

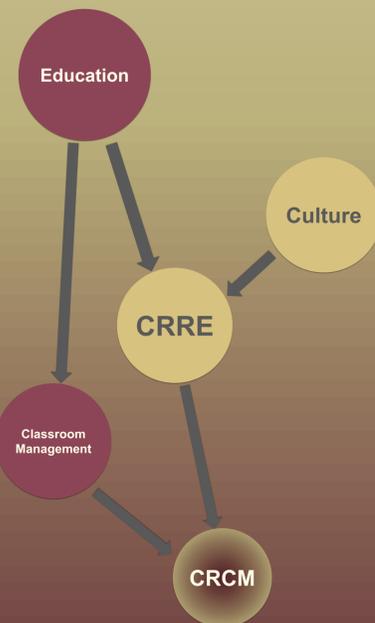
Introduction

Teachers may be struggling to manage their rapidly diversifying student population. Scholars have conducted an array of culture and classroom management studies attempting to ameliorate this concern. Across these studies, Culturally Responsive Classroom Management (CRCM) has remained a prominent theoretical model suggested by researchers for teachers to equitably manage their diverse classrooms (Milner, 2019). However, in the 20 years since the introduction of the CRCM model (Weinstein et al., 2003, 2004), there has not been systematic review of the literature *and* a focus on synthesizing this literature to further iterate on this model. This has resulted in limitations for researchers using the CRCM model to describe the CRCM phenomenon and may have limited teachers using this model to manage their diverse classrooms.

Therefore, **the purpose of this study is to conduct the first systematic review of the CRCM literature and to develop a new parsimonious iteration of the CRCM model.** The research questions are:

1. What does the CRCM model look like after 20 years?
2. How has the CRCM model been described across the CRCM literature?
3. How do the results of CRCM studies fit with Weinstein et al.'s (2003; 2004) original definition of the CRCM model (e.g., the 5 components)?
4. Are there any patterns among the different authors' conceptions of the CRCM model that may limit our ability to create one synthesized model?
5. What evidence (empirical or theoretical) supports the different features of the synthesized CRCM model?

Figure 1
Theoretical Framework of the Culturally Responsive Classroom Management Model



The first framework is culturally relevant and responsive education (CRRE; Monempour, 2007; Craig & Roehrig, 2020). The second framework is classroom management (Weinstein & Evertson, 2006).

Methods

Literature Search

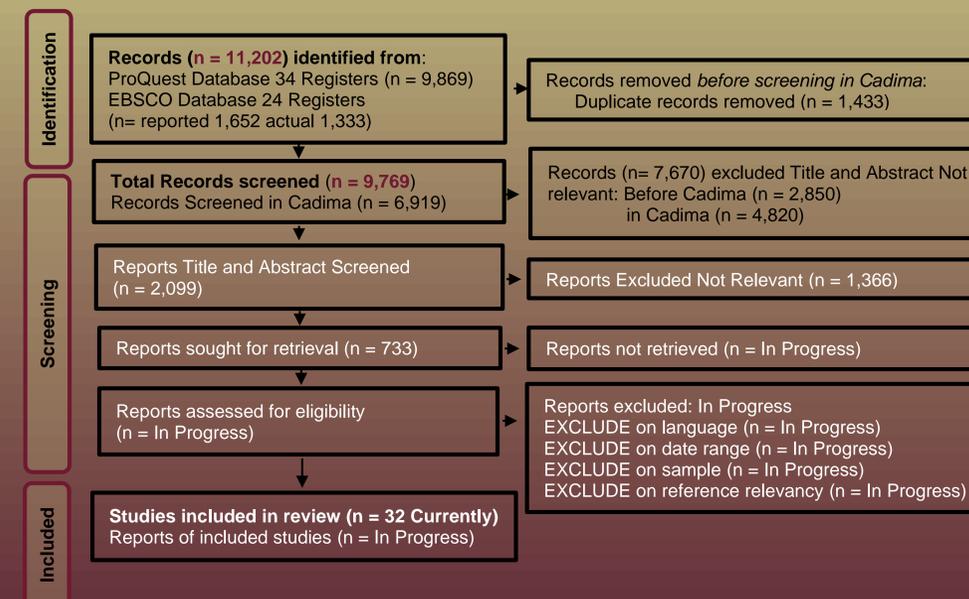
One graduate and three undergraduate researchers are conducting this study. We are using CADIMA web version 2.2.3 and the PRISMA standards for conducting this systematic review of the CRCM literature (See Table 1 below).

Table 1
Search Terms and Databases

Topic/ Search String	"Culturally responsive classroom management" OR "CRCM" OR "Culturally responsive management" OR "Culturally relevant classroom management" OR "culturally relevant management" OR "culturally sensitive classroom management" OR "culturally sensitive management" OR "Multicultural classroom management" OR "Multicultural management" OR "intercultural classroom management" OR "intercultural management" OR "Culture in classroom management" OR "Culture classroom management" OR "cultural classroom management" OR "culturally relevant and responsive classroom management" OR "culturally relevant and responsive management" OR "Culturally relevant and responsive education" OR "urban classroom management" OR "Culture and behavior management" OR "culturally responsive behavior" OR "culturally responsive discipline" OR "Culture and discipline" OR "Cultural discipline" OR "culture and self regulation" OR "Culture and self-regulation" OR "Ethnic classroom management" OR "racial classroom management" OR "Ethnic Discipline" OR "Race and discipline" OR "Ethnicity and discipline" OR "Culturally responsive management strategies" OR "classroom management in urban classrooms" OR "Discipline in urban classrooms" OR "manage diverse classrooms" OR "Bias in classroom management"
Databases	ProQuest (34) and EBSCO (24)
Population	"students of color" OR "urban students" OR "Culturally diverse students" OR "CLD" OR "black and indigenous persons of color" OR "BIPOC" OR "non-European American" OR "black" OR "Hispanic" OR "Latinx" OR "Latino" OR "African American" OR "AA" OR "Asian" OR "Urban classrooms" OR "Diverse students" OR "Urban teachers"
Data Collection	"Interview" OR "Observations" OR "Surveys" OR "survey" OR "Intervention" OR "Student interviews" OR "teacher interviews"
Date Range	January 1 st , 2003 - January 1 st , 2023

Screening

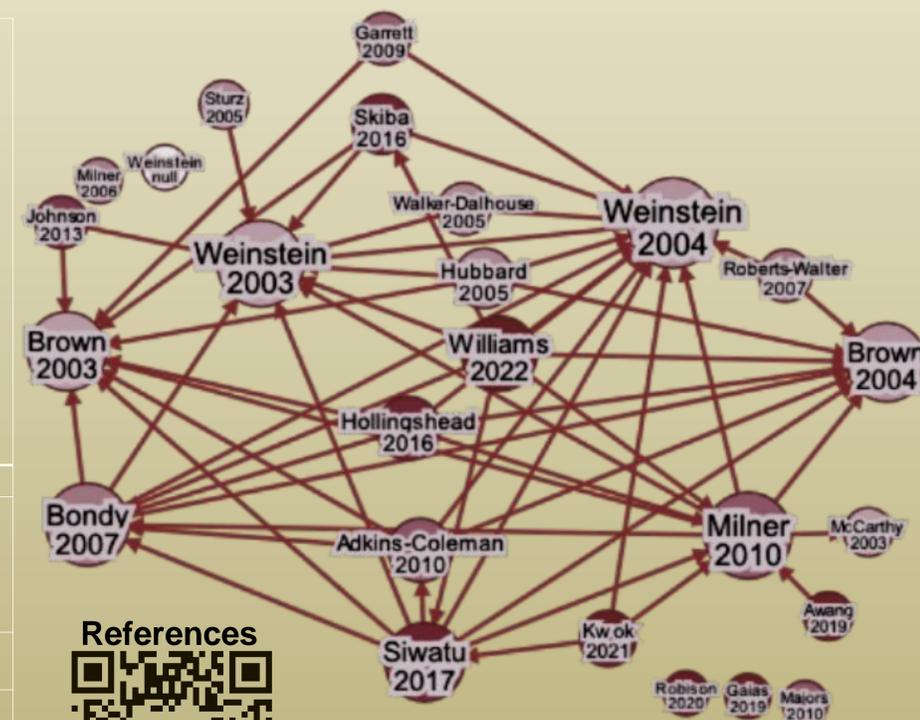
Figure 2
Identification of studies via databases and registers



Results

As we continue to screen articles, below is a model automatically generated by ResearchRabbit.ai depicting the connections between the included articles that are currently being analyzed. The larger the node, represents the more citations within the network the article has. The arrows pointing to an article represent the studies that cited that article.

Figure 3
Current Network of CRCM Articles and References



Analysis

We are presently using NVivo 12 Plus to conduct a thematic analysis of the articles. The final product of this study will include a visual representation of the newly parsimonious iteration of the CRCM model accompanied with well-defined themes and clear depictions and descriptions of the relations between these themes.

Discussion

We hope that the findings gained from this review of the 20 years of CRCM literature will assist researchers and teachers in better understanding the CRCM model. Furthermore, by better conceptualizing the CRCM model, this may assist teachers in implementing CRCM in their classrooms so that they may celebrate their students' diversity instead of punishing them for it.