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Uncommon and Non-traditional Urban Relationship Strategies: From Relationship Loss to Relationship Recovery

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Cover Page Footnote

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Uncommon and Non-traditional Urban Relationship Strategies: From Relationship Loss to Relationship Recovery

Context

Focusing on communal relationships from a strengths-based approach is vital to teachers being able to teach and students being able to learn. Relationships are vital to all human beings who desire to communicate, connect, care, and cure. Students are a part of this equation, especially English learners (ELLs), culturally and linguistically diverse (CALD) students, and Exceptional Student Education (ESE) students of color (SOC) with emotional and behavioral disorders. Such diverse students often actively seek and retain new knowledge when introduced to authentic, non-traditional, and uncommon strategies that allow them to share their personal narrative. As a result, efforts to improve ELL and ESE SOC academic, social, emotional, and behavioral outcomes, teachers must focus on providing access to ELL and ESE SOC in high-need schools and under-served communities. Through validated conversations, teachers, students, and parents must be afforded opportunities to share their personal narratives, creating a direct and relevant benefit to themselves.

The Office of Planning, Evaluation and Policy Development (OPEPD) calculated that White students will represent 46 percent of public-school students by 2024 (2016). The National Center for Education Statistics (NCES; 2020) asserted that the numbers for White students in public schools will continue to drop; by 2029, White students will represent 44 percent of the public-school population. On the other hand, SOC in public schools will continue to increase 55 percent by 2024 (OPEPD, 2016) and 64 percent by 2029 (NCES, 2020). The NCES continues to indicate a decline in the overall academic growth for ELL and ESE students of color as well as the academic and behavioral gap for ELL and ESE student subgroups. There are several

variables to consider, but teacher instruction and student motivation appear to be the most prevalent factors.

Introduction

The U.S. Census Bureau forecasts greater racial and ethnic diversity in the next 35 years. The United States is projected to grow by nearly 79 million people in the next four decades, from about 326 million to 404 million between 2017 and 2060. The population is projected to cross the 400-million mark in 2058 and is expected to grow by an average of 1.8 million people per year between 2017 and 2060. Thus, there is a need to create cultural understanding and cooperation that influences classroom and community change in a civil, caring, and conducive manner (Amaro-Jiménez et al., 2020; Moore et al., 2020)

The C¹⁰ Model

The 10 core components of the C¹⁰ model focus on the relational needs of student and include:

- Community
- Communication
- Collaboration
- Collegiality
- Consensus
- Civility
- Co-Construct
- Co-Exist
- Care
- Cure

As teachers continue to work differently in inclusive and diverse settings, teaching and learning models that focus on relational needs become vital to the overall success of ELL and ESE SOC students. Culturally responsive teachers (Griner & Stewart, 2013) play a fundamental role in how students connect and communicate in their classroom culture (Moore, 2021).

Culturally responsive practices have been shown to effectively address racial, ethical, and linguistically diverse students (Griner & Stewart, 2013; Lerma & Stewart, 2012) Addressing trauma, social, emotional, behavioral, and academic success means moving beyond the new normal to the new and better via the C¹⁰ Model. The C¹⁰ Model builds on the human connections by creating shared forms of communication, language, symbols, behaviors, gestures, and more. More importantly, Tyler et al. (2017) explained how effective communication helps to meet a wide variety of needs that are important to human, institutional, and social wellbeing.

Tyler et al. (2017) asserted that communication and identity are consistently evolving as students move through life and that "good" communicators have the ability to emphasize different aspects of their identities in different situations. Examining how communication impacts a student's sense of self is powerful; however, the examination process is merely the beginning. Teachers must also examine how their individual student identities are a part of shared identities (e.g., social, cultural institutional, community) and how positive teacher/student relationships help create inclusive and caring classrooms. As time moves on, change is inevitable. Change does not take place without communication.

Community (CI)

Community knowledge and solutions require introducing, explaining, and applying appropriate, direct differentiated instruction and lessons focused on authentic cultural narratives developed around a curriculum with community conduits in mind. Creating opportunities for students to be authentically engaged as community participants increases student motivation, engagement and increases student self-efficacy. Giving ELL and ESE SOC opportunities to participate in authentic community and classroom connected learning activities supports student

mastery. Non-traditional and uncommon experiences that connect students, teachers, parents/families, and community members are vital to the success of under-served populations.

Community Challenges. Sixty-seven years since *Brown v. Board*, there remains a growing trend of racial disparities related to students of color (i.e., African American and Hispanic; Amaro-Jiménez et al., 2020; Moore et al., 2020; Walker, 2014). According to the NCES (2020), during the 2015–16 academic school year public schools had more racial/ethnic diversity in their student populations. Interestingly, during this time public schools tended to have more racial/ethnic diversity among teachers during this time. It was also noted that the percentage of teachers of color were also highest at schools that had 90 percent or more SOC and was lowest at schools that had less than 10 percent SOC. Traditionally since 2000, the number of U.S. White school-age students has been decreasing, specifically during 2000 and 2017 when White students decreased from 62 to 51 percent. In contrast, the percentage of U.S. school-aged SOC increased from 38 to 50 percent during this same time. As the trends relating to SOC continue to increase, so do the trends relate to students identified as ELLs. According to the data, approximately 4.9 million public school students were identified as ELL. Over three quarters of ELL students were Hispanic (77.7 percent or 3.8 million). Similar data also identified students served under the Individuals with Disabilities Education Act (IDEA) with SOC being the highest (NCES, 2020). Thus, these growing trends remain and the need to address such community challenges.

There remain communication misconceptions and gaps for ELL and ESE SOC and the impact these misconceptions and gaps have on student education and connecting parents to their child's/ren's educational process (Amaro-Jiménez et al., 2020; Moore et al., 2020). These communication misconceptions often result in the lack of opportunities, further resulting in

educational inequities and disparities in access to educational opportunities (Amaro-Jiménez et al., 2020). Such persistent gaps are well-documented in the literature for Hispanic and African American learners (Amaro-Jiménez et al., 2020; Milner, 2013; Milner & Lomotey, 2021; Walker, 2014).

As this growing trend continues, so do the social, emotional, and academic achievement gaps for ELLs and ESE SOC. As the number of individuals of color (i.e., Hispanic American, African American, Asian, Native American) continues to increase, so do the communication and educational gaps that nationally plague our classrooms and educational organizations (Amaro-Jiménez et al. 2020; Milner, 2013; Milner & Lomotey, 2021; Walker, 2014). Ineffective communication plays a crucial role in the failure of many ELLs and ESEs. Understanding more about the differences in communication styles for SOC will aid in students successfully sending and teachers successfully receiving of messages, both verbal and nonverbal. For example, a student may communicate in a way that has meaning to her or him. However, the teacher receiving the message may interpret it differently than the SOC intended due to their cultural differences and communication style. This can cause conflict and lead to classroom problems as well as harming the student and teacher relationships. However, if the teacher decoding the message was familiar with his or her student's culture and communication style, the teacher may properly interpret it thus avoiding conflict, which may impact student engagement and success in school. For example, DeNaria, a Black female student from an underserved community, walked into her middle school art classroom with her head down and arms folded, her body moving quickly in multiple motions to the beat of her mouth making musical rhythmic (i.e., smacking) sounds. The art teacher quickly noticed DeNaria's body language, facial expression, and what she considered to be loud, disruptive smacking noises and quickly began to verbally reprimand

her in front of the entire class. The unskilled art teacher immediately pre-judged DeNaria's body language as negative and her sounds as loud and disruptive, therefore counterproductive to the art classrooms learning environment.

African American and Latino students at the elementary and secondary levels are not achieving at the same level as their White and Asian peers (Moore, 2021). This is not an isolated issue, but a national issue across all academic organizations. As ELL and ESE SOC populations continue to increase and change, so must teacher instructional approaches to motivate and engage our neediest populations. In fact, from 2000 through 2017 the NCES (2020) showed an enrollment increase of Hispanic students from 16 to 27 percent and is expected to continue to increase by 2029 to 28 percent. The total number of African American students fluctuated, and their enrollment decreased from 17 to 15 percent (NCES, 2020). African American students are projected to remain the same by 2029. However, students with two or more races continue to increase from one to four percent. Therefore, as such numerical trends continue, the attention, debates, concern, and litigation that surround these two subgroups also increases. Bridging communication gaps to advance ELL and ESE SOC requires teachers and educators to develop and implement uncommon and non-traditional classroom and community supports.

Communication (C²)

Moore (2021) asserted that communication processes must be developed to create behaviors that display buy-in. Floyd (2008) explained that communication helps us meet a wide variety of needs that are important to human, institutional, and social wellbeing. These include social, emotional behavioral, physical, and relational needs as individuals change profoundly over time, particularly during academic years.

Communication is more than language. Communication is critical when connecting with ELL and ESE SOC in urban inclusive classroom environments. Communication used appropriately can positively influence all forms of relationships. However, for many, communication has also proven to be a barrier, especially to students and parents with limited language and social skills. One approach to the communication conundrum is to consider the barriers that may impede students, parents, and teachers from engaging in authentic communication. When teachers are able to effectively communicate with ELL and ESE SOC and parents in a meaningful manner that is clear and supportive, students are more likely to improve socially, emotional, and academically.

Successful communication for ELL and ESE SOC requires communication that is diverse in nature. Uncommon and non-traditional communications efforts may include codeswitching and conversational slang. For example, a Black SOC may get very excited and walk into a classroom setting that's engaging and say "What-up Mrs. LaTricia, your class is always on fleek; my bad, I mean good, what up, bro?", while a Hispanic SOC may walk in and say "*Buenos dias* Mrs. Latricia, what up holmes, what up homie?". This form of codeswitching and conversational slang is highly informal and often has extended meanings attached to established terms. This form of out-of-the-box thinking and strategizing not only supports students' safety when conversing, but also reassures students socially and emotionally. The opportunity to observe and model new, positive communication behaviors increases students motivation, engagement, mastery, and self-efficacy. This multi-component approach is proactive, culturally responsive, and equity-oriented.

Collaboration (C³)

Findings from Pintrich (2003) clearly indicated that student motivation is a focal point in the teaching and learning framework. Motivational beliefs will vary developmentally, culturally, and along other dimensions, but the motivational principles remain constant (Zimmerman, 2000). Attribution theory and self-efficacy theory appear to be the most influential theories that correlate with collaboration. Attribution theory incorporates behavior modification in the sense that it emphasizes that humans are increasingly motivated by pleasant outcomes. Thus, there is a need to create opportunities for ELL and ESE SOC to engage in authentic and collaborative conversations with their peers. When teachers encourage and empower ELL and ESE students and SOC to engage in authentic conversations, this multi-level process encourages students to reflect on their developmental discourse.

Collegiality (C⁴)

Zimmerman (2000) hypothesized about mastery experiences which may consistently predict a students' self-efficacy across all academic domains. Consistent collegiality encourages student engagement and mastery. Most ELL and ESE SOC have not had the opportunity to master their involvement and voice with collegial community conversations that relate to their classroom culture, nor have many of these students had the opportunity to engage in classroom conversations that connect to their community. Many ELL and ESE students do not engage in such collegial process due to a fear of failure. Within the collegial process, it is imperative that teachers pay close attention to their students beliefs and values (Ladson-Billings, 1994; Lang et al., 2019).

Consensus (C⁵)

Many ELL and ESE SOC students do not actively or authentically participate in activities without a personal connection. If the individuals are required to participate in activities, the amount of effort implemented will be based upon the individual's belief and self-efficacy (Zimmerman, 2000). Therefore, at the onset, teachers must contextualize learning activities by valuing students and their cultural community connections (Nutta et al., 2014) via consensus. Teachers who are able to challenge their students social, emotional, cognitive, behavioral, and linguistic abilities through shared conversations are more likely to have a functional, purposeful classroom that reflects the students' communication styles, culture, and community. Classroom consensus allows students to feel a sense of respect and control over educational decisions that affect them.

Civility (C⁶)

Through non-traditional approaches, teachers who model civil conversations within and beyond their classroom environment demonstrate the importance of civil discourse. Such civil discourse is used to co-construct activities that encourage students to solve real-world problems of local interest, increasing the likelihood that students' future conversations will be civil, positive, and proactive. For example, allow students to chronicle their daily interactions within the classroom, school, community, and home. Place the students in pairs, have students switch documents, and each student will read the other students document to the best of his or her ability. As students engage in a civil conversation, the students quickly learn; the activity requires critically thinking, questioning, and problem-solving through civil peer discourse.

Co-Construct (C⁷)

Non-traditional approaches relating to the co-construction of curriculum is key to the overall and ongoing success of ELL and ESE SOC. Teachers need students and parents to co-construct meaningful lessons that engage students from diverse cultures. Extended multidimensional curriculum construction is an interactive and non-traditional approach to learning. Co-constructed creative concepts are impactful when teachers allow their students to co-construct their knowledge within the learning environment via student-led teaching circles. Teachers should develop a culture of care that is centered around individual student needs.

Co-Exist (C⁸)

Research suggests that when students' social, emotional, and academic courses are tied to authentic learning opportunities, they receive greater learning benefits, including the ability to understand more complex problems and a deeper understanding of course material as well as the ability to apply the information in new/better authentic situations. This results in students who are more academically committed (Nutta et al., 2014) and desiring to co-exist in inclusive and diverse classrooms.

Care (C⁹)

Holistic care is critical for all children, especially for SOC. In 2016, only 57 percent of Hispanic students lived with married parents; the percentage was lowest for Black students (33 percent) living with married parents. Asian students living with married parents was 84 percent and White students were 73 percent (NCES, 2020). Similar data showed that many SOC under the age of 18 live in poverty with Black children at the highest poverty level at 31 percent and Hispanic children at 26 percent, while White children live in poverty averaged 10 percent (NCES, 2020). For many urban teachers who work with ELLs and Students With

Exceptionalities (SWE), ensuring this diverse group of students have appropriate supports to meet their unique and critical needs can prove challenging for pre-service and in-service teachers. When the race/color variable is added, these challenges become insurmountable for teachers educating ELLs and SWE. Therefore, highly effective teachers challenge themselves to learn how to create caring inclusive discourse that demonstrate supports for ELLs, SWEs, and SOC in underserved communities through education, professional development, and learning the C¹⁰ Model.

Cure (C¹⁰)

Little attention has been paid to CALD students (Lockhart & Mun, 2020) and ESE students in underserved, challenging urban schools (Moore, 2016). Students pay a great deal of attention to teachers behaviors and actions (Lang et al., 2019). Therefore, it is imperative that teachers acknowledge and demonstrate their belief in their students' abilities and are able to connect to students with CALD backgrounds in relation to his or her own. According to Hong and Shull (2009), “[a] cure may not be more instructional materials, but rather more caring teachers who display positive dispositions towards their students” (p. 269). Teachers and leaders who begin to rethink traditional communication and learning structures also begin to dismantle the systemic structures that have created such inequities. The advancement of ELLs and ESE SOC require such change agents to believe and challenge their ability and exceptionalities that directly impact their interactions with others.

Traditionally, research has focused separately on descriptive elements that impact effective communication. Due to consistent communication disconnects, there remains a need to focus on non-traditional and uncommon communication components. An alternative is to focus on implementing quality communication components that connect to authentic lived experiences

through interdependent relationships among teachers, students, parents, and community members. As urban classrooms continue to diversify, teachers can no longer divide and isolate communication as a separate issue with isolated solutions. This form of one-way thinking can lead many teachers to worry about meeting their students' diverse needs. Although urban teachers will worry from time to time, the means in which they communicate with students, parents/guardians, and community members can positively reduce and ultimately eliminate communication worries that affect teachers and students academically, emotionally, socially, behaviorally, and physically. While researchers continue to discuss these issues in a traditional, theoretical, and practical manner, teachers and educators lack clear strategies and authentic examples relating to uncommon and nontraditional best practices for ELLs and ESE SOC. Students come to school with different strengths, weaknesses, and needs. Implementing student-centered, nontraditional and uncommon C¹⁰ Model components creates effective learning communities. Table 1 below shares specific teaching strategies to implement the C¹⁰ Model in the classroom.

Table 1

C¹⁰ Supportive Student Strategies

C ¹⁰ Small Actions That Deliver Big Results	C ¹⁰ Components
Communicate care and concern. ELL & SWE (SOC) students require focused “motivation” for social, emotional, behavioral and academic success by incorporating strategies within a cultural context. Contextualize learning by valuing students’ cultural values and norms when curriculum planning and delivering instruction.	Communication Care Consensus Concern
Bring in diverse community speakers as experts to speak to the entire class/school. Bilingual parents can speak in their native language and students can interpret. By doing so, teachers began to show their dedication and support as it relates to linguistic competence through functional, purposeful classroom/school discourse in the use of first and second language acquisition. Don’t be afraid to use new and existing resources and to intermingle the two.	Community Connections Care

<p>As students engage in their individual circuitous classroom path, they are ultimately figuring out who and what they want to be in relation to others (specifically their peers). Allow ELL and ESE SOC to "play and process." A practical process that allows students to connect culturally, communicate with their peers, interpret and react to others as they grow, learn and develop.</p>	<p>Communicate and Collaborate</p>
<p>Co-construct civil, caring communication opportunities with ELL & SWE SOC parents on what motivates their child to remain emotionally on track at home via authentic home visits, thus, creating a sense of belonging for students and families.</p>	<p>Co-construct Civil Caring Communication</p>
<p>Change the game. Provide creative educational alternatives to support and enrichment experiential learning opportunities for ELL & SWE SOC during the day, before school and after school. For example, teachers can connect with parents to differentiate instruction and add field trips (invite parents) that reflect communication styles, cultural teachings, and diverse community practices into the curriculum.</p>	<p>Connect Create Communicate</p>
<p>Create classroom, community and civic opportunities' that encourage ELL & SWE SOC to explore their potential through conversations/spoken word, art, video, dance, music, etc.</p>	<p>Create Community Conversations</p>
<p>Create a positive classroom and school climate for EL and SWE SOC by adding student organizations that are appropriate for these specific subgroups and all students.</p>	<p>Create</p>
<p>Create a culture of care, allowing students to co-construct student-centered teaching circles based on individual student needs, encouraging students to operate in their own comfort zones with expectations. The willingness to pivot professionally and personally reduces teacher and student stress, This gives students a sense of power and control, not often felt in educational settings.</p>	<p>Communicate Collaborate Create Co-construct Consensus</p>
<p>Create a remote environment that builds on student strengths. For example, allow students more structured time in breakout rooms with their peers to communicate and co-construct meaning</p>	<p>Create Construct Communicate</p>
<p>Create remote listening and learning opportunities that allow you to diagnose and develop whole group, small group and individual student goals and needed relationships via virtual visits with students and parents/guardians. These become unintended social supports for all parties included.</p>	<p>Create Caring Conversations</p>
<p>Create an environment that encourages students to debate/battle. Develop battle buddies that challenge each other. Most students gravitate to competition. Leverage this as an opportunity to allow students to engage in civil, caring competitive, constructive, and collaborative conversations.</p>	<p>Care Create Civil Constructive Conversations</p>
<p>Develop mentoring programs between ELL & SWE SOC and school staff that are familiar with and utilizing common and caring language to support student confidence.</p>	<p>Care</p>

<p>Create curiosity, communicate and co-construct service-learning opportunities from every vantage point to increase ELL and ESE SOC exposure, opportunities and access to community, allowing students to grow before they go (Amaro-Jiménez et al., 2020; Moore et al., 2020).</p>	<p>Communicate Co-construct</p>
<p>Co-construct semester or yearlong Student Learning Communities (SLC) Design these communities to engage and bridge cultural connections in a civil manner that allows teachers to facilitate and students to curate. In this process, teachers should emphasize higher-order thinking abilities in teaching and learning, always challenging ELLs and ESE SOC, meeting the students where they are and taking them where they need to go.</p>	<p>Co-construct Communities Civil</p>
<p>Bring multi-tiered systems of support (MTSS) and response to intervention (RTI) to life for all stakeholders via personal authentic theatrical expressions; equity is not just a catchphrase. Initiate communication connections through multi-modal opportunities that begin to level the educational field, texting, tweeting, emailing, handwriting, body language, facial expressions, PowerPoint, Tik-Tok, Instagram, spoken word, improvisation, and dramatization with games and movement exercises that are inclusive of home and community in an effort to bridge brilliance and relationships and promote diversity, inclusion and racial equity (Amaro-Jiménez et al., 2020; Moore, 2021; Moore et al., 2020).</p>	<p>Communicate Collaborate Create Community</p>
<p>Implement home and community visits as a model support that does not penalize or accuse, but supports the reduction of chronic absenteeism. Connect with social work, healthy services, food funders, etc., to support students and families in a 360-degree model while also enhancing classroom and community relationships (Moore, 2021).</p>	<p>Communicate Collaborate Create</p>
<p>Develop the classroom and community climate by developing an onboarding process for new ELLs & SWE SOC to create a classroom and community culture of care and concern.</p>	<p>Community</p>
<p>Begin to interrogate how individual student identities are a part of shared identities (e.g., social, cultural institutional/organizational, community). Think about how teachers connect to their students' identities to build relationships within the classroom, creating an inclusive caring classroom. Question your dispositions, beliefs, and values (Ladson-Billings, 1994; Lang et al., 2019; Moore, 2021).</p>	<p>Create Care Cure</p>
<p>Co-construct a classroom theater that allows students to act out educational and personal situations (Moore, 2021; Moore et al., 2020) as interventionists (Nutta et al., 2014). Theatre-based pedagogical strategies have been used (i.e., staged performance, simulations with parents) to give attention to race/racism (Linds & Goulet, 2010).</p>	<p>Create Co-construct</p>

Tips: • Some strategies and activities are more ‘big picture’, while others may need to be more detailed. This is normal. It is fine to have a variety of strategies and activities; teachers/educators know best what is achievable in their school. • Your strategies may include universal interventions (i.e., school-wide initiatives) which will support the aforementioned strategies above. These are the basic build and bridge strategies to help establish a standard and empower your tone as an individual teacher and educator. Always be Listening, Learning, and Leading.

Notes:

*The last decade has seen increasing attention given to the notion of genre and its application in language teaching and learning. Genre represents how writers typically use language to respond to recurring situations, pointing to the fact that texts are most successful when they employ conventions that other members of the community find familiar and convincing. This community-based nature of genres suggests that their features will differ across disciplines, encouraging teachers to research the features of the texts their students need in order to make these explicit in their classes. It is important to examine some of the research understandings and practical applications of these views by looking at what the approach offers teachers of academic writing.

*Establish realistic timelines that drive the activities toward completion. Some activities may be completed in a short timeframe, while others will continue for months or the entire school year.

Summary

The best teachers are leaders who understand the importance of lifelong learning and most are aware that parents play a critical role in their child’s educational process, especially for students with multiple systemic barriers, including language, social-emotional, and behavioral challenges (Herman et al., 2021). Therefore, developing in-service and pre-service teachers’ dispositions in collaboration with students’ dispositions begins the dismantling of communication disconnects (Ellis, 2021; Ladson-Billings, 1994; Lang et al., 2019; Moore, 2016). States which desire to move toward effective systems of social justice, diversity, and inclusion are also moving toward actionable and accountable instructional strategies and systems that strategically strengthen and embrace cultural connections via teacher dispositions (Ellis, 2021; Ladson-Billings, 1994; Moore, 2016; Moore et al., 2020)

Sitting idly by is not an option as ELL and ESE SOC enter and exit the world of academia without the necessary communication and relational supports to ensure they have the opportunities, access, and ability to become and remain a collegial productive citizen in society. Teachers must have the skills and know-how to create successful change, “they are not to be attained by one-shot workshops and disconnected training” (Martin et al., 2016, p. 26). “Educators play a critical role in the implementation of successful inclusion in diverse, standards-based environments” (Martin et al., 2016, p. 314). There must be a collaborative and co-constructed process of systematic teacher development, resulting in improvement. Educators must not fear uncommon, non-traditional, high-quality, research-based models that speak beyond their current dispositions (Ladson-Billings, 1994; Moore et al., 2020). Such uncommon, non-traditional holistic models will help all individuals gain more insight and a better understanding of how to cultivate and preserve an inclusive, diverse, equitable, caring school and community (Griner & Stewart, 2013; Lerma & Stewart, 2012; Martin et al., 2014; Moore, 2016; Nutta et al., 2014).

Involvement in extended classroom/community-connected learning opportunities using C¹⁰ Model principles reduces the social, behavioral, and achievement gap for urban ELLs and ESE SOC and low socio-economic students; therefore, being a part of a community classroom committed to communication, collaboration, collegiality, and a consensus to co-construct in a civil, caring manner is an urgent framework for facilitating teacher, student, parent, and community relationships. This process will in turn address educational and societal gaps related to the inequities and social justice injustices that continue to plague our schools and communities. Lack of awareness is often the stated excuse; however, this excuse is no longer

viable. The goal is to continuously “support” teachers who lack cultural, linguistic, and exceptional SOC experiential experiences.

There is an urgent need to develop and implement untraditional and uncommon opportunities and experiences that deviate from pre-service and in-service teachers’ normative cultures. Educational classroom settings within and beyond the traditional United States are more than ever ethically and racially diverse, so must the strategies that are being used to connect and create successful outcomes for students in the aforementioned subgroups. Teachers need to be willing to embrace cultural connections and critical dispositions (Ellis, 2021; Ladson-Billings, 1994; Moore, 2021) that demonstrate their preparedness to reach out to ELLs and ESE SOC while incorporating the parent and community.

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