

Contact: 860.632.1485, Option 4

[**www.ctserc.org/library/research**](http://www.ctserc.org/library/research) **guides**

100 Roscommon Drive, Middletown, CT 06457

**SERC Library:**

**Topical Literature Search**

**Culturally Responsive Classroom Management:**

**Fostering an Inclusive Learning Environment for All Students**

**Part One - February 2018**

This resource guide, which is one of a series addressing this topic, includes research and other recent informative articles pulled from literature and the Library’s educational database service for schools, programs, service providers and families to share best practice ideas for establishing and managing a classroom environment in culturally responsive ways that are relevant to and respectful of all the children in their care. It should be noted that it does not represent the full scope of resources and information available on this topic nor serve as an endorsement of a particular resource.

**Introductory Article:**

**Toward A Conception of Culturally Responsive Classroom Management**

Weinstein, C. S., Tomlinson-Clarke, S., & Curran, M. (2004).

TOWARD A CONCEPTION OF CULTURALLY RESPONSIVE CLASSROOM MANAGEMENT.

*Journal Of Teacher Education*, *55*(1), 25. doi:10.1177/0022487103259812

Given the increasing diversity of our classrooms, a lack of multicultural competence can exacerbate the difficulties that both novice and some more experienced teachers have with classroom management. Definitions and expectations of appropriate behavior are culturally influenced, and conflicts are likely to occur when teachers and students come from different cultural backgrounds. This investigative article is intended to stimulate discussion of culturally responsive classroom management (CRCM).

The authors propose a conception of CRCM that includes five essential components: (a) recognition of one’s own ethnocentrism; (b) knowledge of students’ cultural backgrounds; (c) understanding of the broader social, economic, and political context; (d) ability and willingness to use culturally appropriate management strategies; and (e) commitment to building caring classrooms. The article concludes with suggested questions and issues for future research.

**To learn more:**

[**http://search.ebscohost.com/login.aspx?direct=true&db=edb&AN=12440325&site=eds-live&scope=site**](http://search.ebscohost.com/login.aspx?direct=true&db=edb&AN=12440325&site=eds-live&scope=site)

For access to additional educational resources available through the SERC Library from its electronic journal database service and topical research LibGuides as well as in-person from the various instructional, assessment and other collections, please consider becoming a Library member. Membership is free and you can join online by following the link provided below.

<http://www.ctserc.org/index.php/library/library-about/library-membership>

# Links to Information

**A Correlational Study of Teacher Efficacy and Culturally Responsive Teaching Techniques in a Southeastern Urban School District**

[http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1144813&site=eds-live&scope=site](https://linkprotect.cudasvc.com/url?a=http://search.ebscohost.com/login.aspx%3fdirect%3dtrue%26db%3deric%26AN%3dEJ1144813%26site%3deds-live%26scope%3dsite&c=E,1,FyKTgp3ERIF_3E2IUSTE6sON_r0lV9ohXBZXTa2xembJy_8n1HV5hTCraZ-S7QuK8gNirA2zaqo87rF3InOCJBm7-t4QsIVKGa6L0z-XUAOzxQ,,&typo=1)

**An Examination Of The Association Between Observed And Self-Reported Culturally Proficient Teaching Practices**

[http://search.ebscohost.com/login.aspx?direct=true&db=pbh&AN=103169347&site=eds-live&scope=site](https://linkprotect.cudasvc.com/url?a=http://search.ebscohost.com/login.aspx%3fdirect%3dtrue%26db%3dpbh%26AN%3d103169347%26site%3deds-live%26scope%3dsite&c=E,1,079CHdfEzd059V18fykQrx8K4LODGU4s1kWIXenJvNuHltcfQ1QdKMeihogM8AL-Xydwxm2o5mmY6XFdDmUp0R1hlTQD8EwAxYxxHDLj23o,&typo=1)

**Classroom Management—a Pathway to Student Achievement: A Study of Fourteen Inner-City Elementary Schools**

[http://search.ebscohost.com/login.aspx?direct=true&db=edsjsr&AN=edsjsr.10.1086.598843&site=eds-live&scope=site](https://linkprotect.cudasvc.com/url?a=http://search.ebscohost.com/login.aspx%3fdirect%3dtrue%26db%3dedsjsr%26AN%3dedsjsr.10.1086.598843%26site%3deds-live%26scope%3dsite&c=E,1,U9TR10LLJ7PMyp4V6L3uGYMiWkP7DQoY8e-gzIh1pQxrmOKn23L-eCKFI_9G1kQn2AFkwR6bQPoDWvA6aN8eShXNQemwaMEqXoPsISJ3Gx1s&typo=1)

**Classroom Management in Diverse Classrooms**

<http://search.ebscohost.com/login.aspx?direct=true&db=edb&AN=53445651&site=eds-live&scope=site>

**Classroom Management in Inclusive Settings**

[http://search.ebscohost.com/login.aspx?direct=true&db=edsjsr&AN=edsjsr.1477396&site=eds-live&scope=site](https://linkprotect.cudasvc.com/url?a=http://search.ebscohost.com/login.aspx%3fdirect%3dtrue%26db%3dedsjsr%26AN%3dedsjsr.1477396%26site%3deds-live%26scope%3dsite&c=E,1,3e7yQFyG5LUDN114fbjRg9mbRhV53eOxzRNw7OMAekz-VX0JufQekZfCVx4G1wR8xksGw8t5nnues09mWbriTmA-IWfJtEctVF_wGY7ApWrR5KxA1E9iIPuzkv9H&typo=1)

**Culturally Responsive Classroom Management Strategies**

<https://steinhardt.nyu.edu/scmsAdmin/uploads/005/121/Culturally%20Responsive%20Classroom%20Mgmt%20Strat2.pdf>

**Culturally Responsive Classrooms: Affirming Culturally Different Gifted Students**

[http://search.ebscohost.com/login.aspx?direct=true&db=f5h&AN=47684996&site=eds-live&scope=site](https://linkprotect.cudasvc.com/url?a=http://search.ebscohost.com/login.aspx%3fdirect%3dtrue%26db%3df5h%26AN%3d47684996%26site%3deds-live%26scope%3dsite&c=E,1,C9OaMzyJJI9WkgonuHKXrzbaA--PT7BT2Sao-7y8nh_OK_PzD2UiNFJJC_eFWUGo14m1RMyQDgVxaqTRfncEcfY6PXuVQSw-jWC3XF616R6REy1B1ip6&typo=1)

**Educating All Students: Creating Culturally Responsive Teachers, Classrooms, and Schools**

[http://search.ebscohost.com/login.aspx?direct=true&db=f5h&AN=26156208&site=eds-live&scope=site](https://linkprotect.cudasvc.com/url?a=http://search.ebscohost.com/login.aspx%3fdirect%3dtrue%26db%3df5h%26AN%3d26156208%26site%3deds-live%26scope%3dsite&c=E,1,jHpZyvxenDVopBuBUphjlbLZgmJ5tx2zrY0LZbjWAH_7yPMZmaUHevH45_NyFQv9_gKhXm4mJt1seppT4g8s1q9xB7QEL4K4U3QWthSbsBrmH2TvH4Y,&typo=1)

**Promoting Cultural Competencies for Teachers of Students With Significant Disabilities**

[http://search.ebscohost.com/login.aspx?direct=true&db=mfi&AN=58638012&site=eds-live&scope=site](https://linkprotect.cudasvc.com/url?a=http://search.ebscohost.com/login.aspx%3fdirect%3dtrue%26db%3dmfi%26AN%3d58638012%26site%3deds-live%26scope%3dsite&c=E,1,aUMIcDRlNJtJfzZQJh8F1EACayXbaUsNILcfg6-zBvFW4W018eFe0jN9OTs8tt4g0zXZkHsvLBJGLxvzTg2kxp-T1IER0ekErxctkW01HsyV9Nd-J3hY_MD2kQ,,&typo=1)

**Teaching for Excellence in Academically Diverse Classrooms**

[http://search.ebscohost.com/login.aspx?direct=true&db=f5h&AN=102603770&site=eds-live&scope=site](https://linkprotect.cudasvc.com/url?a=http://search.ebscohost.com/login.aspx%3fdirect%3dtrue%26db%3df5h%26AN%3d102603770%26site%3deds-live%26scope%3dsite&c=E,1,WnUYXXDFun76cKtuj1Eh9bifw3Dw6uDbuGQMqysT_f9YTW_BbX-niOdY9rezB9erZFc9PfYvRFkwHy_RelS2kIbQBii6NUcsjvtd2zfDHO9cjbc,&typo=1)

**“This has to be family”: Humanizing Classroom Management in Urban Schools**

<http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ899346&site=eds-live&scope=site>

**Urban Teachers’ Use of Culturally Responsive Management Strategies**

[http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=11418792&site=eds-live&scope=site](https://linkprotect.cudasvc.com/url?a=http://search.ebscohost.com/login.aspx%3fdirect%3dtrue%26db%3dehh%26AN%3d11418792%26site%3deds-live%26scope%3dsite&c=E,1,oTq1V_w-hN5orHQqe1oYtcyFedvJ8PoXEfSrPheN5qd9e-skVYFJubgzn5TkV147L7XhpX8bVeB0omOIfcvOpss6Y_ogImbo7a0OxkGh5QTua-rBijCVOQ,,&typo=1)

**Why Is Classroom Management So Vexing to Urban Teachers?**

[http://search.ebscohost.com/login.aspx?direct=true&db=pbh&AN=11418801&site=eds-live&scope=site](https://linkprotect.cudasvc.com/url?a=http://search.ebscohost.com/login.aspx%3fdirect%3dtrue%26db%3dpbh%26AN%3d11418801%26site%3deds-live%26scope%3dsite&c=E,1,-vedg_lR5dOiqTt5YW2ojHRwD3w7_DxPTjLqUi-qVr-i7Uj-ywsSImyscLZuhIlGql3ES0l1E7Y-0cS28EXP3Y_BqhCpwyqVaV8hdS6S&typo=1)



**SERC Library Topical Literature Search:**

**Culturally Responsive Classroom Management: Fostering an Inclusive Learning Environment for All Students (Part One) - February 2018**

**List of Sources:**

**Brown, D. F. (2003).** Urban Teachers' Use of Culturally Responsive Management Strategies. *Theory Into Practice*, *42*(4), 277-282.

**Brown, M. R. (2007).** Educating All Students: Creating Culturally Responsive Teachers, Classrooms, and Schools. *Intervention In School & Clinic*, *43*(1), 57.

**Callaway, R. F. (2017).** A Correlational Study of Teacher Efficacy and Culturally Responsive Teaching Techniques in a Southeastern Urban School District. *Journal Of Organizational And Educational Leadership*, *2*(2),

**Debnam, K. J., Pas, E. T., Bottiani, J., Cash, A. H., & Bradshaw, C. P. (2015).** AN EXAMINATION OF THE ASSOCIATION BETWEEN OBSERVED AND SELF-REPORTED CULTURALLY PROFICIENT TEACHING PRACTICES. *Psychology In The Schools*, *52*(6),

533-548.

**Ford, D. Y. (2010).** Culturally Responsive Classrooms: Affirming Culturally Different Gifted Students. *Gifted Child Today*, *33*(1), 50.

**Harmon, C., Kasa-Hendrickson, C., & Neal, L. I. (2009).** Promoting Cultural Competencies for Teachers of Students With Significant Disabilities. *Research & Practice For Persons With Severe Disabilities*, *34*(3/4), 137.

**H. Jerome Freiberg, a., Chris A. Huzinec, a., & Stacey M. Templeton, a. (2009).** Classroom Management—a Pathway to Student Achievement: A Study of Fourteen Inner‐City Elementary Schools. *The Elementary School Journal*, (1), 63. doi:10.1086/598843

**Leslie C. Soodak, a. (2003).** Classroom Management in Inclusive Settings. *Theory Into Practice*, (4), 327.

**Metropolitan Center for Urban Education, NYU. (October 2008)**. *Culturally Responsive Classroom Management* *Strategies*. Retrieved on 9/25/17, from <https://steinhardt.nyu.edu/scmsAdmin/uploads/005/121/Culturally%20Responsive%20Classroom%20Mgmt%20Strat2.pdf>

**Milner IV, H. R., & Tenore, F. B. (2010).** Classroom Management in Diverse Classrooms. *Urban Education*, *45*(5), 560. doi:10.1177/0042085910377290

**Tomlinson, C. (2015).** Teaching for Excellence in Academically Diverse Classrooms. *Society*, *52*(3), 203. doi:10.1007/s12115-015-9888-0

**Ullucci, K. (2009).** "This Has to Be Family": Humanizing Classroom Management in Urban Schools. *Journal Of Classroom Interaction*, *44*(1), 13-28.

**Weiner, L. (2003).** Why Is Classroom Management So Vexing to Urban Teachers?. *Theory Into Practice*, *42*(4), 305-312.