

*Culturally Responsive Classroom Management:*  
Transforming musical knowledge into culturally responsive pedagogy

An extensive body of educational research suggests that best practices in classroom management can have significant and lasting positive impacts on teaching and learning. Classroom management consists of the practices and procedures that a teacher uses to maintain an environment in which instruction and learning can occur (Wong & Wong, 2009). Broadly speaking, the concept of classroom management (CM) is principally operationalized in the following activities:

- How students enter the classroom
- What students are tasked to do upon entering (e.g., "Do Now")
- How the classroom is organized and arranged
- Ways in which learning is shared among the teacher and students

Weinstein, Tomlinson-Clarke, and Curran (2004) identify five key components in their CRCM framework:

1. Recognition of one's own cultural lens and biases
2. Knowledge of students' cultural backgrounds
3. Awareness of the broader social, economic, and political context
4. Ability and willingness to use culturally appropriate management strategies
5. Commitment to building caring classroom communities

Lind and McKoy (2016) were among the first authors to specifically apply CRCM to the music classroom. Other excellent references on classroom management and student achievement include: Cawelti (2004), Duke (2011), Hammond (2015), McDonald, et al. (2013), Ravitch (2016), Tough (2016), and Wong & Wong (2009).

Additional works explore how CRCM intersects with the following constructs (references listed after each one):

- Race and GLBTQI issues (Bolgatz, Edmin, GLSEN, Vilson)
- Ethic of care (Noddings)
- Creativity and flow (Csikzentmihalyi)
- Social justice (Elliott & Silverman; Freire; Gorski & Pothini)
- Constructivism and development (Dewey; Cushman)
- Special education (Hammel, et al.; Silberman; Sobol; Test)
- Pedagogical practices (Anderson, et al.; Berger, et al.; Hattie, et al.; Tomlinson & McTighe)

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