Teacher Efficacy and Culturally Responsive Teaching Techniques

Dr. Roberta Callaway
“SHAWN”  
20 Years

“RYAN”  
2 Years
What *WILL NOT* happen...

• Gain strategies that will make you INSTANTLY able to reshape your thinking about multicultural education.

• Completely change your views about diversity!
What **WILL** happen...

- Reflect on personal cultural beliefs.
- Contemplate personal role in educating diverse students.
- Outline plans of action to begin the process of change.
“The Bridge”

G Yamazawa - "The Bridge” Published on Dec 5, 2015 from https://www.youtube.com/watch?v=61lLSroXh6U
Race: A group related by common descent or heredity.

Ethnicity: A social group that shares a common and distinctive culture, religion, language, or the like.

Culture: The sum of attitudes, customs, and beliefs that distinguishes one group of people from another. *(culture is transmitted, through language, material objects, ritual, institutions, and art, from one generation to the next)*
Dependent Learner

Samuel King and Word On The Curb: https://www.youtube.com/watch?v=TNfH41-LI4w
The main lesson for today

Dependent

Independent
When a person perceives that an event is within his/her control and based on their behavior:

- Internal (locus of control)
- Occurrences out of one’s control

Rotter (1966)
“When it comes right down to it, a teacher really can’t do much [because] most of a student’s motivation and performance depends on his or her home environment”

(Parkay, Greenwood, Olejnik, & Proller, 1988)
(Fives, 2003; Gibson et al; Tschannen-Moran et al., 2001, p. 784)
“If I try really hard, I can get through to even the most difficult or unmotivated students”


(Fives, 2003; Gibson et al; Tschannen-Moran et al., 2001, p. 784)
Bandura (1977)

Mastery experiences
Vicarious experiences
Verbal persuasion
Physiological arousal

(Balls et al., 2011, p.44)
Theoretical Framework

Culturally Responsive Teaching Techniques (CRTTS)

Teacher Efficacy
  - General
  - Personal

Improved Instructional Strategies

Student Engagement

Classroom Management

(Dembo & Gibson, 1985; Fives, 2003; Soodak et al., 1996)

(Oyerinde, 2008)

(Oyerinde, 2008; Ladson-Billings, 2000)

(Ladson-Billings, 2000)

(Oyerinde, 2008; Ladson-Billings, 2009; Villegas et al., 2002)
Safe space for risk taking

- Metacognitive Awareness
  - Awakening
- Ideological becoming
  - Agency
- Internalization
  - Advocacy
- Cultural Generativity
  - Efficacy

Using culturally responsive techniques

Learning about students

Commitment and skills to act as agents of change

An affirming attitude towards students from culturally diverse backgrounds

Sociocultural consciousness

Surface Culture

dress

holidays

music

food
Shallow Culture
Deep Culture
# Understanding culture

<table>
<thead>
<tr>
<th>Individualism</th>
<th>Collectivism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focused on independence and individual achievement.</td>
<td>Focused on interdependence and group success.</td>
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<tr>
<td>Emphasizes self-reliance and the belief that one is supposed to take care of himself to get ahead.</td>
<td>Emphasizes reliance on collective wisdom or resources of the group and the belief that group members take care of each other to get ahead.</td>
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<tr>
<td>Learning happens to individual study and reading.</td>
<td>Learning happens to group interaction in dialogue.</td>
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<tr>
<td>Individual contributions and status are important.</td>
<td>Group dynamics and harmony are important.</td>
</tr>
<tr>
<td>Competitive</td>
<td>Collaborative</td>
</tr>
<tr>
<td>Technical/analytical</td>
<td>Relational</td>
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Sociopolitical context

What is Systemic Racism:
https://www.youtube.com/watch?time_continue=4&v=GPVXdjJCKCA
Practice areas of culturally responsive teaching

- Awareness

(adapted from Hammond, 2015, Ready for Rigor framework)
Practice areas of culturally responsive teaching

• Learning partnerships

(adapted from Hammond, 2015, Ready for Rigor framework)
Practice areas of culturally responsive teaching

- Information Processing

(adapted from Hammond, 2015, Ready for Rigor framework)
Community building

REACH for success!
Respect
Effort
Attitude
Cooperation
Honesty

Practice areas of culturally responsive teaching

(adapted from Hammond, 2015, Ready for Rigor framework)
Implicit Bias

Independent Lens | American Denial | Implicit Bias Test | PBS: https://www.youtube.com/watch?v=Ar0iBLrjiCs
Eight young men talk about how they navigate around implicit bias in the classroom--and as they build their lives.

Race Forward (Chapter 1: High School):
https://www.youtube.com/watch?v=ezZn_N43Jdw
Poster Heading

- Angry, Lazy
- Poor
- Rich
- Penny-Pinching
- Terrorist
- Illegal
- Pretty
- Math Smart
- Not very smart
Were any stereotypes posted on the groups that you identify with, or belong to?
Did you notice any stereotypes that you personally have for any of the groups posted?
How might positive stereotypes be problematic?
How did the experience of writing and hearing the stereotypes feel?

Degannes et al. 2007
How might these written stereotypes impact teaching decision-making when interacting with students?

Degannes et al. 2007
Do you see any stereotypes of various groups that you wish to comment on?

Degannes et al. 2007
How do we deconstruct our implicit bias?

1. Begin with intention

2. Cultural Identity Recognition

3. Identify your cultural frames of reference

4. Map Your Cultural Reference Points

What are your deep cultural values related to:
- Communication
- “Doing school”
- Self-motivation
- Effort

How did you come to believe this?

What messages did you get about why other racial or ethnic groups succeeded or not?

What did your culture teach you about intelligence?

Did you believe some groups were smarter than others?

5. Widen your cultural perspective

6. Identify your triggers

1. Standing
2. Certainty
3. Connection
4. Control
5. Equity

7. Practicing emotional self-management

1. Identify what sets you off
2. Label your feelings when they come up
3. Create a personal “early warning” system

S.O.D.A

There are two types of people in this world:
https://www.youtube.com/watch?v=XZGuiAIHrss
There are two ways of spreading light: to be the candle or the mirror that reflects it.

Edith Wharton
SOURCES


YouTube:
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- Race Forward Chapter 1: High School – Published on May 12, 2014
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- Two types of people in this world Published on Mar 19, 2013
  from https://www.youtube.com/watch?v=XZGuiAlHrss