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# Kindergarten through Third Grade Teachers' Perspectives of Instructional Practices Used to Teach Reading to African American Boys

MARGARET ANN PETTY  
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# Walden University

College of Education and Human Sciences

This is to certify that the doctoral study by

Margaret Ann Petty

has been found to be complete and satisfactory in all respects,  
and that any and all revisions required by  
the review committee have been made.

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2024

Abstract

Kindergarten through Third Grade Teachers' Perspectives of Instructional Practices Used  
to Teach Reading to African American Boys

by

Margaret Ann Petty

MEd, National University, 2004

BA, University of Maryland Baltimore County, 1989

Project Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Curriculum Instruction and Assessment

Walden University

August 2024

## Abstract

Since the 1960s, African American (AA) male literacy has been a concern among scholars. According to recent studies, AA male third graders' reading standardized test scores lag behind other students, demonstrating that AA boys' reading abilities need improvement. This basic qualitative study aimed to explore kindergarten through third grade reading teachers' perspectives on instructional practices used to teach AA boys how to read. Guided by Ladson-Billings' conceptual framework and culturally relevant pedagogy, the research question was utilized to analyze teachers' perspectives via semistructured interviews. Purposeful sampling was limited to kindergarten through third grade reading teachers of AA boys and recruited via social media and snowball sampling. Nine semistructured interviews were analyzed using content analysis with the NVivo software to develop codes and themes. The results indicated that reading instruction is more than what the National Reading Panel prescribes of an effective reading program. In addition, reading instruction also involves sociocultural and socioemotional factors, knowledge of students' backgrounds, and reading materials AA boys prefer. The study's outcome culminated with a 5-day PD project designed to familiarize teachers with the needs of AA boys and to assist them with creating an enhanced and differentiated reading unit. These results may benefit teachers by helping them increase AA boys' literacy, access higher education and careers, make positive contributions to society, and place AA boys on a trajectory to make positive social change.

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## Dedication

This project study is dedicated to African American boys everywhere. You are my inspiration.

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I want to thank my pastor and church members, United Women in Faith, my best friends, and family for your prayers, your presence in my life, your gifts, your tolerance, your patience, your words of encouragement, and your willingness to go beyond the call of duty. I appreciate you.

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## Section 1: The Problem

### **The Local Problem**

Despite local efforts to elevate the reading proficiency levels for African American (AA) males in the elementary grades, third grade AA males consistently score lower on reading test scores than their peers. The goal of the study was to explore kindergarten through third grade teachers' perspectives of instructional practices used to teach reading to AA boys. While literature addresses AA males' reading achievement (Harper, 2015; Wasserberg, 2017), the literature scarcely addresses reading for AA kindergarten through third grade boys and the use of strategies that support this diverse group. Regarding culturally relevant pedagogy (CRP) practices, Ladson-Billings (1992) indicated that teachers should target strategies to increase achievement among minority students. Reading teachers and preservice teachers should provide exciting and relevant content while giving vital feedback to students. Using a culturally relevant framework within an urban area could be beneficial to teaching AA boys how to read. Moreover, there needs to be more research exploring kindergarten through third grade teachers' perspectives of instructional practices used to teach reading to AA boys. Therefore, this study focused on teachers' views on instructing these students.

AA males in many jurisdictions have maintained low scores on reading achievement tests, resulting in poor achievement. In the testing of AA boys from 2017 at Victory Place Elementary (VPES), Happy Elementary (HAP), and Justice Elementary (JUST), an estimated 95%, 96.5%, and 95% of third graders scored below the proficient level in reading, respectively. VPES is pre-kindergarten through Grade 8, thus considered

an elementary and middle school. VPES school received an overall grade of 41% on their report card. In comparison, HAP, an elementary school, received a grade of 53%, and JUST received a grade of 47%, including academic progress, school quality, and student success. Students at HAP, VPES, and JUST have access to a well-rounded curriculum, yet AA boys' academic progress and student success are an issue. Reading proficiency levels for kindergarten through third graders at HAP also show that AA boys need to improve. The reading scores of VPES are lower than their White male counterparts throughout the state. Within the same zip code, HAP previously demonstrated higher-than-average reading proficiency scores. Before, reading scores between VPES and HAP school showed that the HAP school outperformed VPES on standardized tests. HAP reflected a decrease in achievement with 13.50% in 2017, 17.90% in 2018, and 6.1% in 2019, yet the scores for VPES are rising.

The Every Student Succeeds Act (2015) installation ensures that all American students can succeed in reading and has allocated resources and funding to help with this endeavor. Scores at the local site for AA boys are increasing but still need to be at the state level. Teachers can continue teaching reading with evidence-based strategies to help AA boys succeed; however, they should also consider innovation and CRP (Whaley et al., 2019). Therefore, the qualitative study was conducted to explore kindergarten through third grade teachers' perspectives of instructional practices used to teach reading to AA boys.

At the local school district, several concerns may affect their reading progress. Table 1 shows the attendance rate of the school district. Although Table 1 does not reflect

the demographics of HAP school, the attendance rate (86.6%) exceeds the school district.

The only other demographic datum is school attendance.

**Table 1**

*School Demographics for a State School District*

School Year	All Students
2022	City
Enrollment	77,856
Attendance Rate	80.6%
Reduced Meals	64.7%
Title I	75.3%
Disadvantaged	64.7%
Homeless	5%
Foster Care	5%
English Learners	9.8%

*Note.* State Report Card found online.

Table 1 demonstrates that the students at city schools need help with social factors. There are a few indicators of the city having lower socioeconomic status-reduced meals, Title I, disadvantaged and homeless students. On a state assessment in 2017, at the third grade level, there is a gap of 43% between AA boys at HAP and White boys throughout the state. Reading proficiently in the early grades is critical because, in future years, courses will require students to learn multiple subjects (Wigfield et al., 2016). Therefore, developing proficient readers by the end of the elementary grades is particularly critical to students' future. Despite this gap for all AA students, this study mainly focused on the teaching of AA boys.

**Problems within the Larger Population**

Reading proficiency concerns administrations in many jurisdictions across the United States. This problem, if left unresolved, can have a far-reaching impact on AA



male students as they proceed to higher grades. When they become older, they may still fail to read proficiently and may not succeed in all other areas of their lives (The Annie E. Casey Foundation, 2010). While there are gaps in reading achievement between AA and White males in elementary grades, these gaps persist through later grades (National Center for Education Statistics, 2020). At the fourth-grade level, a reading gap of 20.9% lies between AA students and all students throughout the state. On the national level, the assessment addresses race and ethnicity, with the White and AA students having a gap of 24. The gap in reading remains consistent nationally in fourth and eighth grades as well as 12<sup>th</sup> grade, indicating that on the national level, third graders are not reading proficiently by the end of third grade (National Center for Education Statistics, 2020). This study contributed to the body of knowledge needed to address the problem by exploring kindergarten through third grade teachers' perspectives of instructional practices used to teach reading to AA boys who are not proficient in reading by the end of third grade.

### **Rationale**

According to Tatum et al. (2021), there needs to be more studies on literacy and AA boys in the southeastern and southwestern portions of the United States. A professional educator in a southwestern state school district offered the following statement to explain the low reading proficiency levels of AA male third graders:

There are a myriad of factors that contribute to low literacy rates among Black boys, such as teacher content knowledge and pedagogy. Most teachers have not been properly trained to teach reading, and many are not familiar with the

instructional practices that are culturally responsive to the unique needs of Black children. (J. Mack, personal communication, March 16, 2023)

AA boys require different strategies to improve their reading ability (Thompson & Shamberger, 2015). It is also unknown if cultural relevance is available at schools to aid in teaching reading to this group of students; however, one school in a southeastern state subscribes to I-Ready, a system of teaching and learning. I-Ready focuses on student assessment, enhanced instruction, and a team of supportive partners (Curriculum Associates, 2022).

In a state, AA boys, in general, are experiencing lower reading skills than their White counterparts on standardized tests (see Table 2). There was a reading gap in 2019 between third grade AA boys at HAP school and all third grade students in the state. White boys statewide were 45% proficient. This project study may contribute to the body of knowledge needed to address this problem by preparing a platform for reading teachers to gain insight into culturally relevant reading instruction. The gap in reading achievement scores between AA males and other students and the gap between AA males and White males are pervasive in the local district, the state, the nation, and AA boys at VPEMS.

**Table 2**

*State Test Scores Test Scores*

School Year	ELA 3 AAV/AAH/	ELA 3 JUST	ELA 3 WS	All White Boys City
2017	5/14/	5	56	20.4
2018	10/18	5	47	11.9
2019	15/6	5	51	13.4
2020	Not Reported	Not Reported	Not Reported	Not Reported

---

2021                      Not Reported      Not Reported      Not Reported      Not Reported

*Note.* AAH represents AA boys at Happy School, AAV AA boys at Victory School,

JUST for Justice School, ELA for English Language Arts, WS White students,

Teaching reading to AA boys goes beyond the components of an effective reading program: phonemic awareness, phonics, vocabulary, fluency, and reading comprehension. Rather than simply adhering to a prescribed reading curriculum plan, Ladson-Billings (1992) suggested cultural relevance and social-political awareness as key factors in teaching AA boys to read. For example, Whaley et al. (2019) studied successful third grade AA boys in East Texas. They found that each school participating in the study implemented some form of CRP in teaching AA boys to be successful readers. Teaching AA boys how to read may prevent them from being channeled through the school-to-prison pipeline. Therefore, the qualitative study aimed to explore kindergarten through third grade teachers' perspectives of instructional practices used to teach reading to AA boys. This project study research may contribute to the body of knowledge needed to address this problem by preparing a platform for reading teachers to gain insight into culturally relevant reading instruction.

### **Definition of Terms**

*Close reading:* A strategy for reading that includes paraphrasing, explaining, dissecting, evaluating, and role-playing a text (Fisher & Frey, 2012).

*Culturally relevant pedagogy:* Ladson-Billings (1992) defined culturally relevant teaching as a framework of empowerment and taught reading by any means using whichever strategies best serve students. Ladson-Billings also posited that teachers

encourage students to arm themselves with academic literacies.

*Culturally responsive pedagogy:* Teachers are dedicated to cultural competence and maintain high expectations by being both teacher and learner (Samuels, 2018). Teachers create instruction, including literacy, by focusing on students' diversities and cultures, which serve as assets to teaching rather than deficits (Kieran & Anderson, 2019).

*Culturally sustaining pedagogy:* Teachers instruct students to observe their surroundings critically every day and plan for social change. Teachers focus on culture as fluid and constantly changing. Paris considers culturally sustaining pedagogy an alternative to CRP, emphasizing linguistics, literacy, and multi-ethnic and cultural teaching practices, making schooling a fair process (Paris, 2012).

*Dialogic reading:* A literacy activity where adults and prereader children read by sharing books (Holt & Asagbra, 2021).

*Explicit instruction:* Explicit instruction is teacher-designed and intentional instruction that occurs with the breakdown of skills into smaller tasks, models and encourages involvement in more minor aspects of the content, responds to given tasks, and develops practice opportunities (Vaughn & Fletcher. 2021).

*Literacy:* Literacy means more than focusing on perfecting phonics, comprehension, and composition skills; it involves a combination of related skills, such as spelling (Murphy & Justice, 2019).

*Reading comprehension:* Reading comprehension is the basic understanding of word reading and bridging skills (Duke et al., 2021).

### **Significance of the Study**

AA boys continue to score lower in reading assessments than their peers. AA boys in at least three schools and White boys in southeastern cities also demonstrate low test scores. The focus of this study was to examine reading teachers' perspectives on reading pedagogy and AA boys. By the end of the third grade, AA boys' reading is paramount to the individual, their family, school, neighborhood, city, state, and nation. Opportunities for their future life improvement depend on AA boys becoming literate. Failing to read by the upper elementary grades may cause AA boys to encounter academic problems, diminished learning and earning potential, delayed graduation, or total disengagement from school (Annie E. Casey Foundation, 2010).

The results of this study are significant because they allowed teachers to view their pedagogy regarding teaching reading to AA boys through alternative perspectives. When teaching reading, teachers may also benefit from improving their strategies and consider adjusting and analyzing their teaching methods to reflect a culturally relevant perspective. Schools are essential in determining the direction of AA boys' literacy and decreasing the Black-White achievement gap, where test scores indicate reading success (Thompson & Shamberger, 2015). The results of this study can contribute to the body of knowledge by providing administrators and teachers in various regions throughout the United States with solid research and supportive pedagogy that can positively influence the reading success of AA boys. Teachers re-evaluated their current practices concerning their teaching reading to AA boys. The study also adds to the body of literature by laying a foundation for future reading instruction when addressing the needs of AA boys.

## **Research Question**

This basic qualitative study explored kindergarten through third grade teachers' perspectives of instructional practices used to teach reading to AA boys. This study was conducted to understand which strategies teachers use to improve reading instruction under the lens of CRP. Therefore, I used one broad research question to understand teacher perspectives, which aids administrators in understanding what teachers may need to teach AA boys more effectively in kindergarten through third grade classrooms to improve literacy: What are kindergarten through third grade teachers' perspectives of instructional practices used to teach reading to AA boys? Using CRP as the framework, I examined why AA boys need to read more proficiently by the end of third grade and teachers' instructional practices used to teach reading to AA boys.

## **Review of the Literature**

### **Conceptual Framework**

The conceptual framework for this study was CRP, which was used to explore what strategies teachers are using to teach reading to AA boys. Teachers consistently use different methods and strategies daily in their classrooms. Still, this research specifically identified what CRP teachers might be using to support their culturally diverse students—in this case, AA boys.

Gloria Ladson-Billings founded this framework in 1992, describing CRP as an oppositional framework that celebrates and recognizes AA culture. Ladson-Billings viewed CRP as an alternative to models assimilating AAs into White culture. Ladson-Billings defined culturally relevant teaching as empowerment, where students critically

look at their everyday surroundings and plan for social change. Ladson-Billings argued that students should arm themselves with an arsenal of academic literacies. According to Ladson-Billings (1995), all students can succeed. A teacher's instructional philosophy should be one in which a teacher continuously builds and shares knowledge (Ladson-Billings, 1995). Teaching is an art, and good teachers must be enthusiastic about their craft. Passion enabled Ladson-Billings to offer a plan for teaching AA students.

According to this plan, teachers should:

- command, demand, expect, and generate excellence in their students.
- use the social power that AA boys possess in positive ways.
- engage in positive interactions with AA students.
- value AA students' capabilities and steer them into successful academics.
- mix culture with knowledge.
- encourage students to become socially and politically aware.
- allow AA young boys to share their counternarratives.

The list represents the requirements for teachers of children from a culturally relevant perspective. Commanding, demanding, and generating excellence in their students means teachers should expect only the best in their students (Ladson-Billings, 1995). Using social power, the teachers should use AA boys' social skills for the common good (Ladson-Billings, 1995). Engaging in positive interactions with AA boys refers to teachers focusing on their AA boys' abilities so that they thrive academically (Ladson-Billings, 1995). Mixing culture with knowledge encourages teachers to invite the students' cultures into the classroom (Ladson-Billings, 1995). Teachers must

encourage students to become aware of social ills and what is happening around them (Ladson-Billings, 1995). Teachers should also allow the AA boys to tell their side of the story about what has happened to them or what it is like to be an AA male (counternarratives) (Ladson-Billings, 1995). The stories are unlike the ones that other people (the dominant culture) speak about the AA male experience.

Ladson-Billings (1992) further explained how CRP affects reading instructional practices for AA children. Students benefit from CRP when successful teachers of AA students expose these students to a variety of literary experiences. Ladson-Billing (2016) also argued that teachers should be committed to creating literate children using any method. According to Ladson-Billings (1995), methodology must be more salient for teaching children to read. Ladson-Billings provided examples of two of nine teachers who participated in the literacy study for AA students. Both teachers subscribed to the CRP framework and the whole language approach. Teachers A and B developed similar results, yet their approaches differed (Ladson-Billings, 2016). Teacher B used several teaching strategies; the reading environment was full of pictures, aural experiences, the web, self-created mind graphic organizers, a book that featured an AA girl, involvement in Anti-war issues, current events (The Gulf War), and deep discussions (Ladson-Billings, 2016). Teacher A utilized a basal text, began each lesson with vocabulary building related to the reading, and spent some time identifying the story's purpose (Ladson-Billings, 2016). Teacher A arranged students according to their ability and then encouraged these students to read aloud from their seated positions (Ladson-Billings, 2016). Teacher A periodically questioned students for comprehension and returned to



their phonic skills if they needed to decode (Ladson-Billings, 2016; Silverman et al., 2020). Teacher A presented new literature, assigned comprehension pages, engaged the students in vocabulary building, established the story's purpose, and encouraged students to answer questions (Duke et al., 2021; Ladson-Billings, 2016). These reading activities created opportunities for Teacher A to assess student ability while allowing students to master skills daily (Ladson-Billings, 2016). Teacher A did not allow the students to create organizers or writing activities; however, Teacher A made competitive classroom experiences and cooperative opportunities (Ladson-Billings, 2016). Ladson Billings (2016) asserted that rather than learning to read with methodology, teachers should have more emphasis on caring about students as they teach them to read. Ladson-Billings also posited that teachers need to be confident about their pedagogy and demonstrate a commitment to producing students who achieve literacy at high levels.

A glance at the history and concept of CRP will reveal its use and abuse (Ladson-Billings, 2014). Ladson-Billings (2014) argued that culture and scholarship are not finite entities but constantly change. Therefore, Ladson-Billings suggested an update to the concept of CRP theory: "2.0 or the remix" (p. 75). Ladson-Billings (2014) and Paris (2012) supported the idea that pedagogy constantly changes. Ladson-Billings also suggested that teachers regard the marginalized as subjects, not objects (Maddamsetti, 2020). The new Ladson-Billings theory shows an evolution that aligns with Paris's culturally sustaining pedagogy, which reflects the changes in culture. The integration of hip-hop culture into the teacher education curriculum consists of examining alternative texts and videos from hip-hop artists and the protest poetry of the 1960s (Ladson-

Billings, 2014). Ladson-Billings compared what happened to cooperative learning with her CRP; neither resembles their original intent. Teachers reduced the benefits of CRP by simply posting pictures of people of color or celebrating Kwanzaa. Ladson-Billings re-established the terms content knowledge, pedagogical knowledge, and pedagogical content knowledge as a basis for rethinking CRP. Finally, Ladson-Billings suggested that teachers responsible for culturally informed pedagogies must keep up with the burden of high-stakes testing while supporting the community and student-led learning. According to Ladson-Billings (2016), teachers should interject students' cultural relevance into the curriculum.

In my study, teachers viewed teaching through a culturally relevant pedagogical lens. Researchers focused on effective methods for addressing the reading needs of AA males instead of focusing on the teacher's skills (Ladson-Billings, 2016). CRP places the responsibility of student learning on the teacher's ability to teach (Ladson-Billings, 1995). Teachers must ensure that their teaching creates academically successful students, that students preserve their own culture, and that they maintain a position to challenge how society functions (Ladson-Billings, 1995). Therefore, I focused on teachers' reading instructional practices for elementary AA boys, concentrating on these elements rather than remediation.

I used CRP to explore kindergarten through third grade teachers' perspectives of instructional practices used to teach reading to AA boys. CRP is an integral part of my study because it suggests how teachers should teach to maximize the learning potential of their minority boys. Jackson and Bryson (2018) developed seven strategies for

reinforcing literacy instruction using culturally responsive pedagogy:

- Teachers should develop a trusting relationship with students to ensure the school experience benefits them.
- Teachers should make an apparent effort to become familiar with the various cultures in the classroom, which includes getting involved in the school community and possibly becoming bilingual.
- Teachers should use many teaching strategies that support culturally diverse classrooms, such as cooperative learning.
- Teachers should expand questioning techniques by employing higher-order and analytical methods to make them more effective.
- Teachers should respond to students of diverse cultures more effectively by beginning with positive comments, followed by precise comments on the work accomplished, and finalized by using the feedback to correct mistakes and refine their work.
- Teachers should assess instructional materials so that they include an accurate depiction of represented cultures with an emphasis on ethnicity and historical accuracy in fiction without negative and racially divisive materials.
- Teachers should get involved in the community by applying culturally diverse role models with minority and majority students.

The framework relates to my study because CRP focuses on how teachers teach, and I investigated teachers' instructional practices rather than students' directly. The logical

connection with CRP is that reading is not only an academic phenomenon but also a social one. Another factor that confirms my study's connection with CRP and the research questions is using various strategies to differentiate the curriculum. Teaching reading with CRP requires critical thought and knowledge of who the students are in your classroom.

### **Review of the Broader Problem**

For this research, several databases were used to conduct the literature review: Academic Research Complete, EBSCO, ERIC, Education Research Complete, PsycInfo, PsycArticles, Thoreau, Google Scholar, and Sage Premier. The search engine focused on peer-reviewed journal articles. Key search terms were: *reading achievement, achievement gap, AA achievement, struggling readers, expectations, deficit, AA male, phonemic awareness instruction, vocabulary instruction, comprehension instruction, effective reading instruction, evidence-based instruction, graphic organizers, cooperative learning, research-based instruction, classroom assessments, culturally relevant teaching and pedagogy, differentiated instruction, teacher knowledge, reading, literacy, motivation, and engagement*. The research provided scholarly articles and reference lists that led to additional scholarly articles and resources. The following topics emerged: (a) reading in elementary grades, which provided a strong foundation of the science of reading instruction in the lower grades; (b) CRP in reading, which helped to understand how CRP can impact reading, followed by the science of reading; and (c) reading instruction for AA boys, which helped to understand this population's needs, successes, and challenges.

## **Reading in the Elementary Grades**

The ability to read proficiently by the end of elementary school is essential because it helps prevent many adverse outcomes for students (The Annie E. Casey Foundation, 2010). After screening many related articles and research questions, the National Reading Panel (2000) established the five components of an effective reading program. The National Reading Panel concluded that while comprehension is the ultimate goal of reading, the following elements are essential for a good reading program:

- phonemic awareness
- phonics
- fluency
- vocabulary
- text comprehension instruction.

With these components, teachers may assemble a reading program that enables them to create opportunities for students to excel in reading.

## ***Teachers and Literacy***

The teaching community has mixed views on the Common Core State Standards. Ballock et al. (2018) studied 45 preservice elementary school teachers and deciphered what teachers needed to know about one of the Common Core State Standards related to reading and writing. Ballock et al. found three components reflecting teachers' responses to literature and writing, "attention, reasoning, and determining a response" (p. 57). Ballock et al. found that teachers' responses to reading and writing depended on content knowledge. Common Core State Standards also identify close reading as an instructional

practice (Ballock et al., 2018; Petscher et al., 2020 ). The mixed views of the CCSS should not negate the fact that teachers should be knowledgeable of the curriculum and the numerous ways to present it.

Close reading is a teaching strategy that leads to literacy. Welsch et al. (2019) analyzed journals to reveal close reading and its widespread use in current and research literature, themes, and questions concerning elementary and middle school students. Welsch et al. found most of the research on close reading in educator literature; however, close reading requires more research, especially regarding AA boys.

The culturally relevant reading teacher strategizes with different reading comprehension techniques for their students, particularly AA boys (Ladson-Billings, 2016). In a qualitative study, Blything et al. (2019) investigated teachers and their utilization of various questioning tactics to teach reading comprehension to elementary students of high or low socio-economic status in northwest England. The researchers, Blything et al., allocated 40 hours of teaching to the study and found that teachers felt it advantageous to be questioning types, especially the “wh “ questions. The “wh” questions contribute to reading comprehension fluency and represent a link between teachers and students (Blything et al., 2019). The “wh” questions may not always encourage critical thinking. The teachers who welcome CRP in the classroom invite students to respond to other questioning techniques, which may result in greater comprehension.

Reading fluency and achievement represent factors related to literacy. Silva and Fonseca (2021) aimed to understand the differences and similarities between reading fluency and achievement in fifth-grade students’ public and private reading fluency

achievement. The finding indicated that private school students achieved significantly higher than public school students (Silva & Fonesca, 2021). Kindergarten through third grade teachers in public schools may need access to the resources of the private school teacher.

When considering a global scale, evidence-based teaching practices may be helpful to teachers. AA boys may not solely respond to these components and may require something different to encourage comprehension. The reading teacher may include the National Reading Panel's (2000) recommendations for an effective reading program, but they also might incorporate evidence-based practice to compete globally.

Vaughn (2019), in a multi-case, multi-site qualitative study, examined evidence-based teaching and the actions and thought processes teachers engaged in during teaching. The researcher concluded that when teaching reading, teachers should adapt or differentiate their teaching (Vaughn, 2019). The teachers and setting in the study differ from the focus of AA boys in my study. The rural setting of Vaughn's study may differ from the urban communities of many AA boys; Traditional methods may not be as effective.

Children's access to a variety of books is paramount to the students. Hodges et al. (2019) investigated high- and low-performing children's (grades one, three, and five in 50 classes across the state) access to books in their classroom library, creating 50,000 books. The researcher, Hodges et al., concluded that the quality of books in the classroom library could be more consistent across the states. Yet, most classrooms exceeded the book-to-child ratio (Hodges et al., 2019). Classroom libraries expose students to various

texts; however, this process does not affect standardized test scores (Henderson et al., 2020; Hodges et al., 2019). The problem with the standardized test scores phenomenon could be because of the types of books in these classroom libraries.

### **Fluency and Comprehension**

Reading is more than reading words. The effective culturally relevant reading teacher must be able to teach fluency and comprehension. Using self-evaluation-based oral reading methods, Saat and Ozenc (2022) found that this procedure (self-evaluation) affects fluency and comprehension. Saat and Ozenc also found that the reading procedure affected students' correct reading and reading comprehension; however, gender did not present any issues except reading speed. The use of self-evaluation may be beneficial to AA boys because self-evaluation shares some similarities with the counternarrative of CRP.

Literacy is the goal. Makebo et al. (2022) investigated whether a relationship existed between reading, fluency, and comprehension. The researchers found significant and moderate relationships between reading rate and reading accuracy, which are necessary for reading fluently (Makebo et al., 2022). A moderate relationship exists between silent reading and increased reading comprehension (Makebo et al., 2022). Culturally relevant teachers need to find creative ways to teach reading fluency. For AA boys, this relationship between teaching fluency and reading comprehension may require relating it to their experiences with social issues, which indicates CRP (Ladson-Billings, 2016). Teaching reading, fluency, and comprehension positions the learner to understand CRP and literacy.



### ***Decoding Spelling and Reading Comprehension***

An effective reading teacher utilizes every tool in the teacher's reading-related toolbox so students can learn to read at high levels (Ladson-Billings, 2016). The Silverman et al. (2021) study aimed to identify and predict decoding and language-related reading comprehension difficulties by the end of the first and third grades. The findings showed that sight word reading, and sentence repetition influenced the end of first and end-of-third grade reading comprehension problems (Silverman et al., 2021). Oral discourse also predicted the end of third grade reading difficulties Silverman et al., (2021). Silverman et al. need to clarify why second graders were not participants in the research. The culturally relevant reading teacher efficiently teaches reading comprehension to third graders, the grade in which children should learn to read proficiently.

Reading consists of a series of related skills that collectively create comprehension. Murphy and Justice (2019) aimed to examine the role of spelling and the whole gamut of spelling-related literacy predictors in reading comprehension. Murphy and Justice found that spelling influences and contributes to reading comprehension. Spelling is one of many predictors of reading proficiently, and with spell-checking generated by writing applications, some may need clarification on the importance of spelling. If this doubt is accurate, then the importance of spelling may not prove helpful.

### ***Reading Interventions***

With the aim of the culturally relevant reading teacher being reading coupled with reading comprehension, there are various ways to achieve reading fluency. Michener et

al. (2019) explored two perspectives of reading instruction, structural and linguistic, to determine how instructional talk, an intervention, underpins reading comprehension. Several components of a culturally relevant, effective reading lesson include decoding, fluency, and the onset of reading comprehension (Michener et al., 2019). The researchers, Michener et al., determined that two teacher interventions significantly predicted reading comprehension- teacher explanation and simple follow-up (Michener et al., 2019). These reading interventions may seem obvious; however, these outcomes result from a structured study. Reading interventions demonstrate the importance of teachers trying new methods to boost comprehension.

In a pretest-posttest design, Allee-Herndon et al. (2022) researched literacy, students of lower socioeconomic status, and constructive play-based learning. The instructional practices potentially alleviated the problems associated with kindergarteners' reading performance (Allee-Herndon et al., 2022). The researchers found that combining play-based learning and the teacher's use of systematic direct instruction increased literacy (Allee-Herndon et al., 2022). At the beginning of school, students with a vast vocabulary developed literacy skills (Allee-Herndon et al., 2022; Pyle, 2018). The researchers completed their study with students in general; however, gender and ethnicity could affect this outcome. Play-based learning would have been helpful for all students, especially AA boys.

In a quasi-experimental study with second-grade elementary boys, Young et al. (2020) utilized readers theater, an intervention to determine the effects on reading comprehension, decoding, and word knowledge. The researchers learned that the

intervention resulted in higher reading comprehension scores than the boys who did not receive the treatment (Young et al., 2019; Young et al., 2020). Interventions contribute to the success of many students; however, the control group should also be able to benefit from this kind of opportunity.

Using a computer-repeated reading intervention program based on culturally relevant text, Telesman et al. (2019) conducted quantitative research with five AA first graders to determine if an increase in oral reading fluency (ORF) and reading comprehension would transfer to other types of texts. Telesmans et al. (2019) found that all students' ORF and reading comprehension significantly increased literary skills. They found that the results could transfer to other texts (Telesman et al., 2019). ORF contributes to developing reading comprehension (Aldhanhani & Abu-Ayyash, 2020; Newell, 2020; Telesman et al., 2019; Washburn, 2022)). The intervention used in the study was Reading RACES, and the researchers referred to AA children as "at risk." A CRP teacher would not consider these students "at risk."

### **Culturally Relevant Pedagogy in Reading Instruction**

Using CRP, teachers and preservice teachers teach reading to culturally diverse students. Preservice teachers and teachers require courses and ongoing professional development (PD) in teaching reading and selecting appropriate texts from a culturally relevant perspective. Using qualitative inquiry, Ciampa and Reisboard (2021) detailed urban teachers' experiences teaching culturally diverse students with a culturally relevant pedagogical approach. (Brown et al., 2019; Ciampa and Reisboard, 2021) found that culturally relevant pedagogical PD resulted in teachers being more cognizant of the

identities of their students. Students preferred books that mirrored their lives (Brown et al., 2019). Knowing students' identities allows the culturally relevant teacher to serve students better. (Ciampa & Reisboard, 2021). Locating culturally relevant texts may require a conversation with the student instead of the teacher selecting culturally pertinent books in which students cannot find value. CRP is a platform for locating relevant texts for diverse students because literature found in classrooms does not always reflect the culture of the students.

In addition to providing PD for teachers, teacher education programs should include learning methods to identify culturally relevant texts for teaching reading. Texts should also include understanding social issues culturally diverse students encounter daily (Ladson-Billings, 1995). Samuels et al. (2020) examined teacher education programs (TEP) and their creation of a conceptual manuscript that prefers micro affirmations in comparison to microaggressions. The researchers (Samuels et al., 2020) concluded that English Language Arts classrooms should include microaffirmations. Samuels et al. (2020) suggested that reading teachers only sometimes receive the resources to support CRP. Microaggressions should not be a concept that culturally diverse students should have to cope with in this century.

Besides having the proper resources for teaching reading, teachers need to be aware of TEP and PD, CRP, and the impact of social justice. The culturally pertinent reading teacher understands the complex and social implications of culturally relevant teaching. Culturally relevant teaching reaches beyond PD and teacher education programs. The Pinkerton and Martinek (2023) article aimed to analyze current

scholarship using a tool that dealt with social and personal responsibilities. This cross-case analysis showed the responsibility model where teachers were aware of their own and their students' cultures, gender, and ethnicity (Pinkerton & Martinek, 2023). The responsibility model also relates to students' concerns and CRP as an essential option for the after-school program (Pinkerton & Martinek, 2023). Teachers understanding themselves and their students is something other than what TEP can teach.

A critical factor of CRP is its relationship to social issues (Ladson-Billings, 1995). Chase (2019) engaged in qualitative inquiry to gain knowledge of three teacher candidates and their understanding of social justice, CRP, culturally sustaining pedagogy and the challenges they face maneuvering their way around teacher education programs. Chase (2019) and the three teacher candidates learned to embrace critical perspectives about CRP. They also learned to investigate an issue by exploring the challenges and understanding the dominant culture (Chase, 2019; Kieran & Anderson, 2019). A quantitative study could have been appropriate because the researcher could generalize the results to a larger population. However, the researcher would lose the detailed descriptions of the phenomenon.

Culturally relevant teachers teach reading at a higher level. This article examined critical literacy as an essential ingredient of CRP as implemented by six rural schoolteachers (Murray-Orr and Mitton, 2021). Murray-Orr and Mitton's findings indicated that all the teachers incorporated critical literacies in planning their classroom lessons, demonstrating that teachers connected with CRP. Subthemes from Murray-Orr and Mitton (2021) related to essential literacies included purposeful planning, spreading

themes to the broader community, and utilizing several methods to teach reading.

Teaching with cultural relevance stretches far beyond critical literacies.

### **Science of Reading**

Another contribution to the art of reading is The Science of Reading (SOR), which represents evidence of how people learn to read (Goodwin & Jimenez, 2021). SOR still recognizes phonics as salient; however, broader attention includes writing, reading, and literacy (Goodwin & Jimenez, 2021). SOR also changed its scope to include minorities and other diverse populations, students who are not excelling, and students who support social justice issues (Goodwin & Jimenez, 2021). With its relationship to social justice and its inclusiveness with more diverse reading-related actions, SOR constantly evolves like CRP (Goodwin & Jimenez, 2021; Ladson-Billings, 1995). The National Reading Panel (2000) shares similarities with SOR's components of an effective reading program (Goodwin & Jimenez, 2021). Goodwin and Jimenez maintained that preservice teacher training programs should include SOR. The components of a SOR program are listed below:

- phonemic awareness.
- phonics.
- fluency.
- vocabulary.
- reading comprehension.

These components demonstrate the evolution of literacy and reading and establish the importance of learning how to read by the end of third grade, especially for AA boys.

Many factors contribute to reading comprehension. Duke et al. (2021) discovered that teachers' approaching reading comprehension literacy skills begins with these crucial components: phonological and print awareness, phonics, and word recognition. Reading programs previously based on the five essentials of an effective reading program, in some instances, may prove ineffective (Duke et al.,2021). Scientific proof shows that some reading skills bridge literacy, morphological awareness, and reading fluency (Duke et al.,2021); however, Buckingham et al. (2020) found that focusing on evidence-based systematic phonics is best. CRP aligns with Duke et al., where teaching reading is not finite but requires motivation. Duke et al. identify a link to show that reading and literacy differ. SOR differs from the National Reading Panel (2000) because SOR defines specific methods for teaching reading skills; however, motivation cannot be taught.

Vaughn and Fletcher (2021) posited that the SOR constantly evolves, and the basis of the cumulative evidence is consistent with scientific principles. The SOR teacher utilizes explicit instruction and particular reading terminology as salient factors in learning to teach reading comprehension (Shanahan, 2020a; Shanahan, 2020b; Vaughn & Fletcher, 2021).

MacKay et al. (2021) approached reading comprehension from its relationship to syntax. These mechanisms, patterns, and sentence types aim to improve reading comprehension (MacKay et al., 2021). Learning to teach with these syntactical skills greatly impacts teaching students how to read (MacKay et al. 2021). The growing wealth of scientific knowledge contributing to teaching reading supports CRP. More research

produced evidence of the relationship between SOR and CRP.

### **Reading Instruction for African American Boys**

In 1965, the Elementary and Secondary Education Act sought to secure equal access to education, especially for students of color. By 1969, the Supreme Court ordered schools to desegregate (University of Michigan, 2007). Subsequent amendments and reauthorizations of the Elementary and Secondary Education Act (1965) in 1994 and 2001 (No Child Left Behind Act) and the Every Student Succeeds Act (2015) further attempted to close the gap between White students and students of color. These achievement gaps for AA children continue today, especially for AA boys and men. The following section reviews articles that discuss the delivery of reading instructional practices, social issues, and factors that affect AA student reading achievement and the education of AA students in general.

### ***Factors Affecting the Achievement of African American Males***

Although there are examples of AA males who do not excel in reading, some defy the odds against them and read at higher levels. Using Ladson-Billings' CRP and Vygotsky's social and cognitive constructivism theory, Whaley et al. (2019) sought to explain why high-achieving third grade AA boys in three Title I Schools in East Texas demonstrated academic success in reading among third grade AA boys. The findings uncovered three themes: relationships, collaboration, and high expectations (Whaley et al., 2019). Whaley et al. identified collaboration as a central component of effective reading teaching, including data mining, communication, differentiation, achievement gaps, CRP, classroom materials, and individually designed instruction. A unique factor of



CRP is teachers' expectations of their students because expectations are difficult to measure.

Understanding the needs and wants of AA girls and boys begins with teachers learning that differences between boys and girls exist. According to Kunjufu (2019), boys learn differently than girls. Educators often mistakenly and disproportionately place AA boys in special education classes (Cooc & Kiru, 2018; Cooner & Stinson, 2021; Kvande et al., 2018; Richard & Hardin, 2018). Because of the disparity of special education placement that Kunjufu (2019) reports, my study focused on AA boys in the elementary grades. Extensive research must identify whether this phenomenon explains how AA boys learn to read. These differences in boys and girls contribute to an inaccurate picture of how AA boys navigate through the reading classes, creating a distorted view of AA boys and reading.

Teachers must recognize this distortion and commit themselves to teaching reading and learning to AA boys. In an integrated literacy review, Husband and Kang (2020) studied instructional reading practices and the AA male in grades prekindergarten through 12<sup>th</sup> to describe these instructional reading practices. Many educators regard AA boys from a deficit perspective, and a growing segment of the educational community considers them at risk of academic failure (Husband & Kang, 2020). Contrary to previous opinions, Husband and Kang reject this attitude regarding AA boys compared to other races and ethnicities. With the Husband and Kang study of 62 publications, the analysis revealed many instructional reading practices that benefit AA boys. Testing out these instructional practices on a cross-section of the populations would deliver a clearer

picture of the possibilities of AA boys,

These instructional reading practices equipped teachers with an arsenal of lesson plans for teaching reading to AA boys. Tatum et al. (2021) examined AA male literacy through quantitative and qualitative research from 1999 to 2020 to determine the trajectory of AA males' literacy. Tatum et al. discovered that literacy research on AA boys is scarce and connects AA boys with other groups. In comparison, Tatum et al. found three relationships: the growing reading performance, the text and reading curriculum, and the quest for masculinity, literacy, and identity. Tatum et al. show another aspect, masculinity. Tatum et al. characterize the relationships appropriate for the culturally relevant reading teacher; however, assessing someone's masculinity is relative, immeasurable, and inconclusive. Tatum et al. show another aspect, masculinity. There may be a connection between CRP and the AA male.

Using a dialogic reading intervention, Holt and Asagbra (2020) implemented, via Community-Based Participatory Research, the effectiveness of the intervention to assure its accuracy for AA boys from prekindergarten to grade five in a parochial school. Holt and Asagbra concluded that teachers effectively implemented the dialogic reading intervention. Students benefitted from dialogic reading intervention by showing increased sound-matching, non-word repetition, an age-related display of lexical diversity, and productive syntax (Holt & Asagbra, 2020). In addition, reading comprehension should have been assessed to understand if this intervention enhanced reading ability. Teachers should utilize CRP when viewing reading and AA males.

Educators and society, in general, may often negatively view AA males as being

a danger to themselves and others. Researchers generally find a relationship between AA males and low literacy, causing AA males to drop out, fail, or expect less from themselves in school (Russell & Shiffler, 2019). Russell and Shiffler investigated the effect of a metalinguistic phonological intervention using a pretest-posttest design and data from a study involving male and female AA children. The researchers expected to eliminate the impact of dialectical and phonological influences (Russell & Shiffler, 2019). The researchers Russell and Shiffler's findings indicated the need to improve the delivery of phonological interventions to AA males at risk of reading failure. According to CRP, regarding AA males as struggling or at-risk is not positive (Ladson-Billings, 2021a). This reading research regards phonics as essential to a reading program (Russell & Shiffler, 2019). However, teachers should teach reading using any method students can learn (Ladson-Billings, 2016).

The AA boys identified as the examples in the problem statement need to excel in reading. Using a qualitative longitudinal study with 72 AA children from prekindergarten through sixth grade, the researchers investigated the effectiveness of oral narrative skills as linguistically strong for learning to read (Gardner-Neblett & Sideris, 2018). The researchers found that girls who previously showed better verbal skills did not demonstrate better reading skills over time; however, AA boys showed increased narrative and reading skills (Gardner-Neblett & Sideris, 2018). These findings indicate that AA boys can read orally; mastering oral reading does not always equal comprehension or literacy.

According to Matute-Chavarria and Brown (2023), a method that addresses the

unique needs of AA students, particularly AA students with behavioral issues, incorporates hip-hop culture as pedagogy. In response to the overrepresentation of AA children in special education classes, Matute-Chavarria and Brown recognized the necessity of inserting music into the curriculum (Mutafa, 2019). Making the connection between the school and home cultures, these researchers integrated music within the classroom climate and made the connection between school, AA culture, and special education (Matute-Chavarria & Brown, 2023). Ultimately, Matute-Chavarria and Brown demonstrated how these bridges would function, allowing these students to excel. The researchers could have blended other elements of hip hop culture, such as art, dance, attire, cinema and theater, literature, and other cultural attributes, thus demonstrating the value of hip hop culture in education.

Reading teachers have the responsibility to know current trends in reading teacher education. The Scullin (2020) study aimed to guide reading teachers with the required reading materials that appropriately represent culturally relevant literature for AA males. Scullin identified several factors AA males prefer when reading group texts: race, real-life situations, and experiences. Discovering which genres AA boys appreciate can create more opportunities for them to become better readers. It might not mean that AA boys cannot read. It might mean that they need to read the right books.

### ***Motivation***

Motivation, or lack of it, may either energize or cripple the AA boy. The purpose of the Whitney and Bergin (2018) study was to investigate how self-reported motivation and engagement prognosticates the reading achievement of culturally diverse third and

fourth graders with varying socioeconomic status. Whitney and Bergin found that Whites of higher socioeconomic status demonstrated higher reading performance than minorities of lower socioeconomic status. Young students may need help understanding the concept of motivation. Higher reading achievement could mean highly effective reading teachers.

A culturally relevant, motivated reading teacher should result in literacy for students. Using a motivation measurement tool, Ives et al. (2020) investigated elementary students' reading motivations, reading fluency, and the books they prefer. The study and the motivational tool validated and showed reliability, exposing weaknesses and revealing student interest in non-fiction and several genres (Ives et al., 2020). In addition, AA boys reportedly showed interest in non-fiction, as Ives et al. described, yet many school systems require students to read classic literature. School systems may repeatedly adopt classic literature for teaching reading, although many AA boys show no motivation to read these texts.

Motivation is crucial for the reading achievement of AA boys. Ellis (2020), in this multi-case study, inquired into critical literacy and its possibility of motivating two middle-school AA boys who had reading dysfluency. Ellis also aimed to have these boys articulate their accounts of their motivational experiences. Critical literacy, cultural responsiveness, learning styles, and high reading performance represent reading characteristics (Ellis, 2020). Verbally articulating their encounters with reading may be similar to CRP's counternarrative. Although this article featured two middle school AA males, AA kindergarten through third grade boys also required motivation.

AA boys experience so many factors that contribute to their literacy. The five

components of an effective reading program coupled with evidence-based teaching and spelling and decoding could create proficient readers. The SOR combined with CRP both contribute to AA boys' literacy. Finally, many factors affect AA boys' reading achievement, including motivation; however, motivation is a complicated concept to grasp and convert to reading achievement.

### **Implications**

The design of this basic qualitative study explored kindergarten through third grade teachers' perspectives of instructional practices used to teach reading to AA boys. Based on the study results, one possible outcome will guide administrators in giving teachers practical instructional strategies, materials, and curricula that will help them teach AA boys how to read proficiently. Depending on the results and the identification of the strategies teachers are currently using to teach reading to AA boys, CRP resources and strategies may further maximize the curricula. Designing a PD plan that addresses CRP and reading could improve the future of AA boys. These additional resources could positively impact the teaching of reading to AA boys by using a cultural lens when finding ways to engage and challenge this.

Possible projects that depend on the findings of this study include a 3-day PD geared toward teaching reading to AA boys. Another outcome could be a policy paper outlining recommendations for instructional practices used to teach reading to AA boys, depending on the research outcomes. Communities may benefit from this study by addressing the sociocultural needs of AA boys and encouraging them to improve their reading achievement. Becoming literate may aid in advancing AA boys and give them

more opportunities to excel in life.

### **Summary**

The overall problem is that AA boys need to be literate by the end of third grade in cities across the United States. AA boys must read proficiently in many regions by the end of third grade. The problem under investigation in this study is that AA males score lower on standardized reading tests than any other ethnic group or gender (Husband, 2012; Pruitt et al., 2019). AA boys need to read proficiently by the end of third grade. This basic qualitative study aims to explore kindergarten through third grade teachers' perspectives of instructional practices used to teach reading to AA boys.

The theoretical framework is CRP. Specific strategies from this framework can maximize the learning potential of minority students (Whaley et al., 2019). If teachers want their AA male students to be successful, they need to be aware of the strategies and pedagogy necessary to meet the needs of their students. I selected a basic qualitative study design to guide this study and the analysis process of eight to 10 interviews of kindergarten through third grade elementary school teachers to understand how teachers teach reading to AA boys.

In this section, I defined the problem and explained the rationale for studying the issue. I established CRP as the conceptual framework for the study. I reviewed the literature on teaching reading to AA boys, CRP in reading instruction, reading in the elementary grades, the science of reading, and reading instruction for AA boys.

I identified my research question and discussed the significance and implications of the study. In the next section, I discussed the methodology for this study, including the

research design and approach, the participants and setting, the protections for participants, the data collection methods and instruments, and the methods for data analysis.



## Section 2: The Methodology

### **Research Design and Approach**

This basic qualitative study aimed to explore kindergarten through third grade teachers' perspectives of instructional practices used to teach reading to AA boys. Using the lens of the CRP framework, I attempted to understand what reading strategies and resources teachers use to support their AA boys. There was no mandate for teachers to utilize CRP, but they might be using strategies without realizing that they are improving the knowledge of AA boys. The desired outcome was to notify the administration of what teachers are doing to help AA boys learn to read more effectively and provide ideas, based on the research, to enhance their pedagogy. The basic qualitative study design matched the research question and the problem, and it only required one data source: teachers' perspectives. The qualitative interview questions sought more in-depth descriptions, which indicated qualitative research. The research question guiding this study was: What are kindergarten through third grade teachers' perspectives of instructional practices used to teach reading to AA boys?

### **Research Design**

A basic qualitative study utilizes one data source to clarify a particular phenomenon. Using qualitative analysis, I explored the phenomenon by creating a detailed description in response to the research questions. This basic qualitative study referred to regular education elementary students in the United States. I conducted the study with teachers of AA male kindergarten through third grade students at schools in the United States. The data sources for this study were teacher interviews from social

media such as Facebook, Walden University's pool of interested research participants, and snowballing.

### ***Design Justification***

I considered quantitative, qualitative, and mixed methods for this study; however, I chose qualitative analysis because open-ended research questions evoked a more genuine description of the phenomenon (Creswell & Guetterman, 2019). Quantitative research explores known variables; in qualitative studies, variables are unknown (Creswell, 2013). Quantitative studies involve numbers and statistics, whereas qualitative researchers require minimal statistics. Quantitative studies numerically analyze data, while words or images are the critical sources for qualitative studies (Creswell, 2013; Merriam, 2015). Quantitative studies can also benefit from several participants and can inform and be generalized to a broader population (Glesne, 2006; Kumar, 2014). In qualitative studies, researchers value detailed societal descriptions and gain new meaning from the phenomenon (Creswell & Guetterman, 2019; Silverman, 2010). Mixed-method research incorporates both types of studies; however, this approach exceeded my needs. I carefully weighed my options and considered qualitative designs.

I deliberated over the types of qualitative designs that could be appropriate for my study: an ethnographic study, a narrative study, historical research, a phenomenological study, a case study, grounded theory, and basic qualitative research. Shared cultures are critical to ethnographic studies (Creswell & Guetterman, 2019; Merriam, 2015;). In an ethnographic study, the researcher interacts with the participants for extended periods of time and may either participate in or observe the activities of the groups (Creswell &

Guetterman, 2019). However, this study did not involve the researcher mixing with other cultures. The narrative study also did not suit my study. I was interested in reading instructional practices rather than life stories (see Creswell & Guetterman, 2019). A phenomenological study is used to understand the common elements of a particular phenomenon. The goal is to establish common aspects among the participants and minimize individual experiences (Creswell, 2013). A phenomenological approach was inappropriate because my study intended to gain a comprehensive view of the phenomenon. Historical research similarly demonstrates the essential background of narrative research; however, the story relies on the underlying account of the phenomenon. Historical research explains the history behind the phenomena, and data might include newspapers, archives, and other forms of recorded history. My study examined perspectives of instructional reading practices, not the phenomenon's etiology (Glesne, 2006; Merriam, 2015). In grounded theory research, the goal is to develop a theory (Creswell, 2013). Generating a theory was beyond the scope of what I investigated. A case study is a bounded or limited system that clarifies a particular case or phenomenon. A case study explores the phenomenon in qualitative analysis by creating a detailed description responding to the research questions. An investigation of a person or group of people exemplifies a case study (Merriam, 2015).

A basic qualitative study is the ideal investigatory method for this research and is one in which the participants construct meaning. I aimed to reveal the participants' interpretation of their world. Basic qualitative studies are more prevalent in education studies. The data types collected are interviews, observations, or document analyses

(Merriam, 2015).

## **Participants**

### **Criteria for Selecting Participants**

I used purposeful sampling to identify the participants in the study. In purposeful sampling, researchers deliberately choose individuals and sites to learn from and decipher information about a particular phenomenon (Creswell, 2013; Creswell & Guetterman, 2019; Merriam, 2015). My study population consisted of kindergarten through third grade reading teachers. I used purposeful sampling to select nine teachers, and each participant met the criteria of teaching reading to kindergarten through third grade AA boys in the United States. I primarily targeted the kindergarten through third grade elementary reading teachers because these reading teachers were the most knowledgeable about teaching reading in the early grades. Third grade establishes the beginning of standardized testing, which serves as a foundation for teaching reading to AA boys in later grades and represents the year students should proficiently read.

### ***Justification of the Number of Participants***

I recruited nine participants from the reading teacher pool through Walden University, social media, and snowballing. Kindergarten through third grade classes may be self-contained, single-sexed, or other arrangements. Creswell (2013) recommended four to five participants in one study. On the other hand, Yin (2014) stressed that there must be completeness when interviewing for qualitative studies, which refers to an exhaustive collection of relevant evidence; however, the number of participants also depends on the most knowledgeable of the phenomenon, teaching reading. Therefore,

nine participants were an exhaustive number from kindergarten through third grade teachers who represented various regions of the United States. The sample of nine teachers was sufficient.

### ***Described Procedure for Gaining Access to Participants***

After receiving permission from the Institutional Review Board (IRB) of Walden University (approval no. 07-21-23-0377185). I contacted the potential participants. I obtained the potential participants' written consent and explained how to communicate with them. Communication consisted of written, verbal, and virtual means. I described the research, participants, and requirements.

### ***Researcher Participant Relationship***

I attempted to contact the prospective teachers from the two Facebook groups when I received approval from Walden University's IRB. I explained to them that I aimed to complete my research ethically without causing them any harm. I informed the participants that their obligations are to treat the researcher respectfully, read the informed consent, ask questions before signing, follow directions, and be truthful (Resnik & Ness, 2012). I conveyed that my obligations were to conduct the research ethically by informing the participants of informed consent, communicating the results, maintaining confidentiality for participants, and abiding by the beneficence and the professional's moral imperative (Kinsinger, 2009). Beneficence and the professional's moral imperative mean the researcher must maintain a compassionate, caring, and kind demeanor, emphasizing treating others well (Kinsinger, 2009). I also explained that they might participate in the study if interested. If teachers agreed to participate, I informed them

they may withdraw from the study anytime. However, participation required giving honest answers.

### ***Participant Rights***

Ensuring participants' rights are of utmost importance. Participants have the right to privacy and refuse participation at any time. I informed the participants of their obligation to deliver their honest opinions. According to the *Journal of American Medical Association* (Flanagin et al., 2020), researchers must be careful when describing participants and should make every attempt to de-identify them. I identified each participant by using alpha-numeric codes to make every effort to preserve the participant's identity. The letter "T" represents the participant, followed by the corresponding numeral for each interview. The goal was to make the participants unrecognizable.

### ***Confidentiality***

Confidentiality is an integral part of ethical research. The researcher should ensure that all individuals have data collected ethically by not divulging any information about the potential participants of the study. I protected the participants' identification by using even numbers and "T" for the teacher instead of their names, such as T2, T4, and T6. I conducted the interviews with an online platform, Google Meet.

Confidentiality allowed the potential participants to feel assured that others would not recognize the participants' identities. The qualitative researcher confidentially preserves the interview data and place of employment. The only identifiers associated with the interviews (Bogdan & Biklen, 2007; Yin, 2014) during the research process

were alpha-numeric codes. I will keep the potential participants and all their responses, their names, and confidential information on a password-protected computer in my home for five years beyond the completion of my study.

### ***Informed Consent***

Researchers require informed consent before the start of the study. However, participants may not retain the information in the informed consent (Pietrzykowski & Smilowska, 2021). I ascertained whether the participants understood the informed consent. The informed consent explained the nature, privacy, background of the study, risks and benefits, permissions, contacts, and voluntary statement assured that participation was voluntary. The form also informed the study participants about the purpose, the requirements, and the time frame. After explaining all questions related to the study, the teachers returned the consent form via email within 10 business days of receiving the information. This study contained open-ended interview questions to understand what and how reading teachers are teaching. I sent an email to the potential teacher participants, consisting of the following: informed consent, explanation of confidentiality, volunteering, choice of participating or not, explanation of the purpose of the study, information regarding professional transcription, formal invitation to participate in the study, procedures for protection from harm, and withdrawing from the study at any time.

### ***Protection from Harm***

I did not engage in physical, mental, or emotional harm or cause embarrassment, irritation, deception, or anxiety (Protection of Human Subjects, 2020). To minimize the

risk, I procured permission from each potential participant to participate in the research study by signing an informed consent form, assuring confidentiality and anonymity. I avoided deception and informed the potential of the right to withdraw at any time (Protection of Human Subjects, 2020). I obtained approval from Walden's IRB and revealed that I had completed ethics training.

Further, I minimized potential issues by including the terms of participating in the study as being strictly a volunteer opportunity and that they (teachers) may accept or reject participating at any time. I informed the potential participants that participating was their choice. I also should have discussed who was participating and who was not. After the participants received the flyer (Appendix K) and the email, and I answered their questions with an acceptable explanation of the research, I sought approval from the participants in the study. Before my research, I verified that each potential participant signed the informed consent form. I emailed the potential participants and answered any questions, and they signed the informed consent within 10 business days of receiving the email. I reiterated that participation was voluntary.

### **Justification for Data Collection**

I investigated teachers' perspectives using the data collection tool, an interview protocol (Appendix J). The data collection process for this qualitative study consisted of semistructured interviews. The best method to reveal teachers' perspectives was through qualitative design with semistructured interviews to obtain rich, detailed descriptions of teaching AA boys how to read. Qualitative research data collection consists of observations, document analyses, audiovisual materials, interviews, or questionnaires



(Cresswell, 2013). I selected semistructured interviews so that I would have a guide for the interview process and, if necessary, be able to probe for a more natural response.

## **Data Collection**

### **Data Collection Instruments**

#### *Interview Protocol*

I used a semistructured interview protocol that I produced. The interview protocol addressed the research question. I selected a semistructured interview based on CRP and related literature. A semistructured interview consists of previously written questions and a script or guide for participants, allowing additional questions or probing from the researcher to elicit a more detailed response (Patton, 2002). The interview protocol focused on CRP and related literature on reading instruction, the reading curriculum, and teachers' knowledge of CRP.

Questions #1 through #6 gathered demographic data. In Questions 7 through 11, the teachers evaluated their instructional reading practices and shared information that might assist other teachers' instructional strategies and methods. The elements of CRP were incorporated in the interview protocol as identified in Appendix J with Questions # 12 through # 21. These questions relate to CRP, such as teachers expecting excellence, valuing students' capabilities, and encouraging social and political awareness. The interview questions also focused on the relationship the reading curriculum may have with culture. This relationship may create a paradigm, as in the study by Lavrenteva and Orland-Barak (2015), which resembles CRP. The latter questions are a fact-seeking mission to determine what or if teachers already know about teaching with a culturally

relevant pedagogical approach and what changes teachers would like to see regarding teaching reading to AA boys in kindergarten through third grade.

A retired educator with an advanced degree from a southeastern state university who served as a clinical reading supervisor examined the protocol. The former educator is familiar with interview protocols and reviewed the interview protocol from my study. The educator assisted me with the phrasing of the interview questions and made suggestions for changes, which I incorporated into the protocol.

### ***Sufficiency of Data Collection Instruments***

The sampling criteria determined my potential participants for data collection. I completed the interview process after interviewing nine participants. The contents of the interview protocol cover elements of CRP pedagogy and the implementation of CRP in reading instruction. These factors are vital in answering the research question. If, during the interview process, I needed more details or clarification. I probed for more information.

### ***Processes for Generating, Gathering, and Recording Data***

After receiving permission from Walden University and before conducting the interviews, I recruited teachers by posting a flyer on Facebook teacher groups, LinkedIn, Pinterest, and Instagram that briefly outlined the project study. I rehearsed the process with some retired educators to prepare for the interview. The interview process began with an introduction of myself to the interviewee. I asked each interviewee the same questions; however, some responses needed further probing. Probing, or follow-up questioning, depended on the individual interview. I expected to maintain the same

inquiry for each interviewee, although I skipped some questions due to interviewee responses. The interview protocol is in Appendix J.

After receiving permission from Walden University and before conducting the interviews, I posted a flyer on the Facebook groups for reading teachers. After failing to receive responses, I contacted the IRB at Walden. I received permission to change the flyer and add other social media platforms and a \$25 compensation, Pinterest, LinkedIn, Instagram, and my Facebook page. After failing to receive adequate participants, I received further permission from the IRB to increase compensation to \$50 and to change the flyer again. The participants responded to the flyer I posted. I emailed the potential participants: Email to Potential Participants). The email to potential participants also included an informed consent form, which alerted the participants of the study's purpose. The email also formally asked the participant to join the study. The consent form also allowed the participant to acknowledge that study participation was voluntary (Yin, 2014).

I encouraged the participants to ask me any questions about the study. I confirmed that each teacher acknowledged the consent form by having the potential participant return it to me within seven to 10 business days by emailing it with the sentence "I consent" in the email.

Google Meet was the selected platform for conducting interviews. I communicated with the potential participants through my Walden email account. I scheduled each interview via email and recorded the dates in my Franklin Planner. The duration of each interview was 17 to 45 minutes. I asked permission to record the

interviews with my Sony digital recorder and password-protected iPhone SE Second Generation. After I completed the interviews, I prepared for the analysis. I uploaded the interviews to NVivo transcription on my password-protected computer.

### ***Systems for Keeping Track of Data***

I collected all the data and recorded the audio of my virtual Google Meets interviews on my Sony digital recorder and passcode-protected iPhone Second Generation. After completing all interviews, I uploaded the copies from my Sony digital recorder to my computer and assigned an alphanumeric code to each teacher. I labeled the interviews according to the alphanumeric code.

I printed out the interviews and wrote any notes associated with the interview on the paper. A reflective field note gives a detailed personal and subjective account of the phenomenon. The reflective and descriptive field notes comprise the reflective journal (Bogdan & Biklen, 2007; Yin, 2014). After completing all the interviews, I uploaded audio files to NVivo transcriptions and compared each transcript to the recorded interview.

### ***Procedures for Gaining Access to Participants***

After I secured IRB approval from Walden, I obtained formal permission from the individual teachers participating in the study. Bogdan and Biklen (2007) suggested that a researcher must first seek consent from the principals; however, I am recruiting teachers through social media. I am a member of Facebook and have joined several reading teacher groups. I did not know any of the members of these groups. I posted a recruitment flyer on the social media reading groups' home pages. I submitted a synopsis of my study

to the Walden University participant pool, and I contacted teachers through the snowballing technique.

The flyer invited potential participants to email me at my Walden University email address so that I could briefly introduce myself and explain to the participants what I intended to research. The flyer included the essential elements of the research: the purpose of the study, the required time for the study, protecting privacy, the requirement for volunteers, and participating in the study. I informed the reading teachers that I was conducting an interview research study.

After the teachers contacted me by email, I sent the email “Email to Potential Participant” so that I could contact the prospective participants and answer any questions they might have about the study. The email introduced me, stated the purpose, explained the requirements for participation, and invited the teachers to participate in the study. The requirements for participants were a kindergarten through the third grade reading teacher of AA boys. The focus was teachers in the United States. Bogdan and Biklen (2007) suggested that, as the researcher, I should explain what I intend to research, what it would entail, the timeframe for consenting to the study, and state that after the study. I intend to plan a project that highlights the results of the study. I explained the nature of the research in an email to the kindergarten through third grade reading teachers.

When the potential teacher expressed interest in the study, I sent an email to the “Email to Potential Participants” and the “Consent Form”. I offered the consent form and verified that each participant signed the email form before I proceeded with my research. The “Email to Potential Participants” along with the “Consent Form” officially invited

the potential kindergarten through third grade teachers to participate in the study and encouraged the potential participants to ask me any questions they might have regarding the study before signing the “Consent Form.” The “Consent Form” was returned to me within seven to 10 business days of receiving the email. When the participant consented to participate in the research, I required the potential participant to type “I consent” in the appropriate space on the consent form email. Then, I scheduled the interviews for the study.

### **Role of the Researcher**

I am a former teacher of English as a Second Language in a county of a state, and there, I taught grades nine through 12 for half of the school year. Years ago, I served as a substitute teacher for grades six through eight for half of a school year in the City School district. I also taught elementary (multiple subjects and English as a Second Language), second, fourth, and fifth grades in a Southwestern state for 6 and a 1/2 years.

I currently am a substitute teacher in a city school system; however, I do not supervise any participants. Since 2015 and before the pandemic, I have volunteered with the art and music teachers at VPES school in a state. Volunteering in a state has no association with my study. VPES, JUST, and HAP served as data sources to demonstrate the need for this study. I had no professional roles with potential participants except that they belong to the same Facebook communities. I am no longer volunteering at any school, but I am biased. My biases originated from the fact that teachers may require a different approach to teaching AA boys. I ignored my biases and focused on the data collected. These encounters had no impact on my data collection.

## **Data Analysis**

### **How the Data Were Analyzed and Coded**

I used content analysis and the NVivo software to analyze the data. According to Merriam (2015), content analysis evaluates patterns and captures the exact quotes of the participants, making it appropriate for my study. The content analysis includes a quantitative feature and examines the frequency of defined codes, units, or labels. The software counts the frequency of the data demonstrating the codes.

This study aimed to explore kindergarten through third-grade teachers' perspectives used to teach reading to AA boys. The perspectives were gathered from a 21-question semistructured interview. Two teachers were recruited via Walden University's pool of students who volunteer for various studies. I joined several Facebook teacher groups, and the first flyer was posted on these groups' home pages. With this effort, teacher recruitment was unsuccessful; therefore, I submitted another request to the IRB, developed a new animated flyer, and inquired about offering a \$25 gift card. The latest flyer and compensation were approved, yet no interest in my research surfaced. Finally, I submitted a request to post my flyer on LinkedIn, Pinterest, Instagram, and my own Facebook page. I also asked to increase the compensation to \$50 and to use the snowball sampling technique. After receiving approval from the IRB, I revisited my first couple of participants from Walden's pool. The new recruitment methods yielded more participants.

Qualitative data collection featured nine semistructured interviews with teachers in the Midwest, Northeastern, and Southeastern portions of the United States. I arranged

each interview through my Walden University email account and conducted each 17 to 45-minute interview on Google Meet. Each interview was uploaded to NVivo Transcription, and I examined each line by line. The qualitative analysis procedures involved defining codes and themes of the perspectives of kindergarten through third-grade teachers of AA boys.

### ***Evidence of Quality and Procedures***

Richards (2014) encouraged peer reviewer and member checking to ensure my findings' quality, validity, accuracy, and credibility. The peer reviewer and I discussed the study process. The peer reviewer checked for congruency of the findings with the primary data and its interpretations (Merriam, 2015). The peer reviewer is an assistant professor at a prestigious Historically Black College and University in the United States. One of the responsibilities of this peer reviewer is as a committee chair or mentor.

Richards (2014) noted that member checking allows the participant to verify the accuracy of the data collected. The researcher emailed the participants a summary of the findings so they could check for the accuracy of their data. The participant was required to search for the summary of their findings and then inform me via email whether the results reflected their data. If the findings do not reflect their data, then the participant would indicate the inaccuracy and what should happen next to modify the findings. I asked the participants to return the transcript within 7 business days.

### **Discrepant Cases**

Finally, I examined the data for negative, discrepant, or devious cases. Janesick (1994) defines discrepant cases as anomalies when obtaining unrelated data. I did not



have any discrepant cases to include in the findings.

## **Data Analysis Results**

### **Data Generating Process**

This present project study explored kindergarten through third grade teachers' perspectives of instructional practices used to teach reading to AA boys in the United States. I managed and organized the data inductively. Using the NVivo software, I analyzed the data in a few steps developed by Saldana (2021); the analysis process consists of preparing, line-by-line coding, organizing the data, reviewing the data, refining the data, interpreting the data, and reporting the results. After I collected the data, I searched for patterns and themes. In addition, I used the research question and the conceptual framework to guide me through the analysis.

The preparation began with my interviews and the processes I used to arrange them. When the teachers emailed me to inform me of their interest in the study, I emailed the teacher to set up an appointment for the interview. I asked the participant to return the email with the sentence, "I consent." I informed them I would email the Google Meet link 15 minutes before the appointment. The qualitative data collection featured nine teachers' semistructured interviews that I recorded on multiple devices. Then, I assigned alphanumeric names to each interview participant T2 through T18. I doubled the numeral to lessen the possibility of teachers recognizing other teachers they might know because I used snowball sampling.

I uploaded each interview from my Sony digital recorder to NVivo Transcription, downloaded the transcripts, and then uploaded them to the NVivo 14 software. I

examined each interview transcript several times to ascertain its accuracy and familiarize myself with the data. I also viewed the transcripts and ensured their alignment with the research question. I reviewed the data several times before I began the analysis process. I checked for the accuracy of the interview by listening to the transcript and reviewing the data simultaneously.

Next, utilizing the NVivo software, I implemented the first coding, line by line, by searching for patterns, codes, and themes. The initial coding process comprised examining patterns and recurring words from the verbatim language of the participants' interviews. I read the transcripts several times, captured the participants' words verbatim, and organized them as codes. I created the set of codes. Next, I developed 59 codes and their descriptions by dragging and dropping the words in the designated spaces on the NVivo software. I printed the 59 codes and looked for similarities.

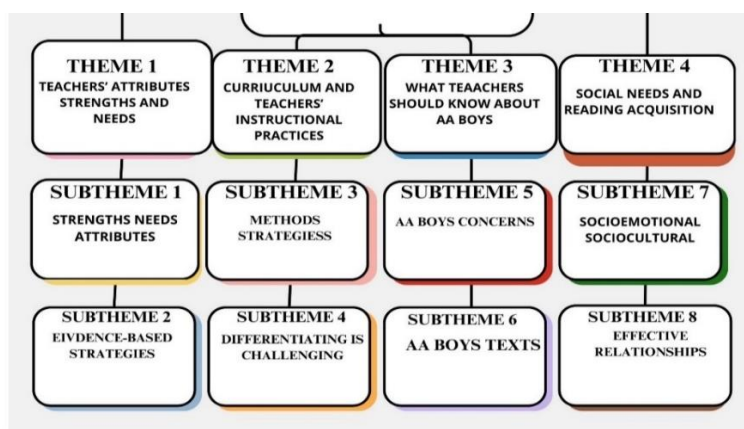
During the second cycle, I organized the codes by dragging and dropping them again, creating seven themes. I repeated the process, looking for similarities until I created four themes (see Figure 1). I further organized the data by looking for more similarities and patterns to understand what each theme revealed. In the next stage, I reviewed and refined my data. During the refinement and review stage, I created eight subthemes to explain the four themes (see Table 3). In the last stage, I interpreted the results of the NVivo by brainstorming to find what each theme and subtheme revealed about the phenomenon of exploring teachers' perspectives of instructional practices they use to teach reading to AA kindergarten through third grade boys. I rearranged the subthemes because I found more similarities between the first and last themes and moved

the first subtheme to the final theme. Figure 1 shows the resulting themes and subthemes.

CRP framed the results of this project study. The research question explored kindergarten through third grade teachers' perspectives used to teach reading to AA boys and served as a guide to insight into the themes of this project study. Nine teachers participated in 21-question interviews to gain teachers' attitudes. The interview questions focused on how the teachers taught reading to AA boys in their classroom and how the teachers applied cultural relevance to their teaching.

**Figure 1**

*Themes and Subthemes*



**RQ: What are Kindergarten Through Third Grade Teachers' Perspectives of Instructional Practices Used to Teach Reading to AA Boys?**

The findings exposed the perspectives of teachers' instructional practices for teaching AA boys how to read. Four themes surfaced: (a) teachers' attributes, strengths, and needs; (b) curriculum and teachers' instructional practices; (c) what teachers need to know about AA boys; and (d) social needs and reading acquisition (See Table 3).

Initially, eight subthemes emerged; however, after continued analysis and careful deliberation, I reduced the themes to four. The subtheme for Theme 1 is “Teachers self-assess to identify teachers’ attributes.” The subthemes for Theme 2 are: (a) teachers identify methods, strategies, processes, styles, and curricula for teachers’ toolkits. (b) differentiating the curriculum is challenging. (c) Some teachers use evidence-based strategies (Which will be discussed in the findings in Salient Data). The subthemes for Theme 3 are: (a) students have many concerns related to reading, motivation, confidence, respect, self-advocacy, and reading achievement; (b) some AA boys cannot relate to texts and lack motivation and confidence. The subthemes for Theme 4 are: (a) teachers recognize socioemotional and sociocultural factors that affect reading instruction. (b) Teachers build effective academic and social relationships with students and families (See Table 3).

The eight subthemes support the themes and the research question more effectively. These subthemes offer more detail to the themes and the phenomena of instructional practices to teach AA boys in their classrooms. Note that some of the themes and subthemes, on the surface, appear to have little to do with instruction; however, they offer insight as to what impacts the reading classroom with the teachers of kindergarten through third grade AA boys who are learning to read.

The first theme was teachers’ attributes, strengths, and needs and how they relate to instructional practices for AA boys. The subtheme is teacher attributes, which are quite crucial to CRP. CRP focuses on the characteristics of the teacher. The subtheme is teachers’ self-assessment to identify their attributes. This subtheme is vital because

teachers self-evaluate, looking for strengths and weaknesses to make themselves more effective. When teachers actually examine their characteristics and behaviors, the students benefit from this practice, especially when viewing how they treat and teach AA boys.

The second theme was: Curriculum and teachers' instructional practices." This theme is closely tied to the research question and the conceptual framework. Curriculum was the most prominent code in the study, which demonstrated the teachers' concern for the reading instruction for AA boys and other students. There are three subthemes: a) Teachers identify methods, strategies, processes, styles, and curricula for teachers' toolkits b) Differentiating the curriculum is challenging. c) Some teachers use evidence-based practices.

The third theme is "What teachers need to know about AA boys." The subtheme is: Students have many concerns, such as being motivated, confident, respectful, self-advocacy, and reading achievement. This theme demonstrates that characteristics and attributes influence AA boys' reading and academic achievement. Students require more than academic skills for reading instruction. There are also issues related to AA boys' reading instruction. The CRP teacher knows these issues and teaches in a way that AA boys can thrive. The last theme is "social needs and reading acquisition," the hallmark of CRP. The subtheme is, "Teachers recognize the sociocultural and socioemotional factors that affect reading instruction for the AA boys." The second subtheme is "Teachers build effective academic and social relationships with students and families." Ordinarily, these factors would not be associated with reading instruction; however, the CRP teacher

recognizes the need for this influence on AA males.

**Table 3**

*Themes and Subthemes Defined*

Themes	Subthemes
Teachers' Attributes, Strengths, and Needs	Teachers self-assess to identify teacher attributes.
Curriculum and Teacher Instructional Practices	Teachers identify methods, strategies, processes, styles, and curricula for teachers' toolkits.  Differentiating curriculum is challenging. Some teachers use evidence-based strategies.
What teachers should know about AA boys	Teachers recognize sociocultural, and socioemotional factors that affect reading instruction.  Teachers build effective academic and social relationships with students and families.
Social needs and reading acquisition	Teachers recognize sociocultural and socioemotional factors that affect reading instruction.  Teachers build effective academic and social relationships with students and families.

**Theme 1: Teachers' Attributes, Strengths, and Needs**

The first theme was "teachers' attributes, strengths, and needs (See Table 4)," Teachers' interview question seven, regarding instructional practices, revealed what teachers wished they knew more about their AA boys. Teachers self-assess to identify teacher attributes and behaviors" represents this theme "teacher attributes." The most significant code in the teacher attributes category was positivity, with more than half of the teachers commenting. Teacher eight demonstrated positivity.

Well, I think one thing that I always do is that I always encourage them in terms of letting them know how proud I am of, you know, their efforts and the work that they're putting in and making sure that they feel proud of themselves and not just

just, not just for the work they've done, but who they are as individuals.

Teachers in the study engaged in self-reflection and evaluation with an emphasis on positivity. However, one teacher (T14) admitted frustration, a brave and honest statement and an essential characteristic for teaching AA boys. T 18 expressed this sentiment: "I am doing basically what I love doing...you are not being forced to be there. So, you have a passion to deliver."

Teacher two recognized a vital characteristic. "One is I'm enthusiastic. You know I kind of like to be at the level of the student, So I don't mind getting on the floor, sitting in the smaller chairs." Only T6 and T16 mentioned an instruction-related response as strengths and needs. T6 divulged. "One of my strengths for teaching AA boys and for ELA (English Language Arts) is my focus on vocabulary." T16 articulated that teaching experience was a strength and that "understanding the data using a curriculum that we're given and supplementing with materials when needed, especially for small group instruction." All these responses are aligned with CRP and answer the research question, even though teachers thought the AA boys' background was necessary. With CRP, the social aspects of learning to read are also important.

Teachers divulged what their needs were as well. Again, T16 was concerned about the gaps in reading instruction, post-pandemic, for all the students, not just AA boys, and stated this:

So, I'm curious, too, why the gaps still are why we see so many children coming in, you know, missing so many skills, entering kindergarten. And then when I now I'm in first grade, getting them still lacking a lot of skills. So, I guess I, I

guess I want to grow in that area to understand because it's very difficult.

One teacher, T6, preferred knowing more about phonics instruction; another felt that technology was essential. T6 expressed these thoughts about what needs were necessary:

I'm seeing more and more every year. Phonics being one of the major setbacks for a lot of young AA boys. They did not get mastered of phonics in kindergarten, first grade. So, they're there. They don't know how to pronounce words.

**Table 4**

*Strengths and Needs*

TEACHERS	YEARS	GRADES	STRENGTHS	NEEDS
T2	30	K	Enthusiasm	Technology
T4	4	½	Relationships	Student Info
T6	14	3-7	Vocabulary	Phonics
T8	15	K-5	Encourage/Flex	Boys Challenges
T10	21	1	In Progress	Heritage
T12	7	1	Being AA	Experiences
T14	3	K-3	Patience/Fun	Home Life
T16	15	1	Experiences	Gap
T18	4	2/3	Loves Job	Confidence +

*Note.* Teachers' strengths and needs were retrieved and interpreted from questions seven and eight, which asked about strengths and what teachers wished they knew more about teaching AA boys.

Another showed interest in understanding the achievement gap as what needed to be learned. Although most teachers primarily seek to build relationships, knowing about phonics instruction and closing the achievement gap also matters. Table 4 lists the strengths and needs of teachers in this study, their years of teaching, and the grade level(s) taught. This table shows that strengths and needs vary.

This study featured various attributes, strengths, and needs of kindergarten



through third grade reading teachers in the education system. By addressing areas of strength, such as vocabulary development and subject expertise, as well as needs, such as PD and support for diverse learners, stakeholders can better understand how to support and empower teachers in their roles. Educational institutions must consider these findings when creating policies and programs to improve the overall education quality for AA boys. Further research, purposeful planning, programs and initiatives, preservice and teacher PD, and collaboration among educators, administrators, and policymakers will be vital in addressing these strengths and needs to ensure every teacher can provide the best learning experience for AA boys.

## **Theme 2: Curriculum and Teacher Instructional Practices**

As the discourse around curriculum and instructional practices continues, it is evident that teachers are actively engaging in conversations expressing the necessity for a more inclusive and diverse approach to education for AA boys. This theme reflects a crucial aspect of the study and emphasizes the need for ongoing conversations and action toward creating a more equitable educational experience for AA boys. The theme that emerged from the data was “Curriculum and teacher instructional practices.”. Using content analysis, the most prominent codes were in this theme, with AA boys’ curriculum. This theme consisted of 27 codes (See Table 5). T10 understands the saliency of curriculum and diversity. “It’s definitely more eye-opening and understanding that curriculum has to be more diverse for these students.”

The curriculum also focused on the importance of instruction. T14 demonstrated a sincere interest in the religious curriculum the school uses. Another teacher’s school

utilized the Montessori curriculum. T2 articulated, “It is essential to incorporate a diverse curriculum that offers perspectives and contributions of AA people that the students can relate to in literature, history, and social studies that highlight the achievements and challenges.” T2 also indicated that when moving to another school, one particular curriculum was a constant companion in the toolkit.

A subtheme of “Curriculum and teacher instructional practices is: Teachers identify methods, strategies, processes, styles, and curricula for teachers’ toolkits. Curriculum codes encompass an array of related factors, especially the need for appropriate books. T6 identified the types of preferred books, which appear to be nonfiction materials. This concept is substantial because language arts often concentrate on stories or fiction books about people, which may not be friendly for AA boys. The resulting theme focuses on accessing the curriculum and preparing teachers with the appropriate tools to teach AA boys. If the teachers identify AA boys who need to improve, other students in the class may benefit from the enhanced curriculum.

More codes that link teacher instructional practices to the teachers’ toolkits are using technology, incentives, routines, reading materials, grouping students according to ability, educational games, data analysis, certificates for accomplishment, and accessing prior knowledge. T18 believes that [instruction] “You have to make it lively. You have to make them want to play with this for a few minutes.” T 10 recommends “finding texts that they can relate to” and equips themselves with various approaches to teaching reading. Each instructional practice contributes to the success of AA boys and reading. T8 revealed that “I manage the program, the reading program and tutoring. . . and I also

create a curriculum and a program.” T8 also recognizes that considering “different strategies, but also different types of materials and varying up these types of materials that we use just within one particular class. Because, again, each child learns differently.”

While focusing on the AA boys’ curriculum, another critical aspect that emerged from the data was the significance of teacher instructional practices. Several teachers emphasized the need for multiple instructional methods catering to AA boys’ learning needs. Moreover, the comment by T2 underscores the vital role of incorporating diverse perspectives and contributions of AA individuals in the curriculum, particularly in subjects like literature, history, and social studies. This not only validates the experiences of AA students but also equips them with a well-rounded education that includes their cultural heritage and achievements. Furthermore, by incorporating these strategies, the curriculum and instructional practices aim to empower AA boys to thrive academically.

### **Theme 3: What Teachers Need to Know About AA Boys**

Teachers need to learn more about the AA boys they teach. Teachers’ interview question seven, regarding instructional practices, revealed what teachers wished they knew more about their AA boys. Most of the teachers wished they knew about their students’ backgrounds, and T14 stated:

I wish that I knew more about each individual’s child’s homelife more because that is also an essential part of being a teacher is working with the parents. So sometimes it will come as a shock when you’re trying to teach something or, you know, you’re sending home things like,” Hey, you know, I need your help on this end.”

**Table 5***Codes*

Codes	Number of Teachers	Number of References	Descriptions
Cultural	7	16	Related to race and diversity
Confidence	5	18	Building up in students
Books	5	18	Things AA boys like to read
Student to teacher	6	19	Relationships
Positivity	6	21	Teachers expressing
Community	5	22	Related to AA boys' home and school environment
Experiences	7	23	Student's backgrounds
Curriculum	7	27	Related to reading

*Note.* Lists largest numbers of the NVivo initial codes.

Another teacher focused on AA boys' background as an integral part of teaching reading. T10 admits that knowing the AA boys' heritage and that it is advantageous to connect with them,

I wish I knew more about their heritage and exactly what I could find to connect with them about. I only know so much. It's not my heritage. So, it's kind of hard for me to truly connect with them on that aspect. So, I may know what they can experience, but fully so, especially with their families and their aspects of it. So, it would be interesting to know exactly how they started reading, and what is their heritage about.

Teachers also sought parent involvement, encouraged communication, and concern for engaging students. Using content analysis, the most documented code was the curriculum. T6 mentioned that boys also become frustrated during the learning

process. AA boys especially need appropriate books. T6 identified the types of preferred books, which appear to be nonfiction materials.

They like sports. They like comic books, comic books. They're great with teaching you how to read because it's the common ground and they can really get into and they know about the characters. So that means they can elaborate and tell you more details about different characters. And looking at the pictures, they can pretty much make out what's happening in that particular story. Boys also like dog books.

Providing AA boys with books and reading materials they prefer is substantial because language arts may often concentrate on stories, fiction books, and about people, which may only sometimes capture the interest of AA boys. T10 thinks:

That books that include AA boys in them with that, that's a huge it's a huge help. I mean, I just look at this is my second year teaching first grade at this school. Last year, we we read Wonder stories, and they were okay. But just seeing the difference in the boys this year, it's just definitely neat to see when they we look at it and they see AA kids in it. It's a huge difference.

Teachers need to know more about the specific needs of the AA boys in their classes. They especially need to know their AA male students' background, heritages, and each student's home life. Teaching AA boys how to read requires knowing how to build rapport with the AA boys' parents and families. If teachers teach reading, they must know which books or materials their AA male students prefer. Finally, the reading teacher must recognize that these preferred reading materials may not be in the typical

classroom library.

#### **Theme 4: Social Needs and Reading Acquisition**

More factors affect the reading process. Teachers recognize that socioemotional and sociocultural factors affect reading instruction. The next subtheme is teaching reading, which is connected to socioemotional and sociocultural factors. When AA boys recognize their social power, it may increase engagement while respecting others and creating a more positive learning environment. Socioemotional factors contribute to reading. Several teachers believed that building self-esteem or confidence was essential for teaching reading. T2 always gives them their “kudos.” “I will always give them affirmations.” T 6 explained. “You have to build it up within the student himself to have the confidence of what they are saying.” T14 responded, “We always do words of affirmation.”

Sociocultural factors affect reading instruction and acquisition. The community represents one of the most prominent themes in the data, with more than half of the teachers referring to this concept 22 times. Culture also played an essential role in this study. Seven teachers commented on culture 16 times. Teachers also referenced diversity and expectations; however, at a different frequency than community and culture. These elements demonstrate the educational experiences of teachers and their AA male students and are closely connected to reading instruction for AA boys. T10 referenced diversity and connecting to the texts:

So, I try to really talk to my class to kind of see what they know and what they, what their prior knowledge is and what their prior connections are. And I think

that really helps with them reading and understanding.

Based on my findings, sociocultural aspects of learning to read reinforce the need for CRP. One teacher, T8, had only considered speaking about race in this present project study. T8 found it:

It was difficult to kind of articulate or, I guess, for people to put me in a box. So, my view when it comes to teaching has always been focused on the individual student, not necessarily on their race. And until you actually reached out to me. I hadn't really thought about it in that sense. So, I'm not sure how to answer the question.

For the CRP teacher, considering race and culture is of utmost importance.

### *Salient Data in Findings*

**Evidence-based Practices.** What seems crucial is the use of evidence-based practices, which is related to the second theme. Some teachers appeared unfamiliar with these practices, and the use of these practices appears to be limited to one or two types in the teachers' repertoire; however, T6 uses chunking, an evidence-based practice.

"Chunking is what close readers do. So, it is known that students are better at chunking."

T2 prefers direct instruction or reading mastery.

T14 utilizes repetition. T16 prefers ordering reading skills sequentially, using evidence-based practice, and using an assessment-based monitoring system. T8 and T12 utilized arm tapping, also known as rhythmic or synchronized tapping. T12 states:

We're breaking down the sounds and then we're having as soon as use their arms to kind of break down the actual sound so they're more aware of and I guess more

engaged with the actual process of breaking the words now.

However, this practice is more than a stand-alone evidence-based practice. T8 used one-on-one conversations and meditation that were not designated as evidence-based but may be what AA boys require. Using evidence-based practices aligns with the research question and benefits this present study. The importance of evidence-based practices in the kindergarten through third grade class containing some AA boys seems like it would be an option for teachers, and the expectation for teachers would be to have many of these practices at their fingertips; however, this was not the case. Evidence-based reading practices did not appear to be at every teacher's disposal to benefit AA boys and all students. The problem presented in this study is that AA boys are not reading at grade level. Equipping each teacher with these practices should benefit the culturally relevant teacher.

**The Sociopolitical CRP Teacher.** Recognizing an AA boy's social power (Ladson-Billings suggests that AA boys possess, 1995) or his ability to influence others may be an essential component of an effective reading program for AA boys. Several teachers in the study already promoted the use of this gift that AA boys possess. Some teachers in this study promoted social power by encouraging top readers, public speaking, showcasing talent, giving "kudos," and working in groups with various reading levels. T14 promoted social power by arranging several opportunities for students to make presentations and publicly speak because it creates an environment that fosters respect. T14 commented:

One of the ways that I promote that is by having them present. So, by presenting,



it shows a certain amount of respect, and I like the fact I like presentations because one, you're listening. So, you learn how to give respect and to sit and to listen to your peers, not just the teacher. Somebody that's in charge.

Public speaking as an instructional practice may be necessary for AA boys, although it is not considered an evidence-based teaching practice. Using social power as an asset for teaching AA boys is important because teaching AA boys traditionally has only sometimes been practical, as the problem of reading by the end of third grade that this present study suggests.

The culturally relevant approach to teaching reading encompasses many facets; however, some teachers could benefit by being more familiar with CRP, yet some unknowingly incorporated it into their teaching. Whaley et al., 2019 also identified this phenomenon that teachers did not know they were using CRP. Several teachers considered diversity in books as being culturally relevant. T14 combined music with reading and approached reading by asking students to reveal their daily experiences, writing down their experiences, and returning them to the students for them to read. "I also utilize YouTube videos. A big thing about AA boys specifically is music." T8 never really thought about teaching with a culturally relevant approach. T4 tried to remain unbiased with teaching and, along with T6, felt that teachers needed to learn about different cultures. T4 and T12 tried to stay neutral with teaching.

Teaching AA boys with a culturally relevant pedagogical approach does not require neutrality. On the contrary, it requires the opposite. CRP requires teachers' intentionality, with teachers purposefully preparing lessons for AA boys. As a

framework, CRP celebrates diversity in literature, exposure to various cultures, sociopolitical or critical consciousness, and academic achievement (Ladson-Billings, 2021a).

The social aspects of reading separate CRP from other frameworks for teaching reading; reading is a social paradigm. Study participants created projects and processes for fostering CRP in kindergarten through third grade. T14 created a book reading opportunity for the students to grow by having students research neighborhood workers, particularly sanitation workers, after the students ridiculed them for collecting trash. T16 allowed students to speak freely about their school environment, the community's financial health, and how it affects the students. T16 attempted to remain unbiased in that discussion. T8 hosted book events that focused on a single book about American culture, posed questions, and encouraged discussions. T12 designed projects around books that highlighted how AA boys see themselves in the world. The importance of how AA boys view themselves socially and politically at any age emanates from the social ills that AA boys face daily. Reading about these issues engages them in the text and creates a connection between text and speech, making reading more palatable.

### ***Evidence of Quality***

I used a peer reviewer to ensure my findings' quality, validity, accuracy, and credibility (Richards, 2014). The peer reviewer and I discussed the study process. I expected the peer reviewer to check for congruency of the findings with the primary data and its interpretations (Merriam, 2015). The peer reviewer is an assistant professor at a prestigious Historically Black College and University in the United States. One of the

responsibilities of this peer reviewer is a committee chair or mentor.

To ensure the data quality, I adhered to my criteria of selecting participants for the study, kindergarten through third grade reading teachers of AA boys. I also used member checking to verify the results of the interviews by summarizing each interview and emailing each one to the participants. I requested a return email to indicate the accuracy of the summaries. These member checks yielded four responses that agreed with the summary. The other five participants did not indicate any problems with the summaries; therefore, I proceeded with the analysis.

### **Summary of the Themes**

Theme 1 explored teachers' attributes, strengths, and needs regarding educating AA boys. Teachers desired a deeper understanding of their students' backgrounds and educational needs, emphasizing the importance of positivity and relationship-building in the classroom. While some teachers highlighted strengths like enthusiasm and vocabulary instruction, others acknowledged needs such as improving phonics instruction and addressing post-pandemic learning gaps. The study presented a diverse range of strengths and needs among teachers, underscoring the importance of tailored support and PD to enhance teaching practices and effectively meet the needs of AA boys. CRP focuses on teacher behaviors, beliefs, and abilities to better meet the unique needs of diverse students, particularly AA boys, and this research informs educational stakeholders about the necessary steps to support teachers and improve educational outcomes for AA boys through targeted interventions, collaboration, and ongoing PD initiatives.

Theme 2 emphasizes the crucial intersection of curriculum and teacher

instructional practices, highlighting the necessity for a more inclusive and diverse approach to education for AA boys. One of the key tenets of CRP is student achievement or student learning. Through content analysis, the research revealed various codes within this theme, such as curriculum diversity and instructional strategies, which emerge as pivotal for enhancing educational experiences. Teachers emphasized the importance of incorporating diverse perspectives and contributions of AA individuals across subjects like literature and history to validate students' experiences and empower them academically. CRP teachers equip themselves with an array of teaching strategies, practices, beliefs, and behaviors that benefit diverse students. By equipping themselves with diverse approaches and materials, teachers aim to create engaging learning environments that facilitate the success of AA boys in reading and beyond.

Theme 3 underscores the necessity for teachers to deepen their understanding of the AA boys they instruct, particularly regarding their backgrounds and cultural heritage. Teachers desired more insight into students' home lives to tailor instruction better and foster positive relationships with parents. Through content analysis, recurring themes such as curriculum adaptation, confidence building, and community involvement emerge as crucial for effective teaching. Recognizing the importance of providing AA boys with culturally relevant reading materials, teachers highlighted AA boys' preferences for nonfiction, sports, and comic books to enhance engagement and literacy skills. Emphasizing the significance of representation in literature, CRP teachers advocate for inclusive texts featuring AA and other diverse students as protagonists to promote a sense of belonging and enhance learning experiences.

Theme 4 highlights the intersection of social needs and reading acquisition, highlighting how socioemotional and sociocultural factors impact reading instruction. Teachers emphasize the importance of acknowledging and addressing social factors to enhance reading engagement and create positive learning environments, particularly for AA boys, which is crucial. Teaching AA boys how to read exceeds the requirements of an effective reading program; reading is also social. The CRP approach recognizes the social aspects of instruction and learning. Socioemotional elements, such as building self-esteem and confidence through affirmations, are crucial for effective reading instruction. Sociocultural elements, including community, culture, diversity, and expectations, significantly influence reading acquisition, reinforcing the need for CRP. While some teachers may initially overlook the role of race and culture in teaching, it becomes evident that incorporating these aspects is essential for comprehensive and effective instruction, especially for AA boys.

**Conclusion.** In conclusion, teachers shared their perspectives on instructional practices they used to teach reading to AA boys. The study revealed that teaching reading to AA boys is more than teaching basic skills. Teaching reading involves being more knowledgeable of their students' backgrounds and building relationships with AA boys and their families. Teachers must assess their behaviors, abilities, and skills to discover how to effectively teach reading to AA boys, realizing that teaching reading to AA boys may differ from the rest of the class. Teaching reading also involves finding books and other reading materials that AA boys prefer to read. Some teachers in this study did not appear to see the need to differentiate their reading instruction to teach AA boys or

recognize a problem with reading instruction for this group of students.

For some, teaching reading to AA boys is socioemotional and sociocultural, a social event. Teachers unknowingly taught reading using CRP; however, teaching reading with a culturally relevant approach also factors in sociopolitical awareness as necessary for teaching AA boys and children how to read; this concept requires more attention. Teaching AA boys how to read requires teachers to be intentional about their practice, making it possible for AA boys to read proficiently by the end of third grade.

***Project Deliverable as an Outcome***

Because of the findings, I suggest a need to create PD that provides teachers with ways to differentiate their curriculum to teach AA boys how to read for the following reasons:

- Teachers do not realize there is a problem with AA boys learning how to read.
- Teachers do not understand the need to differentiate their curriculum to address the needs of AA boys specifically.
- The teachers expressed a need to know AA boys' home lives, backgrounds, heritage, and experiences.
- Teachers may not understand that the culture of AA males may enable teachers to interject materials, strategies, methods, processes, and styles into their reading lesson plans.
- Teachers may learn to understand diverse learners.
- As indicated in the study, teachers may learn to build a rapport with their students and their families to enhance teachers' understanding of the AA boys

in their classrooms.

- Teaching AA boys how to read with traditional instructional practices has not solved the problem by merely adhering to the five components of an effective reading program.
- The problem for AA boys and literacy may be a social problem linked to an academic one.

In conclusion, participating in PD geared toward the reading instruction of teachers who teach AA boys is essential for leveling the playing field for AA boys. Tailoring their teaching methods to provide reading instruction for AA boys benefits everyone. When AA boys learn to read, it may prevent negative behaviors, which often find them misplaced in special education and the school-to-prison pipeline. When AA boys learn to read, it may help them continue to higher education, secure great jobs, and continue their success, thus contributing to society.

### Section 3: The Project

#### **Rationale**

This present study identified a need for PD and teacher education programs that focus specifically on preparing kindergarten through third grade teachers of AA boys with the required tools to teach AA boys how to read. A professional literature review indicates a need for ongoing PD and appropriate teacher education programs incorporating present research and evidence-based practices. The interviews demonstrated a need for teachers to adapt their teaching to accommodate AA boys they encounter in their classes specifically. Learning how to teach AA children, particularly males, is salient, but teaching reading with a culturally relevant approach is crucial. Kindergarten third grade teachers represent the teaching force responsible for teaching AA boys how to read. These kindergarten through third grade teachers equip AA boys with the tools they need to navigate the planet and escape the adverse outcomes of disproportionality and the school-to-prison pipeline. The 5-day PD outlined in this project study will prepare kindergarten through third grade teachers to develop and implement a culturally relevant AA male-focused reading curriculum.

#### **Introduction**

This basic qualitative study examined kindergarten through third grade teachers' perspectives of instructional practices used to teach reading to AA boys. Because the analysis revealed themes expressing a need for further training, I suggest a PD and preservice teacher education program (TEP) for AA boys' kindergarten through third grade teachers as an appropriate response for the reading underachievement with AA



boys. The PD and TEP titled “Getting Acquainted with AA Boys: Using a Culturally Relevant Approach and Additional Supports for Teaching AA Boys How to Read” demonstrates the need for teachers to enhance their teaching skills. The PD and TEP will equip teachers and preservice teachers with the necessary tools for constructing lesson plans and reading units.

Using evidence-based strategies, the PD/TEP consists of a 5-day training and evaluation with minimal homework, including computer use and person-to-person contact. The teachers will reflect on their beliefs and perspectives on the AA boy. Participants will examine videos and relevant literature. The PD/TEP will include readings focusing on CRP and Jawanza Kunjufu’s works (KUN), specializing in the issues and solutions for educating AA males. The education plan will utilize whole and small group activities, independent learning, and project-based instruction presented by evidence-based instruction. The teacher and preservice teacher will learn to write lesson plans culminating in a reading unit with an added emphasis on ways to improve the reading success of AA boys. The PD/TEP aims to enhance the quality of life and make positive changes by teaching AA boys how to read and by ensuring that AA boys learn to read. Learning to read may prevent AA boys from erroneously and disproportionately being placed in special education classes and being a victim of the school-to-prison pipeline. Learning how to read by the end of third grade may prevent AA boys from becoming involved in negative behaviors. It may contribute to their engaging in more positive behaviors, which may create productive members of the community and society.

***Purpose***

The project for this study will be a 5-day PD. The title of the PD is “Getting Acquainted with AA Boys: Using a Culturally Relevant Approach and Additional Supports for Teaching AA Boys How to Read.” The PD/TEP training will equip teachers with the necessary skills for teaching AA boys how to read. When teachers and preservice teachers prepare themselves with evidence-based instruction and added supports specifically designed to teach AA boys how to read, they expect AA boys to excel in reading. Improved reading and literacy for AA males may prevent adverse social outcomes, such as entering the school-to-prison pipeline, unequally dropping out of school, and unfair practices of disciplinary removal.

***Goals***

The overall goal is to provide teachers and preservice teachers with the tools to differentiate lesson plans and teach AA boys how to read. The second goal is to get acquainted with AA boys. The third goal is for teachers to understand and evaluate their teaching styles, strategies, and knowledge on how to teach AA boys how to read. The PD will do the following:

- examine attitudes and biases concerning reading and behaviors associated with AA boys.
- inform and educate teachers on learning styles, strategies, and skills for differentiating the curriculum teaching AA boys to read.
- learn to create and implement reading lessons with a CRP approach.
- create a CRP AA boy learning style five-lesson plan curriculum.

- create classrooms to augment the environment with culturally relevant influence.

### ***Overall Learning Outcomes***

The following are the learning outcomes of the PD:

- develop and adopt detailed strategies and specific skills.
- understand and implement evidence-based teaching practices.
- create a CRP five-lesson reading curriculum.
- teach reading infused with CRP, KUN, and Margaret Ann Petty's study (MAP).
- express attitudes and biases concerning reading and behaviors associated with AA boys.
- inform and educate teachers on strategies and skills for teaching AA boys to read.
- learn to implement reading lessons and differentiate them with a CRP approach.
- develop an understanding of the background and experiences of AA boys

### ***Target Audience***

- reading teachers in my district and state
- preservice Teachers
- policymakers and state legislature
- study participants.
- teachers who teach reading in general

### ***Outline of Components***

The PD/preservice training comprises a 5-day schedule (see Appendix A). Day 1 is “Getting Acquainted with AA Boys and Males.” During Day 2, the participants will learn the reading strategies and develop skills necessary to differentiate the curriculum with CRP. Day 5 incorporates the newly discovered knowledge, reading instructional strategies, and the adaptation of CRP into a five-reading lesson curriculum. All PowerPoint presentations are in the appendices.

### ***Trainer Notes***

The PD facilitator will manage group behaviors to maintain an amiable environment. All readings (books and articles) will be studied before the PD commences. Because of my issues with cognition, participants will place significant questions in a box to be answered after lunch.

### ***Materials***

- chart Paper with Lines
- markers
- laptop and
- participants’ laptops
- selected children’s book for unit
- screen
- related articles
- tables and chairs
- wireless microphone

- LED Projector or smartboard
- paper
- lesson plan template
- pencil and pens
- PowerPoint presentations
- *Understanding Black Male Learning Styles* (Dr. Jawanza Kunjufu)
- *Changing School Culture for Black Males* (Dr. Jawanza Kunjufu)
- *The Dream-Keepers: Successful Teachers of African American Children* (Gloria Ladson-Billings)
- *Culturally Relevant Pedagogy: Asking a Different Question* (Gloria Ladson-Billings)
- favorite children's book appropriate for AA boys in class

### ***Implementation and Evaluation Plan***

The plan for implementing the PD/TEP involves contacting colleges, universities, and individual school districts with permission from the state Department of Education. I will gain access to the local schools through the school district and communicate with the principal to set up logistics on how and when I will begin training. The Department of Education will inform districts that each teacher will purchase the four books before the PD/TEP commences. The school districts will also distribute the questionnaire for teachers to complete before beginning training. The Department of Education will also contact local colleges and universities about the availability of my training.

Before the PD begins, teachers will complete a voluntary prequestionnaire at

home online. There is also a rubric to evaluate the reading unit. During the training, the teacher and preservice teachers will discuss the questionnaire, which I will collect on a volunteer basis. The rubric and the questionnaire are in Appendices C and D, respectively. The PowerPoint presentations are Appendices F through J.

### **Review of the Literature**

Learning to teach AA boys how to read only occurs naturally. Schools should intentionally educate AA boys by making the teaching of reading, in particular, the highest priority. State credentialing should start when local colleges and universities prepare preservice teachers rather than produce in-service teachers who are not knowledgeable of reading practices that specifically benefit AA boys. Instead, they should coordinate with school districts. Therefore, the literature review will include PD (PD) for preservice and in-service teachers. Preparing to teach AA boys how to read requires knowing how to teach adults. I included a section on andragogy to explain the specific needs of adult learners. Teaching teachers how to write lesson plans and differentiate the curriculum better meets the needs of AA boys. Another aspect of teaching AA boys involves the problems they face. The teachers in my study expressed a need to know more about the AA boys in their classes.

This literature review also explores issues prohibiting AA boys from learning to read or academically succeed. The school-to-prison pipeline (STPP) often impacts AA boys. Therefore, I used the following search terms: *PD, preservice teachers, andragogy, African American boys reading, African American language, African American Vernacular English, lesson planning, school-to-prison pipeline, and Teacher Education*

*Programs (TEP).*

### **Preservice Teachers' Program**

Teacher education programs should equip teacher candidates with the skills, methods, and strategies required to teach culturally and linguistically diverse students, especially when the students are learning to read. Modeling CRP is crucial in creating culturally relevant teachers (Kondo, 2022). Valuing the opinions of teacher candidates of color is essential; however, ignoring the science of teaching reading when it contradicts teacher perspectives or beliefs may indicate a lapse in judgment. Though preservice teachers may devalue the science and prefer their thoughts, they may change their beliefs when presented with more potent science (Thomm et al., 2021). Valuing the science of teaching reading may also include learning to use technology. Teacher education programs are abundant, yet they may not focus on technology and its use in making content and the entire curriculum more accessible to kindergarten through 12th-grade students. Information technology enables teachers to progress rapidly and systematically use information to prepare for PD (Zhang, 2022).

Test scores may only sometimes indicate whether teacher education programs contribute to successful teachers (North et al., 2021). How preservice teachers feel about their ability to teach should influence their teaching. Preservice teachers' self-efficacy is impacted by gender, class, and reading levels (Bozgun, 2022). Reading positively affects self-efficacy, and reading and writing contribute to a transformative experience. Changing teacher performance should also include learning to plan lessons to ensure the acquisition of new knowledge. For example, a lesson study model significantly and

positively provides preservice teachers with lesson planning, teaching strategies, and course evaluation (Aykan & Dursun, 2021). Moreover, some teachers may improve their skills from the in-service and do not require further coaching, and others benefit from the coaching by engaging more in academic endeavors (Goodnight et al., 2020).

### **Professional Development**

Coaching during TEP may also be considered mentoring. Mentoring preservice teachers is an essential component of teacher education. Using a five-factor mentoring model, Kurti (2022) explored the 4th-year preservice teachers' perspectives on their mentoring experience during their practicum. Kurti (2022) concluded that the preservice teachers benefitted from mentoring and pedagogical knowledge (Briscoe, 2019; Noproyeni & Djukri, 2019; Wetzel et al., 2019). Teachers with more teaching experiences exhibited more positive teaching (Kurti, 2022). The research questions failed to address the effectiveness of the PD; however, the PD acknowledged the need for pedagogical knowledge, which is a component of CRP, as an attribute to examine.

The PD consists of various subjects and tasks that define which approach strongly influences reading interventions. McMaster et al. (2021) examined how the components of PD aid teachers in implementing intensive reading intervention. The study results indicated that researchers should deliver specific details of PD activities and further research identifying how to assist teachers with intensive reading materials (McMaster et al., 2022). McMaster et al. suggested that PD generally comprises 1 or 2 days of instruction with support. The intensity of the subject should determine the length of the PD. Consequently, the size of the PD should also depend on the organization of the class.



PD for teachers should focus on using research-based or evidence-based instructional strategies and practices to enhance teaching reading. Using a meta-analysis design, Didion et al. (2020) sought to understand the magnitude of PD's contribution to kindergarten through eighth grade reading achievement. The researchers established that reading significantly, moderately, and positively impacted reading achievement (Didion et al., 2020). Didion et al. explained PD's role in teaching students how to read; however, the researchers did not demonstrate how to apply effective reading instruction in a real-world example.

PD focuses on effective reading instruction, extending beyond the traditional teacher/facilitator and learner model. When considering teachers' reading habits of professional literature as PD, Broemmel et al. (2019) aimed to describe what, which, and why teachers use reading as PD. Broemmel et al. determined that teachers use reading as PD mainly on weekends, that lack of time prohibited them from reading, that reading was commonplace among survey participants, and that time and relevancy were issues. The anonymous survey could have been distributed through channels other than social media. Furthermore, participants may not have revealed their truths.

Expert teaching reading requires rigorous training and support. Dennis and Hemming (2019) researched Hemmings' year 1 (UK equivalent of first grade) teaching to expand reading content knowledge and pedagogical instructional practices by endeavoring into job-embedded PD. The researchers concluded that Hemmings experienced more in-depth reading pedagogy through guided reading and the aid of seven coaching cycles (Dennis & Hemming, 2019). Considering or involving more teachers'

PD experiences would have increased the fidelity of the reading research. Furthermore, more teacher involvement may change the trajectory of the study.

### **Andragogy**

Many educators familiarize themselves with pedagogy, but many, including PD and TEPs, need to be made aware of andragogy, which involves teaching and learning for adults. Macfarlane (2023) explained PD and andragogy for adult educators, the characteristics of andragogy, and how to apply andragogy to adult learning. Macfarlane found that PD trainers only “sometimes” stated the purpose of the course and that trainers should define the purpose and the objectives of the course (Stojanovic & Robinson (2021). PD should only “sometimes” state that the purpose is inadequate for educating adults; in fact, all teachers should reveal the purpose of any training or class.

PD often inadequately overlooks andragogy. In a qualitative study, Tezcan (2022) focused on adult learners and their participation in a program that highlighted a pedagogical program. Tezcan used an andragogical model and approach to explain how the two, andragogy and pedagogy, worked. Tezcan discussed the program’s negative and positive qualities and stated their dislike of its preparation and organization. Therefore, adult education must pay attention to the specific needs of the adult learner.

Rethinking and re-evaluating teacher preparation requires much attention. The purpose of the Humble and Mozeliuss (2021) study was to explore and discuss the possibilities and hindrances for elevating the frequency of passing grades and learner satisfaction of teachers. The results of the Humble and Mozeliuss study yielded several themes: experiences, practical work supports, alignment to previous learning,

commitment, and participation. Although the course design indicated secondary mathematics and technology courses, a glance at AA boys' reading warrants investigation.

Teacher education programs require more observation and research and should arrange courses to target the adult learner's needs. In response to the teacher shortage, Anderson and Boutelier (2021) investigated preservice teachers using andragogy and an evaluative program platform. Anderson and Boutelier found that andragogical factors such as using professional skills, progress, building rapport, and flexibility can support professional learning. TEPs that focus on teaching reading should, especially in the case of AA boys, adhere to the strategies of Anderson and Boutelier. Preservice teacher programs should use these methods for training teachers of AA boys.<sup>3</sup>

### **Lesson Planning**

Andragogy may be applied when teaching adults how to write lesson plans. Writing lesson plans is an international priority. Using a methodological research design, Alanazi (2019), in Saudi Arabia, examined 50 preservice teachers' perspectives, problems, and their proficiency in writing lesson plans. The preservice teachers acknowledged the saliency of writing lesson plans; however, writing these plans was arduous and problematic, suggesting the need for additional instruction (Alanazi, 2019). Teachers must still adhere to the practice despite difficulties writing lesson plans. Therefore, writing lesson plans should be an international priority.

How teachers feel about lesson planning requires careful examination. Regardless of the difficulties in writing lesson plans, teachers still need to practice writing lesson

plans. In a multiple case study, Khanum and Saeed (2020) investigated teachers' perspectives on instructional planning at the secondary level and compared and contrasted the methods and strategies in different cases. Khanum and Saeed discovered that most teachers needed to engage in instructional planning, an essential part of teaching. Regardless of the difficulties in writing lesson plans, teachers still need to practice writing lesson plans. Thus, teachers need to reclaim instructional planning as an effective teaching tool.

Lesson planning, an essential tool, drives effective reading instruction. Utilizing the Understanding by Design framework, also known as backward design, Lumbreras (2020) constructed lessons for 69 secondary preservice teachers enrolled in a mandatory course for admittance into a teacher education program. The analysis consisted of pretest-posttest surveys that measured lesson knowledge. Lumbreras showed that Understanding by Design involves teacher educators creating questions that generate genuine mastery of the subjects. Lumbreras noted the preservice teachers' progress in vocabulary, verb usage, standards, rigor, objectives, and assessments. Because of the mandatory lesson plan training and the progress in language-related activities, training may prove advantageous to teachers, especially to the teachers of AA boys in the early stages of their learning to read.

TEP instructional planning should combine theory and practice when thoroughly preparing preservice teachers. Because teacher education programs do not focus on theory and practice and their relationship with lesson planning, Zaragoza (2023) designed lesson planning to reflect professional vision and teaching analysis. The study outcomes

connected professional knowledge and planning lessons (Zaragoza, 2023). This connection culminated in a Lesson Analysis and Plan template (Zaragoza, 2023). Creating a template for lesson plans may simplify the process, thus making lesson plan writing more accessible; however, a lesson plan for AA boys may require additional elements than the current format.

Assessing teacher lesson plans highlighting higher-order thinking skills (HOTS) promises more challenging lesson plans for elementary school students. Using document analysis, Wahyuningsih et al. (2023) examined lesson plans from elementary school teachers infused with higher-order thinking skills learning indicators. Wahyuningsih et al. found that most teachers utilized HOTS. Nevertheless, plans required further attention, especially with HOTS verbs. Lesson plans that incorporate HOTS may prove beneficial to AA boys because they engage the mind; however, teachers need to have high expectations and training.

Scrutinizing lesson plans may benefit teachers and students. Rojo (2021) investigated elementary school teachers' lesson plan writing. Rojo discovered that teachers' lesson planning required an upgrade when they encountered problems in the essential components of a lesson plan. Consequently, the study confirmed that teachers needed more training in lesson plan writing.

Even on the international stage, lesson planning presents a problem for teachers. In a quantitative study from the Philippines, Ferrer (2021) assessed teachers' and preservice teachers' perspectives on the problems they encountered during lesson planning. Findings indicated that preservice teachers recognized the slight seriousness of

the problems with lesson planning, the remarkable differences in problems between teachers and students, and the connection between planning and implementing lesson plans (Ferrer, 2021). The researchers could have characterized “slight seriousness” more explicitly because describing it may be challenging. Moreover, measuring “slight seriousness’ is improbable.

Artificial Intelligence, the wave of the present, finds its position in teacher education. Van der Berg and Plessis (2023) sought to prepare preservice and in-service teachers to identify the effects of artificial intelligence such as ChatGPT (Generative Pretrained Transformer), a generative language model, in lesson planning, critical thinking, and openness in preservice teaching education. Artificial Intelligence, such as ChatGPT, offers innovative resources for preservice and in-service teachers, allowing openness to designing lesson plans available to all teachers (Van der Berg & Plessis, 2023). The researchers should have considered lesson planning available through AI to assist in unifying knowledge acquisition for all students. Furthermore, artificial intelligence can unlock the teacher’s creativity with lesson planning.

Applying research methods to lesson planning is worthy of investigation. Nagro et al. (2019) combine lesson planning with research-based strategies to proactively activate classroom management, whole-group, movement, visual, and student choices. Nagro et al. concluded that strategies and lesson planning thwarted negative behavior and proactively supported classroom engagement. Utilizing instructional planning and research-based strategies may add more structure to the learning environment and, thus, more learning. Moreover, teachers’ insertion of technology into instructional planning

may enhance teaching practices and increase learning.

New features added to traditional lesson planning may increase the opportunities for diversifying learning. Strickroth (2019) showcased and assessed the processes of lesson planning systems to create a new lesson plan equipped with PLATON. PLATON is an interactive web-based tool for lesson planning (Strickroth, 2019). Strickroth concluded that PLATON met the criteria for lesson planning. Teachers should investigate how to include technology in their instructional planning.

Teachers should evaluate their teaching practices. Amalia (2020), using a multi-case study narrative inquiry, researched teachers in a doctoral program who assessed their past, present, and future teaching practices. Amalia found that teaching performance improved when teachers gained knowledge of teaching through experience and lesson planning. Seizing every opportunity to enhance teaching requires hard work, especially in addressing the real problems of AA boys.

### **Problems Affecting African American Boys**

AA boys may experience various problems. Retaining teachers of color requires much, regardless of their social justice perspectives. Because of the high attrition rate amongst teachers of color, Kohli (2019), using narrative inquiry, analyzed social justice perspectives, racial divide, and critical PD of 11-year veteran social justice-oriented teachers of color. Teachers reported that the TEP needed to equip them with the necessary skills to navigate the classroom, thus causing them to exit the profession early (Kohli, 2019). This study would have been far more reaching with a more diverse group of teachers. With the racial divide, retaining teachers is crucial, but recruiting teachers of

color is just as important, especially for those who view teaching through a social justice lens.

Teachers may need more diversity in the books presently in their classroom library. Davis et al. (2021) analyzed Caldecott Awards books to determine Black males' presence or lack of presence as protagonists or secondary characters in award-winning books. The study revealed a limited presence of AA boys in Caldecott books and demonstrated the need for cultural relevance for marginalized and diverse students, particularly Black boys (Davis et al.). The investigation could have improved with more award-winning literature. Nevertheless, the absence of books featuring people of color, especially AAs, may contribute to the case that illustrates AA boys' illiteracy.

The quest for reading achievement among AA boys has been insufficient for decades. Johnson (2023) posited that the educational system must reevaluate, reimagine, reassess, and reconstruct how educators should assist AA boys and their navigation through reading achievement and literacy. Johnson concluded that solving this dilemma requires a multi-theoretical instructional approach and that educators must regard literacy as a socio-cultural, socio-political, and socio-historical event. The study could have been improved with CRP. Moreover, the time for joining forces with theorists and focusing on the social aspects of teaching reading to AA boys is now.

How society regards AA boys deserves much attention. Robinson (2019) defined the components of critical literacy and its effect on dually diagnosed gifted and learning-disabled AA boys. Robinson (2019) concluded that critical literacy impacted reading identity, especially of AA boys, and focused on a single essential component of literacy-



representation on intersectionality. The researchers could have conducted more valuable results with regular education AA boys also serving as participants. Furthermore, AA boys experience various issues related to literacy in their education.

AA boys may have a home language that differs from the academic English they encounter in school. Johnson et al. (2023) examined AA Vernacular English and its problems, which affect AA children's reading performance and its relationship to the science of reading. Because of the AA Vernacular English impact on reading achievement, Johnson et al. reported on the opportunity gap between AA children and other children (Johnson et al., 2023; Washington & Seidenberg, 2021). The Johnson et al. article also addressed the inability of AA boys to read Mainstream American English, which also affects the disproportionality rate, suspensions, and removals from class (Johnson et al., 2023). The article also suggested that school systems may need to reconsider the differences between Mainstream American English and AA Vernacular English and which strategies may bridge the gap (Johnson et al., 2023). The article could have been more helpful if a plan for connecting the gap was in progress. Consequently, bridging the language gap between the languages may boost the reading achievement of AA boys.

AA parents broke their silence on the mishandling of their male sons. Essien and Wood (2022) aimed to expose parents' stories about teachers' maltreatment and the unfair criminalization of AA boys in early education. Essien and Wood discovered that educators labeled, framed, and assumed that young AA boys demonstrated criminal behavior and disproportionately experienced punishment as compared to their peers.

These unfair treatments and unjust assumptions that teachers offer may result in AA boys' removal from class, missed learning opportunities, and exposure to the School to Prison Pipeline (STPP). Researching the parents of AA boys is essential, but understanding AA boys' perspectives is just as important.

### **The School-to-Prison Pipeline**

The STPP and its exclusionary disciplinary policies may prohibit students, especially AA males, from academically achieving and reading on grade level. Jones et al. (2018) discussed the school-to-prison experiences of three of the researchers as they pursued higher education at a prison with Jones as the instructor. Ramirez entered the STPP in the fourth grade and failed to learn to read until age 16 (Jones et al., 2018). Ferguson became acquainted with the pipeline in preschool, later disengaged from school, and entered the final stage of the STPP for assaulting three police officers (Jones et al., 2018). Owens, victimized by racism, sexual abuse, and a dysfunctional family, experienced the STPP in the elementary grades (Jones et al., 2018). Each victim failed to read at the appropriate age (Jones et al., 2018). Jones et al. also discovered that the STPP manifests itself in various situations through zero tolerance forms of discipline, suspensions, removal from the classroom, and expulsions (Jones et al., 2018); however, it prevents AA boys from learning to read. The Jones et al. study could have been more helpful if more information about the reading saga could have been stated. Moreover, removal from class may be considered an instructional practice.

Unfortunately, the STPP is causing an unfortunate phenomenon plaguing schools in the United States. In a natural experiment, Bacher-Hicks et al. (2021) sought to

understand the relationship between school discipline, zero-tolerance policies, and trying students as adults as symptoms of the STPP. The researchers found that implementing the harsh disciplinary action proved that the STPP hindered education attainment and forecasted adult arrests and prison sentences (Bacher-Hicks et al., 2021). The study also examined strictness in school as it relates to Black/Hispanic and non-minorities; however, the study harmed these students and showed that STPP does not create a positive environment (Bacher-Hicks et al., 2021). Some study data may have hindered educational achievement, particularly reading problems. Consequently, the STPP may escalate the issues related to reading.

The STPP may be perceived as a real threat to reading and AA boys. In an urban school, researchers Yang et al. (2019) documented and confirmed the existence of the STPP; however, despite the numerous truths about the pipeline, stakeholders still need to acknowledge the realities of the pipeline and admit its impact on AA boys. The researchers, Yang et al., determined that this group of educators indeed were cognizant of the discrepancies in the discipline of AA males, the perceived explanation of the issue, and the limited reasons for the problem. The study must offer a clear plan to abate the pipeline; thus, dissolving the STPP would improve reading.

Legal issues, disengagement, and other behaviors resulting in admittance to the STPP require a thorough investigation. McCarter et al. (2020) delved into the legal and school-related factors (demographics, behaviors, disengagement, and unexcused absences) that forecasted students' progression to the penal system. Considering several variables, McCarter et al. discovered that AAs and students of other races were more

likely to enter the penal system than whites; however, White students disengaged more frequently when they were suspended (McCarter et al. (2020). McCarter et al. do not suggest a pathway to end the disengagement or the pipeline through any scientific process. Although White students disengaged more frequently than other students, researchers need to investigate this issue concerning White students' infrequent entrance to the STPP. Furthermore, McCarter et al. could have offered a plan to improve the success of other students.

The changing discipline policies require an explanation. Keyes (2022) explored contributors to the inequitable and exclusionary treatment of AA students and the disenfranchised. Keyes discovered that research-based practices, when offered by a system of educators, including universities, combatted the disproportionality of the STPP and promoted inclusions to abolish the STPP. Although the abatement of the factors leading to the STPP often appears unattainable for the victims of the pipeline, this phenomenon may worsen unless the precautionary measures include real solutions. Meanwhile, the STPP worsens.

Researchers rarely recognize the opinions of AA boys. Whereas researchers seldom seek the genuine lived experiences of AA boys, Grace and Nelson (2019) studied AA boys' perspectives of their experiences of race and racism as these factors stifle their academic progress and catapult them toward the STPP. Grace and Nelson found that the expelled high school young men perceived that AA boys were a constant target, receiving unfair treatment in a variety of ways. The study could have been improved if Grace and Nelson solicited other students' opinions. Furthermore, AA males' perspectives need

recognition so that educators may understand which methods or strategies support reading instruction for AA boys.

When implemented adequately with evidence-based teaching, reading instructional practices may aid in the reading achievement of students of diverse backgrounds. Jacobs et al. (2022) investigated the STPP and whether continually implementing culturally responsive instructional practices will dismantle the STPP. The findings in the Jacobs et al. study showed that teachers preferred to meet the needs of the students by executing culturally responsive pedagogy in the class. Meeting the needs of all learners in a diverse classroom presented some difficulties for teachers because of poor training, inadequate administration, recognition of cultural differences, and time (Jacobs et al., 2022). Proper training, effective administration, and the position of cultural factors should have been available to all schools and would have benefitted all, not just the culturally diverse students. In addition, more researchers need to consider why this issue plagues AA boys because this problem should never have been.

Rather than promote punitive procedures to combat behavioral issues with students, particularly AA boys, some researchers posit that other factors will decrease the problems in the school. According to Morgan (2021a), restorative justice is a process that eliminates punitive damages and focuses on solving conflicts amicably (Agudelo et al., 2021; Morgan, 2021a; Morgan, 2021b). Morgan (2021a) examined the extant literature on the STPP and restorative justice literature from experts in the field of education. The results revealed the possibilities of attacking the problem of the STPP and how to apply restorative justice to school settings (Morgan, 2021a). Unfortunately, the STPP

phenomenon targets AA males disproportionately (Morgan, 2021a). Subsequently, restorative justice as a panacea to STPP needs further research.

The proposed project will be available to teachers and preservice teachers. The project identifies the negative influence of the STPP. The project also involves ways to ameliorate the status of AA boys by offering ways for teachers to adjust their pedagogy. The adjustments may be captured in the lesson plan creation and culminate in a unit of reading instruction.

### **Project Description**

#### **Resources, Support, Barriers, and Potential Solutions**

The outcome-based project for this study will be a 5-day PD and teacher education program (TEP) entitled “Getting Acquainted with AA Boys: Using a Culturally Relevant Approach and Additional Supports for Helping AA Boys Learn to Read.” The purpose of the PD and TEP will be to equip teachers with the necessary skills for teaching AA boys how to read. The PD/TEP will require each student to bring a laptop, and I will need an LED projector and a screen. The workshop training includes journal articles and books by Gloria Ladson-Billing and Jawanza Kunjufu (KUN).

During the PD/TEP, some difficulties may surface. Potential barriers may include disruptive, disinterested students (teachers and other educators), teacher biases, and the disengaged. To circumvent these issues, I will make a verbal covenant/agreement with the teachers, laying the ground rules for class participation; the agreement will create a safe space for teachers to comment and contribute to discussions without feeling uncomfortable and a place where everyone is respected and respectful.

The following resources will be needed:

- *The Dream Keepers: Successful Teachers of AA Children* by Ladson-Billings
- *Culturally Relevant Pedagogy: Asking a Different Question* by Ladson-Billings
- *Understanding Black Male Learning Styles* by Kunjufu
- *Changing School Culture for Black Males* by Kunjufu
- chart paper with lines
- markers
- laptop
- participants' laptops
- selected book for unit
- screen
- related articles
- tables and chairs
- wireless microphone
- paper
- PowerPoint creation and presentation
- Belief Quiz

### ***Proposal for Implementation and Timetable***

This proposed PD/TEP represents a blueprint for teaching success and aims to enhance the primary mechanism for differentiating reading instruction for AA boys. In addition to other PD/TEP that the proposed participants are exposed to in their schools

and districts, this PD/TEP will provide the skills and strategies needed to implement CRP in the classroom successfully. Once I receive approval from Walden University, I will contact the state board of education and local school districts. The PD/TEP will be available to teachers, preservice teachers, schools, local school districts, participant's school districts, and my state school system. Eventually, and in addition to other PD/TEPs that the state and local jurisdiction will expose participants to, I will develop the project study into a hybrid presentation. The hybrid offering will include in-person class participation and computer-based assignments.

The state will organize and inform school districts of the availability of this PD/TEP. School districts will create a schedule for the PD/TEP at the local level, and the principal or designee will provide a space to conduct the training. For the current PD/TEP, the students must complete all tasks at home, in person, independently, interdependently, and in whole- and small-group settings.

### ***Timeline***

- August 2024: Walden University will approve the project.
- August 2024 to February 2025: I will study materials.
- March 2025: I will create a business plan.
- April 2025: I will research grant opportunities.
- May 2025: I will complete a pilot run with Women in Faith from my church.
- June 2025: I will create a Frequently Asked Questions list and answer questions.



- June 2025: I will contact the Department of Education and school districts. in my state
- July 2025: I will continue to study materials.
- August 2025: I will be ready to go live.

### ***Roles and Responsibilities of Students***

Each student should discipline themselves, fully participate in all activities, and complete all assignments, thus creating a harmonious environment. Students must work together in whole groups, small groups, and pairs. The students will present PowerPoint presentations, contribute to discussions, and cooperate with all activities. Students will write questions, place them in the box, and await responses after lunch.

### **Project Evaluation Plan**

#### **Project Genre**

The outcome-based project deliverable is a 5-Day PD/ Teacher Education Program (PD/TEP). The evaluative tools are a rubric for the five-lesson unit and the questionnaire for teaching and determining growth. The PD/TEP project will prepare teachers to teach with CRP and other adaptations for teaching reading to AA boys. The overarching plan for this PD workshop will be to inform and educate teachers with the skills and strategies to differentiate lesson plans, understand AA boys' home life, experiences, and culture, and teach AA boys how to read using a CRP approach and other factors. These factors influencing the outcome of this PD project will include CRP, the learning styles of AA boys as identified by Kunjufu, and the results of my study. The resources for the PD are located in Appendices B through I.

- Appendix B- Lesson Plan Template
- Appendix C-Rubric
- Appendix D-Pre-Questionnaire
- Appendix E- Graphic Organizer
- Appendix F- Evidence-Based Practice PowerPoint
- Appendix G- Culturally Relevant Pedagogy PowerPoint
- Appendix H- Enhancements PowerPoint
- Appendix I- Map's Analysis PowerPoint

### **Justification for Rubric and Questionnaire**

A pre and post-open-ended questionnaire and rubric will serve as evaluative tools. The rubric will measure the efficacy of the five-lesson plan unit, and the voluntary questionnaire will explore and reflect on the changes or lack of changes in the way the teachers perceive the instructional practices geared toward AA boys. The voluntary, anonymous questionnaire will be discussed as a group and collected from those who wish to participate in improving and informing future PDs. The questionnaire will also notify the presenter of the effectiveness of the PD and will help guide future planning.

### **Overall Learning Outcomes**

The following are the learning outcomes of the PD:

- develop and adopt detailed strategies and specific skills.
- understand and implement evidence-based teaching practices.
- create a CRP five-lesson reading curriculum.
- Instruct reading infused with CRP, KUN, and MAP.

- express attitudes and biases concerning reading and behaviors associated with AA boys.
- inform and educate teachers on strategies and skills for teaching AA boys to read.
- learn to implement reading lessons and differentiate them with a CRP approach.
- develop an understanding of the background and experiences of AA boys

### **Overall Evaluation Goals**

The overall goal is to provide teachers and preservice teachers with the tools to differentiate lesson plans and ultimately teach AA boys how to read. The second goal is to get acquainted with AA boys. The third goal is for teachers to understand and evaluate their teaching styles, strategies, and knowledge on how to teach AA boys how to read.

Stakeholders:

- reading teachers in my district and state
- preservice Teachers
- policymakers and state legislature
- study participants
- teachers who teach reading in general
- AA Boys
- myself

### **Teacher Evaluation of Professional Development**

Project evaluation is necessary to determine the effectiveness of PD. Each day at

3:50 pm, there will be an exit ticket entitled Daily Reflection of Learning Outcomes.

Each reflection will contain at least two questions. Here are the daily questions for the reflection on learning outcomes:

Day 1-

- Name at least three specific evidence-based practices.
- Describe at least two biases you might have regarding the education of AA boys.
- Explain how the presentations and classwork helped understand the experiences of AA boys.

Day 2-

- Name two things you learned about utilizing evidence-based practices to present the details of Black male culture.
- Name three things you learned about school culture.
- How was the use of evidence-based teaching practices helpful for learning new strategies for teaching?

Day 3-

- Name two ways to differentiate lesson planning for AA boys.
- List at least three concepts you learned about CRP.

Day 4-

- What skills or strategies did you glean from creating an evidence-based plan infused with CRP, KUN, and MAP?
- What did you learn from MAP's study?

- How was the use of evidence-based practices for teaching reading effective?

Day 5-

- What did you learn about writing lesson plans?
- What did you learn from implementing your lesson plan?

The project's success will be evaluated at the close of the PD on day 5.

Participants will complete a Likert scale questionnaire with responses ranging from one to four, with one being strongly agree, two agree, three disagree, and four being strongly disagree.

Here are the statements to be included in the questionnaire.

- The presenter delivered a clear, concise, informative, and structured PD that detailed strategies and specific skills for teaching reading to AA boys.
- The presenter provided a safe space for expressing and recognizing my attitude and biases towards AA boys and males.
- The presenter effectively answered all questions.
- The presenter facilitated the PD by providing hands-on, real-time feedback during classwork, lesson plan writing, and unit development.
- The presentations prepared and equipped me with the necessary skills to create my project- a five-lesson reading unit infused with CRP, KUN, and MAP.
- The presentations were effective and informative and were implemented using evidence-based practices that I can duplicate in my class.

- I have a deeper understanding of the backgrounds of some AA boys and the experiences that AA boys and males may encounter.
- I understand how to differentiate lesson plans with CRP, KUN, and MAP.
- I feel confident I can implement my reading unit, which is infused with CRP, KUN, and MAP, in my class(es).

### **Project Implications**

#### **Social Change**

Local, state, and federal governments should focus on the specific needs of AA boys. This focus may result in AA boys being prepared to graduate from high school and attend colleges and universities. Their contributions may begin a generation cycle that uses their social power to read. This 5-day PD is paramount, but more time is needed to rewrite the plans teachers currently use to teach AA boys how to read; however, this project study may impact AA boys so that they may learn to read and avoid entering STPP.

AA boys have traditionally been overlooked and disenfranchised. Teachers may be able to use their new knowledge, understanding, and capabilities to teach AA boys how to read more effectively. Based on the results of this project study, teachers inquired about more training and knowledge of the AA boys so that they may be proficient in reading by the end of third grade.

#### **Importance of Project**

Preservice teachers may benefit from this PD by being prepared to teach more effectively. On the local, state, and federal levels, the legislature should create mandatory

training for preservice and PD for in-service teachers geared toward and exclusively teaching reading to AA boys. Teachers often regard AA boys as being at risk; however, society is at risk for failing to teach AA boys how to read efficiently. Learning how to teach AA boys how to read through the PD outlined in this project study will help stave off the negative future that many AA boys may encounter by creating opportunities for them to become leaders who contribute to society.

## Section 4: Reflections and Conclusions

### **Project Strengths and Limitations**

#### **Project Strengths**

PD is an ideal project that may appeal to teachers and administrators. Ladson-Billings (2000) expressed dissatisfaction with TEP and challenged these programs to reassess, reexamine, and restructure current racist preservice programs. The project reveals possible reasons for the disconnect between AA boys and educators. It offers potential solutions to aid in understanding why and how to support teachers in the reading classroom. The PD allows teachers to create a finished product that they can immediately implement in the classroom. Teachers can tune into their own beliefs and evaluate their biases. The project will also teach participants how to incorporate evidence-based teaching in lesson planning. The reading lesson plan is a tool teachers and preservice teachers can embrace when they return to their teaching environment.

#### **Project Focus**

The project is a 5-day PD/TEP training, which is insufficient for eliminating biases and prejudices and creating a comprehensive course built around the specific needs of the participants. The project length can include only some of what needs to cover every issue facing teachers and AA boys in the reading classroom. Mastery of differentiating the curriculum benefits AA boys' reading abilities. Finally, the project did not reflect an entire picture of the lesson and unit planning process.



## **Recommendations for Alternative Approaches**

### **Addressing Problem Differently**

A project to address PD and TEP could be reading for PD rather than having in-class learning. Another project could be writing a policy paper, which would include the works of Ladson-Billings and Kunjufu to enhance teacher and preservice teachers' instructional practices. An alternative approach would be training CRP coaches at the state, district, local, and school levels to support teachers and schools in teaching AA boys how to read. Conducting a study to determine teachers' perspectives on how effective reading instructional practices are for teaching reading would benefit teachers and students. Finally, expanding the grade level for learning to read to include fifth grade would increase the probability of AA boys becoming proficient readers by the end of the elementary grades.

### **Problem Alternatives**

A new issue is that teachers and preservice teachers need more knowledge about CRP and other means of teaching AA boys how to read. The problem could be considering teacher deficits rather than student deficits. Teachers need to learn how to teach AA boys how to read. Another alternative problem could be the kind of workshop or PD/TEP teachers need to be efficient reading teachers of AA boys. Finally, an alternative problem could be the types of curricula teachers should use to teach kindergarten through third grade AA boys how to read.

## **Scholarship, Project Development and Evaluation, and Leadership and Change**

### **What Was Learned**

The project study expanded my knowledge concerning teachers' reading instruction for AA boys. I have not taught for several years; therefore, I welcomed the opportunity to understand how AA boys learn to read. I obtained perspectives from teachers from the northeast, southeast, and midwest portions of the United States. Initially, I hoped that teachers on social media would feel as passionate about evaluating and reflecting on their teaching reading to AA boys as I am. However, this was not the case. Most of the participants joined the study via the snowball technique.

### **Reflective Analysis**

After recognizing how unfamiliar the teachers are with CRP and distinguishing AA boys from other groups, I created a PD for teachers to increase AA boys' literacy. Once I located the teacher participants, I noticed the participating teachers had a sincere interest in studying AA boys. My PD will prepare teachers to teach AA boys and give teachers the confidence to teach AA boys how to read. PD addresses the problems that AA boys experience and offers a solution to this reading problem. The PD will hopefully halt illiteracy and produce literate AA boys.

I focused on literacy by concentrating on reading teachers and their contributions to my study. The study results outlined and boosted my decision to create a PD for teachers to learn how to teach and focus on the learning of AA boys. The aim is to learn how to differentiate reading lessons for their students. I designed the PD utilizing evidence-based instruction as the delivery tool, as well as the works of Kunjufu and

Ladson-Billing, who are experts in this field. Addressing illiteracy among AA boys may promote academic and social success.

### **Reflection on Importance of the Work**

Examining this limited field of study will create opportunities for teachers to design their lesson plans and evaluate and reflect on their teaching strategies and methods to teach AA boys how to read. Teachers and preservice teachers can benefit from the project study because it will provide teachers with the tools to prepare reading lessons to ensure that AA boys read by the end of third grade. The project will broaden the scope of learning to include discovering how to target AA boys' learning and reading progress. The project, including a CRP and Kunjufu influence, evaluates and reflects on their teaching strategies and methods to teach AA boys how to read.

With all the negativity that surrounds Black males, this project attempts to remove hindrances that stigmatize AA boys as they learn to read. The project attempts to resolve the definition of the problem that AA kindergarten through third grade boys need to be reading by the end of third grade. The importance of the PD/TEP reaches far beyond the classroom and expands to the community. The PD/TEP may assist teachers' reading instruction, which increases the reading achievement of AA boys and decreases their entering the STPP. AA boys' learning to read prepares them for positively navigating the planet, thus affecting and improving the environment and society.

My project study taught me about the books that AA boys like to read, which do not include the books that girls prefer to read. It appears that AA boys most likely read nonfiction. Reading is a sociopolitical and socioemotional event. For instance, AA boys

may require building up their self-esteem when learning to read. I also learned that teachers specified a need to acquaint themselves with AA boys' culture, home life, and experiences; however, they could have benefitted from PD/TEP when in teacher training. Some teachers unknowingly utilize CRP in their classroom; however, they could gain more knowledge from further training in CRP. I also learned that teachers should collaborate to share ideas about teaching AA boys. Some teachers need to be more knowledgeable about evidence-based teaching and reading practices. My project study awakened my desire to provide instruction to teachers of AA boys rather than teach AA boys directly.

### **Implications, Applications, and Directions for Future Research**

#### **Impact on Positive Social Change**

Participating in the PD/TEP affords teachers and preservice teachers the possible opportunity to raise the reading achievement of AA boys. Reading by the end of third grade gives AA boys the knowledge and discipline to remain engaged in school, assuring they do not drop out of high school and will be contributing community members. Being a productive student and human may ensure AA boys' absence from the STPP, creating an upstanding member of society. AA males may contribute to their families without entering the penal system.

#### **Social Change**

The project study's value can impact states by adopting a policy of ongoing PD/TEP that focuses on the reading achievement of AA boys. CRP instruction and other diverse teaching methods geared toward increasing instructional practices for AA boys

may contribute to the increased graduation rate. PD/TEP focusing on the reading achievement of AA boys should be mandatory for those who teach AA boys and other culturally diverse students so that they may contribute to their families' well-being. AA boys may benefit from reading instructional practices that teachers provide to promote positive behaviors and steer them away from violence, disruptive behaviors, and the STPP. Society benefits from literate and productive AA males.

### **Recommendations and Methodology for Future Research**

Ideas for future research include investigating more closely what AA boys require to be readers by the end of third grade. Researchers may examine AA boys' standardized test data to identify the reading areas needing improvement. An examination of the actual voices of kindergarten through third grade AA boys may ensure reading achievement. Further research may provide a study in which quantitative methodology, a pretest and posttest design, may focus and measure specific instructional practices identifying and promoting reading achievement for AA boys.

### **Conclusion**

This project study aimed to explore kindergarten through third grade teachers' perspectives of instructional practices used to teach reading to AA boys. Teachers representing a cross-section of the United States shared similar strengths and weaknesses. Considering these similarities from the content analysis, aspects related to social awareness, both cultural and emotional, appeared prominently in the results and may indicate the reasons why AA boys are not as successful on standardized tests, which serve as evidence for reading proficiency.

In this study, some teachers did not acknowledge race as a factor in adapting lesson plans to address the needs of AA boys, specifically. Teachers who do not see color may be denying their students' heritage since many teachers in the study demonstrated a need to know the backgrounds of the AA boys in their class. Culture appears to affect instructional practices; however, denying color in the classroom may deny the existence of AA boys. This denial may lessen the need for teachers to assist them in their reading endeavors. In addition to not considering color an issue, teachers need to build relationships with parents and students and serve as a cultural barometer. They may also measure the teachers' ability to devise strategies and methods for teaching AA boys how to read. In addition, sociocultural and socioemotional factors may demonstrate the reasons why AA boys are not reading by the end of third grade.

Teachers recognizing their strengths and needs represents a measure of their teaching ability. With all the positive characteristics that this study recognizes, teachers expressed a need to reach out for more training. The project identified in the study attempts to address the underlying factors that AA boys face and the quest for teachers to receive training on differentiating their teaching through CRP, Kunjufu, and MAP's plan. The differentiation is to teach reading to AA children, with a particular interest in AA boys. More is needed to focus on the five elements of an effective reading program. Still, it is also appropriate for teachers and administrators to recognize the unique needs of AA boys that inhibit many of them from making positive changes in society. Focusing on kindergarten through third grade AA boys so that they may read can help them succeed in life and prevent them from entering the STPP.



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## Appendix A: The Project

GETTING ACQUAINTED WITH AA BOYS: TEACHING AA BOYS HOW TO  
READ

BOOKS: *UNDERSTANDING BLACK MALE LEARNING STYLES* and  
*CHANGING SCHOOL CULTURE FOR BLACK MALES* by JAWANZA KUNJUFU  
(KUN)

*Day I.*

GETTING ACQUAINTED WITH SOME OF THE ILLS AA BOYS FACE

**8:00 AM**

POWERPOINT: AGENDA, PURPOSE, OUTCOMES

**8:30 AM**

BRIEFLY DISCUSS QUESTIONNAIRE

**9:00 AM**

MOVIE CLIPS- *The Inevitable Defeat of Mister and Pete*

DISCUSSION

**10:00 AM**

POWERPOINT PRESENTATION-*Evidence-based Teaching Practices*

11:00 AM: READ LADSON-BILLINGS' ARTICLE:

But That's Just Good Teaching! The Case for Culturally Relevant Pedagogy

**12:00 PM**

LUNCH:

**12:45 PM**

VIDEO AND SMALL GROUP DISCUSSION: *Illiteracy to the School-to-Prison*

*Pipeline*

**1:15 PM ANSWER QUESTIONS**

**1:40 PM**

VIDEO AND DISCUSSION: EVIDENCE-BASED USED- GRAPHIC ORGANIZER:

*Developing Positive Self-Images & Discipline in Black Children*

**3:15 PM**

TAKE THE BELIEF QUIZ P.37

**3:50 PM**

DAILY REFLECTIONS AND LEARNING OUTCOMES

**Day 2**

**GETTING ACQUAINTED WITH AA MALE CULTURE AND LEARNING  
STYLES**

**8:00 AM**

BELIEF QUIZ P. 37 DISCUSSION

**8:30 AM**

BLACK MALE CULTURE QUIZ P. 39

DISCUSSION BLACK MALE CULTURE

**9:30 AM**

CREATE POWERPOINT PRESENTATION *SCHOOL CULTURE CHANGING  
SCHOOL CULTURE FOR BLACK MALES* BY KUNJUFU

USING SMALL GROUPS or PAIRS



EVIDENCE-BASED PRACTICE-

1<sup>ST</sup> LITERATURE CIRCLE

2<sup>ND</sup> READING COMPREHENSION STRATEGIES

3<sup>RD</sup> STORY RETELLING IN POWERPOINT PRESENTATION

BLACK MALE CULTURE vs. SCHOOL CULTURE

RAP CULTURE

TELEVISION AND VIDEO GAME CULTURE

GANG CULTURE

DRUGS/PRISON CULTURE

FATHERHOOD AND SEX CULTURE

RACISM CULTURE

PEER CULTURE

MISCELLANEOUS SOLUTIONS

CLASSROOM MANAGEMENT

LANGUAGE ARTS CULTURE

SPECIAL EDUCATION CULTURE

SUSPENSION CULTURE

DROPOUT CULTURE

PEER CULTURE

SPORTS CULTURE

ECONOMICS CULTURE

SINGLE-GENDER CULTURE

LEADERSHIP CULTURE

SPORTS CULTURE

**10:45 AM**

BEGIN POWERPOINT PRESENTATIONS USING GRAPHIC

ORGANIZERS OR NOTE-TAKING TO COMPREHEND

**NOON LUNCH**

**12:45 PM**

POWERPOINT PRESENTATIONS TAKE NOTES USING GRAPHIC

ORGANIZERS

**2:00 PM**

SMALL GROUPS OR PAIRS USING

EVIDENCE-BASED PRACTICES: GRAPHIC ORGANIZER AND

TURN AND TALK, and PROJECT BASED LEARNING

READ: LEARNING STYLES CHAPTER 4

CREATE RAP, POEM. RAP OR CHANT TO LEARN

SHARE WITH CLASS

**3:30 PM**

ANSWER QUESTIONS

**3:50 PM**

DAILY REFLECTIONS AND LEARNING OUTCOMES

***DAY 3***

GETTING ACQUAINTED WITH CRP

8:00 AM

YOUTUBE VIDEO: *Literacy is the Answer* BY JOHN TRISCHITTI ACU (12 MINUTES)

**8:20 AM**

POWERPOINT CRP 101

USING *CULTURALLY RELEVANT PEDAGOGY: ASKING A DIFFERENT QUESTION*

CREATE A SONG OR JINGLE ABOUT THE ELEMENTS OF CRP (CRP & KUN)

**9:00 AM**

READ THE ARTICLE BY LADSON-BILLINGS:

DISCUSS IN PAIRS, THINK PAIR SHARE (E-BASED

TAKE NOTES

ARTICLES 1992, 1995

10:00 AM

READ ALOUDS (EVIDENCE-BASED INSTRUCTION) EXCERPTS FROM *THE DREAM KEEPERS*

QUESTIONS FOR WHOLE-GROUP DISCUSSION

CHAPTER 3 SEEING COLOR SEEING CULTURE

DEPOSIT QUESTIONS

NOON LUNCH

12:45 PM

ANSWER QUESTIONS FROM BOX

1:15 PM

CHAPTER 6 CULTURALLY RELEVANT TEACHING

WHOLE GROUP

TAKE NOTES, USING GRAPHIC ORGANIZER

2:30 PM

EVIDENCE-BASED PRACTICE: MODELING

WRITE LESSON PLANS AND DIFFERENTIATE LESSON PLANS WITH  
CRP, KUN, AND MAP

3:00 PM

WRITE OWN LESSON PLAN AND DIFFERENTIATE USING CRP, KUN,  
AND MAP

**3:50 PM**

DAILY REFLECTIONS AND LEARNING OUTCOMES

4:00 PM DISMISSAL

***DAY 4.***

HOW TO DIFFERENTIATE THE CURRICULUM

8:00 AM

REVIEW EVIDENCE-BASED STRATEGIES

8:45

DEFINE ELEMENTS OF AN EFFECTIVE READING PROGRAM

PHONEMIC AWARENESS

PHONICS INSTRUCTION

SPELLING

VOCABULARY

TEXT COMPREHENSION

9:15 AM

WHAT WE LEARNED FROM THE STUDY (MAP)

10:15 AM

WHAT DO BLACK BOYS LIKE TO READ? USE AI TO IDENTIFY NEW  
BOOKS

11:15 A.M.

READ YOUR PREVIOUSLY SELECTED BOOK FEATURING AAS OR LIVING  
THINGS

EVIDENCE-BASED PRACTICE: STORYTELLING EXERCISE

NOON LUNCH

12:45:PM

EVIDENCE-BASED PRACTICE: DIRECT INSTRUCTION MODELING  
(WHOLE CLASS)

WRITING EVIDENCE-BASED LESSON PLAN

PLAN BASED ON ELEMENTS OF AN EFFECTIVE READING PROGRAM

DIFFERENTIATE WITH CRP, KUN, AND MAP

2:45 PM

WRITE A LESSON PLAN AND DIFFERENTIATE

**DAY 5.**

**CREATING A READING UNIT WITH LESSON PLAN TEMPLATES**

8:00 AM

PAIRS K-3

CREATE FIVE LESSONS FOR A COMPLETE READING UNIT

EVIDENCE-BASED

DIFFERENTIATE WITH CRP KUN MAP

11:00 AM LUNCH

11:45 AM

CO-TEACH PRESENT LESSON PLANS USING CRP KUN MAP

3:30 PM

REFLECTIONS

3:40 PM

PROJECT EVALUATION QUESTIONNAIRE

4:00 PM

DISMISSAL

***Trainer Notes***

The PD facilitator will manage group behaviors to maintain an amiable environment. All reading (Books and Articles) will be studied before the PD commences. The facilitator will monitor unacceptable talk. Questions will be placed in boxing for answering at an appointed time.

**Materials**

- chart paper with lines
- markers
- laptop and
- participants' laptops
- selected book for unit
- screen
- related Articles
- tables and chairs
- wireless microphone
- paper
- lesson plan template
- pencil and pens
- PowerPoint presentation
- *Understanding Black Male Learning Styles* (Dr. Jawanza Kunjufu)
- *Changing School Culture for Black Males* (Dr. Jawanza Kunjufu)
- *The Dream-Keepers: Success Teachers of African American Children*

(Gloria Ladson-Billings)

- *Culturally Relevant Pedagogy: Asking a Different Question* (Gloria Ladson-Billing)

### ***Learning Outcomes***

The following are the learning outcomes of the PD

- replacement or removal of deficit attitudes with anti-deficit attitudes and behaviors
- development and adoption of detailed strategies and specific skills
- creation of a CRP five-lesson reading curriculum
- reading instruction infused with CRP

### ***Goals***

The PD will consist of the following:

- adjust attitudes and biases concerning reading and behaviors associated with AA boys
- inform and educate teachers on strategies and skills for teaching AA boys to read
- learn to implement reading lessons with a CRP approach
- create a CRP five-lesson plan curriculum
- create a classroom to augment the environment with a culturally relevant influence

### ***Target Audience***

- reading teachers in my district and state



- preservice teachers
- policymakers and state legislature
- study participants
- teachers who teach reading in general



**5 DAY PROFESSIONAL DEVELOPMENT ON GETTING  
ACQUAINTED WITH AFRICAN AMERICAN BOYS: TEACHING  
AFRICAN AMERICAN BOYS HOW TO READ  
*PRESENTED BY MARGARET ANN PETTY***

## **OVERALL PRESENTATION**

- **DAY 1: GETTING ACQUAINTED WITH SOME OF THE ILLS AFRICAN AMERICAN BOYS FACE**
- **DAY 2: GETTING ACQUAINTED WITH AFRICAN AMERICAN MALE CULTURE AND LEARNING STYLES**
- **DAY 3: GETTING ACQUAINTED WITH CULTURALLY RELEVANT PEDAGOGY**
- **DAY 4: HOW TO DIFFERENTIATE THE CURRICULUM**
- **DAY 5: CREATING A READING UNIT USING LESSON PLAN TEMPLATES**

## INTRODUCTION TO THE PROJECT STUDY

- Kindergarten through third grade African American boys are not proficient in reading by the end of third grade.
- The purpose of the project study was to explore kindergarten through third grade teachers' perspectives of instructional practices used to teach reading to African American boys.
- Gloria Ladson-Billings' culturally relevant pedagogy and the research of Jawanza Kunjufu guided this project.

## WHAT ARE WE DOING HERE?

- The teachers will reflect on their beliefs and perspectives on the AA boy.
- Participants will examine videos and relevant literature.
- The PD/PTEP will include readings that focus on CRP and the works of Jawanza Kunjufu who specializes in the issues and solutions for educating the AA male.
- The education plan will utilize whole, small group activities, independent learning, and project-based instruction presented by evidence-based instruction.
- The teacher/ preservice teacher will learn to write lesson plans culminating in a reading unit with an added emphasis on ways to improve the reading success of AA boys.
- The PD/PTEP aims to improve the quality of life of AA boys and make positive changes to teachers themselves by teaching AA Boys how to read, ensuring that AA Boys learn to read by the end of third grade.

## WHAT WE ARE DOING HERE CONTINUED

- Whole group direct instruction
- Small group planning
- Turn and Talk Reading
- Pairs: Lesson and Unit planning
- Evidence-based Lesson and Unit planning
  - Learning to teach with evidence-based practices
- Graphic Organizers
- PowerPoint Creation and Presentation
- Belief and Cultural Quizzes
- Differentiating with CRP, Kunjufu, and MAP
- Whole and Small Group Discussions

## GOALS

The professional development will consist of the following:

- Adjusting attitudes and biases concerning reading and behaviors associated with AA boys
- Informing and educating teachers of strategies and skills for teaching AA boys to read
- Learning to implement reading lessons with a CRP approach
- Creating a CRP, Kunjufu, and MAP-infused five-lesson plan curriculum

## **LEARNING OUTCOMES**

- **Understanding the attitudes, lives, and behaviors of African American boys**
- **Developing and adopting detailed strategies and specific skills**
- **Teaching with evidence-based practices**
- **Creating CRP five-lesson reading unit**
- **Teaching reading infused with CRP, KUNJUFU, AND MAP**

**ALL ACTIVITIES WILL BE TAUGHT  
WITH EVIDENCE-BASED  
STRATEGIES.**

## GETTING PREPARED...

### TEACHERS WILL NEED:

- COMPLETED PRE-QUESTIONNAIRE
- COMPUTER
- FAVORITE READING MATERIAL FOR AFRICAN AMERICAN BOYS
- WRITING INSTRUMENT
- *CULTURALLY RELEVANT PEDAGOGY: ASKING ANOTHER QUESTION*
- *THE DREAMKEEPERS*
- *CHANGING SCHOOL CULTURE FOR BLACK MALES*
- *UNDERSTANDING BLACK MALE LEARNING STYLES*
- *OPTIONAL-DEVELOPING POSITIVE SELF-IMAGE & DISCIPLINE IN BLACK CHILDREN*
- POWERPOINT OR GOOGLE SLIDES
- WIFI CONNECTION

### FACILITATOR WILL NEED:

COMPUTER

POWERPOINTS

TEMPLATES- LESSON PLAN and GRAPHIC ORGANIZER

### WIFI CONNECTION

- *CULTURALLY RELEVANT PEDAGOGY: ASKING ANOTHER QUESTION*
- *THE DREAMKEEPERS*
- *CHANGING SCHOOL CULTURE FOR BLACK MALES*
- *UNDERSTANDING BLACK MALE LEARNING STYLES*
- *DEVELOPING POSITIVE SELF-IMAGE & DISCIPLINE IN BLACK CHILDREN*
- RUBRICS

## AGENDA

## DAY 1: GETTING ACQUAINTED WITH SOME OF THE ILLS AFRICAN AMERICAN BOYS FACE

8:00 am

- POWERPOINT: AGENDA, PURPOSE, OUTCOMES, GROUND RULES/PARTICIPANT AGREEMENT

8:30 am

- COMPLETE AND DISCUSS PRE-QUESTIONNAIRE

9:00 am

- MOVIE CLIPS- *The Inevitable Defeat of Mister and Pete*
- DISCUSSION

•10:00 AM

- POWERPOINT PRESENTATION-*Evidence-based Teaching Practices*

## GETTING STARTED...

- TEACHERS WILL COMPLETE THE PRE-QUESTIONNAIRE TO ASSESS AND EVALUATE THEIR TEACHING SKILLS AND BEHAVIORS.
- TEACHERS WILL DISCUSS QUESTIONNAIRE IN WHOLE GROUP SETTING.

## GETTING ACQUAINTED WITH AFRICAN AMERICAN BOYS' EXPERIENCES

- TEACHERS WILL VIEW VIDEO CLIPS FROM THE MOVIE, *THE INEVITABLE DEFEAT OF MISTER AND PETE*, AND DISCUSS THE ISSUES THE BOYS EXPERIENCED AND HOW THEY HANDLED THEIR PROBLEMS.
- TEACHERS WILL ANSWER THE QUESTION: WHY IS THE MOVIE CALLED *THE INEVITABLE DEFEAT OF MISTER AND PETE*?
- TEACHERS WILL CONSIDER THIS: HAVE I MADE ASSUMPTIONS ABOUT AFRICAN AMERICAN MALE BEHAVIORS?

## GETTING ACQUAINTED WITH EVIDENCE-BASED PRACTICES

- TEACHERS WILL VIEW THE POWERPOINT-WHAT ARE EVIDENCE BASED PRACTICES?
- PRESENTER WILL EXPLAIN AND DISCUSS EACH ONE AND HIGHLIGHT-GRAPHIC ORGANIZER.
- PRESENTER WILL DISTRIBUTE THE GRAPHIC ORGANIZER AND DEMONSTRATE HOW TO USE IT (MODELING, AN EVIDENCE-BASED PRACTICE).

THIS GRAPHIC ORGANIZER WILL BE USED THROUGHOUT THE PROFESSIONAL DEVELOPMENT



## DAY 1: CONTINUED

+12:00 PM

• LUNCH:

+12:45 PM

+VIDEO AND SMALL GROUP DISCUSSION: *Illiteracy to the School-to-Prison Pipeline*

+1:15 PM

◦ ANSWER QUESTIONS

+ 1:40 PM

+VIDEO AND DISCUSSION: EVIDENCE-BASED USED- GRAPHIC ORGANIZER: *Developing Positive Self-Images & Discipline in Black Children*

+3:15 pm

• TAKE THE BELIEF QUIZ P.37

+3:50 PM

◦ REFLECTIONS

4:00 PM

• DISMISSAL

## GETTING ACQUAINTED WITH THE ILLITERACY TO PRISON PIPELINE

- TEACHERS WILL WATCH THE VIDEO: *ILLITERACY TO TO PRISON PIPELINE*.
- TEACHERS WILL DISCUSS VIDEO CLIP IN SMALL GROUPS.
- TEACHERS WILL USE THE FOLLOWING QUESTIONS:

????????

- WHAT MIGHT AFRICAN AMERICAN BOYS EXPERIENCE BEFORE THEY COME TO SCHOOL?
- WHAT QUALITIES DOES BRANDON HAVE THAT KEEP HIM AFLOAT?
- HAVE I MET BRANDON?
- HOW DO I BEHAVE/REACT WHEN I ENCOUNTER BRANDON?

## GETTING ACQUAINTED WITH POSITIVE SELF-IMAGES AND DISCIPLINE IN BLACK CHILDREN

- TEACHERS WILL WATCH VIDEO: *DEVELOPING POSITIVE SELF-IMAGES AND DISCIPLINE IN BLACK CHILDREN.*
- TEACHERS WILL USE GRAPHIC ORGANIZER TO TAKE NOTES.
- TEACHERS WILL DISCUSS IN WHOLE GROUP SETTING.

## DAY 1: CONTINUED

+12:00 PM

• LUNCH:

+12:45 PM

+VIDEO AND SMALL GROUP DISCUSSION: *Illiteracy to the School-to-Prison Pipeline*

+1:15 PM

◦ ANSWER QUESTIONS

+ 1:40 PM

+VIDEO AND DISCUSSION: EVIDENCE-BASED USED- GRAPHIC ORGANIZER: *Developing Positive Self-Images & Discipline in Black Children*

+3:15 pm

• TAKE THE BELIEF QUIZ P.37

+3:50 PM

◦ REFLECTIONS

4:00 PM

• DISMISSAL

## GETTING ACQUAINTED WITH THE ILLITERACY TO PRISON PIPELINE

- TEACHERS WILL WATCH THE VIDEO: *ILLITERACY TO TO PRISON PIPELINE*.
- TEACHERS WILL DISCUSS VIDEO CLIP IN SMALL GROUPS.
- TEACHERS WILL USE THE FOLLOWING QUESTIONS:

????????

- **WHAT MIGHT AFRICAN AMERICAN BOYS EXPERIENCE BEFORE THEY COME TO SCHOOL?**
- **WHAT QUALITIES DOES BRANDON HAVE THAT KEEP HIM AFLOAT?**
- **HAVE I MET BRANDON?**
- **HOW DO I BEHAVE/REACT WHEN I ENCOUNTER BRANDON?**

### **GETTING ACQUAINTED WITH POSITIVE SELF-IMAGES AND DISCIPLINE IN BLACK CHILDREN**

- **TEACHERS WILL WATCH VIDEO: *DEVELOPING POSITIVE SELF-IMAGES AND DISCIPLINE IN BLACK CHILDREN.***
- **TEACHERS WILL USE GRAPHIC ORGANIZER TO TAKE NOTES.**
- **TEACHERS WILL DISCUSS IN WHOLE GROUP SETTING.**

## GETTING ACQUAINTED WITH FACTORS AFFECTING AFRICAN AMERICAN CHILDREN

USING YOUR GRAPHIC ORGANIZER ANSWER: *HOW DOES KUNJUFU  
EXPLAIN THE FACTORS AFFECTING AFRICAN AMERICAN CHILDREN?*

#1 PEERS

#2 PARENTS

#3 SELF-ESTEEM

#4 CURRICULUM/METHODOLOGY

#5 TEACHER EXPECTATIONS

## CONSIDER THIS...

TAKE KUNJUFU'S BELIEF QUIZ FOUND IN *CHANGING  
SCHOOL CULTURE FOR BLACK MALES*

TO BE DISCUSSED NEXT SESSION.

## DAILY SELF-REFLECTION OF OUTCOMES: DAY 1

- Name at least three specific evidence-based practices?
- Describe at least two biases you might have regarding the education of AA boys?
- Explain how the presentations and classwork were helpful in understanding the experiences of African American boys?

## DAY 2: GETTING ACQUAINTED WITH AFRICAN AMERICAN MALE CULTURE AND LEARNING STYLES

8:00 AM

- BELIEF QUIZ P. 37 DISCUSSION

8:30 AM

- BLACK MALE CULTURE QUIZ P. 39
- DISCUSSION BLACK MALE CULTURE

9:30 AM

- USE ONE OF THREE EVIDENCE-BASED PRACTICE TO LEARN APPOINTED SECTIONS FROM *SCHOOL CULTURE CHANGING SCHOOL CULTURE FOR BLACK MALES* BY KUNJUFU AND CREATE AT A SIX SLIDE POWERPOINT

- 1<sup>ST</sup> LITERATURE CIRCLE
- 2<sup>ND</sup> READING COMPREHENSION STRATEGIES
- 3<sup>RD</sup> STORY RETELLING

## GETTING ACQUAINTED WITH AFRICAN AMERICAN MALE CULTURE AND LEARNING STYLES

TEACHERS WILL ENGAGE IN WHOLE GROUP DISCUSSION OF *THE BELIEF QUIZ*.

TEACHERS WILL TAKE THE BLACK MALE CULTURE QUIZ ON PAGE 39 OF *CHANGING SCHOOL CULTURE FOR BLACK MALES* AND DISCUSS IN WHOLE GROUP DISCUSSION.

TEACHERS WILL USE THE FOLLOWING EVIDENCE-BASED PRACTICES TO READ SEGMENTS OF *CHANGING SCHOOL CULTURE FOR BLACK MALES*

1. LITERATURE CIRCLE
2. READING COMPREHENSION
3. STORY RETELLING

TEACHERS WILL (IN TRIOS OR PAIRS) CREATE A POWERPOINT PRESENTATION TO EXPLAIN BLACK MALE CULTURE VS, (xxxx) FROM THE BOOK *CHANGING SCHOOL CULTURE FOR BLACK MALES*.

## GETTING READY...

- IN PAIRS AND TRIOS TEACHERS WILL PRESENT POWERPOINT PRESENTATIONS EXPLAINING
- TEACHERS WILL TAKE NOTES ON THE PRESENTATIONS USING THE GRAPHIC ORGANIZERS

## GETTING ACQUAINTED WITH AFRICAN AMERICAN MALE CULTURE AND LEARNING STYLES

TEACHERS WILL USE EVIDENCE-BASED PRACTICES (GRAPHIC ORGANIZERS, TURN AND TALK, PROJECT BASED LEARNING) TO READ AND COMPREHEND CHAPTER 4 OF *UNDERSTANDING BLACK MALE LEARNING STYLES*

TEACHERS WILL (IN SMALL GROUPS OR PAIRS) CREATE A RAP, POEM OR CHANT TO LEARN CHAPTER 4.

TEACHERS WILL SHARE RAP, POEM, OR CHANT TO THE GROUP

## DAY 2: CONTINUED

10:45 AM

- CREATE POWERPOINT PRESENTATIONS FROM INFORMATION LEARNED ABOUT SCHOOL CULTURE

12:00 PM

LUNCH

12:45 PM

- DELIVER POWERPOINT PRESENTATIONS ( PARTICIPANTS WILL TAKE NOTES ON POWERPOINT PRESENTATIONS WITH GRAPHIC ORGANIZERS



## DAY 2 CONTINUED

12:45 PM

READ: LEARNING STYLES CHAPTER 4

TO COMPREHEND USE SMALL GROUPS OR PAIRS AND THE FOLLOWING EVIDENCE-BASED PRACTICES: GRAPHIC

ORGANIZER, TURN AND TALK, OR PROJECT-BASED LEARNING

CREATE RAP, POEM, OR CHANT ON LEARNING STYLES

2:45 PM

SHARE RAP, POEM, OR CHANT WITH CLASS

- 3:30 PM
- ANSWER QUESTIONS
- 3:50 PM
- REFLECTIONS
- 4:00 PM
- DISMISSAL

## DAILY SELF-REFLECTION OF LEARNING OUTCOMES: DAY 2

- Name two things you learned about utilizing evidence-based practices to present the details of African American male culture.
- Name three things you learned about school culture.
- How was the use of evidence-based teaching practices helpful for learning new strategies for teaching?

## DAY 3: GETTING ACQUAINTED WITH CULTURALLY RELEVANT PEDAGOGY

8:00 AM

- YOUTUBE VIDEO: "LITERACY IS THE ANSWER"

8:20 AM

- POWERPOINT CRP 101
- USING *CULTURALLY RELEVANT PEDAGOGY: ASKING A DIFFERENT QUESTION*
- CREATE A SONG OR JINGLE ABOUT THE ELEMENTS OF CRP (CRP & KUN)

9:00 AM

- READ ARTICLE BY LADSON-BILLINGS: *Reading between the lines and beyond the pages: A culturally relevant approach to literacy teaching*
- DISCUSS IN PAIRS: THINK PAIR SHARE (EVIDENCE-BASED STRATEGY)
- TAKE NOTES with GRAPHIC ORGANIZER

## GETTING ACQUAINTED WITH CULTURALLY RELEVANT PEDAGOGY

- TEACHERS WILL WATCH VIDEO CLIP *LITERACY IS THE ANSWER..*
- TEACHERS WILL DISCUSS VIDEO CLIP IN A WHOLE GROUP SETTING AND ANSWER THIS QUESTION:
- AM I MISS RAY?
- FACILITATOR WILL PRESENT POWERPOINT CRP 101.

## DAY 3: CONTINUED

2:30 PM

- WHOLE GROUP
- TAKE NOTES, USING GRAPHIC ORGANIZER
- MODELING (EVIDENCE-BASED PRACTICE) WRITING LESSON PLANS AND DIFFERENTIATING LESSON PLANS WITH CRP,

KUN

3:00 PM

- WRITE YOUR OWN LESSON PLAN AND DIFFERENTIATE USING CRP, KUN.

3:50 PM

- REFLECTIONS

4:00 PM

DISMISSAL

## GETTING ACQUAINTED WITH CULTURALLY RELEVANT PEDAGOGY

- FACILITATOR WILL PRESENT POWERPOINT PRESENTATION: WHAT IS CRP?
- TEACHERS WILL TAKE NOTES WITH GRAPHIC ORGANIZER
- FACILITATOR WILL DEMONSTRATE HOW TO WRITE A LESSON PLAN USING THE DIFFERENTIATED LESSON PLAN TEMPLATE (DESIGNED BY FACILITATOR).
- TEACHERS WILL RECALL ALL ACTIVITIES TO DISCUSS HOW TO DIFFERENTIATE LESSON PLANS USING CRP AND KUN.
- RECALLING A FAMILIAR BOOK OR STORY, TEACHERS WILL WRITE A LESSON PLAN AND DIFFERENTIATE USING CRP AND KUN.

## DAILY SELF-REFLECTION OF LEARNING OUTCOMES: DAY 3

- Name two ways to differentiate lesson planning.
- List three concepts you learned about CRP.

## DAY 4: HOW TO DIFFERENTIATE THE CURRICULUM

8:00 AM

- REVIEW EVIDENCE-BASED STRATEGIES

8:45

- DEFINE ELEMENTS OF AN EFFECTIVE READING PROGRAM

9:15 AM

- WHAT WE LEARNED FROM THE MAP (MY STUDY) STUDY

10:15 AM

- WHAT DO BLACK BOYS LIKE TO READ? USE AI TO IDENTIFY NEW BOOKS

11:15 AM READ PREVIOUSLY SELECTED BOOK FEATURING AFRICAN AMERICANS OR NON-FICTION

12:00 PM

LUNCH

## GETTING PREPARED TO WRITE LESSON PLANS

- FACILITATOR WILL PRESENT EVIDENCE-BASED PRACTICE POWERPOINT AGAIN.
- TEACHERS WILL REVIEW THE COMPONENTS OF AN EFFECTIVE READING PROGRAM.
- FACILITATOR WILL PRESENT THE POWERPOINT: *WHAT WE LEARNED FROM THE STUDY*.
- USING AI, TEACHERS WILL INVESTIGATE WHAT BOOKS AFRICAN AMERICAN BOYS LIKE TO READ.

## DAY 4: CONTINUED

12:45:PM

- EVIDENCE-BASED PRACTICE: DIRECT INSTRUCTION MODELING (WHOLE CLASS) DEMONSTRATING HOW TO WRITE LESSON PLANS  
DIFFERENTIATING WITH CRP, KUN, AND MAP (WHAT WE LEARNED FROM THE STUDY)

2:45 PM

- WRITE A LESSON PLAN AND DIFFERENTIATE WITH CRP, KUN, AND MAP

3:50 PM

REFLECTIONS

## **GETTING READY TO DIFFERENTIATE LESSON PLANS**

**TEACHERS WILL READ TEACHERS' PREVIOUSLY  
SELECTED BOOK.**

**USE EVIDENCE BASED PRACTICE TO COMPREHEND-  
STORYTELLING.**

**FACILITATOR WILL MODEL LESSON PLAN WRITING USING  
EVIDENCE-BASED PRACTICES AND ELEMENTS OF AN  
EFFECTIVE READING PROGRAM.**

**FACILITATOR WILL MODEL DIFFERENTIATION USING CRP,  
KUN, MAP.**

## **GETTING READY TO DIFFERENTIATE LESSON PLANS**

**TEACHERS WILL WRITE A LESSON PLAN  
DIFFERENTIATED WITH CRP, KUN, MAP.**

## DAILY SELF-REFLECTION OF LEARNING OUTCOMES: DAY 4

- What specific skills or strategies did you glean from creating an evidence-based plan infused with CRP, KUN, and MAP?
- What did you learn from MAP's study?
- How was the use of evidence-based practices for teaching reading effective?

## DAY 5: CREATING A READING UNIT USING LESSON PLAN TEMPLATES

8:00 AM

- PAIRS K-3
- CREATE FIVE LESSONS FOR A COMPLETE READING UNIT

11:00 AM

• LUNCH

11:45 AM

- CO-TEACH PRESENT LESSON PLANS USING CRP KUN MAP

3:40 PM

- REFLECTIONS

3:50

- PROJECT EVALUATION

4:00 PM

- DISMISSAL

## **GETTING READY TO TEACH WITH LADSON-BILLINGS, KUNJUFU, AND MAP**

- FACILITATOR WILL INTRODUCE RUBRIC FOR EVALUATING THE ASSIGNMENT.
- IN PAIRS OR INDIVIDUALS, TEACHERS WILL CREATE A FIVE LESSON PLAN READING UNIT FEATURING THEIR PREVIOUSLY SELECTED BOOKS, THE COMPONENTS OF AN EFFECTIVE READING PROGRAM, AND DIFFERENTIATE WITH CRP, KUN, AND MAP
- INDIVIDUAL TEACHERS OR PAIRS WILL PRESENT A SEGMENT OF THEIR READING UNIT.

## **DAILY SELF-REFLECTION OF LEARNING OUTCOMES: DAY 5**

- What did you learn about writing lesson plans?
- What did you learn from implementing your lesson plan?

**TEACHERS WILL COMPLETE PROGRAM EVALUATION.**



## References

Kunjufu, J. (2011). *Understanding Black male learning styles*. African American Images

Kunjufu, J. (2013). *Changing school culture for Black males*. African American Images.

Kunjufu, J. (2019). Understanding Black learning styles. In T. Ransaw, C.P. Gause & R. Majors (Eds.), *The handbook of research on Black males: Quantitative, qualitative, and multidisciplinary* (pp.287-299). Michigan State University

Ladson-Billings, G. (1992). Reading between the lines and beyond the pages: A culturally relevant approach to literacy teaching. *Theory into Practice*, 31(4), 312-320. <https://doi.org/10.1080/00405849209543558>

Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. *Theory and Practice*, 34(3), 159-165. <https://doi.org/10.1080/00405849509543675>

Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0: a.k.a. the remix. *Harvard Educational Review*, 84(1), 74-84. <https://doi.org/10.17763/haer.84.1.e2r131485484751>

Appendix B: Lesson Plan Template

# Lesson Plan

GRADE \_\_\_\_\_ DATE \_\_\_\_\_  
SUBJECT \_\_\_\_\_

OBJECTIVE/GOAL:

ENHANCEMENTS:

STANDARDS:

MATERIALS:

MOTIVATION:

TASKS/INSTRUCTIONS:

DIFFERENTIATION:

ASSESSMENT:

## Appendix C: Rubric

# READING UNIT RUBRIC

CRITERIA	ELEMENTS	NOTES
<b>EXCEEDS REQUIREMENTS</b> 4	<ul style="list-style-type: none"> <li>CONTAINS FIVE LESSON PLANS OR MORE</li> <li>USES MORE THAN ONE ENHANCEMENT PER LESSON</li> <li>SHOWS MORE THAN ONE DIFFERENTIATION PER LESSON</li> </ul>	
<b>MEETS REQUIREMENTS</b> 3	<ul style="list-style-type: none"> <li>CONTAINS FIVE LESSON PLANS</li> <li>USES ONE ENHANCEMENT PER LESSON</li> <li>SHOWS ONE DIFFERENTIATION PER LESSON</li> </ul>	
<b>NEEDS IMPROVEMENTS</b>	<ul style="list-style-type: none"> <li>CONTAINS FIVE LESSON PLANS</li> <li>USES LESS THAN ONE ENHANCEMENT PER LESSON</li> <li>SHOWS LESS THAN ONE DIFFERENTIATION PER LESSON</li> <li>.</li> </ul>	
<b>RESUBMIT UNIT</b>	<ul style="list-style-type: none"> <li>LESS THAN FIVE LESSON PLANS</li> <li>USES LESS THAN ONE ENHANCEMENT PER LESSON</li> <li>SHOWS LESS THAN ONE DIFFERENTIATION PER LESSON</li> <li>.</li> </ul>	



Total:

## Appendix D: Pre-Questionnaire From Interview Questions

1. In what region of the United States are you teaching?
2. What grade(s) do you teach? What are your strengths regarding instructional practices for teaching AA boys in your class?
3. What do you wish you knew more about instructional practices for teaching reading to the AA boys in your class?
4. What strategies, methods, curricula, or supports regarding AA boys do you use or recommend?
5. What do you know about teaching reading using a culturally relevant approach? Could you give an example of using CRP? What has worked well? What could have worked better? Would you use that approach again?
6. What evidence-based strategies do you use for reading instruction with AA boys? Could you give an example of using evidence-based practices?
7. How do you promote the use of social power that AA boys already possess positively?
8. How do you demonstrate how you value AA boys' capabilities and direct them to succeed academically?
9. How do you interact positively with the AA boys in your class?
10. Give examples of how you mix culture with knowledge, for instance, establishing relationships with parents.
11. How do you encourage AA boys to become more socially and politically aware of their environment and society?
12. Do you want any changes in the curriculum regarding your teaching reading to AA boys? Explain.
13. Do you think your teaching strategies, methods, and styles are effective?
14. What do you expect to learn from this PD?

Appendix E: Graphic Organizer

# GRAPHIC ORGANIZER

The graphic organizer consists of seven colored boxes arranged in three rows. The top row has five boxes: 'WHO?' (light orange), 'WHEN?' (orange), 'WHY?' (yellow), 'TOPIC OR READING' (light green), and 'SINCE' (light blue). The middle row has two boxes: 'WHERE?' (light pink) and 'IF' (light teal). The bottom row has two wide boxes: 'WHAT?' (pink) and 'HOW??' (light purple). There are four sticky notes: a pink one on the 'WHO?' box, a yellow one on the 'WHY?' box, a purple one on the 'HOW??' box, and a small red one on the 'SINCE' box.

WHO?	WHEN?	WHY?	TOPIC OR READING	SINCE
WHERE?	IF			
WHAT?	HOW??			

## Appendix F: Evidence-Based Practices



EVIDENCE-BASED PRACTICES ARE STRATEGIES AND PROGRAMS THAT HAVE BEEN SCIENTIFICALLY TESTED OR OVER TIME

**EVIDENCE-BASED PRACTICES**

- CLOSED READING
- RESPONSE JOURNALS
- READER'S THEATER
- BOOK CLUBS FOR COLLABORATIVE
- DIFFERENTIATED INSTRUCTION
- MULTISENSORY APPROACHES TO READING
- INCORPORATING DIVERSE LITERATURE
- MONITORING AND ADJUSTING INSTRUCTION BASED ON DATA
- GRAPHIC ORGANIZER

HERE WE GO.

### EVIDENCE-BASED PRACTICES CONTINUED

- HOME READING INVOLVING PARENTS AND GUARDIANS
- LEVELED READING GROUPS
- TIERED ASSIGNMENTS
- VARIED TEXTS FORMATS
- THINK PAIR SHARE
- DIFFERENTIATED TEXTS
- CHOICE IN READING
- INDIVIDUAL READING PLANS
- TECHNOLOGY INTEGRATION
- READ-ALOUDS AND AUDIO SUPPORT

### EVIDENCE-BASED PRACTICES CONTINUED

- LITERACY STATIONS
- PEER TUTORING
- EXTENDED TIME
- TARGETED FEEDBACK
- INTERACTIVE GAMES AND ACTIVITIES
- GRADUAL RELEASE OF RESPONSIBILITY
- PEER COLLABORATIVE GROUPS
- COOPERATIVE GROUPS
- CHUNKING
- TURN AND TALK

# WHAT IS CULTURALLY RELEVANT PEDAGOGY?

## GLORIA LADSON-BILLINGS

- Gloria Ladson-Billings founded this framework in 1992, describing culturally relevant pedagogy as an oppositional framework that celebrates and recognizes AA culture. Ladson-Billings viewed culturally relevant pedagogy as an alternative to models that merely assimilate African Americans into White culture (Ladson-Billings, 1992). Ladson-Billings defined culturally relevant teaching as one of empowerment, where students critically look at their everyday surroundings and plan for social change (Ladson-Billings, 1992). Ladson-Billings argued that students should arm themselves with an arsenal of academic literacies.

# WHAT IS CRP?

## STUDENT LEARNING

ACADEMIC PERFORMANCE  
PROFICIENCY

## CULTURAL COMPETENCE

MISUNDERSTOOD  
KNOW THE CULTURES  
MULTUCULTURAL  
LIFE  
CONNECTIONS  
EXPECTATIONS

## SOCIOPOLITICAL CONSCIOUSNESS

DEMOCRATIC SOCIETY  
CONSIDERED DANGEROUS  
POLITICAL  
EDUCATION  
APPLY  
ANALYZE  
CRITIQUE  
EXPLORE  
PROBLEMS

## CRP PERSPECTIVE

- According to Ladson-Billings (1995), all students can succeed. A teacher's philosophy of instruction should be one in which a teacher continuously builds and shares knowledge. Teaching is an art, and good teachers must be enthusiastic about their craft. Passion enabled Ladson-Billings (1995) to offer a plan for teaching AA students. According to this plan, teachers should:



## CRP

- Command, demand, expect, and generate excellence in their students.
- Use the social power that AA boys possess in positive ways.
- Engage in positive interactions with AA students.
- Value AA students' capabilities and steer them into successful academics.
- Mix culture with knowledge, for instance, establishing a relationship with parents allowing them to share their talents and incorporate these skills into lessons.
- Encourage students to become socially and politically aware.
- Allow AA young boys to share their counternarratives.

## HOW THE CULTURALLY RELEVANT TEACHER SEES SELF AND OTHERS

- ARTIST
- GIVING BACK
- ALL SUCCEED
- LOCAL NATIONAL GLOBAL
- TEACHERS EXTRACT KNOWLEDGE

# ARE YOU A CULTURALLY RELEVANT TEACHER OR AN ASSIMILATIONISTS?

## ASSIMILATIONISTS SEE THEMSELVES AS

- TECHNICIAN
- NOT A COMMUNITY MEMBER
- DOES NOT GIVE BACK
- ONE AMERICA
- KNOWLEDGE GIVER

# ARE YOU A CULTURALLY RELEVANT TEACHER OR AN ASSIMILATIONISTS?

## ASSIMILATIONISTS SEE THEMSELVES AS

- TECHNICIAN
- NOT A COMMUNITY MEMBER
- DOES NOT GIVE BACK
- ONE AMERICA
- KNOWLEDGE GIVER

## SOCIAL RELATIONSHIPS

- TEACHER STUDENT EQUAL PARTNERSHIP
- COMMUNITY
- COLLABORATIVE LEARNING
- EACH ONE TEACH ONE

## CONCEPTS OF KNOWLEDGE

- CHANGES
- CRITIQUED
- TEACHERS HELP WITH SKILL DEVELOPMENT
- EXCELLENCE
- DIVERSITY

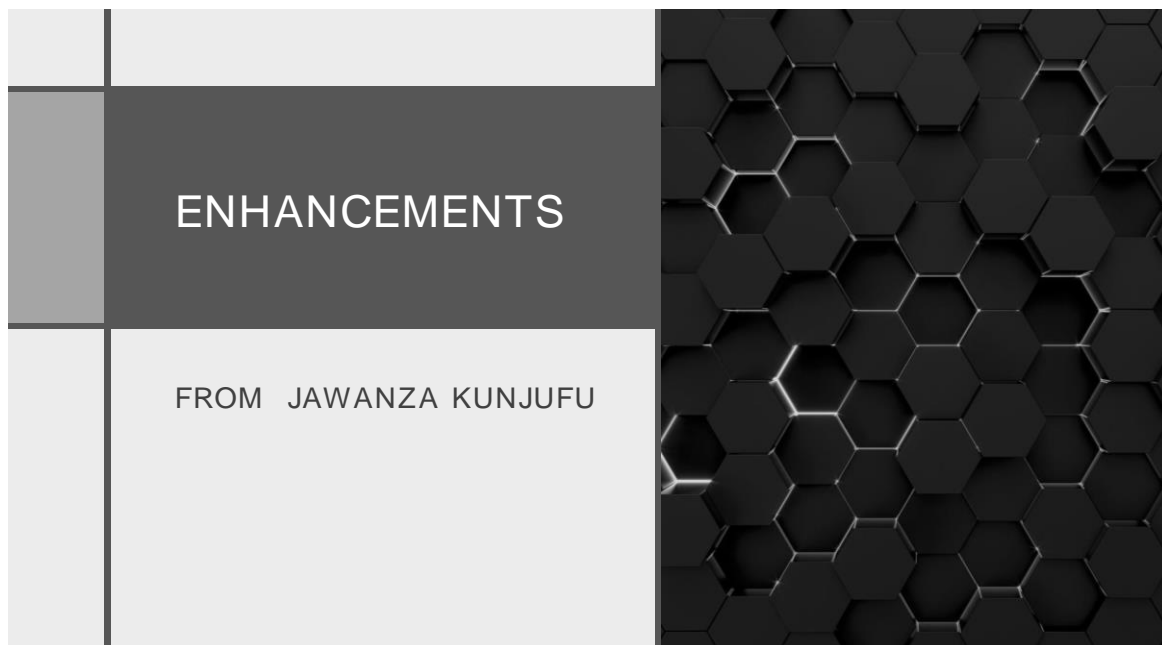
## REFERENCES

- *CULTURALLY RELEVANT PEDAGOGY: ASKING A DIFFERENT QUESTION*

AND

- *THE DREAMKEEPERS: SUCCESSFUL TEACHERS OF AFRICAN AMERICAN CHILDREN 3<sup>RD</sup> EDITION*
- *BY GLORIA LADSON-BILLINGS*

Appendix H: Enhancements



**HOW DO  
AFRICAN  
AMERICAN  
BOYS  
LEARN?**

**PRINT  
PICTURES  
SPEAKING  
HEARING  
TANGIBLE  
MOVING**

**RIGHT  
BRAIN**

**ROSALIE COHEN**

**FREE  
CHANGING  
CREATIVE  
MEMORY  
MAKE IT UP AS YOU GO  
EXPRESSIVE  
FLEXIBLE  
GLOBAL  
EXPRESS  
PATTERNS**

**LEFT BRAIN**

**FROM  
ROSALIE COHEN**

**RULES AND LAWS  
RIGID  
CONFORMS  
LINEAR  
CONTROLLING  
SAME  
REGULARITY  
LOGIC  
THE USUAL**

**WHAT CAN  
WE DO?**

**BE THE BEST TEACHER YOU CAN BE  
IDEALLY ALL MALE CLASSROOM  
LEARNING CENTERS REFLECTING  
DIFFERENT LEARNING MODALITIES  
CLASSROOM ARRANGEMENT  
SMALL GROUPS  
COMPETE ACADEMICALLY  
CLASSROOM MANAGEMENT  
MUSIC**

**WHAT YOU  
CAN DO  
CONTINUED  
BY**

**POSITIVE IMAGES OF aa MALES POSTED  
PHYSICAL EDUCATION  
HEALTHY FRUIT AND BEVERAGES  
LIMIT LECTURING  
ROLE MODELS  
RIGHT BRAIN  
MORE TIME LEARNING  
QUESTIONS  
MONITOR CLASSROOM TEMPERATURE  
LIMIT HOMEWORK**



**MORE OF  
WHAT TO  
DO**

LIMIT TEXTBOOK ACTIVITY  
LIMIT WORKSHEET ACTIVITY  
GET PARENTS INVOLVED  
DAILY RECESS  
VISUALS  
INTERESTING BOOKS  
HANDWRITING  
BOOKS ON TAPE  
FLEXIBLE TEST-TAKING AND TIMES  
ASSIGNMENT CHOICE

**CONSIDER  
THIS**

EXPECTATIONS  
RESOLVING CONFLICTS PRIVATELY  
ALLOWING CHOICE OF ASSIGNMENTS  
PRAISE  
STAND AT DESKS  
USE AND UNDERSTAND HIP HOP  
DIFFERENT MODALITIES FOR PHONICS  
READ ALOUD OR NOT?

**KUNJUFU'S  
SOLUTIONS**

**PEER-TO-PEER MENTORING**  
**INVOLVE PARENTS**  
**EXCELLENCE FROM STAKEHOLDERS**  
**EXCELLENCE FROM STUDENTS**  
**AFROCENTRISM**  
**AFTER SCHOOL ACTIVITIES**  
**STATEMENTS-MISSION CREED**  
**POSITIVE RELATIONSHIPS**

## Appendix I: Map's Analysis



### READING IS A SOCIOPOLITICAL EVENT

- READ NEWS
- ENGAGE
- INSTILL CONFIDENCE
- ENCOURAGE TALK
- ENCOURAGE LEADERSHIP
- WORK AS A TEAM
- RESPECT
- LEARN AND RECITE AFFIRMATIONS
- PRAISE

### EVIDENCE-BASED STRATEGIES

- BUDDY READING
- CHUNKING
- TECHNOLOGY
- CONTEXT CLUES
- REPETITIVE
- SEQUENTIAL
- MANIPULATIVES
- DIRECT INSTRUCTION
- MASTERY

### SOCIO-CULTURAL

- DIVERSITY
- GAMES
- EXPECTATIONS
- PRAISE
- THE WAY THEY DRESS
- EVERYONE HAS A SEAT AT THE TABLE
- BUILD SELF ESTEEM
- DRESS FOR SUCCESS
- INTERACTIONS RESPECTFUL

### SOCIO-CULTURAL CONTINUED

- COUNTER-NARRATIVE
- GET TO KNOW BACKGROUNDS
- HERITAGE
- VALUE STUDENTS
- RELATIONSHIP BUILDING
- KNOW WORTH
- MAKING CONNECTIONS

### CURRICULUM STRATEGIES

- HIGH ACHIEVEMENT
- BOOKS REFLECTING AFRICAN AMERICAN MALES
- MEET STUDENTS WHERE THEY ARE
- ASSESSMENTS
- ARM-TAP

## Appendix J: Interview Protocol for Teachers

**Project:** Kindergarten through Third Grade Teachers' Perspectives of Instructional Practices Used to Teach Reading to AA Boys?

**Time of interview:**

**Place:**

**Interviewer:**

I am a doctoral student at Walden University. I am excited to complete this research project as part of my postgraduate requirements. I appreciate your agreeing to help me by participating in this interview. This study explores kindergarten through third grade teachers' perspectives of instructional practices used to teach reading to African American boys. I am going to ask you questions. You may stop the interview anytime or skip a question if you feel uncomfortable. I am interested in your honest responses. I will keep all responses confidential. May I have permission to record the interview? Here is my research question.

RQ1: What are kindergarten through third grade teachers' perspectives of instructional practices used to teach reading to AA boys?

I will ask the following questions and may request additional information as necessary:

Demographics

1. In what region of the United States are you teaching?
2. What grade(s) do you teach?
3. What type of school is it? (single-sex, coed, private, rural, urban, etc.)

4. How are classes arranged?
5. Describe your role at your school.
6. How long have you been teaching reading?

#### Pedagogical Questions

7. What are your strengths regarding instructional practices for teaching AA boys in your class?
8. What do you wish you knew more about instructional practices for teaching reading to the AA boys in your class?
9. What strategies, methods, curricula, or supports regarding AA boys do you use or recommend?
10. What aspects of your reading curriculum do you find helpful for teaching AA boys?
11. Are there any aspects of your reading curriculum that require additional support for teaching AA boys in your class how to read? Explain?
12. What do you know about teaching reading using a culturally relevant approach? Could you give an example of using CRP? What has worked well? What could have worked better? Would you use that approach again?
13. What evidence-based strategies do you use for reading instruction with AA boys? Could you give an example of using evidence-based practices? What has worked well? What could have worked better? Would you use that approach again?
14. How do you promote the use of social power that AA boys already possess

positively?

15. How do you demonstrate how you value AA boys' capabilities and direct them to succeed academically?
16. What are you doing to demand, command, and expect excellence of your AA boys?
17. How do you interact positively with the AA boys in your class?
18. Give examples of how you mix culture with knowledge, for instance, establishing relationships with parents.
19. How do you encourage AA boys to become more socially and politically aware of their environment and society?
20. How do you encourage AA boys to share their personal stories (counternarratives)?
21. Do you want any changes in the curriculum regarding your teaching reading to AA boys? Explain.

Thank you for participating in this interview. Walden University's approval number for this study is 07-21-23-0377185. It expires on July 20, 2024. I will soon share a written summary of this interview for you to review. Please feel free to make any comments or express any disagreements you have with the summary I collected so that I can obtain a clearer picture of what you are saying in your interview. Again, I appreciate your participation in this study.

Appendix K: Flyer

# PARTICIPANTS NEEDED!

## \$50 GIFT CARD

### INVESTIGATING K-3RD GRADE TEACHERS' PERSPECTIVES OF INSTRUCTIONAL READING PRACTICES USED TO TEACH AFRICAN AMERICAN BOYS HOW TO READ

**ABOUT THIS STUDY:**

- 45-60 MIN GOOGLE MEETS AUDIO-RECORDED INTERVIEW
- PRIVACY PROTECTED
- READ YOUR 15-20 MIN INTERVIEW SUMMARY

**VOLUNTEER REQUIREMENTS:**

- TEACH READING TO AFRICAN AMERICAN BOYS IN A COED OR SINGLE-SEX SETTING
- MINIMUM OF 2 YEARS TEACHING EXPERIENCE

**DON'T MISS YOUR OPPORTUNITY TO REFLECT ON YOUR TEACHING JOURNEY YOU WILL RECEIVE A \$50 GIFT CARD FOR INTERVIEWING FOR THIS STUDY**

THIS INTERVIEW IS PART OF THE DOCTORAL STUDY FOR MARGARET ANN PETTY AN EDD STUDENT AT WALDEN UNIVERSITY

KINDLY EMAIL ME FOR FURTHER INFORMATION  
[PETTY.MARGARETANN@WALDENU.EDU](mailto:PETTY.MARGARETANN@WALDENU.EDU)