

# Culturally Responsive Teaching: an Empirical Investigation

## Culturally Responsive Teaching

Rania Jambi

California State University, San Bernardino College of Extended and Global Education.

**Abstract:** This study focuses on teaching that is culturally responsive and is investigated in K-12 school levels in the USA. The culturally responsive teaching (CRT) of the literature is highlighted showing the field of CRT to be relevant to the educational environment and educating teachers and students for fair and high-level in teraction through cultural and ethnic diversity. This topic affects the core of the educational process inside the classroom and outside the classroom. Through this paper, I deal with three elements where the most important ones are students, teachers, context, and environment. Research questions for this study are how to implement culturally responsive teaching in a culturally diverse learning environment in the United States middle school classes, besides, how can the American experience in CRT reflect on Saudi Vision 2030? In or to answer these questions, the study uses semi-structured observations in 3 different categories and five interviews. The study results highlight the allocation of teaching content to assist the teacher in how to activate and use culturally responsive teaching in the classroom. It is also found that dealing with different nationalities, cultures, languages and civilizations requires high professionalism and quality in order not to distinguish or discriminate between students. This leads to negative and behavioral problems among students. I find that the element related to the teacher is the most important because it enhances the student's acceptance of criticism and other nationalities and cultures. It also builds the personality of students. They would be more positive personalities giving ambassadors to their homelands and they would become good examples. This study has major implications for the Saudi case to raise the academic level, cultural awareness, and the excellent treatment of students and their families. Consequently, this can help in developing the capabilities of teachers in the interest of students, and this has been achieved through appropriate Teaching.

## 1 Introduction

The topic of culturally responsive teaching includes a considerable amount of scholarly discussion and research around the world. This discussion and research have been encouraged by a strong belief in diversity. This capstone project investigates this topic and focuses on factors affecting culturally responsive teaching in middle schools in the United States of America. The project is an empirical study by means of classroom observations. The project aims to bring some useful lessons related to culturally responsive teaching from the American context and relate them to Saudi vision. The first section of the project introduces the Saudi educational context; the discussion is then focused on teaching challenges and difficulties, and culturally responsive teaching is highlighted to be among these challenges. The research problem and question are also stated. The introductory section ends shedding light on the study objectives.

Saudi Arabia is an Arab country and a member of the Gulf Council Countries (GCC). It has a population of a little bit more than thirty-two million people. Through the presence of the holy places in the Kingdom of Saudi Arabia, all people from different countries came to emulate and simulate the Saudi people with these different civilizations. Exchanges were between them from the cultural, knowledge and linguistic side. The region is on the other side of habits, values, and cultures. Saudi Arabia has invested considerable efforts in developing its educational systems.

For example, sending considerable number of the teachers abroad through Khbrat program for develop and exchange experiences with international teachers.

A number of initiatives have been performed to develop Saudi educational systems. Nonetheless, there is still a number of issues and challenges. Among these are teacher skills, teacher commitment, poor academic performance, classroom size, diversity and lack of technology. Focusing on the challenges in the classroom, the role of the teacher is stressed since s/he is the one at the frontline and in direct contact with learners and sometimes family. With the recent rapid developments in technologies, and changing lifestyle habits, maintaining new generation' focusing on the diverse classroom one of the most important challenges which we faced in some countries. This problem is highly evident for a number of reasons, e.g. some teachers deal with students with racism and focus because of their ethnic difference, as this causes some sensitivities and problems between students. Hence, my capstone project research is underpinned by the following research question: How is culturally responsive teaching applied in a culturally diverse US. Middle School classrooms? How can the American experience in CRT reflect on the Saudi Vision 2030?

This research is underpinned by three main objectives. Firstly, investigating and researching this particular area has potential personal benefits. It provides an opportunity to develop my understanding about this topic. This, in turn, will impact positively on my career and professional practices. In other words, I will be able to maintain higher levels of culturally responsive teaching' during diverse classes. Secondly, this project acts as an agent of change. This means that results and recommendations offered by this study will have potential benefits in helping other teachers in Saudi Arabia and possibly other countries with similar contexts to develop their culturally responsive teaching in diverse class. Finally, results and recommendations of this study will help in improving the entire education in Saudi Arabia. All preparations, work, and expenses to provide education are in vain if teachers deal with different cultures and nationalities with an element of bias, prejudice, and discrimination in education.

## **2 Culturally Responsive Teaching Definitions**

This paragraph defines relevant key terms related to this project on culturally responsive teaching. It is significant to start the project defining key relevant terms in order to establish shared understanding. Among the most influential definitions for CRT is the one offered by the Russian psychologist Vygotsky (1978) where Responsive teaching is the process of stepping in and out of a learning activity to support the student's individual needs and growing independence. This process has also been referred to as scaffolding. Responsive teaching involves observing students carefully and, as Goodman (1996) put it, "figuring out where they are going and then help[ing] them get there." (p.9) Contemporary researchers have found a great deal of evidence to support the sociocultural theory of how we learn to read, originally. Culturally responsive teaching (CRT) is an educational reform that strives to increase the engagement and motivation of students of color who historically have been both unsuccessful academically and socially alienated from their public schools. Specifically, culturally responsive teaching acknowledges and infuses the culture of such students into the school. curriculum and makes meaningful connections with community culture" (Roselle, 2010, p.4) Culturally responsive teaching is designed to help empower children and youth by using meaningful cultural connections to convey academic and social knowledge and attitudes.

Engaging in these practices requires a shift in mindset: interrupting and disrupting deficit perspectives and subtractive conceptions from minoritized backgrounds, their families, and their communities. Culturally responsive teaching means including multiple perspectives in the curriculum and engaging in critical reviews and revisions of what is in place. Teachers who engage in these practices understand the importance of culture to teaching, learning, growing, and developing - what Rogoff (2003) called the cultural nature of human development. Finally, he made clear that teaching that is culturally responsive must be situated within a particular context, meaningful to the members of the learning community. Conventional wisdom has it that growth can be accounted for by measuring inputs like responsive teaching. It is often said that prompting active responsive classroom produces an active mind. Becoming culturally responsive is an ongoing process that evolves as we learn more about ourselves, our world and different cultures.

“To be responsive teacher you should look to your environment and community from the worldview of others; have a responsive mind to understand diversity a culturally responsive classroom needs and interests of all students from all backgrounds would be addressed within a climate of respect for differences. The rich variation within and between cultural groups”. (JosseyBass, 1995, P.5) culturally responsive teaching methods because of globalization, the religions, cultures, and backgrounds of students in any classroom are likely to be more diverse than before.

### 3 Significance of CRT:

In 2010 the state of Wisconsin implemented the Response to Intervention model in all public K12 schools. (See Figure 1.) State Superintendent Dr. Tony Evers explained the statewide initiative is a response to data that shows a significant achievement gap (Wisconsin DPI, 2010). The

Response to Intervention model provides a systems framework for integrated collaboration, instruction, and assessments that better meet the needs of all students (Wisconsin DPI, 2010). Special education and English Language teachers along with psychologists and other support specialists have a close connection to classrooms teachers to increase communication and the



**Fig.1:** Wisconsin's Response to Intervention Framework.

Timeliness of interventions.

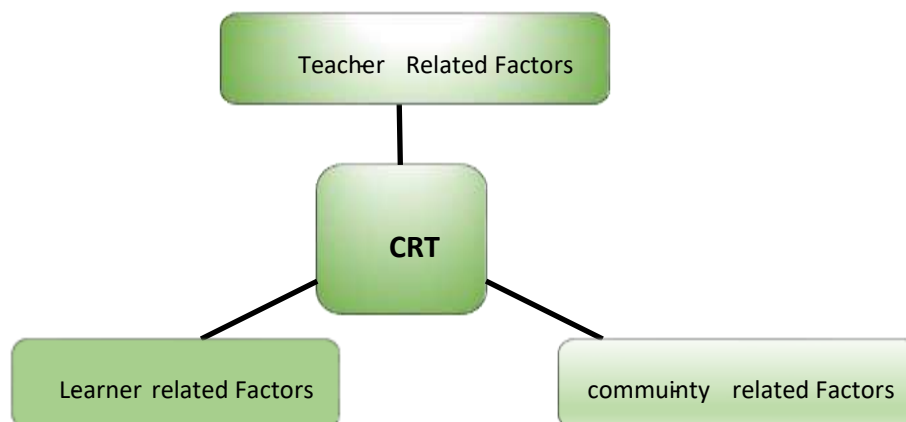
#### 4-The Role of Students in Culturally Responsive Classrooms

Classrooms filled with the work of children could be an enchanting place to be in and sends a message to understudies that their work and their learning are vital. In spite of the fact that early within the school year, the educator might do much of the show arranging and caretaking, as the year advances, understudies can take a progressively dynamic part in showing their work. There are a few ways in which children can be included. They can essentially select some of their works that they provide to the educator to collect into a show. They can make the genuine show by designing and putting together on the same board. They can oversee the whole prepare from choosing the work for giving continuous maintenance. In taking on obligation for shows, understudies have an opportunity to memorize and hone critical social and scholastic abilities.

When children select work for shows, they learn to reflect on their work. By making shows that recognize exertion instead of flawlessness, children better understand that learning may be a prepare of development, not fair a handle of authority. Making shows can confirm children's developing sense of competency and allow them to practice in person and group decision-making. It gives an opportunity to memorize from each other and to appreciate the work of others, supporting compassion, regard, and a solid sense of classroom community. Setting up a show permits child to create their inventiveness and to abilities of measuring, cutting, utilizing instruments, and composing. Keeping up shows gives an opportunity for children to develop organizational and choice making abilities. All viewpoints of making and keeping up shows permit children to require duty for a critical portion of the classroom life.

#### 4 Factors Culturally Responsive Teaching

When researching culturally responsive teaching, a number of relevant theories and models are instantly spotted. Although these CRT and responsive environment are deeply rooted in diversity and diverse classroom, they provide some useful insights about how human being can adapt their life among different cultures and nationalities. It is highly critical and cultural to understand that CRT presents individual perspectives rather than clinically proved results. Apart from that, and in order to make the discussion more relevant to the topic of the research project, the focus needs to be placed on educational context and more particularly on factors affecting Culturally responsive teaching. It is found that literature groups factors affecting CRT into three sets. These are (1) teacher-related factors, (2) learner-related factors, and (3) community-related factors (See Figure 2 below).



**Fig.2:** Factors affecting CRT, adapted from literature.

#### *4.1 Teachers-related Factors*

Considerable amount of literature argues for the significant role for instructors in dealing and adapting diverse classroom. They highlight a list of practices and strategies for instructors that affect diverse classroom. For example, the instructors use different strategies for dealing with different cultures and nationalities inside classrooms. The teacher applies classroom rules to help learners accept each other. Using culturally responsive teaching in diverse classroom let the students became one family without borders. The instructor's way of teaching in class is accomplished through treat them wisely and fairly. Instructors are encouraged to use different multiple intelligences even with learners in order to involve them in diverse classroom. However, the teacher needs to cultivate herself depends on how to teach diverse classes. Instructors set up and educate behavior desires, oversee plans, and organize physical spaces in ways that empower learners to work with independence and center. When children make behavior mistakes, instructors react in nonpunitive ways that rapidly and deferentially offer assistance to them to continue their learning. Some related instructing abilities: Creating significant rules that interface to children's learning objectives, building up productive schedules that permit for understudy independence, interceding some time recently behavior goes off track, reacting to misbehavior clearly, calmly, and deferentially.

#### *4.2 Learner-related Factors*

When researching culturally responsive teaching, the role of the learner is adapting their life on diversity. A huge number in California of learner-related factors might affect diverse classes. Among these factors is violence and bullying. For example, the negative impact of different cultures sometimes bullying between students and their behavior and attitude on exam scores. Another thing that many students feel lonely in diverse classroom that's why we need to cultivate the students to accept others no borders between each other. This is due to students being kind with others. There are other learner-related factors that could affect culturally responsive teaching, among these are anti-socialism some learners wants to be in their isolated zone . appearing shy and scared from strangers.

#### *4.3 community-Related Factors*

The significance of making a positive school culture resounded "It was clear that we required to significantly alter the learning environment so that these boys, and each other child within the school, seem remain in their classrooms and learn. Two topics rapidly developed: More thorough scholastics and a school-wide arrange for instructing and strengthening positive behavior. At the same time, the school's Parent-Teacher Affiliation developed in both estimate and level of association. Vital notes that instructors went out of their way to lock in guardians, a few of them giving out their cell phone numbers and remaining late for parent conferences and coaching for understudies who were battling in class. The coming about changes in culture were sensational all through the school. Parents and staff started to notice a change within the tone of the school. The environment was recognizably calmer, friendlier, kinder and more conducive to learning. It got to be a place that children and grown-ups needed to come to each day.

### **5 Methodologies**

Research methodology is one of the most important aspects of an empirical investigation as it reflects on the overall quality of the study and trustworthiness of its results and claims. This section discusses methodological aspects of the capstone project, and it starts by describing the

study site and participants. Data collection tools are presented and discussed. The section also discusses data collection methods and concludes by shedding light on ethical aspects.

This study takes place in a middle school (4-8) located in Southern California. The school is among the most prestigious ones in the area scoring 9/10 according to a recent review conducted by Great Schools Organization (reference removed for confidentiality). The school is relatively small servicing about 765 students and has about seventeen faculty members. The school budget is around \$200,000. The school offers free breakfast and lunch. The principal uses the M.E.R.I.T. System to motivate their students to achieve high points. Due to their efforts, the teacher and students received the Bronze PBIS Implementation Award. They offered elective classes e.g. Art, Music and Architecture. My project based on observations and interviews. The study observes two teachers instructing ELA and History. Classes observed for these teachers are for several groups and grades of students. The ELA teacher has more than ten years of experience teaching English.

He has been working with 8<sup>th</sup> Grade students. Students attending range from fourth to eighth grade. I set my plan for attending their classes for making interview and observation.

Data for this study are collected by means of classroom observations and interviews with their teachers. Because it helps me for figure out how the teachers deal with diverse classes. The Principal is welcoming us to attend professional development for getting useful things and exchange different experience with multicultural staff. For example, different topics, attitudes, ideas, strategies and methods. This has enabled me to find some answers for research questions. Through that I captures some relevant incidents in relation to the research topic and question. The nature of this study investigating factors affecting CRT in classrooms has encouraged using this research tool rather than observation or any other research tool. The study uses a semi-structured interview and observation format in which a number of items under three distinct sections following the theoretical framework are recorded: teacher-related aspects, learner-related aspects, and community-related aspects (See appendix 2 for interview questions and appendix 1 observation schedules. Each of the items and sections allows space for further comments and answers with teachers and principals. This is relevant and useful allowing the research tool flexibility in capturing emerging issues. The study also collects some visual data, audio, and media whenever appropriate; this has been helpful in providing more vivid picture and enabling the reader of more relevant understanding of the context of the study.

I collect some written opinion from the students regarding diversity and dealing with different cultures through the elective class which I explain one lesson (Tour The states). The students at the middle school come from various culture backgrounds. It essential for educators to advocate for the learning of all cultural groups. Through my observations and interviews I figure out diverse classrooms are cultural proficient and elements of this include assess culture, value diversity, manage the dynamic of difference; adapt to diversity and institutionalize cultural knowledge. Best practice for culturally responsive teaching includes culturally responsive practices (Howard.G.2015)

In relation to data analysis, a number of data analysis methods are considered. Since the semi-structured interview protocol and observations have generated systematic qualitative data. Findings from the data analysis are presented in this research project following the three themes/aspects provided above offering the study more cohesion and structure. Although data collected for this study are qualitative, some quantitative descriptive analyses are used, e.g.

frequencies or counts. The analysis also makes use of charts for ease of understanding and summarizing.

Regarding ethical considerations, the study respects common codes of ethics, e.g. voluntary participation in which none of the participants in this study is forced to participate or provide information. All participants are informed about the purpose of the study. The study also respects participant confidentiality and welfare in which no harm is to result to participants, parents, teachers, administrators or schools from participating in this study. Moreover, all names used in this study are pseudonymous. All data collected are used solely for this study.

## **6 Results and Discussions**

This part offers and discusses issues related to culturally responsive teaching in American K-12 schools by way of semi-structured observations supported by data from interviews with teachers and principal. I made five interviews with faculty staff. The work evaluation is done by students based on the elements of creativity that they were trained on. Here, the evaluation promotes acceptance and discussion of opinions and makes no difference between them in terms of ethnic diversity. Therefore, the teacher should have a background on CRT. The sections are teacher-related, student-related, and context associated factors. For students who speak languages other than, or in addition to, English, a critical component of culturally relevant teaching is valuing the languages children bring with them to school (Garza, 2009; Gutiérrez et al., 2002; Szpara & Ahmad, 2007).

### *6.1 Teacher-related Factors*

The data analysis relied on two types of class observation for three teachers and five interviews were conducted to discuss the research questions. CRT that appeared through the three classroom observations are that the teacher deals with students equally without distinguishing between them, as the class contains multiple nationalities, civilizations and cultures, and through the observations I have not noticed any racism in dealing with them whether it is a student or a teacher. When the class is divided into groups based on differentiation in their academic level the group is usually of a multi-level achievement. Dividing tasks among them Each group has a performance task that they implement based on the modified goals that the teacher sets to achieve the goal and the information the student has. This is so because the teacher since the beginning of the school year has been explaining the class rules to students. For example, an English language teacher divides the class into groups for the author of the article and a discussion group. The interstate is assigned to follow up on the duties and worksheets, and through the implementation of what is required of them, they evaluate their work among themselves, and here the students' personality is built through mutual trust between them. For example, the teacher distributes the questions related to the novel. In the reading class, a visual material is displayed for viewing, then the questions are answered. In another group of discussions depends on choosing a societal problem and discusses it through role-playing as a court, judge and lawyer, and here the role of the teacher is supervised by the work.

Through my attendance at the art education class, I found the teacher divided tasks based on the student's choice of artwork that s/he would like to do, such as taking pictures from the schoolyard, using colors and papers to draw, or forming clay groups. After every student's work, there are evaluation criteria on the classroom's wall. Here, they determine the appropriate standard for each work. This makes decision makers decide which to choose without judging nationality, culture, or color only. The work is evaluated from the technical aspects, and the

student acts as a jury member to discuss the work from various Here, respect and acceptance of opinions prevail among them.

The third classroom observation was in the history class, which was the best example of the diversity of cultures, nationalities and civilizations, and how the teacher dealt through modern educational methods and methods that respect the mind, values and principles. Kahoot and Near pod App were used to explain history subject by showing some videos and taking notes by students using computers and answering questions related to the lesson. The teacher rewards the winning group with the most points, or allocates additional degrees to them, or distributes some small gifts. Through my observation of the three teachers, I found that the role of the teacher as a supervisor, leader, motivator and friend of students helps to involve them and deal with them through CRT. The attractive classroom environment aids creativity. The teacher moves between groups to supervise them and follow up on assigned performance tasks.

I interviewed the principal, the assistant, and three teachers, I found that most participants agreed on the importance of respecting different nationalities and multiculturalities and not to differentiate between them. Through the questions that I presented to them, I listened to the various positive and stimulating answers for high-level interaction among students, teachers, the teaching staff and the administrative body within the school. The Principal deals with more than thirty multi-cultural teachers, civilizations, religions and ethnicities through the principle of equality. While the school's Principal said multilingualism in California is making students ambassadors of their civilizations and cultures as there are more than 30 different languages in the State and it is agreed that English is the universal language that brings them together. Motivating students to obtain high marks and results through a motivational system that is implemented inside the school and when going to lunch period the school agent stands in the outside courtyard and organizes entry based on the owners of the highest points who have priority in entry first and then the rest of the students. Here the vice principal does not rely on his division on nationality or culture, but on a unified system that applies to all students. The teacher identifies at the beginning of each week those responsible for collecting and returning computers in place and stimulating teamwork among them. In another situation The Art teacher preferred to work with multi-cultural school climate. The other teacher said culturally responsive teaching allows us as teachers who are aware of systematic inequalities can recognize them and pointedly address them through teaching and learning. CRT is that teachers develop lessons and strategies emerge from and related to the lives and cultures of their students. I participated in the elective class by presenting a map of America and asked students to choose any state and search for facts and information for each state then they will share information by hanging sticky notes on the map and sharing information with their colleagues. The CRT appeared through cooperation among students and their respect for different cultures, customs and nationalities. We concluded the exercise by singing together we are one nation.

## *6.2 Student-related Factors*

Regarding students through CRT. The analysis from the data with the three teachers interviewed with the theoretical framework highlighted a number of sub-topics. The first of which was the delay in submitting assignments. They are evaluated in stages. The person who submits the assignment from the first time and at the specified time has the full degree and has a special stamp on the paper so that the teacher can evaluate the students by simply browsing different stamps. Each evaluation has a specific stamp. Some students have a lower academic level than



the rest of their colleagues and these students come from different ethnic background. A teacher used an effective treatment method, which is peer and group learning, as the distinguished student assists his friend indirectly. ELA teacher brought podium for speaking, debating and interactive dialogue. He Provided his students plenty of opportunities to share what they think and show that you value their opinions. This simple interaction breaks down the idea that there is a single "right" way to think in your classroom. They encouraged them how to be good debaters and respect their cultures and communities. He encouraged them to apply for the debating competition over the district.

We also mentioned previously that the division of groups depends on the diversity of academic levels in order to achieve the goal of raising the level of students. We talked about the problem of absence, because the school solved this problem in a wonderful way by adopting a system of points and rewards so they made sure the students were present and not to be absent from school. The teachers enter the absence every day at a specific hour, and the person in charge of the absence count the number of the absentees, and contact with the parents and follow up on the absence of their children, even if there are some family problems that are discussed with the student counselor. When I interviewed the principle assistant, he told me that the student attendance rate is 90 - 98%. This is the result of successful planning and management in attracting and motivating students through the efforts of teachers in teaching and their preparation for the attractive class environment and rewards system from school management for students.

While one of the observations for teacher, I found a way of dealing when one of the students came

and said to the teacher, I did not write the duty of the article so he asked him to complete it in the class and deal with the situation with confidence. He trusts him that he completes the work on time and he gave him chance for complete it. He took a positive way in motivating him to write the article and get high score .The teacher appreciates his students that appears during the arts class when one of the students asked for a stereoscopic design of a gift for his sister on her birthday, so the teacher encouraged him to do so. The situation explains how the teacher treated the student through humanity and motherhood. The teacher must be sensitive to observe individual differences between students.

### *6.3 Context-related Factors*

This section presents and discusses the third and final theme in relation to factors affecting student CRT focusing on the context and its impact on the topic under investigation. The analysis from the data with the one teacher and three classroom observations together with the theoretical framework highlighted a number of subthemes. The first of these was classroom office. Through the observations i noticed the teacher's office inside the classroom, so I discussed the teacher about the goal of this room. He said: When I find a student's level low, one of the treatment plans is to invite his parents to attend the class and watch their son or daughter in the real scenario and motivate them to follow their children to discuss the reasons for their low level. When the teacher used CRT for dealing with different cultures and different nationalities. Open a dialogue to understand what parents of different cultures want for their children. Through CRT I noticed how students were cooperative with each other inside the class, because they cleaned the area as if they were in their house.

The fusion of cultures, civilizations and nationalities created a safe and fraternal atmosphere or environment. Despite the different nationalities and customs, they were respectful, active and cooperative ambassadors. They respected and accepted their different opinions through the interaction each other. In the interview, I figured out the teacher illustrated some of students work and pasted over the wall, that was good ideas to evaluate their works and listen to different opinions. History teacher arrange her classroom as a court to encourage discussion and cooperation instead of hierarchy. She Considered a circular or semicircular seating chart, and she designed lessons to facilitate safe and respectful sharing of opinions and differing points of view.

## 7 Conclusions

Through my research into culturally responsive teaching and all the difficulties related to it, I used research tools such as interviews in a middle school in the United States of America. Attracted my attention to multinationals and languages in California, which increased my desire to search for satisfactory answers to the research questions. The study was supported by research questions of how is teaching in the culturally diverse United States applied to middle school classes? How can the American experience in CRT reflect on the Saudi Vision 2030? So, I used theoretical models to support this research. The results were also discussed in relation to the topic and the research question. Through the final part of the research, we will write a summary of the research and some recommendations related to a research topic, all of which answer questions and questions about this topic adequately. This closing section provides a summary of the main discoveries. It also presents some relevant recommendations and discusses some study limitations and challenges.

With regard to the results and results of the study in the light of the research question, how will culturally diverse teaching affect the Saudi Vision 2030 and how it will be applied in multinational classes? Teachers have taken into consideration the multinational classes and gaps in order to conclude the most important elements that we rely on in an old, distinct conclusion of the research that is divided into three sections, including what is related to the teacher, the student and the classroom environment. I talk about the important section in the educational process and its implementation to the fullest extent and it is related to the teacher where the teacher is trained on how to deal with several different nationalities and cultures that help him in dealing with all fairness, comfort and equality without focusing on racism or preference in treatment based on specific reasons. And also, how to get the teacher to implement classroom exercises that help in cooperation and teamwork that integrates students as one team without racial tensions between them, and here the situation is under control for a vibrant and prosperous society. The teacher's work is evident through the application of this type of teaching when we see students are equal and everyone produces and achieves his ambition to build this country. The second component relates to students through how students live in a classroom environment that is stimulating and inclusive for everyone without specifying nationality or culture. Most students, when living under one roof in a single classroom, are aware of how to interact with others of other nationalities. There is a visual, dynamic, auditory, and linguistic compatibility that helps to create familiarity and cooperation among them and leads to the success of this method of teaching. While the third element relates to the context using activities Descriptive or descriptive helps students raise the level of motivation to learn through multinational classes and cultures. This makes it easier for us to make ambassadors for the homeland in order to deal with different nationalities comfortably and smoothly. As this type of teaching requires patience and knowledge of everything related to ethnic culturally responsive teaching.

Based on the experimental study and the results, we offer you through this study a number of recommendations that can be improved from the teaching method, which is cultural diversity. The results also affect the three factors that were mentioned in the first part of the conclusion, as the main objective of the study aims to develop and accept others and integrate with different nationalities, different cultures and improvement. From what I found it became clear to us that the role of the teacher is the most important in preserving justice and equality in dealing within the classroom environment and motivating students to participate, discuss and play roles to be ambassadors of science and education. Therefore, as this topic will benefit us as Saudis in Makkah Al-Mukarramah, especially in building the skills of the Saudi teacher in how to deal with different intransigencies, cultures and customs to participate in achieving the Saudi Vision 2030. To keep up with progress and global within days. Some educational institutions do not have the ability to interact with multinational students or different people in the environment in which they lived and accept others who differ from us in terms of nationality, thought, culture and customs. In this regard, creativity and success makers are advised to discuss challenges and difficulties with teachers, students and even the school's faculty. Apart from that, an assumption was found about the importance of some factors that are not relevant to this particular study, for example the distinction in a teacher's interaction with students through some different nationalities or social classes. This was supported by the cultural base. An example of this point is the realization of the student's importance as human beings before he holds a certain nationality or achievement level. Recommendation to train teachers to implement CRT in educational and school life and implement it on a personal level also so that the teacher and student are aware of how to deal with others safely and confidently. When we return home, I will prepare a training bag on the topic of research in order to spread awareness and the culture of this type of teaching the country is interested

Creative aspect through distance learning.

To the extent that teaching depends on these capabilities, it will result in impressive success through three dimensions of culture-related education: activation and provision of appropriate support such as scaffolding. Working on cultural competence by reshaping curricula and teaching paths, building on students' cognitive hopes, and establishing Strong relationships between the school , students and their homes; cultivating constructive critical awareness of students with regard to the power relations through which peace prevails and fair interaction between students within the classroom and school and in their personal lives.

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Wisconsin DPI, 2010. Tony Evers explained the statewide initiative is a response to data that shows a significant achievement gap.

## Appendix 1: Observation Schedule

| Classroom Observation Schedule       |      |          |             | Ob. Seq. No.: |
|--------------------------------------|------|----------|-------------|---------------|
| Date:                                |      | Start:   | End:        | Ss No.:       |
| T Observed:                          |      | Subject: | Ss Grade:   | Location:     |
| Lesson Topic:                        |      |          |             |               |
| Teacher-related Factors              |      |          |             |               |
| Factors                              | Freq | Notes    | Reflections |               |
| 1. Warm-up                           |      |          |             |               |
| 2. T tells stories                   |      |          |             |               |
| 3. T movement                        |      |          |             |               |
| 4. Signals, Call by name             |      |          |             |               |
| 5. Use engaging material             |      |          |             |               |
| 6. T offers break during the session |      |          |             |               |

|                                   |  |  |  |
|-----------------------------------|--|--|--|
| 7. T provide feedback             |  |  |  |
| 8. T uses a range of activities   |  |  |  |
| 9. Other Trelated emerging issues |  |  |  |

|  |      | Students-related Factors |             |
|--|------|--------------------------|-------------|
| Factors                                    | Freq | Notes                    | Reflections |
| 1. Ss look at the T                        |      |                          |             |
| 2. Ss look sleepy, yawn                    |      |                          |             |
| 3. Ss use mobile phones or digital devices |      |                          |             |
| 4. Ss interact with T & answer questions   |      |                          |             |
| 5. Ss distracting other Ss                 |      |                          |             |

|                                   |      |       |             |
|-----------------------------------|------|-------|-------------|
| 6. Ss work in teams               |      |       |             |
| 7. Ss movement                    |      |       |             |
| 8. Ss come late to class          |      |       |             |
| 9. Other Srelated emerging issues |      |       |             |
| Context-related Factors           |      |       |             |
| Factors                           | Freq | Notes | Reflections |
| 1. C is noisy/quiet               |      |       |             |
| 2. Classroom windows              |      |       |             |
| 3. Classroom posts                |      |       |             |
| 4. Materials used                 |      |       |             |
| 5. Content taught                 |      |       |             |

|                                   |  |  |  |
|-----------------------------------|--|--|--|
| 6. Class is disrupted             |  |  |  |
| 7. Time of the day                |  |  |  |
| 8. Class Size                     |  |  |  |
| 9. Other Crelated emerging issues |  |  |  |

### Appendix 2: Interview Schedule

|   |   |
|---|---|
| 1 | How do you describe your attitude toward diverse classroom?   |
| 2 | What do you think of traditional education? How can you correct it?   |
| 3 | Through your experience what is the definition of culturally responsive teaching and what role does it have in education? |
| 4 | What the professional development have you had of culturally responsive teaching?   |
| 5 | Do you think diverse classroom as responsive classroom?   |
| 6 | Tell me about the time when you work with CRT to solve some problems which you faced?                                     |
| 7 | What are the advantages of using CRT in the diverse classroom?  |

I give you some information that helped me think about the research project. My visit to three schools for different primary, middle, and secondary stages. I visited a historical and art museum in Los Angeles created within the curiosity to learn about civilizations and different personalities and how to deal with them and cultural, ethnic and civilizational diversity. Dealing with diversity. My daily class visits to different teachers have more experience in how to deal with classes with cultural diversity. I participated in the International Women's Day which gave

me an opportunity to get to know women from different countries and cultures. I supervised Khebrat magazine in the different states, interacted with various teachers, and published my success story at the university. During the course of the program, I learned a lot of experiences from dealing with many people in California. She found that there are over thirty languages in California for different nationalities and it is a distinct source of diversity.

| Schools | Interviews | Achievements | Classroom observations | Field trip |
|---------|------------|--------------|------------------------|------------|
| 3       | 5          | 4            | 48                     | 1          |