at play.

Promising Practices

Although this research focuses on the challenges for Latino males in schools, these young men also have strengths and there are promising practices to be celebrated. Latino males come from a collectivist culture with values in collaboration and interdependence (Bustos Flores, 2009). Programs that allow these males to be a positive influence in their community and schools help students stay engaged and help support the values of relationships they learn at home (Valdez, 1996). Mentorship, where youth are connected with adults who are supportive, consistent, successful, and trustworthy, have helped the youth build confidence, self-esteem, and self-development (Ramsey, 2017). Instructing young boys with understanding their own psycho-social development including resisting stereotypes, acknowledging how they are seen, and defining their own identity have resulted in greater academic and personal growth (Fergus, Noguera, & Martin, 2014).

A Structure for Understanding

Figure 1 depicts a framework to represent the interaction of language and culture and academics: the *Prism Model* (Thomas Collier, 1998). The three sides of the prism are: academic development, language development, and cognitive development. Inside the prism are the social and cultural processes that affect the acquisition of language.

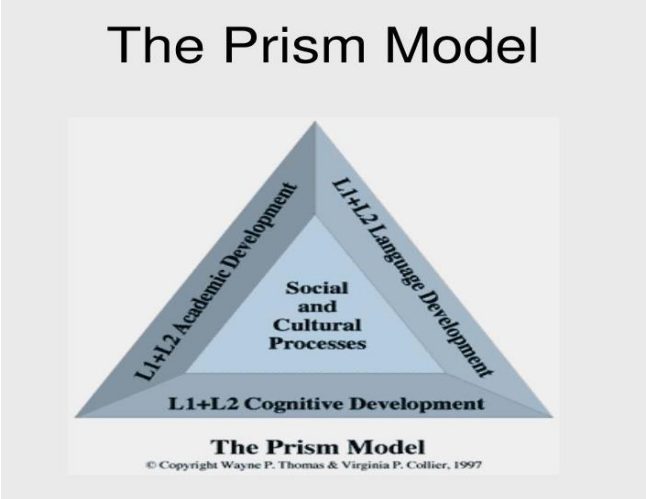

Figure 1. *The Prism Model*

Academic development refers to learning school-related content such as photosynthesis and fractions and is primary to the reason students go to school. Cognitive development includes all the ways we think and problem solve but also includes our behavioral choices, including controlling our physical actions and developing mental schema for understanding the world. Language development is about acquiring new words and phrases in order to speak, listen, and communicate in different settings and situations. These three developmental goals are distinct but also interact. Inside the framework are the social and cultural processes in first- and second-language environments. The importance of explicitly teaching and attending to these social and cultural processes cannot be understated. In order for a student to learn a new language, understand academic content, and be able to think original thoughts about the world, educators must provide socio cultural support for the new language to flourish (Thomas & Collier, 1998). The Prism Model framework shows the value and necessity of explicitly teaching the social and cultural processes in both a student's first and second language as they interact with a student's ability to learn a new language and develop as a

thinker and an academic. In a school setting the teacher is often unfamiliar with a student's need—especially in a high school where emerging bilinguals appear to have a grasp on language as their social language with peers seems adequate. Since teachers are unaware of the need to explicitly teach language for different settings and registers, the direct teaching of social and cultural nuances and differences may be missed.

Language is required for different settings and purposes. There are also different social and cultural processes necessary for navigating various environments, including school and home. For Spanish-speaking Latino youth, these differences require them to negotiate these two distinct worlds. Using the Prism Model, we can look at how complex learning and communication can be. Learning to communicate is not just about words; it is about the social and cultural requirements of the space in which the language is used. In the classroom, understanding power dynamics and respect are two such contributing factors to the requirements of the space. For many of our students learning the requirements of the academic space occurs as they also grow their academic knowledge, in one or two languages, and they grow cognitively, developing from children to young adults. For example, without explicit teaching of the language needed for advocacy and debate in the context of a discussion of governmental power or knowing what is socially acceptable such as eye contact and attire when interviewing guest speakers regarding their careers, emerging bilinguals are not appropriately set up for success. Educators and students alike may not realize the complex development of language and how it plays out in classroom interactions.

There are tools to measure language and impact as they relate to the Prism Model and provide a foundation from which to build a tool for this study. Tools that screen for

skills in English language use, vocabulary, reading, social and academic situations include the Adept, SOLOM, and Gap Finder. The Oregon Department of Education (2018) requires students who are English Learners to take the English Language Proficiency Assessment 21 which provides information relative to the students' skills in reading, writing, listening, and speaking. LEAP-Q, the Language Experience and Proficiency Questionnaire, is a tool that can be used by schools to assess a student's contextual language skills in multiple languages (Marin, Blumenfeld, & Kaushansky, 2007). There is also the Acculturation Rating Scale for Mexican Americans II (Pitcairn, 2006), but it is infrequently used in schools. The information from this tool helps the assessor know how much the Latino test subject understands social and cultural expectations in their first and second language environments. Finally, the Hispanic Stress Inventory Scale (Rivera et al., 2011) evaluates the relative stress Latinos feel in more traditional Hispanic environments versus more traditional dominate environments—an indicator of familiarity with the social and cultural processes in the environment. These tools can be used to better understand the pieces of language, cognition, culture, and social dynamics at play for any individual. However, no tool focuses specifically on high school students and the interplay between language, social dynamics, and cultural differences.

Importance of Study

Latino males are not being as successful as their peers in school settings as evidenced by academic and discipline data (ODE, 2018). Latino's scores in Language Arts, Math, and Science are less than the total student average and less than white students in all grades. Statewide, males were suspended or expelled almost three times

more frequently than females, and Hispanic students more often than white students. This discrepancy is also true in the district where this study is set. More specifically, Latino males more often have disciplinary issues related to their response to redirection. This pattern persists over time and is complex. Many Latino males in Oregon are "Ever English Learners"—students who at one time qualified for English Language Services but may have exited from these services. They come from families that speak Spanish and may have values different from their teachers. Teachers who are predominately white and middle class may have differing expectations or understanding of social interactions, respect, or trauma than what Latino males' experience. Positive relationships with adults and school connectedness increase Latino males' success. In contrast, the males' shut down behaviors and perceptions of their teachers' racialized beliefs about them impact their ability to function in schools. Therefore, it is important to better understand possible differences in perception of respect, language, and power dynamics between Latino males and their teachers in order to help educators understand their own classroom dynamics and then better meet students' needs.

My dissertation examines this important topic, addressing the questions:

1. Is there a difference in how high school Latino males and their teachers perceive power and respect and language use in the classroom?
2. How does the language used by Latino males during classroom interactions when redirection is needed differ from the language their teachers want them to use in such situations?

CHAPTER II

METHODS

This descriptive study used a survey to gather both quantitative and qualitative data from high school Latino males and their teachers on the topic of redirection in the classroom. The three parts of the selected response portion of the survey were grouped under *respect*, *language*, and *power dynamics*. Both selected and constructed response questions were asked in order to identify similarities and differences of perspective between Latino males and their teachers.

Setting and Participants

Data for this study were collected in January and February 2021 from a convenience sample of teachers and students in a large suburban public-school district in the Northwest portion of the United States. The total district population included almost 20,000 students: 40% Latino with an additional 18% other non-white races. District-wide, almost 50% of students qualified for free or reduced-price meals. The population of teachers in the study from which the sample was drawn ranged in experience from their first-year teaching to 38 years of teaching experience, with a mean of 14 years of teaching experience and a mode of 17 years of teaching experience. Teacher participants taught core classes, electives, and career and technical education. Of the 290 teachers, 9% (n = 25) self-reported as Latino, 17% (n=*45*) self-reported as non-white other races, and the rest, 74% (n=220) self-reported as white. A total of 56% (n = 163) self-reported as female.

For the last fifteen years, this district has been increasing in diversity, and it became a minority-majority school district over six years ago. District personnel have

been immersed in equity training through these fifteen years, with required training for administrators and multiple opportunities for licensed and classified staff at the district and school levels. Over three fourths of the staff have been through focused, multiple day equity trainings, and many participate in additional optional professional development, such as book studies, or serve on their school's equity team. There have been intentional efforts to reach out to traditionally marginalized groups of students and parents, and specific staff work with each school to bridge those connections.

The district's stated focus is to graduate all students ready for college and career. In terms of Latino males, however, the district was not yet meeting the goal when this study was conducted. The district graduated fewer than 80% of their Latino males but 88% of their white students in 2019. Despite this discrepancy, the Latino male graduation rate was greater than the state graduation rate for this group of students. Digging into grade point averages, a greater percentage of Latino males had less than a 3.0 GPA than had a GPA of 3.0 or greater (see Table 1). This distribution was opposite —and almost half—that of white students in the district. Latino males were also twice as likely to receive a disciplinary referral as their white peers, with most referrals written for skipping class, followed by defiance and disrespect.

Students and teachers in all four district high schools were invited to be part of the study. At the time of the study, school was being conducted virtually due to the COVID-19 pandemic and the state order to teach remotely. Because students were not physically in school, it was very challenging to attempt to only survey Latino males, so all students in the schools were invited to take the student survey in a designated class. A total of 3227 males and 2967 females in grades 9 -12 were invited to participate in the survey,

Table 1

Distribution of High School GPAs by Race

GPA	White males	Latino Males
4.0-3.5	39%	18%
3.49-3.0	27%	20%
2.99-2.5	19%	22%
2.49-2.0	10%	20%
1.99-1.5	4%	17%
1.49-0	1%	3%

although the scope of this study was focused on the sub-set of Latino males. Of the 6206 students, 44% (*n*=2708) were white, 40% (*n*=2454) were Latino and 16% (*n*=1044) were other races. There were a total of 1255 Latino males in the sample with 26% (*n*= 329) identified as active English Learners receiving services and another 45% (*n*=560) had been classified as English Learners at one time but were classified as Fully English Proficient at the time the study took place. Therefore, 71% (*n*=889) of the 1255 Latino males in the population qualified for English Language services at the time this study took place or at one point in their K-12 experience.

The students were invited to participate in the survey through their advisory class, which occurred four days a week. Each teacher was asked to share the link to the survey and the purpose of the survey by reading a script (see Appendices). Students were given 25 minutes to complete the survey during an advisory session but could also choose to participate at any time for a ten-day period of time. A Qualtrics survey link was posted in their Google Classroom for ease of access, and they were encouraged to participate in the

anonymous survey. A total of 290 classroom teachers who teach in the high schools were invited to participate the week following the end of the student survey window. This delay was implemented because teachers were asked to only consider their Latino male students when responding to the survey. The delay prevented teachers from sharing their narrowed lens with students, which could have created a potential bias if teachers were to share the purpose of the study. Each school principal was asked to give teachers time at the end of a staff meeting to complete the optional survey.

Survey Instrument

I administered two parallel versions of the *Perceptions of Classroom Dynamics and Language Use Survey*: one for students and one for teachers. The student survey was offered in both English and Spanish, while the teachers' version was only offered in English. This original survey was built by incorporating questions from Schrodt's (2007) *Teacher Power Use Scale* and *The Language Experience and Proficiency Questionnaire* (2007) as well as adding newly-constructed questions based on research of language use in social settings. In order to evaluate the survey's content and clarity for use with the intended population, I received feedback on the survey in the spring of 2020 from a sample of six Latino boys who were finishing their senior year of high school in the same district where the study was set.

Each version of the *Perceptions of Classroom Dynamics and Language Use Survey* included 24 selected-response questions, including two requiring respondents to rank their top choices; four constructed-response questions; and ten demographic questions. Selected-response questions were grouped in three areas: respect, language, and power dynamics. These three areas emerged from research as social and cultural

Table 2
Survey Questions by Category

Student Question	Teacher Question
Power dynamics	*Power dynamics*
I am valued and academically pushed by my teacher.	My Latino male students feel valued and academically pushed by me.
In the classroom, my teacher controls the classroom and should be in charge.	In the classroom, Latino male students would say I control the classroom and should be in charge.
Teacher may call out/embarrass me if I miss class or don't do well.	Latino male students would say I may call out/embarrass them if they miss class or don't do well.
Teachers notice when I do well and tell me so.	I notice when Latino male students do well and tell them so.
I can relate to teachers because we have things in common.	Latino male students can relate to me because we have things in common.
I can tell my teachers really know the content they are teaching.	Latino male students can tell I really know the content I am teaching.
I trust my teachers will help me with a problem in class and be fair.	My Latino male students trust that I will help them with a problem in class and be fair.
Teachers sometimes ask me to do things just because they have it out for me.	Latino male students would say that I ask some students to do things because I have it out for them.
Respect	*Respect*
I feel respected by my teacher.	Latino male students feel respected by me.
I respect my teachers.	I am respected by my Latino male students.
My teacher understands me, my family and community (culture).	I understand my Latino male students, their families and community (culture).
Respect	*Respect*
I respect my teachers the same way I respect my parents/guardians.	I am respected by my Latino male students the same way they respect their parents/guardians.
If I feel disrespected in class I can talk to my teacher about it.	If Latino male students feel disrespected in class they can talk to me about it.
I can tell how a teacher feels about me by their behavior and tone of voice more than what they actually say to me.	Latino male students can tell how I feel about them by my behavior and tone of voice more than what I actually say to them.

Table 2, continued

Student Question	Teacher Question
Language	*Language*
If there is a problem in class or with my work, I feel like my teachers want me to talk to them about it.	If there is a problem in class or with their work, Latino male students feel like I want them to talk to me about it.
I always understand what my teacher is saying or asking me to do.	Latino male students would say they always understand what I am saying or asking them to do.
Sometimes I am not sure what to say to my teacher to get help or solve a problem.	Sometimes Latino male students are not sure what to say to me to get help or solve a problem.
I am willing to raise my hand and ask for help when I need to.	Latino male students are willing to raise their hands and ask me for help when they need to.
Sometimes I skip class because I am frustrated or angry at my teacher.	Sometimes Latino male students skip class because they are frustrated or angry with me.
When a teacher tells me to do something I don't want to do or accuses me of something, I speak up and talk it out with them.	When I tell Latino male students to do something they don't want to do or accuse them of wrong doing, they are willing to speak up and talk it out with me.

processes that may be factors impacting classroom dynamics when redirection occurs. Each question used a 6-point Likert scale response option, ranging from *almost always* to *almost never*. Questions on the student version of the survey mirrored questions on the teacher version of the survey, with the perspective of the teacher and student reflected in the structure. For example, "I feel respected by my teacher" was reflected to "My Latino male students feel respected by me."

The constructed-response scenario questions asked students to write what they would have said or what action they would have taken after a description of a classroom interaction requiring redirection. Staff were asked what they would expect Latino male students to say or what actions they would expect them to take in the same situation. These scenarios were adapted from situations from which referrals were written for

Latino males in the participating district during the 2018-2019 school year. The scenarios included situations where (a) a teacher asked a student to clean up a mess they didn't make, (b) a teacher attempted to clarify why a student didn't do an assignment, (c) a teacher randomly asked a student to move seats in front of their peers and (d) finally a teacher told a student to get to class late with an added layer of judgement conveyed by the statement that the student should "care about their education." For each scenario, students were asked to share the first thing they would do or say in the given situation. Teachers were asked to share the first thing they would want their Latino male students to say or do next.

Respondents first completed the selected-response questions before responding to the constructed-response questions. Students who choose to take the Spanish version were asked to respond to the constructed-response questions in English. Because part of the hypothesis of this study was that the language (word choice, phrases, and underlying meaning conveyed in the response) students use may be different than the language teachers expect them to use, it was important to have students share what they would say to their teachers in English, as that is the language expected in the classroom. At the end of the survey, there were ten demographic questions to gather information about the participants.

Data Collection Procedures

All students in grades 9-12 and all high school teachers in attendance during the respective weeks the surveys were administered were invited to participate. Two weeks prior to the student survey a passive consent permission letter was sent to all students and their parents through Synergy, the district's student data system. At the same time,

teachers were also made aware of the optional survey coming for students and staff through their principal's weekly newsletters. The student survey was administered through the students' advisory class which occurs four times a week for 25 minutes. All students are scheduled in an advisory and assignments and activities are delivered by an advisor but also posted in a Google classroom. On a specific day the advisor reviewed the survey purpose and then invited them to participate via a shared survey linked. All students had the opportunity to participate in this survey and were informed that data would be used by the district, but responses from the subset of Latino male were the only data analyzed for this study. As explained earlier, this specific focus was not shared with students or staff to reduce the potential for biasing responses. Two weeks later, these students' high school teachers were also invited to participate in a survey. Teachers were given at least fifteen minutes to complete the survey at the end of a staff meeting at their principal's discretion in February. Each principal shared the link to the survey during a virtual staff meeting and provided time for staff to participate if they choose.

For students, their advisory teacher was given a script and protocol to follow for inviting students to participate, telling them about the survey, and helping them access the link to the survey in their Google classroom. Students had ten days to complete the survey with the live link posted in their virtual classroom, and they were also given 25 minutes in one of their advisory sessions to complete it. In previous surveys distributed by the administrative team at the school, students had expressed concern that their answers could be tracked back to them. For that reason, Google Survey, which is tied to a student's district log in, was not used; instead, Qualtrics was the survey platform. No identifying information such as name or identification number was collected from

respondents. The process for data collection and the study was approved by the University of Oregon's institutional review board.

CHAPTER III

RESULTS

In this chapter, I present the results of my study, focusing first on the sample demographics and then presenting the results of both the student and teacher surveys.

Sample Demographics

Data were processed using Statistical Program for the Social Sciences [SPSS] version 27. A total of 93 Latino male students, all from grades 9-12 (and slightly more 9th graders than 12th) completed the survey. Of the sample, 60% of the males self-reported their first language was not English, compared to 71% of the total district population from which they were drawn. Four students chose to complete the Spanish version of the survey. Additionally, 75% reported earning mostly C's or better on report cards compared to 60% of the district population earning such marks. A total of 56% of students *agreed* or *strongly agreed* that they had a plan after high school, however, only 47% *agreed* or *strongly agreed* that "school was a place for them."

A total of 88 staff completed the survey. Female staff members were under-represented in the survey sample, with 40% of respondents identifying as female, 40% male, and 20% preferring not to answer, whereas 56% of the total district staff population identified as female. This sample of teachers had a mean of 15 years of teaching experience, similar to the mean district teacher population overall, with 14 years of teaching experience. Fully 90% of respondents indicated that they taught more than one grade of students. A total of 74% identified as white and 8% identified as Latinx; both within one percentage point of the proportions in the total teacher population in the district. A total of 85% of staff *agreed* or *strongly agreed* they build strong relationships

with students of all races, genders and ethnicities, while 15% did not respond. Likewise, 85% *agreed* or *strongly agreed* that they believed "school is a place for all students."

Data Analysis

The study was carried out in three phases. In the first phase I took the questions answered by students and staff and compared the means by running *t*-tests. Next, I analyzed the ranked answers through frequency counts by students and then by teachers. Phase three was a qualitative analysis of the open responses to the scenarios, again analyzing the student responses and then the teacher responses.

Perceptions of Power, Respect and Language Use

Phase one and two addressed the first research question: "*Is there a difference in how high school Latino males and their teachers perceive power and respect and language use in the classroom?"* To address research question one, I first ran multiple independent sample *t*-tests to determine if there were any statistically significant differences between the means for the male students' responses and the means for the teachers' responses. Since the surveys were written in parallel versions, I compared the means of the responses to each question between Latino males and their teachers directly. Statistical significance was set at $p<.05$. Because multiple *t*-tests were conducted, the Bonferroni adjustment (*a priori* level of significance $p = 0.05$ divided by 21, the number of t-tests) was computed to establish a level of significance ($p < 0.0023$). The Bonferroni adjustment was applied in order to reduce the likelihood of a Type 1 error. A factor analysis was considered for the selected response portion of the survey to assess whether or not there were questions that could be grouped together for analysis or to identify items that needed to be excluded. However, due to the small sample size, significantly

smaller than the 300 responses that would have been needed for sufficient statistical power given the size of the survey, a factor analysis was not feasible.

Prior to running t-tests, I used Levene's test to check for the assumption of equal variances. For the questions that did not meet the assumption of equal variances (#4, #8, #13, #14 and #22), I ran the *t*-test with equal variances not assumed. For all others, I ran the test using equal variances assumed. See Table 2 for the complete results. Analyzing results from *t*-tests between Latino male students and their teachers yielded ten questions at the $p< 0.05$ statistically significant level. However, after applying a Bonferroni correction, only eight questions met the adjusted level of significance at $p <0.0023$.

Of the eight questions that were statistically significant, five of them indicated that students' perceptions were more favorable than their teachers'. Two of these questions, number 10 and 13, addressed Latino male students respecting their teachers and also respecting them in the same way as their parents/guardians. The other three questions resulted in students being more in agreement with the statement than their teachers including "*In my classroom, the teacher controls the classroom and should be in charge"* (#2), *"I always understand what my teacher is saying or asking me to"* (#19) and *"Teachers sometimes ask me to do things because they have it out for me"* (#8).

There were three questions where the teachers' perception was more favorable than the Latino male students' responses. On question four "*Teachers notice when I do well and tell me so,"* teachers believe this occurs more often than the males believe that their teachers notice when they are doing well in class and verbalize this to them directly.

Table 3

Survey Questions Summary Statistics of Student and Teacher Responses

	Students		Teachers				
Survey Question	Mean	SD	Mean	SD	t	df	*p*-value
#2 In the classroom, my teacher controls the classroom and should be in charge./In the classroom, Latino male students would say I control the classroom and I should be in charge.	5.22	1.15	4.32	1.16	5.19	178	.000
#4 Teachers notice when I do well and tell me so./I notice when Latino male students do well and tell them so.	4.18	1.19	4.99	.77	-5.43	156.54	.000
#8 Teachers sometimes ask me to do things just because they have it out for me. /Latino male students would say that I ask some students to do things just because "I have it out for them."	2.36	1.40	1.59	1.01	4.25	165.21	.000
#10 I respect my teachers./I am respected by my Latino male students.	5.58	.71	5.04	.85	4.65	176	.000
#13 I respect my teachers the same way I respect my parents/guardians./I am respected by my Latino male students the same way they respect their parents/guardians.	5.06	1.12	4.33	1.07	4.43	173	.000

Table 3, continued

Survey Question	Students Mean	Students SD	Teachers Mean	Teachers SD	t	df	*p*-value
#14 If I feel disrespected in class I can talk to my teacher about it./If Latino male students feel disrespected in class they can talk to me about it.	4.02	1.70	4.85	1.21	-3.76	166.25	.000
#19 I always understand what my teacher is saying or asking me to do./Latino male students would say they always understand what I am saying or asking them to do.	4.63	.93	4.03	.99	4.16	171	.000
#22 Sometimes I skip class because I am frustrated or angry at my teacher./Sometimes Latino male students skip class because they are frustrated or angry with me.	1.37	.93	2.17	1.18	-4.92	150.11	.000

Teachers also feel like if the Latino males are disrespected, they can talk to them about it (#14) whereas the males are less in agreement. Finally, teachers perceive that their Latino males skip class because of frustration or anger toward their teacher more so that the males believe this to be true.

Next, I analyzed frequency counts on the two items that required ranking by the respondent. Frequency counts for two questions related to respect were calculated.

Each respondent was asked to choose, from a list of options, the three most important ways they felt respected by the other and the three most important ways they felt the other showed them respect. When students and teachers ranked the way students were shown respect, both agreed with *"be friendly and joke around"* and *"say hello to me (them) every day."* Males, however, highly ranked, *"Ask me (them) questions when I am (they are) confused to help me (them) learn"* and *"grade my (their) work fairly."* In contrast, teachers ranked highly, *"ask about their (my) family," "never embarrass them (me),"* and *"teach about things that reflect their (my) culture."*

Table 4

How Latino Males Feel Respected: Top Three Responses and Percentages by Student/Teacher

Question 16	Student	Percent	Teacher	Percent
Say hello to me every day/Say hello to them every day	43	16%	55	22%
Ask about my family/Ask about their family	6	2%	26	10%
Teach about things that reflect my culture/Teach about things that reflect their culture	6	2%	24	10%
Grade my work fairly/Grade their work fairly	43	16%	24	10%
Ask me questions when I am confused to help me learn/Ask them questions when they are confused to help them learn	36	14%	21	8%
Be friendly and joke around	49	18%	36	15%
Never embarrass me/Never embarrass them	23	9%	33	13%

When students and staff were asked to rank ways teachers felt respected, students chose: *"Be in class every day and on time," "Do my work in class,"* and *"Listen to them teach without interrupting."* Teachers' top choices were, "*Listen and think about what I am teaching," "Participate and raise your hand; try to participate,"* and "*Attend my class every day and be on time."*

Table 5

How Teachers Feel Respected: Top Three Responses and Percentages by Student/Teacher

Question 17	Student	Percentage	Teacher	Percentage
Doing my work in class/Do their work in class	55	20%	27	11%
Be in class every day and on time/Attend my class every day and on time	65	24%	32	13%
Listen to them teach without interrupting/Listen to me teach without interrupting	36	13%	16	7%
Participate and raise my hand; try to participate/Participate and raise their hand; try to participate	21	8%	54	23%
Ask them about my grades and how to improve; Ask about their grades and how they can improve	12	4%	26	11%
Listen and think about what they are teaching/Listen and think about what I am teaching	20	7%	62	26%

Nuances of Language Used for Classroom Redirection

My second research question was, "*How does the language used by Latino males during classroom interactions when redirection is needed differ from the language their*

teachers want them to use in such situations?" To address research question two, I first looked at questions in the language subscale of the survey and considered the statistically significant differences between the means of the Latino male and teacher responses via the *t*-tests run in part one. Responses to two questions had statistically significantly different results. For question 19, *"I always understand what my teacher is saying or asking me to do/Latino males would say they always understand what I am saying or asking them to do*" there was a significant difference in the scores for students (M =4.63, SD= 0.93) and teachers (M=4.03, SD =0.99); t= 4.16, p =0.001. The students perceived they know what the teacher is saying or asking them to do more so than the teachers perceived this is happening. There was also a statistically significant difference for question #22 *"Sometimes I skip class because I am frustrated or angry at my teacher/Sometimes Latino males skip class because they are frustrated or angry with me,"* between students' responses (M =1.37, SD=0.934) and teachers' (M=2.17, SD =1.18); t= -4.918 , $p < 0.001$. These results suggest teachers feel that Latino male students skip due to frustration or anger more so than males perceive this is happening

The third phase of the study was an analysis of the responses to the open-ended questions. Student responses were read and reread independent of staff responses, and after analyzing the student responses the staff responses were addressed. Responses were clustered, including both phrases and themes, to group responses. According to Miles and Huberman (1994), "clustering is a general name given to the process of inductively forming categories, and iterative sorting of things" (p. 249). Clustered responses, including response size of relative clusters, were then compared to identify potential

similarities and differences between students and teachers. Extracts from both samples were also pulled to illustrate clusters.

As mentioned in the Methods chapter, the survey included four scenario questions to which students and teachers were asked to respond in an open field box. For each scenario, students were asked to share the first thing they would do or say in the given situation. Teachers were asked to share the first thing they would want their Latino male students to say or do next.

Scenarios

In the first scenario the student is asked to be respectful and clean up a mess that they hadn't created. Most students said they would clean the mess, and comments from the students included *"[I would] say ok and clean it and keep the frustration to myself"* and *"Sure [I'd clean], even though I didn't make it."* One said, he would *"Say it isn't mine and leave,"* yet only a few students challenged the teacher's actions, indicating they would say things such as, *"I wasn't part of the group; it was them. Why should I take the blame for it?"* Teachers mostly wanted the student to communicate that they were not part of the group, but a few added that they hoped the student would want to help the teacher clean up the mess. Some responses indicated that the teacher wanted the student to *"Calmly share"* or *"apologize for the mess in the class"* and some even wanted the students to challenge the teacher, writing that they would want students to *"ask me why I assumed it was him."*

The next scenario put students and teachers in an interaction where the student is called on to share an answer, and when he doesn't answer right away the teacher redirects the student to a second question and inquires, "Didn't finish the assignment?" Student

comments included, *"Yea, I didn't finish," "Tell them the truth and ask for more time,"* and "*No I didn't, and I tried to finish so don't judge me because I did not do the homework."* A majority of the comments clustered around sharing they didn't have time or would complete it later. Teachers made comments that they would want students to *"Be truthful and ask for help," "Say no, I didn't have time,"* and *"Give an honest answer."* Many staff made comments that this interaction was not acceptable, and a few expected the students to speak to the teacher about the incident. One wrote, *"I would never call out a student this way."* Another commented, *"Good Lord, what teacher behaves this way? I encourage students to be honest with me no matter what."*

Scenario three finds a young man sitting with other Latino male peers in class and the teacher asks the student to move to the front so he, and everyone else, will work. Students predominately said they would move, saying things such as,*" I would move and do my work"* or indicating that they would say "*Okay"* and then just move. A small cluster of students said that they would ignore the teacher or say no. Teachers shared a variety of responses that they would hope a student might provide, including *"Okay, I will move"* or "*Just move to the front table so the lesson can continue."* Most, however, expected students to question or interact with the teacher including comments such as, *"Sorry we will get to work now," "Comply then talk to me about the situation later," "Ask why they need to move,"* and a few said, *"Ask for another chance or advocate for themselves because perhaps they were on-task and I was unaware of it."*

The final scenario was about a student in the hallway, late for class, and the teacher redirects the student by telling the Latino male to get to class and to care about their education. Students in this scenario also mostly complied with the teacher's request

with some version of *"okay"* although more picked up on judgement in the teacher's comment. Responses included, *"I would go to class but let the teacher know (that) I do care about my education,"* and *"Probably ignore the teacher cause obviously I care about my education."* Some said they would joke in their responses like, *"I am, I am,"* or just, "*laugh it off and keep talking to my friends."* More students pushed back against the redirection in this scenario including, *"I'm headed to class plus I have a good grade so don't worry," "I will get to class just don't scream at me or I won't go,"* and even, *"First thing I would do is asks why they are yelling, then I'd go to class."* Teachers also had strong reactions to this scenario including, *"I'm more worried about the teacher who said that,"* and *"Honestly, they should ignore jerks who treat teenagers that way."* Most teacher comments clustered around a student defending themselves or the teacher being wrong in the way they redirected the student. Yet many teachers also replied with the expectation that the student should respond with, *"on my way*" or *"just go to class."* Many teachers commented that it was wrong for a teacher to say that response and one even stated, *"It was rude to say, so I would not be surprised if the student responded with equal rudeness."*

Out of the student respondents, four males responded in Spanish even though the directions for the open ended questions asked for English responses. Because the analysis required an English response (because a statement in Spanish does not show proficiency to communicate in English), these comments were not included in the analyses; however, it is worth noting that their answers were similar to the answers of students who responded in English.

Further interpretation of the qualitative data will be addressed in the discussion section.

CHAPTER IV

DISCUSSION

The current study sought to expand understanding of the challenges of redirection of Latino males in the classroom. I explored the potential for differences in perception between the males and their high school teachers from the conceptual lens of power dynamics, respect, and language use. The findings clearly suggest there are differences, and I will explore the conceptual versus the empirical grouping in these areas.

Findings Related to the Perception of Power, Respect, and Language Use

The first research question examined whether there were differences in how high school Latino males and their teachers perceive power and respect and language use in the classroom. Although my original question sought to find differences in perception in the three distinct conceptual areas, my findings suggest that these areas intersect significantly and manifest themselves in behaviors in the classroom in a complex way. This finding is in alignment with the framework of Thomas and Collier's Prism Model, where we see the interaction of language, academics, and social and cultural processes in students' first and second languages. Likewise, the intersection of language as well as the social and cultural concepts of power and respect interact.

The results of this study provide supporting evidence that there are significant differences between student and teacher perception from the conceptual area of power dynamics. The Latino males perceive the teacher should be in charge of the classroom and control the environment more so than the teachers hold this perception. And in that environment, the males do not feel like they are recognized by their teacher for the things they do well. Even worse, they feel like sometimes the teacher asks them to do things just

because they have it out for them. This is not how the teachers perceive that the classroom experience is for the students. Teachers perceive that they are noticing the positive things their Latino male students are doing, and that they treat them equally as well as they treat others.

The findings are in alignment with the research regarding the effects of culture and race due to the imbalance of power in the classroom and the consequences for students in the classroom (Crago et al., 1997). The inconsistent perception of the shared environment is a challenge for many reasons. With a natural societal imbalance of power—adult to student, white person to Latino person—attending to these differences and clarifying balance of power from both teacher and student perspectives is essential. If, for example, teachers believe they should not be in charge of the classroom but rather that classrooms should be a common space for collaboration and partnerships, but the males believe that they are under the direction of the teacher and should be compliant, a lack of clarity and frustration can emerge. If Latino males are unclear about the power dynamics and how to approach a teacher if there are questions, concerns, or misunderstandings, then they may come off as defiant or disrespectful to teachers because it appears as though they are not speaking up. Gray (2016) found students are not always sure what to say when issues arise; I also found this to be true in my study, as the Latino males felt they could not talk to their teachers if they felt disrespected. Part of creating a classroom for learning needs to include role clarification and a protocol for addressing violation of the rules or expectations.

This study did not find any evidence to support the findings that teachers' fear of students affected the classroom interactions in line with the work of Fergus, Norguera

and Martin (2014). This seeming contradiction in findings may be due to the district's ongoing focus on equity and the many staff who have been trained on understanding diverse perspectives and their own bias in the classroom. Another factor that might have contributed to staff not reporting feeling afraid of their students could be the district's priority on building relationships with students and the support the district provides in the form of time to build those relationships. At the high school level, teachers consciously focus on building relationships with their students through advisory and extra days provided for all teachers to connect and conference with students and families.

Because there is district support and resources for building relationships, the finding that teachers reported feeling safe with their students is not surprising. Additionally, my findings contradict the findings reported by Rios (2011), who identified that teachers relied on power to maintain social control in the classroom. In my study, the Latino males perceived teachers having control of the classroom more so than the teachers believed the males perceived that to be true. Overall, the district culture is one that respects and celebrates the diversity of the community and students as individuals, and this district context may play an important role in these findings. However, despite the years of work in this area, district student needs' assessment and other prior research conducted in the district provides evidence that the daily lived experiences in the classrooms for Latino males is still vastly different from those of other genders and races.

I found key differences in terms of the perception of respect by the Latino Males and their teachers. My findings were similar to the results of the work of Valenzela (1999) which found children respected adults differently than they would peers or siblings. Latino male students perceive that they respect their teachers and respect them

like they respect their parents or guardians. However, a different pattern emerged for teachers who were more apt to view the males more negatively—not feeling respected by them and feeling as though they were less respected than the males' parents or guardians. In the open-ended questions phrases such as "be honest" or "calmly tell me" or "confess," imply that teachers expect dishonesty, disrespect, or disruption in student responses.

The teachers also perceive that students skip their classes because they are angry or frustrated with them. This negative perception of a group of students can predispose teachers to be less willing to problem solve or discuss issues of concern in the classroom and overall create a culture of low expectations for these Latino males. This finding is consistent with Felitti's (1998) description of the unconscious or conscious bias and beliefs of teachers about their students of color and its negative impact on creating positive relationships. Teachers believe students are skipping class on purpose, but I found limited evidence that teachers address these perceptions with their Latino male students or teach more appropriate ways to deal with any anger or frustration toward their teacher.

Although both students and teachers agreed that positive relationships and saying hello or joking around were important, the teachers perceived that talking about a student's family or bringing their culture into lessons was an important way to show respect to the Latino males. The males, on the other hand, perceived this initial relational base as a place to then help them learn through checking in on their understanding of class content and grading their work fairly. The males see the relationships as a foundation to push them to be academically engaged. This finding is also very much in

line with current research regarding the "warm demander," an effective approach to helping students feel safe and pushed to high levels of academics and achievement described by Delpit (2013) and Hammond (2015). This type of teacher—who is relational and also holds high academic expectations—is also the type of teacher the Latino males in this study are seeking. They are looking for teachers who connect with them personally but also use their connection to support, push them academically, and engage them in learning in the classroom.

Latino male students are also aware of a different challenge of respect with their teacher. They feel like they are being respectful of the teacher, and believe they show this through being in class on time, doing their work, and listening without interrupting the teacher. These are very compliant behaviors. Pina-Watson et al. (2015) identified that these behaviors are incongruent with the expectations of these males in settings outside of school, making it difficult for these students to connect to school. On the other hand, the teachers' report of how they feel most respected by Latino males is when the students listen and think about what they are teaching, and when they participate and raise their hand in class. These are very active behaviors. If teachers truly want this type of behavior, they will need to discuss and explicitly teach what the behavior looks and sounds like to these male students, as it was clear from the results of my study that students did not perceive that such behavior is what is expected of them. The Latino males also feel that if they are disrespected in class, they can't talk to their teachers about it. This may be because students don't feel comfortable talking to their teachers or do not have the language skills; it is also possible that the teachers aren't comfortable having Latino male students talk to them about disrespect, although they report that is what they

want. Considering the negative perception that some teachers have of these males, it may feel very uncomfortable for Latino males to have this conversation with their teacher, but it also may be a function of skill—language use.

In the survey section regarding the concept of the role of language during an interaction between students and staff, a few differences were identified that support other research in this area. First, teachers viewed students struggling more with understanding what was being said to them or asked of them more so than the males perceive this as an issue. This difference could be due to the less verbal nature of the boys and their reserved emotion described by Ramsey (2017), who explained that *machismo* encompasses reserved emotion. Not having the skills or the schema to advocate for themselves, as well as harboring a fear of failure when trying new things, have been seen as barriers toward academic success (Ramsey, 2017). Whether they are complying yet filled with emotion, or ignoring their teachers' requests, in general, Latino males are not engaging with their teachers verbally as often as teachers expect them to. Likewise, teachers view the boys skipping class as an indication that they are frustrated or angry with the teacher more so than the males believe this is happening. Beck and Muschkin (2012) found a teacher's negative perception of a student clouds the expectations in the classroom and communication norms between student and teacher. Again, because the students don't engage verbally often, and aren't verbally interacting with teachers as frequently as teachers expect, teachers may be inferring that a student's absence is due to something personal between them and the teacher versus a personal reason related to the student.

Findings Related to the Nuance of Language Used for Classroom Redirection

With the second research question, I sought to better understand how the language used by Latino males during classroom interactions when redirection is needed differed from the language their teachers want them to use in such situations. Many of the findings support the research by Snow and Powell (2008), who state that language is essential for mediating conflict, and Gee (2014), who identified that specific language is tied to tasks. Latino male students and their teachers' expectations regarding language use is very different. In almost all of the scenarios, when redirected, a majority of the males either said nothing or agreed ("*okay, I will*") and complied with the teachers. Those who did respond, mostly said what they would do, *"Say it wasn't me"* or *"I'd say sorry and go."* Some shared responses counter to the actions they said they would portray (*"I'd be frustrated"*) but didn't say they would speak those thoughts or feelings to the teacher. A few added comments such as "*I'd clean but I don't like being blamed,"* or *"Okay- but wonder why it's me being moved,"* or even "*I'd keep talking I do care about my education."* Very few males responded in complete sentences or said they would discuss the situations with the teacher.

The teachers, however, expected the boys to share their thoughts or positions including *"Explain it wasn't them at the table"* or say, *"No, I didn't finish, but can we talk about it after school?"* Many of the teachers also commented that the manner in which the teacher in the scenario was speaking to students was rude, disrespectful and one even shared, *"Teachers in this school don't speak to students this way so I don't know how to respond."* A few rare student comments included statements like, "*I'd say if you talk to me nicer I will,"* or *"I will go to class; don't scream at me,"* but no student

replied that this never happens to them. There is certainly a lack of understanding from the adults of the negative statements said to the Latino males at school and how they are treated by some teachers. This finding is in alignment with the work of McWhirter et al. (2018) that identified a need for school personnel to become more aware of Latino youth's school experiences. They described the need for staff to become aware of the frequency of discrimination and its impact on students and identified the need for staff to recognize and interrupt discriminatory practices to reduce the frequency of the occurrences. In my study many teachers seemed shocked or offended by the scenarios, yet each was adapted from actual referrals that had occurred in their schools the previous year.

In general, teachers expect the males to defend themselves, explain actions, and discuss situations with teachers. Through their answers, the Latino males in my study shared that they would say few words if any and often just act compliantly. In the last scenario, where the student was asked to get to class and told to care about their education, this situation received the most non-compliant statements from the male students. Students shared a variety of strategies such as use humor, "*I would say 'I am, I am!' in a joking and sarcastic tone,"* respond and ignore like, "*Sorry I was just talking to my friends about life and keep talking,"* and even just ignore them because, *"I know I care."* There was little evidence in the open-ended questions that males knew what to say to teachers directly to address the disrespectful comment or planned to discuss the situation with the teacher. Throughout the scenarios, very few of the males' responses were in complete sentences, and the frequent compliant behaviors without words leads me to believe that discussing issues such as those described in the scenarios is not a skill

the young men have, and may also be uncomfortable for them and their teachers. This finding supports the research by Rivera et al. (2011), where it was identified that when the males were embarrassed, wrongly accused, or disrespected, there was a correlation with a manifestation of antisocial behaviors. As the scenarios became more judgmental and personal, more antisocial behaviors emerged.

As I read the scenario responses, it was evident that language use is built on the foundation of respect and the perceived power differentials. There were many more students who indicated that they would comply with the redirection than what the teachers expected of them. If the males are thinking that respect is complying, and the teachers believe respect is through classroom interaction and participation, then of course there will be a problem when a charged event occurs, such as calling out a student in front of his peers or telling him in a hallway with others around to get to class and care about his education. To maintain self-respect and without the language or schema to discuss the situation with a teacher in the moment, students ignore the teacher, walk away, or at times come back with an attacking statement such as *"Why me?"* or *"Quit yelling at me."* When these interactions are received by a teacher with negative perceptions or low expectations for the student with whom they are interacting, the teacher may respond by writing a referral for "defiance and disrespect." By assuming students have similar perspectives on power and respect, and also the language skills to solve problems, teachers often see the Latino males' response as a choice against them as teacher and not as an indication that there is an instructional need in negotiation and advocacy or a need to clarify their perspectives of disrespect.

The quantitative data were supported by the qualitative results. My study provides evidence to suggest that Latino males and their teachers view the foundational concept of respect differently, and the perceived power dynamics and language required to solve issues when redirection is required are compounding factors to this issue. Due to the relatively small sample size, I was unable to identify any differences by key groups such as grade level or preferred survey language due to insufficient group size. The data in this study demonstrate that there are differences in perception between high school Latino males and their teachers, and these differences may well pose problems for school success for these students.

Limitations of Study

As with all research, this study has limitations including survey administration, instrumentation, experimenter effect, history, and generalizability. For this initial study, it is important to note these potential threats, which can best be addressed through future research and replications of the study.

Survey administration. The survey was introduced, and time was set for its administration at the end of the day, and students and staff had the choice to use the time allotted to participate. Staff meetings and student advisory are at the end of the day, and it is possible participants preferred to end their work day and not stay engaged and complete the survey. Because the survey was being shared while the school district and state were experiencing school virtually in response to the COVID-19 pandemic, student attendance in school is a potential challenge, as regular daily attendance at the time the surveys were administered had dropped by 10-15% on average as compared to previous years.

Communicating the purpose of the study was also a challenge that I planned for. High-school aged males, and Latino males especially, are used to feeling targeted and do not easily extend trust or respect to people they do not know. Having them feel comfortable enough to be honest and share perspectives without fear or suspicion was a priority. Having a script (see Appendix A) about the purpose of the survey, data use, and ensuring their anonymity explained to them by someone in their school with whom they are familiar was important. Also important was explaining how the Qualtrics survey was not associated with their school Google accounts, and therefore their responses were not traceable.

Selection Bias and Instrumentation. Internal validity was also threatened by selection bias and instrumentation. This study used a convenience sample and self-reported data. The sample size is relatively small for the student population, and their self-reported grades were slightly greater than that of the district student population as a whole. In terms of participation, although the goal was to offer the survey to the students and staff who teach them through a link accessible at any time, it is possible that only students who attended school that week or staff who were willing or able to come to the staff meeting—and not attending to personal issues or assisting students— participated. Students and staff were also not observed as they completed the survey, so it is possible that another person could have completed the survey for them. Asking the administrators to schedule time for staff and students to complete the survey to ensure access for everyone was an important attempt to mitigate these threats.

In addition, the survey itself posed an instrumentation threat associated with social desirability. The survey asked questions about what students do and say and what

their teachers do and say. Despite the fact it was anonymous, it is human nature to want to answer in a socially desirable way and not to be honest about your own beliefs or experiences if they happen to be negative or contrary to what might be deemed socially desirable. To attempt to mitigate this threat, the instructions clearly emphasized how important it was to share honestly what students and teachers *really do or say* and what students and teachers have *actually experienced* so the data would be an accurate representation of reality.

The questions in the study were written in parallel version with student questions reflected into teacher questions. This study assumes that the parallel versions measure the same construct. For example, it was assumed that "*I feel respected by my teacher*" and "*My Latino male students feel respected by me*" measured the same concept (Latino male students' perception of their teachers' respect for them) and the answers can be compared.

An additional instrumentation threat relates to the process of analyzing the data. The survey included questions on a Likert scale, but it also included open field boxes/short answers which had to be read and clustered. Clustering written responses introduces an opportunity for error. Clustering the data required identification and classification of key words and phrases within the separate categories. Reading and processing student data entirely before reading and clustering teacher data helped to ensure the two different perspectives were considered and clustered independent of each other.

Experimenter effects. There are two issues that may be threats related to the experimenter. The first is that when clustering or reading the open-ended questions as the

researcher, I may have bias in interpreting the comments by students. After my initial research and creating a hypothesis, I may have interpreted or clustered comments differently than what was intended by the author. To mitigate this threat, I use direct quotes to illustrate my analysis whenever possible.

Next, as the researcher I hold a leadership position of high stature in the district in which the study was conducted. Although the survey was anonymous, it is quite possible teachers (and possibly even students), considered who might be reading their responses as they were completing the survey. Social desirability—saying what is socially appropriate instead of what one actually feels—may have been a factor in respondents' answers.

History. This threat to validity occurs when something unrelated to the study impacts the results. The largest challenge to validity in the 2020-21 school year is that all students and staff were engaging remotely during the time when data were collected. Schools in this district, state, and many across the nation were closed to in-person learning and interaction as a result of a pandemic. Everyone's experience of school during the COVID-19 pandemic is different, and the educational, social, and emotional circumstances that students and staff were experiencing during the pandemic may have impacted their responses in ways that we did not measure.

Generalizability. The participants in this study all come from the same large suburban school district. Therefore, broader generalizability beyond the school district where the study took place is limited, as this suburban population is very homogeneous in terms of experiences as citizens and students. All students live in the same geographic

area and have teachers who teach in a single district, with similar understanding of district values, as well as common mandatory training and expectations.

Implications for Practice

The implications of these data are clear. That is, there are difference in perceptions between teachers and Latino male students when redirection in the classroom occurs. Both teachers and students have a lot to learn to effectively and collaboratively create respectful and balanced classrooms for exceptional learning!

Implications for classrooms. First, students and staff need to talk about what respect is from their individual lenses and create agreements about the manner in which classroom issues will be solved. Teachers should start with professional development on the aspects of Latino culture related to males, their role in the community and family, and how they are raised to respect adults—words, actions and attitudes. Teachers should also be engaged in equity training with a focus on bias and institutional racism.

Next, curriculum and lessons need to be created for teachers to use in their classrooms to create community and understanding of one another. I believe teachers want to do well by their students and support their Latino males to be successful, but they do not know what exactly they need to teach—curriculum is essential. This curriculum should include lessons that compare and contrast white social norms—especially in a formal educational setting such as high school—with social norms that represent the various cultures and span the differences in gender and power dynamics in those communities. The concepts of power, shared power, and race-based power differences should be explored. Additionally, respect needs to be defined first by the individual and

then as part of a community. Examples of disrespect need to be identified and shared to build common understanding of perspectives.

Curriculum needs be developed to help students learn the vocabulary and patterns of discourse required in high school classrooms and in high academic and professional settings to solve problems, ask questions, and/or advocate for themselves. Students and teachers should also practice approaches to problem solving, including the timing of discussions and language to be used in such interactions. Role playing various scenarios regularly could be beneficial for students and staff alike, as it appears students are unfamiliar with the skills, and teachers may be uncomfortable problem solving with students.

Implications for school districts. The findings from this study are beneficial to the participating district and to the educational community as a whole, which struggles to close the gap for Latino students and males in particular, when it comes to discrepancies in discipline rates, achievement, and access to post-secondary training and schools. The data should be shared with school and district leaders to provide factual insight into the challenges. The direct quotes from student and teacher responses are powerful ways to build understanding of the issue.

Another implication based on the results would be the importance for the district to work with parent groups and advocates of these young men to help them learn about the skills that need to be taught and explored in the classroom setting so they can provide support and perspective for the youth. We all experience our own version of "normal" and "acceptable," and we can only define our common understanding of expectations for interaction after we have discussed our own perspectives. Parents, guardians, advocates,

and mentors should have the opportunity to build a robust understanding of and appreciation for the Latino males, the assets of their communities, cultures, and families, and who they are as individuals. They should also have an understanding of school cultures and community expectations to help the young men negotiate the multiple communities of which they are a part.

Perhaps the most encouraging finding from the study is the number of teachers who were offended by the scenarios, paired with those who had responses that aligned with the Latino males' responses. There ***are*** teachers who understand our Latino male youth and have skills to work with these students for school success. Part of a plan moving forward would be working with teacher teams to identify their understanding and strengths in working with Latino males and then sharing and applying those strategies as a collective.

Opportunities for Future Research

This study provides important insight for supporting our Latino high school males but also illuminates opportunities for additional research. Replication of this study, and the use of the surveys in other districts and also when students return to brick and mortar school environments would be helpful in verifying the findings. Additionally, including districts with less diversity, smaller populations of diverse students, or districts that have less focus on diversity and equity training would help validate the findings in this study.

This student sample size was fairly small and thus had insufficient statistical power to evaluate differences in data between students who received higher marks in class (As and Bs) vs those who received lower marks (Ds and Fs). Waymen (2002) found that Latino youth who were struggling in school identified discrimination as their primary

cause of disengagement. It would be interesting to see if the survey questions for which students and teachers had statistically significantly different responses, and perhaps others, maintained significance for these two discrete groups.

Finally, further research could be conducted regarding student language use after an intervention. Specifically, if students are taught phrases and words to use to communicate misunderstandings, such as being asked to clean up a mess they didn't make or to clarify or advocate for themselves when being asked to move seats due to a perceived disruption, do perceptions of students and teachers change? An analysis of actual interactions in the classroom, such as audio or video feed, could also provide useful data to analyze students' skill sets and teachers' responses when redirection is needed.

Conclusion

Latino male students are struggling in our school systems as they are currently designed and functioning. This struggle is evidenced by lower rates of graduation, school attendance, and academic achievement, and higher rates of disciplinary infractions and incarceration. School systems, including the one in this study, have taken steps to address the discrepancy between Latino youth and their white peers, but have yet to fully close the gaps that exist.

This study identified gaps in perception between Latino male youth and their teachers that if addressed, might positively impact these males' success. My study provides evidence that Latino males appreciate positive relationships with their teachers and feel like they are extending respect to their teachers like other adults in their lives.

They also want to be assisted and supported in academics and be recognized, encouraged, and respected by teachers.

Individual teachers, on the other hand, may not be aware of the comprehensive school experience of the Latino males. Some staff may understand how to be "warm demanders" supporting and assisting these young men to high levels of achievement through strong relationships, but most do not. There are misunderstandings between Latino male youth and their teachers about what respect looks and feels like to each person, how to solve issues, and what words to use, and how to create a common productive classroom experience. Teachers can create opportunities to address the differences in perception through discourse, lessons, and engaging these males in culturally responsive ways to change their lived school experiences. Our students deserve it; we are their best chance at opening doors to a multitude of opportunities.

APPENDIX A

IRB APPROVAL

UNIVERSITY OF OREGON

DATE: December 28, 2020 **IRB Protocol Number: 10272020.025**

TO: Dayle Eder, Principal Investigator
Educational Methodology, Policy and Leadership

RE: Protocol entitled, "Redirection of Latino High School Males: Analyzing the Difference in Perception of Classroom Dynamics and Language Use"

Notice of Review and Exempt Determination

The above protocol has been reviewed and determined to qualify for exemption. The research is approved to be conducted as described in the attached materials. Any change to this research will need to be assessed to ensure the study continues to qualify for exemption, therefore an amendment will need to be submitted for verification prior to initiating proposed changes.

For this research, the following determinations have been made:

- **This study has been reviewed under the 2018 Common Rule and determined to qualify for exemption under Title 45 CFR 46.104(d)(1).**

Approval period: December 28, 2020 - December 31, 2021

If you anticipate the research will continue beyond the approval period, you must submit a Progress Report at least 45-days in advance of the study expiration. **Without continued approval, the protocol will expire on December 31, 2021 and human subject research activities must cease.** A closure report must be submitted once human subject research activities are complete. Failure to maintain current approval or properly close the protocol constitutes non-compliance.

You are responsible for the conduct of this research and adhering to the Investigator Agreement as reiterated below. You must maintain oversight of all research personnel to ensure compliance with the approved protocol.

The University of Oregon and Research Compliance Services appreciate your commitment to the ethical and responsible conduct of research with human subjects.

Sincerely,

Russell Melia
Research Compliance Administrator

CC: Julie Alonzo

COMMITTEE FOR THE PROTECTION OF HUMAN SUBJECTS • RESEARCH COMPLIANCE SERVICES
877 E. 12th Ave., Suite 580, 5237 University of Oregon, Eugene OR 97401-5237
T 541-346-2510 F 541-346-5139 http://rcs.uoregon.edu

APPENDIX B
PRIOR APPROVAL

Passive Consent
(Date)

Dear Parents and Guardians:

At the end of the semester your high school student will be asked to complete an online survey as part of a research study regarding their perceptions of their classroom experiences. Please read this form carefully and ask any questions you may have before deciding whether to allow your student to participate in the study.

Purpose:

The purpose of this study is to identify if there are differences in how students and their teachers perceive respect, power and what words to say to each other. It is being conducted by Dayle Eder, a doctoral student through the University of Oregon, and her faculty Sponsor is Dr. Julie Alonzo.

Procedures:

If you agree to allow your child to be in the study they will be asked to:

- Complete the online survey asking about their perceptions of their classroom experiences.
- Complete the survey during their advisory or on their free time if they so choose
- Give approximately 10-15 minutes to answer multiple choice and short answer questions.
- Skip any question they prefer not to answer

Risks/Benefits:

There are no direct benefits to your student for participating in this research project. However, the results will contribute to the educational community and also the district as the data can help inform the creation of tools, resources and training to improve the classroom experience.

Confidentiality:

Your student's name will not be connected to the survey. The survey is completely anonymous and no identifiable information will be collected. The survey will be administered through Qualtrics; their school Google account will not be associated with their answers.

Voluntary Participation:

Participation in this study is voluntary. All high school students will be asked to take the online survey. If you would like your student to be excluded from this opportunity, prior to January 25th please email the researcher Dayle Eder at deder@uoregon.edu or spitzerd@hsd.k12.or.us or contact your student's principal with that request. Even if you decide to allow your child to participate, he/she is free to withdraw at any time without penalty.

Contacts and Questions:

If you have any questions, please feel free to contact Dayle Eder at deder@uoregon.edu or the faculty sponsor, Dr. Julie Alonzo at Jalonzo@uoregon.edu. If you have questions about your student's rights as a research subject, call the Research Compliance Services office, University of Oregon, at 541-346-2090 or email them at researchcompliance@uoregon.edu.

Estimados padres y tutores:

Al final del semestre, se le pedirá a su estudiante de secundaria que complete una encuesta en el internet como parte de un estudio de investigación sobre sus percepciones de sus experiencias en el aula. Lea este formulario detenidamente y haga cualquier pregunta que pueda tener antes de decidir si permitirá que su estudiante participe en el estudio.

Propósito:

El propósito de este estudio es identificar si existen diferencias en cómo los estudiantes y sus profesores perciben el respeto, el poder y las palabras que deben decirse entre sí. Lo lleva a cabo Dayle Eder, una estudiante de doctorado de la Universidad de Oregon, y su patrocinador de la facultad es la Dra. Julie Alonzo.

Procedimientos:

Si acepta permitir que su hijo participe en el estudio, se le pedirá que:

- Complete la encuesta en el internet preguntando sobre sus percepciones de sus experiencias en el aula.
- Complete la encuesta durante su clase de asesoramiento o en su tiempo libre si así lo eligen.
- Permitir aproximadamente de 10 a 15 minutos para responder preguntas de opción múltiple y respuesta corta.

- Omita cualquier pregunta que prefiera no responder

Riesgos / Beneficios:

No hay beneficios directos para su estudiante por participar en este proyecto de investigación. Sin embargo, los resultados contribuirán a la comunidad educativa y también al distrito, ya que los datos pueden ayudar a informar la creación de herramientas, recursos y capacitación para mejorar la experiencia en el aula.

Confidencialidad:

El nombre de su estudiante no se conectará a la encuesta. La encuesta es completamente anónima y no se recopilará información identificable. La encuesta se administrará a través de Qualtrics; su cuenta de Google de la escuela no se asociará con sus respuestas.

Participación voluntaria:

La participación en este estudio es voluntaria. A todos los estudiantes de secundaria se les pedirá que respondan la encuesta en el internet. Si desea que su estudiante sea excluido de esta oportunidad, antes del 25 de enero, envíe un correo electrónico al investigador Dayle Eder a deder@uoregon.edu o spitzerd@hsd.k12.or.us o comuníquese con el director de su estudiante con esa solicitud. Incluso si decide permitir que su hijo participe, él / ella es libre de retirarse en cualquier momento sin penalización.

Contactos y preguntas:

si tiene alguna pregunta, no dude en ponerse en contacto con Dayle Eder en deder@uoregon.edu o con la patrocinadora de la facultad, la Dra. Julie Alonzo en Jalonzo@uoregon.edu. Si tiene preguntas sobre los derechos de su estudiante como sujeto de investigación, llame a la oficina de Research Compliance Services, University of Oregon, al 541-346-2090 o envíales un correo electrónico a researchcompliance@uoregon.edu.

APPENDIX C

TEACHER SCRIPT FOR STUDENT SURVEY

Perceptions of Classroom Dynamics and Language Use Survey (Student Version English)

Attention Survey Administration
The following provides direction that your students will need to complete the survey. Please note that all information to be read aloud to students is printed in **bold type**. Information for you, as the survey administrator, is printed in italics.

Student Survey Directions:
Today we are asking you to answer some questions to help your school learn what your life is like as a high school student. This is part of a research project through the University of Oregon. Your answers will help us improve what happens in school and in classrooms. **Please answer the questions as honestly as you can. There are no right or wrong answers; your answers will not be graded and spelling everything correctly is not important. This survey is accessed through your Google classroom but is a Qualtrics survey and not connected to your Google account for your confidentiality. The survey will <u>not be</u> connected to you.** *(Assure students at this time that their answers are confidential).* **Try to answer every question. If a question bothers you or you don't want to answer it, just skip it. However, your honest answers are important so please answer as many as you can. You may change your mind about participating at any time**. This survey contains 38 questions and it should probably take about 15 minutes. I will give you time today to compete it but you have until ____(date) if needed. Please read each question carefully before you respond. You can go at your own pace. Don't be in a rush. When you have finished….(Tell students what to do once they have completed the survey…..)

Encuesta de percepción de dinamica del aula y el uso del idioma (Versión para estudiante en inglés)

Administración de encuestas de atención
La siguiente página proporciona instrucciones que sus estudiantes necesitarán para completar la encuesta. Tenga en cuenta que toda la información que se leerá en voz alta a los estudiantes está impresa en **negrita** . La información para usted, como administrador de la encuesta, está impresa en cursiva.

Direcciones de la encuesta para estudiantes:
Hoy te pedimos que respondas algunas preguntas para ayudar a tu escuela a aprender cómo es tu vida como estudiante de secundaria. Esto es parte de un proyecto de investigación a través de la Universidad de Oregon. Tus respuestas nos ayudarán a mejorar lo que sucede en la escuela y en las aulas. **Responda las preguntas con la mayor sinceridad posible. No hay respuestas correctas o incorrectas; sus respuestas no serán calificadas y no es importante deletrear todo correctamente. Se accede a esta encuesta a través de su aula de Google, pero es una encuesta de Qualtrics y no está conectada a su cuenta de Google para su confidencialidad. La encuesta no se conectará contigo.** *(Asegure a los estudiantes en este momento que sus respuestas son confidenciales).* **Intente responder todas las preguntas. Si una pregunta le molesta o no quiere responderla, simplemente omítala. Sin embargo, sus respuestas honestas son importantes, así que responda tantas como pueda.** Esta encuesta contiene 36 preguntas y probablemente debería tomar unos 15 minutos. Te daré tiempo hoy para competir, pero tienes hasta el (fecha) si es necesario. Lea atentamente cada pregunta antes de responder. Puedes ir a tu propio ritmo. No tengas prisa. Cuando haya terminado ... (Dígales a los estudiantes qué hacer una vez que hayan completado la encuesta ... ..)

STUDENT SURVEYS

Perceptions of Classroom Dynamics and Language Use Survey (Student version English)

Part A:
Power Dynamics

Likert scale: 6 Almost always, 5 often, 4 Sometimes yes, 3 Sometimes no, 2 not often, 1 almost never					
	1	2	3	4	5
1. I am valued and academically pushed by my teacher.					
2. In the classroom, my teacher controls the classroom and should be in charge.					
3. Teachers may call out/embarrass me if I miss class or don't do well.					
4. Teachers notice when I do well and tell me so.					
5. I can relate to teachers because we have things in common.					
6. I can tell my teachers really know the content they are teaching.					
7. I trust my teachers will help me with a problem in class and be fair.					
8. Teachers sometimes ask me to do things just because they have it out for me.					

Respect

Likert scale: 6 Almost always, 5 often, 4 Sometimes yes, 3 Sometimes no 2 not often, 1 almost never					
	1	2	3	4	5
9. I feel respected by my teacher.					
10. I respect my teachers.					

11. My teacher understands me, my family and community (culture).					
12. My teacher respects me in the same way my family respects me.					
13. I respect my teachers the same way I respect my parents/guardians.					
14. If I feel disrespected in class I can talk to my teacher about it.					
15. I can tell how a teacher feels about me by their behavior and tone of their voice more than what they actually say to me.					

15. What are the **three** ***most important*** ways teachers show you respect:

___say hello to me every day
___ask about my family
___teach about things that reflect my culture
___call on me to answer questions
___tell me to keep working when I get distracted
___help me with work before I ask
___grade my work fairly
___ask me questions when I am confused to help me learn
___are friendly and joke around
___never embarrasses me
___Control the class so I can learn
___other

.

16. What are the **three** ***most important*** ways you can show teachers you respect them?

___doing my work in class
___ get good grades
___be in class every day and on time
___don't cuss
___listen to them teach without interrupting
___participate and raise my hand, try to participate
___look at them when they talk
___ask them about my grades and how to improve
___listen and think about what they are teaching
___do all my school and homework

Language

Likert scale: 6 Almost always, 5 often, 4 Sometimes yes, 3 Sometimes no 2 not often, 1 almost never	1	2	3	4	5
17. If there is a problem in class or with my work, I feel like my teachers want to me to talk to them about it.					
18. I always understand what my teacher is saying or asking me to do.					
19. Sometimes I am not sure what to say to my teacher to get help or solve a problem.					
20. I am willing to raise my hand and ask for help when I need to.					
21. Sometimes I skip class because I am frustrated or angry at my teacher.					
22. When a teacher tells me to do something I don't want to do or accuses me of something, I speak up and talk it out with them.					

Part B:

Pretend the following situations are happening and you are the student. Please write what is the **first thing** you would **do *or* say** in this situation.

Situation 1:

After an activity in class, a group of students left a mess at the table. You were not part of the group. The teacher is frustrated and says to you, "Please be respectful and clean up the mess your group left".

What is the **first thing you would **do or say** in this situation?*.*

Situation 2:

You are in class, going over an assignment that you didn't have time to do. The teacher calls on you to share an answer. When you don't answer right away they say, "Didn't finish the assignment? ?"

*What is the **first thing** you would **do *or* say** in this situation?*

Situation 3:

You are in class and chatting with a few friends who are of your same race and gender. Your teacher has asked your group to quit talking and get to work. After a few minutes you are all still talking. The teacher comes over and tells you to move to the front table so your group of friends will work.

*What is the **first thing** you would **do *or* say** in this situation?*

Situation 4:
The bell just rang and you should be in class but you are talking to a friend. A teacher says, "Get to class! Care about your education!"
*What is the **first thing** you would **do *or* say** in this situation?*

Demographic Question

1. I am: male, female, non-binary, prefer not to answer
2. Grade: 9-10-11-12
3. I am: Asian, Hispanic/Latinx, white, black, multiple races
4. I also identify as: Mexican, Puerto Rican, Cuban, Salvadoran, Dominican, Guatemalan, Indigenous, Other (please specify)
5. As a child I first spoke: Spanish, English, other language.
6. Academically, most of my grades in school are: Mostly As or Bs, Mostly Cs, Mostly Ds, not passing, Mixed grades (A-F)
7. In high school I have had discipline referrals for (choose all that are true): tardies, skipping, defiance/disrespect, fighting, other things, I have never had a referral.
8. Do you participate in any school sports or activities? (Yes/no/I used to)
9. I feel like I have a plan for my life after high school. (1-5 strongly agree to strongly disagree)
10. I feel like I belong at school- it's a place for me. (1-5 strongly agree to strongly disagree)

Now that you have completed the survey questions, if you prefer to withdraw from participating and have your answers removed, please click here _____.

Encuesta de percepcion de la dinamica del aula y el uso del idioma (version para estudiantes en ingles)

Parte A:

Dinámica de poder

Escala Likert: 6 Casi siempre, 5 a menudo, 4 algunas veses si 3 algunas veces no, 2 no a menudo, 1 casi nunca			

	1	2	3	4	5
1. Mi maestro me valora y me impulsa académicamente.					
2. En el aula, mi maestro controla el aula y debe estar a cargo.					
3. Los maestros pueden llamarme / avergonzarme si falto a clase o no me va bien.					
4. Los maestros se dan cuenta cuando lo hago bien y me lo dicen.					
5. Puedo relacionarme con los profesores porque tenemos cosas en común.					
6. Puedo decir que mis profesores realmente conocen el contenido que están enseñando.					
7. Confío en que mis profesores me ayudarán con un problema en clase y serán justos.					
8. Los maestros a veces me piden que haga cosas solo porque me lo dicen.					

El respeto

Escala Likert: 6 Casi siempre, 5 a menudo, 4 algunas veses si 3 algunas veces no, 2 no a menudo, 1 casi nunca	1	2	3	4	5
9. Me siento respetado por mi maestro.					
10. Respeto a mis maestros.					
11. Mi maestro me entiende yo, mi familia, y mi communidad. (cultura).					

12. Mi maestro me respeta de la misma manera que mi familia me respeta.					
13. Respeto a mis maestros de la misma manera que respeto a mis padres / tutores.					
14. Si me siento irrespetado en clase, puedo hablar con mi maestro al respecto.					
15. Puedo decir cómo se siente un maestro por mí por su comportamiento y tono de voz más que por lo que realmente me dice.					

15. ¿Cuáles son las **tres** formas ***más importantes en que los*** maestros le muestran respeto?

___ salúdame todos los días

___preguntar por mi familia

___ enseñar cosas que reflejen mi cultura

___ llámame para responder preguntas

___ dime que siga trabajando cuando me distraiga

___ ayúdame con el trabajo antes de pedírselo

___ calificar mi trabajo de manera justa

___hacerme preguntas cuando esté confundido para ayudarme a aprender

___son amigables y bromean

___nunca me avergüenza

___Controlar la clase para que pueda aprender

___otro

.

16. ¿Cuáles son las **tres** formas ***más importantes en*** las que puede mostrarles a los maestros que los respeta?

___haciendo mi trabajo en clase

___ sacar buenas notas

___ estar en clase todos los días y a tiempo

___ no maldecir

___escucharlos enseñar sin interrumpir

___participar y levantar la mano, intentar participar

___ mirarlos cuando hablan

___preguntarles sobre mis calificaciones y cómo mejorar

___escuchar y pensar en lo que están enseñando

___hacer toda mi escuela y mis deberes

Idioma

Pregunta: Escala Likert: 6 Casi siempre, 5 a menudo, 4 algunas veses si 3 algunas veces no, 2 no a menudo, 1 casi nunca	1	2	3	4	5
17. Si hay un problema en clase o con mi trabajo, siento que mis profesores quieren que hable con ellos al respecto.					
18. Siempre entiendo lo que mi maestro me dice o me pide que haga.					
19. A veces no estoy seguro de qué decirle a mi maestro para obtener ayuda o resolver un problema.					
20. Estoy dispuesto a levantar la mano y pedir ayuda cuando lo necesite.					
21. A veces me salto la clase porque estoy frustrado o enojado con mi maestro.					
22. Cuando un maestro me dice que haga algo que no quiero hacer o me acusa de algo, hablo y hablo con él.					

Parte B:

Imagina que están sucediendo las siguientes situaciones y tú eres el estudiante. Por favor escriba lo que es la **primera cosa** que le **harias *o* dirias** en esta situación. Por favor responde solamente en ingles.

Situación 1:

Después de una actividad en clase, un grupo de alumnos dejó un lío en la mesa. No formabas parte del grupo. El maestro se siente frustrado y te dice: "Por favor, sé respetuoso y limpia el desorden que dejó tu grupo".

* *¿Qué es lo **primero** que haría **o diría** en esta situación?* *. Por favor responde solamente en ingles.

Situación 2:

Estás en clase, repasando una tarea que no tuviste tiempo para hacer. El maestro te pide que compartas una respuesta. Cuando no respondes de inmediato, te dicen: "¿No terminaste la tarea? ? "

* ¿Cuál es la **primera cosa** que le **harias *o* dirias** en esta situación? * Por favor responde solamente en ingles.

Situación 3:
Estás en clase y charlas con algunos amigos que son de tu misma raza y género. Su maestro le ha pedido a su grupo que deje de hablar y se ponga manos a la obra. Después de unos minutos, todavía están hablando. El maestro se acerca y le dice que se mueva a la mesa del frente para que su grupo de amigos trabaje.

* ¿Cuál es la **primera cosa** que le **harias *o* dirias** en esta situación? * Por favor responde solamente en ingles.

Situación 4:

El timbre acaba de sonar y deberías estar en clase, pero estás hablando con un amigo. Un maestro dice: "¡Vete a clase! ¡Cuida tu educación! "

* ¿Cuál es la **primera cosa** que le **harias *o* dirias** en esta situación? * Por favor responde solamente en ingles.

Demographica

1. Yo soy: masculino, femenino, non-binary, prefer not to answer
2. Grado: 9-10-11-12
3. Soy: asiático, latino, blanco, negro, de varias razas
4. También me identifico como: Mexican, Puerto Rican, Cuban, Salvadoran, Dominican, Guatemalan, Indigenous, Other (please specify)

5. De niño hablé por primera vez: español, inglés, otro idioma.
6. Académicamente, la mayoría de mis calificaciones en la escuela son: mayoritariamente A o B, mayoritariamente C, mayoritariamente D, no aprobado, calificaciones mixtas (AF)
7. En la escuela secundaria he tenido referencias disciplinarias por (elija todas las que sean verdaderas): tardanzas, saltos, desafío / falta de respeto, peleas, otras cosas, nunca he tenido una referencia.
8. ¿Participa en algún deporte o actividad escolar? (Si / no / solía hacerlo)
9. Siento que tengo un plan para mi vida después de la escuela secundaria. (V / F)
10. Siento que pertenezco a la escuela, es un lugar para mí. (V / F

Ahora que ha completado las preguntas de la encuesta, si prefiere dejar de participar y que se eliminen sus respuestas, haga clic aquí _____.

STAFF SURVEY

Perceptions of Classroom Dynamics and Language Use Survey (Staff Version)

Attention Survey Administration
The following page provides direction that your teachers will need to complete the survey. Please note that all information to be read aloud to students is printed in **bold type**. Information for you, as the survey administrator, is printed in italics.

Staff Survey Directions:
Prior to logging on to the survey, the Survey Administrator should determine what staff should do if they finish before the allotted 25 min. **Today we are asking you to answer some questions to help (your school and district) learn what your life is like as a high school teacher working with Latino male students. Your answers will help us learn about the difference in perception of Latino males and teachers and ultimately improve what happens in your school and in your classrooms.** **Please answer the questions as honestly as you can. There are no right or wrong answers. The survey will <u>not be</u> connected to you.** *(Assure staff at this time that their answers are confidential).* **Try to answer every question. If a question bothers you or you don't want to answer it, just skip it. However, your honest answers are important so please answer as many as you can.** This survey contains 36 questions and it should probably take about 15 minutes. I will give you time today to compete it but you have until ____(date) if you needed. Please read each question carefully before you respond. You can go at your own pace. Don't be in a rush. When you have finished….(Tell staff what to do once they have completed the survey…..)

Part A:
Power Dynamics

Likert scale: 6 Almost always, 5 often, 4 Sometimes yes, 3 Sometimes no 2 not often, 1 almost never					
	1	2	3	4	5
1.My Latino male students feel valued and academically pushed by me					

2. In the classroom, Latino male students would say I control the classroom and I should be in charge.					
3. Latino male students would say I may call out/embarrass them if they miss class or don't do well.					
4. I notice when Latino male students do well and tell them so.					
5.Latino male students can relate to me because we have things in common					
6. Latino male students can tell I really know the content I am teaching.					
7. My Latino male students trust that I will help them with a problem in class and be fair.					
8. Latino male students would say that I ask some students to do things just because I have it out for them.					

Respect

Likert scale: 6 Almost always, 5 often, 4 Sometimes yes, 3 Sometimes no 2 not often, 1 almost never	1	2	3	4	5
9. Latino male students feel respected by me.					
10. I am respected by my Latino male students.					
11. I understands my Latino male students, their families and community (culture).					
12. I respects my Latino male students in the same way their family respects them.					
13. I am respected by my Latino male students the same way they respect their parents/guardians.					
14. If Latino male students feel disrespected in class they can talk to me about it.					
15. Latino male students can tell how I feel about them by my behavior and tone of voice more than what I actually say to them.					

16. What are the **<u>three</u>** ***most important*** ways Latino male students feel respected by you:

___say hello to them every day
___ask about their family
___teach about things that reflect their culture
___call on them to answer questions
___tell them to keep working when they get distracted
___help them with work before they ask
___grade their work fairly
___ask them questions when they are confused to help them learn
___be friendly and joke around
___never embarrasses them
___Control the class so they can learn
___other

.

17. What are the **<u>three</u>** ***most important*** ways Latino male students can show they respect you?

___do their work in class
___ get good grades
___attend my class every day and be on time
___don't cuss
___listen to me teach without interrupting
___participate and raise their hand, try to participate
___look at me when I talk
___ask about their grades and how they can improve
___listen and think about what I am teaching
___do all their school and homework

Language

Likert scale: 6 Almost always, 5 often, 4 Sometimes yes, 3 Sometimes no 2 not often, 1 almost never	1	2	3	4	5
18. If there is a problem in class or with their work, Latino male students feel like I want them to talk to me about it.					
19. Latino male students would say they always understand what I am saying or asking them to do.					
20. Sometimes Latino male students are not sure what to say to me to get help or solve a problem.					
21. Latino male students are willing to raise their hands and ask me for help when they need to.					

22. Sometimes Latino male students skip class because they are frustrated or angry with me.					
23. When I tell Latino male students to do something they don't want to do or accuse them of wrongdoing, they are willing to speak up and talk it out with me.					

Part B:
Pretend the following situations are happening and you are the teacher. Please write what is the **first thing** you would want **a Latino male <u>student</u> to do *or* say** in this situation.

Situation 1:
After an activity in class, a group of students left a mess at the table. Erroneously and accidentally, the student you are talking to was not part of the group. You are frustrated and says to them, "Please be respectful and clean up the mess your group left".
What is the **<u>first thing</u> the Latino male student should **<u>do or say</u>** in this situation?*.*

Situation 2:
A student is in class, going over an assignment that they didn't have time to do. You call on you to share an answer. When they don't answer right away you say, "Didn't finish the assignment?"
*What is the **first thing** you would want the Latino male student to **<u>do *or* say</u>** in this situation?*

Situation 3:
You are in class and chatting with a few friends who are of your same race and gender. Your teacher has asked your group to quit talking and get to work. After a few minutes you are all still talking. The teacher comes over and tells you to move to the front table so your group of friends will work.

*What is the **first thing** you would want a Latino male student to **<u>do *or* say</u>** in this situation?*

Situation 4:
The bell just rang and students should be in class but one student is talking to a friend. A teacher walks by them and says, "Get to class! Care about your education!"
*What is the **first thing** you would want a Latino male student to **<u>do *or* say</u>** in this situation?*

Demographics:

28. I am: male, female, non-binary , prefer not to answer
29. I teach students in grade: 9-10-11-12 (check all that apply)

30. I am: Asian, Latino, white, black, multiple races
31. I speak: Spanish, English, other language.
32. I have been teaching for less than 3 years, 3-6 years, 7-10 years, 11-14 years, 15-19 years, 20-25, 26-30, 31 or more
33. I have written discipline referrals for (choose all that are true): tardies, skipping, defiance/disrespect, fighting, drug use, theft, other things, I have never had a referral.
34. I feel like I help my students have a plan for life after high school. 1-5 (strongly agree to strongly disagree)
35. I feel like I build strong relationships with students of all races, genders and ethnicities. 1-5 (strongly agree to strongly disagree)
36. I believe school is a place for all students! 1-5 (Strongly agree to strongly disagree)

Now that you have completed the survey questions, if you prefer to withdraw from participating and have your answers removed, please click here _____.

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