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Teaching Styles Developed for Resisting Institutionalized Cultural and Socioeconomic Stereotypes of Mexican Americans

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**Introduction**

In the United States, we have produced and institutionalized unreliable educational practices that limit the potential for Mexican American students K-12.


Our research suggests that stereotypes have restricted and diminished the potential for Mexican American students.

The research details to what effect teachers and administrators negatively perceive Mexican American students and offer them insufficient educational support. When a school system motivates teachers, it can transform Mexican American students and, in turn, yield academic success.

Study conducted with assistance from USU professor Dr. Crescencio López-González.

**Educational Change Cycle**

- Innovative Teachers
- Inspire
- Generational change
- Mexican American Students
- Educational Success

**“Resistance”**

**“The Students”**

“I had 10 years of ESL; I never felt like teachers would focus on me because of some ‘language barrier.’ I don’t think the teachers cared about my future.”

- Student from Logan High School in Logan, UT

“I want teachers to teach me like they want me to go to the best college, how they would want teachers to teach their kids.”

- What Latino Students Want from School

**Films**

- McFarland, USA
- Stand and Deliver
- Walkout
- Spare Parts

**Inspirational Teachers**

**Conclusions**

In conclusion, we can see that in reality there are viable solutions to the broken educational system. Teachers and role models who operate outside of the system provide one of many solutions. There is an apparent connection between someone who breaks the institutionalized practices in the educational process and the success of a student.