

1. TITLE

Bridging the Divide: Understanding Teacher Attitudes and how they Impact Teacher and Student Interactions and Student Performance

2. EXTERNAL IRB REVIEW HISTORY*

NA

3. PRIOR APPROVALS:

Prior to completing this research, I must get the approval from the Superintendent for Lowell Public Schools. I have submitted an initial approval request (see Appendix A) to the Chief School Officer and have the approval of my direct supervisor, but I am awaiting initial approval and information from LPS Central Office on my next steps.

CONFLICT OF INTEREST (COI):

NA

BIOHAZARDOUS AGENTS:

NA

RADIATION:

NA

4. BACKGROUND*

This study seeks to examine the persistent disparities in performance among Latinx students within the Lowell Public Schools (LPS) which result in increased numbers of Latinx dropouts annually. An analysis of school, district, and state data points to lower academic performance, higher rates of discipline, and higher rates of chronic absenteeism among this subgroup. High poverty, behavioral challenges, minimal parent engagement, and cultural and linguistic barriers are identified as contributing factors leading to this disparity in performance. However, further causal analysis suggests that it is the cultural and linguistic barriers associated with a predominantly White staff, which cause the greatest impediment to Latinx student performance at Lowell High School (LHS). Consequently, this study reviews racial and cultural mismatching and how it manifests itself in cultural conflicts when White educators adopt a colorblind ideology. It is the researcher's intention to explore the prevalence of colorblindness at LHS and assess staff readiness to engage in professional development centered on culturally responsive teaching by examining teacher attitudes and their impact on teacher and student interactions.

This organizational problem study aims to collect data relative to the existence of colorblind ideologies and assess staff readiness and willingness to participate in professional development centered on the importance of incorporating culturally responsive teaching practices.

5. OBJECTIVES*

BRIDGING THE DIVIDE

This study seeks to understand teacher attitudes and their impact on student-teacher interactions and Latinx student academic and behavioral performance. This study will address the following research questions:

1. To what extent do grade 9 LHS faculty adopt a colorblind ideology, if at all, in their interactions with students?
2. How do colorblind ideologies and deficits-based thinking impact, if at all, discipline rates and academic outcomes for grade 9 LHS Latinx students?
3. What is the willingness/readiness of grade 9 LHS staff to engage in culturally responsive teaching professional development?

6. STUDY OUTCOMES*

This study will help this student researcher understand LHS grade nine teacher attitudes and their impact on student-teacher interactions and Latinx student performance. Specifically, this study will enable this student researcher to identify, if at all, the existence of a colorblind ideology among grade nine LHS teachers. Additionally, she will be able to explore how such attitudes affect student outcomes, academically and behaviorally, and assess staff readiness to engage in culturally responsive teaching professional development.

7. INCLUSION AND EXCLUSION CRITERIA*

Participants will be invited to participate in this study based on their grade level and position within the high school. All grade nine Freshman Academy core content teachers will be invited to participate in sample one (n=24) and sample two (n=3). Participants have been isolated to this grade level and building because the student researcher is working with a subcommittee of the school that focuses on school climate.

8. VULNERABLE POPULATIONS*

The student researcher is a contributing evaluator for participants in sample one (n=24) and sample two (n=3). However, this student researcher will withdraw herself as a contributing evaluator to sample two (n=3) and will remove herself from observations. Sample two (n=3) will conduct the evaluations. Participants will be informed that they can withdraw from the study at any time should they feel uncomfortable.

9. SETTING

This study will be conducted at Lowell High School's Freshman Academy. This building stands apart from the main high school and serves approximately 800 students annually. It consists of 35 classrooms. Research will be conducted in classrooms and in mutually agreed upon spaces between this student researcher and the three teachers in sample two (n=3). Private rooms (e.g. conference rooms or offices) will be used to conduct the interviews and focus groups. These spaces will be determined after sample two (n=3) is selected.

10. RESOURCES AVAILABLE

The PI will support the student researcher in her development of interview, focus group and observation protocols and she will monitor the student researcher's progress with recruitment of participants, data collection, and ongoing data analysis.

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11. STUDY TIMELINES*

This student-researcher will begin participant recruitment in September 2019 after IRB approval and begin collecting data in the fall of 2019. Participants will be involved in data collection through December of 2019. Data analysis will be ongoing throughout the fall and winter with this student investigator completing her primary analysis in the winter of 2019.

12. NUMBER OF SUBJECTS*

This study will include 24 teachers for sample one (n=24). Three teachers from this group will be chosen as part of a second sample (n=3) who will engage in participatory research.

13. PROCEDURES INVOLVED*

Participant Selection and Recruitment: All Freshman Academy teachers will be invited to participate in sample one. This sample comprises new and veteran year teachers with a mean age of 43. These participants will be invited to complete the Color-Blind Racial Attitudes Scale (COBRA) which was created, and validated, by Neville, Duran, Lee, and Browne (2000). Results from this study will be analyzed to identify the existence of a colorblind ideology among grade nine teachers. Additionally, three teachers from sample one (n=24) will be invited to engage in collaborative, participatory research aimed at understanding teacher attitudes and how they impact student-teacher interactions and the academic and behavioral outcomes of LHS Latinx students. This participatory research will require sample two (n=3) to conduct a series of unstructured observations of four participants in sample one (n=24). Additionally, these participant researchers will document their experiences in reflective journals over an eight-week period while also participating in an interview and focus group. All participants will be recruited in person at an opening assembly in August. Additionally, this student researcher will follow up in writing in an email (see Appendix B) to all grade nine, Freshman Academy teachers.

Quantitative Data

Survey Data:

As noted above, participants in sample one (n=24) will complete the COBRA Scale (see Appendix C) in October of 2019. The COBRA Scale was created and shown to be reliable by Neville et al. (2000) after three studies establishing initial construct, concurrent, discriminant, and criterion-related validity of the scale (Neville, et al, 2000, p. 67). This scale will serve as a normative survey, whose purpose will be to describe sample one (n=24) in terms of simple proportions and percentages based on how individuals respond to the different statements (Punch & Oancea, 2014, p. 275). The COBRA Scale will be administered in October after having received informed consent (See Appendix D) from all participants in September. Surveys will be administered in three group settings. Surveys will be anonymous and participants will be asked to record a pseudonym to replace their real names and the pseudonym will be used for all reporting purposes.

Records Review:

Student data, in the form of office referrals and course failure rates, from the 2018-2019 school year and the first quarter of the 2019-2020 school year will be collected and reviewed alongside data collected from sample one (n=24) COBRA Scale ratings and sample two (n=3) teacher interviews, observations and focus groups to identify key findings relative to teacher attitudes

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and how they impact student-teacher interactions and academic performance and discipline rates among Latinx students.

Qualitative Data

Observational Data:

Teachers from sample one (n=24) will be invited to participate in classroom observations as part of a second qualitative sample. And, although all teachers from sample one will be invited to participate in classroom observations, three school climate committee members will act as participant researchers who conduct the observations of four other teachers, participate in interviews and focus groups, and complete journals to document their experiences and interactions with Latinx students and families. Once four participants from sample one (n=24) are selected for two observation cycles, participants from sample two (n=3) will conduct eight unstructured observations. This student researcher will follow Silverman's (1993) five stages for organizing an unstructured observation including proposing general questions, writing field notes, looking and listening, and making connections (Punch & Oancea, 2014, p. 197).

Observations will occur over an eight-week period beginning in October. School climate committee members will observe one teacher a week for eight weeks for a total of two observations of four teachers from sample one (n=24). As previously stated, sample two will follow an unstructured format, recording field notes using a template that incorporates elements of Spradley's (1980) checklist (see Appendix E). These observations will be "unstructured", "naturalistic" and "non-interventionist" (Punch & Oancea, 2014, p. 194). This school climate committee member will not attempt to manipulate or stimulate participant behavior (Punch & Oancea, p. 194). Instead, they will inform all participants that observations will focus on interactions between teachers and students. Additionally, they will pay specific attention to student questioning, wait time, and redirection of White students as compared to Latinx students as questioning techniques and sufficient wait time have been proven to increase engagement among students (Caram & Davis, 2005).

Additionally, this student researcher will ask the school climate committee member to journal about their experiences as observers and use these experiences to center the discussion in the focus group.

Interviews:

School climate committee members (n=3) will participate in separate semi-structured interviews. Interviews will last approximately one hour and will occur in a mutually agreed upon location during the month of November 2019. During the interviews participants will be asked to elaborate on their responses to the COBRA Scale and discuss how teacher attitudes impact their daily work (see Appendix F). Interviews will be recorded and sent out for transcription.

Journals:

Each week, participants in the school climate committee will be asked to complete a reflective journal (see Appendix G). Journals will document participants' experiences throughout the week, with specific attention paid to positive and negative interactions with Latinx and non-Latinx students and families. Journals will be completed at the end of each week beginning on October

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1, 2019 and continuing until December 20, 2019. Journals will be submitted electronically using a shared google folder.

Focus Group:

This student researcher intends to use focus groups to “...produce data and insights that would be less accessible” otherwise. Specifically, focus groups will demonstrate levels of readiness, willingness, and need for staff to participate in culturally responsive teaching professional development. Following the completion of the surveys, observations, interviews, and journaling, the school climate committee members (n=3) will be asked to participate in a focus group interview which will occur in December of 2019. Participants will be asked a series of questions (see Appendix H). The focus group will last approximately one hour and will be recorded with participant permission. The interview recording will be sent to a professional transcription service to ensure participant confidentiality. Once transcribed, notes will be coded for patterns and themes that emerge. It is this student researcher’s hope that through the effective facilitation of this focus group, she will be able to make recommendations for future professional development planning.

INVESTIGATOR STUDY PLAN - REQUIRED

14. RECRUITMENT METHODS*

The teachers selected for inclusion will be invited to participate in person and via email in late September. School climate committee members will receive an introduction to the study (see Appendix I) in the beginning of the school year. This student researcher will then follow up with an email to reintroduce the study' and its purpose and procedures to all staff after IRB approval. This email will include the study consent form and inform prospective participants that this student researcher seeks two samples. The first sample will be asked to participate in a teacher survey to assess teacher attitudes and later be invited to participate in peer observations. The school climate committee members will be asked to engage in participatory research in which three teachers conduct peer observations, complete weekly journals and participate in an interview and focus group aimed at further understanding teacher attitudes and their impact on student-teacher interactions and Latinx student performance.

Both in person and in writing, this student-researcher will explain that all participation is voluntary, that participants can withdraw from the study at any time. Additionally, participants will be informed that this student-researcher will not act in an evaluative role for any teacher who participates in school climate committee (n=3). While participants will not be paid for participation, they will be excused from teacher duty should they require more time to complete the journals, observations, and interviews.

15. CONSENT PROCESS*

Teachers who agree to participate in the study will be asked to provide informed consent (see Appendix C).

16. PROCESS TO DOCUMENT CONSENT IN WRITING

This student researcher will obtain written consent prior to conducting research.

17. WITHDRAWAL OF SUBJECTS WITHOUT THEIR CONSENT*

NA

18. SHARING OF RESEARCH RESULTS WITH SUBJECTS*

An executive summary will be shared with the participants upon completion of the research process. Additionally, this student researcher will employ member checking during the qualitative data analysis of the interviews, focus groups, and observations in order to increase the validity of the key findings.

19. RISKS TO SUBJECTS*

There are minimal psychological and social risks for participants in the study. However, engaging in conversations about race and teacher racial attitudes may be uncomfortable for some staff. This student researcher will discuss the potential risks participants may encounter during the study such as social discomfort participants might feel in regards to being observed by colleagues and in engaging in conversations about teacher attitudes with their administrator and peers. This student researcher will also remind participants that their participation is entirely voluntary and not associated with their evaluations.

INVESTIGATOR STUDY PLAN - REQUIRED

Participants' anonymity will be protected through the use of pseudonyms and all data will undergo anonymization (Punch & Oancea, p. 69). All identifying factors (i.e., names, age, gender, years of service, and content subjects) will be removed from data analysis and reporting. This student researcher will not carry out the classroom observations and will not serve as a contributing evaluator for the school climate committee members (n=3) or the observation participants (n=4). Participants will be informed that they can withdraw from the study at any time should they feel uncomfortable.

20. POTENTIAL DIRECT BENEFITS TO SUBJECTS*

NA

21. DATA AND SPECIMEN ANALYSIS AND MANAGEMENT*

Data will be stored on password protected laptops accessible only to the PI and this student researcher. Pseudonyms will be applied with data collection and will be used when reporting on both quantitative and qualitative data.

22. PROVISIONS TO MONITOR THE DATA TO ENSURE THE SAFETY OF SUBJECTS*

NA

23. DATA AND SPECIMEN BANKING*

NA

P

24. CONFIDENTIALITY

Data will exist in the form of audio recordings, google sheets, google documents and word documents. All participants will be identified with pseudonyms in all files and documents. All data will be collected on a password protected laptop that only this student researcher and the PI will be able to access. Data will be stored for no more than three years following data collection.

25. PROVISIONS TO PROTECT THE PRIVACY INTERESTS OF SUBJECTS

Interviews and focus groups will be conducted in a mutually agreed upon location by this student researcher and sample two participants.

26. COMPENSATION FOR RESEARCH-RELATED INJURY

NA

27. ECONOMIC BURDEN TO SUBJECTS

NA

28. COMMUNITY-BASED PARTICIPATORY RESEARCH*

NA

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29. MULTI-SITE RESEARCH*

NA

30. RESEARCH CONDUCTED IN A FOREIGN COUNTRY

NA

31. DRUGS OR DEVICES

NA

INVESTIGATOR STUDY PLAN - REQUIRED

Appendix A



Superintendent Signature Approval Request Form

General Information

Department: Lowell High School Fisheries Academy Prepared by: Jill Rotaschield

Date: 7-20-19

Brief description of request:

I am requesting permission to conduct a doctoral dissertation research study at Lowell High School during the fall 2019 semester. This study seeks to understand LHS grade-nine teacher attitudes and how they impact teacher and student interactions and student performance when educators ignore race in favor of a colorblind approach. Teachers will be invited to participate in two samples (n=24 and n=3). The first sample (n=24) will be asked to complete the COBRA Scale (Color-blind Racial Attitudes Scale) to gather baseline information on the existence, and level, of colorblindness among grade nine teachers. Additionally, the first sample will be asked to open their doors for classroom observations completed by sample two (n=3). Sample two (n=3) will consist of teachers who agree to participate in the research by conducting classroom observations, completing weekly journals, and participating in interviews and a focus group. All participants will be protected through the use of pseudonyms and all data will undergo anonymization. The qualitative and quantitative gathered for this study will be used to address the following questions guiding this research:

1. To what extent do grade 9 CHS faculty adopt a colorblind ideology, if at all, when interacting with students?
2. How do colorblind ideology and deficits-based thinking impact, if at all, discipline rates and academic outcomes for grade 9 CHS Latinx students?
3. What is the willingness/readiness of grade 9 CHS staff to engage in culturally responsive teaching professional development?

Supervisor: Marianne Busted

Signature: Marianne Busted

Cabinet Member: Linus Guilbory Jr.

Signature: Linus Guilbory Jr.

Finance Review (if needed): Yes No

Comments: _____

Finance Signature: _____

IT Review (if needed): Yes No

Comments: _____

INVESTIGATOR STUDY PLAN - REQUIRED

Appendix B

Dear Colleagues,

I am writing to invite you to participate in a doctoral dissertation study which seeks to better understand LHS grade nine teacher attitudes and their impact on student-teacher interactions and Latinx student performance. If you agree to participate, you will be asked to take a 25-minute electronic survey and possibly be observed in your classroom by a peer member of the school climate committee. The use of pseudonyms will be used to make all the data confidential. My hope that this research will allow us to better understand our current practice and allow us to make recommendations for future professional development trainings.

I have attached a consent letter and left a hard copy in your mail boxes. Participation in this study is entirely voluntary. Should you agree to participate, please return this form to me as soon as possible.

Thank you for your consideration,

Jill Rothschild
Doctoral candidate

INVESTIGATOR STUDY PLAN - REQUIRED

Appendix C

INVESTIGATOR STUDY PLAN - REQUIRED

9/4/2019

Qualtrics Survey Software

Default Question Block

On a scale of one to five, one being you strongly disagree and six being you strongly agree, please respond to the following statement: Everyone works hard, no matter what race they are (i.e., everyone has a change to become rich)?

Strongly disagree

Somewhat disagree

Neither agree nor disagree

Somewhat agree

Strongly agree

On a scale of one to five, one being you strongly disagree and six being you strongly agree, please respond to the following statement: Race plays a major role in the type of social services (such as type of health care or day care)that people receive in the US.

Strongly disagree

Somewhat disagree

Neither agree nor disagree

Somewhat agree

Strongly agree

On a scale of one to five, one being you strongly disagree and six being you strongly agree, please respond to the following statement: It is important that people begin to think of themselves as American and not African American, Mexican American or Italian American.

Strongly disagree

Somewhat disagree

Neither agree nor disagree

<https://umasslowell.co1.qualtrics.com/Q/EditSection/Blocks/Ajax/GetSurveyPrintPreview>

1/7

INVESTIGATOR STUDY PLAN - REQUIRED

Appendix D

Consent Form Title: Teacher Consent Form

Project Title: Bridging the Divide: Understanding Teacher Attitudes and how they Impact Teacher and Student Interactions and Student Performance

1. Study Purpose: The purpose of this research is to understand teacher attitudes and how they impact student-teacher interactions. Specifically, I seek to understand how teacher attitudes impact grade nine Latinx students' academic and behavioral performance in order to better serve this underperforming student population.

2. Procedure and Duration: If you agree to participate in this study, you will be asked to take an electronic survey about your beliefs and understanding of racial difference in the United States. Additionally, you will be invited to open up your doors for two peer observations. Participation in the survey will be approximately 25 minutes and you can choose to only participate in the survey and not in the observations. However, if you agree to participate in the peer observations, you will open your doors twice for three of your colleagues during the fall of 2019. Your colleagues conducting the observations will focus on student-teacher interactions and they will record their observations using an unstructured observation protocol. All information will be recorded using pseudonyms to protect your identity and I will not be informed about teachers' identities.

3. Potential Risks and Discomfort: With any type of research participation there is a risk for stress or disclosure. For instance, you may feel general discomfort knowing you are being observed and having notes taken about you. Please note, your participation is voluntary and the results of this study will not affect any your employment. Additionally, all data will be safely secured and password protected. Should you wish to withdraw he or she may do so at any time. While there always remains a risk that your participation may be disclosed, steps are being taken to protect your identity, such as using pseudonyms to protect your confidentiality, sites for interviews and focus groups in secured locations, and having colleagues do peer observations. Additionally, I will not act as an evaluator for any teacher who participates in group two and none of the data gathered for this research will be used in any evaluation or to inform any subsequent evaluations.

4. Compensation for Your Time: None.

5. Benefits to You From Participating: There are no direct benefits to you from participating. However, you may feel good about contributing to the better understanding of teacher attitudes and their impact on Latinx student performance. This data could be used to help grade nine staff improve outcomes for this historically marginalized group.

INVESTIGATOR STUDY PLAN - REQUIRED

6. Rights to Refuse or Stop Participation: Your participation is completely voluntary. No one except the research team (i.e., principal investigator and student researcher) will know whether you decide to participate or not. You are free to withdraw your participation at any time throughout the study. Your refusal or discontinuation in the research will have no negative impact on your employment.

7. Assurances of Privacy and Confidentiality: To protect your identity, I will provide you with a pseudonym of your choice to be used for the study. Besides this consent form, there will be no other document with your name on it. I do plan to share the study results, but all reporting from this study will be done at the aggregate group level and through the use pseudonyms. Additionally, all identifying factors will be removed before dissemination.

8. Additional Information: If you have any questions regarding any of the above, please feel free to contact the principal investigator, Phitsamay S. Uy, (978)934-4612 or email her at Phitsamay_Uy@uml.edu or the student researcher, Jill Rothschild, (978) 828-7959 or Jill_Rothschild@student.uml.edu. If you have any questions about your rights as a participant, concerns, or complaints contact the UMass Lowell Institutional Review Board at IRB@uml.edu or at 978-934-4134.

PARTICIPATION AGREEMENT

I confirm I am volunteering freely to participate in this research project. I have read and fully understand the purpose of the research project and its risks and benefits. I have had the opportunity to read this document and discuss my concerns and questions. I fully understand what is expected for my involvement as a participant in the study and am aware of the minor risks and consequences. I will be provided a copy of the consent statement if I want it, which has information about how to contact the researchers. I agree to participate in the research.

Please check here to signify that you agree to participate in the group one teacher attitude's survey: Yes No

Please check here to signify that you agree to participate in the group one peer observations: Yes No

Printed Name of Participant:

Date:

Signature: _____

RESEARCHER/PERSON OBTAINING CONSENT

I have provided a copy of this document and reviewed with the participant the materials contained in this form and the participant has provided consent to participate.

Printed Name of Researcher: Jill Rothschild

Date:

Signature:

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INVESTIGATOR STUDY PLAN - REQUIRED

Consent Form Title: Teacher Consent Form

Project Title: Bridging the Divide: Understanding Teacher Attitudes and how they Impact Teacher and Student Interactions and Student Performance

1. Study Purpose: The purpose of this research is to understand teacher attitudes and how they impact student-teacher interactions. Specifically, I seek to understand how teacher attitudes impact grade nine Latinx students' academic and behavioral performance in order to better serve this underperforming student population.

2. Procedure and Duration: If you agree to participate in this study, you will be asked to take an electronic survey about your beliefs and understanding of racial difference in the United States. Additionally, you will be invited to open up your doors for two peer observations. Participation in the survey will be approximately 25 minutes and you can choose to only participate in the survey and not in the observations. However, if you agree to participate in the peer observations, you will open your doors twice for three of your colleagues during the fall of 2019. Your colleagues conducting the observations will focus on student-teacher interactions and they will record their observations using an unstructured observation protocol. All information will be recorded using pseudonyms to protect your identity and I will not be informed about teachers' identities.

3. Potential Risks and Discomfort: With any type of research participation there is a risk for stress or disclosure. For instance, you may feel general discomfort knowing you are being observed and having notes taken about you. Please note, your participation is voluntary and the results of this study will not affect any your employment. Additionally, all data will be safely secured and password protected. Should you wish to withdraw he or she may do so at any time. While there always remains a risk that your participation may be disclosed, steps are being taken to protect your identity, such as using pseudonyms to protect your confidentiality, sites for interviews and focus groups in secured locations, and having colleagues do peer observations. Additionally, I will not act as an evaluator for any teacher who participates in group two and none of the data gathered for this research will be used in any evaluation or to inform any subsequent evaluations.

4. Compensation for Your Time: None.

5. Benefits to You From Participating: There are no direct benefits to you from participating. However, you may feel good about contributing to the better understanding of teacher attitudes and their impact on Latinx student performance. This data could be used to help grade nine staff improve outcomes for this historically marginalized group.

6. Rights to Refuse or Stop Participation: Your participation is completely voluntary. No one except the research team (i.e., principal investigator and student researcher) will know whether

INVESTIGATOR STUDY PLAN - REQUIRED

you decide to participate or not. You are free to withdraw your participation at any time throughout the study. Your refusal or discontinuation in the research will have no negative impact on your employment.

7. Assurances of Privacy and Confidentiality: To protect your identity, I will provide you with a pseudonym of your choice to be used for the study. Besides this consent form, there will be no other document with your name on it. I do plan to share the study results, but all reporting from this study will be done at the aggregate group level and through the use pseudonyms. Additionally, all identifying factors will be removed before dissemination.

8. Additional Information: If you have any questions regarding any of the above, please feel free to contact the principal investigator, Phitsamay S. Uy, (978)934-4612 or email her at Phitsamay_Uy@uml.edu or the student researcher, Jill Rothschild, (978) 828-7959 or [Jill Rothschild@student.uml.edu](mailto:Jill_Rothschild@student.uml.edu). If you have any questions about your rights as a participant, concerns, or complaints contact the UMass Lowell Institutional Review Board at IRB@uml.edu or at 978-934-4134.

PARTICIPATION AGREEMENT

I confirm I am volunteering freely to participate in this research project. I have read and fully understand the purpose of the research project and its risks and benefits. I have had the opportunity to read this document and discuss my concerns and questions. I fully understand what is expected for my involvement as a participant in the study and am aware of the minor risks and consequences. I will be provided a copy of the consent statement if I want it, which has information about how to contact the researchers. I agree to participate in the research.

Please check here to signify that you agree to participate in the group one teacher attitude's survey: ___ Yes ___ No

Please check here to signify that you agree to participate in the group one peer observations: ___ Yes ___ No

Printed Name of Participant:

Date:

Signature: _____

RESEARCHER/PERSON OBTAINING CONSENT

I have provided a copy of this document and reviewed with the participant the materials contained in this form and the participant has provided consent to participate.

Printed Name of Researcher: Jill Rothschild

Date:

Signature:

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INVESTIGATOR STUDY PLAN - REQUIRED

Appendix E

Unstructured Observation Protocol

Directions: School climate committee member will enter at the start of a period and remain in class for the duration of the fifty-minute lesson. Observers should script the lesson to the best of their ability and place emphasis on teacher’s wait time, redirection, and questioning techniques for Latinx students compared to White students. Additional attention should be paid to the classroom environment. Observers should record their transcriptions, recording the date and time of each entry, as well as their notes and thoughts. Observers should submit their field notes to the student researcher at the end of each observation.

Date and Time	Transcription	OBSERVER Notes/Thoughts

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Appendix F

Individual Teacher Interviews

Overview: Teacher interviews will occur in a mutually agreed upon area, last approximately one hour, and be audio recorded. In each interview teachers will be asked to explain their ratings on the COBRA scale. Interviews will follow a semi-structure format and the student researcher may ask teachers to further explore their thinking and how they believe their ratings compare to their colleagues.

Please note in questions 2-20 participants will be asked to respond in a manner similar to example question one:

On a scale of one to six, one being you strongly disagree and six being you strongly agree, how did you respond to the following statement:

1. *Everyone who works hard, no matter what race they are, has an equal chance to become rich.*

Why did you respond this way? What influenced or informed your thinking? How do you think your beliefs compare to your colleagues.

2. Race plays a major role in the type of social services (such as type of health care or day care) that people receive in the U.S.
3. It is important that people begin to think of themselves as American and not African American, Mexican American or Italian American.
4. Due to racial discrimination, programs such as affirmative action are necessary to help create equality.
5. Racism is a major problem in the US.
6. Race is very important in determining who is successful and who is not.
7. Racism may have been a problem in the past, but it is not an important problem today.
8. Racial and ethnic minorities do not have the same opportunities as White people in the US.
9. White people in the US are discriminated against because of the color their skin.

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10. Talking about racial issues causes unnecessary tension.
11. It is important for political leaders to talk about racism to help work through or solve society's problems.
12. White people in the U.S. have certain advantages because of the color of their skin.
13. Immigrants should try to fit into the culture and adopt the values of the US.
14. English should be the only official language in the US.
15. White people are more to blame for racial discrimination in the U.S. than racial and ethnic minorities.
16. Social policies, such as affirmative action, discriminate unfairly against White people.
17. It is important for public schools to teach about the history and contributions of racial and ethnic minorities.
18. Racial and ethnic minorities in the U.S. have certain advantages because of the color of their skin.
19. Racial problems in the U.S. are rare, isolated situations.
20. Race plays an important role in who gets sent to prison.

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INVESTIGATOR STUDY PLAN - REQUIRED

Appendix G

Reflective Journal # _____

Participant Name (Pseudonym)	Location & Time (Where did you complete this and when?)	Date
Please describe your week? How did you feel physically and emotionally?		
Did anything unusual or noteworthy happen this week?		
Describe your experience as an observer this week? What did you notice? How did it feel?		

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Did you have any positive or negative interactions with LatinX students this week? If so, can you please reflect on this experience?

--

Did you have any positive or negative interactions with LatinX families this week? If so, can you please reflect on this experience?

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INVESTIGATOR STUDY PLAN - REQUIRED

--

Did you have any positive or negative interactions with non-LatinX students this week? If so, can you please reflect on this experience?

--

Did you have any positive or negative interactions with non- LatinX families this week? If so, can you please reflect on this experience?

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Can you note any other observations, thoughts, or wonderings emerging from this week and your experience with LatinX students in comparison to non-LatinX students?

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What questions or thoughts do you have going into next week's observation, meetings and instruction?

--

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Appendix H

Focus Group Questions

OPENING STATEMENT: Remember that you have a right to withdraw from the study. Your employment will not be affected by a decision to withdraw. Before we start, I want to remind you that you have been asked to respect the confidentiality of each other and not to repeat outside of this focus group what was said by each other. While I cannot guarantee that no one will speak about this focus group, I will ask you to respect each other's confidentiality

Part One: Observation-focus

- 1) What was it like participating in this research?
- 2) What would you say were your key findings or takeaways from the observations?
- 3) What would say were your key findings or takeaways from your own experiences and journaling?
- 4) Were you surprised by anything that you learned?
- 5) If so, why and if not, why?
- 6) Can you describe how you think teacher attitudes impact student-teacher interactions and Latinx student performance?

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7) In the classes you observed would you say teachers were acknowledging or ignoring race? Explain.

8) How do students' racial and cultural differences influence your practice?

Part Two: Professional development focus

9) Which professional development opportunities can you identify as helpful within the last five years?

10) Which professional development opportunities do you identify as unhelpful within the last five years?

11) Why?

12) Have you changed your practice as a result of past professional development? If so, which ones, and how?

13) Is there an area of educational practice that you feel would be improved through professional development?

14) Past professional development opportunities have focused on cultural proficiency and cultural competency. Have you found these helpful? If so, why? What, if any, changes did you make to your practice as a result of these? If you did not make changes, why was this?

15) Do you believe you need additional professional development on culturally responsive teaching practices?

16) Would you be willing to participate if such training was offered?

17) Do you think your colleagues would be willing to participate? Explain.

18) Is there anything else you would like to add that I did not ask about?

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