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Unresolved Issue in Education: Disproportionate Disciplining of Hispanic Students in Education

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UNRESOLVED ISSUE IN EDUCATION: DISPROPORTIONATE DISCIPLINING OF
HISPANIC STUDENTS IN EDUCATION

A Dissertation

Presented to

The Faculty of the Educational Doctoral Program in Educational Leadership

San José State University

In Partial Fulfillment

of the Requirements for the Degree

Doctor of Education

by

Richard Ruiz

May 2021

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The Designated Dissertation Committee Approves the Dissertation Titled

UNRESOLVED ISSUE IN EDUCATION: DISPROPORTIONATE DISCIPLINING OF
HISPANIC STUDENTS IN EDUCATION

by

Richard Ruiz

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ABSTRACT

UNRESOLVED ISSUE IN EDUCATION: DISPROPORTIONATE DISCIPLINING OF HISPANIC STUDENTS IN EDUCATION

by Richard Ruiz

The disproportionate disciplining of Hispanic students has been a reoccurring issue that has persisted for decades. With the rising Hispanic populations nationwide and in the state of California, this issue must be addressed. Therefore, to contribute to the scholarship of this phenomenon, the author critically examined teacher and administrator perceptions and attitudes about students who embody a stereotypical urban street subculture. The purpose of this convergent parallel mixed methods study was to examine the interplay of race, cultural capital, community, and communication, with the disproportionate disciplining of Hispanic students in schools where they are a minority population. The findings of this study expose many unconscious biases and internalized stereotypes that are not openly discussed, yet have a profound impact on a Hispanic student's educational outcomes. Recommendations include teacher preparation programs that address unspoken biases, social emotional and cultural competency training, and community outreach programs for the schools that were studied.

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Chapter 1: Introduction and Statement of the Problem

1.1 Unresolved Issue in Education: Disproportionate Disciplining of Hispanic students

There is an abundance of research about the disproportionate number of disciplinary actions enacted upon Hispanic students in various high schools throughout the state of California (Finn & Servoss, 2014; Gordon-Ellis, Poplin, Cohn, & Hilton, 2016; Gregory, Skiba, & Noguera, 2010; Tajalli & Garba, 2014). Many studies demonstrate a notable disparity in suspension rates among Hispanic students as compared to their White peers within public schools (Gordon, et al., 2016). Castillo (2013) investigated this matter with a critical look into how these disparities in disciplinary action have contributed to poor achievement and the school-to-prison pipeline for Hispanic and Black students. Castillo (2013) suggests that students of Hispanic descent are villainized due to their cultural differences and are targeted more than White students for comparable behaviors. It can be inferred that these disparities in educational disciplining mirror that of the policing culture where Hispanic and Black juveniles are disproportionately apprehended and jailed (Alpert, MacDonald, & Dunham 2005; Blumstein, 1982). Finn and Servoss (2014) examined this phenomenon of disproportionate disciplining of minority students and found that “when similar behavior ratings are measured between Hispanic and Caucasian students, the odds of the Hispanic students getting suspended for similar behavior patterns were much higher” (p. 17). These disproportionate disciplinary actions against Hispanic students have raised many questions about whether this demographic has been targeted as a result of the unspoken bias, stereotypes, and racial ideologies that may be deeply rooted in racism. It seems that these disciplinary practices have historically

perpetuated the higher dropout rates, poor academic achievement, and incarcerations of Hispanic and Black students. Furthermore, understanding why these trends persist within the education system will better inform those working toward the eradication of these trends. By taking a critical look at the perceptions and attitudes of teachers and administrators, this study provides educational leaders with knowledge that can help circumvent these disciplinary disparities.

Prevailing research has demonstrated that Hispanic and Black American students are indeed disproportionately disciplined at higher rates than their White peers in many schools throughout the nation (Gregory & Clawson, 2016). Additionally, these suspensions have been revealed to be contributing factors to the underachievement and high dropout rates among Hispanic and African American students (Finn & Servoss, 2014). Researchers have identified racial isolation, economic deprivation, and family disruption as key factors to determining the degree in which Hispanic students are likely to be disciplined (Gregory & Clawson, 2016). These factors raise many questions about why a Hispanic student's race, home life, and community serve as disparity markers for a Hispanic student's propensity to be disciplined. Do these markers create stressors in these students' lives that are further exacerbated by how they are treated by teachers and administrators within the classroom or school? These factors bring to light the idea that many low socio-economic status Hispanic students from large urban areas may experience adversity inside the classroom when teachers cannot relate to them. The adversity potentially experienced may suggest that the cultural capital and funds of knowledge that a Hispanic student brings to the classroom may not be valued by the

institution that serves to educate them (Velez-Ibanez & Greenberg, 1992). Gregory and Clawson (2016) propose that cultural differences coupled with the lack of social capital of these students make it easier for teachers and administrators to take disciplinary action on them without fearing parental repercussions. The complexity of culture and social capital potentially influencing the prevailing trends of Hispanic students getting disproportionately disciplined in schools where they are a minority population requires examination.

Ortiz, Valero, and Lopez's (2012) longitudinal study looked at the national Hispanic graduation rate over the course of 30 years and its correlation to social and cultural capital. In this study, they identified Mexican Americans as the Hispanic group with consistently large numbers of dropout rates. They write: "One of the determinants of educational achievement is social and cultural capital. Social and cultural capital are defined as resources reflecting cultural practices, social relationships, and knowledge to access these resources for social and economic benefit" (Ortiz et al., 2012, pp. 138-139). They identified significant variations in social and cultural capital among Mexican American students, and this variation became a distinguishing factor of the dissimilar educational outcomes amongst these Mexican American students. According to Covarrubias (2011), "Foreign-born Mexicans who eventually become citizens gain legal, social, and political status that can lead to educational privileges, resulting in generally higher educational attainment rates than for noncitizens" (p. 98). It is clear that family economic status, more so than curriculum, impacts academic success. Zambrana and Hurtado (2015) note that when considering the educational journey of Mexican

Americans from K-12 to college and beyond, the biggest distinguishing factor between success and failure is related to the economic status of family. Zambrana and Hurtado (2015) also note that economic status, socialization within communities, and access to resources allow certain students the ability to communicate and negotiate various opportunities. They found that the Mexican American students who succeeded and went to college had familial support that allowed them to engage in all the various programs and resources available to them, even if they were from a low socio-economic status. However, they state that the majority of “Mexican American families experience a disproportionate burden of low material resources which creates pathways of disadvantage and diminishes access to opportunity structures” (p. 80). These complexities and variations that exist within the Hispanic student population raise questions about why certain students succeed and others fall into the disciplinary pipeline. Yet, researchers have also suggested that if a Hispanic student does not have family support and comes from a low socio-economic status, then they are more likely to experience negative educational outcomes (Ortiz et al., 2012; Zambrana & Hurtado, 2015).

Many questions about how family, economic, and community variances influence a student’s overall cultural identity and treatment within the school environment are raised when examining educational outcomes. Every Hispanic student has cultural capital within their communities, yet this cultural capital may not be valued by schools where these students are the minority. If institutions of learning are founded on a White Euro American culture, is it possible these institutions value the cultural capital of people who embody a White Euro American culture, regardless of race? Where would that leave

Hispanic students from a different culture? It is possible some institutions do not value the cultural capital that some Hispanic students bring into the classroom, and that may lead to subtle biases that may influence the disproportionate disciplining of these students. When considering disciplinary factors stemming from potential teacher biases, one cannot ignore that researchers have found that students who become easy targets may embody compounding factors of poverty, lack of parental involvement, and attendance at a school where their cultural capital is not valued (Velez-Ibanez & Greenberg, 1992; Zambrana & Hurtado, 2015). When considering these students, one may ask if these Hispanic students also embody an identity that clashes with their predominantly White school culture.

Numerous studies and literature have found that disciplinary action against Hispanic students has led to high dropout rates and higher incarceration rates proportional to the dropout rates in large urban districts (Okilwa, Khalifa, & Briscoe, 2017). Existing theory and literature suggest that throughout California the compounding factors of lack of family and socioeconomic support result in Hispanic students being disciplined at higher rates. For instance, Skiba, Mediratta, and Rausch (2016), found that the causes in discipline disparity among minority groups tend to stem from disadvantages due to poverty, family circumstances, and lack of support. Though one would think that White students with the same circumstances face the same degree of disciplinary disparity, multivariate studies that control for socioeconomic status have consistently found that differences in school suspensions of Black and White students persist regardless of controls for poverty (Shiba, Mediratta & Rausch, 2016). Therefore, researchers have

suggested that high schools with students of color may exhibit higher disciplinary action against Hispanic or African American students. That is why this dissertation explores the perceptions, attitudes, stereotypes, and power struggles that may exist between Hispanic students and staff, which may influence disciplinary actions.

This dissertation study explored the discipline data of four school years for three high schools within a school district whose pseudonym will be District A, where the majority of the school population is White. The relationship between self-reported ethnic category and suspension rates was examined and the reasons for suspensions across ethnic groups was identified. The objective was to determine whether certain ethnic groups were over-represented in suspensions, and if so, why. This data was then compared to findings from other researchers who have conducted similar studies within the state of California and was used to potentially highlight similar socioeconomic or cultural identity factors that may influence Hispanic student suspensions.

1.2 Statement of the Problem

In the case of one high school district in a large urban environment, it was found by the researcher that three high schools where White students are a majority population, Hispanic students are suspended at higher rates. These findings span over four school years 2015-2016, 2016-2017, 2017-2018, and 2018-2019. Across the four school years, suspension rates among Hispanic students were considerably higher than their Asian and White peers. Skiba et al. (2016) suggest that race, gender, and socio-economic status play significant roles in the disparity seen in discipline patterns within many schools. By

taking a critical look into the reasons for these disparities, this study was able to identify potential reasons for this issue.

Disproportionate disciplinary rates among Hispanic students have historically been a problem within the state of California and more specifically within the urban school district being studied. This disparity raises questions about the reasons behind these disciplinary actions and the impact they have on a student's academic identity, performance, and sense of belonging in school. This phenomenon has not been exclusive to this school district; therefore, it was imperative for educators to understand the reasons for this trend by uncovering the subtle cultural behaviors that lead to this trend and potential interventions (Gordon-Ellis et al., 2016).

1.3 Significance of the Problem

In the urban school district that was studied, District A, the ethnic group with the largest dropout rates has historically been Hispanic students. It is important to examine this phenomenon of high suspension rates among Hispanic students because researchers have found a school-to-prison pipeline in many urban school districts where Hispanic and Black students are disciplined at disproportional rates (Okilwa et al., 2017). This is why it was particularly important, in the case of school District A, to study the interplay between race, identity, and the value of a student's cultural capital by faculty, as it relates to the propensity for a Hispanic student to get disciplined. Taking a critical look at the perceptions and attitudes of teachers and administrators, provided insight to the subtle clashes of culture and power that transpire in classrooms. By understanding the reasons

behind Hispanic students getting disproportionately disciplined within this urban school district, the author found solutions and interventions to circumvent this issue.

Hispanic students are largely becoming a majority demographic in the state of California, and if disciplinary trends continue, it may dramatically impact the social and economic development of the state. If the issue of disproportionate disciplining of Hispanic students is not addressed, there may be significant negative repercussions to the country as well. Established research studies have consistently provided evidence that disciplinary actions against certain ethnographic groups, such as Hispanic and African American students, have been directly linked to dropout rates and poor achievement within California schools (Peebles-Wilkins, 2005).

1.4 Statement of the Purpose

The purpose of this convergent parallel mixed methods, critical race and sociocultural theory study was threefold: (1) To determine why Hispanic students are disproportionately disciplined in schools where they are minority population; (2) to examine whether the interplay of race, cultural capital, community, and communication contributes to the disproportionate discipline of Hispanic students where they are a minority population; and (3) to explore the various ways in which the social or cultural differences between school faculty and Hispanic students may result in hypervigilance, misunderstandings, and the distancing of some Hispanic students. A special emphasis was placed upon Hispanic students who embody an urban street subculture (see Definition of Terms).

1.5 Research Questions

The following research questions were used in this study:

RQ1: What are the reasons for disproportionate disciplinary action against Hispanic students in urban school districts where Hispanic students are not the majority of the student population?

RQ2: In what ways, if any, does the interplay of race, cultural/social capital, community, and communication influence the perceptions and attitudes of teachers and administrators who may affect the disproportionate discipline of Hispanic students?

RQ3: In what ways does teacher and administrator school culture align with Hispanic students who embody an urban street subculture?

The questions served to inform potential interventions within this school district and California schools where the population of Hispanic students continues to rise. The first question informed the differences between Hispanic students who have gotten suspended at disproportionate rates as compared to their White peers. A Critical Race Theory (CRT) perspective was used to address this question. The second research question served to inform how race, culture, and social capital may influence teacher and administrator perceptions about the disproportionate disciplining of Hispanic students. Sociocultural Theory perspective was also used in answering research question two by informing the perceptions and biases of teachers that interact with Hispanic students. The last research question provided an outlook of how faculty culture within schools may not align with some Hispanic students' culture, and the implications that disparity may have on the

devaluation of a student's cultural capital. This may help inform teachers and administrators on best practices for relating to their Hispanic students.

1.6 Definition of Terms

The following discipline-specific terms below will be used in this study.

American Acceptance Domain: A socioemotional space where a person feels proud of identifying as/with multiple cultures.

Chicano/a: An American of Mexican origin or descent.

Critical Race Theory: Theoretical framework in the social sciences that uses critical theory to examine society and culture as they relate to categorizations of race, law, and power.

Cultural Assimilation: The process in which a minority group or culture comes to resemble a dominant group or assume the values, behaviors, and beliefs of another group.

Cultural Capital: The social assets of a person such as education, intellect, style of speech, and style of dress that promote social mobility in a stratified society.

Cultural Relativism: The idea that a person's beliefs, values, and practices should be understood based on that person's own culture, rather than be judged against the criteria of another.

Emotional Intelligence: The capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically.

Hidden Curriculum: A side effect of schooling; it includes "[lessons] which are learned but not openly intended," such as norms, values, and beliefs transmitted in the

classroom and the social environment. Any learning experience may include unneeded lessons.

Hispanic Student: A term that will be used to reference any student of Mexican or South American decent primarily located in California who falls within the Chicano/a and Latinx categories.

Implicit Bias: Unconscious attitudes and stereotypes that can manifest in the criminal justice system, the workplace, a school setting, and the healthcare system.

Microaggressions: Verbal communication and actions by faculty members that demonstrate negative differential treatment toward Hispanic students.

Negative Cognitions: Negative subconscious thoughts that faculty members have about students for any reason.

Restorative Justice: Developing a value set that includes building and strengthening relationships, showing respect, and taking responsibility.

Social Capital: The value of social influence, networks, and bonding of similar people within a community.

Social Emotional Learning: Social emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Sociocultural Theory: Theory in psychology that looks at the important contributions that society makes to individual development. This theory stresses the interaction between developing people and the culture in which they live.

Subconscious/Unconscious Bias: Social stereotypes about certain groups of people that individuals form outside their own conscious awareness.

Subtle Bias: A slight that demeans or marginalizes the recipient with microaggressions.

Subtle Racism: Racism perpetuated in normative and invisible forms generally outside of conscious awareness.

Urban Street Subculture: Mode of dress, speech, and mannerisms characterized by saggy pants, long plain shirt, and gold chain, with language and mannerisms similar to Hispanic urban gang youth.

White School Culture: A culture associated with mannerisms, language, dress, and colloquialisms stemming from literature, religion, media, and food based on beliefs from a Euro American household.

Whitewashed: Term used by ethnic minorities to describe another ethnic minority who has assimilated to White American culture.

1.7 Site Selection and Sample

The study took place in an urban school district with a focus on three high schools. These schools had White students as the majority student population. These schools were located within a large urban population in the Silicon Valley area and are representative of many of the large urban school districts within California. The study provided a

representative sample of urban high schools with large White and Hispanic populations within California.

1.8 Scope and Limitations of Study

This study attempted to acquire qualitative data on the reasons for suspensions and disciplinary action taken against Hispanic students beyond basic educational codes. The qualitative data and coding of this data was limited in scope due to administrator and educator perspectives on what they consider to be subtle biases or assumptions about Hispanic students. Faculty biases and differential treatment to Hispanic students may have inferred misconduct and potential subtle racism by administrators and teachers; therefore, there was a conflict of interest. Methods for data collection that was non-identifiable and that did not threaten the professional reputation of those being sampled was paramount. Designing interview protocols that facilitated honest information may have been limited. It was difficult to have a teacher or administrator disclose instances when they may have been biased or demonstrated differential treatment towards a Hispanic student because it suggested prejudice. Another limitation was the inability to interview a larger sample of teachers or students.

1.9 Assumptions

There are many assumptions surrounding the causes of disproportionate disciplinary action against Hispanic students that researchers have contemplated (Morgan & Wright, 2017). Assumptions for this study were as follows: (1) Teachers and administrators will answer survey and interview questions honestly; (2) researcher will attain desired sample size; and (3) parallel open-ended questions within different instruments will converge.

1.10 Background, and Role of the Researcher in the Study

I am a former Hispanic high school student who was expelled and suspended on numerous occasions throughout my educational career. I believe that there are many covert reasons why Hispanic students tend to get targeted more than their White peers or Hispanic peers who are considered to be “Whitewashed.” As I reflect on a former schoolmate who was choked to death by the Gilroy Police Department in 2018 while being arrested, I cannot help but remember how he was treated in school. This treatment by authorities towards my friend draws many daunting parallels to his treatment by teachers and administrators while growing up. This treatment I believe led him down the the school-to-prison pipeline described by Castillo (2013). As a Hispanic student researcher who experienced subtle racist microaggressions from teachers and principals stemming back to elementary school, I know that I was hyper-sensitive to their mannerisms and comments because their manner of speech and inflections towards me were to impose a sense of cultural inferiority. This resulted in an interpersonal struggle to be proud or ashamed of the cultural capital that I brought into the classroom. Yet, when I changed how I dressed and spoke to be more aligned with the more valued White school culture, everything changed. Once I did this, I found that the hyper-vigilant disciplinary attitudes I once experienced at school ceased. Within my community, I was labeled a “Whitewashed” Mexican. Many times I was not accepted among my own community, nor that of the White community. Therefore, to truly understand this phenomenon as a researcher, it was extremely challenging. I came into this research as a product of disproportionate discipline stemming back to multiple suspensions in elementary, middle

school, and high school. Therefore, my passion to address this unresolved issue was very personal. As an educator and researcher, I was very interested in hearing the voices of teachers and administrators, as difficult as it was. Many of my colleagues and friends who serve as administrators and teachers have in confidentiality admitted that it is far easier to discipline a Hispanic student than to discipline a White student whose family will push back against the school, many times with lawyers. Hence, my role as a researcher was to try to provide a safe environment where I could gather quantitative and qualitative data that would help inform practices and interventions for administrators and teachers in the future.

Chapter 2: Review of Literature

2.1 Introduction

This chapter will provide necessary background context and information to answer the following research questions: (RQ1) What are the reasons for disproportionate disciplinary action against Hispanic students in urban school districts where Hispanic students are not the majority of the student population? (RQ2) In what ways, if any, does the interplay of race, cultural/social capital, community, and communication influence the perceptions and attitudes of teachers and administrators who may affect the disproportionate discipline of Hispanic students? (RQ3) In what ways does teacher and administrator school culture align with Hispanic students who embody an urban street subculture? An in-depth review involving various themes associated with the disproportionate disciplining of Hispanic students within schools and their relationship to culture, identity, economic status, community environmental factors, and parental involvement will be provided. Literature sources were obtained through a variety of electronic databases such as library catalogs and Google scholar searches using the following keywords: Hispanic disproportionate discipline, disproportionate disciplining of Latinos, high dropout rates, subtle racism in education, implicit bias, subtle bias in education, social power, cultural capital, and Hispanic student social capital.

The primary focus of this research was on Hispanic student groups found in large urban high school environments, where factors associated with their disproportionate discipline will be explored. There are five areas of focus in this literature review: (a) the first section in this literature review will analyze various studies of the disproportionate

disciplining of Hispanic students and students of color; (b) the second section will review the research documenting the significance of socioeconomic status and community environmental factors that are associated with the disproportionate disciplining of Hispanic students; (c) the third section will look at the literature that highlights parental involvement and its relationship to disproportionate disciplining of Hispanic students; (e) the fourth section will look at the biases that may be experienced by Hispanic students, with an emphasis on cultural incongruences between Hispanic and White school culture; and (f) section five will look at the impact that a sense of belonging has on Hispanic students as it relates to disproportionate discipline. This chapter will conclude with a discussion of research gaps and opportunities for further research, followed by a conceptual framework that guided the research methods and data analysis of this study.

2.2 Studies of Disproportionate Discipline of Students of Color

Findings of minority students—particularly Hispanic, African American, and Native American students—experiencing disproportionate discipline compared to their White peers have persisted for years. Many of the reasons or codes associated with the disciplinary action stem from “disruption/defiance.” After conducting statistical analysis in three of the schools within this urban California high school district where White students are the majority population, statistically significant findings were seen in all schools over the course of four school years with $\chi^2(2) = 43.53, p = .0001$. These findings raised many questions about the reasons for these patterns, since they trends persist throughout the country, and specifically within the state of California where the majority of students are Hispanic.

Castillo (2013) investigated disproportionate suspensions of Hispanic students with a critical look into how disciplinary actions taken against Latino students has led to high school dropouts and in many cases provided a direct path to incarceration. This research on disproportionate discipline of minority students and its correlations to underachievement of Hispanic students and students of color generated much scholarly interest into why these groups were getting disproportionately disciplined compared to their White peers (Castillo, 2013). This body of research focused on how Hispanic and African American students have both been historically disciplined in schools and incarcerated in the large sphere of society more so than their White peers (Adams, Rios-Aguilar, Cohn, & Ochoa, 2015).

Adams et al. (2015) attribute the reasons for disproportionate discipline in high poverty urban areas to these schools being underfunded and having many unqualified teachers who do not have the capacity to love their students. This finding seems very bold, but many researchers have wrestled with understanding why this phenomenon of disproportionate discipline remains, so much so that researchers like Hemphill, Plenty, Herrenkohl, Toumbourou, and Catalano (2014) implemented a cross-national comparative study, where they found that the phenomenon of minority students getting disciplined at disproportionate rates compared to their majority White peers was not exclusive to the United States. They found it was also manifest in Australia where minority students were getting disciplined at disproportionate rates compared to their White peers (Hemphill et al., 2014). This body of research has resonated with many researchers dating back to the early 2000s, as seen with Ruck and Wortley's (2002)

research within Toronto, Canada high schools where Black minority students were also experiencing disproportionate disciplinary action compared to their White peers. The reasons for these disproportionate discipline occurrences were attributed to deviant behavior that was thought to be a result of the sociocultural attributes of poverty, violence, and status in society (Ruck & Wortley, 2002). Though this body of research has existed for years, dating back to the 1990s during the “zero-tolerance era” in public schools, studies from numerous researchers have found empirical data within the United States and outside the United States that support this body of research of the disproportionate disciplining of Hispanic students, Black students, and Native American students (Finn & Servoss, 2014; Gordon-Ellis et al., 2016; Gregory et al., 2010; Tajalli & Garba, 2014).

This concept of disproportionate discipline of minority students has continued to resonate into 2018. In 2018, the federal data released by the U.S. Department of Education Civil Rights Data Collection (CRDC) for school year 2015-2016 revealed a continued pattern of disproportionate disciplining of minority students (U.S. Department of Education, 2018). This data displayed significant racial disparities between the disciplining of African American, Hispanic, and Native American students as compared to their White peers (U.S. DOE, 2018). In California, it raised many concerns as the K-12 student population was 52% Hispanic during the 2015-2016 school year and rose to 54% during the 2017-2018 school year when the report was released. This pattern of disproportionate disciplining of Hispanic, African American, and Native American students has continued to persist in California and has been projected to continue to grow

if policies remain the same (California Department of Education, 2019). As the population of Hispanic students continues to grow, many questions about the reasons why these students take part in deviant behavior have been raised to include the sociocultural factors associated with their behaviors.

2.3 Low Socioeconomic Status and Community Environmental Factors of Hispanic Student Discipline

Researchers like Leone, Mayer, Malmgren, and Meisel (2000) found that one of the main determining factors associated with Hispanic students getting disproportionately disciplined in public education is whether they come from a Low Socioeconomic Status (Low SES) household. This finding raises many questions to how the behaviors of these students may be tied to their Low SES. In the 2017 Brown Center Report on *American Education: Race and School Suspensions*, Loveless (2017) looked at the dynamics of public schools in California to determine the common factors associated with students who get suspended more often than other students. Loveless found that schools in wealthier communities suspend African American and Hispanic students at much lower rates than schools in high poverty areas. As the student populations in high poverty areas increased, so did the likelihood of student suspensions for fighting, when controlling for population size. This finding corroborates findings of numerous researchers who have found that the Low SES of minority students has been strongly tied to increased discipline problems (Skiba et al., 2011). The idea that Low SES serves as a prescriptive factor to discipline problems raises many questions about the attitudes, biases, and stressors that instigate disruptive and defiant behaviors. The propensity for there to be more fights in high poverty areas and more discipline problems in those areas as opposed

to wealthier communities demonstrate the impact that community stressors have on deviant behaviors.

The reasons for these disparities in discipline between wealthier communities who discipline minorities far less than high poverty areas have long been debated by researchers who say that it may be due to differential behavior and not so much differential treatment (Rocque, 2010). Rocque (2010) notes that many times a student's behavior is a result of their environmental influences within their community and social class they identify with. Psychologists and behavioral scientists have stated that 30-50% of student behavior is attributed to behavioral genetics, with environmental factors representing the other half (Saudino, 2005). If this is the case, then understanding the community environmental factors found in Low SES areas may provide insight to why Hispanic and African American students' perceived behavior in school leads to disproportionate discipline.

When considering the community environments of high poverty urban areas, there is no shortage of research that shows these environments have gangs, drugs, crime, food insecurity, and in many instances, domestic violence (Santiago, Wadsworth, & Stump, 2011). In Santiago et al.'s (2011) study, they found that within Low SES communities there were common environmental factors that potentially influenced the behavior of residents. They explain that poverty related stressors such as food insecurity, drugs, domestic violence, and community violence became predictors of a wide range of psychological problems such as anxiety, depression, aggression, and disciplinary trouble

(Santiago et al., 2011). These findings suggest that environmental stressors have direct correlations to Hispanic and African American student's behavior within the classroom.

Many researchers suggest that inner-city life is distinguished by ongoing exposure to high levels of potentially harmful activities that are often associated with life-threatening trauma, stemming from community and family violence (Attar, Guerra, & Tolan, 1994; Dubow, Edwards, & Ippolito, 1997; Gonzales, Tein, Sandler, & Friedman, 2001). Additional stressors also stem from economic instability, unstable households, and pressures that mount from personal identity and its compatibility with school culture. Some researchers believe that these community socio-economic and socio-cultural stressors coupled with schools who have inadequate resources may exasperate the discipline phenomenon. Santiago et al. (2011) explain that these stressors take a toll on children and contribute to their proximal development, which often affects their ability to function in society. These findings suggest that students from these high poverty urban areas may be inclined to experience higher levels of anxiety, depression, and aggression. Therefore, when considering the high disciplinary rates in large urban schools surrounded by high poverty areas, it can be assumed that these environmental factors may influence the behavior of these students who encounter teachers and administrators who do not understand the complexities of their life situations, nor have the ability to relate to these students socially or culturally. Teacher's inability to relate to these students also raises many questions about the potential stereotypes, biases and social stigma assigned to these students by teachers and administrators who know that these students come from these

communities. Therefore, by understanding how these environmental factors and parental involvement impacts Hispanic student discipline is important to examine.

2.4 Hispanic Parental Involvement Relationship to Disproportionate Disciplining

Researchers have found that parental involvement heightens positive behavior in schools when parents reinforce the importance of education and assert themselves into their child's school behavior patterns (McNeal, 1999; Pong, 1997). Consequently, it is suggested that when Hispanic parents teach and model positive attitudes and behaviors towards school, their children model that behavior and reduce their chances of disciplinary action. Mizel, Miles, Pedersen, Tucker, Ewing, and D'Amico, (2016) suggest that the likelihood of a Hispanic student being suspended/expelled from school was significantly associated with marijuana use, exposure to adult role models who abused alcohol, and exposure to adults who believed that school conduct was not important. Though these researchers emphasized the importance of family involvement, it is also important to note that some Spanish-speaking parents are not able to be involved in school because they work long hours, and in many instances cannot speak English. Another issue that may also be overlooked by researchers is that in some instances community pressures and biased treatment by teachers towards Hispanic students, may also be variables that are not taken into consideration when parents do model positive behavioral traits.

2.5 Biases that may be Experienced by Urban Hispanic Students

When looking at Hispanic student cultures, it is important to recognize that a subculture persists within the Hispanic community that is associated with deviance and

negative stereotypes within media, and is not respected for the cultural wealth that it also provides. This subculture is often referred to as a Hispanic street subculture, or an urban hood culture (see Definition of Terms). When considering the conflict that may occur between this Hispanic subculture and White American school culture, three themes emerge: (1) whether a Hispanic student feels a sense of belonging within the confines of White school culture, (2) whether a Hispanic student perceives consistent microaggressions by teachers or administrators who embody White school culture, and (3) whether the student's cultural capital is valued within a White school culture environment. In many cases, Hispanic students who embody an urban street subculture may feel disconnected from their teachers and school because they may represent a more White American school culture that strives to deconstruct and devalue an urban Hispanic street subculture. Moreno and Gaytan (2013) write that "there are many factors that contribute to academic failure in schools such as poverty, health, citizenry, English learning, and family-school relationships, but one of the most elusive factors of school performance is related to the differences between a typical school teacher's culture and that of a Hispanic student" (p. 7). Rios (2017) writes that "In creating their own culture, these youths established their own styles and identities in which to find value instead of adopting cultural norms that constantly reminded them they did not belong" (p. 84). This passage reflects some of the sentiment experienced by Hispanic students who may embody an urban street subculture that does not align with mainstream White school culture. Rios (2017) argues that this subculture within the Hispanic community many times serves to establish a sense of power and pride within urban communities and

schools where these students exist in the margins. This feeling of marginalization may be due to the underrepresentation of Hispanic culture within faculty bodies where the staff predominately associates with a White school culture.

Researchers found that in 2010 more than 80% of teachers in America were White, which ran contrary to the demographics of the student populations that they served in urban city schools (Moreno & Gaytan, 2013). In California during the 2017-2018 school year, 62% of teachers were White, whereas 20% of them were Hispanic, though 54% of the student population was Hispanic (California Department of Education, 2018). These statistics raises many questions about the potential implicit bias that may exist within the education system when overall school culture is non-representative of Hispanic students who embody an urban street subculture. These demographics also raise the question to what degree a student's cultural capital is valued within their school or classroom? There are very limited studies that focus on the implicit bias and subtle racism that may transpire within the education system when a student's cultural capital is not valued. It is very difficult to get qualitative data from teachers and administrators who may be perpetrators of implicit bias or subtle racism as the bias could potentially have negative implications to their careers. That is why this body of research is so difficult to obtain and requires further research. Further research on implicit bias and subtle racism may answer many questions about the various subtle reasons why Hispanic students sometimes feel ostracized or targeted for disciplinary action that their White counterparts who embody a White school culture may not experience.

2.6 Sense of Belonging

Another area that requires further research is the reasons why many Hispanic students feel as if they do not belong in a typical American classroom. Understanding how the use of language, colloquialisms, and the cultural standards of nuanced communication between predominately-White teachers has on Hispanic students is important. Dimaggio (1979) explains that Bourdieu's (1968) work on cultural capital indicates that children rich in cultural capital from higher social classes see school as a way to preserve or better their class positions in society, whereas working-class children do not see school as an intrinsically prized experience. Many of these inferences by Bourdieu (1968) were centered on the social classes in schools in France where many of the students came from similar ethnic backgrounds, yet they still experienced negative aspects of cultural capital because of their class. For Hispanic students in the United States from Low SES households and different ethnic backgrounds, it can be inferred that they may experience negative cultural capital stereotypes, whether conscious or unconscious, by some teachers and administrators who believe that the language, colloquialisms, and standards of nuanced communication that is standard within the schools must be of a White American culture. The differences in cultures then leads to the findings of some researchers who have identified a sense of belonging as being one of the key factors associated with Hispanic student success in high schools (Achinstein, Curry, Ogawa, & Athanases, 2016). They note the importance of culturally relevant teen centers for Hispanic students within schools as being key for establishing a sense of belonging for these students (Achinstein et al., 2016). They provide a case study of Maria Molina High School where

their low-income, high-risk Hispanic students dramatically improved their performance because of these support centers. One of the Latina teachers who founded the teen center explained that she repurposed a classroom for this teen center so Hispanic students had a place where they “felt like they belonged” (Achinstein et al., 2016). She emphasized the idea of Hispanic students needing a place where they feel connected to others who share the same cultural nuances with language, traditions, and values. The need for students to have a place where they feel connected in schools, raises many questions about why certain Hispanic students do not feel they belong in mainstream American high schools (Achinstein et al., 2016). Though it can be inferred that many of these students are predominately Hispanic students that are English learners, some English-speaking Hispanic students may feel similarly. There is a potential correlation between cultural misunderstandings and misinterpreted subtle communication within classrooms that results in assumed disrespect and disruption. Understanding how cultural differences may result in implicit bias is essential. One can argue that a Hispanic student who embodies the urban street subculture may experience even more isolation and subjugation due to the negative connotations associated with their identity. Their urban street subculture may lead to teachers subconsciously becoming extra vigilant of their behavior and unintentionally overcorrecting with disciplinary actions. Gaps in this research on the power of nuanced cultural communication and its implications to a student’s sense of belonging and its influence over deviant behavior necessitate further research.

2.7 Gaps in Research and Practice

There is a shortage of research on the attitudes, perceptions, and biases of teachers who teach Hispanic students. Many contemporary studies focus on the various factors associated with student environmental and personal stressors that contribute to school discipline, yet few explore the teacher's potential biases. Little is known of the interpersonal biases, miscommunication, and misunderstandings that transpire between teachers and Hispanic students who experience disciplinary action. This researcher explored the perceptions and attitudes of teachers and administrators who taught and disciplined Hispanic students, with an emphasis on students who embodied an urban street subculture.

2.8 Epistemological Framework

The epistemological framework used in this study consisted of three parts: (1) theoretical, (2) epistemological, and (3) methodological. The theoretical framework used included critical race theory and sociocultural theory. The epistemological framework was guided by the lens of critical race theory and sociocultural theory as knowledge was created, data was collected and analyzed. The methodological inquiry included both quantitative and qualitative.

2.9 Conceptual Theoretical Framework

The conceptual theoretical framework used was Critical Race Theory (CRT) and Sociocultural Theory. The focus was on how race, power, and subtle bias play significant roles in how students, faculty, and policies interface. Many researchers have associated the risk factors of disproportionate discipline rates to Low SES, community, and parental

influencers, but CRT suggests that the origins of inequity play key roles as well (Delgado, Stefancic, & Harris, 2017; Finn & Servoss, 2013; Gordon-Ellis et al., 2016; Gregory, et al., 2010; Tajalli & Garba, 2014). By considering how historical institutional racism may have been guided by policies and practices that facilitated decades of disproportionate discipline of Hispanic students, it is possible to better understand the contextual framework of this inequity.

2.10 Critical Race Theory

The concepts of CRT suggest that racial inequality cannot be addressed effectively if the social and psychological mechanisms that create racial inequality are not addressed. Therefore, by truly understanding how race and CRT in its historical context have influenced the educational outcomes of specific ethnic populations, we were able to inform these persistent issues. One cannot ignore the role race plays when prevailing evidence points to the Hispanic, African American, and Native American populations as being the primary groups to experience disproportionate discipline. These groups have been historically marginalized and targeted within the education and criminal justice systems (Rios, 2017). Researchers argue that racial stigmatization, stereotyping, and implicit bias in the United States infuse objective standards of what is considered appropriate behavior in schools (Simson, 2014). In the case of Hispanic students and CRT, it is important to understand the three tenets that Delgado et al. (2017) describe as influencers over this study:

1. The first feature, ordinariness, means that racism is difficult to cure or address. Color-blind, or “formal,” conceptions of equality, expressed in rules that insist only on treatment that is the same across the board, can thus remedy only the most blatant forms of discrimination (p. 7).

2. The second feature, sometimes called “interest convergence” or material determinism, adds a further dimension. Because racism advances the interests of both White elites and working-class people (psychically), large segments of society have little incentive to eradicate it (p. 7).
3. A third theme of critical race theory, the “social construction” thesis, holds that race and races are products of social thought and relations. Not objective, inherent, or fixed, they correspond to no biological or genetic reality; rather, races are categories that society invents, manipulates, or retires when convenient (p. 7).

When considering the three tenets of CRT, it is important to note that in tenet 1 which discusses “ordinariness,” many questions are raised regarding what is considered ordinary in the eyes of education officials who implement policies and procedures within schools. One example is how a student speaks or acts: what is considered ordinary or appropriate to faculty within schools? Using this component of CRT, ideas surrounding what is considered ordinary culture as it relates to behavior, language, and mannerisms were explored. Are saggy pants and a thick Latinx accent ordinary to positive “American” school culture? Ideas of race, culture, and what is considered a positive identity were examined using this model.

Tenet 2, which is about “interest conversion,” and how culture, social power, and social capital play key roles within educational systems and resource allocation to certain students. If the White populations in the schools being researched maintain power and influence over school boards and administrators within the communities, how does that impact resource allocation for Low SES students who may require more resources than high income White and Asian students? It may be assumed that in the schools where Hispanic students are a minority population and represent the majority of the Low SES households, the needs of these students may not be met. In the case of the urban school district being studied, it is known that Hispanic students represent the majority of the

Low SES household populations and that their parents often have very little to no social capital within the schools. This does not mean that the parents and students do not have cultural capital within their communities, but may infer that their cultural capital is not present in their schools. This aspect of CRT informed whether students of Hispanic decent with less cultural and social capital in schools are easy targets for faculty who may find it easier to discipline Hispanic students whose parents will most likely not retaliate.

Lastly, tenet 3 on “social construction” suggests that race arbitrarily labels people through established thought and relationships that have no distinct genetic reality. This tenet explains that pseudo-permanent characteristics are attached to certain ethnic groups that share similar traits (Delgado et al., 2017). Using this component of CRT, pseudo-permanent characteristics assumed about Hispanic students of urban street subcultures were analyzed. This helped guide the research on biases and the differential treatment of Hispanic students who do not embody mainstream White culture.

2.11 Sociocultural Theory

The other theoretical framework that guided this research was Sociocultural Theory (SCR) and its emphasis on the developmental aspects of a student’s behavior. The premise of SCR holds that culture is learned through the zone of proximal development, mediations and is promogulated through the behaviors of children (Moll, 2014). Within this theory, there are five classes that Moll (2014) identifies as qualitative transformations for individuals:

1. Social mediation: interactions with other human beings, especially interactions whereby social groups incorporate a person into cultural practices.

2. Instrumental or tool mediation: the use of artifacts, such as a spoon or pencil, created culturally and inherited socially, to engage in human practices.
3. Semiotic mediation: the use of symbol systems, such as language, writing, art, and mathematics.
4. Anatomical mediation: the use of the body, such as the hands and arms, which permit manipulation of the environment and representation of self in social life.
5. Individual mediation: the person's subjectivity and agency in mediating his or her learning activities.

Using this model of learning and development, this study explored how Hispanic parents and community influencers develop a student's culture, attitudes, and identity within their communities. Understanding how Hispanic students experience qualitative mediations and behave in response to them helped identify various patterns of behavior that may be incongruent with the established White norms in schools.

The primary mediations that will be used in this study will be (1) social mediation, (2) anatomical mediation, and (3) individual mediation. This theoretical framework was applied to the collection of instruments that served to address the impact faculty have over influencing the development and behaviors of Hispanic students. This may help address the idea that a dominant culture exists in schools that Hispanic students feel that they must conform to, and if they do not, are penalized through microaggressions and subtle differential treatment.

The social mediation tenet served to identify various aspects of language and behavior that provide or deny inclusivity of Hispanic student culture into the overarching

White school culture. Anatomical mediation served to determine how faculty perceive and react to the mannerisms and behaviors of Hispanic students. Lastly, the individual mediation tenet was used to analyze how teachers and administrators feel about their ability to understand and learn to deal with Hispanic students who may partake in disruptive behavior.

2.12 Conclusion

The focus of this research was to uncover the various perceptions and attitudes that may exist in schools where disproportionate disciplining of Hispanic students and students of color is prevalent. This problem has persisted for numerous decades and is projected to continue if not addressed with the growing Hispanic population. By understanding how language, communication, rituals, customs, dress, and identity affect implicit bias in classrooms, individuals may be better informed to rectify this disciplinary trend within high schools. This research serves to help inform parents and faculty on best practices towards interacting with Hispanic students and influencing positive behavior patterns. Exploring the dynamic role perceptions and culture plays within these schools is the ultimate objective of this study. There has been a deficit of knowledge of subconscious biases that lead to disciplinary actions and the attitudes that guide these behaviors. Therefore, identifying the roles that power, attitudes, and sentiments play within these interactions in classrooms is key. That is why this research serves to enhance the body of knowledge of perceptions and attitudes about disciplinary practices.

Chapter 3: Methods and Procedures

3.1 Introduction

This chapter presents a description of the methods and procedures that were used in the three phases of this research effort. The chapter includes the following sections: purpose of the study, research questions, research design and rationale, population and sample, selection criteria for sample, instrumentation, mixed method scenario based survey protocol, interview protocol, data collection procedures, data analysis, potential limitations, and summary.

3.2 Statement of the Purpose

The purpose of this convergent parallel mixed methods, critical race and sociocultural theory study was threefold: (1) to determine why Hispanic students are disproportionately disciplined in schools where they are minority population; (2) to examine whether the interplay of race, cultural/social capital, community, and communication contributes to the disproportionate discipline of Hispanic students where they are a minority population; and (3) to explore the various ways in which the social or cultural differences between school faculty and Hispanic students may result in hypervigilance, misunderstandings, and the distancing of some Hispanic students. A special emphasis was placed upon Hispanic students who embody an urban street subculture.

3.3 Research Questions

The research questions for this study were as follows:

RQ1: What are the reasons for disproportionate disciplinary action against Hispanic students in urban school districts where Hispanic students are not the majority of the student population?

RQ2: In what ways, if any, does the interplay of race, cultural/social capital, community, and communication influence the perceptions and attitudes of teachers and administrators who may affect the disproportionate discipline of Hispanic students?

RQ3: In what ways does teacher and administrator school culture align with Hispanic students who embody an urban street subculture?

3.4 Research Design and Rationale

This was a convergent parallel mixed method design that explored factors of race, cultural/social capital, and the perceptions of teachers and administrators about the disproportionate discipline of Hispanic students in schools where they are a minority population. The design of the study centered on a three-phased methodology that was used to collect and analyze data.

Phase I: The first phase of the design examined archival suspension and demographic data from the district database and the California Department of Education website, for the schools being studied (California Department of Education, 2020). This archival data served to (1) capture the statistical significance of the disproportionate suspensions in these schools, and (2) examine the reasons why Hispanic students were suspended as compared to White students. This phase served to inform research question one—reasons for disproportionate disciplinary action against Hispanic students.

Phase II: The second phase of the design examined the views of teachers and administrators through surveys by providing quantitative and qualitative data using rating scales to capture degrees of agreement and attitudinal data of those surveyed (Johnson & Christensen, 2014). This phase served to inform all three research questions.

Phase III: The third phase of the design examined the perceptions and attitudes of teachers and administrators through one-on-one interviews. This provided qualitative data that served to capture degrees of agreement between teachers and administrators. This also allowed for the convergence of qualitative and quantitative data between interviews and surveys. Correlations between Hispanic disciplinary practices and the social cultural phenomena associated with these practices were triangulated. Creswell & Creswell (2014) propose that “This mixing or blending of data, can be argued, provides a stronger understanding of the problem or question than either by itself” (p. 216). Therefore, this convergent parallel mixed method study was employed to assess the interrelationships between perceptions and attitudes of teachers and administrators as they relate to the disproportionate discipline of Hispanic students within their schools. This phase was also used to inform all three research questions.

3.5 Population and Sample

Phase I: The population and sample of phase one included high school students enrolled in 2015-2016, 2016-2017, 2017-2018, and 2018-2019 school years from three high schools representative of California high school demographics. These three high schools represent the schools within a particular district that have a White ethnic majority. The focus was on the three largest demographic groups within these schools.

These three groups were Asian, Hispanic, and White. The Hispanic and White student demographics were the primary demographic samples explored and compared among the student sample population.

Phase II: The population and sample of phase two included the high school teachers and administrators from the three high school sites studied. This sample was not limited to any particular school year, ethnic race, sex, or years of teaching service.

Phase III: The population and sample of phase three included the high school teachers and administrators from the three high school sites studied. This sample was not limited to any particular school year, ethnic race, sex or years of teaching service.

3.6 Selection Criteria for the Sample

Phase I: The selection criteria for phase one was based on the high school's disciplinary records for those students representative of the demographic population that this study sought to understand. This demographic included Asian, Hispanic, and White students who attended the three high schools. Primary emphasis and comparison was of Hispanic and White students in school years 2017-2018 and 2018-2019.

Phase II: The selection criteria for phase two was based on teacher and administrator current employment within the schools being researched. Solicitation for teachers was not based upon them conducting any disciplinary action. This facilitated a qualitative comparison between teachers' attitudes and perceptions who work within these schools who were involved in disciplinary action and those who were not. This helped better inform comparative attitudes and perceptions between teachers and administrators with different disciplinary practices and approaches towards Hispanic student discipline.

Phase III: The selection criteria for phase three was based on teacher and administrators who participated in the survey for this study. Only teachers and administrators who completed the online survey were given the opportunity partake in phase three of this study.

3.7 Instrumentation

Phase I: Archival suspension and demographic data from the district database and California Department of Education website was used for this study (California Department of Education, 2020). A standard instrument for phase one was not used. Excel spreadsheets were used to collect, organize, and analyze quantitative archival data.

Phase II: The instrument used in phase two of this study was a mixed method scenario based survey that was designed by the researcher (see Appendix A). This survey was designed to capture qualitative and quantitative data about teacher and administrator perceptions and attitudinal changes based on learning new context about a situation. Creswell & Creswell (2014) explain that understanding a research problem through converging quantitative and qualitative data facilitates the confirmation or denial of a singular phenomenon. They write, “The researcher bases inquiry on the assumption that collecting diverse types of data best provides a more complete understanding of a research problem than either quantitative or qualitative data alone” (p. 48). Therefore, by using both survey and interview methods of data collection, this study was better able to provide correlational data to inform the problem of practice.

Phase III: There were two instruments that were used in phase three of this study that were also designed by the researcher. The first instrument consisted of personal

interviews of teachers and the second consisted of interviews of administrators. Both instruments used open-ended questions that explored various perceptions about Hispanic students who get disciplined (see Appendices B & C). These instruments served to address difficult subjects about differential treatment towards Hispanic students and addressing potential subconscious bias that may occur.

3.8 Mixed Method Scenario Based Survey Protocol

Phase II: The instrument used in phase two was the mixed method scenario based survey. It was designed to explore teacher and administrator perceptions and attitudes towards Hispanic students who embody an urban street culture. Johnson and Christensen (2014) write, “In survey research, for example, attitudes are usually measured by using rating scales,” where a degree of belief about a particular phenomenon can be observed (p. 87). This allows researchers to typically calculate and report averages from groups of respondents that can later be compared with qualitative data coded from qualitative interviews (Johnson & Christensen, 2014). These rating scales helped provide quantitative attitudinal data.

This survey consisted of two parts:

Part I - Provided a scenario followed by nine 5-point Likert type question items, and one open-ended question. The scenario introduced aspects of perceived disruption and defiance on the part of a Hispanic student who embodies an urban street culture and identity. Respondents were asked questions about culture, race, identity, stereotypes, social capital, and relatability.

Part II - Provided further interpersonal context to the Hispanic student's feelings and actions within the scenario that encompassed attributes of Low SES, violence, trauma, and identity conflict within the school. Respondents were asked the same ten questions from Part I to explore the differences in answers between respondents when they had context to a Hispanic student's interpersonal adversity. Additionally, Part II included six complementary questions, of which, four were Likert type item and two were open-ended. These additional questions addressed aspects of empathy, culture, race, identity, stereotypes, social capital, and relatability. This part served to examine if teacher or administrator attitudes and perceptions of a Hispanic student may change once given contextual information about the student's personal adversity. Lastly, this part served to understand the dynamics between race, cultural/social capital, communication, and its potential effect on disproportionate discipline.

3.9 Teacher and Administrator Interview Guide

Phase III: The first instrument used in phase three of the study was the teacher interview. The teacher interview instrument consisted of twenty-two open-ended questions with concepts of cultural/social capital, race, stereotypes, identity, communication, and potential differential treatment of Hispanic and White students.

The second instrument used in phase three of the study was the administrator interview instrument which consisted of sixteen open-ended questions that also addressed issues of cultural/social capital, race, stereotypes, identity, communication, and potential differential treatment of Hispanic and White students.

Both interview instruments explored the perceptions and attitudes that teachers and administrators may have about Hispanic students who are disciplined. It also served to explore the stereotypes about Hispanic students who embody an urban street culture and to understand what teachers and administrators believed to be the reasons for disproportionate discipline of Hispanic students.

3.10 Data Collection Procedures

Phase I: Archival suspension and demographic data was collected via the district database and California Department of Education website for the three high schools being studied (California Department of Education, 2020). This archival data was downloaded into Excel for further analysis of the statistical relevance of disproportionality of suspensions, and to provide a cross-comparison of reasons for Hispanic and White student suspensions.

Phase II: Data collection for the mixed method scenario based survey was conducted with the use of the Google Forms software. This facilitated the centralization of data collection into a single source Excel document that facilitated further analysis. To implement this survey, an e-mail soliciting participation for the survey was sent to teachers and administrators who currently serve within the three high schools being studied (see Appendix D). The number of teacher respondents sought was ($N=25$) for the mixed-method survey. The number of administrators sought for the mixed-method survey was ($N=5$). Upon agreeing to take the survey, respondents were required to read the informed consent form (see Appendix E) and were able to take the survey via Google Forms.

Phase III: Data collection for the personal interviews was conducted via the recording of an online Google Meets interview. The audio from these recordings was further transcribed via the Rev.com transcription software service. These transcriptions coupled with NVivo transcription analysis software and the deductive codebook for this study provided further qualitative data analysis.

3.11 Data Analysis

Phase I: Analysis of archival suspension demographic data was used in phase one to (1) determine statistical significance of disproportionate discipline of Hispanic students within the three schools being studied, and (2) conduct cross-comparison of reasons why Hispanic students are disciplined as opposed to White students. This cross-comparison of reasons why Hispanic and White students were suspended served to address research question one: reasons why Hispanic students are disproportionately disciplined. Table 1 provides a visual representation of the archival suspension and demographic population of sample analyzed.

Table 1

Cross-sectional Data Collapsing Over Four School Years 15-16/16-17/17-18/18-19

High School 1		
	Enrollment	Suspension
Asian	261	2
Hispanic	489	19
White	824	21
Totals	1574	42
	Enrollment	Suspension
Asian	17%	5%
Hispanic	31%	45%
White	52%	50%
Totals	100%	100%
High School 2		
	Enrollment	Suspension
Asian	298	2
Hispanic	311	12
White	985	12
Totals	1594	26
	Enrollment	Suspension
Asian	19%	8%
Hispanic	20%	46%
White	62%	46%
Totals	100%	100%
High School 3		
	Enrollment	Suspension
Asian	278	4
Hispanic	522	39
White	688	25
Totals	1488	68
	Enrollment	Suspension
Asian	19%	6%
Hispanic	35%	57%
White	46%	37%
Totals	100%	100%

Note. Four school years of historical suspension data.

Phase II: The scenario-based mixed methods survey was used in phase two of this study to analyze the perceptions and attitudes of teachers and administrators about Hispanic students who embody an urban street subculture. Aspects of empathy, culture, race, identity, stereotypes, social capital, and relatability are addressed. This instrument provided Likert type item questions that helped quantify attitudinal ratings of the perceptions that teachers and administrators may have about Hispanic students who embody an urban street subculture. A few open-ended questions were provided as well to help provide additional inferential qualitative data. The syntax of each question was linear and clear so that they may correlate directly to the theoretical tenets being studied (Corbetta, 2003). These questions were synched to the study's deduction codebook that served to parcel out theoretical phenomena within the survey (see Appendix H).

Phase III: The teacher and administrator interviews were used in phase three of this study to analyze the perceptions and attitudes of teachers and administrators about Hispanic students who are disciplined, as it relates to their cultural/social capital, race, stereotypes, identity, communication, and differential treatment. Literary and theoretical conceptual tenets from Critical Race Theory and Sociocultural Theory were encoded into the deduction codebook so that they may align with research, survey, and interview questions.

Recognizing that these types of assessments are susceptible to the effects of social desirability (SDR) and acquiescent responding, heavy emphasis was placed on coding appropriately. Utilizing the convergent parallel mixed method approach allowed for the cross reference of attitudes and perceptions by "measuring variables and testing

relationships between variables in order to reveal patterns, correlations, or causal relationships” (Leavy, 2017, p. 9). This approach served to triangulate the data attained from phases one, two, and three.

3.12 Potential Limitations

There are many limitations to this research study when considering that the research aimed to understand perceptions and attitudes of teachers and administrators towards students of Hispanic descent. This led to the limiting factors of the qualitative perspective. As Corbetta (2003) notes, the “qualitative perspective, because of its very subjectivity, does not lend itself to formalization, and is therefore more difficult to transform into schematic procedures that can be communicated” (p. 11). Furthermore, it was difficult to not experience social desirability responses by teachers and administrators who did not want to disclose any information that may reflect negatively upon them. Given the variability of response styles, some responses may have compromised the fairness and the validity of the survey or interviews. As explained by Corbetta (2003), “The precoding of responses, which is intended to facilitate comparison, may in reality be an illusion if single individuals attach different meanings to them” (p. 128). Thus, the validity and authenticity of the responses collected may not be completely accurate. To control for honest responses within the surveys and interviews, respondents and interviewees remained anonymous. Despite the anonymity of the surveys, another limitation is that there were ($N=53$) completed surveys, when there were a total of ($N=388$) total teachers and administrators. There were also ($N=14$) total interviews of teachers and ($N=5$) total interviews of administrators, which is far less than the total

populations within the schools. This limitation in data sample may not have provided enough overarching perspectives of the teacher and administrator sample populations. Another key limiting factor was that the teachers and administrators who were interviewed disclosed that many of the teachers and administrators who are habitually disciplining students, including Hispanic students, most likely have not participated in the study. Based off the interviews conducted, this seems to be a common pattern of thought.

3.13 Summary

This chapter provided the overarching design of this convergent parallel mixed method study and the rationale for the study. It served to outline the three-phased methodology that was used to collect quantitative and qualitative data. It explained how the archival suspension and demographic data in phase one was collected and analyzed. It also explained how qualitative and quantitative data was collected for the survey instrument in phase two and for both interview instruments in phase three. Explanations were given on how data was attained and the methods used for analyzing the theoretical tenets from the deductive codebook of this study. Procedures for analyzing the data were briefly discussed with reference to the deductive codebook that synched survey and interview questions with theoretical phenomena and research questions (see AppendixF). Chapter 4 provides a data analysis of key findings and conclusions.

Chapter 4: Data Analysis and Findings of the Study

4.1 Introduction

Chapter 4 presents an analysis of the data collected in the study. The findings are presented and discussed under the three research questions and three-phased methodology.

4.2 Statement of the Purpose

The purpose of this convergent parallel mixed methods, critical race and sociocultural theory study was threefold: (1) to determine why Hispanic students are disproportionately disciplined in schools where they are minority population; (2) to examine whether the interplay of race, cultural/social capital, community, and communication contributes to the disproportionate discipline of Hispanic students where they are a minority population; and (3) to explore the various ways in which the social or cultural differences between school faculty and Hispanic students may result in hypervigilance, misunderstandings, and the distancing of some Hispanic students. For this study, both quantitative and qualitative data was collected and analyzed to gain a holistic view of teacher and administrator perspectives via an online scenario-based mixed method survey and online interviews. These instruments coupled with a deductive codebook served to triangulate phenomena in order to confirm or deny associations about perception and attitudes about Hispanic students and disproportionate discipline.

4.3 Research Questions

This study focused around three research questions:

RQ1: What are the reasons for disproportionate disciplinary action against Hispanic students in urban school districts where Hispanic students are not the majority of the student population?

RQ2: In what ways, if any, does the interplay of race, cultural/social capital, community, and communication influence the perceptions and attitudes of teachers and administrators who may affect the disproportionate discipline of Hispanic students?

RQ3: In what ways does teacher and administrator school culture align with Hispanic students who embody an urban street subculture?

4.4 Sample Profile

The first sample included student suspension data of the three high schools being studied that was obtained from archival California Department of Education databases, collapsing over three school years (California Department of Education, 2020). This was the total sample of students between school years 2015 to 2019 (see Table 2).

Table 2

Student Cross-sectional Sample, Three High Schools Over Four School Years 15-16/16-17/17-18/18-19

	2015-2016	2016-2017	2017-2018	2018-2019
Asian	618	792	980	974
Hispanic	1221	1288	1174	1418
White	2520	2404	2685	2514
Total	4359	4484	4839	4906

Note. N= 4647 Average population of students per year.

Data was collected between October 10, 2018 and December 10, 2020. It is important to note that upon briefing preliminary findings of projected district suspension data trends to district leadership on December 7, 2018, leaders enacted disciplinary policies for the following school years. Therefore, the student demographic suspension data that was used for this study was from the previous school years, with an emphasis on school years 2017-2018 and 2018-2019. This archival data was used to illustrate the statistical significance of disparities between Hispanic disciplinary practices as compared to their White peer group. It also served to provide a cross-comparison for the reasons why Hispanic and White students were suspended.

The second sample in this study was of teachers and administrators who took the scenario based mixed method survey which was ($N=48$) for teachers and ($N=5$) for the administrators from the three school sites being studied. Table 3 presents the teacher sample size sought, the quantity of total teachers within the school sites, the total surveys sent out and the total surveys completed.

Table 3

Teacher Distribution of Surveys

Number of teacher sample size sought	Number of Teachers in Three School Sites	Number of Surveys for Teachers Sent Online	Total Online Surveys Completed
N=25	322	322	48 (15%)

Note. N=48.

Table 4 presents the same distribution data for the administrator sample size sought for the survey, the quantity of total administrators within the school sites, total surveys sent out and total surveys completed.

Table 4

Administrator Distribution of Interviews

Number of Administrator sample size sought	Number of Administrators in Three School Sites	Number of Surveys for Administrators Sent Online	Total Online Surveys Completed
N=5	15	15	5 (33%)

Note. N=5.

Survey data for both teacher and administrators was collected between December 2, 2020 and February 12, 2021. Solicitation for surveys were emailed to 322 teachers and 15 administrators within the three high schools being studied, for a total sample of 48 teacher surveys (N=48) and 5 administrator surveys (N=5). The return rate for teachers was N=48 which exceeded the N=25 objective sought. The return rate for administrator surveys was N=5, of which the objective of N=5 was met. This met the overall required minimum return rate as set by the committee chair of this research study (see Tables 3 & 4).

The last sample in the study was of the teachers and administrators who were interviewed (N=19). Of the 48 teachers and 5 administrators who completed the survey, 14 teachers and 5 administrators participated in the online interview. At the end of each survey, teachers and administrators were asked if they were interested in an online

interview. Those who showed interest were contacted via email and interviews were scheduled for an online Google Meets interview. Table 5 displays the teacher distribution of interviews.

Table 5

Teacher Distribution of Interviews

Number of teacher sample size sought	Number of Teachers in Three School Sites	Total Online Interviews
N=10	322	14 (4%)

Note. N=14.

Table 6 presents the administrator interview sample size sought, the quantity of total administrators within the school sites, and the total interviews completed.

Table 6

Administrator Distribution of Interviews

Number of Administrator sample size sought	Number of Administrators in Three School Sites	Total Online Interviews
N=5	15	5 (33%)

Note. N=14

The teachers who were interviewed ranged in teaching experience from 8-40 years of service, while the administrators ranged between 4-25 years of administration service. All interviews were conducted via personal computers at each person’s home or office. The interviews took between 24 and 54 minutes to complete. Ten teacher interviews and five administrator interviews were recorded via Google Meets software and transcribed

verbatim via Rev.com transcription services. Four teacher interviews were not recorded via Google Meets software during online interview; therefore, transcription was conducted by the researcher during interview.

4.5 Demographic Profile of the Sample

Demographic suspension data was primarily of Asian, Hispanic, and White students. The sum of other ethnic categories was much smaller than the Asian sample; therefore, they were not used in this study. This demographic data served to display the significance of suspensions between Hispanic students and their peers (see Table 1).

Given the sensitive nature of this study, as a means to control for anonymity, demographic data was not captured for teacher and administrator surveys or interviews.

4.6 Data Analysis

The quantitative and qualitative data analysis was organized in three phases that aligned with the research questions and tenets within this study's deductive codebook (see Appendix F). The first phase was designed to conduct statistical analysis of the disparities of suspensions while also providing a cross-comparison of suspension reasons for Hispanic and White students. This served to understand anomalies and differences between disciplinary practices of the two groups. Phase two served to provide qualitative and quantitative data from a scenario based mixed method survey that explored the differences in answers by respondents to the scenario once they received context to the behavior of the Hispanic student within the scenario. This helped provide pre-context and post-context comparisons of attitudes. The survey also included an open-ended question that ran parallel to both instruments in phase three. Phase three included an interview

instrument for teachers and administrators that served to provide qualitative data about their perceptions and attitudes about social capital, subconscious bias, and reasons for disproportionate discipline. These two interview instruments in phase three provided data that was used to conduct a parallel convergent analysis of phenomena. All instruments were aligned with the deductive codebook of this study which addressed the tenets of Critical Race Theory, Sociocultural Theory and literary concepts surrounding this study (Dubow et al., 2017; Moll, 2014).

4.7 Presentation of the Data

Phase I: In phase one, quantitative suspension data was analyzed first in order to (1) determine statistical significance of discipline disparities, and (2) to examine the reasons for suspensions between Hispanic and White students in SY 17-18 and SY 18-19. This quantitative data served to provide contextual and inferential information for research question one.

Phase II: The second body of data that was analyzed was in phase two, where quantitative and qualitative data was collected from the surveys. This data was used to determine patterns and trends associated with the frequency of occurrences in choices for the Likert type items. Respondent responses to Questions 1-10 were cross-referenced between Parts I and II of the survey to determine changes in perceptions and attitudes of respondents. Attitudinal rating changes in responses between Parts I and II greater than (50%) were examined. Six auxiliary questions in Part II were also evaluated for attitudinal rating scales. The survey items served to explore aspects of empathy, culture,

race, identity, stereotypes, relatability, and social capital. The survey data were converged with the suspension and interview data and applied to addressing all research questions.

Phase III: The last body of data that was analyzed was the coded qualitative interview findings. These findings addressed aspects of cultural/social capital, race, stereotypes, identity, communication, and differential treatment between Hispanic and White students by teachers and administrators. Frequency of occurrences were analyzed to identify trends and themes associated with all research questions. The interviews were also converged with the suspension and survey data for research questions two and three. This served to provide a triangulation of findings.

4.8 Archival Suspension Data Statistical Relevance Findings

In order to determine the significance of the discipline disparity between Hispanic students and their Asian and Caucasian peers within the three high schools being studied, a chi-square analysis was conducted for SY 17-18 and SY 18-19. Upon analyzing High School 1, it is clear that Hispanic students account for more suspensions, as predicted, according to the demographic composition of the study. For High School 1, a chi-square analysis demonstrates by conventional criteria that this difference is statistically significant, $\chi^2 (2) = 20.49$, $p = .0001$ for SY 17-18. For SY 18-19, there is a similar statistically relevant finding with $\chi^2 (2) = 9.51$, $p = .0085$. An interpretation of the demographic and suspension data is shown in Table 7.

Table 7

Cross-sectional Data High School 1, Suspension Data SY 17-18 and SY 18-19

High School 1 SY 17-18		
	Enrollment	Suspension
Asian	284	1
Hispanic	510	19
White	837	21
Totals	1631	41
	Enrollment	Suspension
Asian	17%	2%
Hispanic	31%	46%
White	51%	51%
Totals	100%	100%
High School 1 SY 18-19		
	Enrollment	Suspension
Asian	327	2
Hispanic	534	21
White	880	19
Totals	1741	42
	Enrollment	Suspension
Asian	19%	5%
Hispanic	31%	50%
White	51%	45%
Totals	100%	100%

Note. Two school years of suspension data for High School 1 that was analyzed.

This finding in High School 1 demonstrates a negative pattern of disproportionate disciplinary action against Hispanic students over the course of two years. This statistically relevant data of High School 1 can be further seen with a visual cross-comparison of racial categories and their representations with enrollment versus suspensions (see Figure 1).

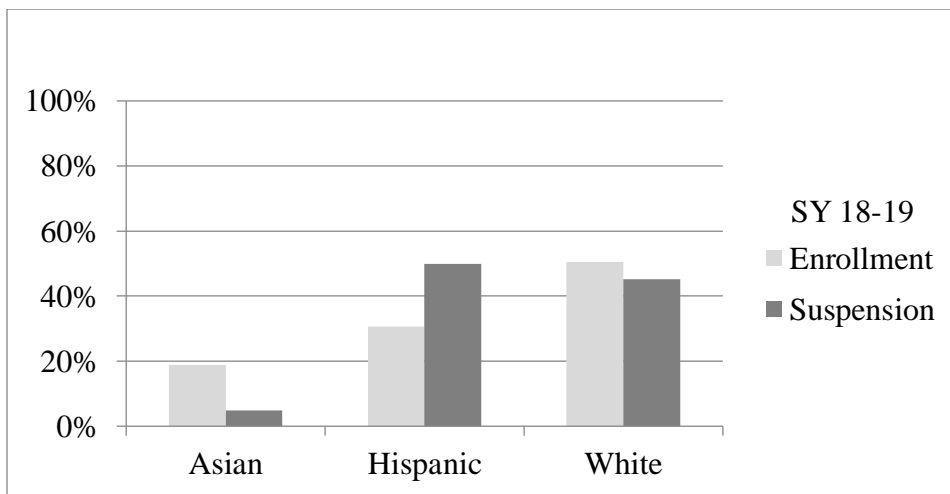
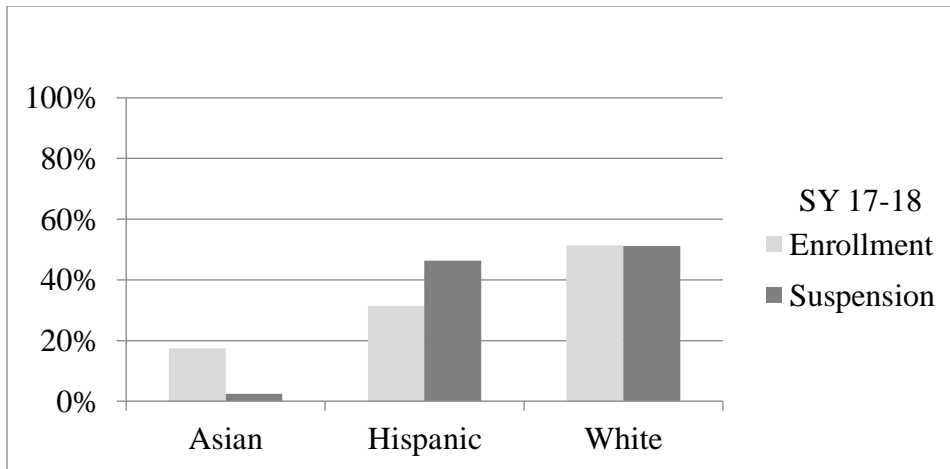


Figure 1. Cross-sectional data High School 1, suspension data SY 17-18 and SY 18-19.

It becomes clear that in High School 1, Hispanic student school enrollment representation is much lower than Hispanic student discipline representation. In SY 18-19 the disparity increased (4%) for Hispanic students.

In the data from High School 2, there are striking similarities to the High School 1 findings (see Tables 7 & 8). Considering the same demographic population data and chi-square analysis, we see that by conventional criteria, the difference in High School 2 for

SY 17-18 is also considered to be statically significant with, $\chi^2 (2) = 82.05$, $p = .0001$.

For SY 18-19 it is also significant with $\chi^2 (2) = 15.09$, $p = .0005$. A depiction of the demographic data can be seen in Table 8.

Table 8

Cross-sectional Data High School 2, Suspension Data SY 17-18 and SY 18-19

High School 2 SY 17-18

	Enrollment	Suspension
Asian	348	2
Hispanic	332	14
White	924	9
Totals	1604	25

	Enrollment	Suspension
Asian	22%	8%
Hispanic	21%	56%
White	58%	36%
Totals	100%	100%

High School 2 SY 18-19

	Enrollment	Suspension
Asian	373	2
Hispanic	351	15
White	966	14
Totals	1690	31

	Enrollment	Suspension
Asian	22%	6%
Hispanic	21%	48%
White	57%	45%
Totals	100%	100%

Note. Two school years of suspension data for High School 2 that was analyzed.

Table 8 provides an overarching depiction of the percentages of suspensions that each demographic category represented. This illustration of statistically relevant data can provide further evidence of the significant disparities between Hispanic suspensions in more than one school where Hispanics students are a minority population. Figure 2 provides a graphical representation of these differences.

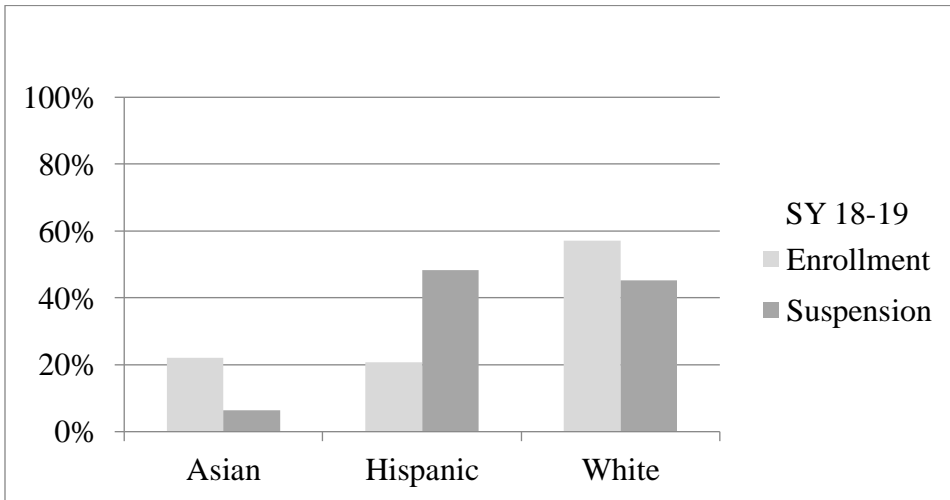
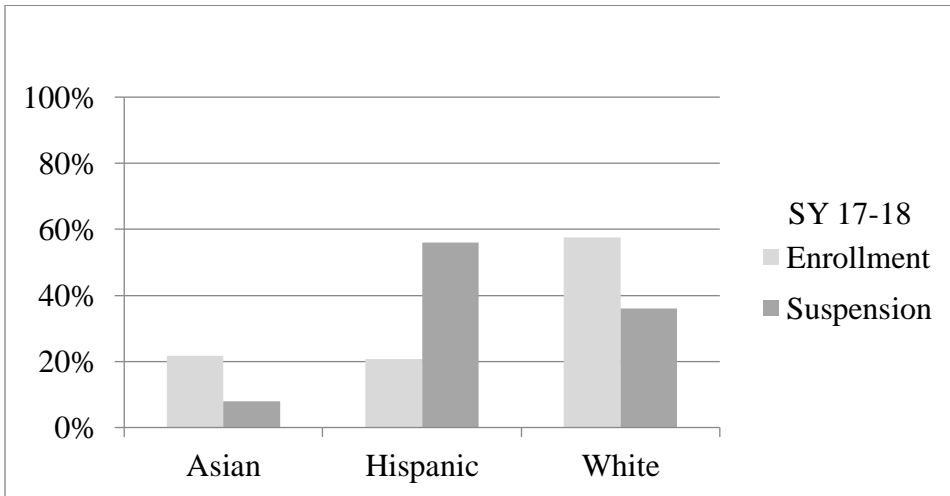


Figure 2. Cross-sectional data High School 2, suspension data SY 17-18 and SY 18-19.

Figure 2 illustrates the disparity between Hispanic student disciplinary representations as compared to enrollment. A decrease in SY 18-19 is shown, yet a significant disparity remains for Hispanic students. When comparing High School 1 and 2, there are salient resemblances. These similarities are further ratified by the findings of High School 3.

A chi-square analysis of High School 3 demonstrated that, by conventional standards, the findings are statistically significant: $\chi^2 (2) = 43.53$, $p = .0001$ for SY 17-18. For SY 18-19, there are also similar statistically significant results with $\chi^2 (2) = 17.83$, $p = .0001$. Table 9 provides further cross-sectional data of enrollment as compared to suspension representation that mirror the other two high schools.

Table 9

Cross-sectional Data Analysis High School 3, Suspension Data SY 17-18

High School 3 SY 17-18

	Enrollment	Suspension
Asian	298	2
Hispanic	519	34
White	701	17
Totals	1518	53

	Enrollment	Suspension
Asian	20%	4%
Hispanic	34%	64%
White	46%	32%
Totals	100%	100%

High School 3 SY 18-19

	Enrollment	Suspension
Asian	310	5
Hispanic	533	42
White	668	25
Totals	1511	72

	Enrollment	Suspension
Asian	21%	7%
Hispanic	35%	58%
White	44%	35%
Totals	100%	100%

Note. Two school years of suspension data for High School 3 that are the focus of study.

The results of High School 3 add to the body of evidence of statistically relevant disparities within all three schools. This reoccurring theme is illustrated in Figure 3, which shows the disproportionate disciplining of Hispanic students was prevalent in all three high schools where a White majority student population was found.

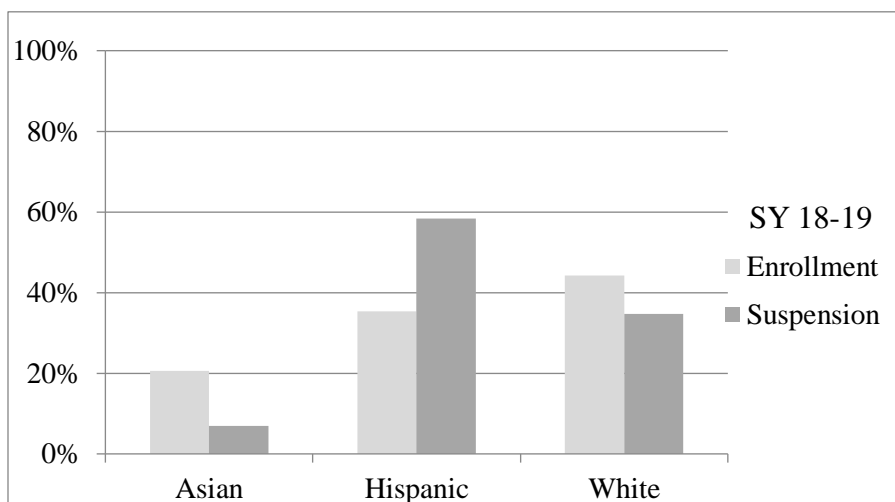
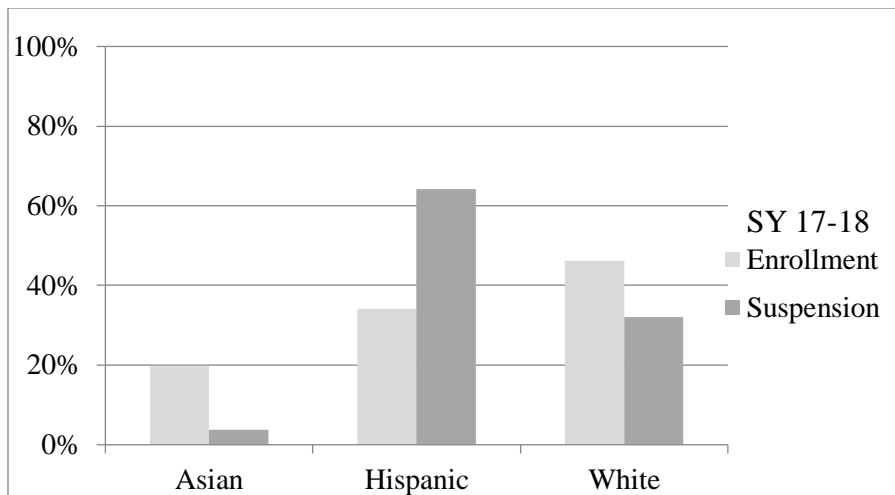


Figure 3. Cross-sectional data High School 3, suspension data SY 17-18 and SY 18-19.

Based on the results, we see that Hispanic suspension rates are higher than that of their Asian and White peers in all three schools for SYs 17-18 and 18-19. What is more significant is that this pattern of disproportionate suspensions exists across all four school years in all three high schools (see Table 1). It is suggested by Skiba et al. (2016) that race, gender and socio-economic status play significant roles in the disparity seen in discipline patterns within many schools. In order to further explore this phenomenon,

data acquired from suspension records, surveys, and interviews served to provide further insight.

4.9 Research Question 1 Phase I: Suspension Data Findings and Discussion

Statement of Research Question 1: What are the reasons for disproportionate disciplinary action against Hispanic students in urban school districts where Hispanic students are not the majority of the student population?

The first finding for research question one was established after analyzing the reasons for Hispanic and White student suspensions. Demographic suspension data records of why Hispanic and White students were disciplined in SYs 17-18 and SY 18-19 were analyzed and coded into five thematic suspension categories developed by the researcher. This was an effort to reduce the (17) district codes annotated in the records. The five thematic categories are as follows: (1) Truancy – refusal to go to class, leaving class/campus, cutting school, frequent unexcused truancy/tardy; (2) Classroom Behavior – defiance, profanity, disrespect, deviant behavior towards others (3) Cell Phone/Social Media – refusal to stop using cell, and illicit, threatening, disrespectful posts; (4) Drugs – possession, use or under the influence, and lastly, (5) Fighting – physical altercations with others or the threat of. The findings provide a unique insight into the differences between why Hispanic students were disciplined as opposed to White students. The reasons why Hispanic students were disciplined in SY 17-18 are showcased in Figure 4.

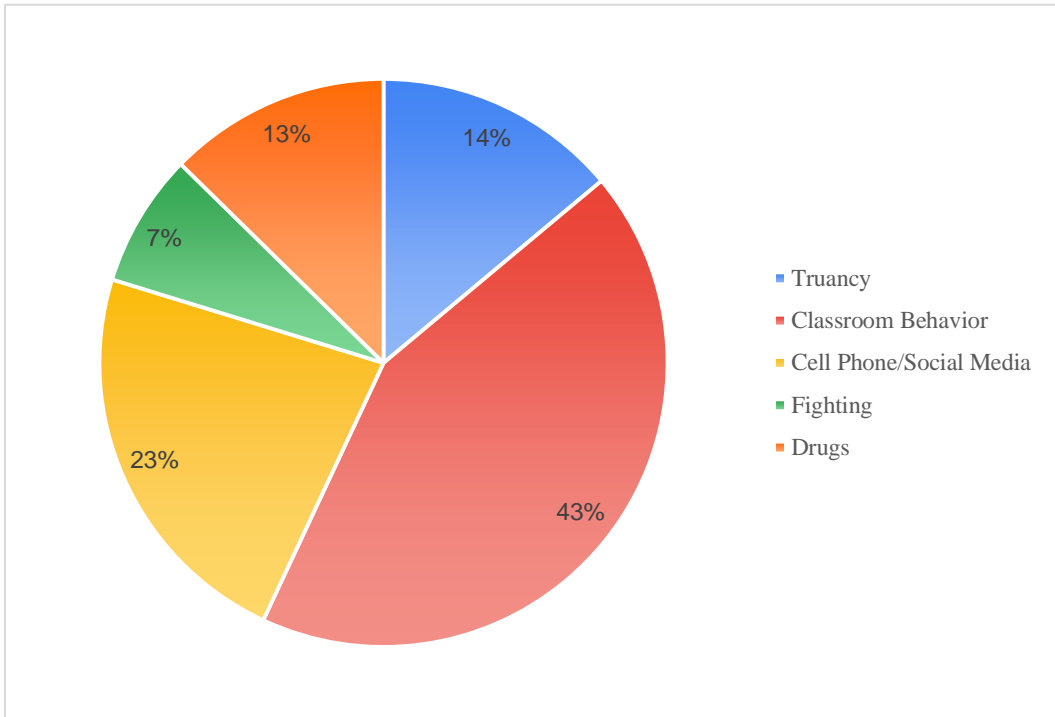
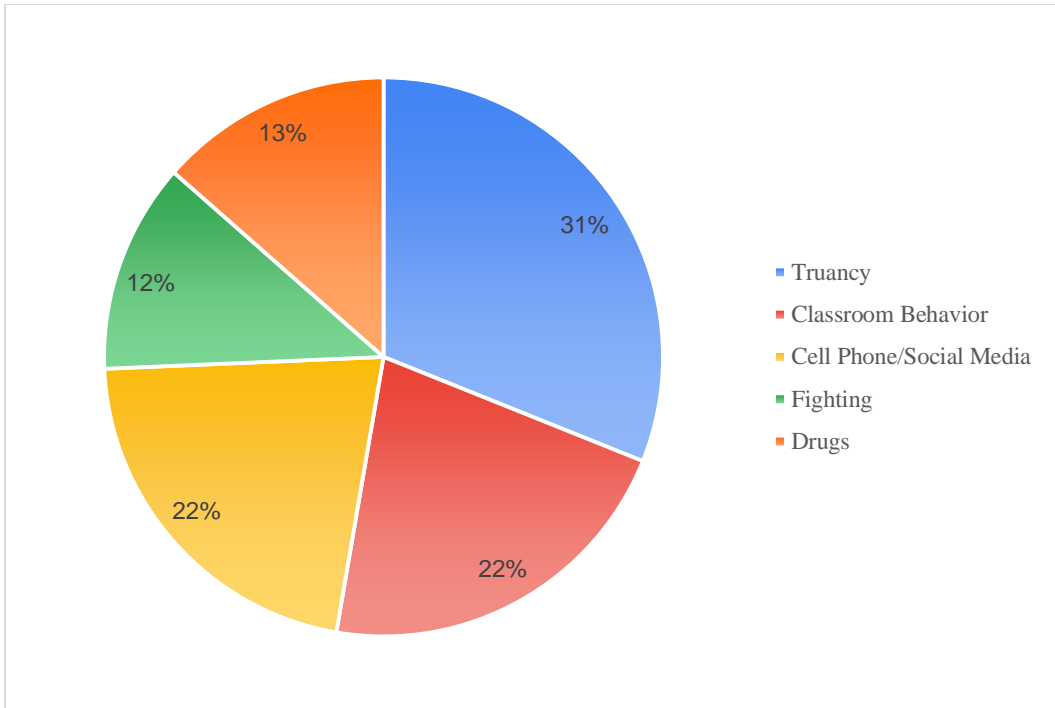


Figure 4. Archival hispanic and white student suspension comparisons SY 17-18.

Figure 4 shows that the largest category for Hispanic student suspensions was truancy (31%). This is an important finding considering that Hispanic students were suspended over (50%) more times for truancy than White students. This was an unexpected finding, as stereotypes would presume that Hispanic students are largely disciplined for misbehavior in the classroom or fighting. The percentages of suspensions for misbehavior in the classroom for Hispanic students was (22%), whereas for White students it was (43%). Therefore, White students were suspended for misbehavior in the classroom over (50%) more times than Hispanic students. For SY 18-19 similar patterns manifested (see Figure 5).

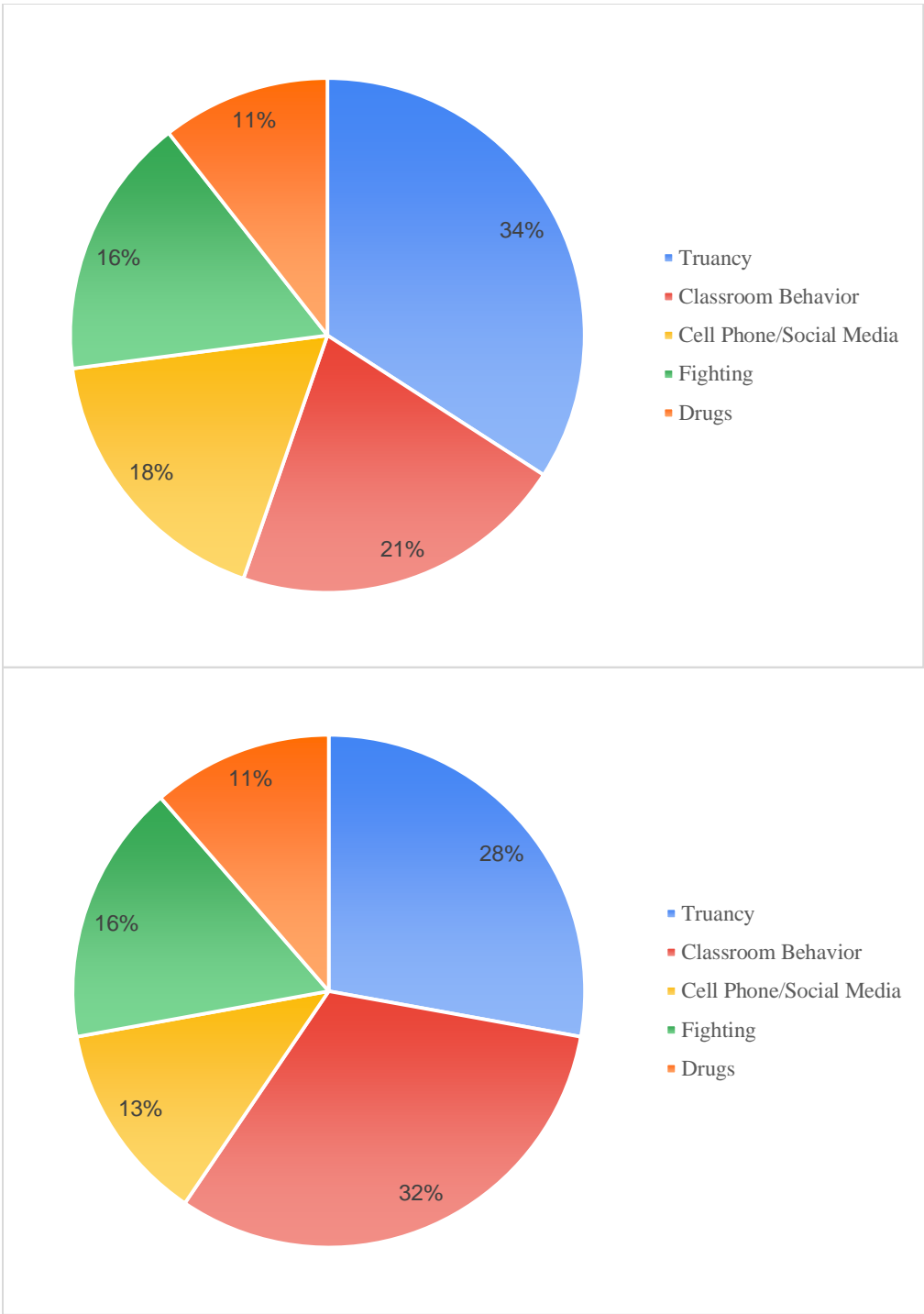


Figure 5. Archival hispanic and white student suspension comparisons SY 18-19.

In SY 18-19, truancies slightly increases to (34%) while classroom behavior slightly dips to (21%) for Hispanic students. For White students, truancy increases, with much more incidents of students refusing to go to class. These findings suggest that Hispanic students are suspended more often for truancy than any other category. When cross-compared to their White peers, more Hispanic students miss class. This provides insight into the disproportionate percentage of Hispanic students that are suspended. This data informs the qualitative and quantitative body of evidence from the survey and interviews that address issues of culture, identity, and a lack of a sense of belonging among Hispanic students that may contribute to this disparity.

4.10 Research Question 1 Phase II: Survey Data Findings and Discussion

The findings in the survey that addressed (RQ1), the potential disproportionate disciplining of Hispanic students, were items one, seven, eight, ten, fourteen and sixteen (see Appendix F). Analysis was conducted separately for each item as it relates to the potential disproportionate disciplining of Hispanic students. Rating scales from the ($N=53$) respondents were considered for each item.

The first finding of the survey instrument was from item one. It was coded for the Critical Race Theory tenet of “Ordinariness” (Delgado et al., 2017). Negative Ordinariness (11NO) and Positive Ordinariness (12PO) provided a scale to the item. Negative Ordinariness represented choice numbers 1-2, and Positive Ordinariness represented choices 4-5. Choice three served as a neutral variable. Choice 1 represented “does not fit the profile at all,” and choice 5 “completely fits the profile of most students.” A depiction of the findings for question one is shown in Figure 6.

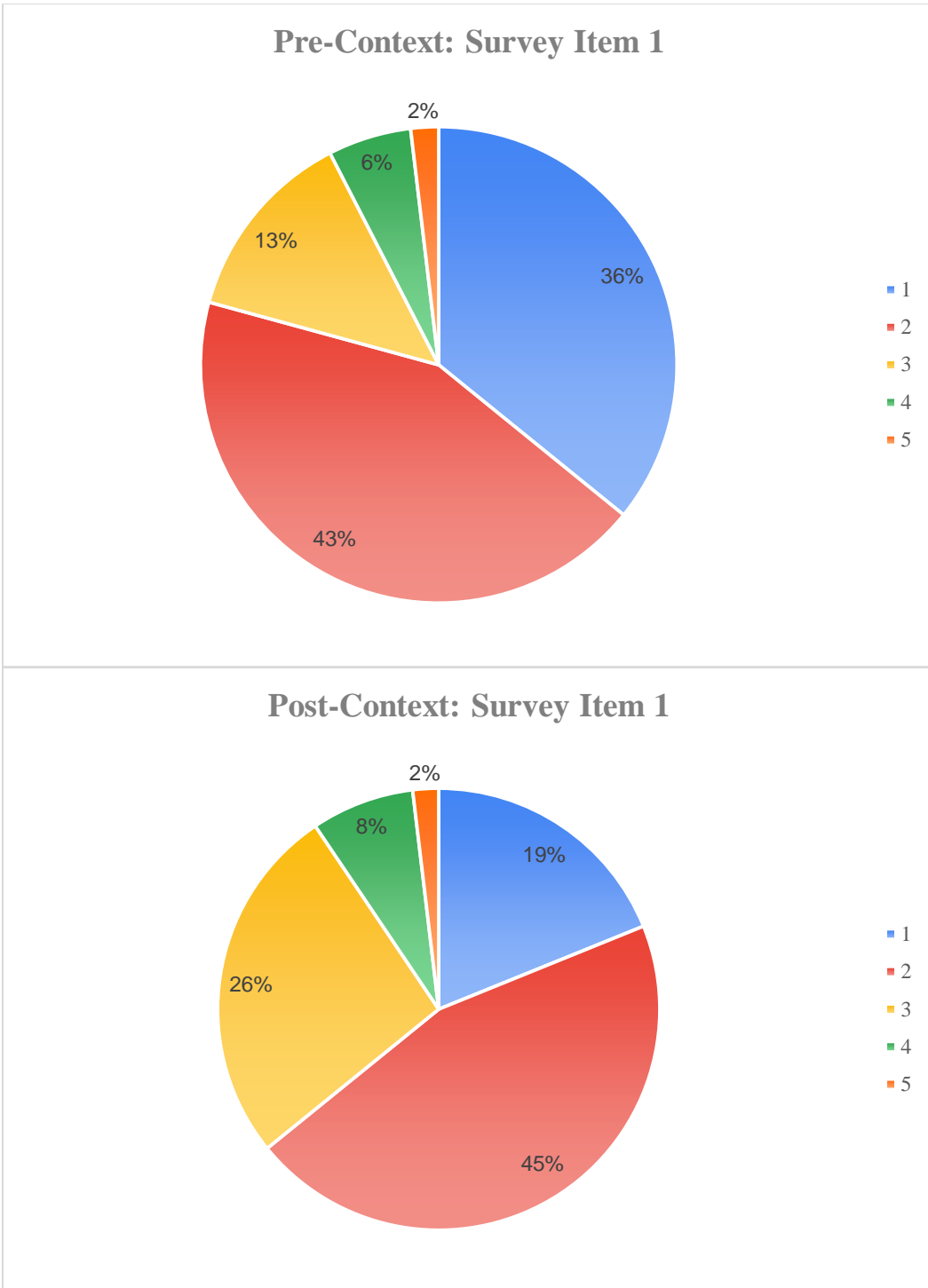


Figure 6. Survey item 1, whether the student fits profile of most students in school, pre-context vs post-context results.

It is important to note that in both instances, there is a larger percentage of Negative Ordinarity with choices 1-2 being primarily selected by respondents. When combined, they equal (79%-64%) for parts one and two. Meaning that there is a larger propensity for faculty to believe that the Hispanic student is different. This is a clear indication that respondents believe that the Hispanic student does not fit the profile of most students in their schools. Therefore, it can be inferred that the Hispanic student may feel the same way. Yet for a Hispanic student, this realization may be more than a simple cognitive process and may be a daily emotional reminder that they may not belong. Researchers have found that adolescents, who feel a sense of belonging in school, are less likely to be truant or become disciplinary issues (Caraballo, 2000; McNeely, Nonnemaker, & Blum, 2002; Valenzuela, 1999). This leads to questions about the motivations behind truancy and misbehavior: Could their lack of a sense of belonging be a potential reason for disproportionate disciplining? This is an interesting finding, considering that previous suspension data records show that most suspensions for Hispanic students are for truancy (see Figures 4 & 5). One may infer that a potential reason why Hispanic students are disciplined at disproportionate rates is because they are suspended (50%) times more than their White peers for truancy.

The second finding in the survey instrument was in item seven. It addressed the dynamics of relatability, culture, and identity within the school setting as it may affect Hispanic student suspensions. The item asked if the student's speech, clothing style and mannerisms resemble that of the overall faculty culture. Choice 1 is for believing that

“the student resembles school faculty culture,” and choice 5 is that “he does not resemble faculty school culture.” Choice 3 remains as the constant neutral (see Figure 7).

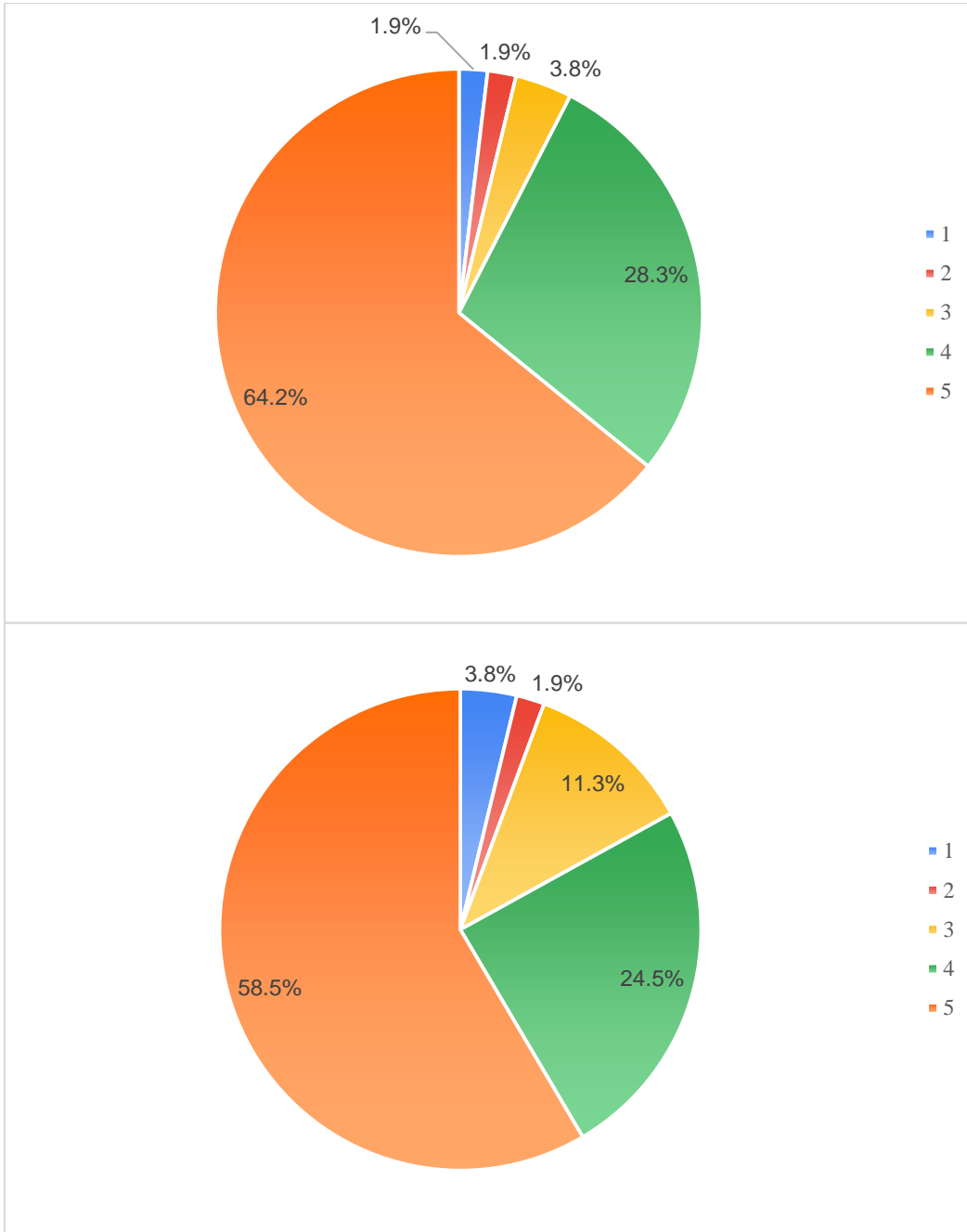


Figure 7. Survey item 7, whether student speech, clothing style and mannerisms represent overall faculty culture, pre-context vs post-context results.

The largest count of occurrences is seen with choice five at (64-58%) for parts one and two. Respondents did not believe the student represented the overall school faculty culture. Though it could be said that no student represents the overall faculty school culture because of youth countercultures, it is important to consider what the faculty school culture may be. In the instance of the three schools being studied, the majority of students and faculty (84%) are non-Hispanic. If this is the case, it may be another reminder to some Hispanic students that their culture and identity is not represented within their school. For some, this may have a negative impact on their social emotional learning and self-esteem (Schoner-Reichl, 2017). Researchers have found that self-concept, self-esteem, and identity play key roles to the development of students (Zaff & Hair, 2003).

The third finding within the survey instrument was in item eight. It addresses the degree to which respondents feel comfortable establishing rapport with this type of student. Choices are coded for the Sociocultural Theory tenets of Social Mediation. Social Mediation refers to the willingness of respondents to have positive or negative interactions with students, whereby they are willing or not willing to incorporate a Hispanic student's culture into theirs. Many times, teachers demonstrate a sense of appreciation for the diversity of their students, while others do not. Choices 1-2 represent Positive Social Mediation, and choices 4-5 Negative Social Mediation (see Figure 8).

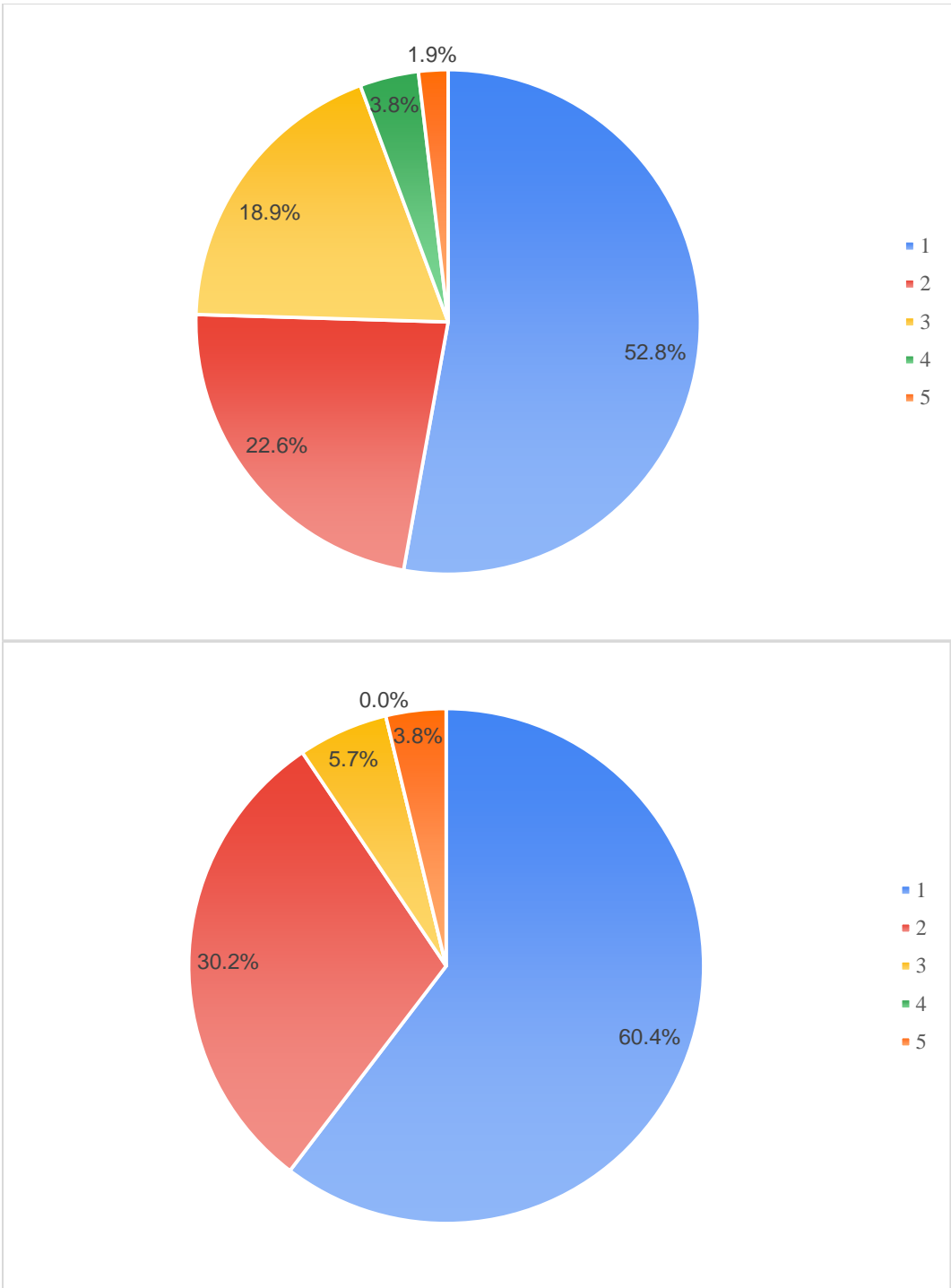


Figure 8. Survey item 8, how comfortable respondents feel establishing rapport with a student who is of an urban gangster subculture, pre-context vs post-context results.

The degree of agreement ranges from choice one “being very comfortable establishing rapport,” and choice five “do not feel comfortable establishing rapport.” A majority feel comfortable establishing rapport with this type of student (53%). The percentage of Positive Mediation further increases once the respondents receive further context about the student, as seen with choice one increasing to (60%) in part two of the survey. These findings run concurrently with much of the testimony collected from the qualitative data in the interviews, which suggest that those who participated in this study care about Hispanic students. Some of the interviewees commented that:

Relationships matter more for Hispanic students with more issues. The majority. Strength, and positive engagement matters more for students that don’t have much support at home. Being blunt and having intense conversations with a sense of hope and guidance is what they need.

These findings suggest that the respondents’ Positive Social Mediation does not contribute to the disproportionate discipline of Hispanic students. Yet, further convergent analysis of the interviews and surveys provide a different perspective of the Negative Social Mediation that is found in schools as it relates to other teachers and administrators not involved in this study.

The fourth finding within the survey instrument was with item ten. It explored the degree to which respondents felt comfortable relating to the student on a personal level. The Critical Race Theory tenet of Interest Conversion was coded into Positive and Negative Interest Conversions. Choices 1-2 represented Positive Interest Conversion with choices 4-5 representing Negative Interest Conversion.

The degree of agreement was choice one “feel comfortable” and choice five “do not feel comfortable at all” relating to the student (see Figure 9).

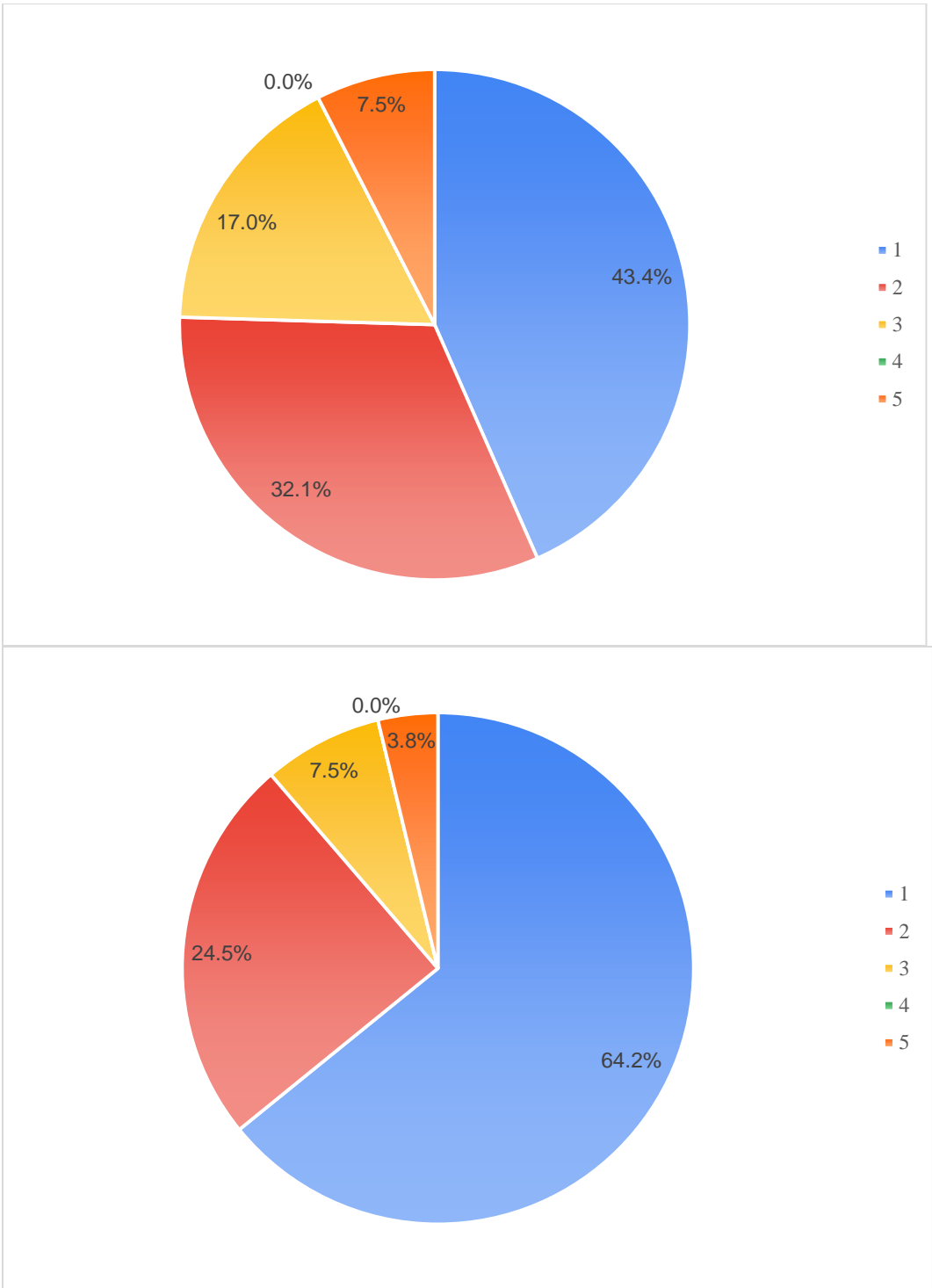


Figure 9. Survey item 10, how comfortable respondents feel relating to the student on a personal level, pre-context vs post-context results.

The respondents demonstrate an overwhelming amount of Positive Interest Conversion, meaning they are willing to provide positive affirmation of a student's family, culture, and social capital within the school. The majority of respondents selected choices 1 and 2 in both parts, with an increase in Part II after the student's adversity is known.

Respondent's tendency to feel comfortable relating to this student does not seem to be a contributor to the disproportionate disciplining of Hispanic students. Yet, it is important to note that further convergent analysis will revisit this subject as it relates to the respondent's perspectives of other teachers within their schools that might demonstrate Negative Interest Conversion.

The fifth finding within the survey data was in item fourteen. Additional aspects of relatability, familiarity, and the Critical Race Theory tenet of ordinariness were explored. Respondents were asked to what degree did they think that the majority of other teachers and administrators within their school could relate to the student's cultural identity and personal adversity in the scenario, with choice one being "very relatable," and choice five being "non-relatable" (see Figure 10).

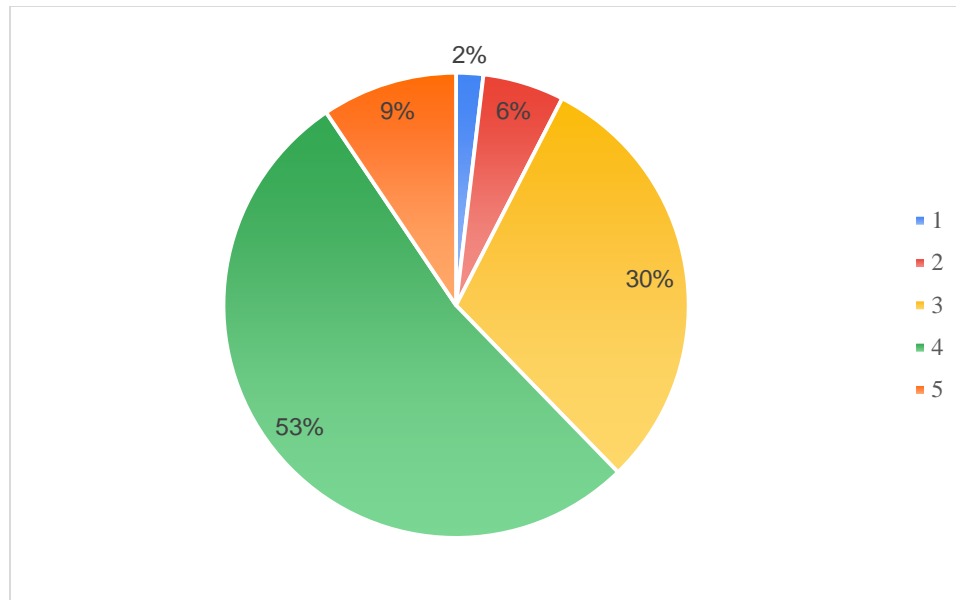


Figure 10. Survey item 14, respondents' view of other teachers' and administrators' ability to relate to the Hispanic student in scenario.

Figure 10 presents a striking finding, as the majority of the respondents believe that their peers do not have the ability to relate to the Hispanic student's cultural identity and personal adversity. Out of all respondents, (54%) selected choice four, and (9%) selected choice five, revealing a degree of agreement of (63%) that believe their peers are not able to relate to the Hispanic student. The idea that most teachers/administrators perceive their peers unable to relate to these types of students may infer that miscommunication, assumptions, and a lack of personal connection may exist in most classrooms.

Researchers have found that the lack of connection between teachers and students may impact a student's educational outcomes (Schoner-Reichl, 2017). This finding is unique given that respondents reported (52-60%) comfort with establishing rapport with this type of student, and (44-64%) felt comfortable relating to this type of student (see Figures 9 & 10). Yet, respondents believe that their peers are not able to relate to the Hispanic student.

This may infer that the respondents have not contributed to the disproportionate disciplining of Hispanic students, but that their peers may have. This phenomenon was further analyzed through the convergent analysis of interviews and survey data in this chapter.

The last finding within the survey data that addressed the disproportionate discipline of Hispanic students (RQ1) was item sixteen. This item was an open-ended question that ran parallel to the other instruments in the study, which served to provide qualitative data to the perceived reasons why Hispanic students are disciplined at disproportionate rates. These responses were coded into five categorical themes. The following is a depiction of the findings based on the counts of occurrences in the responses (see Figure 11).

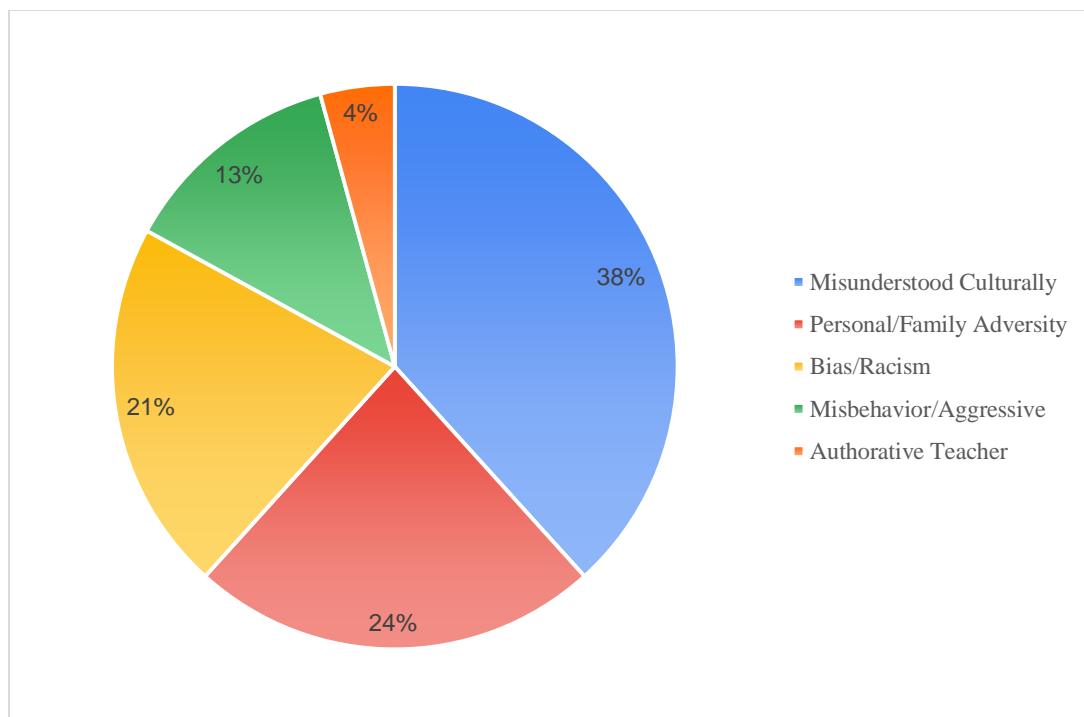


Figure 11. Survey item 16, respondent open-ended response to why Hispanic students are disproportionately disciplined.

The top reason why respondents believe most Hispanic students were disciplined at disproportionate rates was due to being misunderstood culturally (38%). Many of these responses were followed up with comments about how most teachers cannot relate to these types of students, which then creates miscommunication and tension, as noted in the following response by respondent A:

The differences in culture are difficult to handle both ways, both as a student and as a teacher/admin. The students may perceive the teachers/admins as unconcerned taskmasters rather than people working for their betterment and education, and the teachers/admins may be overly sensitive at times when they sense what appears to be blatant disrespect but don't understand the struggles the kids are dealing with in their personal life.

This is interesting, considering that the next largest category is the belief that Hispanic students may experience interpersonal adversity outside of school (24%). This claim seems to align with much of the literature that exists about environmental stressors being indicators of academic outcomes and discipline propensity (Attar, Guerra, & Tolan, 1994; Dubow et al., 1997; Gonzales et al., 2001). Yet, it is important to note that some adversity may be experienced by students in school due to misunderstandings and the conflict they experience due to cultural differences. The subsequent third and fourth largest categories of reasons for disproportionate disciplining are bias/racism (21%) and misbehavior/aggressive (13%). The irony in these findings is that both categories are associated with common stereotypes about these students. That they misbehave, and are aggressive or dangerous (Rios, 2017). Though these findings are assumptions, and cannot propose definitive causality, they do present a plausible argument to contributing factors of disproportionate disciplining of Hispanic students within these schools.

4.11 Research Question 1 Phase III: Teacher Interview Data Findings and Discussion

The teacher interview items that addressed the reasons for the disproportionate discipline of Hispanic students (RQ1) were found in questions seventeen, eighteen, and nineteen. These questions captured the perceptions of teachers about why Hispanic students are disciplined at disproportionate rates. They explored the idea of Hispanic students being easy targets for disciplining because they do not have social capital within schools (Rios, 2017).

The first finding within the teacher instrument was with question seventeen, an open-ended question that stated, “Many teachers believe that Hispanic students are easier to discipline because they don’t hear back from the parents, what do you think about that statement?” (see Appendix B). The responses were organized in two categories indicating whether they agreed that it was true or that they did not agree that it was true: (1) Yes, (2) No (see Figure 12).

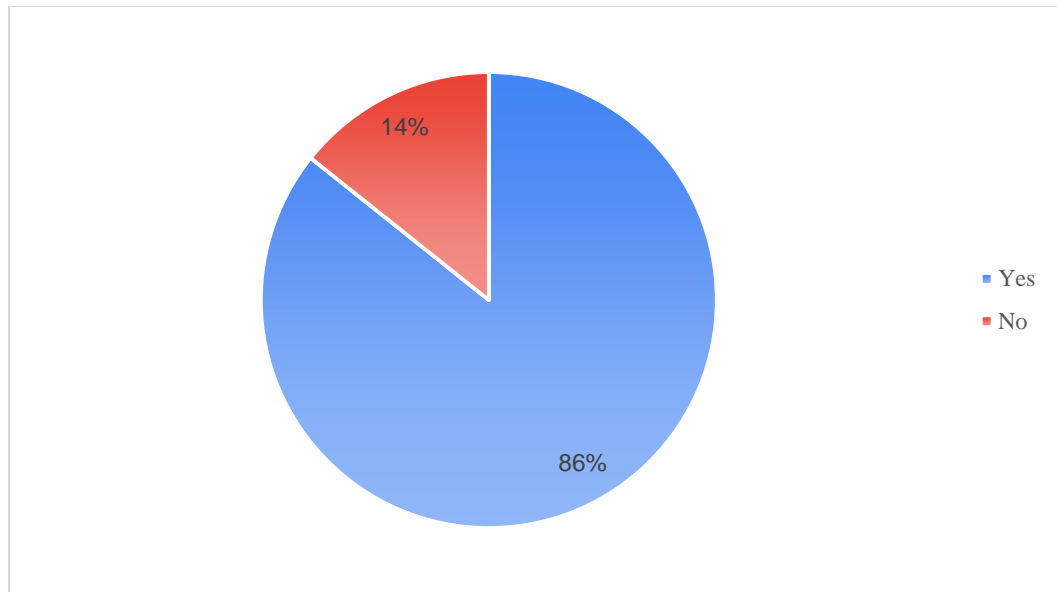


Figure 12. Question 17, teacher interview response, if Hispanic students are easier to discipline because of no backlash from parents.

The degree of agreement between Teachers was (86%) that believe Hispanic students are easier to discipline because they will not have to deal with their parents. It is important to note that in most instances of this interview question, teachers were disturbed, as noted by teacher interviewee A:

That's sad, that saddens me because you shouldn't feel more comfortable disciplining Hispanic students just because their parents won't get involved.

They all said that they would never do this. Others reflected on this phenomenon and deliberated about their experiences as if questioning if they felt comfortable disciplining Hispanic students more than White students. Teacher interviewee B expanded by saying:

Maybe I shouldn't speak for all teachers here, but I think that sometimes Hispanic students don't have the support at home for education; that education is important. Because of that, teachers get a bias toward those students.

It is important to note that in question sixteen, where it asks if the interviewee has ever received backlash from White parents for disciplining their kids, the answer was a resounding (100%) yes. Whereas the same question about ever receiving backlash from a Hispanic parent, the answer was (86%) no. When considering the disproportionate disciplining of some Hispanic students one may infer that a contributing factor may be this subconscious tendency to discipline a Hispanic student that teachers suspect will not receive backlash from their parents.

The second finding was with question eighteen, which addressed the issue of subconscious bias as a potential influencer of how teachers perceive and subsequently treat Hispanic students. The question asks, “Have you ever had any subconscious bias towards a Hispanic student who dresses with saggy pants and walks and talks in an urban gangster manner?” The responses were categorized into: yes and no (see Figure 13).

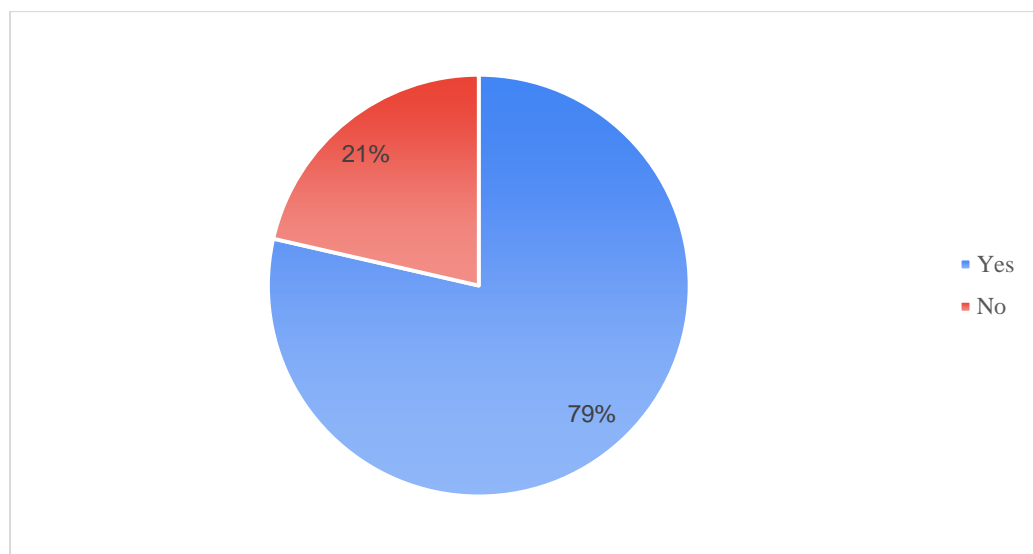


Figure 13. Question 18, teacher interview response, if they have ever been subconsciously biased towards the profiled Hispanic students.

There is a (79%) degree of agreement amongst respondents that they have been subconsciously bias towards a Hispanic student who fits the profile described. Most responses were sincere, as noted by teacher interviewee C:

The short answer is yes, absolutely. And that's because of the culture and the stereotypes that exist within our culture and our society, there's no way that those haven't influenced me. Even as an educator at my best, if I'm being honest, then yeah, of course, absolutely. But I think the important thing there is you have to do your best to reflect on that.

The (21%) of respondents who said they have not ever had subconscious bias towards this type of student were teachers of color who claimed to have experienced this bias; therefore, they relate to the student, as noted with teacher interviewee D:

I mean, that was me in high school, definitely in terms of dress style. My grandfather's from Mexico. I definitely see a little bit of myself in those students, so I identify, know where they're coming from.

A small percentage of White respondents said they have never been biased toward these students because they grew up in a Low SES household and community where they interacted with these types of students. By no means can it be said that the causality of disproportionate discipline of some Hispanic students is due to subconscious bias, but this does raise awareness to the potential correlation between the perceptions and attitudes teachers have about Hispanic students that may lead to their disproportionate disciplining.

The last key finding within the teacher interview instrument was found in question nineteen. Respondents were asked why they thought Hispanic students are disciplined at disproportionate rates (see Figure 14).

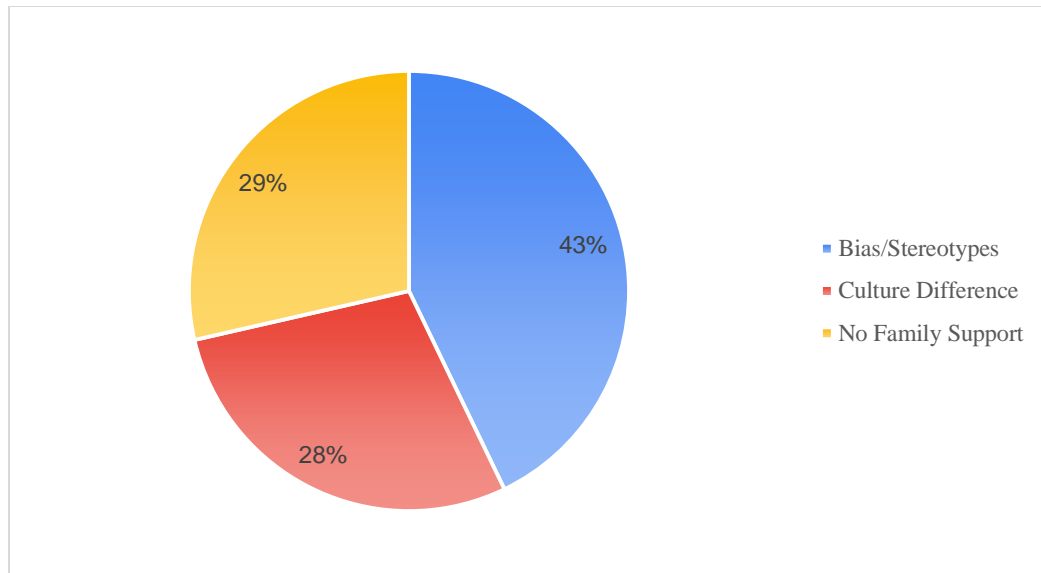


Figure 14. Question 19, teacher interview response, why they think Hispanic students are disciplined at disproportionate rates.

The most frequently cited reason why interviewees thought Hispanic students were disciplined at disproportionate rates was due to bias/stereotypes (43%). This suggests that bias/stereotypes about Hispanic students lead to interactions that may influence disciplinary behavior. Interview C stated:

Unfortunately stereotypes are stereotypes for a reason. And if a student is choosing to dress like what's being portrayed on TV, you're going to build these stereotypes for a reason.

Another reason that was mentioned by interviewees was culture difference (28%).

Interviewees explained that this difference manifests into miscommunication and misunderstandings that result in disciplinary actions. As noted by teacher interviewee E:

I felt that he was being defiant in the moment. But I didn't realized that I was disrespecting him in front of his girlfriend. There is no way I would have known until we had a private conversation. That was when I first started teaching but now, I notice things that I didn't before.

Another striking finding is the perception that “No Family Support” (29%) is also a reason why teachers suspect the disproportionate disciplining of Hispanic students. Interviewees explained that many Hispanic students experience adversity at home and their parents many times have language and employment barriers that prevent them from being more involved in school. In some instances, teacher report not getting much support from parents, as indicated with remarks from teacher interviewee C:

It's like you might call home and try to talk to the parents and explain what's going on and you don't get a lot of feedback. You don't get a lot of what a school site or a teacher might perceive as support.

These findings in phase two for research question one address many of the perceptions and biases held by teachers that Hispanic parents are not involved with their child’s education.

4.12 Research Question 1 Phase III: Administrator Interview Data Findings and Discussion

The findings for the administrator interview instrument—questions eleven, twelve, and thirteen—mirrored the aforementioned teacher interview questions. They explored administrator perceptions on why Hispanic students are disciplined at disproportionate rates and explored whether administrators ever had subconscious bias towards these types of students. The questions also explored the idea of Hispanic students being easy targets for disciplining because they do not have the social capital and family support in schools like their White peers (Rios, 2017).

The first finding within the administrator interview instrument was within question eleven. It asked an open-ended question that stated, “Many administrators believe that Hispanic students are easier to discipline because they don’t hear back from the parents,

what do you think about that statement?" (see Appendix C). The responses were: yes and no (see Figure 15).

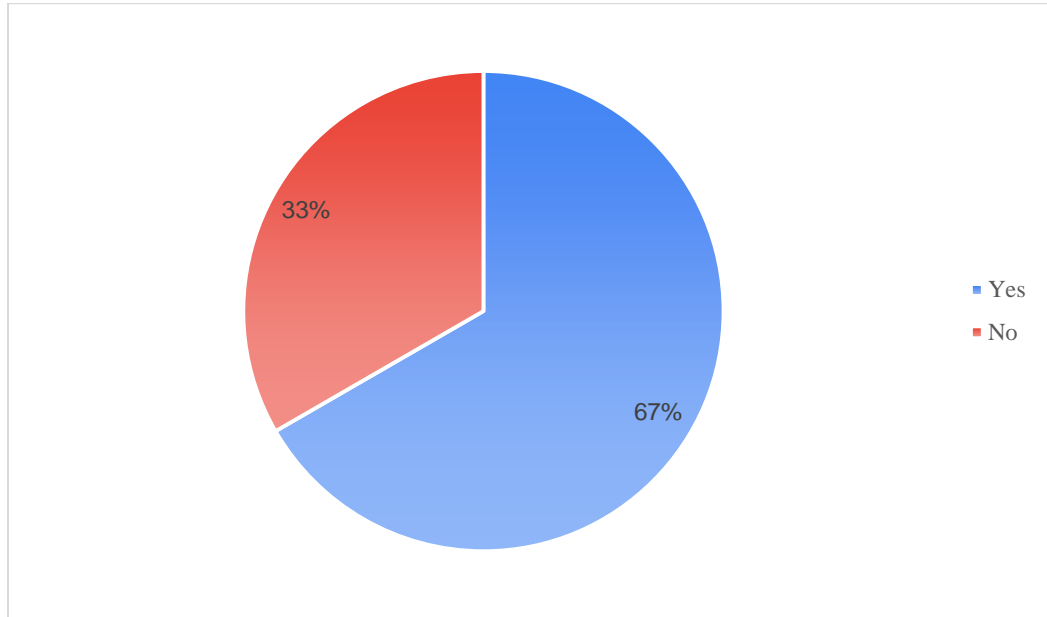


Figure 15. Question 11, administrator interview response, if Hispanic students are easier to discipline because of no backlash from parents.

The degree of agreement between administrators that Hispanic students are easier to discipline was (67%), whereas, for teachers it was (86%). This topic made the administrators very upset and uncomfortable based off their expressions of agitation and anger. Some administrators refused to say that this was true or not true. Instead, they focused their discussion on explaining why this is such a terrible and disheartening idea, as noted by administrator interviewee A:

I think it's terrible. I think it's awful and I hope that none of my assistant principals feel that way.

Nonetheless, it is clear that the dominant pattern of thought was that this phenomenon is real. Several administrators did reflect upon potentially making bad decisions at the

beginning of their careers that may have been subconsciously driven by this phenomenon. When considering the disproportionate disciplining of some Hispanic students, one may infer that a contributing factor may be that it is easier to discipline a student whose parents will not question the decision.

The second key finding from the administrator interview instrument was with question twelve, which addressed the issue of subconscious bias as a potential influencer of how administrators perceive and subsequently treat Hispanic students. The question asks, “Have you ever had any subconscious bias towards a Hispanic student who dresses with saggy pants and walks and talks in an urban gangster manner?” The responses were: yes and no (see Figure 16).

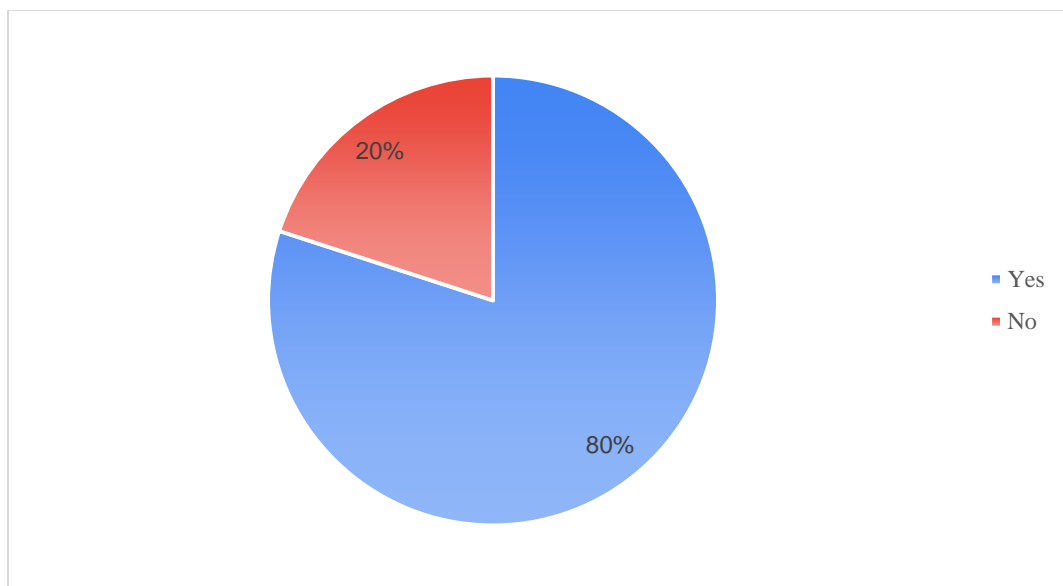


Figure 16. Question 12, administrator interview response, if they have ever been subconsciously biased towards the profiled Hispanic students.

There was an (80%) agreement between respondents that they have had subconscious bias towards Hispanic students who fit the profile described. All respondents reported

that they have learned how to deal with their bias. This is illustrated with comments from administrator interviewee C:

I have had some sort of subconscious bias and I think anybody who says that they have not is actually perpetuating more harm. I believe it's a work in progress, and we must constantly work to be culturally competent of all the students and families.

These findings suggests that a large percentage of Hispanic students who fit the urban street subculture identity may experience subconscious bias from administrators who may perceive them differently than an affluent White student. By no means can it be said that the causality of disproportionate discipline of some Hispanic students is due to subconscious bias, but it does highlight a potential correlation between the perceptions, attitudes, and biases of administrators that may lead to behavior resulting in the disproportionate discipline of Hispanic students.

The last key finding in the administrator interview instrument that addressed research question one phase three was question thirteen. Respondents were asked, “Why do you think Hispanic students are disciplined at disproportionate rates?” (see Figure 17).

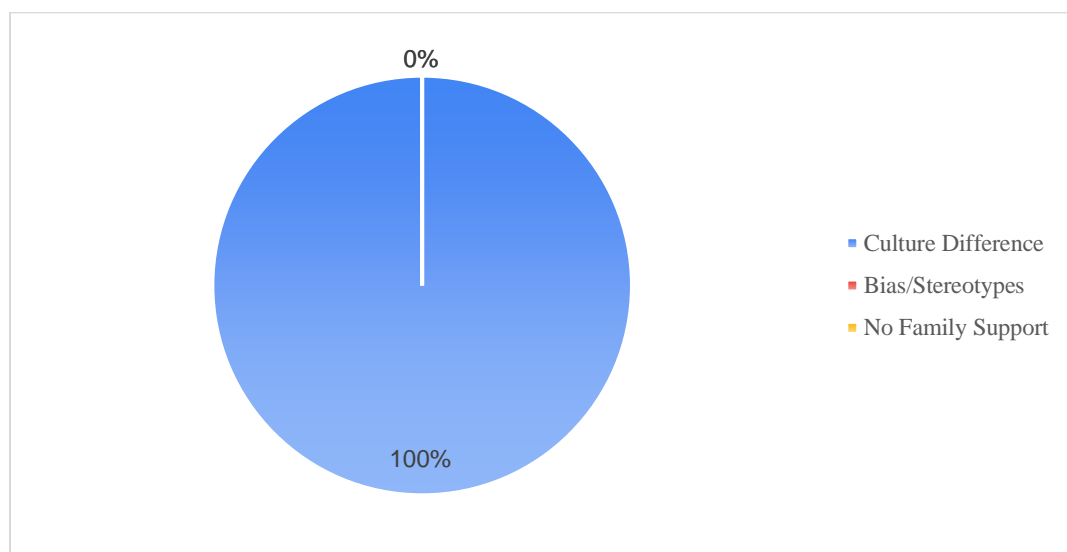


Figure 17. Question 13, administrator interview response, why they think Hispanic students are disciplined at disproportionate rates.

A resounding (100%) of administrators attributed the disproportionate discipline to Hispanic student's cultural difference. Within the administrator interviews there was much more discussion on the importance of cultural competence training for teachers and the need to establish relationships with students, as annotated by administrator interviewee C:

I would argue that the reason for that has to do very clearly with the inability to be culturally competent in our education practices. So, we need to find a way to make our students feel accepted on campus, and really make sure that their perceptions, and their feelings, are in fact are celebrated.

This finding brings to light the importance of understanding students culturally and making them feel as if they belong. Researchers have found that an important element of individual development is initiated by self-esteem and components of identity, which involves comparing oneself to other groups (Zaff & Hair, 2003). In the case of Hispanic students, when they compare their culture and identity to the overall school culture, is it a positive experience? Another element of the cultural difference was captured by administrator interviewee A, who said:

And I'll never forget, one of the girls looked at me and just said, "That's what we do. That's how we do. That's how we resolve things." For them, that was the culture of how they were responding to a situation where they felt disrespected by another student.

This statement raises many questions about what faculty consider to be a Hispanic student's culture. It seems that there were contradictory testimonies about why "cultural difference" was the reason for disproportionate discipline. Some attributed disparities to

miscommunication and inability to understand these students, while others attached cultural tendencies of acting tough, or students being hypersensitive and intolerant of disrespect.

4.13 Research Question 2 Phase I, II, and III: Convergent Findings and Discussion

Statement of Research Question 2: In what ways, if any, does the interplay of race, cultural/social capital, community, and communication influence the perceptions and attitudes of teachers and administrators who may affect the disproportionate discipline of Hispanic students?

The quantitative and qualitative demographic suspension data, surveys and interviews presented many findings that when converged provide further insight to how perceptions, biases and attitudes may influence the disproportionate disciplining of Hispanic students.

The first set of convergent findings for research question two were analyzed through the following questions: survey question five (whether Hispanic parents have social capital in community), survey question fifteen (ever experience backlash from Hispanic parents), teacher interview question seventeen (easier to discipline Hispanic student no parent backlash), and administrator interview question eleven (easier to discipline Hispanic student no parent backlash). It was found that (59%) of respondents believed that the parents of the Hispanic student did not have social capital in the community, with (64%) of them believing that they would not hear back from Hispanic parents if the student was disciplined. Additionally, (86%) of teachers reported that they have never received any backlash from a Hispanic parent for disciplining their child, while (100%) reported receiving backlash from a White parent. This is further highlighted by the

perceived differences between Hispanic and White parents as noted by teacher

interviewee C:

It's a big issue. You can go further into that. Some White parents are lawyers and teachers were told not to anger certain parents. No fear of Hispanic parents because most can't speak English and argue the situation and/or don't have time or money to go through lawsuits whereas most White people can.

These findings coupled with (86%) of teachers and (67%) of administrators, believing it is easier to discipline a Hispanic student because their parents will not retaliate, is worrisome. It may be reasonable to suspect that teachers and administrators may perceive some Hispanic parents as not having social capital, nor willing or able to communicate with faculty in regards to their child. It can also suggest that teachers and administrators consciously or subconsciously perceive disciplining a Hispanic student as much easier than a White student.

The second set of convergent findings for research question two was conducted with the use of survey question 14 (other teachers and administrator's ability to relate to the Hispanic students), teacher interview question 18 (subconscious bias toward Hispanic urban street subculture student), and administrator interview question 12 (subconscious bias toward Hispanic urban street subculture student). It was found that respondents believed that (64%) of their peers do not have the ability to relate to Hispanic students (see Figure 11). This inability to relate to the student, coupled with interviews revealing that (79%-80%) of teachers and administrators have been subconsciously biased towards a Hispanic student, raise some concerns. It can be inferred that within these schools, there may be many negative anatomical mediations where faculty's inability to relate to an

urban street subculture Hispanic student results in subconscious bias in the form of negative inferences about the student's behavior (Moll, 2014).

The last set of convergent findings for research question two explored suspension data (see Figures 4 & 5) and teacher/administrator interview questions 13 and 19 (why do you think Hispanic students are disproportionately disciplined). Triangulating these findings shows that teachers and administrators perceived the two main reasons for Hispanic students being disproportionately disciplined are bias/stereotypes and culture differences. The previously stated findings for suspension reasons show that the majority of Hispanic student suspensions were due to truancy, with behavior in the classroom as the second leading cause. Therefore, if teachers and administrators believe that disproportionate discipline is due to bias/stereotypes and cultural differences, where does that fit into the suspension data? One may infer that many negative social mediations occur between faculty and Hispanic students when they are treated in a biased manner or are culturally alienated due to their differences. This, in turn, may influence the learning behaviors of these Hispanic students who choose to be truant and misbehave in class due to the negative social mediations they may encounter (Moll, 2014).

4.14 Research Question 3 Phase I, II and III: Convergent Findings and Discussion

Statement of Research Question 3: In what ways does teacher and administrator school culture align with Hispanic students who embody and urban street subculture?

The convergent findings for research question three were triangulated using survey question seven (whether student's culture resembles school faculty culture) and interview questions eight (do you share same cultural identity) and nine (does student fit into the

dominant school culture) from the teacher and administrator interviews. The degree of agreement for respondents was (83-92%) who felt that the Hispanic student did not fit the faculty school culture (see Figure 7). Though many may argue that no student's culture fits the overall faculty culture, it is important to consider the responses to interview questions 8 and 9. It was found that (79%) of teachers and administrators did not feel that they shared the same cultural identity of a Hispanic student who embodies an urban street subculture identity. It was also found that (100%) of interviewees did not believe that the Hispanic student fit into the dominant faculty school culture. The consensus from interviewees of color was that the faculty culture was predominately of a White Euro American culture. Administrator interviewee D explained by giving an example of their experience growing up as compared to the Hispanic students in their school:

Did I try to adapt to meet the standards of the white folk? Yes, I did and do. My community, my family members, will call me whitewashed. But that's how you grew up. That's what you were exposed to.

What makes these findings striking is how the conflict in culture actually transpires at school, as seen with interviewee B's comments:

We get kids from East Side and they totally do not fit in with the school culture and it's unfortunate. They stand out and I think they get treated very differently, as a result, sadly.

It is clear that the conflict in culture occurs when students are treated differently. It can be argued that this "difference" is bias and differential treatment. Many participants mentioned aspects of behavior and mannerism that were characteristic of these Hispanic students, as explained by teacher interviewee E:

In my experience, recent migrants tend to be very respectful. Some first-generation students, they somehow try to either affirm their social place, like tough people, those would be the ones that I may have had more trouble with.

A pattern of thought emerged from most interviewees that recent immigrants were more respectful, while students of a Hispanic urban street subculture that were born in the United States tended to more aggressive, non-respondent, and fixated on being seen as tough. Interviewee F explained:

You have this sort of real strong kind of we're going to put up this solid face against authority, and if you try to break into that, really difficult. They just kind of go into, I don't know if gang mode is the right term, but they kind of go into this gang mode where they just are not going to listen to you. It's sort of like talk to the hand.

The difference in culture between teachers and Hispanic students seem to result in negative social mediations that lead to conflict and miscommunication. These negative inferences about some Hispanic students may be contributing factors to differential treatment of which some Hispanic students are hyper-vigilantly aware.

4.15 Summary

This chapter reported and analyzed quantitative and qualitative data that was collected and analyzed as a means of gaining a holistic view of teacher and administrator perspectives. The online scenario-based mixed method survey and online interviews coupled with a deductive codebook served to triangulate phenomena in order to confirm or deny associations of attitudes, stereotypes, perceptions and biases. Quantitative demographic suspension data was also used to provide further triangulation of phenomena. Qualitative data from interviews remained anonymous, given the sensitive nature of the study; therefore, the names of participants were redacted.

The next and final chapter summarizes key findings, discussions, and conclusions, and recommendations for this study.

Chapter 5: Summary, Conclusions, and Recommendations for Future Research and Action

5.1 Introduction

Chapter 5 includes the purpose of the study and research questions. It summarizes key findings and offers conclusions generated from by these findings to include recommendations for further study and implications for action.

5.2 Statement of the Purpose

The purpose of this convergent parallel mixed methods, critical race and sociocultural theory study was threefold: (1) to determine why Hispanic students are disproportionately disciplined in schools where they are minority population; (2) to examine whether the interplay of race, cultural/social capital, community, and communication contributes to the disproportionate discipline of Hispanic students where they are a minority population; and (3) to explore the various ways in which the social or cultural differences between school faculty and Hispanic students may result in hypervigilance, misunderstandings, and the distancing of some Hispanic students. A special emphasis was placed upon Hispanic students who embody an urban street subculture.

5.3 Research Questions

The research questions for this study were as follows:

RQ1: What are the reasons for disproportionate disciplinary action against Hispanic students in urban school districts where Hispanic students are not the majority of the student population?

RQ2: In what ways, if any, does the interplay of race, cultural/social capital, community, and communication influence the perceptions and attitudes of

teachers and administrators who may affect the disproportionate discipline of Hispanic students?

RQ3: In what ways does teacher and administrator school culture align with Hispanic students who embody an urban street subculture?

5.4 Summary of Key Findings Research Question 1

Statement of Research Question 1: What are the reasons for disproportionate disciplinary action against Hispanic students in urban school districts where Hispanic students are not the majority of the student population?

The summary of key findings for research question one describes the reasons for Hispanic student suspensions and the potential reasons for the disproportionate discipline of Hispanic students. Key findings were determined important in three ways: (1) significant differences between Hispanic and White student suspensions, (2) frequency of responses of no less than (50%) of respondents to questions in the survey, and (3) degree of agreement between respondents and interviewees in open-ended questions of why they thought Hispanic students are disciplined at disproportionate rates.

1. Archival data findings show five consistent years of disproportionate discipline of Hispanic students in schools where they are a minority population. The results indicate Hispanic suspension rates are considerably higher than those of their Asian and White peers across all four school years in all three high schools examined (see Table 1).
2. The leading category for suspensions of Hispanic students was truancy; Hispanic students were suspended over twice the rate of White students for SY 17-18.

Interviewees reported that Hispanic and White students have the same percentage of trancies, yet White parents excuse their children more often than Hispanic parents do.

3. Between two-thirds and three-fourths (79-64%) of respondents believe that a Hispanic student of an urban street subculture does not fit the profile of most students in school.
4. Over one-half (63%) of respondents believe that their peers cannot relate to the cultural identity and adversity of a Hispanic student of an urban street subculture.
5. Convergent parallel findings of survey and interview data mentioned “culture difference” as one of the main reasons for suspensions. Survey responses to open-ended item of why participants think all Hispanic students are disproportionately disciplined had three categorical themes with the most frequency of occurrences out of ($N=53$) respondents, which included: ($N=18$) they are misunderstood culturally, ($N=11$) bias/stereotypes against them, and ($N=10$) they experience more personal adversity than their peers do. Within the teacher interview instrument of ($N=14$) participants, ($N=6$) bias/stereotypes, ($N=4$) cultural differences, and ($N=4$) personal adversity. Lastly, for the administrator interview instrument of ($N=5$) participants, ($N=5$) attributed disproportionate discipline to culture differences.

5.5 Summary of Key Findings Research Question 2

Statement of Research Question 2: In what ways, if any, does the interplay of race, cultural/social capital, community, and communication influence the perceptions and attitudes of teachers and administrators who may affect the disproportionate discipline of Hispanic students?

The summary of key findings for research question two describe the perceptions and attitudes of teachers and administrators as it relates to disproportionate discipline of Hispanic students and the interplay of culture, social capital and communication. Key findings were determined important in two ways: (1) frequency of responses of no less than (50%) to survey items and (2) degree of agreement of thought and frequency of occurrences of key words by participants to open-ended questions.

6. Almost three-fourths (79-80%) of participants have been subconsciously biased towards a Hispanic student of an urban street subculture.
7. Over three-fourths (86%) of interviewees who have disciplined Hispanic students have never received backlash from a Hispanic parent, while (100%) report receiving backlash from a White parent.
8. Over one-half (59%) of respondents believe that the parents of a Hispanic student of an urban street subculture do not have social capital within the community.
9. More than three-fourths (86%) of teachers and two-thirds (67%) of administrator interviewees believe that Hispanic students who embody an urban street subculture are easier to discipline because they will not hear back from parents.

5.6 Summary of Key Findings Research Question 3

Statement of Research Question 3: In what ways does teacher and administrator school culture align with Hispanic students who embody an urban street subculture?

The summary of key findings for research question three describe the degree to which the cultures of teachers and administrators may align with a Hispanic student with an urban street identity, and Hispanic students in general. Key findings were determined important in two ways: (1) frequency of responses of no less than (50%) to survey items, and (2) degree of agreement of thought and frequency of occurrences by participants of key words to open-ended interview questions.

10. More than three-fourths (79%) of respondents do not share cultural identity of Hispanic student of an urban street subculture.

11. Over three-fourths (83-92%) of respondents and all (100%) of interviewees believe a Hispanic student of an urban street subculture does not fit in the general faculty school culture.

12. All participants (100%) believed that a Hispanic student of an urban street subculture does not fit into the dominant school culture.

13. The majority of interviewees reported that when they first started teaching, they disciplined more often because they did not know how to establish relationships with their Hispanic students. Once relationships were established and they demonstrated empathy, disciplinary problems diminished.

5.7 Conclusions and Discussion

The findings from the archival suspension data, surveys of fifty-three teachers/administrators and nineteen interviews of teacher/administers suggest the following conclusions:

1. The results of this study provide insight as to how school cultures can contribute to the school-to-prison pipeline when they become carceral in their approaches to disciplining (Meiners, 2017). In this study, participants revealed negative beliefs and biases about Hispanic students that could lead to detachment from students and the use of differential disciplinary practices. Additionally, the disproportionate and punitive use of "truancy" contributed to a lack of success in schooling for Hispanic students who may have many compounding factors of stress that affect their educational outcomes (Santiago et al., 2011).
2. Statistically relevant archival data indicates that the disproportionate discipline of Hispanic students is a continuous problem. This pattern of disproportionate disciplining of minority students has continued to persist in California and has been projected to continue to grow if policies remain the same (California Department of Education, 2019). Upon the researcher briefing findings of the disproportionate disciplining of Hispanic students to district leadership, disciplinary practices were changed. This dramatically reduced the number of suspensions during the course of this study. The disproportionate disciplining of students has been a leading cause of negative educational outcomes, that many times lead to juvenile delinquency, therefore, addressing this issue within the school district studied was paramount (Castillo, 2013).

3. Hispanic student's largest category of suspensions was for truancy. Skiba and Losen (2016) write, "If suspending truant students was found to burden one racial group more than others... it would likely be found to violate federal anti-discrimination law" (p. 8). This is important to consider as one administrator reported that in their school, Hispanic and White students experienced the same percentages of absences, yet for White students their parents most often excused them, while Hispanic students' absences more often become truanies. These findings suggest two potential reasons why Hispanic students are disproportionately disciplined: (1) due to their parents not excusing their truanies, or (2) for choosing to be intentionally truant. If the truanies are not related to parents not excusal of truancy, then it may be inferred that there are interpersonal factors associated with truanies. Upon review of the notes of truancy suspensions, it becomes clear that there are many instances where students refuse to go to class and are disciplined for disobedience. When apprehended, many said that they simply did not want to go to their class. Based on the attitudinal data collected through the surveys and interviews, we know that some Hispanic students experience subconscious bias by (79%) of faculty and that (100%) of Hispanic students of an urban street subculture are seen as not fitting into the overall dominant school culture by faculty. Respondents reported that (62%) of their peers cannot relate to this type of student. Therefore, it can be inferred that a potential contributing factor to the disproportionate disciplining of

Hispanic students can be due to truancies because Hispanic students experience negative social mediations in classrooms or within the school (Moll, 2014).

4. Convergent data findings from the surveys and interviews present a cycle of negative perceptions and attitudes that influence the disproportionate discipline of Hispanic students. This cycle of negative inferences that may result in disciplinary actions are depicted in Figure 18.

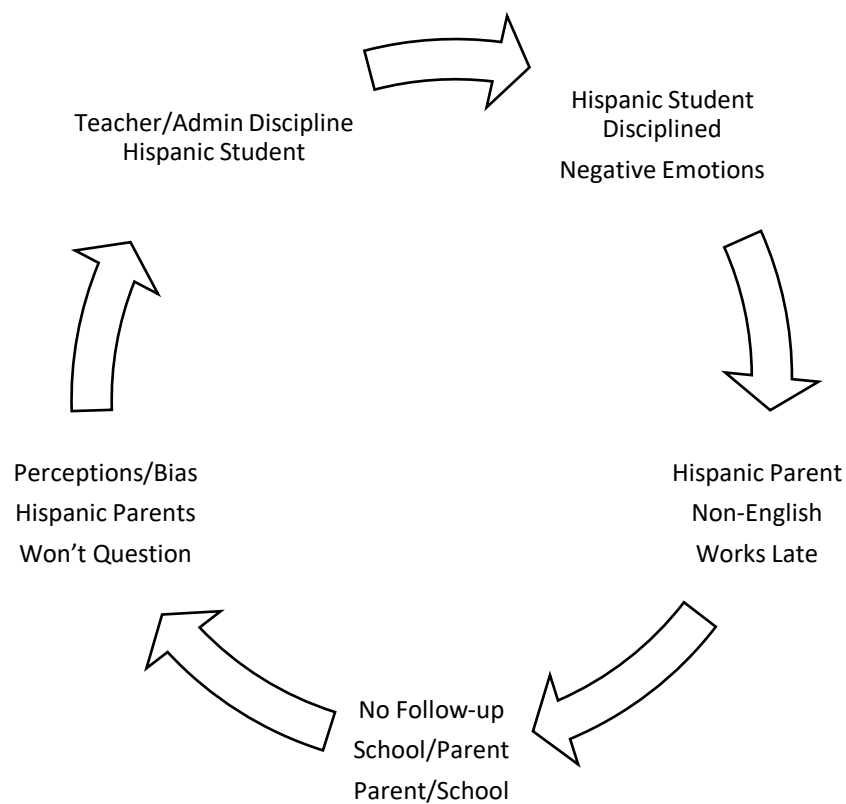


Figure 18. Latinx disproportionate discipline cycle.

Within the cycle, the decision to discipline a Hispanic student is notionally met without parental involvement. The disciplinary action then results in a negative experience for the Hispanic student that gets disciplined. The parent of the Hispanic student may not speak

English nor have the flexibility at work to address the issue during school hours. The inability for the parent to be involved then leads to negative perceptions and attitudes about Hispanic parents by teachers/administrators who may assume that they do not care about their child's education; making it easier for faculty to believe negative stereotypes about a Hispanic student and or their parent's lack of involvement in school. The assumptions and stereotypes are further worsened by the notion that Hispanic students' parents do not have social capital within the community. The Latinx disproportionate discipline cycle suggests that there may be a power differential between the treatment of Hispanic students of an urban street subculture versus that of an affluent White student.

5. Teachers and administrators identified "culture difference" as one of the main reasons for disproportionate discipline of Hispanic students within all instruments. When explaining this phenomenon, given there are no categories for "cultural difference" within suspension categories, the pattern of thought was that the predominately White faculty create classroom environments where unnecessary conflict and discipline occurs due to miscommunication and misunderstandings. The summation of interview qualitative data findings are shown in Figure 19.

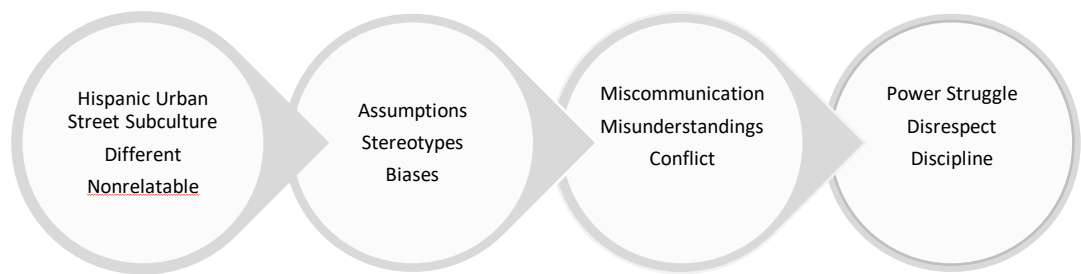


Figure 19. Latinx escalation of discipline chart.

Figure 19 addresses the findings in surveys and teacher interviews that suggests the precursor to disproportionate discipline of Hispanic students is due to cultural differences. Participants explained that the differences in culture lead to the inability for most teachers to relate to the students (63%). This inability to relate to some Hispanic students facilitates assumptions, stereotypes, and biases (79-80%) that lead to miscommunication, misunderstandings and conflict within the classroom. This conflict usually results in a power struggle that ends with disrespect and disciplinary action. As suggested by the findings in the interviews, many interviewees believe that this escalation in discipline occurs many times more for Hispanic students than for White students. Many interviewees indicated that this escalation of discipline usually deters students and teachers from establishing relationships and trust. Therefore, this creates an environment where some Hispanic students may feel alienated.

5.8 Recommendations for Further Research Studies

The findings from this study suggest the following for further research:

1. This study be replicated with a larger sample of teachers and administrators.

2. The study be replicated with conversely similar instruments for Hispanic students who identify with urban street subculture, Chicano culture, White Euro-American culture, and a culture from the country they recently immigrated from. This will help inform whether differential treatment is experienced by Hispanic students with different cultural identities.
3. A study be conducted on truancy and the interpersonal reasons and causes of Hispanic student truancy. This study should examine sense of belonging due to cultural differences as a potential root cause for Hispanic truancy.
4. A study examining the correlations between the treatment of Low SES urban street subculture students in school, as compared to their treatment in overall society.
5. Further research on the ability of teachers and administrators to realistically self-assess the reasons for disproportionality.

5.9 Implications for Action

1. Provide additional professional development on cultural relativism and the nuances of different Hispanic cultures.
2. Provide additional training on relationship building strategies for teachers and administrators within classrooms.
3. Provide training on developing American Acceptance Domains (AAD) within schools and classrooms.
4. Increase outreach community liaison efforts to contact Hispanic parents when truancy and disciplinary action occurs with ways to challenge the decision.

5.10 Epilogue

It is important to note that the district leadership dramatically changed disciplinary policies upon receiving a briefing on archival disciplinary data and projected trends. This resulted in one of the high schools eradicating all suspensions for SY 19-20 to zero. For the other two schools being studied, suspensions dramatically decreased by over 100%, yet Hispanic students continued to represent a higher percentage of suspensions. Nonetheless, the district's dramatic shift in disciplinary policies serve as a great example to urban high school districts with growing minority populations within the country.

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Appendix A: Teacher/Administrator Mixed-Method Survey

Mixed-Method Survey

Part I - Scenario:

A dark Hispanic male student with prominent facial hair, muscular, gold chain, long white t-shirt and saggy pants that are excessively low, is the last one to enter the classroom as the bell rings. Over the past two weeks, he has turned-in his assignments late, never seems enthusiastic about class, and was recently transferred in from another school. He walks slowly across the classroom, rocking side-to-side, as he stares into his phone with an angry squint. All other students have found their seat as he takes his time to find his. You ask him to please take his seat and he replies, “hold up yo, give me a sec” glued to his phone. The students in the class begin to mutter and giggle under their breath. He stops walking, and seems to be responding to a text message as the class looks on. You ask him again if he can please take his seat, and notice that the other students are shaking their heads in surprise. He replies, “just give me a sec.” You reply, “I’ve given you about 4 minutes.” He replies, “This is bullshit as he looks at the phone,” while the other students gasp. You ask him to please put his phone away and to take his seat, but he doesn’t listen. You ask him for the phone and he refuses to comply. He remains standing, then looks at you with no fear in his eyes and says “chill, I need to answer this!”

The following questions will be closed-ended and open-ended questions. The closed-ended questions are on a scale of 1 to 5. 1 being the least, and 5 being the most relatable.

Question Title

1. Given the scenario above, does this student fit the profile of most of the students in your school? (1 being does not fit the profile, 5 being does completely fit the profile)

1 2 3 4 5

Question Title

2. Please explain why you would, or would not be agitated by this student.

Question Title

3. Given the scenario, to what degree do you think the student could be a potential threat to you if angered; based off his behavior and fearless response to your commands. (1 being poses threat, 5 being poses a serious threat)

1 2 3 4 5

Question Title

4. Given the scenario, have you ever established rapport with a similar type of student in the past? (1 being always, 5 being never)

1 2 3 4 5

Question Title

5. Given the scenario, does this student seem like a student whose parents have social capital in the community? (1 being has lots of social capital, 5 being has no social capital at all)

1 2 3 4 5

Question Title

6. Given the scenario, do you think this student is being intentionally disrespectful to you?

(1 being that he is NOT being disrespectful, 5 being that he is being very intentionally disrespectful to you)

1 2 3 4 5

Question Title

7. Given the scenario, does this student's speech, clothing style and mannerisms, resemble that of the overall school faculty culture? (1 being that he resembles school faculty culture, 5 being that he does not resemble faculty school culture)

Question Title

8. Given the scenario, how comfortable would you feel establishing rapport with this student who seems to fit an urban mode of dress and mannerisms that resembles that similar to gang or gangster rap counterculture? (1 being very comfortable establishing rapport, 5 being do not feel comfortable establishing rapport)

1 2 3 4 5

Question Title

9. Given the scenario, how likely would you send this student to the student services office because they are being disobedient and disruptive? (1 being would not send them to student services, 5 being would definitely send them to students services)

1 2 3 4 5

Question Title

10. Given the scenario, how comfortable do you feel relating to this student on a personal level? (1 being feel comfortable, 5 being do not feel comfortable at all)

1 2 3 4 5

Part II - Context to Scenario:

The same dark Hispanic male student remains glued to the phone after refusing to give you the phone. He is extremely mad because he was responding to a text from his aunt, whom he has repeatedly tried to contact for help. He had asked her for help because he, along with his mom and younger sisters are getting kicked out of their apartment again. That is why he recently moved to your school several weeks ago. Last night the police came to the apartment and arrested his mother's boyfriend who beat her and your student when he tried to intervene. The mother is a Spanish speaking undocumented resident and does not qualify for federal aid or assistance. This student does not know what he is going to do and feels like no one cares about him, or understands him. He hates his life. He feels in his words "That no one gives a shit about me here because I'm not one of those rich White or Asian kids whose mom and dad are always here."

Question Title

1. Given the scenario above, does this student fit the profile of most of the students in your school? (1 being does not fit the profile, 5 being does completely fit the profile)

1 2 3 4 5

Question Title

2. Please explain why you would, or would not be agitated by this student.

Question Title

3. Given the scenario, to what degree do you think the student could be a potential threat to you if angered; based off his behavior and fearless response to your commands. (1 being poses threat, 5 being poses a serious threat)

1 2 3 4 5

Question Title

4. Given the scenario, have you ever established rapport with a similar type of student in the past? (1 being always, 5 being never)

1 2 3 4 5

Question Title

5. Given the scenario, does this student seem like a student whose parents have social capital in the community? (1 being has lots of social capital, 5 being has no social capital at all)

1 2 3 4 5

Question Title

6. Given the scenario, do you think this student is being intentionally disrespectful to you?

(1 being that he is NOT being disrespectful, 5 being that he is being very intentionally disrespectful to you)

1 2 3 4 5

Question Title

7. Given the scenario, does this student's speech, clothing style and mannerisms, resemble that of the overall school faculty culture? (1 being that he resembles school faculty culture, 5 being that he does not resemble faculty school culture)

Question Title

8. Given the scenario, how comfortable would you feel establishing rapport with this student who seems to fit an urban mode of dress and mannerisms that resembles that similar to gang or gangster rap counterculture? (1 being very comfortable establishing rapport, 5 being do not feel comfortable establishing rapport)

1 2 3 4 5

Question Title

9. Given the scenario, how likely would you send this student to the student services office because they are being disobedient and disruptive? (1 being would not send them to student services, 5 being would definitely send them to students services)

1 2 3 4 5

Question Title

10. Given the scenario, how comfortable do you feel relating to this student on a personal level? (1 being feel comfortable, 5 being do not feel comfortable at all)

1 2 3 4 5

Question Title

11. Given the context of the scenario, how much of a difference does it make when you have context about the student's interpersonal dilemma and family cultural background (1 being that it does not make a difference, 5 being that it makes a significant difference)?

1 2 3 4 5

Question Title

12. Given the context of the scenario, what would you have done differently when the student originally entered the classroom, and why?

Question Title

13. Given the context of the scenario, how similar is the student's ethnic identity to the majority of the teachers and administrators of your school? (1 being very similar, 5 being not similar)?

1 2 3 4 5

Question Title

14. Given the context of the scenario, how much do you think that the majority of teachers and administrators from your school can relate to this Hispanic student's cultural identity and personal adversity?

(1 being very relatable, 5 being nonrelatable)?

1 2 3 4 5

Question Title

15. Given the context of the scenario, if the student was disciplined, how likely do you think the mother would call the office angered and attempt to have the incident removed from the student's record?

(1 being very likely, 5 being unlikely)?

1 2 3 4 5

Question Title

16. Through a chi-square analysis, we know that "extremely statistically" relevant data shows that Hispanic students have been disproportionately disciplined in three high schools within your district where Hispanic students are not a majority population. Why do you think that is?

Question Title

17. Would you be interested in doing a follow-up interview about your thoughts and ideas about the disproportionate discipline of Hispanic students?

Yes or No:

Please include your preferred contact method if Yes:

DONE

Appendix B: Personal Interview of Teachers

Personal Interview Item 1: Teachers		
#	Question	Potential follow-up probe (s)?
1	How long have you been teaching and what has been your experience with disciplining students of Hispanic decent?	How many? What codes/categories?
2	What do you consider “disruption/defiance.” Can you provide an example of how you have used this as a referral for students?	
3	How have students from Caucasian backgrounds reacted when you have attempted to correct them for disruption/disobedience in your classroom?	
4	What were their body postures, facial expressions, and sentiment towards you?	
5	Did you feel threatened?	
6	How have students from Hispanic backgrounds reacted when you have attempted to correct them for disruption/disobedience in your classroom?	
7	What events led up to the discipline referral?	Were you annoyed, angry, or hurt and offended?
8	When you think of Hispanic students with saggy pants, do you feel like you share the same cultural identity?	Why or why not?
9	Does a Hispanic student with saggy jeans, long white shirt and gold chain fit into your typical faculty culture?	Why or why not
10	Have you ever felt threatened or offended by any Hispanic student’s actions towards you?	
11	Have you ever felt as if a Hispanic student was attempting to be intentionally disrespectful towards you in front of other students?	How so?
12	Did you feel that they reacted like this towards you because of your ethnicity?	If you were a different ethnicity do you think they would have reacted the same with you?
13	Can you think of any other examples where you disciplined a Hispanic student for “disruption/defiance” and they got suspended or kicked out of the classroom?	

14	When you think of similar Hispanic students you have taught, what kind of impressions did you have about their demeanor and posture and overall behavior towards you?	Would you see your child dressing and acting like this student? Did you ever dress or act like this student when you were young?
15	As you reflect on these incidents do you have any significant backlash from the parents or community for disciplining these Hispanic students?	
16	As you reflect on the Caucasian or Asian students you have disciplined, have you ever experienced any backlash from the parents or community?	
17	Many teachers believe that Hispanic students are easier to discipline because they 1 hear back from their parents, what do you think about that statement?	
18	Do you think you have ever had any subconscious bias towards Hispanic students who dress with saggy pants and walk and talk in a urban gangster manner?	
19	Why do you think Hispanic students get disciplined at disproportionate rates than their Caucasian and Asian peers in schools where Hispanic students are not the majority?	
20	Do you feel like you are burnt out with reoccurring Hispanic student discipline offenders?	
21	How do you think that affects how you deal with those Hispanic students?	
22	Is there anything else you would like to share?	

Appendix C: Personal Interview of Administrators

Personal Interview Item 2: Principals and Assistant Principals		
#	Question	Potential follow-up probe (s)?
1	How long have you been an administrator and what is your experience when working with students from the disciplinary perspective?	How many? What codes/categories?
2	48900k is “disruption/defiance.” Can you provide an example of how that is used by teachers who referral students?	
3	How do students from Caucasian backgrounds react when in your office as opposed to a Hispanic student, during disciplining?	
4	Can you think of any examples where you disciplined a Hispanic student for “disruption/defiance”?	
5	What events led up to the discipline referral?	How did you encounter this situation?
6	How did it make you feel to address this incident?	Were you annoyed, angry, or hurt and offended?
7	How did the student make you feel about yourself?	Did you feel that they reacted partially to you because of your ethnicity? If you were a different ethnicity do you think they would have reacted the same with you?
8	When you think of similar Hispanic students, do you feel like you share the same cultural identity?	Would you see your child dressing and acting like this student? Did you ever dress or act like this student when you were young?

9	Does a Hispanic student with saggy jeans, long white shirt and gold chain fit into your dominant school culture?	
10	As you reflect on the Caucasian or Asian students you have disciplined, have you ever experienced any backlash from the parents or community?	
11	Many Principals and Assistant Principals believe that Hispanic students are easier to discipline because they 1 hear back from their parents, what do you think about that statement?	
12	Do you think you have ever had any subconscious bias towards Hispanic students who dress with saggy pants and walk and talk in a urban gangster manner?	
13	Why do you think Hispanic students get disciplined at disproportionate rates than their Caucasian and Asian peers in schools where Hispanic students are not the majority?	
14	Do you feel like you are burnt out with reoccurring discipline offenders?	
15	How do you think that affects how you deal with those kids?	
16	Is there anything else you would like to share?	

Appendix D: Teacher and Administrator Email

Dear Teachers and Administrators,

Date

I am Richard Ruiz, a Senior Military Instructor for the MCJROTC program at Campbell Union High School District. I am writing you today as a San José State University doctoral student in the Department of Educational Leadership program to ask for your assistance in completing my dissertation. I have been given clearance by the District Office to conduct my research study within your school. The purpose of this study is to examine the disproportionate disciplining of Hispanic students, and to understand the attitudes, perceptions, and beliefs that teachers and administrators have about this phenomenon. Using the input/voices of teachers and administrators in the field of study will help to drive professional development, curriculum needs assessments, and intervention/programs that will be most effective for school leaders, teachers, and students at all levels within the District.

In order to conduct this study with fidelity:

- A. Mixed-method survey will be used that will provide confidentiality of participants.
- B. Option for Personal Interview will be offered for more in-depth discussions.
- C. Lastly, a \$10 Starbucks gift card will be offered.

The mixed-method survey, is created using SJSU Google Forms, is composed of 25 questions with both closed and open-ended response opportunities. It is estimated to take 30-40 minutes, depending on your response to open-ended questions. No employees or facilities will be revealed in any reports related to the study. The consent form is required for your participation and gift.

Thank you in advance for your assistance in helping empower our teachers, administrators and Hispanic students within the District. If you have any concerns or questions please contact me. I look forward to working with you.

Respectfully,

Richard Ruiz

Appendix E: Standard Consent Form for Interview

REQUEST FOR YOUR PARTICIPATION IN RESEARCH

TITLE OF THE STUDY

Unresolved Issue in Education: Disproportionate Discipline of Hispanic Students

NAME OF THE STUDENT INVESTIGATOR AND PRIMARY INVESTIGATOR

Richard Ruiz, Ed.D Candidate, San Jose State University

Senorina (Noni) Reis, Dr., San Jose State University

PURPOSE

The purpose of this study is to examine the disproportionate disciplining of Hispanic students and to better understand the attitudes, perceptions, and beliefs of teachers and administrators about this group of students. The intent is to understand the cultural implications of this phenomenon as it relates to the perception and bias that may exist in school culture.

PROCEDURES

If you participate in this interview it will last approximately 30 --- 45 minutes based on your responses to the open-ended questions. It will be an opportunity for you to give personal insight. The Google Hangouts video will not be recorded but the audio will be recorded. Names or position will not be known.

POTENTIAL RISKS

This study poses minimum risk to you. A potential risk includes experiencing some discomfort from recalling incidents directed toward you. If the experience of recalling instances of such behavior is stressful, you may opt to stop at any time. If you chose to end the interview early, any data collected will be retained as part of the study's analysis.

POTENTIAL BENEFITS

You may feel good about participating in research that may help teachers and administrators become more culturally aware of potential miscommunications and misunderstandings that lead to bias behaviors.

COMPENSATION

One item of the following selection: \$10 Starbucks gift certificate, gift certificate for a

bottle of Vida de Amor Vineyard's first estate wine, or 1 jar of Honey Pug Honey a Santa Clara County locally produced honey.

CONFIDENTIALITY

Security measures will be employed to ensure confidentiality of study participants. No names, positions, or schools of staff will be revealed in any reports related to the study.

PARTICIPANT RIGHTS

Your participation in this study is completely voluntary. You may refuse to participate in the entire study or any part of the study without any negative effect on your relations with San Jose State University. This consent form is not a contract. It is a written explanation of what will happen during the study if you decide to participate. You will not waive any rights if you choose to participate and there is no penalty for stopping your participation in the study. Any data collected at that time will be used as part of the study's analysis. The data may be used in future research after identifiers are removed. The district may benefit from the findings of this study. The information collected from this study will be used for chapter four of the Investigator's doctoral dissertation. All school districts in the state of California as well as throughout the nation who desire to improve the educational outcomes of Hispanic students may benefit from this study. The data may be used in presentations and the writing of subsequent white papers and publications.

QUESTIONS OR PROBLEMS

You are encouraged to ask any questions at any time during this study.

- For further information about the study, please contact Richard Ruiz at 760-504-8307 or rruiz@cuhsd.org.
- Complaints about the research may be presented to Dr. Bradley Porfilio at Bradley.porfilio@sjsu.edu.
- For questions about participants' rights or if you feel your child has been harmed by participating in this study, please contact Dr. Pamela Stacks, Associate Vice President of the Office of Research, San Jose State University, at 408-924-2479.

SIGNATURES

Your signature indicates that you voluntarily agree to be a part of the study, that the details of the study have been explained to you, that you have been given time to read this document, and that your questions have been answered. You will receive a copy of this consent form for your records.

Participant Signature

Participant's Name (printed)

Participant's Signature

Date

Investigator Statement

I certify that the participant has been given adequate time to learn about the study and ask questions. It is my opinion that the participant understands his/her rights and the purpose, risks, benefits, and procedures of the research and has voluntarily agreed to participate.

Signature of Person Obtaining Informed Consent

Date

Appendix F: Deductive Code Book

Deductive Code Book					
Codes are based off literature and design theories and will be used to parse the instrumental data.					
Code #	Code Label	Definition and meaning of Code	Survey Question #	Teacher Interview Question #	Administrator Interview Question #
1 AA	Authoritative Action	When a faculty member acts to address a behavioral issue in an aggressive or authoritative manner.	Part 1 – 9 Part 2 – 9	7	4, 5
2 NA	Negative Cognitions	Negative subconscious thoughts that faculty members have about students for any reason.	Part 1 – 2 Part 2 – 2	6, 10, 11, 14, 18	6, 7, 11, 14
3 NE	Negative Emotions	Negative emotions that faculty feel about students who are Hispanic for any reason.	Part 1 – 2 Part 2 – 2	10, 11, 12	6, 7, 11, 13
4 MA	Microaggressions	Verbal communication and actions by faculty members that demonstrate negative differential treatment towards Hispanic students.	Part 1 – N/A Part 2 – N/A	6, 7, 11	13
5 OS	Overt stereotypes	The labeling of a student's identity based off of negative Hispanic stereotypes.	Part 1 – 3 Part 2 – 3	10	11
6 NP	Negative Perception	Negative views about a Hispanic student.	Part 1 – 5, 6 Part 2 – 5, 6, 13, 14, 16	10, 11, 14, 18, 19	6, 7, 11

7 PP	Positive Perception	Positive views about Hispanic student.	Part 1 – 5, 6 Part 2 – 5, 6, 13, 14, 16	6, 10, 11, 14, 18	6, 7
8 R	Relatability	Faculty’s ability to easily understand or feel sympathy for Hispanic student.	Part 1 – 7, 8, 10 Part 2 – 7, 8, 10, 11, 13, 14	8, 9,	8, 9,
9 F	Familiarity	Faculty’s close acquaintance and knowledge of a Hispanic student.	Part 1 – 4 Part 2 – 4	8, 9	8
10 H	Hypervigilance	Faculty’s state of increased alertness to Hispanic student’s behavior.	Part 1 – 3 Part 2 – 3	7, 10, 11, 19	5, 13, 15
11 NO	Negative Ordinarity (CRT 1a)	Faculty’s belief that Hispanic student’s identity and culture is different to the faculty’s identity and culture.	Part 1 – 1, 7 Part 2 – 1, 7, 13, 14	8, 9, 12	8, 9
12 PO	Positive Ordinarity (CRT 1b)	Faculty’s belief that Hispanic student’s identity and culture is normal and similar to the faculty’s identity and culture.	Part 1 – 1, 7 Part 2 – 1, 7, 13, 14	8, 9, 12	8, 9
13 NIC	Negative Interest Conversion (CRT 2a)	Faculty’s negative affirmation of Hispanic student’s family having little cultural and social capital within school and community.	Part 1 – 5, 8, 10 Part 2 – 5, 8, 10, 15	15, 17, 19	11
14 PIC	Positive Interest Conversion (CRT 2b)	Faculty’s positive affirmation that Hispanic student’s family has cultural and social capital	Part 1 – 5, 8, 10	15, 17	11

		within school and community.	Part 2 – 5, 8, 10, 15		
15 NSC	Negative Social Construction (CRT 3a)	Faculty’s negative perceptions of assumed pseudo-permanent characteristics of Hispanic students.	Part 1 – 3, 6, 7 Part 2 – 3, 6, 7, 14	6, 11, 13, 19	12
16 PSC	Positive Social Construction (CRT 3b)	Faculty’s positive perceptions of assumed pseudo-permanent characteristics of Hispanic students.	Part 1 – 3, 6, 7 Part 2 – 3, 6, 7, 14	6, 11	12
17 ER	Empathetic Response	Faculty’s willingness to change disciplinary action against Hispanic student based off understanding the context of the student’s behavior.	Part 1 – N/A Part 2 – 11, 12	7	6
18 NSM	Negative Social Mediation (SCT 1a)	Faculty negative interactions whereby they are unwilling to incorporate Hispanic student’s culture into their culture.	Part 1 – 4, 7, 8, 10 Part 2 – 4, 7, 8, 10, 14	8, 9	9
19 PSM	Positive Social Mediation (SCT 1b)	Faculty positive interactions whereby they are willing to incorporate Hispanic student’s culture into their culture.	Part 1 – 4, 7, 8, 10 Part 2 – 4, 7, 8, 10, 14	8, 9	9
20 NAM	Negative Anatomical Mediations (SCT 4a)	Faculty negative inferences of body language expression by Hispanic students who pose behavioral problems.	Part 1 – N/A Part 2 – N/A	6, 7, 14	5
21 PAM	Positive Anatomical Mediation (SCT 4b)	Faculty positive inferences of body language expression by Hispanic students who	Part 1 – N/A Part 2 – N/A	6, 7, 14	5

		pose behavioral problems.			
22 NIM	Negative Individual Mediation (SCT 5a)	Faculty negative outlook of their abilities to learn how to deal with Hispanic students who may pose behavioral problems.	Part 1 – N/A Part 2 – N/A	20, 21	6, 7, 14, 15
23 PIM	Positive Individual Mediation (SCT 5b)	Faculty positive outlook of their abilities to learn how to deal with Hispanic students who may pose behavioral problems.	Part 1 – N/A Part 2 – N/A	20, 21	6, 7, 14, 15
24 SUB	Subconscious/Unconscious Bias	Social stereotypes about Hispanic students from outside faculty's own conscious awareness.	Part 1 – N/A Part 2 – N/A	18, 19	12, 13